Correspondence
of
Rodger Hedlund

Special Collections
OF ASBURY THEOLOGICAL SEMINARY
Dear Mr. Hedlund,

Thank you for your letter of Dec 5, 1983. We really appreciate the willingness of your staff to help our mission out in the way of teaching. We also appreciate so much the fine library that you have made available to us.

The reason for this letter is concerning my visa problem. I am not sure if you would know of any possible way that I could seek for help or not. My visa will expire Feb 7, 1984. Both my wife's visa and mine are tourist visas. We have been able to stay in for 10 months which is much longer than the usual 6 months. Do you think it would be possible to obtain a theological educational visa for the work I am involved in herein Madras? If so what would I have to do to get it? Right now I am directing the work but a Naga is directly under me in training for the overall leadership of the work here in India. It would be good for me to stay for at least two more years.

Our present visa expires Feb 7 and we will be leaving for Bangkok and try to re-enter from there. I would like to apply for something more permanent than just another tourist visa. Do you have any suggestions or possible ways we can try? My wife, children and I are all Americans. We would appreciate any suggestions you may have in this area. I have tried to meet you at your office over this matter but our paths just did not cross at the right time. I will be in Madras until Dec 17th and then will be back Jan 1st. If you send a letter it will be forwarded to me as I will just be in Arkansas only 3 hours from Madras. Thank you.

Tim Svoboda
Youth With A Mission.
Mr. Tim Svqboda,  
Youth With A Mission,  
8/17, G.S.T. Road,  
St. Thomas' Mount,  
Madras - 600 016.

Dear Tim,

Thank you for your recent letter. Sorry to not get back to you sooner. We are very pleased that you are able to use our library. It is in process of classification, which will make it more useable. We are also glad that our staff will be able to assist you in teaching in your Training Programme.

Your visa problem is a serious one. It is surprising that you have been able to remain for ten months on a tourist visa. I do not know whether it is possible to retain a visa for theological education, but I think it is doubtful. The thing to do is to have some knowledgeable Indian friends make an unofficial enquiry. By that I mean that they need to go to the highest authority in the Immigration Department here in Madras. Without making an official application, they should carefully explain the situation and ask what can be done realistically. It is better to find out unofficially before you make a mistake, because once you have done the wrong thing, it is usually impossible to rectify. It is true that I came on such a visa to teach at U.B.S., Yavatmal, but that was done through the Institution. If you have such an Institution that is willing and qualified to make such an application, then you might consider that procedure. I agree that you are needed for at least two more years. I do not know the possibility of obtaining a new tourist visa. It may be that they will suggest that you are entering too frequently. At least, I have heard of people having that difficulty. I also would advise you not to re-enter through Calcutta, as it is reported that there is excessive and unnecessary harassment at that entry point.

Recently, I met a person who has enrolled in the Language Institute in Madras, where he is studying Tamil. While the language course is not very satisfactory at the moment, he has been assured that they will be able to obtain a visa for him in order to study in the Institute. You might consider this. This is a Government Institution, therefore, if you are enrolled as a student there, they may be able to use the facilities of the government to obtain the needed permit. I would strongly urge you to investigate this possibility. Unfortunately, I do not have at hand any particulars about the Language Institute, not even the address! But I think I might offer you the address of the person who is doing this study. He is: Rev. John Siebold, 411 Avilia Avenue, Thiruvanmiyur, Madras - 600 041. Telephone: 722. Be sure to mention my name from C.G.R.C., as having given you the name and address and also explain who you are. He has come recently on a tourist visa, but is enrolled and has...
27 December, 1983.

Mr. Tim Svoboda,
Youth With A Mission,
Madras. Contd./

been assured that they could get a students' visa which would be valid for the period of study, which I believe may extend for one or two years. Do try this.

Please keep me informed. I am especially interested in knowing how you work this out, and I would especially be interested in knowing more about the Language Institute possibilities.

Warm personal regards and God's best to you.

Yours in Christ,

Roger E. Hedlund.

cc: Rev. John Siebold.

RH:pm
Dear John:

Greetings. It was good to meet you last Sunday around the turkey with all the trimmings!

Enclosed is a copy of a letter in which I have given your name. I hope you do not mind. Y.W.A.M. is a sound evangelical, charismatic mission agency, which has recently come to Madras and is seeking to establish its training centre here. He is experiencing visa difficulties and has asked for suggestions. As you see, I do not have much to offer. But I do feel that everyone working here ought to first study Tamil. Unfortunately, I cannot find the address of the Language Institute. Therefore, I have referred Tim to you.

Would it be possible for you to pick up a brochure and any available literature about this language programme? I would like to know more about it, with a view to possibly recommending others. I will be most grateful to you.

Warm personal regards. Greetings to the family. Please keep in contact.

We would be pleased to have your name on the mailing list to receive INDIA CHURCH GROWTH QUARTERLY, and I will request the office to place your name on the list to receive this beginning with the next issue.

Cordially yours in Christ,

Roger E. Hedlund.

cc: I.C.G.Q. Mailing Dept.

RH:pm
Dear R.E. Hedlund,

I am a Christian missionary working among the 14,000 Punjabi Indians in Derby, England. Our work is part of Youth With A Mission ministry in the Midlands. I am intending to visit India this year with the intention of becoming more involved in ministry into India later.

We in Y.W.A.M. are committed to reach the 16,500 or so un-reached people groups in the world - together with the rest of the body of Christ. Donald McGavran in "Ethnic Realities and the Church" mentions that he reckons there are approx 30,000 ethnic groups in India alone. And most of them (approx 29,000) are still un-reached.

Do you have more information about the locations, names and numbers of these 29,000 groups - or at least some of them. Also about which groups have absolutely no Gospel witness among...

p.t.o.
them.

Could you, please, forward this information to

the following address:

K. & R. SAND
YOUTH WITH A MISSION
5 MILL HILL ROAD
DERBY DE3 6SF
Tel. (0332) 47851

With much appreciation

Yours in Christ

Kristian Sand
1A. **PRINCIPLES AND PURPOSE**

1B. **Ministry** - The ultimate purpose of the DTS is in-depth healing in areas of relationships with God and others. This only can be accomplished by being continually sensitive to the Holy Spirit's moving. Much time must be spent allowing God to invade the student's lives, bringing them to a place of openness and brokenness. This pattern must be established at the very beginning of the school, and carried throughout, to clearly point out that humility is to be a lifestyle - forever! A section of this paper is given to the subject of leading moves of God. It will point out specific areas God may want to minister to.

2B. **Application** - The DTS is not primarily a school of knowledge, but rather the DTS must be a school of wisdom. Head knowledge must be translated into practical heart knowledge by immediate application of all truth presented. Much time must be given to waiting on God to apply each principle taught. Application becomes the key word in the DTS. It is building truth into the student's life on a daily basis by modeling and developing new habits by right choices based on principle.

3B. **Blending** - The third purpose of the DTS is the establishing of in-depth relationships with other Christians. God's greatest tool for transformation is the close live/learn dynamics of community life. Many have avoided certain kinds of people in the past, but the DTS student body diversity offers opportunity to grow by embracing those easy or hard to live with. The same irritable person on the work schedule, is the person one must learn to love at the breakfast table. This inability to escape brings up sins laid buried for years, such as anger, self-pity, bitterness, etc. This gives opportunity to offer them up to the Lord daily for continual cleansing.

4B. **Intensity** - The fourth purpose is to provide a "Pressure Cooker" situation for rapid growth. This is possible due to the six months of close living, and a full schedule. Opportunities and challenges beyond the student's norm must be given in this type of situation. The leader must be careful to maintain a good balance in the schedule; not "busyness", but a challenging schedule which produces growth. This creates opportunity to rise to new levels of character development and responsibility.

5B. **Laboratory** - The fifth purpose is to keep the students in a situation where they can continually prove God as never before. The student needs to learn to know God by experiencing His divine intervention firsthand. This is accomplished by trusting God for things impossible to us without His involvement. It is especially significant that they see His power operate in evangelism.

6B. **Discipleship** - The group dynamic offers an opportunity for real discipleship. Jesus used the group (10-70, 120, 500) to create interaction resulting in immediate application of principles. Personal counseling was added to group interaction. Flock groups may be designed to facilitate ministry to students, as well as to create the stage for in-depth personal counseling.
7B. Delegation - The last purpose has in mind the releasing of all gifts and talents invested by God in your school. Responsibility and leadership opportunities must be given to potential leaders to develop these skills. A one-man show will only stifle the goals God has in mind. Jesus taught, then released, taught, then further released. This can be worked out practically in logistical duties, as well as outreach leadership opportunities.

2A. FOUR-FOLD STRATEGY

1B. Worship - To create worshippers! God's priority both now and forever is worship. The students must be led into worship that intelligently expresses aspects of God's character and personality. The leadership must be sensitive to bring the students into God's presence each morning by discerning God's best method of worship for that time (singing, praise, silence, meditation, prophecy, etc.). This must be a main focus throughout the school.

2B. Association - To create a unified body! The key to an effective school also involves how well the leaders blend the students. The blending process begins the moment the new students arrive. There must be a concentrated, yet natural plan of bringing people closer together. John 17 talks of unity that God deeply desires. Small groups such as intercession, flock, interest groups, and ministry groups offer a tremendous opportunity to help individuals relate to other students. It must be said that even if the groups didn't accomplish their primary objectives, the very act of mixing different people will prove beneficial. Of course, the goal would be to accomplish both.

3B. Involvement - To train by coaching, not super starring! Coaching is leadership that gets every player on the team involved. This point cannot be overemphasized. Application is the key word for the DTS. The students must be taught at the very beginning of the school that the life is in the Body, not at the front of the class. They must learn to pray together, weep together, work together, witness together. This is accomplished by a coaching approach, not by leaders who do everything. Just having speakers and teachings will not accomplish this. There needs to be time for them to respond, think, and apply. This is the DTS!

4B. Training - To allow God's specific word to come forth on a daily basis! Jesus carefully took time to teach principles in the midst of sending the disciples on missions, or giving them duties, or helping them relate to each other. The DTS must not cram head knowledge in but follow the Lord carefully for what is on His heart. The material taught in the DTS must be carefully designed and planned to fulfill the purposes of the DTS, and not to simply fill time.
3A. CURRICULUM

1B. Subjects - The DTS basically covers five areas:

1C. Messenger and His Bible - Meditation, study, values, quiet time.
2C. Messenger and His God - Character, ways, and principles.
3C. Messenger and His Enemy - Strategies, spiritual warfare, overcoming tests and trials.
4C. Messenger and His Relationships - Body of Christ, family, *team relationships in missio*.
5C. Messenger and the Lost - Principles, methods, and vision for evangelism.

2B. Medium

1C. Video - Video can be your greatest tool as long as the specific messages are prayed over, introduced properly, and applied carefully.
2C. Visiting Speakers - It is effective to mix speakers and video together. The speaker should cover DTS material. (Material should be applicable.)
3C. Staff - Releasing staff can further your goal of training them. Be sensitive to the balance of justice to the Student Body, and releasing new ministries.
4C. Waiting on God - Simply being obedient to trust Him to move in any given area He shows you.

3B. Teaching Tools for Application

1C. Small Groups

1D. Intercession - It is good to mix intercession groups and allow students to learn to lead these groups. Make sure staff assist in times of confusion or misunderstanding.
2D. Flock - A time for ministry, questions to be answered, issues discussed, and generally a place for real openness. Recommended that flocks be of same sex in DTS to really establish openness and minister to any area of need.
3D. Special Interest Groups - Separated into mind-molding groups such as Home, Church, Education, Government, Arts and Entertainment and Media. The goal is to give perspective and vision in raising God's standard in these areas by prayer and action.
4D. Special Ministry Groups - Applying special gifts and abilities of students into vehicles for effective evangelism. Drama, kruppets, music, dance and evangelistic preaching are examples.

2C. Panel Discussions - Allows students to absorb previous messages by asking questions to staff or individuals who have effectively experienced what was taught.
3C. Review Questions - An assignment given to students to cover teaching material for each week of school. Effective in helping the student summarize at the end of a week, as well as encouraging good note taking. Also gives staff an understanding of where student is in the growth process.

4C. Counseling - Personal application by staff into individual's lives should be on a consistent basis.
OBJECTIVE: To develop and release people in their ministries for World Evangelism!

PREREQUISITES FOR STUDENTS:

(a) Applicant must complete an approved YWAM Discipleship Training School
(b) Application must be accompanied by a letter of recommendation from the DTS director
(c) Applicant must be committed to abide by the rules and regulations of the School
(d) Applicant must be committed to their financial responsibilities to the School

LOCATION: SOEs are best run in cities or towns where there are many opportunities for evangelism. It is important that during teaching phase, the students should have much involvement in evangelism in the local community.
The curriculum consists of five units that spread over two phases: 1) the teaching phase 2) the outreach phase.

**UNIT 1: MISSIONS**

a) Overview of Missions  
b) Biblical perspectives  
c) Historical perspectives  
d) Missions strategy  
e) Demographic country studies  
f) The Hidden Peoples  
g) Cross-cultural communication  
h) The Gospel and Culture  
i) Language acquisition and Cultural bonding  
j) Pioneer Missions  
k) The local church and missions

**UNIT 2: THE MESSAGE OF THE GOSPEL**

a) The Kingdom of God  
b) Essentials of the Gospel  
c) "How Then Shall We Live?" by Francis Schaeffer  
d) Apologetics  
e) The Gospel of Power

**UNIT 3: REVIVAL**

a) History of Revivals  
b) Character and conditions of Revival  
c) Current Revivals around the World  
d) The Gifts of the Holy Spirit  
e) Knowing Your Calling and Ministry  
f) Ministering in the Spirit  
g) Personal revival and Ministry  
h) Spiritual warfare and Ministry
UNIT 4: EVANGELISM

A) The work of Evangelism
b) Different types of Evangelism
c) True and False Conversion
d) How to Witness for Christ
e) Preparation and delivery of Messages
f) Muslim Evangelism
g) Hindu Evangelism
h) Buddhist Evangelism
i) Chinese Evangelism
j) Evangelising Animists
k) Communicating to the Cults
l) Creative Ministries

UNIT 5: PRACTICAL OUTREACH

a) Week-end ministries on the streets, house-to-house, churches, school campuses, beaches, shopping centers, etc.
b) Learning how to write reports during outreach; as well as gathering valuable information for future work
c) Cultural, behavioral, health, and ministry orientations
d) Three months of CROSS-CULTURAL outreach
TEACHING SCHEDULE

Week 1:
Overview of Missions
Biblical Perspectives
Historical Perspectives
Pioneer Missions
The Local Church & Missions

Week 2:
Part 1
Missions Strategy
Demographic Country Studies
(Introd. but carried thru teching phase)
The Hidden Peoples

Part 2
Creative Ministries (Afternoons) 

Week 3:
The Kingdom of God

Week 4:
"How Then Shall We Live?"
Apologetics

Week 5:
Essentials of the Gospel
The Gospel of Power
Personal Renewal & Revival

Week 6:
History of Revivals
Current Revivals around the World
Character & Conditions of Revival

Week 7:
The Gifts of the Holy Spirit
Ministering in the Spirit
Knowing Your Calling & Ministry
Spiritual Warfare & Ministry

Possible Speakers
Kalafi Moala
(some videos avail)
Ralph Winter (videos avail)
Danny Lehman

Don Richardson
Ralph Winter
Judy Sproats
Kalafi Moala

Kevin Darrough
Dale Kauffman

Jim Argue
Ron Boehme

Frank Schaeffer
Dean Sheneman
Floyd McClung (Video)

Noel Gibson

J. Edwin Orr
Mel Tari
Danny Lehman

Bernie Ogilvy
Don Tredway
Kalafi Moala
Dean Sherman
TEACHING SCHEDULE (Contd.)

Week 8:
The Work of Evangelism
Different Types of Evangelism
True and False Conversion
How to Witness for Christ
Preparation and delivery of Messages

Possible Speakers
Danny Lehman
Gary Stevens
Ross Tooley

Week 9:
Muslim Evangelism
Hindu
Buddhist
Chinese
Evangelising Animists
Communicating to the Cults

Don McCurry
Hideo Aoki (Videos)
Diff. ones teach
also self studies

Tom Bauer

Week 10:
Language Acquisition & Cultural Bonding

Tom & Elizabeth Brewster

Week 11:
The Gospel & Culture
Cross-Cultural Communication

Kalafi Moala
(some avail on videos)

Week 12:
Practical & Spiritual orientation for outreach

Bean Sherman
Kalafi Moala
Staff

Then out the entire DTS phase & SOE phase, we are proposing
a Hindi language course for all non-Hindi speakers.
THE OUTREACH PHASE

During the teaching phase, the students would have learned much practical evangelism in the week-end outreaches.

Before the SOE begins, the leadership and staff should have already decided in prayer where the outreach teams would be going. These places should have been prayed through carefully to be sure that those are the places that God wants the teams to go.

The following are important things to remember concerning the outreach phase:

1) The outreach should always be cross-cultural. The DTS could have mono-cultural outreach, but for the SOE it is imperative that it be cross-cultural. The main reason for this is that the emphasis is for exposure to World Evangelism.

2) Special projects should be set as goals for each School to aim at. For example: picking a particular nation, or region that the teams could cover in evangelism. Or pray about starting a new outreach base in a particular city or new nation using the SOE teams. This kind of goal setting will give each School a particular focus.

3) Set clear-cut strategies for each team, so that they could work at seeing fruits that will remain during and after the outreach. Some of the students may commit themselves to stay and work in the area of outreach for many years. Strategise for revival and souls saved!

4) Send advance teams at least 6 weeks ahead of time to set up the outreach using information and contacts brought back by other "trailblazing" teams. Much research and correspondence should already have taken place at least at the beginning of the teaching phase.

5) Keep the outreach teams very small. Three or Four in a team is sufficient. Five maybe OK, but Six is already a big team. A small team gives greater ministry responsibility and responsibility to each member; easier for accommodation, transportation, and for bonding into new places.
THE OUTREACH PHASE (Contd...)

6) Orientate the teams well in goals, strategies, culture, conduct, ministry arrangements, finance, health care, etc.

7) Make sure that the teams are involved in direct evangelism; not just ministry in churches or prayer groups.

8) Make sure that each team is a balanced team. For example: try to keep the teams as international and inter-denominational as much as possible. Be sure that there is also a balance in the gifts and abilities of the team. When choosing a team, be sensitive to the culture of the people where the team is going. It may be, for example, offensive to send a mixed team of girls and guys. So send an all girls or an all guys team.

9) Establish a central communications center (on the field) where each team could make contact for reporting, getting supplies and mail, and for emergencies. The leadership should visit the teams he is not with at least once during the outreach.

10) Last but not least: except on very rare occasions, the leadership should always lead out the teams on outreach. All the SOE staff should always go out on outreach. Leadership on the field will always make a greater impact on the students than leadership in the classroom.

(HAVE EACH TEAM READ AND STUDY CAREFULLY THE MANUAL PUT OUT BY PIONEER MINISTRIES ON OUTREACH AND TRAILBLAZING)
FINAL COMMENTS

1. As the DTS emphasized character development, the SOE emphasizes the development of effective ministry for world evangelism.

2. Evangelism must be the theme of the whole school. Remember it is not a School of Theology, Creative Ministry, or Counselling. It is a School of Evangelism!

3. An SOE looses its effectiveness if it is run just like an "advanced" DTS. In other words, they get the same type of teaching like a DTS with just a few extras.

4. It can never be overemphasized that an SOE's success is marked by when the students are totally saturated and committed to world evangelism; and that they see their own personal ministry gifts as part of the tools to reach the world for Christ.

AFTER THE SOE

Before going on the outreach phase, the leadership should pray with each student concerning what they should be doing after the SOE. If the SOE program is to help release people to full-time ministry in world evangelism, then it should expected for most id not all of the students to work with YWAM or some other ministry involved in world evangelism.

Opportunities for service around the world should be presented to students throughout the whole teaching phase.

May there be many pioneer teams released out of each SOE to help in finishing the task of world evangelism. "Pray ye the Lord of the Harvest that He may thrust forth His army into His Harvest Field!"