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# Training Missionaries

THE MISSIONARY TRAINING SCHOOLS IN THE FIELD AND AT THE HOME BASE; THEIR RESPECTIVE TASKS.

FRANK K. SANDERS, PH. D.\*

The progress of the science of missions has developed within recent years two relatively new types of institutions, each one essential, each supplemental to the previously existing group of institutions devoted to missionary training and to each other. These are the institutions for specialized missionary training at the home base and the schools for training in the mission field. Each type has developed under the pressure of the same sort of need: the demand for a distinctive, specialized training which neither our colleges nor our seminaries were organized to offer.

There was a time when a missionary went forth with a theological or medical diploma or, in case of a woman, with such training as she could compass, to attack the problems of the field single-handedly as they came, and to overcome obstacles with such wisdom as was available. Such Spartan procedure developed great missionaries out of those who were naturally resourceful and not easily daunted, as was the case with a large percentage of the missionaries of the nineteenth century. The same procedure effected only meagre results, however, in the case of one who had only average ability, who went to the field at the call of duty and opportunity, as he would enter some line of social and religious service at home. It failed in particular to prepare the missionary of the twentieth century to anticipate fully or to master the widely varying needs of the mission field of to-day.

The great Conference of 1910 at Edinburgh met this last problem in at least four important ways. In the first place it accustomed missionary leaders to think and plan in terms of missionary areas, each with its special problems. Practically every one agrees to-day that the missionaries of Latin America require a training which differs considerably from that of missionaries to China. Again it accustomed them to think in terms of types of service on the field. In addition to the time-honored distinction between a medical missionary and a general missionary it cleared the way for a distinctive recognition of an educational missionary and it lifted the worker among women into a fourth specific class, calling for a very definite training. Since 1910 still other types of missionary service have been recognized. There are social workers, business agents, agricultural directors, health specialists, directors of evangelism, association secretaries and other specialized types.

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In the third place the Edinburgh Conference demanded a far higher and broader standard of training for the young missionary, including an introduction to the problems of missionary procedure, of intelligent adaptation of the missionary to his people, of the interpretation of their life and thought, and of the co-operative leadership which efficient missionary service to-day entails. Finally it advocated the development of schools, both at the home bases in Great Britain and North America and on the various mission areas, which would specifically furnish this sort of training, while encouraging, at the same time, the broader use of existing institutions. Out of the consensus of opinion, developed partly through formulations of missionary experience at similar gatherings, partly through the independent initiative of far-sighted individuals and groups, there has developed a permanent recognition of the importance of specific missionary training and its expression in three sorts of schools at the home base and in certain schools on the field.

Here in North America are three types of schools which furnish this essential training, each in its own way. There are (1) the stronger theological seminaries which maintain a well equipped missionary department with a competent professor. Such institutions aim to give missionary candidates an acquaintance with the history of missions, an insight into the general problems of missionary administration, and a direct contact in the classroom, or at least by lectures, with one or more of the great mission areas. There are (2) the training schools, so called, which take candidates as they find them, with or without degrees, and seek to give them such specific training as they need. The stronger of these training schools provide proper opportunities for students who have won a college degree. Nearly all of them, however, admit students without such training, particularly if they are planning to work in the home field. These institutions aim likewise to teach mission history and method and to give some idea of each mission area and its problems. Few are equipped to do this with sufficient thoroughness. There is (3) the school for highly specialized training of which a few are to be found in North America, schools which presuppose a college and professional training or its full equivalent. At these schools the theory and practice of missions, the problems of each type of mission service and the thorough grasp of each particular mission area, its history, people, peculiarities and opportunities, are offered. These institutions fit the candidate for immediate service on the field as far as he can with wisdom be prepared for that service.

On the field at the same time there has been developing a type of school, heretofore called the language school, but now, by the preference of many missionaries, a training school, on the field. Such a school aims primarily to give to the new missionary during his first year on the field a thorough grasp of the language of its area. To them the Boards at home are increasingly sending their missionaries for an uninterrupted first year of work. These schools are still in the process

of development but their tenure is virtually assured. It seems to be the general conclusion of well-informed missionaries that they are the essential part of the machinery on the field, being able to introduce the young missionary to his new language with less wear and tear and with more results than any other institution. Not all of these schools have been equally successful, but their failures seem as a rule to have been due to circumstances which may easily be avoided in the future. The well organized and competently directed schools at Cairo, Poona, Tokyo, and particularly in Nanking and Peking, have met with substantial success.

This unquestionable success of some of the schools has led to a demand—not insistent but fairly definite—for an enlargement of each language school into a real school for broader training. Some missionary leaders go so far as to demand that this type of school on the field shall wholly supplant the third type of school at the home base, being equipped to give to the young missionary all the training that he needs to fit him to function forcefully in his particular mission area. In China this demand is backed at present by the whole Committee on Missionary Training of the China Continuation Committee, an influential, representative and energetic group. They argue that the specialized, non-professional training of a missionary which relates him to a particular type of service in a particular mission area can be better imparted on the field, among actual missionary surroundings, than at the home base under the best of circumstances. As an ideal this is probably true, but at present there are a number of other considerations to be taken into account, which seem to incline missionary leaders to an emphasis on the duty of language teaching for those schools and the provision in other ways of the broader training. I shall assume today that for some time to come the schools in each mission area will find their task to be the thorough impartation of the new language and the practical orientation of the new missionary within the field.

Since the development of training institutions for missionaries at home and of those on the field have been independent, neither has really recognized the other. Each type seems likely to persist and to flourish. Each is more or less indispensable. The sooner we may recognize for each a peculiar responsibility, the more efficient and satisfactory will be the normal results.

A well-equipped missionary, in addition to his knowledge of psychology, philosophy, the social sciences, biological science, history, literature and religion, and in addition to his professional training, needs a grasp of the history, the literature, the religions, the language: the missionary history, the educational and social conditions and the institutions of his particular mission area. Some of this training unquestionably demands that the instructor be right up to date. No one could give a competent impression regarding the Far East who had been out of touch with it for the last twenty years. Other portions of the training are of the nature of an exhibit of existing facts. Such

instruction, as a matter of course, can better be handled where the facts are. Allowing for all this, however, it remains true that a general grasp of the history, the literature, the religion and the missionary experience of any particular area, and even of the general Christian approach to the people of that area, can be gained quite as well, if not actually better, in North America or in England as on that mission area. The instructors in all cases are sure to be men and women of missionary experience, capable students of missionary policy, who see the problems of each area in the light of the whole missionary world. To secure for each training school on the twenty or twenty-five linguistic missionary areas of the world instruction of this same sort would compel the setting apart of a whole group of the ablest and most experienced missionaries of each district for the work. The cost would be greater in men than in money and perhaps impracticable from either standpoint.

In view of these considerations, my answer to the question, "What are the respective tasks before each type of school, those at home and abroad?" would be substantially as follows:

Our schools at home must expect to furnish (1) the general intellectual training indispensable to missionary efficiency with its normal balance of English, mathematics, history, philosophy, social sciences, laboratory sciences, language and literature; (2) the religious training without which no one can have influence as a missionary; the thorough organization of religious thinking, some knowledge of Christian history, an organized grasp of the whole Bible and some acquaintance with practical religious service; (3) the specific professional or vocational training which will be demanded by the missionary task which awaits the individual; (4) the general missionary training, needed by all missionaries alike, in the history of religion, the history and practice of missions and in missionary geography; and (5), where such training can be given adequately, the training which relates to a given missionary area, such as its history, literature, religions, institutions and life.

Our schools on the field, on the other hand, must furnish (1) a thorough training in the language or languages of the mission area; (2) some acquaintance with its literature in the original; (3) an adequate study of the existing situation, politically, socially, religiously and administratively, in that area; and (4) adequate provision for the wise use of each of the years of the first term of service on the field, not alone in the mastery of the language and acquaintance with the literature, but in the review of the general and special problems relating to the field and to its missionary development. Such a provision, if the schools on the field hold their students for one year only, must, of course, be through summer schools or special school sessions or correspondence courses.

It is my own conclusion that all four types of school have their place in the missionary enterprise, each one having a place of impor-

tance. We must set ourselves to the task of evaluating each type and of marking out the general bounds within which each should aim to be thoroughly efficient. There are now about a dozen theological seminaries with real missionary departments; there should be much more than twice as many. There are now about fifteen training institutions for home and foreign missionaries, ministering chiefly to young women, which do a work worthy of recognition; there is plenty of room for twenty-five such. There are now three schools organized for advanced specialized training; eventually there may be as many as six. There are to-day about six successful training schools on the mission field; I would say at a venture that there should be about twenty-five in the whole mission world. Our great problem is to differentiate these and their normal programs in order that each one may become equally efficient.

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## What New or Increased Emphasis Should be Given in the Training of Missionary Candidates to Meet the New World-Situation?

EDMUND F. COOK, D.D.\*

The church is awake to the need of a trained ministry and is working intelligently at the problem. As yet, however, but little concern has been shown, and no adequate attention given to the technical training of missionaries. Suddenly there is sounded throughout the land, an urgent call for highly trained men and women for leadership in the missionary enterprise in fields new and old. In spite of a growing interest in missions on the part of the young life of the church; in spite of increased demand for skilled labor in the work of missions, and notwithstanding the insistent call from mission boards for qualified men and women, we have no program adequate to the task of training, in a scientific way, the forces required to meet the new world-situation. In view of the extraordinary conditions confronting us, two questions need to be considered:

**FIRST:** What increased emphasis should be given to the training of missionary candidates to meet the new world-situation?

We answer:

*First:* Such emphasis should be given to the training of missionary candidates as is given to the training of persons preparing to enter other fields of scientific service. Missions is a science and scientific training should be demanded of every man and woman employed in the enterprise.

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