

Differences in Training Schools.

Interest in the Sunday ~~Songs~~ School.

Few people really enjoy saying what is true, ~~but~~ I ~~suspect~~ the reason is because few like to hear such things. One of the poets tells us "that all who rhyme - nay all who write, shrink from that fatal word ~~to~~ genius - truth". But I ~~suspect~~ they all must come to it now and again. That is my dogma ~~at present~~, and much oftener than is anyway agreeable. I object to it ^{certainly} in my case it is more than usually difficult to say things well. Horace has assured us of that fact and my experience justifies him. It is easier ^{to begin with} to say almost anything else well. Moreover many are prone ^{to begin with} to confound common sense and common place, but it is ~~wise~~ to keep the company of commonsense in almost any other quarter. That may be the reason why so many of us can get no name for common sense.

The present adds one more to the numerous occasions on which I must yield to the dominion and authority of the commonplace. I shall not dare avow that no way is open to avoid it. I am cured of talking that way, ~~now~~, I am sure there must be brighter heavens of invention than I can click off; have ~~ever~~ affirmed it was impossible to say anything new or ~~good~~ upon a given topic only to find myself later much in error, when another, man took hold of it. The old authors were wont to talk about ingenious writers and speakers, but that custom has now passed out of vogue. Those who used to be ingenious are talented now, and it is not the happiest change that could be.

I am free and frank enough to confess that I am not ingenious enough to clothe this subject with any sweetness and light. I heartily wish that I were both for your sakes and for my own.

Like the most common places sermons that we preach, and sometimes hear,
I will divide the subject into three parts:

1. Social interest in the Sunday School

1. Social interest in the Sunday School. I place this first in order, for two sufficient reasons, namely, first as the least important interest in the Sunday schools, and secondly, I do not wish you, on that account, to overlook it. For it is not of trivial importance. I have known schools and classes in schools, I think, to suffer by reason of the neglect of it. The social element is perhaps the foremost fact in human nature. It lies at the center of the human heart, and if the social element can find no adequate place and play in your Sunday School, or class, it will seek for recognition in another, or on the streets, or anywhere. The social interest in the Sunday School I admit is hard to deal with and direct. Society has its own requirements, and its own ways of dealing with any infringement of those as the Church is jealous of despotism over the conscience. Therefore you may always look for classes and colonies, or the ~~Sunday Schools~~, on the ~~streets~~. You would be unwise to preach a crusade against them, ~~now~~. You ^{perhaps} ~~will~~ have a ~~crusade~~ colony of your own. Who does not belong to one or other of these? They are a part of the mortal cage of every man. Mr. Joseph Cook would call them environments. You will find these environments ~~now~~ in the infant class room. There are apt to be ladies ^{muched up in their quarels} ~~now~~ who "only with children ~~now~~ are dressed in velvet." of fashion & tiny aristocrats ~~now~~ who ^{now} ~~now~~ are dressed in velvet. " There may now and ~~now~~ have a fierce up and down fight between themselves, but they will show a united front ^{any day} against the children who are dressed in cotton. You would smile ~~at~~ it, but perhaps "children are pretty much the same all the

the world over," whatever their age maybe. Of a truth, the social interest is sometimes a source of annoyance. You will ~~often~~^{occasionally} be brought to your wife's end, no doubt; but beware how you make mouths at these enormities. It is not well to ignore an accomplished fact, and you yourself, if you will consider the matter aright, are no better than ~~the~~ other children in this regard. I was once bargaining with a gentleman of Hibernian origin to labor in the harvested fields. We had agreed upon the terms, when he inquired ^{about} regarding the color of our fellow laborers. On being ~~suspected~~^{advised} that they were of African descent he informed me that he would cheerfully fulfill his contract provided all the Africans were dismissed. On my protesting that I ~~had~~ ^{should have} no scruples to labor in the same field with colored people, he replied that he would not be ~~suspicious~~^{suspicious} himself, provided he owned the crop and employed the ~~black~~^{white} help. I hardly ~~think~~^{believe} that Henry VIII. could have assumed a more patrician pose than my sovereign from ~~before~~^{old} King from ~~before~~^{old} Tudors. I wondered as I walked away in his haughtiness and his ~~arrogance~~^{pride}, if I had ever done anything quite so ~~profoundly~~^{profoundly} ~~presumptuous~~^{presumptuous}. May be not, but the prejudices of ~~men~~^{men} are often ~~so~~^{so} ~~presumptuous~~^{presumptuous}, and the usages of society are continually ~~so~~^{so} ~~presumptuous~~^{presumptuous}. It ~~is~~ ^{is} better to lament the fact, than to accept it, even in the Sunday School and ~~we~~^{to} make whatever we can out of it. Notwithstanding all the trouble and annoyance we must not forget that the social interest is of ~~no~~^{no} moment in the Sunday School as a whole and in the ~~intimate~~^{intimate} ~~spiritual~~^{spiritual} classes. ~~May~~ ^{Not} ~~God~~ ^{God} ~~allow~~ ^{allow} that I should shrink to submit the inquiry in all its aspects to the judgment of a cultivated Chinese gentleman. At any rate, the usages and prejudices of our society are in some instances peculiar. It is ~~worthy~~^{worthy} to lament the facts. We are obliged to accept the facts, even in the ~~spiritual~~^{spiritual} school, and to make whatever we ~~may~~^{may} ~~concentrate~~^{concentrate} of it. The social element will now and then afford annoyance or even trouble, but it is an element of value, none the less, in the school ~~containing~~^{containing} ~~in~~ⁱⁿ the ~~separate~~^{separate} stars.

2. ~~The second~~ ^{now} ~~occupying~~^{occupying} a place ~~second~~^{second} in importance above the social interest is the intellectual interest in the Sunday School. In this department of is supplied the pabulum which keeps the body in motion. We cannot get on well without food. Even Dr. Tanner would acknowledge the importance and value of it. There has been a large amount of attention devoted to this phase of the subject within a few years and commendable progress has been made. ~~But~~ But there is still room for improvement and we can do more for better services for the cause than to promote the spread of juster views about the necessity of honest study and well directed investigation.

This fact is ^{now} recognized more than it was ~~want~~^{want} to be ~~among~~^{among} us in former years. Especially the Colleges, Universities and other institutions of learning are beginning to ~~allow~~^{allow} greater ^{space} to the Social element. Their classes are encouraged to ~~maintain~~^{maintain} a sort of organization and to maintain annual sessions. The Society of the Alumni both in male and female schools ~~for~~^{also} is diligently fostered, and ~~are~~^{are} among the Churches ^{also} Social Unions, have been organized with benefit, and perhaps we may look forward to the time ~~not~~^{not} distant when a Social Union shall be established ~~among~~^{among} the Baptists of Louisville.

2. Occupying a place next above the social interest in importance may be mentioned the intellectual interest in the Sunday School. This is ~~very~~ ^{studiously} more ~~to be~~ ^{studiously} promoted, I think; than is the social interest; by which I mean that we should be particularly concerned that good honest ~~study~~ ^{useful work} should be done both by the teachers and by the scholars. It is this which gives to the institution the right to call itself a school, & it is this which supplies to the body the fuel which nourishes it and keeps it in motion. We cannot get on well without food. Even Dr. Tanner, I believe, would acknowledge the importance and value of good ~~food~~ wholesome food; and it is certain that no Sunday School can make progress without it. At the beginning I fancy this intellectual interest was the one most ~~too~~ considered by the leaders of the Sunday School movement, ^{and of late days} ~~but~~ ^{but} that idea is perhaps becoming more prominent, and commendable progress is being made, especially since the establishment of a system for general lessons. These lessons have promoted order in many places where formerly were some traces of confusion. They have done great good, and promise to do still greater good in the coming years. Nobody says that the system is ~~free from objections~~. Like every other good thing in the world it is open to criticism, but, taken by and large, I believe that its effects are salutary and beneficial, and that it is wise to work on this line. But whether the schools employ the international series, ^{or} ~~or~~ adopt ^{be applied} other methods, it remains a fact that the intellectual interests ^{are} worthy of ~~the~~ close and persistent attention. Good learning in the scriptures may be conveyed in a great variety of ways. ^{so mention an instance those} Some of us who attended the oratorio in Walnut Street Church the other evening ~~were~~ ^{the} found out how it could be conveyed by the artist in tones. I had often read the passage "Thou hast laid on him the iniquity of us all," but when the chorus took hold of it there ^{we} I fancied I had never gotten any idea of ^{the judgment} before. Sheer over the battlements of doom, down-wards, downwards in an endless fall. All the demons of perdition ~~stood~~ ^{and} mustered for the fiery, furious, fatal rout: Each one of them ~~was~~ ^{and} raging and raving at him, tearing and stamping and shrieking at him. ^{and the organ opened its} huge savage ~~too~~ throat charged with immortal vengeance and pealed forth its notes of terrific, tremendous triumphant wrath. "Ales, my blessed Lord! It was like an evangel from the skies when the soprano stood up and sang, "Thou didst not leave his soul in hell."

I repeat there are a great many ways of conveying learning from the field school upward through all the grades to the venerable university. There are also a great many ways to foster good sober study in the Sunday School. I am not tied to any of these exclusive of the others, I simply insist that the intellectual interest in the ~~Sunday School~~ ^{is} a matter of moment, by whatever means it may be excited and promoted.

3. The most important interest in the Sunday School is the religious or spiritual interest. This point, I believe, will speak for itself. It is unnecessary to ~~speak~~ many say much to impress it, because the truth & justness of it is generally recognized. This ~~Sunday School~~ ^{should} be the nursery of the church. Almost all schools are expected in some sort to improve the heart as well as the mind, but that demand is larger than elsewhere in the case of the Sunday School. If this interest is neglected the Sunday

~~it~~ has no more any good right to existence. It is this which renders it a peculiar ~~and~~ ^{and} ~~abhorred~~ institution and a ~~blessing~~. Every other feature of it may be neglected with smaller injury and injustice. The minds of the children are to be trained and instructed, ^{indeed} ~~taught~~ and trained, but above all things their hearts are to receive direct and lasting religious impressions, and ^{their} character are to be formed upon a ^{good} ~~bad~~ model.

The three which I have thus mentioned are the forms of interest which, I believe should be chiefly cherished and cultivated, and I have mentioned them in what I regard as the ~~order~~ ^{order} of ~~respect~~ ^{value} and importance. The ideal Sunday School, therefore, should exhibit first Social, second intellectual and thirdly, and above all, ~~the~~ ^{the} deep and direct religious interest. But do you often find an ideal state of things? Schiller has put into the mouth of the pilgrim of many wanderings, ^a ~~any~~ ^{the} sad confession and conclusion that "the earth will never reach the heaven, nor ever will the there be here!" But what of it? Nobody ever thought the earth would reach the heaven except those who have never travelled beyond sight of their own dwellings. It is a fond and childish error. ~~to suppose any such thing.~~ Is the earth, therefore, of no value ~~at all~~ because God has formed it so that it "will never reach the heaven"? Nay it is of much value in its place, and it is always well to keep our feet firmly planted upon it, ~~because it interests us~~.

Many people, however, forget this ~~wonderful~~ ^{good} truth when they enter the Sunday School. They seldom ~~ever~~ find there ~~there~~ ^{any} ~~for~~ kinds of interest developed in ideal form and order. Sometimes the social feature is in the ascendant and the others are for the nonce forgotten; sometimes the intellectual interest is the only one that is ^{much} apparent. ~~then~~ ^{then} Seldom does the religious interest come to occupy its proper position. But we must not become discouraged on that account. Thank God there are other things in life and thought and labor than those about which you and I are mainly concerned, and this social or intellectual interest may serve to keep a school alive ~~and~~ ^{and} ~~flourishing~~ for months & even years while you are waiting and imploring an effusion of the Holy Spirit. It comes at last, to reward your zeal and ~~zealous~~ ^{zealous}, and then you have reason to be grateful that the ~~work~~ ^{work} was maintained even though it may not have met your wishes in every regard. We must accustom ourselves to ~~overcoming~~ ^{enduring} trials. The great ocean is not always at flood tide, neither is anything else on Earth. Spring ever follows the rigors of the winter time. Sunday Schools ^{likewise} must have their seasons of ~~hibernation~~ hibernation.

I have thus far spoken of interest within the bounds of the Sunday School. But there are several places beyond the ~~bounds~~ ^{limits} of the Sunday School where it is of importance to cultivate an interest for it. As I set out to make an exceedingly commonplace address you will allow me to employ ~~the~~ ^{again} ~~front~~ ^{the} ~~commonplace~~ division into three heads.

1. It is important that the church should ~~take~~ ^{feel} ~~an~~ ^{a lively} interest in the labors and fortunes of the ~~Sunday~~ ^{the} School. This will be of advantage, it is easy to say ~~to the~~ ^{to the} ~~concerned~~ ^{the teacher} and to the school. When I went into Mr. Spurgeon's Sunday School ⁱⁿ I was not agreeably surprised. It was a comparatively small and sickly body hidden in a ~~cold~~ ^{dark} cellar half-way under ground. It looked ~~poor~~ ^{young} and unwelcoming and even forlorn. I could not ~~not~~ ^{not} ~~make~~ ^{form} ~~an~~ ^{an} impression that if the heart of this young church which ~~was~~ ^{had been by degrees} ~~was~~ ^{in sympathy with the} Sunday School, I should have found it in a better place and condition. I believe I have had similar impressions elsewhere: ~~nowhere~~ ^{nowhere}. It is not very uncommon ~~with~~ ^{with} and the ~~Sunday~~ ^{Sunday} School is apt to suffer

wherever it exists. On the other hand the church must be the loser, in those cases also where it has no proper degree of interest in this matter.

Among the young people who attend the Schools the church always finds its widest and most useful field of labor. It is not wise or worthy action when the church neglects this field of labor.

2. It is also a matter of moment that a lively interest for the Sunday School should be felt in the family. The family is ~~the school~~ ^{an older} and by far the ~~most important~~ ^{more} ~~and valuable~~ institution and powerful institution than the ~~Sunday~~ ^{working} School, and the ~~Sunday~~ ^{working} School cannot even live, to say nothing of working and flourishing without the good will and the co-operation of the family. The children must be dressed and forwarded "when the ~~school~~ ^{time} it draws its line near the hour of nine." Their lessons must be taught them, reverence for their teachers and superior must be diligently inculcated, and the impressions made by these upon young minds and hearts must be seconded and enforced. The good-will of the family is a prime necessity. ~~Brother~~ ^{Direction} The family in its turn is benefited by interest in the ~~Sunday~~ ^{working} School, not only in regard to the children who receive instruction, but otherwise. In Mr. Spurgeon's sermon ^{up} on the occasion of the Railies' centennial, a couple of years since, I was impressed by a sentiment ~~uttered~~ ^{expressed} he uttered on this subject. "I do not intend to praise the teachers," said Mr. Spurgeon; "they do not perform their work any better than they might. But the scholars of our Sunday Schools are the most effective and important evangelists in London. They get access to houses from which you or I would be repelled without any ceremony. The father stays at home reading Lloyd's Sunday Newspaper, and the mother ~~is getting~~ ^{to prepare} dinner; but when many comes from the ~~Sunday~~ ^{working} School she must be admitted, and she must tell what she has seen and heard, and she must sing her songs else she will cry, and they come with such childish innocence and power from many lips that they touch stony hearts. Many of you were drawn into God's house by means of this kind." And I saw moistened eyes around which ~~it~~ told that the preacher had started pleasant & blessed reminiscences.

3. In the last place it will be fortunate for the Sunday School if it can excite an interest in the mind of the general public. The respect and even the pride of the community is a treasure of great value. The pride on even the respect of the community is a point of great value. If the ~~Sunday~~ ^{it} School is a place whither strangers are brought to the wish to see the sights of the town; if it commands the confidence of the people as a vigorous, active and dignified institution these sentiments although their price cannot be ^{correctly} calculated in coin are of the greatest worth. They ~~have~~ ^{make} great ~~for~~ ^{give} a desirable impression upon the school, and by means of ~~them~~ ^{that} the efficiency and usefulness of the school are ^{are} enhanced.

To sum up ~~what~~ I have spoken, let me say there are three kinds of interest

that should be cherished and promoted ^{on the} within side the Sunday School,
the social, the intellectual and the spiritual; and that beyond the bounds of
the School ^{itself} there are three places, ^{in the} which interest for Protestantism
should be ^{generally} fostered ^{on the} the Church, the family and the community.

Something was said when this subject was assigned to me about the ~~various~~ ^{means} to be employed in order to excite or increase ^{interest,} ~~or~~ broadening
~~interest,~~ but I have already spoken too long. Besides I have acquired a strong
aversion to being assigned a place on the Committee of Ways and Means.
The ~~cause~~ ^{of} that ~~aversion~~ origin of that aversion is due to a bit of personal ex-
perience. For several years I managed a farm that ~~containing~~ was situated
immediately at the roadside, ^{where} it seemed to me that almost every man who
passed ~~there~~ ^{there} found leisure to constitute himself into a Committee of
Ways and Means, and suggest some alteration in the method of ^{carrying} ~~carrying~~
my husbandry. If I had listened to all the advice I got I cannot conceive in
how the task would have looked after it was ^{completed} ~~done~~. One old gentleman who
returning from the ^{mill-} stream whether he went almost daily to catch fish, but
never with success, found me ^{on a certain} day scattering plaster ^{over} on a
field of clover. He climbed the fence with his poles and other tools tackle and af-
ter observing the process for a ^{few} ~~season~~, informed me that I was "a doin' o' nuthin'
in an' wuss than nuthin'". I felt like repeating the same speech upon my crit-
ic, but ^{happily} able to forego the pleasure, for the sake of good-nature and grace. I
am afraid, however, if I attempted to give advice to this company about a
good matter which they understand better than I do, that they might ^{say or think} not all
of them be able to command their language, and somebody might ^{inform me that} ~~say~~
again that I was "a doin' o' nuthin' an' wuss than nuthin'".

Therefore There is ^{now} ~~one~~ ^{now} general state ^{now} ~~one~~ general statement that
I would allow myself to make, ~~in this connection,~~ ^{however,} ~~except~~ ^{that} all real interest in
the Sunday School is the result of honest work. Andrew Fuller, ^{who was for} ~~for~~ ^{a period of} ~~several~~ ^{fourty} years
Secretary of the Baptist Missionary Society, and was charged with the duty
of providing the means for supporting its ^{property} missionaries in the East. He used to say "my prin-
cipal concern is that the work shall be done, ^{properly} everything depends upon the missionaries."
There is no doubt if they do good work that the money will be supplied to pay for it. "It
is the same case ⁱⁿ ~~in~~ the Sunday School. If good work is done by every officer and teacher,
there will be no lack of interest. The scholars will love their classes and the School: the
church will be ^{pride} of its child, the family will lend its powerful aid and the whole
community will ^{applause}, and good will be done.

And now ~~state~~ by your ^{good} leave I would refer all particular and details,
to the worshipful company before me, who constitute a far wiser and more effective
Committee of Ways and Means than I could ^{hope} ever hope to be.