

The
SUNDAY SCHOOL
SECRETARY

RALPH N. McENTIRE



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The Sunday school secretary

THE SUNDAY SCHOOL SECRETARY

BY
RALPH N. McENTIRE



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CHAPTER I

A BUSINESS PROPOSITION

UNTIL within the last few years the Sunday school secretary was regarded rather as an accessory than as a part of the vital mechanism of the school. He did very little, largely because but little was required or expected. The development of the Sunday school during the last decade has been marvelous in many of the phases of the work, but in the majority of schools the secretary is still merely counting the attendance, perhaps adding the collection, and making a note of weather conditions. Just a glance, however, into the history of the development of the modern Sunday school shows that criticism is not to be directed at the secretary in contrast with the other officials. Nearly all of these other officers have had new, up-to-date plans and methods all worked out and not only offered but urged and forced upon them and their schools. Scores of volumes have been written, numerous magazines published, uncounted helps, representing fabulous investment, furnished—for nearly everyone but the secretary. There are training courses and schools and institutes for the teachers, organizations and councils and congresses for the superintendent; but off at some corner in the average school is a little desk or table, a little pile of class books or cards and some faithful worker, patiently doing the monotonous, uninspiring, unappreciated work which has in it the

**No
Recognized
Authorities
or Standards**

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undeveloped germ, which is but just beginning to stir itself, and which when it bursts into full power, is destined to give modern Sunday school work an unprecedented forward impulse.

What is meant by Sunday school records? What is the business, the work, the duty, of the secretary? In the answer to those questions lies the solution of many a problem. Are the duties merely to count the school and report the number present each Sunday? Then there are untold thousands of perfect secretaries. If, however, there is a broader view, greater possibilities, more opportunities for service, we would do well to seek information and instruction in the place where record-keeping has "come into its own," where it has its greatest recognized value, where it has attained to its greatest degree of efficiency—the modern business world, the great manufacturing establishment, the commercial institution.

Modern business is a science; its fundamentals are past the experimental stage and it is building upon recorded knowledge. The cost expert, the efficiency engineer, the business statistician are recognized as indispensable factors in the business world of to-day. The business man, like the inventor, keeps a record of his failures as well as his successes, and frequently learns more from the one than from the other. The great establishment will have its vast accounting department, with scores of busy workers, past whom no detail can get, and there is a fascination in watching this great mass of information as it is handled, the essentials sorted and selected, until finally in the safe of the manager's office there is a little book marked "Private Ledger," and by

**Records in
the Business
Office**

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means of this one volume all of the vital statistics pass in review before the man upon whom the final responsibility lies.

Some years ago a wave of office system swept over the country and the most elaborate equipments were installed. In a short time, however, the experts realized that some records were costing more than they were worth, and business record-keeping gradually resolved itself into the essentials—the expenditures, changed from expense to investment, paying handsome returns. The business office now closely scrutinizes every proposed change which means time and money, and it thereby sets a precedent which the Sunday school worker will be wise to follow.

For years the church has been telling the business man that he should take his religion into his everyday life and mix it with his business. Is it not now time to ask that same business man to bring his business training and experience to bear upon some of our Sunday school problems which are identical with those with which he has successfully grappled in his everyday work? Until there is some method for training Sunday school secretaries as we have learned that Sunday school teachers must be trained, our successful officers will be very largely recruited from the business world, and many a trained expert will gladly give his local Sunday school the benefits of all of his experience when he is shown the possibilities of the work, and is given the opportunity to work out the solutions just as he does at his business desk.

Business records to-day are due to the development of an idea which needs emphasizing in connection with their Sunday school value—one which is of greatest importance in determining the breadth and the scope

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of the work. The greatest value in Sunday school records, properly kept, lies in the fact that at least one person must know the school thoroughly, comprehensively, analytically, before these records can be compiled. Far too few schools have had the advantage of seeing themselves as a modern Sunday school secretary helps them to do. When the light of the record book reveals a bit of antiquated machinery, a broken shaft which should be carrying power to an entire department, a slipping belt which makes a class stand still, the average school will be quick to send for an expert if it cannot make the repairs itself.

There are, in the main, just three reasons for poorly kept, incomplete, inaccurate Sunday school records;

Reasons for Poor Records *A lack of desire*, usually founded on a failure to realize the importance and value of the work;

A lack of knowledge, dealing with the technical side of statistical work.

A lack of money, because we have not yet learned to look on the expenditure as an investment instead of an expense.

No matter how much we may appreciate the value of business records, there constantly arises the query as to whether there is any real necessity for work of this nature in Sunday school, and any discussion of record-keeping must first establish the "why" before dealing with the "how."

Records as a Basis for Sunday School Helps There is one basic reason which is frequently overlooked and which cannot be too strongly emphasized. The individual school is not an independent, self-organized or self-sustaining institution. The literature, the

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helps, the supplies, the graded lesson system, the departmental ideas, the Cradle Roll, the Home Department, the special organized classes, all the supplies for the special programs which make the school interesting, etc., come from some great organization, denominational or interdenominational, as the case may be. The real success of the individual school depends upon whether or not all of these are adaptable to the actual conditions and problems in that individual school. In other words, the whole Sunday school movement is based on interdependence and mutual helpfulness. Originality is a good thing, but the happiest faculty in a Sunday school worker is originality in adapting proven plans to local, specific problems.

Some of the best talent of the intellectual world is engaged in the study of Sunday school problems and in the preparation of Sunday school helps. They try to fit them to the actual conditions; to make them intensely, efficiently practical. We realize indefinitely, impersonally, that the work of these leaders and all of our various commissions must be founded on a knowledge of general conditions, but we seldom realize that our individual problems are a component part of the great problem, and that if we, with others, give them inaccurate or incomplete information, the results will affect not only our individual school but the whole general movement.

Stop for one moment and think of the problem. Would you ever try to establish a private enterprise in the world of dollars on the basis of the scattering data which form the records of the average school? Could a commission plan wisely on the information which it could get from a study of the records of your school? It is an unfortunate but acknowledged fact

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that a very large per cent of the reports which go forth to State Sunday School Association and denominational headquarters are based on estimates or guesswork.

When we see large classes or entire schools using for their motto, "Once a member always a member," and reporting in their enrollment figures everyone who has ever been in the school, never separating associate from active; when we find some one branch of Sunday school class organization developed in certain towns to such an extent that the same names appear on the enrollment of several different schools; when we see figures reported to county, State, or denominational secretaries which are based on an inflated membership brought in for a few Sundays only by campaigns, contests, parades, brass bands, etc.; when we find entire schools asked to adjourn early and come over so as to be counted in some other school and thus help to beat some other town; when it is almost impossible to find two schools keeping just the same data, then we begin to realize the necessity of uniformity.

Anyone who studies Sunday school records, in school after school, seeking the general average rather than the exceptional case, cannot but wonder at the great measure of success which has attended the efforts of our leaders, founded on such insufficient data, and then stand almost overwhelmed at the vision of what might be accomplished in the Master's business if we would place in the hands of our executives the kind of records which have proven invaluable in the world of dollars. Knowledge can be made just as powerful a force in the Sunday school as in the factory.

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The next question which arises is whether there is not here a confusion of the terms "knowledge" and "records." The statement is frequently made that the knowledge does exist and that the recording of it is a waste of time—that the skilled superintendent knows the school thoroughly and plans the work on the basis of this knowledge. Such an argument opens up practically unlimited discussion, and but a few of the points can be touched upon here.

There are but few people who have intellects so highly trained and dependable as to afford a safe, properly catalogued storage place for all the details of the modern Sunday school, year after year.

Again, conclusions reached without the broadest investigation, the most careful research and the most painstaking balance and weighing of the evidence, are likely to be more properly labeled "Opinion" rather than that other word which has so much of finality in it—"Knowledge."

Again, a school which is operated on the basis of the knowledge which is nowhere else than in the head of the superintendent is of necessity a one-man school. Where the knowledge is strictly localized, authority and initiative are centralized in the same place. Some one, in a business magazine, has said, "You cannot play much of a game of chess with merely a king and the pawns."

We are usually too close to our own school, our own work, to judge wisely. We do not get the right viewpoint. Few people can sit in judgment on their own plans and render a decision which is impartial. The only dependable, practical way to make progress in Sunday school work or elsewhere is to make compar-

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isons, and "Comparisons" is merely one of the several ways of spelling "Records."

From another phase, Sunday school records are really an asset, although this particular phase is sometimes advanced as an argument against them in dealing with the technical side of the record-keeping. Some one says that the work of the Sunday school is spiritual; that soul-growth cannot be reckoned in figures, and that, therefore, Sunday school statistics may be interesting, but nothing more. However, inferences can be drawn when the secretary's records show certain classes running along year after year and never bringing in non-Christians; every member of the class a church member, but the class never reporting any practical Christian work done. This record can be compared with a neighboring class which shows nonchurch members continually added to the enrollment, constant accessions to the church and numerous class activities. If the records show one teacher with a class largely made up of boys whose parents are not Christians, and we find them regular in attendance, attentive in their interest and gradually uniting with the church and taking their places in its organization, we can at least make comparisons with that other teacher who starts with a class of the same age, coming, according to the records, largely from homes of church members, but month after month showing negative results. The aggressive Sunday school secretary can and does know his school spiritually as well as statistically.

Some one raises the question as to the value of records to the school, to the officers and teachers. Perhaps not the value of the work of an aggressive secre-

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tary, but as to whether the inanimate records are important, whether others can get any good from them. An illustration from the business world will best answer this question.

Two traveling men were exchanging territory, and exchanging at the same time what was of equal importance to them, information regarding the trade on those two sections. The conversation ran somewhat this way:

“Now, here’s Jones—you’ll find him a jolly good fellow. Slap him on the back, shove him a cigar, and jolly him along before you talk business. Smith, over at the Junction, is different. He hates tobacco. Don’t make the mistake of going in there smoking. Approach him from the side of his lodge. Talk that up big and you can win him. Now, your next man is Thompson. He is strictly a home man. Tell him that I told you about the kids and ask how they are. He will probably invite you home, and his wife is the best cook in the territory.”

This was simply what they regarded as essentials. Did each man depend upon his memory or did those little details go down into notebooks?

Transferring the thought to the Sunday school: if secretary or superintendent or teacher moved away; if the last call came suddenly between Sundays, are the records of your school in as good shape for your successor? If all similar information is stored away in the head of some official, everyone knows how much time it took to gather up that information. Some of it could never be replaced, and the Master’s time is too valuable to waste in the duplication of effort in compiling what could be found out by the new worker.

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Any teacher who faced a new class on the first Sunday and looked into those strange faces, would give almost anything for all of the information which their former experienced and well-beloved teacher could have given. Any teacher who has ever gone into a school with thoroughly modern records and had the opportunity of studying that new class from the record standpoint, knowing details of personal life, learning the home problem and the everyday environment of each member, familiarizing himself with all of the details of policy of that particular school, will never fail the secretary when he is, in turn, asked to contribute his part to the compilation of those records.

Sunday school records—"Why?" Because it is our very real business to conduct our little part of the Master's work in the most efficient method possible, and the modern Sunday school secretary with his records is the advance agent of efficiency.

CHAPTER II

THE SECRETARY

IN dealing with the secretary in the modern Sunday school we are considering what is practically a new element in the work—a new official in the Sunday school. Admittedly, tact is needed in introducing the work, and the secretary not only needs to be thoroughly grounded in the fundamentals of the work, but will have to conduct an educational campaign to awaken the school to the possibilities of the work, to avoid the frictions which will otherwise arise, and to secure the cooperation which is an absolute essential in the work.

Going again to the business world for a concrete definition of his duties, we would find it summed up in this sentence: to organize a force which will collect and compile all of the information, all of the vital statistics which the up-to-date superintendent and his assistants need in performing their executive functions.

In this connection it should be definitely kept in mind that the secretary is not an executive officer.

A Unique Position It is primarily his job to report on conditions as he finds them, but not a necessity to couple with that report recommendations. As a matter of fact, this unique position enables him to judge the results of the work of the executive officers as they cannot possibly do themselves. He has no plans or methods which are being tried out; he has no personal self-interest in their success and can

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record results with a clear-headed and unprejudiced accuracy. It will quickly be shown that he will supplement the work of all the other officials and in the average school will assume many of the burdens of the long over-worked and overburdened superintendent, and will be ranked as one of the leading officials of the school.

His opportunities, especially during the formative period of the work, are practically unlimited. He will know more about the school than any other person in it. He will see and study the officers, teachers, and scholars from an impersonal angle. These cease to be individuals and become figures in his problem. In this impersonal way he seeks the viewpoint of his fellow workers; he knows the motives as well as the methods. He collects from the teacher those vital things which only a conscientious teacher can know about those in her charge; and then, by supplementary investigation, by the study of totals, by comparisons, class with class and individual with individual, come the revelations which, in the hands of the trained executive, are transmuted into achievements in this great work.

As an illustration of the impersonal attitude, is the opportunity which comes during the secretary's visits over the school. There is an almost inevitable attitude toward the member of the school who has been elevated to the superintendency, or toward one who has been called to a pastorate. There is always a bit of "dress parade" when they come to a class or department room. The best pupil is usually called upon. But the secretary, until they get a glimpse of all of the data that are going down into the little unobtrusive notebook, is simply one of the school and has an opportunity to see every phase of the work in its entire

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naturalness. He very frequently has the opportunity of writing into his notes the fact that those boys are discussing their last "hike" or yesterday's baseball game; that the girls are telling what a good time they had at the party; that a class is discussing its next social, instead of its social service obligation. There is always a score of impressions received on each trip through the school, and they are carefully sorted and become the basis for some of the most effective work of the executive officers.

Every profession has its distinguishing characteristics and qualifications. The modern Sunday school secretary has his. He is a statistician, an investigator. He is a thorough student of modern Sunday school work and organization, because without this knowledge he cannot know what really comprises the vital statistics. He likes to deal with figures, not merely to keep a neat, perfectly balanced set of books, but because by the compilation of these records, by the comparisons, by the hours of study as to the real meaning of the figures, he can get at the root of the problem and place before the superintendent and his corps of teachers a general, comprehensive, and dependable survey. He has tact and patience, and will need both.

As indicated before, business training will be almost indispensable until the Sunday school trains its secretaries in some practical way, and the secretary needs especially the broad viewpoint instilled by the business training and experience. He will use the telescope as well as the microscope—he will test the conclusions drawn from his own records by those of others. He studies by the comparative method; he seeks the final conclusions by the law of averages.

He especially realizes the necessity of thoroughness,

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of facing conditions as they are, of actualities instead of theories. He faces facts squarely. The problems, the worries, the weak places play a very important part in his final summing up. He realizes that the average school prefers that its family skeleton be kept safely locked up in its closet and that his records are the key. His school pride, as well as his judgment, however, makes him exceedingly cautious as to when and under what carefully chosen conditions he unlocks the door.

The
Character-
istics of the
Modern
Secretary

Right here is where arises the need for the particularly outstanding characteristic—the ideal secretary is an optimist. The wearer of blue glasses may be useful somewhere, but the office of the secretary is forever closed to him. There is a place for plain speaking, for sober thinking, for outspoken criticism, but the only secretary whose report is really constructive is the one who has faith in the ultimate success of his own school. And this serious side of his work has but little place in those phases which are known to the school as a whole, and especially to the children. Here he is a stimulant of the cheeriest sort. He never scolds, and he has studied other schools and other workers until he realizes how few really have the requisite tact to publicly administer reproof, and he “plays it safe” by sticking close to dependable methods of commendation. This does not mean effusive flattery, for he knows children too well to try that, but there are few sessions of any school where there is not something helpful and inspiring to report and the secretary’s training instinctively leads him to these.

Here is the point. Every one feels better when they are told that there are “*nearly* five hundred” pres-

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ent, instead of the discouraging note of "*less than five hundred.*" Your true secretary tells how many were on time and lets you figure out the tardinesses except on very occasional Sundays. Those who come out on a rainy day are commended, and not scolded because others are absent. Human nature does not change simply by bringing the individual into a Sunday school, and consequently it is far easier to raise the standard in any phase of the work by continual reference to the excellence attained than by a recital of failures. It is the real purpose of the secretary's report to send each child home from the school with the firmly fixed idea that he is an important part of that Sunday school and that that Sunday school is one to which it is well worth while to belong. Naturally, the only one who is successful in arousing enthusiasm is the one who has been previously aroused himself and the successful secretary is the one who has had the vision and believes heartily in his school.

His business training has led him through some of the intricacies of that modern term "efficiency," and he has been shown that the basis of this line of work is seeking the answer to the "why" of everything which goes onto his record book. It is the facts behind the figures which he is really seeking, and the universal trademark of the Sunday school secretary is the question mark.

CHAPTER III

ENROLLMENT

EVERY record system starts with the enrollment data, and this is the first step in the secretary's work, because, no matter what the size of the school, whether it be so small that one person does all of the work or so large as to require a separate enrolling force, the details should be under the direction and supervision of the general secretary. The enrollment data are a very important factor in all of the work which follows, and every phase of the record keeping must be properly co-related.

Opinions differ as to the best manner of enrolling new scholars and making the assignments to departments and classes. Naturally, methods will differ. The school with an enrollment of fifty will have no use for all of the complicated machinery which is necessary in the school of twenty-five hundred. No matter how the assignments may be made; whether the new scholar goes into the class with a friend and the name is simply written in a classbook; whether the general superintendent or the department superintendent determines the class; whether the general secretary or the enrollment secretary has the responsibility, the secretary must have opportunity to secure the requisite information for the records. In every school, it is decidedly preferable that the new scholar should be brought to the secretary or some member of the force in order

**Report to
Secretary**

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that the records may be filled out correctly and completely.

The details of enrollment information will vary with the methods in use in the individual school. There are, however, certain fundamentals which are necessary in any system and which are necessary in making a study of the individual member as an element in the entire school problem. These are:

NAME

ADDRESS

BIRTHDAY, which should include the exact age of the younger scholars and the approximate age of the older members. Birthday greetings are being used in increasing degree, and the information should be secured at time of enrollment, whether it is being used in the school at the time or not.

PUBLIC SCHOOL GRADE. This, of course, applies especially to those who are in the grade schools, high school or college, but is necessary where the Sunday school is graded on the public school basis. Even where this is not the basis for Sunday school grading, the information should be on the enrollment blank, so that it will be available for the officers and for the individual teacher.

BAPTISM, CONFIRMATION OR CHURCH MEMBERSHIP. This will, of course, vary in different denominations and different schools, but whatever the form or term may be, the information is of exceeding great value, and is one which is very frequently overlooked in record keeping. The teacher, in particular, will need the information, and the officers of the school should have it in planning their work. It is an absolutely essential element in the modern, scientific study of the school.

PARENTS' NAME AND ADDRESS. This will apply only in the enrollment of children, but with these should always be secured. The necessity of greater cooperation between the school and the parents is universally recognized, and specific uses for this enrollment information will be developed later.

ENROLLMENT

	Family Name	NAMES						
	Address	FATHER	MOTHER	CHILDREN	/	/	/	/
	DATE OF BIRTH - - -	****	****					
	MEMBER of what CHURCH							
	ATTENDS WHAT S. S. -							
DEPT.: INDICATE BY CLASS No.	CRADLE ROLL - - -							
	BEGINNERS - - - -							
	PRIMARY - - - - -							
	JUNIOR - - - - -							
	INTERMEDIATE - -							
	SENIOR - - - - -							
	ADULT - - - - -							
	TEACHER TRAINING							
	HOME - - - - -							
<small>FAMILY RECORD CARD.</small>		<small>THE METHODIST BOOK CONCERN, NEW YORK-CINCINNATI</small>						

OTHER MEMBERS OF FAMILY				
NAME	AGE <small>see below</small>	MEMBER OF		OCCUPATION
		Sunday School	Church	
Father				
Mother				
Others				

Give approximate age or indicate department in which person would or does belong.

These two forms are both intended for the same purpose—the recording of information regarding the entire family. This information is most easily secured at the time a new member is enrolled. In the case of those who are already members of the school the teacher should be asked to secure the information. This card is invaluable in extension work.

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CHURCH MEMBERSHIP OF PARENTS. This, again, is a fundamental, both for the officers of the school and the teacher who is to deal with the scholar. The home problem has such a bearing on the class and school work that no enrollment records are complete without this data.

There are almost an unlimited number of additional features which are valuable and which have a very important place in the schools which are equipped to make use of them, and this applies to an increasing number of schools. These are illustrated in the various forms shown. While the general tendency is toward too little information rather than too much detail, the new secretary or the school which is changing its record forms will be wise to avoid burdening the records with nonessentials or with details which never get beyond the enrollment card. The purpose of all enrollment data is to furnish a basis for real constructive work.

One additional bit of information is exceedingly important, and nearly any school can make use of the information, even if it is not doing so at the present time. This is information as to the other members of the family. A Sunday school which can reach all, or even a majority, of the members from a home has an opportunity which does not come where the home is not so connected with the school. Again, the teacher who is to have the new scholar will find it very much easier to have these details secured by the enrollment secretary rather than to have to ask these rather personal questions when making a friendly call in the home.

Another important part of the equipment of the enrollment secretary, or registrar, or whatever title may be given, is a blank which can be used to start the

ENROLLMENT

FIRST METHODIST EPISCOPAL SUNDAY SCHOOL, Decatur, Ill.

Class No. _____ Department _____
 Assigned to Course _____
 Supt. _____

Name in full _____
 Street and number _____
 Date of first enrollment in this School _____
 Date of Birth—year _____ month _____ day _____ Phone: a or b _____
 Occupation _____
 If a Student _____ Grade _____ Year, High School _____ Univ. _____
 What vocation do you plan to follow? _____ Father's occupation _____
 Date of conversion _____ Baptised? _____
 Member of Church? _____ What Church? _____
 Names of Parents—Mother _____ Father _____
 Are Parents members of Church? _____ What Church? _____
 Other members of family who do not attend Church or Sunday School _____
 Age _____
 Attended this School _____ years _____ months
 Attended what other schools? _____ From what department graduated? _____
 Regular or irregular in attendance? _____ Transferred to special index—Reason _____

Dropped from enrollment—Reason _____
 STANDING—Cradle Roll _____ Beginners _____ Kindergarten _____ Primary _____
 Junior _____ Intermediate—High School _____ Senior—College _____
 Graduate—Adult _____

NAME	ADDRESS	ENROLLMENT DATE
If under 18 give day, month and year of birth. Others use put an X in the correct column.	PHONE	CLASS
NAMES	Under 18 Yr. Mo. Day	18-30 - 40 - Church Mem. Church Att. S C P
Self		
Father		
Mother		
Brothers		
Sisters		
Others		
Brought By		
REMARKS		
Left School (Date)		
Signed		

STEPHEN S. ESTEY, D. D., PASTOR.

First Presbyterian Bible School Topeka, Kansas.

ENROLLMENT CARD

Date _____

Name _____
 Address _____
 Birthday _____
 Age _____
 Grade in Public School _____
 Former Sunday School _____
 Are you a member of _____
 Department _____
 Brought by _____

Full Name _____
 Address _____
 Age when enrolled _____
 Member our Church _____
 If Member of another Church, What Church? _____
 Church connections of Parents _____
 Dropped from Roll _____
 Why? _____

Enrolled in
 Class No. _____
 Date _____

To Class No. _____
 Date _____

SUNDAY SCHOOL ENROLLMENT CARD, NEWPORT NEWS BAPTIST CHURCH.

These forms show the wide range of information which is asked for in various schools. A study of these will prove very helpful as illustrating the thoroughness with which some schools go into the study of their membership.

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machinery of the school with a view to bringing these non-Sunday school folks into the school. This phase of the work is covered in more detail in the chapter on "Prospective Members."

There is sometimes hesitancy in attempting the complete enrollment scheme, but the schools which have been using it longest find that the new scholar thinks none the less of the school for these little formalities. On the contrary, there is the feeling that anything which is so easily joined as the ordinary Sunday school is hardly worth the operation, and the tactful enrollment secretary can get practically any reasonable data.

Where the enrolling is done by a separate officer or force, great care should be taken in the selection of the person. The new member, especially if it be a child, will get the first impressions of the school in this way, and the value of first impressions needs no argument.

From the school standpoint, however, a thorough knowledge of every department of the school, with the lessons studied, and even the peculiarities of the teacher, and the component elements of the various classes, is a requisite.

Of course this applies in largest measure to the school which is of a size to have several classes doing the same work; but where this is the case, the little information, the side lights which are not covered by any enrollment card, can play an important part in the assignment to a particular class.

For example, when a boy unites with the Sunday school and the enrollment secretary learns that he comes from a certain grade school, tactful questions as to teacher or day-school life, or perhaps some outstanding phase of athletics in that particular day

ENROLLMENT

school, have a decided bearing on the proper placing of the boy. If he be of a quiet, reserved, studious nature, he will be much more at home in a certain class, while if he be fond of sports and games, there may be some other teacher who can much more quickly and easily win him. The correct placing of a child in a Sunday school class is frequently the determining factor, and the information which is secured at the time of enrollment is of the greatest importance, whether the enrollment secretary does the assigning or simply collects this information as an aid to some other official, who may have the assignment in charge.

One final reason for thoroughness in enrollment is that it will never again be so easy to ask some of these questions in a perfectly natural way, and the enrollment blanks should, therefore, cover all of the details which the school expects to use. Especially is this true in those features relating to the other members of the family.

Especially in the case of the enrollment of little children there will be some of the questions which cannot be answered, and this makes it necessary to provide some other way of securing the data. Some schools use a postcard form as illustrated, sending it to the child's parents and asking them to fill it out and return it to the secretary. In other schools there are not so many enrollments and the secretary personally secures the information during the week. Whatever method may be used, this accurate enrollment data should be all secured, even with the smallest children who get onto the rolls of the school.

From the business viewpoint, again, if the enrollment secretary could take a trip through some large manufacturing plant and see how carefully all of

ENROLLMENT

A Factory Illustration

the new material is analyzed, and how this analysis and examination determines the course of the material through the factory, the processes to which it is subjected, etc., there would come a new realization of the possibility of that position. If the trip could be extended through several factories, and the scrap piles studied, comparisons made between the loss in material in different factories and the direct connection between this and the analysis of the raw material before the beginning of the operation, there would be far more care exercised in studying the new pupil and, where the school was large enough to offer a choice, in the selection of the teacher; and in the school where there could be no choice of teachers, especial care in the passing on of the little bits of detailed information which would help that teacher in taking the raw material and transforming it into the finished product of the modern Sunday school. The possibilities of the position of enrollment secretary, especially in the larger schools, are just beginning to be realized.

All of the preceding suggestions have dealt very largely with what might be technically termed the "application for enrollment," although perhaps the majority of schools use this same card as the enrollment card.

Where the work is being done in a large school, or where the records would get voluminous, there is usually this application card and then the enrollment card. The differences are shown in the sample forms illustrated. Much of the information of the application card is essential only for the purpose of properly determining the class or department and will not find place in the technical enrollment card. On the other

THE SUNDAY SCHOOL SECRETARY

hand, the enrollment card will provide place for recording the promotions from department to department and the other details which should be made a part of the permanent records of the school.

If each enrollment secretary could have a course of training and one section of this course could include the experience of the new superintendent who takes up the work of the school, without having had a chance to know it thoroughly for years in advance, and who wants to learn, in some way, not only what has been doing but just who it is that really composes the membership of the school, the enrollment records would be not only most carefully filled out but kept up with equal care. This phase emphasizes the absolute necessity of the most thorough knowledge on the part of the general secretary of the whole scope of Sunday school work, the laying down of very specific rules, if they are to be followed by different persons who may be carrying on the different parts of the secretarial work, and the bringing together of all of this information in its tabulated form at the desk of the general secretary.

CHAPTER IV

CLASS RECORDS

Following up the New Member STUDYING the new scholar is one of the more modern phases of secretarial work, and it is another obligation and another opportunity to be of service to the school. An increased emphasis is properly being placed on the holding of the scholar when once enrolled. Less attention is being paid to mere numbers, to a large enrollment of nonattending members. There is an increased realization of the fact that a much higher standard of class work can be attained through regularity of attendance and less dependence on the idea that there is some peculiar merit in the religious atmosphere of a Sunday school which will have some strange and mysterious effect on the life of the individual who spends but a Sunday or two in the school. As a matter of fact, the school which first reaches the individual who has had no previous Sunday school experience, and then fails to make that Sunday school experience enjoyable, has made it just that much harder for any other school to approach the same person.

Naturally, the ideal condition is one where every officer and every teacher is giving the proper consideration to this phase of the work; but whether this is being done or not, the executive officers need to know the actual facts, and it becomes the duty of the secretary to collect this information—to know whether each new member really becomes an active attendant, and this means class records.

THE SUNDAY SCHOOL SECRETARY

In this phase of the work, plans and methods are almost without number. No matter which method may be determined upon, it should be made to center at the desk of the general secretary. In schools large enough there will be department secretaries who will collect the data for each department, but these, in turn, will come to the one desk in their condensed form.

In these class records there should be the greatest degree of simplicity which will be in keeping with the needs of the school. This for two reasons. The average teacher is not a statistician, has not made a study of record-keeping and its essentials, and, therefore, records, which are more or less complicated, compiled by regular teachers, if present, and by substitute teachers frequently, can never reach the desired degree of accuracy which makes them valuable. In the second place, with all of the importance of the lesson presentation and the far too limited time available during the session of the ordinary Sunday school for lesson study, it is hardly fair to ask the teacher to use so much of that time in keeping up intricate systems.

The experienced secretary usually secures the best results by having a sufficiently large force of trained workers to handle all of the details in the office, leaving the teacher practically free during the entire lesson period, but calling on this same teacher for cooperation during the week.

There is a great difference of opinion as to the information which should be covered by the class records. The average school simply usually records individual attendance and class collection, and even this most simple form of class records requires increasing skill in the han-

THE SUNDAY SCHOOL SECRETARY

EFFICIENCY SYSTEM SUNDAY SCHOOL CLASS RECORDS.
MARKS: "P" for Present; "A" for Absent; "O" for On Time; Bible Brought, Lesson Studied, or Church Attendance
 For all other affirmative answers see numeral; if in the negative leave blank.

**INDIVIDUAL
RECORD.**

Name _____ Class No. _____ Department _____

YEAR, 1911	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Date						
Attendance						
On Time						
Bible Brought						
Lesson Studied						
Church Attendance						
Offering						
Special Offering						
Visits to the Sick						
Visits to Absent Members						
Visits to Prospective Members						
YEAR, 1911	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Date						
Attendance						
On Time						
Bible Brought						
Lesson Studied						
Church Attendance						
Offering						
Special Offering						
Visits to the Sick						
Visits to Absent Members						
Visits to Prospective Members						

Notice one detail from each scholar.

formation includes not only Present, but On Time information, the Bringing of a Bible, the Individual Collection, Home Lesson Study, and Church Attendance, and from these on to questions of week-day activities, social service work, etc. The value of all of these must be determined by the individual school and the equipment and the willingness to invest the necessary time in the keeping of these records must all be taken into consideration. As a general rule, the smaller schools get splendid results from keeping at least the first six points, and there are also many of the large schools which keep this up throughout certain departments. The whole question is one for the individual school, but it should be most carefully considered before launching a new set of records.

After the desired data have been determined upon, the next logical step is that of the method for securing the reports. Here, again, the local school must choose between many methods. In some sections, and

CLASS RECORDS

..... 191.....

..... BEGINNERS DEPARTMENT

FIRST PRESBYTERIAN SABBATH SCHOOL
TOPEKA, KANSAS

1178 GRADE & CO., TOPEKA

OFFICERS	Enrollment No.	ON TIME		PRESENT		Silver Star Classes	Gold Star Classes	O. and T. on Time, - Students on Time, - TOTAL, - - - O. and T. Present, - Students Present, - TOTAL, - - - \$ Collection, - - - \$ Visitors, - - -
		Officers and Teachers	Students	Officers and Teachers	Students			
Miss Rodgers								
REMARKS								
Miss Waters	Secy							
TEACHERS		Class No.						
Miss Hazel Graves		1						
Miss Jane Alexander		2						
Miss Marjorie Rodgers		3						
Mrs. Jean Morris		4						
Miss Hazel Nelson		5						
Mrs. Dorr Norton		6						
TOTAL,								

Officer

Name

Grade

106

Name

Grade

101

Name

Grade

This form is used by a Sunday school which secures its information as the scholars enter their respective department rooms. The small cards are filled out by the members themselves, the number or the word on the end of the card indicating the class. These little slips are dropped into boxes and are collected at the time for the opening of the school, thus showing those who are on time and again later on to get the complete record of attendance. The records of a large school are handled with a minimum of time and trouble.

THE SUNDAY SCHOOL SECRETARY

in schools where the building arrangements are such as to make the plan feasible, all of these records are taken at the door as the members enter. This may be at one door for a small school or at the door of the department rooms for the larger school. Where this plan is followed, three general methods prevail. In the first there is one person for approximately fifty members, grouped into classes, who has a desk at the door and to whom each of these fifty report as they enter. All of the details of any credit system can be recorded very rapidly in this way, and the individual members of even the larger schools very quickly learn to which desk to go. These data are sometimes recorded in special books, and in other cases on the regular attendance cards. This method insures accuracy, and gets all of the reports to the office of the general secretary at a certain definite time. It also saves all of the time of the class period for the lesson presentation.

Different Methods

On the other hand, it calls for a very dependable force of a considerable number of secretaries in the larger schools, and these must, of necessity, be the first persons present at each session of the school, in order that the early comers may be properly recorded. Again, many Sunday school buildings have many places of entrance and find it impossible to get the members of the school to always come to certain doors. Where building and secretary's force and school cooperation can all be brought together, this plan is ideal.

Another system follows somewhat the same general plan, but provides at the door or doors card racks somewhat similar to factory time-card systems, and each scholar takes out or transfers the individual attendance card. Still another provides a separate

CLASS RECORDS

report card for each scholar for each Sunday which is filled out at the door by the scholar and deposited in the proper receptacle.

The most general method, however, is that of having bound class books or envelopes containing the individual cards which are distributed to the classes by the secretary, marked by the teacher or the class secretary, and again collected. The bound class book has points of merit, but as a part of a record system which is to be both accurate and comprehensive, it has features which require the closest supervision. Where the names are simply written in such a book it is very easy for a new scholar to come direct to the class and some one write the name in the book without ever reporting to the secretary the fact that there is a new scholar. It is equally easy to erase a name and thus

5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

THE SUNDAY SCHOOL SECRETARY



This form is a double pocket envelope, to contain cards which are punched to indicate attendance.

remove from the records of the school data which it is almost impossible to trace. It also frequently results in different teachers following different methods of marking, and thus having no uniformity throughout the school.

The loose-leaf book obviates many of these difficulties, but requires a little more time in the handling, both in the class and in the secretary's office. It is, however, generally recognized as being far preferable to the bound book, and it has an element of permanency which the card system does not possess.

The card system, however, is perhaps the most popular. The first element in the secretary's follow-up work is that of attendance. Where the card system with the double pocket class envelope, one pocket for the cards of those present and the other for the absentees, is in use, the attendance record has reached, perhaps, its simplest and quickest form. The teacher or class secretary simply separates the cards into their respective

The Card System

THE SUNDAY SCHOOL SECRETARY

Some schools use a combination of these methods, recording the attendance by use of the card system and supplying the teacher with an individual record book for the recording of the various points of credit. This is done on the theory that for each Sunday's report, which must of necessity be made up early, the attendance information alone is needed. The second element is that in such matters as giving credit for home study the teacher cannot have the requisite information for proper grading until after the recitation is heard.

The starting point is, of course, attendance, and the other phases can be added as rapidly as it is found desirable. The fundamental element is absolute accuracy, for without this the records lose their main value. No matter how the information is recorded, it should be done under the supervision of the general secretary, and there should be uniformity throughout the school.

Referring again to the follow-up of the new member: in most of the systems it is possible to use a different colored card or sheet for the new member, changing to the standard color when regularity of attendance is shown or when the member is placed on the active roll of the school. Supposing the double pocket envelope and individual card to be in use, and the new member's name put on a red card at the time of enrollment, all the secretary has to do is to run through the red cards which are in the pocket marked "Absent" and a very few minutes each Sunday will suffice to keep accurate watch on the new members. Where the bound class book is used the location in the book will indicate the new scholar and make it very easy to see whether attendance is being reported.

THE SUNDAY SCHOOL SECRETARY

In any event the secretary should keep a thorough check—know whether the new member is attending regularly; secure from the individual teacher the reason for nonattendance; report to the superintendent those classes which are holding the new members assigned to them and those which are failing in this respect; indicate the teachers and the classes which are cooperating in this general school policy of follow-up; tabulate the reasons for nonattendance as reported, etc. When this information is coupled with data as to whether these new scholars come from Christian homes, and there is all of the other information which will throw light on the problem, the superintendent is enabled to know his school, its needs, its problems, its strength, its weakness, as would never be possible without the assistance of the modern Sunday school secretary.

In the final recording of the information which comes from the class records there is again a wide range of choice of methods and forms. Some schools merely file the attendance cards as this part of the school records. Where the card system is used the cards are usually punched by the secretary, and one little suggestion in connection with this may be helpful. Apparently on the theory that there are supposed to be a larger number present than absent, the custom has grown up for punching the cards to show absence. Where any system of giving credit, for any purpose whatever, is in force, if a card is punched when the scholar is absent, there is no chance to correct the record, providing, of course, the card record is the only one. If the punch is for attendance and an excused absence is reported, the card can be taken out and properly punched.

CLASS RECORDS

While the very large school will distribute the work among the department secretaries, having these attend to all of the details in their respective departments and simply report weekly totals to the general secretary, the average school simply has the one official doing all of the

**The
Permanent
Record**

<p style="text-align: center;">First Methodist</p> <p style="text-align: center;">Sunday School 9:30 A. M. Teachers and Officers</p> <p style="text-align: center;">TEACHER'S QUARTERLY REPORT TO THE GENERAL OFFICE On Class Organization</p> <p>Class No. _____ Name _____</p> <p>Officers elected for quarter ending _____</p> <p>President _____</p> <p>Vice-President _____</p> <p>Secretary _____</p> <p>Treasurer _____</p> <p>Committees _____</p> <p>Specified time of class business meeting _____</p> <p>Type of Social Service Adopted for _____</p> <p>Do you have a class constitution? _____</p> <p>Colors? _____</p> <p>Amount handled by class treasurer last quarter _____</p> <p>No. Cards or letters sent out by class _____</p> <p style="text-align: center;">QUARTERLY REPORT OF CLASS</p> <p>Date of function _____</p> <p>Place _____</p> <p>Purpose _____</p> <p>No. invited _____</p> <p>No. present _____</p> <p>Approx. expense _____</p> <p>No. committee meetings in interest of class _____</p> <p>Number active members of church _____</p> <p>Number converted but not members _____</p> <p>What efforts have you made in your class? _____</p> <p>Results: _____</p> <p>Do you urge church attendance? _____</p> <p>Results: _____</p>	<p style="text-align: center;">First Methodist Episcopal Sunday School Decatur, Illinois</p> <p style="text-align: center;">Sunday School 9:30 A. M. Teachers and Officers Prayer Meeting 8:55 A. M. Teachers and Officers Training Session Wednesday, 6:45 P. M.</p> <p style="text-align: center;">TEACHER'S WEEKLY REPORT TO THE GENERAL OFFICE</p> <p>Class No. _____ (See Classbook) Date _____</p> <p>Enrollment _____ (Office Record)</p> <p>Attendance _____</p> <p>No. Tardy _____</p> <p>Members Sick: Names _____</p> <p>Change of Address: Name _____</p> <p>From _____</p> <p>To _____</p> <p style="text-align: center;">NOTICE OF CHANGE IN ENROLLMENT</p> <p>I recommend that _____</p> <p>be dropped from the active enrollment of the school. Reason _____</p> <p>Approved _____ (Dept. Supr.)</p> <p>No. visits (by teacher or class member) in the interest of the class during week _____</p> <p>Suggested changes on the enrollment card of any member _____</p>
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Showing a weekly and monthly report to be made by the individual teacher. If each school could have such detailed records, the efficiency of the work could be greatly increased.

THE SUNDAY SCHOOL SECRETARY

Form M—Individual Member's Record				Last Three Years				("Card System") Per 100.....60 cents.			
Member's Name _____				Street No. _____							
Visitor _____				Street No. _____							
1st Year	Lessons Studied	Attended Sunday School	Contributions	2d Year	Lessons Studied	Attended Sunday School	Contributions	3d Year	Lessons Studied	Attended Sunday School	Contributions
1st Quarter				1st Quarter				1st Quarter			
2d Quarter				2d Quarter				2d Quarter			
3d Quarter				3d Quarter				3d Quarter			
4th Quarter				4th Quarter				4th Quarter			
Totals				Totals				Totals			
MEMORANDA											
Date joined _____ 190__				Date withdrawn _____ 190__				Date Transferred _____			
Reason for withdrawal or transfer _____											
Transferred to _____										} New visitors name or Name of S. S. transferred to	
If moved away — new address, P. O. _____										State _____	
Put additional memoranda on back of card.											
This card furnished by your own dealer or by the Meigs Publishing Company, Indianapolis, Indiana											

A card record, to be filled out from the quarterly reports, providing for the recording of detailed information for a period of years. Offering valuable comparisons.

work, and the information is recorded in a standard secretary's record book. The forms illustrated show one of these books which is, of course, especially prepared for Methodist Sunday schools, as it provides for information required by that particular denomination. The forms used throughout the various denominations are all similar. (For illustration, see page 40.)

In addition to this particular style of book, nearly every house publishing Sunday school supplies, as well as several individuals, issues special books for Sunday school records, some of them bound volumes and others loose-leaf forms. The secretary would do well to familiarize himself with these various forms and select the one which is best adapted to the needs of the particular system which is being worked out. Care should be taken to see that there is a place for all of the information which he will be required to furnish

CLASS RECORDS

and still have the system just as simple as is compatible with the necessary detail.

Some schools use a specially ruled book and record all of the details of each individual member's record, each Sunday. This is, of course, technically, a part of the record and history of the Sunday school, but especially in the large school some way will probably be sought to simplify this detail which would take so much time.

Where the school is large and the work is done by departments, each department secretary usually has a loose-leaf form somewhat similar to the one illustrated in the bound-book form, which is kept up by the department secretary and turned in to the office at the close of the month or quarter, as the forms may provide, and then put into the loose-leaf binder, becoming a part of the permanent records.

Some secretaries condense all of the day's data onto a simple card form which shows all of the essential details and is easily filed and easily referred to. Of course, in such cases, all of the other data are contained in other record forms, and the card merely shows that which is most frequently wanted for report or reference purposes.

In this detail, again, the correct process is to study the fundamentals, determine what details are best adapted to the needs of the individual school, select the system which will most nearly conform to this, and then faithfully follow up the careful recording of the data which have been determined upon.

CHAPTER V

THE STUDY OF ABSENCES

THE study of causes and the development of preventive methods are almost an uncultivated field and offer great opportunities for the secretary to be of service to the school. There can be no possible argument over the value of knowing the reason for continued absence from any school, be it small or large. In the school with small enrollment, however, there is the feeling that everyone knows everyone else and that no records are necessary, while in the school with the large enrollment the force of mere numbers seems to overshadow the importance of following up each individual member.

The secretary will naturally view this problem from a different and perhaps broader angle than will the individual teacher or the individual class. The fact that the teacher may know the reasons in the case of the one class will help in the management of that single class, but it is the compilation of the reasons from all classes which puts the problem in its correct setting for the attention of the proper executive official, and which really determines whether these absences are a class or a school problem.

Careful surveys show that very few teachers really do follow up the absent members, at least until the absence has been very long continued. In one school, where special emphasis had been put on this phase of a teacher's obligations, a report was secured from every teacher present at a teachers' meeting (and usu-

THE STUDY OF ABSENCES

ABSENTEE REPORT—Form No. 2

_____ S. S.

Date _____

Dear Teacher:

Our records do not show any answer to the request for the reason of the absence of _____

If you have secured this information will you not kindly let us have it, as it forms a very important part of our record. If the former request has been overlooked we are sure that it will now have your attention. If you cannot secure the information, for any reason, please report that fact so that we may cooperate with you in this very vital phase of our work.

The Methodist Book Concern. New York—Cincinnati.

These two forms are part of a follow-up system designed to secure the following up of absentees by the class or by the teacher.

ABSENTEE REPORT—Form No. 1

_____ S.S.

Date _____

Teacher of Class number _____

Our records show that _____

has not been present at our Sunday School since _____

If this is correct, will you please make a personal investigation this week and ascertain the reason for the absence. Kindly use the blanks below for your report and return same next Sunday.

The Methodist Book Concern. New York—Cincinnati.

THE SUNDAY SCHOOL SECRETARY

ally the most faithful teachers are found at such a meeting) as to whether or not they knew the reasons for the absences from their classes on the preceding Sunday. Just four out of the eighty-two answered in the affirmative.

There is another phase of this matter which gives added reason for the supervision of the secretary. There are many teachers who are thoroughly conscientious, according to their individual viewpoints, who entirely fail to realize the importance of the close personal touch with each scholar, outside the classroom. Every secretary, and especially those in the larger schools, knows that the teacher who has that personal interest in every member of the class which makes an unexplained absence impossible has but few absences from the class, and those almost invariably for good reason.

Then there is the class where the membership is so large that it would be impossible for the ordinary teacher to do this work unaided. In these classes there is usually a membership committee, sometimes active and sometimes needing the frequent reminder from the secretary. Any class, however, which is so large that it cannot, in some way, follow up its absent members by means of its own organization, needs some kind of treatment. An amputation may be necessary; there may be an obstructed vision, the directing brain may not be working rightly, or the class nerves may fail to carry the right impulse. In any event, where stagnation occurs, there is need for the services of the executive officers of the school, and the secretary, with the knowledge gained by the records, is the most reliable individual to diagnose the case, whoever may treat it.

THE STUDY OF ABSENCES



ST. PAUL'S M. E. SUNDAY SCHOOL

REV. A. M. JAYNE, PASTOR
C. E. TUTTLE, SUPERINTENDENT

Cedar Rapids, Iowa, _____

This is to tell you that we missed you from the class last Sunday. I hope you were not ill and that we shall have you with us next Sunday, for we are endeavoring to make ours an "Every Member Present" Class. Kindly drop me a card if you are ill, or if for any reason you cannot be present next Sunday.

Your friend and teacher,

Address _____

The form used by one school for keeping in touch with absentees. By the use of the cut of the church they give a personal interest to the matter.

First Presbyterian Bible School, Topeka, Kan.

REV. S. S. ESTEY, D. D., Pastor.

SICKNESS EXCUSE CARD

I was absent from Sunday School on the following dates _____

because, 1 _____ I was really too sick to come.

2 _____ contagious disease in our family.

Pupil's Name _____

Address _____

Parent's Name _____

Teacher's Name _____

Place an (X) after 1 or 2 above to indicate cause of absence. No other excuses are accepted.
Do not ask favors.

Used in recording absence due to sickness. This permits credit where it is deserved and yet properly safeguards the report.

THE SUNDAY SCHOOL SECRETARY

In all of these cases it becomes the duty of the secretary, either individually in the smaller school or through the necessary assistants in the larger one, to keep in touch with all of these conditions, to help, influence, stimulate, direct, encourage, or possibly almost venture to reprove, as the case may be.

Where the study of the class record shows continued absence the secretary should have the blanks—
Approved Methods which are available in many forms, similar to those illustrated—to use in asking for this information from teacher, class committee, or individual worker. If the school is so fortunate as to have a school visitor or visitors, salaried or volunteer; if the messenger service is used; if older classes will look after absences among the children, the work of the teacher can be supplemented or the secretary has this assistance to fall back on in case the teacher fails in the work; but the teacher is the first one to approach for the information. Frankly, the effect on the teacher is sometimes as great as on the scholar. Many a teacher has sought this information simply to be accommodating to the secretary, and, by the investigation, has received a vision which has made all such requests unnecessary in the future. In fact, it is not wise to even tell the teacher that the absence can be investigated in some other way, at least when the first request is made. The responsibility belongs with the teacher, and should be kept there when it is at all possible to do this.

There is a wealth of postcards, form letters, and plan after plan for use of the teacher in making this investigation. Where these are used in the school the secretary or the assistant in direct charge, should attend to the disbursement so that there may be a record

Reg. No.

Class No.

Tioga Baptist Sunday School

19

Department Secretary

This stub to be given to the General Secretary of the School.

has not been present at Sunday School since _____

Will you please call on this scholar during the week and ascertain the cause of absence and make report, together with the date of expected return on back of this card, and place same in the class envelope on next Sunday.

A record is kept of these cards, so please be prompt in making your report.

19

Department Secretary

The following up of an absent scholar:

I called on the named scholar on _____
and report the following:

Teacher

Form I

M d d d d

THE UNION SCHOOL OF RELIGION

BROADWAY AT 120TH STREET NEW YORK

REPORT OF LATENESS

Dear M. _____

Union School of Religion on _____ was late at the
kindly inform me as to the cause? This is the _____ Will you
that I have been obliged to send you this season. _____ report of this kind

Faithfully yours

Date _____

Reply. My child was late because _____ Teacher.

(Signature) _____

Form for report of lateness.

An exceedingly effective follow-up system which has secured splendid results.

THE SUNDAY SCHOOL SECRETARY

of the teachers who are and who are not using them, for by means of this the efficacy of each particular plan may be traced. Wherever possible, the teacher should be induced to make a personal visit; the next best thing is a little individual note or a telephone call, and the "made-to-order" methods are only a last resort.

The study of absences is a part of the follow-up system of the well-organized school, and it is also one of the important steps in the promotion of regularity of attendance. It is in this second phase that the question arises, "Shall we give credit for absence, under any conditions?" There are some who answer this with an unqualified "No," but the general trend of those who have tried out both methods fairly and thoroughly is toward using the necessary safeguards and then saying "Yes." The "No" is usually based on the experiences of having the privilege abused, and, especially where the record is used in some contest feature, it is admittedly difficult to avoid having some very minor ailment or the opportunity for some personal gratification reported as a valid excuse.

Perhaps the best solution is to use two different expressions. Some schools call every class with every member actually present as having a "perfect record," and those with every member either present at the home school, or some other school, or detained at home by a properly certified case of sickness a "Star Class." Others call the first class a "Gold Star Class" and the second a "Silver Star Class." In either case emphasis is laid on the fact that both are honor classes.

The credit for attendance at some other school or for absence due to sickness, undoubtedly appeals to the children as more nearly "fair play," because they

THE STUDY OF ABSENCES

A WEEKLY REPORT TO THE SUPERINTENDENT OF ABSENTEES

Date _____ 191__

CLASS No. _____

Teacher _____

CLASS PRAYER "O Lord: make us all Faithful and True, to Thee, to our Teacher and to our Classmates. Help us to remember every Sunday that if any one of us is either absent or tardy, it reduces our average Class Record, for the entire year, and discredit the Class as a whole. Amen."

The Following Members of my Class were Absent Today:

Where the reason for absence is known it is stated. You may rely upon me to personally see to it that the persons I have marked with an X will be visited before the end of the week, either by myself or a friend, or, by one or more members of the Class, or, will receive a Post Card notice. Where an X is omitted it signifies that, for reasons, I shall not be able to attend to the case myself, this week or get any one else to. If no name appears below, it signifies ALL PRESENT. Number of Personal Calls made last week _____. Number made by members of the Class _____. Number of Post Cards sent _____.

REPORT

Number enrolled in my Class _____. Present today _____. Tardy _____
Absent _____.

Name _____

1. Why absent _____

Name _____

2. Why? _____

Name _____

3. Why? _____

Name _____

4. Why? _____

Name _____

5. Why? _____

Name _____

6. Why? _____

NOTE—WRITE ADDITIONAL NAMES AND INFORMATION, IF ANY, ON REVERSE SIDE

TEACHER'S REPORT OF ABSENTEES, MEIGS PUBLISHING CO. INDIANAPOLIS, IND.

FORM No. 7, PRICE 40c PER 100, POSTPAID

A form for the teacher's report on absentees. The great number of these in use indicate the growing value which is being placed on the study of absentees.

THE SUNDAY SCHOOL SECRETARY

probably cannot avoid the absence by anything which they can do. Where this credit is given, a certificate of attendance at the other school should be required, and in the case of sickness, with children, the excuse card should be signed by the parents. Do not be afraid of this degree of formality. If the credit is worth working for, it takes on an added value when it must be regularly certified, and, with the parents, such a request is accepted as exceptional interest on the part of the school.

Some one says, however, "*Why* give credit?" Keep in mind the fact that the secretary is working for regularity of attendance, primarily for the possibilities of increased efficiency in class work. The properly kept records of any school will show a far different grade of class work where there is ninety to one hundred per cent of attendance than where it drops to the average fifty per cent. An unbroken attendance record is a strong incentive to continued regularity, no matter whether the motive be the winning of some offered prize, the expression of appreciation which the wise secretary does not overlook, a real desire to get the greatest good from the lesson study, or merely the fun of seeing how long such a record can be maintained. Even the "grown-ups" take pride in such an achievement as year after year is added to an unbroken record, and the value of this regularity both to scholar and class and school is worth all it takes to keep the record recorded and recognized. When, however, an attendance record is started, and sickness comes and a Sunday is missed, and the child is told that there is no possibility of attaining to some coveted honor or recognition for the month or quarter or year, the enthusiasm

**Why Give
Credit?**

THE STUDY OF ABSENCES

FIRST METHODIST SUNDAY SCHOOL

Petoskey, Mich , _____ 190

My Dear Friend:- For _____ Sundays we have missed you in your accustomed place in your class. We hope to have you with us next Sunday again, and enjoy your hearty cooperation and assistance YOU are a LINK in our chain, and your absence affects our school more than you would suppose. It is YOUR school, MY school, OUR school, and may YOU and I do all in our power to make it what THE MASTER would have it to be May HE guide us in it all, to wise conclusions. "Come thou with us and we will do thee good."

Very Sincerely yours,

E. Agnes Dean, Asst. Supt. W. G. McCune, Supt.

Another school which publishes many of its own forms, thus making a strong appeal to its members.

ABSENTEE CARD

FIRST METHODIST SUNDAY SCHOOL, INDIANOLA, IOWA

NAME CLASS.....

ADDRESS.....

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
First.....												
Sunday.....												
Second.....												
Sunday.....												
Third.....												
Sunday.....												
Fourth.....												
Sunday.....												
Fifth.....												
Sunday.....												

Dropped from roll.....191.... Cause.....

A rather unusual but very effective card, giving opportunity for the study of the absences of the members. When this card begins to fill up there is not much doubt but that the reason for the increasing absences will be carefully sought.

THE SUNDAY SCHOOL SECRETARY

is gone, the effort is relaxed, and the slightest excuse is enough to cause repeated absence. It is really far easier to prevent a great many absences than it is to trace them after they occur, or to bring back the scholar.

Out-of-town absences, business trips, summer vacations, draw heavily on the attendance of many schools during certain seasons, and the secretary finds a new problem. Are we to say to our members that our interest in them ceases when they are away, that their record in the home school cannot be maintained? We are learning far better than that. Practically the only question is that of the method which is best suited to the needs of the individual school, and school policy and finance will govern this.

In some sections, we find members removing to summer homes and attending the same school Sunday after Sunday. In these cases, a card form or little booklet which provides for the record for a number of Sundays, answers every purpose. In other cases, the members are attending a different school practically every Sunday, and the keeping of the record and especially its return to the home school, becomes a very real problem.

Vacation Records

On this account, many schools are using a form which is printed either on a government postcard or a card which can be returned in the same way, some schools even going to the extent of furnishing the return postage, in order to get the cards returned promptly. Where a card is used for every Sunday, it has been proven to be almost impossible to get these kept by the member and returned at the close of the vacation period.

The point which needs particular emphasis in this

THE STUDY OF ABSENCES

Visitor's Attendance Certificate	
ISSUED BY THE	
Sunday School	
OF	
(City)	(State)
To (name) _____	
Points of credit (if desired) _____	
Date _____	Signed _____
Superintendent, Secretary or Teacher	
The Methodist Book Concern. New York-Cincinnati	

A certificate of attendance which can be carried by the scholar to another school or can be issued by any school to visitors.

I attended.....		Sunday School	
at.....		, ON.....	
TOWN	STATE	DATE	
Class No.	Signed		
The enrollment of this school is			
The attendance today was.....			
Mail will reach me if addressed to.....			
.....			
.....			
If possible send us a post card showing the church or some feature of interest in the place you are visiting.			

The original of this form is printed on a government postcard, and is given to the members of the school whenever they leave for trips or vacations. A card is mailed back each week, and this close touch with the home school has proven very valuable.

THE SUNDAY SCHOOL SECRETARY

This will introduce to you _____



who is a loyal member of

The Sunday School

of the

First Methodist Episcopal Church

Topeka, Kansas

Any courtesies extended to our member while visiting other schools will be appreciated and cordially reciprocated should the opportunity permit. We would be glad to exchange information, suggestions, or plans with any other school.

Secretary

A card of introduction which is given to all members of this school when they are going to be away from home. It keeps the home school always in the mind of the absent scholar and secures a welcome in any school visited.

First M. E. Sunday School, Petoskey, Michigan

GREETINGS:

This Certifies That.....

is a loyal member of the First Methodist Episcopal Sunday School, at Petoskey, Michigan.

Date..... Supt.

We note with pleasure the attendance of.....

..... at our Sunday School this.....

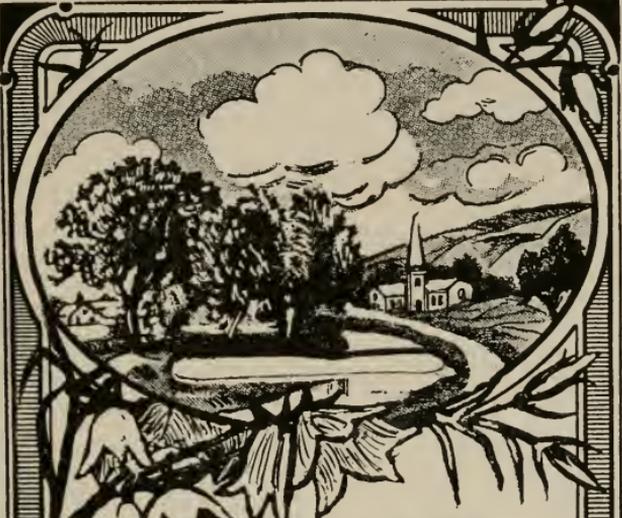
day of 19.....

..... Supt.

of the..... Sunday School at.....

A certificate of attendance which is issued to all visitors by a very aggressive Sunday school.

THE STUDY OF ABSENCES



**VACATION
ENVELOPE**

If you are obliged to be absent from
the Bible School during the summer,
please place in this envelope the amount
you would have given had you been present.

Name _____ Class No. _____

When you return in the Fall please bring this envelope
and hand same to your Teacher or the Treasurer of the School.

GOODENOUGH & WOGLOM CO. 122 NASSAU ST. N.Y.

An envelope which is given to members when leaving on vacations, with the request that their regular collection be placed in it each week.

THE SUNDAY SCHOOL SECRETARY

phase of the work is that the real purpose is not to maintain the records of the individual school, although that is desirable. Something which will act as an incentive to Sunday school attendance while away from home, and which will help give the scholars some real interest in the school visited, is particularly valuable. Where the report card calls for little items of enrollment, collection, attendance, etc., the visitor really has something to do. Where it is possible to get reports on plans and methods used in these other schools, these vacation visits can be invaluable. Another underlying principle is that by keeping this touch with the absent scholar the problem of losses at the beginning of the fall season is reduced to a minimum. Schools which have followed this matter very thoroughly report that there is no longer any problem in getting the children back into the Sunday school at the close of the summer vacation.

For schools that are willing to go even more intensively into this work there are the suggestions of regular cards of introduction; the securing of addresses; the notifying of the teacher and class as to the whereabouts of absent members; getting teacher and class to send greetings to the members of their class; occasional notes or letters from the secretary's office, giving interesting bits of school news, etc.

For the home folks a map hung on the wall marking the location of the absent members, a display of post-cards sent in by the travelers, the passing on to the school of interesting bits of information contained in the reports from the absentee, and various other similar features tend to link the school together.

No school is too large or too small to follow some

THE STUDY OF ABSENCES

method of keeping in touch with the scholars, showing its interest in them and in those things which interest them.

Many schools add a "summer vacation" envelope to the supply of cards, and find that the money secured in this way is well worth the effort it takes in keeping the whole plan moving.

CHAPTER VI

WITHDRAWALS—THE PROBLEM

THE word "withdrawal" brings the secretary face to face with the greatest problem and at the same time the greatest opportunity to be of service to the individual school and to the whole Sunday school world. There is probably no phase of Sunday school record-keeping which is so important. Not only is it true that a large per cent of the reported withdrawals can be brought back by the efforts of the secretary's office, but a study of the reasons given for withdrawal will enable the executive officers of the Sunday school to know the weakness of a teacher, a department, or, it may be, the whole school policy, as nothing else will do. An accurate list of the reasons for withdrawal in any Sunday school will form the most vital part of the records of that Sunday school. It is far more important to know how many withdraw from the school on a certain Sunday, and the reasons for those withdrawals, than it is to know the number who are present.

In order that the secretary may have the vision of this problem, which is necessary in properly forming the local school plans, a study of general conditions is valuable. If we can but realize that, in the main essentials, nearly every school is an average school, we have made a start. The survey made during the Men and Religion Campaign brought back the report that eighty

**A Vital
Feature**

**No
Accurate
Data**

WITHDRAWALS—THE PROBLEM

thousand out of every one hundred thousand boys in the Sunday school dropped out before the close of the teen-age period. No general statistics as to Sunday school withdrawals in total, or as to the reasons for these withdrawals, are available. Neither denominational nor International Sunday School Association reports call for such information. Some local surveys have been made, but many of these show only local conditions.

At the great Superintendents' Congress, held during the International Sunday School Convention of 1914, the question was raised as to how many of those superintendents could furnish a list, not from memory, but from the records of their schools after returning home, of the number of withdrawals and the reasons, during the past year. Out of the hundreds present five thought that they could do so, but not one ever made the report. Tests made in school after school, and convention after convention, have failed to find a single response where an absolutely complete list was furnished. When the question is raised as to how long a name should be kept on the records after the scholar stops coming, ninety-nine per cent of the answers will run from three weeks to six months, and just here and there occasionally is found the superintendent who says, "Until the reason is known."

In order that the secretary may survey the field, the following diagram, showing the main reasons for withdrawal, is given. The secretary who will so study the school as to determine through which of these lines of exit the most of the scholars of that school are passing will be in position to place before the executive officers information which, if properly used, will revolutionize that school.

THE SUNDAY SCHOOL SECRETARY

Withdrawal Chart

- | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|--|----------------|--|---|-------------|--|---|------------------------|---|--|--------------------------------|-------------------|---|---|---|--|----------------------------------|---|---|---|--|
| 1. HOME | { | Negative Church Members.
Positive Nonchurch Members. | | | | | | | | | | | | | | | | | | | | |
| 2. ENVIRONMENTS | { | Chums.
Day School Associates.
Community Influences. | | | | | | | | | | | | | | | | | | | | |
| 3. "TEENISM" | { | Overdevelopment of the natural teen age child characteristics. A sociological rather than a local school problem, but demonstrating the need for an awakening. | | | | | | | | | | | | | | | | | | | | |
| 4. LOCAL SCHOOL | { | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">(a)
Teacher</td> <td style="width: 10%; text-align: center;">{</td> <td style="width: 10%;"> Inefficient
 Handicapped </td> <td style="width: 10%; text-align: center;">{</td> <td style="width: 50%;"> Untrained.
 Incapable.
 By "C."
 By "D." </td> </tr> <tr> <td style="text-align: center;">(b)
No
Teacher</td> <td style="text-align: center;">{</td> <td> Carelessness due to "C."
 Lack of interest
 No Training Course. </td> <td style="text-align: center;">{</td> <td> Parents.
 Church Membership. </td> </tr> <tr> <td style="text-align: center;">(c)
Management</td> <td style="text-align: center;">{</td> <td> Handicapped by "D."
 Untrained Leadership.
 Limitations of time, business.
 Errors of </td> <td style="text-align: center;">{</td> <td> Discipline.
 Program.
 Curriculum. </td> </tr> <tr> <td style="text-align: center;">(d)
Building and
Equipment</td> <td style="text-align: center;">{</td> <td> Failure of church to realize needs.
 Financial Limitations. </td> <td style="text-align: center;">{</td> <td></td> </tr> </table> | (a)
Teacher | { | Inefficient
Handicapped | { | Untrained.
Incapable.
By "C."
By "D." | (b)
No
Teacher | { | Carelessness due to "C."
Lack of interest
No Training Course. | { | Parents.
Church Membership. | (c)
Management | { | Handicapped by "D."
Untrained Leadership.
Limitations of time, business.
Errors of | { | Discipline.
Program.
Curriculum. | (d)
Building and
Equipment | { | Failure of church to realize needs.
Financial Limitations. | { | |
| (a)
Teacher | { | Inefficient
Handicapped | { | Untrained.
Incapable.
By "C."
By "D." | | | | | | | | | | | | | | | | | | |
| (b)
No
Teacher | { | Carelessness due to "C."
Lack of interest
No Training Course. | { | Parents.
Church Membership. | | | | | | | | | | | | | | | | | | |
| (c)
Management | { | Handicapped by "D."
Untrained Leadership.
Limitations of time, business.
Errors of | { | Discipline.
Program.
Curriculum. | | | | | | | | | | | | | | | | | | |
| (d)
Building and
Equipment | { | Failure of church to realize needs.
Financial Limitations. | { | | | | | | | | | | | | | | | | | | | |
| 5. INTER-SCHOOL | { | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Work
Health</td> <td style="width: 10%; text-align: center;">{</td> <td style="width: 70%;"> Both intended as temporary withdrawals, but became permanent. </td> </tr> <tr> <td style="text-align: center;">Educational</td> <td style="text-align: center;">{</td> <td> Leaving Home for School.
 Parents' objections to heavy work during Day School term. </td> </tr> <tr> <td style="text-align: center;">Change of
Residence</td> <td style="text-align: center;">{</td> <td> So-called "Rest" "Vacation."
 Failure of former school to make work sufficiently attractive.
 Lack of aggressiveness or cordiality in new community. </td> </tr> </table> | Work
Health | { | Both intended as temporary withdrawals, but became permanent. | Educational | { | Leaving Home for School.
Parents' objections to heavy work during Day School term. | Change of
Residence | { | So-called "Rest" "Vacation."
Failure of former school to make work sufficiently attractive.
Lack of aggressiveness or cordiality in new community. | | | | | | | | | | | |
| Work
Health | { | Both intended as temporary withdrawals, but became permanent. | | | | | | | | | | | | | | | | | | | | |
| Educational | { | Leaving Home for School.
Parents' objections to heavy work during Day School term. | | | | | | | | | | | | | | | | | | | | |
| Change of
Residence | { | So-called "Rest" "Vacation."
Failure of former school to make work sufficiently attractive.
Lack of aggressiveness or cordiality in new community. | | | | | | | | | | | | | | | | | | | | |

WITHDRAWALS—THE PROBLEM

In so far as the responsibility of the local school is concerned, withdrawals for some of these reasons are to be expected. "Teenism" will take some, regardless of all of the efforts of the local school. The last, or fifth, group offers so many opportunities for a withdrawal apparently listed for a good reason that it is an unexpected danger point. While thirty per cent is too large a loss to be viewed complacently, a school which will hold seventy per cent of its membership for a five-year period, which is long enough to judge it accurately through its records, scores unusually high. Any school grading less than that seventy per cent should "get busy" locating the leaks, and do it through the secretary's office.

A very brief analysis of the application of records to the diagram on page 66 will demonstrate the scope of the work of the secretary. In the first two groups, "Home" and "Environments," the records should show all of this data with reference to each scholar. The new teacher, in particular, can get an intelligent grasp of the problem. Complete records are invaluable in the assignment of the new scholar, and this assignment is frequently a very potent reason in the study of withdrawals. Such records make possible the concentration of the organized adult classes on nonactive parents. Records in the form of interesting data, letters, and individual reports help link the school to the home.

In the third group, "Teenism," the records are particularly valuable in showing what teachers are falling down on this problem, and can show one teacher what others are accomplishing. Comparative records of other schools are especially valuable here.

In section (a) of group 4, records are exceedingly

THE SUNDAY SCHOOL SECRETARY

valuable in urging on the careless teacher, in locating inefficiency, in really training the teacher in this phase of the work. Properly compiled and properly presented, they show the value and importance of Sunday school work in ways which help attract ability to the teaching force and reveal to the general church membership the possibilities of the Sunday school under proper conditions.

In sections *b*, *c*, and *d*, of group 4, inefficiency or mismanagement seldom thrives under the spotlight

**Applying
Records to
Withdrawal
Problems**

which the records throw on every phase of the school. Our Sunday school shortcomings are largely unintentional. The deliberate element is so small as to be negligible. In an important sense, records will check or stop continued and repeated absences, and these are usually the first symptoms of withdrawal. Records can and should, unerringly, but without prejudice, place the responsibility, for errors are weaknesses. Recorded data, actual facts, will open up the church pocketbook as no amount of individual theories or hobbies can do. An appeal to the Sunday school governing body for changes or to the church for improved equipment and conditions, will seldom fail, if it is properly backed by dependable recorded evidence.

In group 5, records should show the reason for each withdrawal. In the first two cases, where the former member remains in the same community, some school connection should be maintained, either in the Home Department or as a regularly followed up "associate" member. The records should show periodically whether the reason for withdrawal still exists, and when it ceases, every effort should be made to bring the

WITHDRAWALS—THE PROBLEM

individual back into active connection with the school. In case of change of address the withdrawal card should give the new address, if possible, and an interested teacher can secure this in the great majority of cases. A card mailed by the record keeper to the pastor or Sunday school superintendent in the new location will usually result satisfactorily. Where the school has an active propaganda policy and finds a former Sunday school member who says, frankly, "I don't like Sunday school work because of 'such and such a reason' in the old school," a frank report sent to the school which made the unfavorable impression will constitute a most valuable record entry in that school, and this in itself reveals the extreme to which record-keeping may be carried. In any event the secretary's office should be the clearing house for the active propaganda of the school and of each class.

Because of the fact that the secretary faces, in the withdrawal problem, the hardest task which there is in the whole scope of the work, there should be adequate preparation for the educational campaign which must, of necessity, be carried on in the school before this withdrawal data can be secured.

One of the most powerful lines of appeal will come through emphasizing the fact that the most careful surveys, as shown on the forms on page 129, reveal the average age of conversion to be approximately sixteen years. When this fact is coupled with the amazing statistics showing withdrawals before that age, the average teacher can hardly escape the responsibility of cooperating most heartily in any method which will seek a solution of the problem in the local school.

Any Sunday school teacher knows the attractive-

THE SUNDAY SCHOOL SECRETARY

ness of the story of the "Ninety and Nine" when taught to a class of children, and when the matter is fairly presented will recognize the incongruousness of telling the story of the Master's thoroughness, and then turning to the class records and erasing a name or tearing a card up in order to get rid of some scholar whose irregular attendance record is perhaps keeping the class from some coveted honor.

The secretary who gets simply a glimpse of the possibilities which can result from this phase of the work will always be ready to begin, and some of the most approved methods will be considered in the next chapter.

CHAPTER VII

WITHDRAWALS—THE SOLUTION

As previously indicated, the solution of the withdrawal problem begins at the time of enrollment, with the collection of the information which will have so decided an effect, if it is properly used, during the advancement of the new member through the school. The follow-up of the new scholar, all of the plans for stimulating regularity of attendance, all of the work which tests the ability of the individual teacher, unite in reducing the number of withdrawals, and the withdrawal record is really the ultimate test of the thoroughness of all of this preliminary work—preliminary because one of the great and important duties of the secretary is to help hold the scholar so that all of the school influences and all the efforts of the faithful teacher may have the proper time to do their work, and that the child may be led through the successive steps of “Bible instruction, a personal acceptance of Christ, the realization of the great ideals of Christian character and conduct, and the transforming of these ideals into unselfish service for others.” The work is not for the sake of records, but for the lives they may hold for the Master.

No matter, however, how well this work may have been planned and carried out, there will be withdrawals. The first step in securing withdrawal data is securing the cooperation of the teachers. The secretary has no authority to compel the investigation of each with-

**How
to Start**

THE SUNDAY SCHOOL SECRETARY

drawal and the reporting of the reason and, if the power were given, would be foolish to try to exercise it as a force. Get the teachers together, put the problem fairly up to them. Most of them have probably never considered the relative importance of the study. They have everywhere heard enrollment and attendance—numbers, numbers, numbers, but seldom have they been asked the “Why?” Let them see the reasonableness of the request. Be ready to tactfully meet the objections and ask for a year’s trial of the plan. A year is plenty of time for making a showing, and the school which tries out, honestly and fairly, a comprehensive investigation of withdrawals, seldom goes back.

With this consent, get a ruling from the governing school body that no teacher shall withdraw a scholar without signing a report giving the reason. This for two reasons, both learned by experience. There will be teachers and there will be some adult classes which will object, and it will take all of the patience and all of the tact of the secretary and all of the authority of the school to bring them into harmony with the plan. Again, if the teacher is permitted to make a verbal request or send some member of the class to make a report, and these simply accumulate during the year, by the time the secretary is ready to make a report of the summary many a teacher will forget that John Jones and Frank Smith were in their classes for a few Sundays the first of the year; objections are raised, the accuracy of the report is questioned, and the results are negative. The signed reports obviate these difficulties.

When this course is once decided upon, the proper

Get
Teachers’
Co-operation

WITHDRAWALS—THE SOLUTION

ABSENCE CARD

Date of Absence _____

Reason _____

Scholars Signature _____

Parents Signature _____

Teachers Signature _____

Class No. _____

An absence card which is the first step in the investigation of an apparently unexplained withdrawal. The inference is that it is only a case of absence and the scholar or parent is not approached from the withdrawal standpoint.

WITHDRAWAL CARD

To be filled out completely by the Teacher and filed with the Secretary

Name of Scholar _____

Enrollment Number _____ Class Number _____ Date _____

Reason _____

Left town Moved to what town _____

Gone to another Sunday School What School? _____

Reason for change _____

Sickness { Personal
Family Work { Home
Business Parents { Indifference
Influence

Special _____

Teacher _____

THE METHODIST BOOK CONCERN. NEW YORK-CINCINNATI

See other side for record of follow up.

A comprehensive withdrawal card. In many schools the rule has been made that no name can be withdrawn from the rolls until this card is properly filled out and signed by the teacher. It classifies the reasons and shows whether the withdrawal is for a good reason.

THE SUNDAY SCHOOL SECRETARY

blanks should be secured. Forms similar to those illustrated are generally used.

With this equipment in working shape, a new problem will undoubtedly reveal itself: some teachers will prefer to simply leave the cards in the envelope or the name on the class roll, even though the member is no longer attending, and there may be an occasional class secretary, failing to realize the importance of the effort, who will simply tear up the card or erase the name without making any report.

The latter calls for some method of a double check which will be discussed later; the former for the providing of the proper incentive for keeping the class lists cleared up. This may be done by simply checking the attendance records, following up the absentee reports, and going after the withdrawal record personally. In other schools the secretary grades each class on its per cent of attendance and thus furnishes the incentive for seeing that the enrollment is properly and promptly reduced when a member leaves. Ultimately the teachers find that it is far easier to secure the required information early than late, more and more the close personal touch between teacher and individual scholar is developed, and the filling out of the withdrawal blanks becomes automatic.

When the reports begin coming in, they should be first sorted into two divisions, namely, those which carry a good reason and those for which some one or something—teacher, parent, school, community influence, etc.—is to blame. Those for good reasons are closed when recorded, unless there be the obligation of notifying a pastor or a superintendent in some other place that one of your members has been transferred and should have his attention.

WITHDRAWALS—THE SOLUTION

This will introduce to you _____



who has been a loyal member of

The Sunday School

of the

First Methodist Episcopal Church

Topeka, Kansas

and is heartily commended to your fellowship

Position held in our school _____

Secretary. _____

This card is really a Sunday school letter. It introduces the scholar to the new school, its possession is frequently an incentive to attend another school and it tells the superintendent what position was held in the former school.



A series of record books for those departments where the keeping of records is especially difficult because of the age of the children. Proper records, properly kept up, are an indispensable element in the prevention of withdrawals.

THE SUNDAY SCHOOL SECRETARY

The blanks which show poor reasons call for the most intensive study. The records should show whether these are accumulating from a certain class or classes. The reasons should be studied. The enrollment cards should be studied in the light of the withdrawal; information as to whether the member who had left was a member of the church at the time of enrollment, whether the card shows church accession during the connection with the school; whether the child came from a Christian home; what element and what age are causing the greater number of withdrawals—these and other similar details open up a line of investigation which is fascinating as a research study.

Analyzing Reports

Incidentally, a withdrawal for a poor reason should not be dropped with the teacher's report. Somewhere in every school, be it large or small numerically, there should be an organization, a committee, an individual, who will see the teacher, make a personal investigation, and make sure that every agency of the school has been put to work and failed, before the entry is made that the school has lost a member for a poor reason. If the scholar is a nonchurch member and comes from a non-Christian home, work the harder on the case.

The next step, which really should not be a problem at all, but which is, very frequently, a serious one, is to get the superintendent or the governing body of the school to seriously study and consider the reasons given for the withdrawals, particularly those for poor reasons, and take whatever steps are necessary to prevent similar cases the next year. While the secretary is not an executive officer, there is a duty connected with that office which will make him hold on tena-

WITHDRAWALS—THE SOLUTION



First Methodist Sunday School

PETOSKEY, MICH.

_____ is a
*member in good standing of the First Methodist Episco-
pal Sunday School, of Petoskey, and is affectionately
commended to the _____
Sunday School of _____*

Superintendent.

Another form of Sunday school letter.

THE SUNDAY SCHOOL SECRETARY

ciously until he gets some action which will put a stop to the withdrawals for some of the specific reasons which will be revealed the first year.

In the majority of schools, however, the officers will welcome such information as furnishing a reliable basis for their planning. In more than one school the superintendent has resigned his position in order to take up the work of the secretary simply because he has found it impossible to get the former secretary to furnish the data, the need of which every wide-awake superintendent realizes.

Conditions will differ in different localities and in different schools, but any secretary who once realizes all that it means to know accurately the reason for every withdrawal will work on the problem until the key to the local situation is found.

As an example of the importance of the record of withdrawals, the following reports are taken from the records of a county secretary, both schools being in the same town. One report showed a membership of five hundred and thirty-seven, which was an increase over the previous year of fifty-two. The other showed about the same enrollment, but a decrease of five, in comparison with the previous year. This was all the data called for, and it is not hard to know which report was received with the more favor. As a matter of fact, when the investigation was carried direct to the school, it developed that the first school had used various plans to get in new members, but its emphasis was laid on numbers instead of efficiency, and its campaign was still on. It had had three hundred and eighty-seven withdrawals during the year. In the great majority of cases the teachers, when questioned, said that they did

WITHDRAWALS—THE SOLUTION

not know why the scholars had left, but guessed that most of them were merely visitors and should never have been enrolled. When asked how many of those who were reported as actual members would be withdrawn a little later for this same reason, even guesses were not ventured.

In the case of the second school, with practically the same enrollment, there had been only eighty-two withdrawals. That school knew why every member had left and there was not, during the whole year, a single withdrawal for a poor reason. Which school was really the more prosperous?

The average school is content if its enrollment and attendance are equal to the preceding year, and rejoices if an increase is shown. Such a school needs to be reminded that the death rate does not equal the birth rate in a healthy school. In this connection, a business incident will help to illustrate the intensive study which should be given this subject. In a factory, one of the processes of which was the enameling of its product, an expensive enamel was used, the receptacle for which was a large tank holding hundreds of gallons. The foreman of the department found, from his records, that an increasing amount of enamel was required to handle a normal output. He had his barrels of enamel and could easily keep the level in the big tanks up to the required standard by simply adding the required amount. While this is the ordinary method in Sunday school work, it does not apply to the business world. In that case, at a considerable expenditure of time and effort, the tank was emptied, raised from the ground, cleaned, and gone over almost microscopically; but the leak, the evidence of which was revealed by the records, was located through the

THE SUNDAY SCHOOL SECRETARY

efforts of the man who studied those records. The Sunday school application needs no special attention drawn to it.

In studying withdrawal records the secretary will do well to remember that a Sunday school can grow rusty, and that rust means leaks.

CHAPTER VIII

THE PERSONAL LETTER

VOLUMES have been written for the business world dealing with this subject, but only a comparatively few Sunday schools have realized its true value. In this connection, again, the business viewpoint is helpful. The man of affairs would grant that, under ordinary circumstances, a personal visit or interview would be preferable, although there are times and cases where truths are better written than spoken. The Sunday school leader would always prefer a teaching force which could establish that intimate and personal touch with each new member and with the family of that member and which would maintain that relationship. Such an aim is not too high and is not unattainable, but in the average school it is as yet only a desire and not a realization. Even in schools where this ideal has been reached, and most certainly in the average school, there is much which the active secretary can do to supplement the work of teacher or officer, and the use of the personal letter is one of the most effective ways.

WITH THE NEW SCHOLAR. There is always much comment on the relationship between the home and the school; on the apparent failure of the parents to properly cooperate with the teacher and the school; on the modern tendency to leave the religious education of the child entirely to the Sunday school teacher. There is an-

**The New
Scholar**

THE SUNDAY SCHOOL SECRETARY

other side, and one which is just as real—the failure of the teacher and the school to properly cooperate with the home and the parents. These are both very vital problems, and the secretary can only aid in their solution.

Considerable research has shown that but few schools make an intelligent effort to direct this cooperation, or even to arouse it. The school usually waits for a voluntary offer from the parents, and while it is difficult for the enthusiastic Sunday school worker to understand why the parents do not actively seek ways to assist the teacher to whom they will owe so much, the facts and not the theories must be considered. It is certainly within the province of the secretary, through whose hands passes in some way the information regarding the new scholar, to write to the father and mother, extend greetings from the school, express appreciation at their confidence in the school as demonstrated by their placing their child in its charge, tell them what the school is trying to do, a little about the work which that particular child will take up, who the teacher will be, and just how they can help the school to help their child. This will aid the teacher in similar work, and if, as is frequently the case, it is the only expression which comes from the school, it will be a big factor in establishing the desired relationship.

Decision
Day Aid

AS AN AID IN DECISION DAY. More and more is the value of personal work, in leading the child to this personal acceptance of Christ, being realized and emphasized, but there is nearly always a place for supplemental help. The school gains in dignity, in the estimation of the parents, when the school's concern, as well as the

TO _____'S MOTHER

My dear friend:

It is a pleasure to welcome your child to Sunday school. I feel that the children belong to me as well as to their mothers. They are with me but one hour during the week, and you can see how much I need your help if that hour is to mean anything to them.

Each Sunday I tell the children a story. Often they say, "Tell it again," but I do not have time. So I give them the story to take home, that their mothers may tell it to them as many times as they wish.

I tell them these stories not only to interest them, but to teach them about the heavenly Father's care, or to help them to be kind to animals, or to make them obedient children, or to fill them with love for Jesus, the children's Friend. I wish the stories to be part of their everyday life, but they cannot be unless the mothers help to make them so. You will find beneath the story a line or two called "The Mother's Part," which will suggest ways of doing this.

The stories are nearly all from the Bible. Now and then there is a nature story. I think you will enjoy looking up the Bible nature verses on which they are based, and enjoy, too, these stories that help your child to see that everything in the great outdoors is a gift from a loving Father, and that God, who provides for the little child, cares also for animals and birds.

Once in a while you will find that the story in the folder which your child brings home is neither a Bible story nor a nature story. When this occurs you will know that I have taken that particular Sunday for telling over again old Bible stories, and that I have not told the folder story. I am leaving the telling of that story to you. It has the same thought as have the Bible stories for that day and illustrates their teaching in modern child life.

Perhaps you will wonder how the stories are chosen, for they are first from one part of the Bible and then from another part. They are arranged to fit subjects. A child does not care whether one story happened before or after another, but is impressed by a group of stories on the same topic, such as obedience or kindness or love.

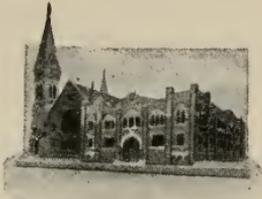
I hope your child will enjoy the Bible verses printed in colors, and that the pleasure derived from looking at them will lead to a wish to say them. We do not give more verses than can be learned easily. They are all very short. I like to think that the Sunday school songs will be sung at home.

Do come to visit us. The children and I should love to have you. You will see then what we are trying to accomplish, and how very much we need your help.

Sincerely yours,

A printed letter which is sent to the mother when the child unites with the Sunday school. It is very effective in linking the parents' interest to the school.

THE SUNDAY SCHOOL SECRETARY



FIRST METHODIST EPISCOPAL SUNDAY SCHOOL

OUR AIM—"THE DEVELOPMENT OF THE HIGHEST
TYPE OF CHRISTIAN CHARACTER"

[OFFICE OF THE
SECRETARY]

TOPEKA, KANSAS.

Dear Friends:

It is with much pleasure that we have enrolled your child in our Sunday School. You may be sure that the officers and teachers recognize the great responsibility which rests upon them as their part in the development of child life and character.

All of the work of the most faithful teacher and efficient school will prove ineffective, unless there is the closest cooperation between school and parents. Unless you have been in closest touch with modern Sunday School work, you can hardly realize the wonderful advance which has been made in plans and methods.

The child receives Bible training and we try to throw around it every influence to lead quietly and naturally to a personal acceptance of all of the principles for which the Church stands. Church membership, however, is not our sole aim. Our real purpose is summed up in the phrase which appears in our heading, and in the realization of this, we ask and expect your help.

This will necessitate a knowledge of the work in the particular department to which the child is assigned. Will you not get in touch with the teacher, whose name and address is given below, and find out about the work and how you can be of service?

Perhaps you do not realize that there is a place for every member of the family in our school, one which is enjoyable as well as helpful. Your influence will be much greater if you, yourselves, are connected with the school in some way. You are cordially invited to attend any of our sessions.

Regularity in attendance is an absolute requisite for the best work. Will you not exert all of your influence along this line? Every Sunday morning - 9:30 sharp - please.

By sending your child to our Sunday School you have asked us to help you in the religious training. We appreciate the opportunity. Will you not respond, with equal readiness, to the requests which may be made for your support and assistance?

Yours very truly,

Sec.

Teacher's Name _____

Address _____

A typical letter sent out by the Sunday school to the parents of all new members. In this particular case there are always inclosures of little folders or pamphlets.

THE PERSONAL LETTER



FIRST METHODIST EPISCOPAL SUNDAY SCHOOL

OUR AIM—"THE DEVELOPMENT OF THE HIGHEST
TYPE OF CHRISTIAN CHARACTER"

[OFFICE OF THE
SECRETARY]

TOPEKA, KANSAS.

Sent to new member of the church.

We are always glad to welcome newcomers into our church but are doubly pleased when we can also enroll them into our Sunday School. We note the addition of your name on our church roll - may we remind you of the opportunities which the Sunday School offers you, not only for pleasure but for real service.

Every Sunday morning you will find from 700 to 800 men, women and children gathered together, engaged in every phase of modern Sunday School work. There are children of 4 years and there are adults of more than 80. There is a place for everybody, congenial classes for each one, phases of work which are so diversified as to appeal to all ages.

If you have been engaged in Sunday School work, please don't let it drop. If you have never given it serious consideration you are honestly not fair to yourself to pass it without investigation.

We extend to you a most cordial invitation to come out next Sunday morning at 9:30 and find out what a really modern Sunday School is. Miss Wellcome, our enrollment secretary, is really an expert in placing new members in the most congenial and helpful classes and she will be glad to go into details with you.

You will find a hearty welcome and you will never be a stranger after that first Sunday.

Cordially yours,

One way of approach to the new church member which is very effective and results in many new enrollments in the Sunday school,

THE SUNDAY SCHOOL SECRETARY

teacher's interest in the welfare of the scholar, is expressed, and a word from the school, through its secretary, is especially appropriate at those periods when a special effort is being made to direct the child in the great matter of church relationship. These letters may go to the child, to the parents, or, what is still better, to both.

Uniting with Church UPON UNITING WITH THE CHURCH. When the child unites with the church, the school has its greatest opportunity to reach and touch the parents. The secretary, with the knowledge of the record constantly before him, will not neglect this opportunity for a word with both child and parents. A brief, simple expression of personal pleasure in recording this act of the child, as a part of the school history, opens the way to the heart of many a child and serves not only to elevate the school in the child's esteem but emphasizes the connection with the school and not merely with an individual class. A letter to the parents has the same effect. In this connection is recognized the value, the absolute necessity, of knowing whether the parents are church people or not, information which is properly secured at the time of the enrollment of the scholar. There is naturally a difference between the letters written to parents who are active church workers and to those who have little or no interest in it other than that which may be aroused by the child.

New Church Members WITH NEW MEMBERS OF THE CHURCH, who are not connected with the Sunday school. Again, it is granted that a personal invitation coming from the class or department to which these new members would naturally be assigned in the Sunday school is the most desirable

THE PERSONAL LETTER



FIRST METHODIST EPISCOPAL SUNDAY SCHOOL

OUR AIM—"THE DEVELOPMENT OF THE HIGHEST
TYPE OF CHRISTIAN CHARACTER"

[space for name]
[SECRETARY]

TOPEKA, KANSAS.

sent to parents when a child
unites with the church.

Dear Friends -

One of the ways by which you always judge the efficiency of the Sunday School to which you send your children, is whether or not it is able to lead the children to a perfectly natural acceptance of the principles for which the church stands. We are glad with you, that a member of your family has taken this step.

The Methodist Church has long taken the position that the children were really a part of the church - has believed in keeping them under its influence - as Dr. McFarland put it "The Preservation vs the Rescue of the Child." As you know, in the case of your own child, there was no emotional appeal or influence but our teachers have tried to lead their scholars quietly, simply, naturally to a personal expression and decision.

As a Sunday School we do not think, however, that our work is done when the child's name is written on the church roll. A responsibility, greater than ever, rests upon us as upon you, and in the meeting of this we again ask your cooperation. As your child grows and develops intellectually, the understanding of the real meaning of church membership will grow and develop. Will you not work with us to the end that the right aspect of the church obligation may always be presented, for each phase of child growth?

The officers and teachers want your suggestions and advice. Will you not come to us frankly, at all times? The leading of a child, after the first step is taken, is a labor of love and is worthy the best efforts of us all. Will you not feel that we are in heartiest accord with you and ready to do anything we can, to be of service to you and your children.

Yours very sincerely,

Touching the parent at the most approachable time. If every school could see the results such letters have secured, their use would rapidly increase.

THE SUNDAY SCHOOL SECRETARY

No. 110. Dietz Record Blank

RECORD BLANK

OF THE

SUNDAY SCHOOL

- 1 Name of Scholar _____
- 2 Residence: No. _____ Street _____
- 3 Date of Birth: Day _____ Month _____ Year _____
- 4 In What Grade at Day School _____
- 5 Brought In By _____
- 6 Assigned to Class _____
- 7 Teacher _____
- 8 Date of Entering this Sunday School _____
- 9 Church With Which Parents Affiliate _____
- 10 Parent's Name _____

Dear Parents: We are very glad to welcome your child to our department. It is our aim to make all the exercises interesting and profitable, so that the religious life of all our members may be quickened and cultivated. We cannot do this without your assistance. I take the liberty of suggesting some of the ways in which you can aid us.

1. See that your child attends regularly and punctually.
2. Question each Sabbath afternoon on the lesson taught, thus impressing the truth more firmly on the child mind.
3. Visit our department as often as possible.
4. If special work is assigned, such as songs and recitations, kindly see that they are thoroughly learned.
5. Our work and yours are identical—the development of Christian character. We are not seeking to take the place of the home, but only to supplement it; we desire, therefore, your prayers, that with you we may be able to faithfully carry out Christ's command, "Feed my lambs."

As our Sunday School is graded, we need the above information so as to place your child in the proper grade, kindly write in the answers to the first four questions, detach card and return to me next Sabbath.

Your friend,

Superintendent

Another printed form which is exceedingly useful for the school which does not have its own stationery,

THE PERSONAL LETTER

<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">1 to 7</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">8 to 14</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">15 to 21</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">22 to 28</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <p style="text-align: center; margin: 0;">29 to 31</p>				
birthday _____ Month _____ Day _____ Year _____ Put prominent check (colored pencil preferable) in space including proper date. File cards by month. Slant cards in drawer so that checks will show, permitting easy selection.								
Name _____								
Address _____								
Department - - -	Cradle Roll	Beginners	Primary	Junior	Intermediate	Senior	Adult	Home Department
Check promotions -								
Remembrances sent								

BIRTHDAY ENROLLMENT CARD. THE METHODIST BOOK CONCERN NEW YORK-CINCINNATI								

A card for the recording of birthday information, designed so as to be easily sorted each week.

Date.....

.....

The following members of your class have birthdays this week. We are sure that it will be a pleasure for you to remember these with a note, a phone message, or a personal word of greeting.

.....

Birthdays Secretary. .

.....

.....

.....

.....

This little slip is used to notify the teacher of birthdays of members of the class.

THE SUNDAY SCHOOL SECRETARY

method of approach. On the other hand, even if this is done, and most certainly if it is not done, a word of greeting from the secretary's office and an invitation to associate themselves with the school, as well as with the church, is of recognized value.

There are almost innumerable uses of the personal letter, whether it is penned, typewritten, or duplicated. In Sunday school, as well as in business, it is always preferable that the letter be a personal one. The same form may be used, or the phrases and expressions changed; but the printed or process letter is the last resort of the busy secretary. In the school which is so large that the secretary cannot give the matter personal attention the importance of the work would warrant the appointment of a special officer and where even the extra helper could not handle all of the work, there are many who would volunteer to write the letters when the proper data were furnished.

The underlying motive is, as said before, the linking of child and parents and home to the school. The secretary thinks of his school in terms of the one big whole, and not as a collection of classes or departments; he wants the parents interested, not only in Frank and Frank's teacher, and perhaps the other members of the one class, but in the school, the great agency of the individual church in its work to promote the interests of our Master. All the other means are good, the teacher, the friend, the superintendent, the pastor, but the secretary can touch each individual scholar with a little different authoritative influence, and constantly keep before them the part they are playing in the making of the history of the school and the effect they are having on the records which are being compiled.

**The
Motive**

CHAPTER IX

THE SECRETARY'S REPORT

THE WEEKLY REPORT TO THE SCHOOL

SOME schools have eliminated this entirely, using only an occasional printed report or depending upon the use of the bulletin board. In the larger schools, which assemble by departments alone, the report, if made at all, can be made only by the department secretaries. Where the school is together for only the opening exercises, the problem changes, but is still difficult, for week-old figures are hard to present in palatable form. In the average school, however, the closing exercises are participated in by the entire school, and here is where the secretary is given opportunity for exceedingly effective work.

This weekly report is always indicative of the spirit prevailing in the office of the secretary. The old formula called for the name of the person making the opening prayer; the total attendance, with perhaps the number present in each class or department; the amount of the collection, and perhaps a comparison with the preceding Sunday or the corresponding Sunday of the preceding year. Some schools still use the plan of having a representative of each class rise and give the report for that class. Others use the blackboard for compiling the number of men and boys and women and girls, etc. All of this is data which undeniably have their uses, but

**Preparing
the Report**

THE SUNDAY SCHOOL SECRETARY

they must appear in various forms and disguised with tasty garnishments if they are to be palatable week after week.

Some one has well compared the work of the secretary in compiling the report with the duty of a newspaper reporter, in the respect that he should be searching for bright, snappy, interesting news items, reports of class or department happenings, and, failing to accumulate these, the necessity arises for the creation of an interesting story out of his more or less prosaic statistics. Given this ability, there are three main sources of supply for his material, data from his records, reports from helpful friends in the school, "scissors and paste," items gleaned from other schools, from Sunday school papers and periodicals, the public press, etc.

Perhaps the question is raised as to whether such features are properly a part of the report of a Sunday school secretary. Keep in mind the fact that the secretary is a school "booster," that he is working for school spirit, that his comparisons between classes and departments have this motive. There is also the point that if the secretary is to secure all of the information which is necessary to make his records properly comprehensive, he must have the good will and cooperation of the entire school, and his weekly report to the school is very largely the one medium through which he can arouse that personal liking which will be a big factor in the success of the work. Again, if we grant the desirability of varying exercises, of changing programs, of the stimulating of interest by a wonder as to what is going to happen to-day, what is coming next, etc., is it not equally logical that the secretary's report should not always appear as dry statistics, but

THE SECRETARY'S REPORT

SECRETARY'S REPORT FOR SUNDAY							19	
Department	Attendance				Contributions	Last Year		Remarks
	Teachers	Boys	Girls	Total		Attend.	Contrib.	
Officers								Perfect Classes Nos.
Bible Classes								
Senior Dep't								Hymns Sung
Intermediate "								
Junior "								Contributions for
Primary "								
Beginners' "								Weather
Visitors								
Totals								

SYSTEM DIVISION No. 500

A card for the secretary's report, showing simply the most commonly used data.

MONTHLY REPORT CARD

Name Month

Address Per cent

MARKING BASIS

We can reasonably expect all the members of the Main School to attend Sunday School regularly and punctually, study lesson, bring Bible, make an offering and attend church once on Sunday. We therefore have the following marking basis, Sunday School Attendance 50, On Time 10, Lesson Study 10, Bible 10, Offering 10, Church Attendance 10 Total 100. Those standing 100 are Excellent; 90-100 Good; 75-90 Fair; 50-75 Poor; under 50 Very Poor. Pupils absent with good excuse should send written excuse to the Superintendent.

A card which is sent to the parents giving the report of the individual member.

THE SUNDAY SCHOOL SECRETARY

SECRETARY'S REPORT													
TIOGA BAPTIST SUNDAY SCHOOL													
Broad Below Tioga Street PHILADELPHIA													
											Date,		
Department	Enrollment	Officers	Teachers	Scholars	Visitors	Total	Per Cent.	Scholars	Enrolled	School Children	Missions	Special Conference	Total
BEGINNERS'	Officers Teachers Scholars												
PRIMARY <small>100 per cent. Classes</small>	Officers Teachers Scholars												
JUNIOR <small>100 per cent. Classes</small>	Officers Teachers Scholars												
INTERMEDIATE <small>100 per cent. Classes</small>	Officers Teachers Scholars												
YOUNG PEOPLE'S <small>100 per cent. Classes</small>	Officers Teachers Scholars												
ADULT <small>100 per cent. Classes</small>	Officers Teachers Scholars												
OFFICERS	Outside of Department												
Totals													
Weather		Birthday Offerings, \$		Home Dept, \$									
Last Year's Record—Attendance,		Collections, \$											
REMARKS:													
												Secretary,	

A more complete form for the secretary's weekly report.

THE SECRETARY'S REPORT

Weather _____ Ther. _____ Date _____

SECRETARY'S REPORT First M. E. Sunday School Decatur, Illinois

Department	O		T		M	F	V	N	S	Total	Offering
	M	F	M	F							
Adult											
Senior											
Intermediate											
Junior											
Primary											
Kindergarten											
Beginners											
General Officers											
Total											

PERCENTAGES

Department	Teacher	Attendance	Offering	Average
Adult				
Senior				
Intermediate				
Junior				
Primary				
Kindergarten				
Beginners				

Last Sunday	Same Sunday Last Year			
Per Cent. of Total Attendance in Adult Department				
"	"	"	Senior	"
"	"	"	Intermediate	"
"	"	"	Junior	"
"	"	"	Primary	"
"	"	"	Kindergarten	"
"	"	"	Beginners	"

No. Late _____

Remarks _____

Another secretary's report which provides for still more data of various kinds.

THE SUNDAY SCHOOL SECRETARY

CLASS REGISTER			
B. Moran, Logan 611 7th St.	Harriet Payne 22 38th St.	Frank Bailey East 4th St.	William Reid 31 Washington St.
Louise Knight 1625 Madison St.	Harry Malley 278 Madison St.	John Brown 77 Main St.	Arthur Brown 112 Main St.
Andrew Bishop 16-26 19th St.	S James Koch 9 35th St.	V L. M. Bowman 10 Laura St.	X Mrs. Hall 11 W. 27th St.
L. Linn Hiett 1219 Oak St.	Ray Lewis 70 19th St.	J. L. Smith 27 Central St.	Paul Williams
Ray Hamilton 227 Everett St.	OT Fred Smith 23 W. 27th St.	Frank Martin 10 Columbia St.	
Esther Jones 289 Ash St.			
			MISSION
	SOCIAL	PROSPECTS	Henry Bryan 15 18th St.
Laura Jones 6 18th St.		James Adams 113 4th St.	George Nelson 27 Madison Ave.

REGISTER OF ATTENDANCE & OFFERING	
NUMBER ON THE ROLL	570
ATTENDANCE TO-DAY	510
ATTENDANCE A YEAR AGO TO-DAY	408
OFFERING TO-DAY	2046
OFFERING A YEAR AGO TO-DAY	1675

Different forms of bulletin boards.

THE SECRETARY'S REPORT

REGISTER	
OF	
ATTENDANCE & OFFERING	
ENROLLMENT	647
ATTENDANCE TO-DAY	538
OFFERING TO-DAY	1299
ATTENDANCE A YEAR AGO	459
OFFERING A YEAR AGO	1078

Feb 8	ATTENDANCE		and	OFFERING.	1912	
	Attendance	Offering		Present Today	292	
Beginners	38	40		Year ago 253	Gain 39	
Primary	55	93	Dec 23	Largest Att.	451	
Junior	34	70		Collection	5.49	
Interm'd't.	93	1.27	Easter	Birthday	72	
Adult Dept.	29	1.72	Sun Apr 7	Missionary	2.81	
Teacher Tr.	8	47		Increase	72	
Tea. and Off.	21			Star Classes	2478	
Total	278		Visitors	14	Home Dept.	93
Membership Aim	450		Lecture	Mon 19	Cradle Roll	43

Different forms of bulletin boards.

THE SUNDAY SCHOOL SECRETARY

should be given the setting which will make it the most effective?

To illustrate: There is value in occasional comparisons of perfect classes in the various departments. Extracts from the reports of two secretaries are given almost verbatim—which of these forms would have the greater tendency to make that information remembered?

“There are three perfect classes in the Junior Department to-day and two in the Intermediate Department.”

Here is the other one: “Are you interested in baseball? If you are, you heard about the big game yesterday, even if you were not lucky enough to see it. Weren’t you glad that the home team won? You remember the score was three to two. Well, in our contest for perfect attendance to-day, the Juniors beat the Intermediates by just the same score—three to two. Mr. Smith’s and Miss Thompson’s classes scored for the Intermediates and Miss Robinson’s, Miss Clark’s and Mr. Johnson’s classes for the Juniors. By the way, do you remember that the winning run yesterday was scored on a sacrifice hit? To-day Frank Smith, in Miss Clark’s class, had a chance to go out with an automobile party for a picnic and turned it down in order to come to Sunday school. That is the kind of a sacrifice that makes a hit with us. Now just watch the score next Sunday.”

Of course it is only very occasionally that such a report as that could be possible; it was simply a coincidence which brought it about, but it illustrated thoroughly the methods of that secretary and explained the eagerness with which the reports were looked forward to. It demonstrated another point, that the

A
Suggestion

THE SECRETARY'S REPORT

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

"Every man's work shall be made manifest; for the day shall declare it. 1 Cor. 3:13.

Report of _____

For _____ Quarter, 19 _____

Attendance _____ (shown by margin)

Lessons _____

Supplemental work _____

Conduct _____

Punctuality _____

Remarks _____

_____ Teacher.

NOTE TO PARENTS.—The pupil's record is described as "good, fair, or poor."

Parents are kindly asked, (1) To co-operate in securing **regular attendance**, which is held to be of prime importance. (2) On return from Sunday School to question their children carefully on the day's lesson, and to impress, during the week, the truth taught. (3) To assist children during the week in learning Golden Texts, and any other special work assigned. (4) To visit the school as often as possible.

_____ Supt.

N. B. No home preparation of lessons is asked of children in the **Primary Department** aside from memorizing Golden Texts and other Bible verses. Record for subject matter of lesson is based upon knowledge of facts as taught at Sunday School. The Golden Text to be memorized is always that of the lesson taught the previous Sunday. Due allowance is made for very young children. A star or other emblem may be placed in upper left hand corner (at option of teacher) to denote any special degree of excellence.

THE SUNDAY SCHOOL SECRETARY

secretary had the enthusiastic cooperation of the school, for without that, the fact of the boy's giving up his Sunday picnic would not have been known to the secretary.

The report should always have one outstanding characteristic—it should always be typically “booster,” always enthusiastic. Those who are present should not be taken to task because others are absent. It is far better, on a rainy Sunday, to call attention to the fact that Tom Jones came three miles over bad roads than to mention the fact that Charles Stewart, who lives right around the corner, is not present. It is almost an invariable rule that the secretary who cannot find the bright side of the school, even on a cloudy day, had better pass the report for that day than to say the discouraging things which may come most naturally. The wide-awake secretary is a subscriber to Sunday school periodicals, those of his own denomination first and foremost and then others, such as the Sunday School Times and the Sunday School Executive. The right kind of a secretary can arouse school interest in what other schools are doing, and by the information which can be gleaned from these various papers, can make a report which will fairly set a school on fire with enthusiasm to equal the record of some other school.

WHO SHOULD MAKE THIS REPORT? Preferably the secretary; but it is not always possible to find the ability of the statistician coupled with that of the ready speaker. The secretary holds the position, not for the honor of the title, but because of the opportunity for usefulness. If he does not think that he can be of more service here than elsewhere, the maximum results will

**Be a
Booster**

**Who
Should
Make the
Report?**

TO THE PARENT

This report is submitted to you that you may be able to form an estimate of the progress being made by your child in his or her Sunday School work. You are therefore urged to examine it carefully every month and to investigate any condition that may appear to you unsatisfactory. May we have your help and hearty co-operation?

W. J. Ashby Teacher
J. F. Rock Supt.
Junior Dept.

I have carefully examined this card,

J. J. Ashby
J. J. Ashby
J. J. Ashby

Highest marks obtainable for the month: Lesson book, four; Lesson work done at home, four; Department, eight; Review Memory work, twenty.

Please sign and return on _____

12-28-12-200

Grace Methodist Episcopal Sunday School NEWPORT NEWS, VIRGINIA

MONTHLY AND QUARTERLY REPORT

Of Robert Holzbach Grade _____
Second Year Junior
First Quarter Year 1913

Month of	Jan	Feb	Mar	Total	Remarks
On Time	4	4	4	12	
Lesson Book	4	4	4	12	
Lesson Work	4	4	4	12	
		4	4	12	
		8	8	22	
	2	24	24	70	
				8	
				20	
total				98	

Class No. 5
 Record of Robert Holzbach
 For the month of March 1913
Second Year Junior Grade

Date	OT	LP	LW	R	D	Total
2	1	1	1	1	2	6
9	1	1	1	1	2	6
16	1	1	1	1	2	6
23	1	1	1	1	2	6
Total	4	4	4	4	8	24
30						8
Review						8

12-28-12-1000

the year must be obtained to be promoted with distinction

A very complete system of reports to the parents. These reproductions of actual cards show that this work can be done efficiently, and schools which have tried it, testify to its value.

THE SUNDAY SCHOOL SECRETARY

never follow. With this viewpoint, he is ready to turn over to the superintendent his data for the report, if the superintendent can present them in a more effective way, but this is seldom necessary. On the other hand, the superintendent should recognize the report as being one of the privileges as well as the duty of the secretary and should never try to usurp it, and especially should not comment on special features of the school in advance of the secretary, as this frequently entirely upsets a carefully prepared report. Nearly any secretary can make a good report if the proper effort is made in its preparation. It may take some time to catch the spirit and some effort at first to make the report in public. There will be some experimenting before the best line of approach is found, but it is well worth the preparedness effort.

The new secretary needs another suggestion here. The report is not something which comes as an inspiration or which is prepared on the spur of the moment. The modern secretary always has the report outlined before Sunday comes. Of course there are many times when some feature will come up, some incident which has the greatest of immediate value, many things which may make a substitution advisable, but there is always the outline to fall back on, always some interesting data or some touch of outside interest which can enliven a monotonous session. "Preparedness" is a fundamental in this phase of the secretary's work.

HOW MUCH TIME SHOULD BE GIVEN TO THE REPORT? Usually from two to five minutes, depending upon the time available and the importance of certain features in the individual report. It is exceedingly helpful to supplement the verbal report with the bulletin

**The Time
Necessary**

THE SECRETARY'S REPORT

First Methodist Episcopal Sunday School

Topska, Kansas

OFFICE OF THE SECRETARIES

Every class has its own effect on the attendance records for the school—you must either raise the average or lower it. Would you not rather push up than pull down?

The school average for June was 88 %—
the average for class No. 27 was 76 % 10
of the 21 classes which had a better percent have a larger enrollment.

Are you satisfied? Can you not do even better next month? Have you asked any of the secretaries for suggestions? Are you making use of the Membership Committee?

The Sunday School Board meeting is a mighty good place to bring your problems. Try it next time.

R. N. McENTIRE, General Secretary.

..... Dep't Secretary.

A report to the class of its standing in the school.

We don't sit down and sit, but we get up and sit
CENTRAL M. E. SUNDAY SCHOOL
"The School That Does Things"

RELATIVE STANDING OF YOUR CLASS FOR MONTH OF _____ 191__

NAME _____

Placed On Reserve	New Scholars	Total Enrollment	Average Attendance	Per Cent	Total Offering	Average Offering	Per Scholar	Numerical Standing Att.	Standing Off.
Decisions	Joined Church	S. S.	Teacher's Attendance Record Church	Prayer Ser.	S. S. Board				

Remarks _____

The Members of your class whose names appear on attached reply card have been placed on reserve during the month. In order that the Sunday School may render all possible assistance, would ask that you kindly report on these names with any information you may possess as to whether scholar is sick, out of the city, has been visited or written, as well as any suggestions you may wish to offer.

Kindly return attached card with this information, not later than _____
Yours for Service,

Date _____ 191__

Superintendent

Another form for reporting to the class, which provides for a very comprehensive record.

THE SUNDAY SCHOOL SECRETARY

board. This may be one of the more convenient ones with movable letters and figures, the old reliable black-board, or the large poster sheet, if neither of the others is available. Where there is no opportunity for reporting the figures of the present Sunday until a week later, a bulletin board is all that is usually used. In making the regular report to the school, the bulletin carries the strictly statistical information for the limited number of people who are interested in it, but does not force it on the others at a sacrifice of valuable time. Again, the report should not cover the same features, Sunday after Sunday, while there are some items which never vary, except in detail, and these find their logical place on the bulletin board. It is possible, however, to stimulate interest in comparative records until the children will gather around the board at the close of school to see how their class or department stands. In this phase, the secretary can take lessons from the athletically inclined public. Both the box scores on the bulletin boards and the story of the game, with its numerous little items of interest and of personalities, have their place.

It is impossible to arouse interest in a secretary's report without the little elaboration which will call for a few minutes of time. It is almost impossible to hold the interest if too much detail is used in a lengthy report. There are times when the eager interest of the scholars will justify another minute or two, and there are also times when the very atmosphere of the school calls for brevity. The experienced secretary has his finger on the pulse of the school and usually knows when to stop. There are, in reality, more cases where the secretary is unduly limited in the opportunity for this report than where the privilege is abused.

THE SUNDAY SCHOOL SECRETARY

THE REPORT TO THE SUNDAY SCHOOL BOARD

The Sunday School Board, the superintendent's cabinet, the teachers' meeting, the workers' council, or whatever name may be given the organization, is composed of co-workers who have had the opportunity of hearing the secretary's weekly report to the school, and who will, therefore, be more or less familiar with all of the details which it covers. For this reason there is little use in going into the matter of comparative attendance, enrollment, etc., and the time of the report is more properly spent in laying before the Board the problems with which it is the business of that body to deal.

In this connection, the secretary will need to put continual emphasis on the fact that the optimistic side is the one which is presented at the session of the Sunday school, that the spirit of enthusiasm has its place at that time, but that the Board meeting is properly the place for the presentation and discussion of the knotty problems, and the sometimes disagreeable problems, which a real secretary will uncover in every school.

There is no other phase of the work which offers such an opportunity to be of real service to the fellow workers as does the Sunday School Board meeting. The secretary can study any particular problem, bring the data to bear on it from every angle, and present it to the Board in such a way that it can be handled expeditiously and at the same time wisely. Without the check of complete and accurate records, many a Board meeting resolves itself into an expression of opinions or prejudices instead of real constructive thinking and planning.

THE SECRETARY'S REPORT

The recording of the minutes of the meeting of the Board is very largely an incidental feature of the work of the secretary, although accuracy is called for and the aggressive secretary can add little individual touches which will make even this business report interesting.

CHAPTER X

PROSPECTIVE MEMBERS

A Modern View THERE is an increasing tendency to judge the school not alone from the standard of lesson instruction, but from the viewpoint of the degree to which the members carry out the present-day application of the teaching by their work in making a school an aggressive force in the community. The Christian Church started on the basis of each one bringing others, and the modern Sunday school is, to say the very least, missing a big opportunity if it is not actively carrying out this principle. The school without an active propaganda is usually either going back or else sinking deeper into a rut as a result of simply "marking time." The secretary's records form the basis for a great deal of this follow-up work, and all of it should be reported to the office, whether it originates there or not.

The Family When a new member is enrolled information should be secured as to members of the family who are not in Sunday school, and this is frequently extended into a list of friends. This information should be immediately placed in the hands of the proper parties by the enrollment secretary, or whoever attends to the enrollment details. There may be a membership secretary or committee, or the work may be left to the individual class or teacher or, as in some cases, investigated by the Home Department visitors. In any event, no school should

PROSPECTIVE MEMBERS

be satisfied until it has exhausted every possible means of bringing in every member of the family, when one member unites with the school.

In this connection the secretary will need to do educational work in arousing classes to their duty in this connection. If there is a men's class in the school which starts out on a membership campaign, it should be influenced to extend its work to every member of the family, and the results of the campaign should be checked up just as thoroughly on the number of members which it brings into other departments of the school as on the increase in its own membership.

Nearly every school can secure from its own members a list of others in the community who are not connected with any school, and there is no better training for the young workers than is found in going after new members. Our classes should, in a very real sense, be, each one of them, a training class, and in this line of work it is not at all necessary that they complete their course and graduate before beginning work. There are no union rules limiting the number of apprentices or the hours of work in the Master's vineyard.

Another place where the secretary's records furnish available material is in checking over those who drop out from some reason such as work or sickness. These should be very carefully followed up and brought back into active membership just as soon as possible. Then, too, many of those who "leaked out" a few years ago may be brought back through some influence, perhaps that of having children of their own now in the Sunday school.

The matter of the details of a town, community, or neighborhood survey differs so decidedly with the

THE SUNDAY SCHOOL SECRETARY

To _____
 the name given below is that of

A PROSPECTIVE MEMBER
 or one who should, for some very special reason, be invited to join

OUR SUNDAY SCHOOL

For an equally specific reason, YOU can best extend this

INVITATION

Will you not do so, this week, using the other side of this card for your report?
 Please remember that no one else has this name and the school is counting on you.

Date _____ Signed _____

Name _____

Address _____

Helpful information _____

The Methodist Book Concern, New York-Cincinnati

The first step in a most important direction, the seeking out of possible new members of the school.

COMMITTEE REPORT ON PROSPECTIVE MEMBERS.
 Report of visits to Prospective Members whose names are given on the reverse side of this card is as follows:

<i>Date of Visit</i>	<i>Report</i>
No. 1. _____	_____
No. 2. _____	_____
No. 3. _____	_____
No. 4. _____	_____

Visiting { _____

Committee { _____

REQUEST TO COMMITTEE ON REVERSE SIDE. **35 CENTS PER 100**

A card for the report of those who have been soliciting prospective members.

PROSPECTIVE MEMBERS

Date _____ 191_____

To The Superintendent:

The following of my brothers and sisters do not attend any Sunday School and possibly may be persuaded to join our Sunday School.

NAME	AGE

Scholars will please fill this out and hand to teacher.

When any of the children whose names are on this card join our Sunday School the scholar first submitting same will be given credit. (OVER)

One method of securing a list of those who should be connected with the school. This covers family connections.

PROSPECTIVE MEMBERS FOR _____ SUNDAY SCHOOL

I DESIRE TO REPORT THE FOLLOWING AS PROSPECTIVE MEMBERS FOR OUR SUNDAY SCHOOL.

NAME	ADDRESS	APT

DATE _____ 19____ REPORTED BY _____

FORM P. 1. THE LATEST. CHICAGO. 50 CTS PER 100 ADDRESS _____

Another form for securing the names of prospects.

THE SUNDAY SCHOOL SECRETARY

change of conditions and in the larger places becomes so much a matter of intricate systems, as to not have a place in a strict consideration of Sunday school records. The recording of the results of such a survey or canvass does, however, become a part of the records of the school.

Outside of the usual method of simply recording the names in a book or on cards, the map system is perhaps the easiest and is certainly the most graphic. The map itself may be a regularly printed one or simply a rough outline drawing. Where this system is used, tacks or pins with different colored heads are put on the map, one color being utilized to show the members of the school, and another color to show those who have no connection with any Sunday school and may, therefore, be fairly considered prospective members. If a red tack, for example, is used to indicate a non-Sunday school member, and the map with all of these tacks is kept before the Sunday school, and constant emphasis put upon the desirability of removing the tacks of that particular color and substituting the ones showing active membership, the effect on the Sunday school as a whole is decidedly beneficial.

As an evidence of the necessity for active work, in endeavoring to reach those who are not affiliated with any Sunday school, three sets of statistics will serve to show something about how large a percentage are still outside of the school.

According to the United States census, only thirty-eight per cent of the population are connected with any Sunday school or church, Protestant, Catholic, or Jewish.

Less than one half of all under twenty-one years of

The Map System

Statistics

PROSPECTIVE MEMBERS

You are invited to visit the First M. E. Sunday School, Decatur, Ill., Church and North Sts. You are invited to attend if you are not enrolled elsewhere.

Graded School to meet the needs of all ages.

Course of religious instruction covering 25 years.

Graduation Day, Sept. 19, 1915.

New Term begins Oct. 3, 1915,

Promotion Day, Sept. 26, 1915.

Rally Day, Oct. 17, 1915.

For further information see the Superintendent. Office hours, Wednesday and Saturday, 2 to 5 p. m. at the church.

Home address, R. F. D. 6, Decatur Home Phone, Bell, County, 953—Ring 4.

Presented by.....

..... 19.....

DEAR FRIEND:

WE understand that you are not a member of any Sunday school at present, and therefore cordially invite you to come and join with.....Sunday School. We are sure you will find a warm welcome awaiting you.

The opening service begins at.....o'clock.

Do not forget to ask for.....

Cordially yours,

THE METHODIST BOOK CONCERN: NEW YORK • CINCINNATI

Two forms which are used in approaching prospective members. They will help open the way or will supplement a personal visit, but cannot take the place of a personally extended invitation.

THE SUNDAY SCHOOL SECRETARY

age are in any Sunday school or church, Protestant, Catholic, or Jewish.

"Billy" Sunday says that there are 13,000,000 young men in the United States; 1,000,000 active in church work, 5,000,000 attending occasionally and 7,000,000 with no church connection, Protestant, Catholic, or Jewish.

Another of our leaders says that there are four boys out of Sunday school to every one in Sunday school.

Reference has been made to the importance of personal work on the part of the individual members of each class. The secretary soon finds out that publicity is a very effective method of promotion. If there is some way by which reports are secured as to the work that is being done by each individual, class, or department, and attention is called to results obtained, it will decidedly stimulate others. The forms illustrated show how some schools follow up this particular phase of class activity.

The average Sunday school scholar has had the idea thoroughly instilled that "we will reap what we sow." The modern Sunday school is laying almost equal emphasis on the necessity of "sowing again what we have reaped." This is one of the practical tests which the secretary will apply to the efficiency of the Sunday school.

The membership contests which are a feature of many schools, while they greatly increase the work of the secretary, offer at the same time, one of the best opportunities for actually judging the merits of the plan. The slow, steady growth which comes from either the personal work of the members of the school or from the reputation and standing of the school in the community because of

BIBLE CLASS SUGGESTION AND RECORD CARD

I desire to suggest the name of

M _____
as a possible new member of our Class, who, as I am informed, is not connected with any Bible Class.

Business or Profession _____

Business or Office Address _____

Residence Address _____

Signed _____
A MEMBER OF THIS CLASS.

RECORD: Above suggestion presented and adopted _____ 191 _____ and _____ members of the Class promised to call upon the person proposed, during the week, extend the invitation, and report to the Class next Sunday

Signed _____
CLASS SECRETARY.

NOTE: Work worth *doing* is worth *recording!* Let Class Secretary preserve this Card and report on the back of it each Sunday the number of calls reported. Do not abandon the effort until the Class votes to do so, because it is a matter of CLASS INTEREST. Do not give up too quick. There is record of one man who received 77 calls and urgent invitations. He said "No" 77 times. Then he decided that 77 times was often enough to say "No," and the next time he said "Yes," and they got him, and were glad they had not thought 77 was enough, and went again.

FORM No. 35---MEIGS PUBLISHING CO. INDIANAPOLIS, IND.
PRICE, 35 FOR 25c; PER 100, 60c POSTPAID

A form which is used in class work.

Class No.

Please return this card with the Class envelope

TODAY SURE

How many invitations to join our Sunday School were extended this week by the teacher and members of this Class?

How many new members were actually secured?

This little form is used in one school, and is frequently inclosed with the class envelope. It serves to keep a check on the activities of each class.

PROSPECTIVE MEMBERS

some especially high standard of work done, will make a very different permanent record from the enthusiastic campaign which enlists parades, extensive advertising, rewards, etc. The secretary who will follow closely the record of the scholars who come in during such a campaign, see what percentage really becomes active, trace through the campaign the effect of Christian homes, see what classes or departments hold the members that are brought to them and which lose them, and analyze the reasons for the withdrawals and from every angle study the problem, will have absolutely dependable data upon which the governing body of the school can base its decision as regards future campaigns.

CHAPTER XI

THE RURAL SUNDAY SCHOOL

IN the majority of cases the Sunday school in the small village or in the rural districts has the feeling that the methods of record-keeping which may be of value in the larger city schools have no place in theirs. On the other hand, the facts are that there are schools in rural districts, meeting in country schoolhouses and with no other religious services in connection with the school, which have records which would shame many a big city school. While there may be some of the features of special work which would not be applicable in these schools, there are others which would take their place, and the fundamentals of record-keeping are just as important in the one school as in the other.

When we realize how large a percentage of the Sunday schools are in the rural districts, and when we remember that in the Methodist Church, for example, the average Sunday school has an enrollment of less than one hundred, we begin to see why it is that there should be records from these schools, complete and accurate, which would aid the leaders in planning the work, and in issuing the supplies upon which the life of the rural school will depend.

The records of enrollment, attendance, absence, and withdrawal should be just as carefully kept in the one school as in the other. The farmer who keeps his farm records in modern shape and can tell from his books just what every phase of the farm activities, agricul-

THE SUNDAY SCHOOL SECRETARY

out, and fix the fence." The problem of getting cooperation in the study of withdrawals was solved.

There is just as much difference between the way two teachers hold their classes in a rural school as between any two in a city school, and the secretary's records can just as unerringly test the methods of those two teachers in one school as in the other.

Regularity of attendance is equally of importance, and the secretary of the rural Sunday school can study the school, find out why its members come and why others do not come, more accurately in the rural school than in the city school. There is a closer acquaintance, a personal touch which cannot exist in the school where the attendance runs up into the hundreds. As a matter of fact, the rural school becomes the center of the social and religious life, and under the leadership of the wise superintendent whose plans are laid upon the foundations furnished by the secretary, it becomes the leading force of the community.

In the rural school the secretary will undoubtedly attend to practically all of the details. The children will appreciate just as much a birthday greeting as though they lived in the city. They will respond to the various lines of appeal which may come through the little note or the telephone call just as readily as if they did not live on a farm.

Perhaps the one phase of the work which offers the greatest opportunity to the rural school secretary is the properly made and carefully kept up survey of all of the people who live in the territory which is tributary to that school. The illustration shows a survey made by a rural Sunday school meeting in a country schoolhouse. It is exceptionally complete, but simply shows what can be done by an energetic secretary.

West Indianola Sunday School Survey.

Name

No. in Family

No. in Sunday School

No. in Home Department

No. in Cradle Roll

Church Preference

No. of Members

No. of Professing Christians

No. of Acres in Farm

Owner or Tenant

How long have you lived in the neighborhood

Remarks.
.....
.....

THE SUNDAY SCHOOL SECRETARY

The chart is absolutely homemade, and the information was all compiled by volunteer workers from the Sunday school.

Where such a survey is made and the results are kept constantly before the school, it will be but a short time until the majority of all of the people in that district will have some connection with the school. The failure on the part of the average school to get to work and to win its community is due largely to the lack of some one to assume the leadership and to point out what really needs the doing. The average man on the farm does not need to be told what to do if he finds some pest infesting his neighbor's field; he knows that his neighbor's affairs become his own, and when he once gets the vision of Sunday school work which the secretary can give him, he realizes that the religious welfare of his neighbor and his neighbor's children is likewise his affair. The rural Sunday school worker who is asked what he would do if he rented his farm on shares and then came back and found the tenant working only perhaps a third of it and knowing absolutely nothing about the rest of it, requires but little persuasion to get out and help to see that that Sunday school thoroughly cultivates all of its section of the Master's vineyard.

The Sunday school teacher who is carefully preparing her vegetable patch is in a responsive mood for the approach of the secretary with the report that some of the boys who dropped out of her class a short time ago might have been held had she as carefully prepared the soil for the reception of the seed which was to have been sown in the teaching of the lesson and from this angle the between-Sundays work can be stimulated.

THE RURAL SUNDAY SCHOOL

The secretary who carefully studies the records of the rural school, not only of his own but those of any others with which he can get in touch, will probably be able to furnish very conclusive data as to the effect of inadequate building and equipment, and the wealthy farm owner who has just invested large amounts of money in the housing of his machinery and in barns and granaries for the care of the crops, can usually be reached when he can see the benefits put down in plain figures.

It is undoubtedly true that it is more difficult to get the Sunday school work properly financed in the small school, but the secretary who can demonstrate that all of the members of the school can be registered and every phase of the school work recorded for an entire year for what it would cost to register one, or at the outside, two of the herd of thoroughbred cattle belonging to one of their active members, should not have much difficulty in getting the funds necessary for the proper carrying on of this work.

The secretary of the rural school should be especially well informed on rural school work and should be ready to analyze the records of the school from this viewpoint. He should also know what is going on in other schools, because he can, in this way, bring information and stimulating suggestions which probably would never reach the majority of members in any other way.

The secretary of the rural school will need the broadest vision of the possibilities and the greatest degree of faith for the final working out of the plans. It is impossible to tell what effect the work done in one school may have in another. As an example, the school which prepared the chart shown in the illus-

THE SUNDAY SCHOOL SECRETARY

tration did it from the standpoint of the good which it would do them. This was realized when they found better than seventy-five per cent of all of the people in that community enrolled in some department of that Sunday school. However, the influence of that survey did not stop there. The adjoining district took the matter up, made a survey, used it in the upbuilding of their school, but in the making of the survey discovered a spirit of unity among those who were members of various denominations, and through the Sunday school as a nucleus brought all of these church people together, and within eighteen months after the Sunday school survey was made there was a church across the road from that schoolhouse, a minister trained in rural work installed, and the church and the schoolhouse are the social and religious centers of the entire community. The work started from the efforts of a rural Sunday school secretary to increase the enrollment in one school.

In the rural school, the secretary is most logically the advertising or publicity man, whether he is given that title or not. Work of this nature is perhaps more effective here than in the large city schools because of the fact that the rural Sunday school has an exceptional opportunity in ministering to all phases of the life of its members.

Opportunities in this connection are almost unlimited, ranging from verbal announcements to hand-lettered posters; printed handbills, frequently run off on a little printing press which is the property of the Sunday school; newspaper notices, and taking in perhaps school fans and a school calendar. In connection with the latter form of publicity, one school secured splen-

**Advertising
or Publicity**

THE RURAL SUNDAY SCHOOL

did results by putting out, free of charge, a plain, simple calendar, with a sheet for each month, some appropriate school information on each sheet, etc. In addition to this, every special day—Children's Day, Easter, the annual picnic, Rally Day, Christmas—and several others which this school observes, were marked on the calendar by a little printed sticker which covered the date. The school carried this plan to the extent of appointing some one person to be in charge of each one of these special days, and on the sticker indicating this day was the name of the person who was in charge.

This not only emphasized these particular days with everybody in the community, but there was a personal interest in it because of loyalty to the individual in charge. It also, most logically, had the effect of making the person who was known to everybody in the community as having the responsibility especially anxious that his or her day should be the most successful of any during the year. In this case, again, the plan simply originated with the secretary; the work was all done by the other members of the school, and the school as a whole reaped the benefits.

From the matter of finances, work of this nature brings big returns. There are always individuals in every community who are willing to pay the extra fare for a ride in the observation car if they think that the trip looks sufficiently attractive and they are easily influenced by the advertising.

CHAPTER XII

DECISION DAY

HAS the Sunday School secretary anything to do with this phase of the work of the school? He has a most vital part.

The reports which are called for from denominational schools have inquiries as to the number of members who are members of the church, while those from the International Sunday School Association ask for the number of conversions or church accessions. The secretary must, therefore, have a thorough knowledge of the school from both of these angles.

The mere matter of church membership is information which is secured from the enrollment or application cards. When this is properly shown by classes and departments, it is very easy to determine the average age at which this step is taken, and when the records of the individual school are compared with those which are accepted generally, it is very easy to determine whether or not the school is up to the general average in this very important phase of the work.

These data, however, which deal more or less with generalities, are not nearly so important as the securing of complete information in each individual case. The form shown in the illustration is one which is used in getting a report from the teacher of the class. It is, of course, information which it is to be supposed the average

**How
Records
Help**

DECISION DAY

teacher has already secured, but the secretary who tries to get these reports will, undoubtedly, find that it will take both tact and persistence to make the lists complete. From this phase alone the work of the secretary will be exceedingly valuable, because in untold cases where the teacher gets this information simply to satisfy the requests of the secretary, the conditions which are revealed by the investigation are such as to immediately result in personal efforts.

Where such a survey is made, and where these reports are checked over and revised, at least quarterly, a very marked difference in the number of nonchurch members will soon be apparent. In those cases where the reports are made regularly, showing a large percentage of the class to be nonchurch members, and where there are practically no church accessions from the class, the superintendent will have no difficulty in seeing one of his problems. The class which is showing frequent church accessions is not the one which needs the work and worry of the executive officers.

Such a survey, with its tabulated results, is invaluable to the pastor. It simply means that all the work of either pastor or superintendent can be centered just where it is needed, and there need not be any waste of time or duplication of effort on the part of either. It will also be true in practically every school that there will be cases where, because of certain peculiarities, the teacher will ask that the matter be not taken up by outsiders, and where the teacher is known to be competent and reliable, both pastor and superintendent will willingly wait until there is an opportunity for them to be of service.

The secretary, again, is in position to bring influ-

THE SUNDAY SCHOOL SECRETARY

First Methodist Episcopal Sunday School

Tupcha, Kansas

Our records show that....., a member of
your class, has been in this school for..... but has never
united with any church. Is this record correct?.....

What is the scholars attitude, indifference or active opposition?.....

What element or phase of the Sunday School holds the scholar?.....

Are the parents members of the church?.....

What is their attitude and what is the home influence regarding the scholar
uniting with the church?.....

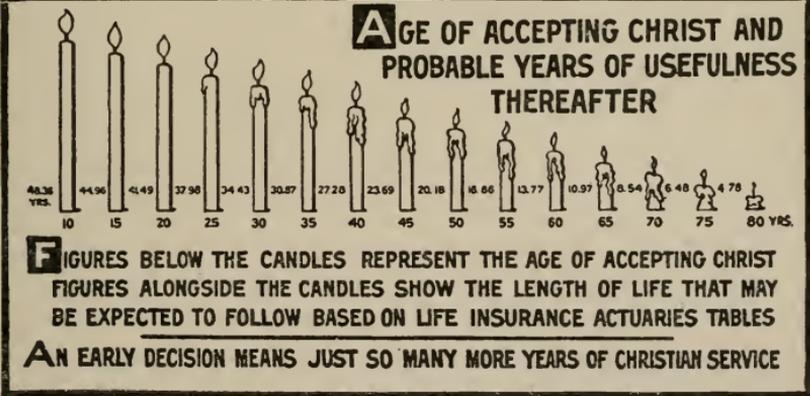
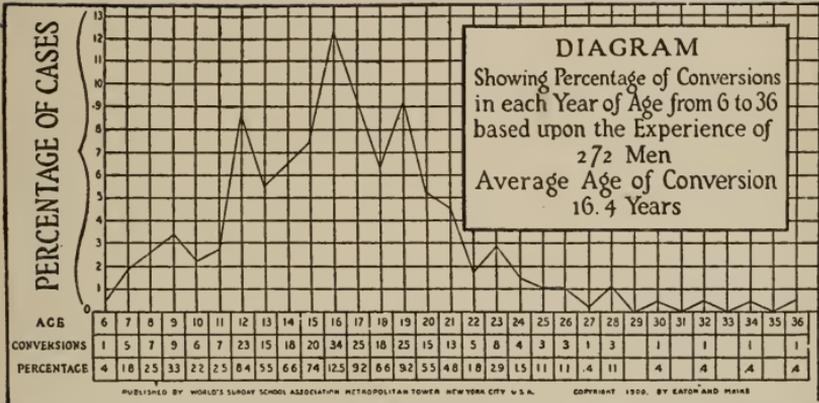
Can you suggest how the CHURCH or the Sunday School could help you in
bringing the scholar into the CHURCH?.....

Class No.....

Date.....Teacher.

A blank which is used quarterly in making a survey of all of the members of the school who are old enough to have taken the step, but have not yet united with the church. Such a list is invaluable in any school.

DECISION DAY



THE SUNDAY SCHOOL SECRETARY

ence to bear of a nature which is possible to no one else.

**One
Decision
Day**

The secretary who will study the withdrawals from the school, select those, especially the ones for poor reasons, who were not members of the church when they united with the Sunday school and who withdrew from the school without ever taking that important step, will have data which will make the most careless teacher realize the problem. The school or the teacher who complacently waits for the one annual Decision Day, and who is brought face to face with the record of the opportunities which are in all probability lost forever, so far as that teacher or school are concerned, will not need much further urging to bring about the change which will put a stop to such a condition.

The secretary who can show the teacher in the Junior Department that the greatest number of church accessions, from that particular school, occur during the later Junior years, will do well to couple with this information the admonition of a prominent Sunday school leader, in discussing the matter of conversion: "Give the child time, but work during that time."

In the reports to the Sunday school during its Sunday sessions, the secretary can give due prominence to the cases of the children who unite with the church. At the Sunday School Board meeting, however, the emphasis will properly be placed on the numbers who are in the school, in the departments past the age when conversion usually occurs, but who are not as yet connected with any church. The secretary needs a very real and very true vision of this phase of the work. It is so easy to be either rejoiced or to feel complacent over the numbers who are led to take this step, but to

DECISION DAY

rather overlook or forget those who have not done so. There are far more cases where the burden lies too lightly or the responsibility is shifted to other shoulders than where an undue emphasis is placed.

As indicating the field for work in the Sunday school, the following figures are taken from the year book of the Methodist Sunday School Board for 1915. It shows 4,598,000 in Methodist Sunday schools; 2,000,000 of these, approximately, are not church members; 236,000 conversions were reported for 1915.

Simply as an aid in studying the problem, the following little story has proven helpful to some secretaries, not only from a personal standpoint, but as opening up a somewhat different line of approach to the teachers.

“WILL THERE BE ANY STARS IN MY CROWN?”

A “ONCE UPON A TIME” STORY FOR GROWN-UP SUNDAY SCHOOL FOLKS

Once upon a time there was a great and wise King. He ruled over his people wisely, but some of them did not want to do what the King knew was best for them. He did not want to punish them if he could help it, but he loved them so much that he finally sent his only Son out to these people to teach them and to show them how much better it would be for them, to do as the King wanted them to do.

Some of the people welcomed him gladly and listened to him and loved him and followed his teachings, but some of the wicked ones made him all of the trouble they could and finally drove him away.

Before this, however, he had told all of them just what the King wanted them to do, and that all of them were to tell all of their friends and their neighbors about it. He told them how,

THE SUNDAY SCHOOL SECRETARY

if they would do all of these things, they would some day come to live in the palace with the King, and he told them that the King would have a splendid crown for each one of them to wear. And, what do you think, he said that every time they got some one else to quit doing what was wrong and to obey the rules of the King, there would be a jewel—a star—added to that crown. The crown was made so that there would be room for all the stars they could earn, and those who worked the best could have the finest crown.

Long, long after the Prince went back to the palace, a baby girl was born in one of the homes. Her father and mother loved the King and his Son and had been very happy working for them. They were so glad when baby came, and they gave her the best kind of a home. She had good food, which made her body strong. They sent her to the best schools so that her mind was trained better than the minds of lots of other folks. They told her all about the King and his plan for making his people happy, and how she could help by telling other people about it. When she was old enough to understand just what it meant—and she did not have to be grown up, for his rules were so simple and plain and easy that even a little girl could tell others about them—she went into a special school where she could learn just the best way to help others.

Finally, when she had grown up to be a splendid young woman, they gave her a whole class of little children, all for her very own. She was to have the chance to tell these children about the King and his Son, and how much they loved these boys and girls, and what they wanted them to do, and what kind of men and women they wanted them to be when they, too, grew up.

Now, the King always knew all about his people, and when he saw what a wonderful chance this young woman had, he told his people to make one of the very best crowns they had ever made and to put just lots of the settings for the jewels in it, because anybody who had had all this home life and all this

DECISION DAY

training and all this chance, could earn ever so many stars for her crown.

But, do you know, this young woman got careless. She began to pay too much attention to other things. The King would have been glad to help her, but she didn't talk to him like she used to and didn't ask him to help her. She thought that some other time would do to talk to those little children, and one day one of the boy's parents moved away and took him with them. They went off where there was no one to tell the boy about the King and his way of living and that boy never did learn. Another boy met a man one day who began to teach him bad things, but this man paid so much more attention to the boy than did the young woman that the boy just went with him and the King never did get him to come back. This made the teacher sad and she decided to talk with another one of the boys the very next Sunday, but before Sunday came that little boy was sick, and he grew worse and worse, and he never did come back to the school, and she never saw him again.

And one by one, for this reason and for that, those children grew up without ever learning to love the King and, do you know, that was really all that the King wanted them to do, just love him; because when we really love anyone we like to do just what they want us to do; and if she had just loved those children so much that they would have loved the King, that would have been all she would have had to do.

Well, finally, she had to go to the Palace and see the King. Of course he knew all about it. She had not done anything that was wicked herself, but the King just showed her her crown, and I am sure that there were tears in his eyes when he did it. There was that splendid crown, but nearly every one of those settings stood there empty and ugly. Just a few of them had jewels in them, and these only showed her how it would have looked if it had been all finished. She had to put on that poor unfinished crown and wear it. How different it was from

THE SUNDAY SCHOOL SECRETARY

what she had once thought that it would be! When she learned about those children who had once been in her care and had slipped away, and how unhappy they were and how unhappy they made their King, she felt so sorry, but it was too late. How she wished that she might have a chance to try it all over again!

She finally went to the King and told him all about it and asked him to please help her. And what do you think the King did? He sent just one little idea down and put it into the head of that lady's own little girl, and one day she was teaching her own class of little boys and girls, and she thought how her own crown would look unless she did all she could to win a star for every one of these children; and she went right to work, and, of course, when she did that the King helped her all of the time, and finally she had one of the biggest and finest and best crowns that had ever been worn in that Palace.

CHAPTER XIII

THE NEW SECRETARY

THE problem which the new secretary faces is dependent in large measure upon the former policy of the school and of his successor. Where the work is planned and being carried on in a modern, up-to-date manner, the work of keeping it going is comparatively easy. The average new secretary, however, will usually find that all there is on which to build is the attendance records.

The first step to be taken is the educational one. The new secretary must realize that the feeling of need for the records on the part of the school and his fellow officers must be first developed. The work, even to-day, is in very large measure pioneer work. The lack of records is not felt in the ordinary school, and the first task of the secretary is well expressed in the words of a prominent educator in outlining the duty of the day-school teacher, and would be, paraphrased, "To make the members of the school want what the secretary really knows they ought to have." Unless this want can be created, the compilation of complete records in a school which has run for years without them will be admittedly a difficult task.

As a general thing, it is necessary to secure enrollment data from the school as a whole. To do this it is necessary to get the confidence and cooperation of the teachers, and then on some day when there is a good attendance

**The
Starting
Point**

THE SUNDAY SCHOOL SECRETARY

distribute the enrollment cards and get the teachers to give you enough of their valuable class time to have each member fill out the individual card. Keep a record of those who are not present on this Sunday, and week after week, as the attendance records show these to be present, get these additional cards filled out.

As this is being done, names will be found where the scholars cannot be located, and here is the call for the starting of the investigation of withdrawals. This little journey into unknown territory leads to another, and the reasons for continued absences are discovered. As the view broadens, one of the great purposes of the Sunday school stands out—the leading of the child to a personal acceptance of Christ. Card after card is found which reports no church membership, and there comes the desire to learn from each teacher just the “why” of every unsaved scholar. Thus each step logically leads to the next. There are delightful side trips, little excursions made possible by strictly local conditions, but the broad, beaten path follows the course just outlined.

These are the fundamentals on which to build the individual system. No two will be just alike. The properly selected secretary is chosen because of marked ability in the record line, and should always be given a free hand in methods. A ready-made system never makes an appeal to the ideal secretary, but it is equally true that some good can be gleaned from the study of those plans which others have found successful. Study the details of the individual problem, seek the reason for each form shown in the book, go through the catalogue of every supply house, seek to know what others are doing, and then

THE NEW SECRETARY

carefully, painstakingly develop the system which you can best work, in your own way, in your own school.

Found it on the fundamentals of enrollment, attendance, study of absences and withdrawals, and with these once established, be your own builder. One additional suggestion may be given the new secretary. It is a plan calling for information which can be most reasonably and most tactfully secured by the new secretary early in the work. It is the survey of the school for the reason for nonchurch membership. The new secretary can ask rather personal questions and conduct lines of inquiry which would be closed to one who had been doing the work for some time. A regular periodical following up of each case of continued connection with the school, but without uniting with the church, will frequently do more good than almost anything else. The secretary can approach the teacher in an impersonal way which is open to no other officer, and many a teacher has been led to see the importance of this work simply by being asked to make these regular reports.

The new secretary will be wise in going slowly. The average Sunday school is not strong enough to have the entire dose of a complete modern secretary system administered at one time. If the four fundamentals can be thoroughly established in one or two years' time, the secretary is to be congratulated on the progress.

In a very real sense, each Sunday school secretary is conducting an experimental station, and the success of the experiment will, in a very large measure, depend upon the cooperation which is secured from those who are being experimented upon. This particular phase

THE SUNDAY SCHOOL SECRETARY

will appeal to a certain element in nearly every school, which, if tactfully handled, will make the work of the secretary not only easier and more pleasant but much more effective.

The new secretary, in the enthusiasm for methods which will mean increased regularity of attendance, will do well to profit by one phase of experience, which has been dearly bought by more than one secretary or superintendent. Contests and competition between classes and departments in the same school, fairly based on percentage of attendance, rather than totals, are beneficial, but decidedly need safeguarding. Any plan which is so devised or conducted as to result in classes seeking to avoid having new members assigned to them, lest they be more irregular than the old members, and thus lower the class standard, is decidedly to be avoided. It is far better to have a class which perhaps does not have quite so high a percentage of attendance, but which has the honor and credit of holding some member under very difficult circumstances. While regularity of attendance is desirable, there are other features which carry still more honor, and the new secretary will build very cautiously and experiment carefully before launching any big campaign or contest.

The new secretary will need two things, at first thought diametrically opposed. He needs all the experience which can be secured second-hand, and for this reason it would be far better if the newly elected or appointed secretary could be given a few weeks, or even months, for visiting other Sunday schools and seeing how the work is done in those schools. As said before, the

**Contest
Dangers**

**Two
Essentials**

THE NEW SECRETARY

position is not merely a clerical one and requires a very general knowledge, not only of record-keeping, but of the principles of modern Sunday school work. The second element is self-confidence. The secretary who is not sure of his own plans and methods will not be successful in getting his fellow workers to believe in them or to give them a fair trial. A business magazine contained two phrases which the new secretary would do well to keep constantly in mind: "The one who *thinks* that he can't do a thing is usually right." "The first half of IF is I."

Red tape should be dispensed with. The sole purpose of the records of the secretary is to increase the efficiency of the school, and red tape and efficiency are not synonymous terms. Study the characteristics of the ideal secretary and develop just as many of them as is possible.

Remember that a large measure of the success of your school will be in your keeping. Seek to make yourself worthy of this trust and this responsibility. No higher aim need ever be sought than to live up to the fullest responsibility of the modern Sunday school secretary.

CHAPTER XIV

QUICK REFERENCE RECORDS

FOR LARGER SCHOOLS

IN schools where the enrollment runs to the hundreds, or even to the thousands, it is somewhat difficult to compile some of the details without a degree of work which is usually prohibitive. This condition has been met in some schools by methods which not only make for quick reference, but which also attract attention by their appeal to the eye. The chart shown in the illustration is one which is applicable to almost any school. Some schools which keep the individual record of the scholar or the class in a bound book use the same method of different colors and shapes of labels to indicate the various changes, etc. An explanation of this one chart will give the basis for all of these systems and will also serve to show the extent to which these details are kept, and the value of doing so. This is, as explained before, only one method out of many, but is a representative one.

Each label indicates a member of the school. The oval label is used with two different colored borders, one red and the other gilt. The gilt border indicates a member of the school who is also a member of the church. The red border indicates a nonchurch member.

The hearts indicate those who have just united with the school and who have not yet been registered as active members. A great many schools do not enter a



FIRST METHODIST EPISCOPAL SUNDAY SCHOOL

OUR AIM-- THE DEVELOPMENT OF THE HIGHEST
TYPE OF CHRISTIAN CHARACTER"

[OFFICE OF THE
SECRETARY]

el on the chart has a different meaning as explained below -
that it is just as easy to attach one as the other and far
to put on a label than to fill out several cards for filing

Enrollment Chart

(Name-Entire - Last-First-Last)

Class	Transfer	Subclass											
		10	11	12	13	14	15	16	17	18	19	20	21
Adult Dept													
1	30	1	2	3	4	5	6	7	8	9	10	11	12
2	32	1	2	3	4	5	6	7	8	9	10	11	12
3	34	1	2	3	4	5	6	7	8	9	10	11	12
4	36	1	2	3	4	5	6	7	8	9	10	11	12
Teacher Training Dept													
10	38	1	2	3	4	5	6	7	8	9	10	11	12
Senior Dept													
20	40	1	2	3	4	5	6	7	8	9	10	11	12
21	42	1	2	3	4	5	6	7	8	9	10	11	12
22	44	1	2	3	4	5	6	7	8	9	10	11	12
23	46	1	2	3	4	5	6	7	8	9	10	11	12
Intermediate Dept													
31	48	1	2	3	4	5	6	7	8	9	10	11	12
32	50	1	2	3	4	5	6	7	8	9	10	11	12
33	52	1	2	3	4	5	6	7	8	9	10	11	12
34	54	1	2	3	4	5	6	7	8	9	10	11	12
35	56	1	2	3	4	5	6	7	8	9	10	11	12
36	58	1	2	3	4	5	6	7	8	9	10	11	12
Junior Dept													
40	60	1	2	3	4	5	6	7	8	9	10	11	12
41	62	1	2	3	4	5	6	7	8	9	10	11	12
42	64	1	2	3	4	5	6	7	8	9	10	11	12
43	66	1	2	3	4	5	6	7	8	9	10	11	12
44	68	1	2	3	4	5	6	7	8	9	10	11	12
45	70	1	2	3	4	5	6	7	8	9	10	11	12
46	72	1	2	3	4	5	6	7	8	9	10	11	12
47	74	1	2	3	4	5	6	7	8	9	10	11	12
Primary Dept													
50	76	1	2	3	4	5	6	7	8	9	10	11	12
51	78	1	2	3	4	5	6	7	8	9	10	11	12
52	80	1	2	3	4	5	6	7	8	9	10	11	12
53	82	1	2	3	4	5	6	7	8	9	10	11	12
54	84	1	2	3	4	5	6	7	8	9	10	11	12
55	86	1	2	3	4	5	6	7	8	9	10	11	12
Beginners Dept													
60	88	1	2	3	4	5	6	7	8	9	10	11	12
61	90	1	2	3	4	5	6	7	8	9	10	11	12
62	92	1	2	3	4	5	6	7	8	9	10	11	12
63	94	1	2	3	4	5	6	7	8	9	10	11	12
64	96	1	2	3	4	5	6	7	8	9	10	11	12
65	98	1	2	3	4	5	6	7	8	9	10	11	12



FIRST METHODIST EPISCOPAL SUNDAY SCHOOL
 107 N.W. 1st Street - St. Paul, Minn.
 1917 - 1918

- Each label on the chart has a different meaning as explained below - remember that it is just as easy to attach one as the other and transfer to get on a label that to fill out several cards for filing.
- The number on the label is the scholar's enrollment number, reference to which will give name.
- This label indicates an active member of the membership who is also a member of the church. The label is Denison's # 20.
- This label indicates an active member of the school, who is not a member of the church. The label is Denison's # 21.
- This label indicates a new member of the school, joining since the first of the year, who is a church member. When active attendance is shown by attendance card this label is covered by an oval one.
- This label shows a new member, as explained just above, but who is not a church member.
- Labels placed in these positions indicate scholars transferred from some other class or position in the school. Other standing as above.
- This label indicates a transfer to some other class or position in the school. Denison's # 22.
- This label indicates a withdrawal from the school for a good reason, sickness, leaving town, etc.
- This label indicates a withdrawal from the school for a poor reason, it constitutes a very real danger signal. Denison's # 23.
- This label indicates that the scholar has united with the church during the year.

A figure in the upper left hand corner of a space, indicates that one (if squared 1) or both (if squared 2) of the parents are not church members. This is put on the card in the case of continued school membership without uniting with the church.

The chart is intended for ready reference for secretary, superintendent, pastor or teacher. Search all of the withdrawal labels, by departments and for the school as a whole.

The following are a few examples of information available and actually used in a school.

- Class 20 - is shown to be an adult class, composed entirely of church members, showing no growth, indicating that they are not bringing in any new members. A tactical suggestion appears in line of transfer out.
- Class 30 - is shown to be an adult class, all church members, and with one member under 18. This indicates that new members were all church members, probably added as they came into the church but not in the way of the usual one.
- Class 30 - is shown to be a single one of the new members ever became active candidate for superintendency.
- Class 30 - shows an improvement. It has both church members and non-church members and has brought in both classes as new members.
- Class 30 - shows a class doing real work. It has all that the # 3 has not in addition to bringing in the members into the church, especially in the case of the new member who was not a church member, who not only became an active member of the school but united with the church during the same year.

- Class 30 - 22 shows a record which is a "happy bell" for the superintendent, no growth, no non-church members, all attendance of 100 each, you can't make self evident as shown by changes in teachers.
 - Class 30 - 23 shows a class practically different. It brings in members with some non-church members, brought in new members, held them all and every member was brought into the church in the same year. The superintendent knows that there is no worry for his future and at the same time he knows where to send the new members to the teacher, who want to know "how it is done".
 - Class 30 - 24 has in it a problem for every one concerned. A new enrollment number indicated a long connection with the school, probably # 100 is shown to have been a member of the school for 21 years and the person which has never united and all parents are non-church members. Here is work for the pastor, and work for adult classes in the school. The pastor, the superintendent and the scholar by themselves, trying to reach the parents. The proper secretary people will give the reason for such case as revealed by the chart.
 - Class 30 - 25 shows an even more serious problem. Another scholar # 147 with some history as # 100 left the school for a poor reason. One other one (line) is so great a reason for parents to be lost.
 - Class 30 - 26 has a scholar under such conditions.
- The chart shows at a glance, the departments or classes which are active, growing, the members' departments for example, those who are dead, that an entire class is added, the teachers of the school, on the non-church people of the community as shown by writing numbers on the members one church members or not. All of the information tabulated on this chart is needed in the management of the really efficient modern school.

QUICK REFERENCE RECORDS

new scholar as an active member until a certain percentage of attendance is recorded, usually fifty per cent. The hearts are in two colors, red and gilt, indicating, as do the oval labels, nonchurch membership and church membership.

The round seals indicate withdrawals. The white one indicates a withdrawal for a good reason, the red one a withdrawal for a poor reason.

The diamond-shaped label indicates a transfer from one class or from one position in the school to another.

The star indicates that the member has united with the church during the current year, in which this chart is in effect.

The number on each label indicates the enrollment number of the individual scholar, so that the name can be ascertained at any time, by reference to the numerical register.

This chart deals simply with enrollment details and does not show attendance. All of the details which the executive officers of the school need in planning their constructive work, are shown on this chart.

The following are some of the phases revealed by the chart which would require prohibitive time to sort out from even a most thorough card system.

The relative size of classes and departments is shown at a glance and is easily subdivided into church members and nonchurch members, by classes, by departments, and the totals for the school as a whole. The executive officers can tell with just what elements they are dealing in every section of the school.

The heart-shaped labels reveal the activities of the school, so far as reaching the community is concerned. The growth of the school by departments and by classes is easily traced. The classes or departments

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which are growing are clearly indicated, as well as those which are simply standing still. The information goes further. The chart shows clearly whether the school is enrolling simply church members or whether it is reaching out for new material. It shows which classes or departments are doing this work among nonchurch members. The influence of the school on the nonreligious life of the community is absolutely traced in this way.

When the new member becomes an active member the proper oval label is placed over the heart-shaped label. Again, there is the efficiency test of the school by departments and by classes. Holding the scholar after enrollment is of prime importance, and this chart focuses attention on this specific problem. The heart-shaped label which goes on the chart and stays there is a warning, and the superintendent or proper executive officer is prepared by the use of this chart to follow up the individual scholar and exert the proper influence in bringing back the one who is indifferent. The superintendent who has the information before him knows positively to what teacher to say, "How do you do it?" as well as to whom to say, "Why don't you?" The chart will eliminate every waste motion, in this respect, on the part of both superintendent and secretary.

Church membership information is recognized as being valuable, but it is usually so hard to compile in any way that will make it available for quick reference that it is, as a rule, simply a matter of guesswork. A system of this nature gives this information at a glance. Anyone who wishes to make a close analytical study of the transition period in Sunday school life has all of the necessary data easily available. In this con-

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nection there is another great possibility. The number on the red-bordered label will indicate the approximate date of enrollment as each new member is listed on the numerical register. (In the case of the school which is already organized, but which has not used any numerical register, the first step is to ascertain the approximate year when each member joined the school. The numbers can then be assigned more or less arbitrarily, giving the scholar who has had the longest connection with the school the lowest number. When this system is once established, the lower the number on the label, the longer connection with the school is indicated.)

Therefore a low number on a red-bordered label indicates a long connection with the school on the part of some one who was not a church member at the time of uniting with the school and who has not been brought into church fellowship. Data of this nature are invaluable in working with Decision Day records, whether the Decision Day is one Sunday in the year or every Sunday.

The next step is the crucial one. The study of withdrawals, and particularly those for poor reasons, is a most vital element in modern Sunday school management. These labels show the information in graphic form. The round white labels, indicating withdrawal for good reason, are simply a matter of record. The red ones are the real danger signals of the school. They mean a withdrawal for which some one, somewhere, is directly to blame. The superintendent who sees them accumulating in a class or a department cannot be too quick in applying "first aid." The superintendent who does not have this information available is laboring under a heavy handicap. This

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system furnishes the information by classes, by departments, by the school as a whole. It is no longer a matter of surmise as to the age at which scholars leave the Sunday schools, neither is there any element of doubt as to whether the reasons are good or poor.

The star which indicates union with the church is again the test of the work by departments and by classes. Again, the superintendent knows where to say "How?" and where "Why not?" At a glance he tells the critical age, knows where to concentrate, and applies the test of the real efficiency of the work of the school.

These are but a few of the phases which are made prominent by this system of labels. There are innumerable other features which will develop as the chart is prepared and its opportunities studied. The information furnished by this chart alone will give the aggressive Sunday school superintendent opportunities for effective work.

To the new secretary the work may look complicated. As a matter of fact, it is exceedingly simple. It is just as easy to put on one label as another, and the shape and color of the label tell their own story and in a way which would require an exceedingly complicated card system to record it by that method.

This system also serves as a check on the compilation of some of the vital statistics. For example, it requires positively that the secretary know whether or not the new scholar is a church member. Without this knowledge the proper label cannot be selected. In case of withdrawal, the records must show whether it is for a good or a poor reason, in order that the proper label may be used. This holds good throughout the entire system.

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The cost element is always one to be considered, but in this case it is reduced to a minimum. The labels are simply stock ones which any stationer can furnish. Where they are used in a bound book the trifling cost of the labels is the entire expense. Where a chart is preferred the secretary can simply use a sheet of cardboard, ruled to show the departments and classes. The system can be made as simple as may be practical or as elaborate as may be necessary to meet the needs of the individual school.

The system is not a "cure-all." It will do nothing by itself. It will take time and careful work to keep it up, but can be made to repay all of the effort expended upon it. It will enable both the secretary and the executive officers to know the school as they have never been able to know it before. It will not be regarded as a result, but it will afford wonderful opportunities for results.

CHAPTER XV

THINGS TO REMEMBER

RECORDS are not results. They may be an evidence of results or an incentive to effort. They are not the end, only a possible means to the end.

There is a difference between records and knowledge. The latter may be useful to the individual possessor; the recording of the knowledge makes it available to all.

Sunday school records mean an investment of time and money and energy, and the investment should not be made unless there is an intention to make it pay returns. Many a school is suffering from an excess of unassimilated plans and methods.

In the keeping of secretary's records, an outlay of thought will bring far greater returns than a mere outlay of money.

Go slow in experimenting. Experiments cost money. Every branch of modern industry is eager to study the methods used elsewhere and quick to profit by the experience of others. In co-related problems, the approved method is to seek the solution which is nearest perfect and begin at that stage, rather than to retread the various fundamental steps in the process. The Sunday school secretary is, therefore, wise

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in making a close intensive study of the industrial and commercial problems which so much resemble those in the Sunday school work, seeking the approved methods in general use, and devoting all of the time and effort to adapting them to the needs of the particular school.

The work of the secretary's department will center around the ability of the general secretary and will take on the characteristics of that individual. This is an element to be considered in the selection of a new secretary.

The superintendent and secretary must work in complete harmony. Team work is an absolute essential. The superintendent is the chief executive of the school. The secretary should be selected with this consideration.

The secretary can perform a very valuable service by releasing the school which is tied up with red tape. Red tape always decreases efficiency. Proper records always increase efficiency.

Methods are more than forms. The ability to collect information is more important than the particular rulings in a record book. The secretary who is filled with a desire to so study his school as to be of the greatest help to it will always outstrip the automatic user of the finest ready-made system.

The secretary is essentially the superintendent's assistant. The greatest need of the average superintendent is not new plans or methods, but time to work

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out those the need of which is already felt. The secretary's job is to see that the superintendent has this time by making it possible to eliminate every waste motion and concentrate every available moment on real constructive work.

The secretary who has a thorough, comprehensive grasp of the fundamentals of record-keeping can successfully select his own methods. If he tries individual theory, ignoring the basic principles, there is trouble ahead for both secretary and school.

Statistics, figures, are peculiar. They are like children—it is no use to try to work with them or get them to do anything for you, unless you, in turn, like them and like to work with them.

Records are important, but they constitute only one phase of Sunday school work. They should be, and they can be, collected with all due regard to the value of the limited lesson period. The secretary's system should be planned with a view of not interrupting the class during the time which properly belongs to the teacher.

The starting point in the development of any record system is a study of the purposes of the institution. If the Sunday school be merely an educational factor in the lives of its members, one form of records will be needed. If the membership be regarded as a wonderful instrumentality which is intrusted to the officers and teachers to be used in His service in the community, something entirely different will have to be

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devised in the recording of its activities. Know the school, its aims and objectives, first.

Records are inanimate, but have a terrific amount of energy stored up in them. As coal releases its energy when used by the expert fireman in furnace or under boiler, so the records yield their greatest value when they are properly placed and properly handled by the expert secretary, whose first consideration is the transmission of the energy which he alone can release.

Don't be discouraged if the results are not immediately evident, or if cooperation is not spontaneous. Remember that the work is new and is but little understood. With the leaders only is the work of the secretary filling a long-felt want. With the majority that want must be created as well as supplied. Remember that the momentum of the mass depends upon getting the atom started. Concentrate the first work on an individual, perhaps a class, possibly a department.

Remember that school loyalty is one of the aims of the work of the secretary. The most valuable growth of the school is from within. It is a most important element in the work of the secretary to arouse school loyalty and make constant appeal to it. School loyalty is something which can wither and die very quickly simply through inactivity. Keeping it exercised is one of the secretary's jobs.

The real test of the efficiency of the work of the secretary is not to be found in scientifically ruled books or beautifully kept records, but in the fact as to whether or not the work and the records have benefited

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the school. It is not a question of what tools have been used, but of the results achieved. If the attendance is not more regular; if the withdrawals for poor reasons are not checked; if a larger percentage of the members do not unite with the church, if the efficiency of the officers, as well as of the teaching force, is not raised, if the school is not better for the work which has been done, then the real purpose of record-keeping has not been achieved.

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