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THE EARLY ADOLESCENT BOY:
HIS CHARACTERISTICS AND NEEDS
AND
A PLAN FOR MEETING THESE NEEDS.

by

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TO MY WIFE,

whose encouragement
and self-sacrificing effort
has made this study possible,

THIS THESIS IS DEDICATED.

CONTENTS.

INTRODUCTION.....	Page
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PART I.

CHARACTERISTICS AND NEEDS OF THE EARLY ADOLESCENT BOY

I.Physical Characteristics and Needs of the Boy....	7
II.Intellectual Characteristics and Needs of the Boy	15
III.Emotional Characteristics and Needs of the Boy...	24
IV.Volitional Characteristics and Needs of the Boy..	38
V.Social Characteristics and Needs of the Boy.....	47
VI.Moral Characteristics and Needs of the Boy.....	56
VII.Religious Characteristics and Needs of the Boy...	65
VIII.Summary of Part I.....	72

PART II

A SEVENFOLD PLAN FOR MEETING THE NEEDS OF THE EARLY ADOLESCENT BOY

INTRODUCTION	82
IX.Organizing a Sevenfold Club.....	83
X.Physical Development of the Boy.....	89
XI.Intellectual Development of the Boy.....	96
XII.Emotional Development of the Boy.....	102
XIII.Volitional Development of the Boy.....	109
XIV.Social Development of the Boy.....	112
XV.Moral Development of the Boy.....	118
XVI.Religious Development of the Boy.....	121
CONCLUSION.....	135

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INTRODUCTION

INTRODUCTION.

1-THE PROBLEM.

Christian education at the present time is a vital part of the work of the pastor, particularly the pastor of the small parish or community. He is usually able, however, to enlist various members of his church as leaders in different phases of the work. The leadership which seems most difficult to secure is for early adolescent boys, i. e., boys from the ages of 12 to 14, inclusive. The difficulty of interesting and training the early adolescent boy is so well recognized by writers and religious leaders, including laymen in the local church, that it is usually very difficult to find some one who will take charge of, and efficiently carry on, this work. In the small parish or community, the pastor is often the only one who is able or willing to assume this leadership. It has been said that, "There are few successful pastors these days who do not count the opportunity for fellowship with and leadership of the children of their congregation among the finest assets of the ministry. Any means by which this relationship can be strengthened will be considered quite indispensable to a pastorate which builds for the future."¹

1-"The Pastor's Summer Opportunity", International Journal of Religious Education, March, 1930, p. 7.

In working with boys, one is truly building for the future, for from this group arise the men of the Church. If they are lost to the Church in this period, they are often lost forever; but in successfully helping them to pass through this transition period from boyhood to manhood, one is helping them to take their rightful places in the Church. The problem of this thesis, therefore, is to set forth in definite form, both the characteristics and needs of the early adolescent boy, and practical suggestions for meeting these needs.

2-PLAN OF TREATMENT

In developing this subject, the thesis has been divided into two parts. In Part One, the characteristics^{and needs} of the boy are presented in the seven aspects of his development: the physical, intellectual, emotional, volitional, social, moral, and religious. In this study and presentation, use has been made of the findings of authorities on the psychology of adolescence as indicated in the bibliography.

Since there is a sevenfold development, there must be a sevenfold program, if all the needs of the boy are to be adequately met.

In Part Two, therefore, principles are presented for such a program, and also projects and

other activities are suggested.

The purpose of the writer is not to compile a manual, including all activities interesting and helpful to the boy, but to lay the foundation upon which the leader may build a more complete program to meet the needs of his local group. For source material in this section, various authorities in religious education, especially those concerned principally with activities for boys, have been used.

(See bibliography.)

Inspiration for this work has been received from several courses on Religious Education, including:

"The Religious Education of Adolescence";

"Seminar in Curriculum of Religious Education"; and

"The History and Philosophy of Religious Education;

also from personal interest in and experience with boys for several years, including summer camp work with city boys of North Carolina; Sunday School class in New York City; summer work with mountain boys of West Virginia, and also with boys of small towns and rural districts of Florida; and two years

experience with boys as pastor, scoutmaster, and teacher in Summer Bible Schools, in small towns and rural districts of Georgia.

PART I
CHARACTERISTICS AND NEEDS
OF THE
EARLY ADOLESCENT BOY

CHAPTER I

PHYSICAL CHARACTERISTICS AND NEEDS OF THE BOY.

Chapter I

Physical characteristics and Needs of the Boy.

I-Introduction.

In having to understand the boy it is well to begin with his physical development, for the physical side of anything is usually the first noticed. In the case of the early adolescent boy one sees that many physical changes are taking place which set him apart from his childhood years. These changes cause one to understand that something quite strange is taking place, and furnish somewhat of a key to the situation. Knowing his physical nature one can readily see why the boy under consideration is different, and finds it difficult to adjust himself to his environment.

II-Physical Characteristics.

1-Advent of Puberty.¹

"Puberty means the dawning of the sex life, and the beginning of the unfolding of the procreative capacities; and adolescence means that period of life which extends from puberty to full physical maturity." This period does not begin exactly at the same age in all individuals. It varies according to many circumstances. There is a difference according to race, climate, inherited disposition, habit of life, disease,

¹-Tracy-Psychology of Adolescence, Cf. pp.16-17.

sex, etc. It appears earlier in the female than in the male and earlier in warm climates than in cold. "On the North American Continent it occurs apparently in the vast majority of cases between twelve and fourteen in girls, and between thirteen and fifteen in boys".

There are many changes that take place with puberty, and these changes make clear the fact that puberty has arrived. These changes are marked, and must be carefully studied if the needs of boys are to be observed and adequately met.

2-Appearance of secondary sex characteristics.1.

There are several secondary sex characteristics which appear in early adolescence. A noticeable factor in pubertal growth is the relative lengthening of the trunk, a deepening of the voice, and growth of hair on the face and other parts of the body. The vocal chords are practically doubled in length which fact accounts for the uncertainty and lack of control of the voice.

3-Marked acceleration in growth.2.

There is quite a rapid increase in height in this period. He begins this new growth about his eleventh or twelfth year and grows rapidly until he is about fifteen or sixteen, the rate of growth reaching its high-

1.- Mc. Kibben - Intermediate Method in the Church School,
Cf. p. 44

2.- Mudge - Psychology of Early Adolescence, Cf. p. 30.

est point about the fourteenth year, the average boy measuring 54 inches in height at eleven, 55.8 at twelve, 58.2 at thirteen, 61.0 at fourteen, and 63.0 at fifteen. During early adolescence there is also quite a rapid advance in weight, the average boy weighing 72.4 pounds at eleven, 79.8 at twelve, 88.3 at thirteen, 99.3 at fourteen, and 110.8 at fifteen.

4-Awkwardness.

This is truly a period of awkwardness. It is the price of asymmetrical growth of the larger muscles. It is particularly noticeable in boys on account of their larger frames and smaller relative disposition of fat. The larger muscles develop very rapidly while there may be even a falling off in the power of control over the finer muscles; the more fundamental developing for a time at their expense. ¹.

5-Growing Pains.

Pains, commonly known as growing pains, trouble the boy during early adolescence. They are caused by the unevenness of growth which is due largely to the fact that the growth of bones and muscles does not occur at the same time, and at the same rate; so when bones grow more rapidly than do the muscles attached to them, "Growing pains" occur. ².

1- Tracy-Psychology of Adolescence, Cf. pp. 30-34.

2- McKibben-Intermediate Method in the Church School, Cf. pp. 43-44.

6-Development of the body.

"The circulatory system shares in the acceleration of growth rate during adolescence, but the parts of the system do not develop at the same rate. The heart grows more rapidly than the arteries during the early years of the period, and its actual size is nearly doubled during the adolescent years; while at about the sixteenth year its weight bears a larger proportion to the weight of the whole body than at any other time. The quality of the blood is believed to be affected moreover from the thyroid and other ductless glands, which exercise in this way an important influence on all the vital activities."¹ Blood pressure is found to be higher in this period, and the temperature also rises about five degrees.²

There is an increase in size of the lungs and larynx. Breathing becomes slower but the amount of air inhaled is much increased. His chest begins to grow broader and larger, and he delights in games that develop and test the power of his lungs. ³

The digestive system also undergoes considerable enlargement. The whole digestive tract is increased both in capacity and activity, but is severely taxed to

1-Tracy-Psychology of Adolescence, pp.29-30.

2-Pechstein and McGregor - Psychology of the Junior High School Pupil, Cf. p. 15.

3-Owen - Principles of Religious Education, Cf. p. 78.

care for the amount of food necessary to sustain the usual growth and activity. This strain is increased also by the fickleness and instability of the appetite.¹

During childhood, the brain increases rapidly in size and weight, but there is practically no increase in either at adolescence. There is however a rapid advance in structural and functional development, the organization of its convolutions, and in the linking up of its associative neurones. ².

"The nerves become connected into a system in a more complicated way, and the process of medullation, which is probably essential to the highest conductivity, goes forward towards completion." ³.

A distinct development is observed in the organs that are connected with the function of procreation, and this seems to be accompanied by a distinct modification of all glands of the body.⁴.

7-Bodily organs open to extra strain.

Due to the unevenness of development of these systems, the bodily organs are open to extra strain, and the danger from this source is very great. Over taxing of the heart at this time may bring about permanent heart weakness. The digestive organs may also be strained by over exercise or misuse, and if this is not checked the

1-McKibben-Intermediate Method in the Church School, Cf. p.44.

2-Tracy-Psychology of Adolescence, Cf. p.29.

3-Ibid- p.30.

4-Mudge-Psychology of Early Adolescence, Cf. pp.34-35.

defects may likewise be permanent.

8-Great power of resistance to disease.

The period from twelve to fifteen, while beset by many ills, has great power of resistance to disease. It is a period of marked vitality. General vitality is high and the death rate low. There are many troubles, but strong resistance. It has been characterized by the term, "Unstable equilibrium."¹

9-Low physical endurance.²

While there is great power of resistance of disease in this period there is low physical endurance, due to the lack of full development and coordination of the various systems. For this reason care should be taken that his physical powers are not over-taxed.

III-Physical Needs.

1-Exercise.

For the proper development of the boy physically, it is essential that he have a great amount of well regulated exercise, and wholesome life out of doors.

2-Food.

At this time in life the healthy boy usually has quite an appetite, and as far as possible the craving

1-Tracy-Psychology of Adolescence, Cf. p.34-36.

2-Mudge-Psychology of Early Adolescence, Cf.pp.32-33;

of this capricious appetite should be controlled by a proper dietary being established, so that the boy would receive a sufficient amount of wholesome, well balanced, well cooked food at regular intervals. ¹.

3-Rest.

No less important is the need of rest. Quite a sufficient amount of rest should be his. He will often be found unwilling to rise at the proper time in the morning, not always because he is naturally lazy, but because he has comparatively low physical endurance, and needs more rest than those persons older than himself.

4-Proper care of the body.

A positive effort should be made to instill in the boy the sacredness of the body as the temple of manhood, and given practical suggestions concerning the care of the body. Hygienic habits should be established which will be conducive to the development of perfect physique and the maintenance of perfect health, for his development physically has much to do with his complete development of the powers of manhood.

1-Richardson-The Religious Education of Adolescence,
Cf. p. 38.

CHAPTER II

INTELLECTUAL CHARACTERISTICS AND NEEDS OF THE BOY.

Chapter II

Intellectual Characteristics and Needs of the Boy.

I-Introduction.

It is sometimes the case that the physical body and its development is given more attention than the mind. There is, however, a very close connection between the body and mind and the two should develop together.¹ The mind of the early adolescent boy is in a period of development as are the other parts of his body and its proper treatment is essential for an adequate and well rounded development into manhood. In this chapter, therefore, the boy's intellectual characteristics and needs shall be considered.

II-Intellectual Characteristics.

1-An awakening of intellectual powers.²

There is in this period quite an awakening of intellectual powers, with quite an increased ability to reason. He is beginning to ask into the deeper meaning of things. He questions the unseen and its reality. Such questioning is not to be considered a sacrilege, for it is merely a desire to find out the truth of things. It is brought on by an increased growth of the mental powers and coordination of ideas.

1-Tracy - The Psychology of Adolescence, Cf. p. 37

2-Ibid, Cf. p. 194

Also widening experience of the boy enters in largely. He wants to understand the world about him and is becoming more a part of the world of reality than the vague imaginative world of previous years.

"The middle of early adolescence", says Mudge,¹ "still has many of the characteristics of the child mind while it is discovering some of the modes of adult thinking. It often shifts from one type of thought to another. It insists upon reasons that are themselves prejudices. It places an adult conception upon a background of childish conception and is constantly bewildered at the attempt to harmonize what it has discovered of the world of adult life with its vital memories of the child world."

2-Unstable Judgments.

There are certain factors leading to adolescent judgments that account for their instability in early adolescent. "Recent studies", says McKibben², have confirmed the general opinion that mental growth correlates in a most definite way with psychological growth. It is a well established fact that superiority in intelligence results in part from a greater anatomical and correspondingly psychological development". The early adolescent experiences a mental growth that is quite confusing and complex.

1-Mudge-Psychology of Early Adolescence, p.51

2-McKibben-Intermediate Method in the Church School, p.47

The unevenness of his physical development is reflected in the swiftly moving mental changes, the instability of mental energy, the bewildering whirl of new ideas, feelings, and desires, and the rapidly shifting and wide divergent moods. This unstable condition of his whole person causes his judgment to be more or less unstable. Then, too, he is just coming into a new experience, making decisions for himself, and being inexperienced in this he is unable to form opinions that are sound, as readily as he will later.

3-Exuberant imagination and day-dreaming.

Early adolescence is also marked by "an exuberant imagination that is not yet under control."¹ It is far more active than in preceding years and acquires a new vividness.² There is found in him an impractical idealism or a tendency to engage in unrestrained imagining. This leads to his willingness to frequently express his opinions which cannot yet be as mature as they will be later, but a suppression of this brings forth at times a state of morbidness and both should be dealt with with great care.

There is quite a difference between the imagination of the beginner and the adolescent. The beginner wants to "play like", while the adolescent dreams of his future.

1-Mudge - The Psychology of Early Adolescence, p. 53.

2-Richardson - The Religious Education of Adolescence,
Cf. p. 152.

He builds air castles with view to accomplishment sometime in the future. He dreams of activity, personal and original.

There is a great value, but also a great danger in such day-dreaming, for it may become an easy and pleasant substitute for doing; a refuge from the difficulties of reality; a means of compensating duties, or a reprehensible waste of time. The results of too emotional devotion to the personified ideals may also weaken the developing character and personality. This dreaming, however, may be directed, and it will be found that the Christian religion offers the most wholesome, stimulation and satisfying ideals in the personality of Jesus and His plans for social life and unselfish service.¹ This is more a characteristic of middle adolescence, but is also found in the latter part of early adolescence.

As Moxcey says, "Dreams are like steam: they need to be compressed and hitched to machinery or they will evaporate with no result but noise and perhaps some burns. Boys and girls of this age are not sufficiently experienced in human mechanics to get the results of the motor power they are generating without direction and help. Sometimes they are loath to accept suggestions or directions. This help cannot be 'put over' on them and it should not be; but they can be helped to understand cer-

1-Moxcey-The Psychology of Middle Adolescence, p.106.

tain relations of cause and effect and govern themselves accordingly."¹.

The question may be asked, Why do they dream? As one boy put it: "I have got to decide which college I am going to enter in order to know which course to take in high school and I have got to decide what I am going to do to earn my living in order to know which college will best fit me for that. And how am I going to know what I want to do until I have a chance to try." The natural result then is that one dreams oneself into all kinds of future careers. Dreams are very pleasant, for in dreams one is able to omit all the handicaps and hardships and always be successful, noble, and heroic.².

4-Growth of intellectual interests or pursuits.³.

At this age he has quite a fascination for reading. Particularly does he love tales of adventure and heroism. Sometimes it is excessive. He is also very much interested in making collections of various articles. He differs, however, from the collector of the Junior age in that he specializes in certain fields.

5-Growth of memory.⁴.

It is sometimes thought that the junior is able to

1-Moxcey-The Psychology of Middle Adolescence, p. 92.

2-Ibid-p.92.

3-Richardson-Religious Education of Adolescence, Cf. p.39

4-Owen-Principles of Adolescent Education, Cf. p.131.

memorize far better than any other, but this supposition is unfair. There is, however, a difference. There is a substantial growth in the higher forms of memory. Memory becomes more logical and analytical. Appreciation should, however, replace memorizing at this age. One reason is because of the more logical trend of the mind. Another reason is the early adolescent's dislike for drill. If the passage is explained thoroughly and held before the individual or class for some time and repeated often, they will soon memorize without their full intention to do so. In fact, all memorization should be preceded by a thorough appreciation.

6-Fickleness of interest and attention.

The early adolescent boy often presents a serious problem to his leader or teacher in seeming to give such little attention to that which is in progress for his betterment. There is often lack of ability on the part of the leader, but his interests also "wax and wane according to the condition of his physical being, and his activities follow his interest. Hence he may be very lifeless and dull at one time and overflowing with energy and enthusiasm at another.¹

III-Intellectual Needs.

1-Understanding of adults.

There is need of understanding on the part of

1-Tracy-Psychology of Adolescence, Cf. p.108.

adults that he now has a certain amount of reasoning power of his own which should be given consideration; and also should be given a reasonable amount of freedom and initiative in making decisions.

2-Respect for advice.

He needs to realize that the wisdom and advice of elders is at least worthy of serious consideration; that sharp criticisms often bring sharp criticisms in return.

3-Experience.

He needs first-hand experience wherein he may learn the value of thinking twice before speaking; that it is sometimes better to reserve one's opinion until more information is obtained.

4-Objective interests.

He needs an abundance of objective interests, those interests which are external to the mind, or do not require mental strain and yet have some motive. His mind should be protected from over-stimulation. Strenuous mental activity attempted under conditions of fatigue, or strong feeling, or undue confusion should be avoided. His love for adventure may thus be wholesomely satisfied in the out of doors, where he usually likes most to be. Here may be found the mental freedom and relaxation that he needs. He is then, to

a certain extent, given the opportunity to put his dreams into action. This, of course, will react on the dreams themselves and modify them wholesomely. He should know that after all, one may do well to build air castles if he makes an honest attempt to place substantial foundations under them.

5-Inspiration to do his best.

The boy needs inspiration to do his best at all times; at school, at church, at home, in the community, and in all of his undertakings. Projects and all necessary activities should be sufficiently motivated, so that his interest and enthusiasm may be held to the end.

6-Variety and action.

The early adolescent boy should not be held to one thing long at a time; an effort being made to have his program varied and full of action.

7-Guidance in reading.

The boy needs guidance in the proper choice of books and other reading matter. The mind needs relatively simple, clean, wholesome materials of great variety.

CHAPTER III.

EMOTIONAL CHARACTERISTICS AND NEEDS OF THE BOY.

Chapter III.

Emotional Characteristics and Needs of the Boy.

I-Introduction.

1-Emotions defined.

In the following quotation emotion is defined, in its relation to sensation and feeling:

"The feelings and emotions are the most subtle of all the activities of the mind and by far the most difficult to subject to scientific treatment. The term 'feelings' is used to designate a mental attitude such as pleasure or dis-pleasure, comfort or discomfort, satisfaction or annoyance. An emotion is a complex of feelings directed toward some specific object. Feelings and emotions must not be confused with organic sensations. Pain is a sensation, the unpleasantness of which is a feeling; warmth is a sensation which may be accompanied by the feelings of pleasantness or of unpleasantness, depending upon many circumstances. Sensations form the basis of knowledge, whereas the feelings form the bases of emotions and hence determine the direction of behavior."¹.

2-Direct causes of emotions.

As to the direct causes of emotions, we are told that,

¹-Benson, et al - Psychology for Teachers, p. 98

"The emotional action patterns may be hereditary in part, but its many forms and blends are primarily the result of environmental facts. The factors of nutrition, internal secretions, general bodily health, disease, and physical defects in the child are important. A nervous, irritable, nagging, fault-finding tendency on the part of the parent or the teacher may result in undesirable emotional reactions in the child."¹.

3-Emotional Behavior.

As to emotional behavior, it is said that they "may be of short duration or they may persist for a long period of time. They are insistently organic. Changes in respiration, digestion, peristalsis, pulse rate, and blood pressure correlate with the emotions. The perception, or awareness, of the exciting cause and the bodily changes imply the activity of the cerebrospinal nervous system. Through the action of the automatic nervous system the glands of internal secretion are stimulated, the satisfying element or the annoying element is usually pronounced. The higher emotions, made possible through education, involve the more complex nervous patterns."².

1-Benson, et al - Psychology for Teachers, p. 103

2-Ibid, p. 102.

II-Emotional Characteristics.

1-Confused and unstable.

Psychologists agree that the emotions of the early adolescent boy are confused and unstable. Sometimes his emotions are violent and will take certain forms; while at other times they are not prominent at all. He is very changeable and will often even surprise himself. He does things without forethought as to their outcome, but not always intentionally. Emotions in this stage have characteristics of childhood while developing the contrasting characteristics of adult life.¹.

2-Very primitive at times.

Of course the early adolescent boy is not alone when he exhibits his primitive emotions, for some men and women of all ages exhibit them likewise; but at this period in the life of the boy it is quite difficult for him to control his emotions. He gives way to them with much greater freedom than he will when he is but a few years older. Some emotions prominent in animal life are seen very little in the boy at this age, such as fear, but the emotions of hate and anger are very strong indeed. These, however, do not always last long, for if given a little time and the right attention or no attention as the case may be, this will

1-Mudge-The Psychology of Early Adolescence, Cf. p. 59.

soon pass away and he will again be able to take his place as before, and as his former self.

3-Hunger for thrills and excitement.

All sensory experiences now take on a deeper and richer meaning. The nervous system becomes a veritable harp of a thousand strings by which a new beauty and charm are seen in all objects of the external world. The world of nature affords abundant material for a consuming and absorbing interest. Nature calls to him, and he finds a joy that thrills his soul. He likes adventure, and he is going to find it somewhere. If he is not properly directed to the wholesome, that which is unwholesome will be often found. ^{1.}

While wanderlust is not entirely peculiar to the boy, as most of us get it at times, it is seen especially in the boy. "Great cities", says Thrasher, ^{2.} "have always attracted the country and the small-town boy. The skyscrapers, the beaches, the elevated, the theatres, the crowds, and many other wonders beckon to him. The Missing Persons Bureau of the New York Police Department deals with more than 3,000 runaway youngsters every year. The problem in Chicago is similar, although not on so large a scale."

1-Thrasher-The Gang, Cf. pp. 68,82.

2-Ibid-pp.159,160. See also Bogardus, S.E. The City Boy and His Problems, p.99.

Thrasher says further that, "Gang boys travel about in search of excitement in twos and threes, or in larger groups. They become gypsies roaming the city wilderness. Not infrequently they are away from home and from school for weeks at a time. The gang assists individuals or smaller groups living away from home by providing fellowship, food, a place to sleep, and even clothing. Often they steal machines for purposes of transportation or for joy-riding at a fifty-mile clip. Sometimes they beg carfare or bum rides, but often they walk. Thus they travel from place to place in the city, picking up a precarious living as best they can."¹.

The story shall be told here of a gypsy gang. It is the gang boys' own story:².

"My gang first met in a playground, but we used to wander about over the city and hang away from home, especially in the newspaper alleys, in empty boxes, or in a place where they threw the old papers, called the 'ashbox'. On Saturday and Sunday nights we slept in the bundle-room, entering through an open window, which was closed at other times. Here we got up on top of the papers and piled them around us so that nobody could see we were there.

"I did not like to stay at home because my step-mother was mean to me, and then the rest of the gang would call me 'yellow baby' if I did not go with them. I was at the ---news alley three different times before I got put away - the first time for two weeks, the second for one, and the last for eleven days.

"The first thing when we awakened in the morn-

1-Thrasher-The Gang, p. 160. See also Bogardus, S.E.-The City Boy and His Problems, p.92.

2-Thrasher-The Gang, pp.160-162.

ings we were hungry. Then we'd go out looking for barrels in alleys and back yards. We would dump out the garbage or trash, and take them to a barrel factory to sell. Those we got from the barrel house we sold for fifty cents apiece. Having picked up a little money in this way, we had breakfast.

"When we needed clean clothes, we'd go out to the house of a member of the gang, whose mother was working away from home, and help ourselves. He always had plenty of clothes, and he would give me a waist. We also got eats from his house.

"Another way to get money was to sell papers and help the wagon drivers. We got from sixty to seventy cents for two or three hours' work, helping the men throw off the papers as they distributed them over the city. Sometimes the wagons would drop us off at an outlying point, and we would get eighty cents for every hundred papers sold, and four cents each for Sunday papers.

"During the day we seldom hung around the alleys. Sometimes we would rob autos or little trucks and take them out to have some fun."

Not only do gangs roam the cities, but hearing strange tales of distant parts from the tramp and the circus performer, and also reading of the strange and wild west, and Florida, they set out for these places to make their way as they go, sleeping where they can, and eating what they can earn, beg or steal. The boy is out for excitement and adventure and by the coaxing of a gang either by promises of adventure and excitement, or shaming him, calling him "sissy", or "yellow baby" or other like names, he is persuaded to go with them; and thus they bind him with cords that are hard to break.¹

1-Thrasher-The Gang, Cf. p. 160 ff.

4-Self-consciousness.^{1.}

There are many factors which lead to self-consciousness in the early adolescent boy. He is growing so rapidly in so many ways and there are such rapid changes that take place in him that it is very difficult to adjust himself. He realizes that he is awkward, and that his voice is changing. He knows too that his ideas are different from those of others for which he is often ridiculed. Unwholesome states of self-consciousness thus arise which may become permanent. He may hide his true feelings, but behind the mask and when alone there is often real suffering.

III-Emotional Needs.

1-Positive treatment rather than negative.

The treatment of emotional states should be positive rather than negative. "By suggestion and tact", says Mudge^{2.}

"we can often modify a situation that would otherwise involve an undesirable emotional reaction." The illustration is given of two pupils coming in, "apparently on the verge of a quarrel. Any admonition that would further attract their attention to one another is probably unwise, but by diverting their attention in some other direction the teacher may avert an undesirable

1-McKibben-Intermediate Method in the Church School, Cf. pp.50-51

2-Mudge-The Psychology of Early Adolescence, pp.62-63.

emotion that will be still further obviated by time."¹
 The teacher needs to place himself in the position of the boy as nearly as possible, and try to understand the situation. Open rebuke or fault-finding is repulsive and usually harmful rather than helpful.

2-Sublimation of undesirable emotions.

Sublimation, the refining or purifying, of the undesirable emotions, such as sexual desires and interests, should be the aim of the leader in the emotional development of the early adolescent boy; rather than repression, that is, keeping one's emotions under restraint or control; crushing; quelling; overpowering, or suppressing. When emotions are repressed they grow stronger and become harmful to the individual. "The expression and inhibition of certain feelings and emotions are necessary in the development of an individual, as well as the exercising and strengthening of others.----The control of the emotions may be accomplished either through the control of the conditions causing them or through the expression."²

3-Development and stabilization of higher emotions.

The development and stabilization of higher emotions in the individual is most important. "Each emo-

1-Mudge-The Psychology of Early adolescence, pp.62-63.
 2-Benson, et al - Psychology for Teachers. p. 105.

tion is subject to control or modification. Desirable emotions can be developed into useful habits, attitudes, and ideals; undesirable emotions may be inhibited through lack of exercise. Thus the formation of desirable emotional patterns may be acquired by any normal individual. The trend in education is toward the intellectual development of the children rather than the emotional. This may be due to the absence of knowledge and skill in the latter field. It is vastly more important to teach the child to control and direct his emotions than it is to have him solve correctly the problems involving square root. The meaning and value of life center in proper emotional responses." ¹.

4-Self-control and poise.

The boy needs to learn to control his emotions. There is now more need for control from within than from without. This is based upon his knowledge and understanding of himself and the world about him.

5-Understanding of self.

Possibly the most important emotional need of the boy is to understand himself. If this is done a long step in his emotional development shall be accomplished. He would then be able to understand many hap-

1-Benson, et al-Psychology for Teachers, p.110.

penings that otherwise would give him much trouble, and led to see the necessity of being more careful of his thought and action.

When a boy comes to this period and suddenly finds himself growing tall and seemingly loose jointed and awkward, and is unable to talk without squawking, only to be laughed at by his friends; and is unable to make even his nearest relatives and friends understand his attitude toward life, he needs to understand the reason.

He also finds himself in various moods and circumstances which are quite different from the age through which he has just passed. The world seems to have turned against him and he is in turmoil. If he could but have some one to truthfully and sympathetically explain to him that it is all in the natural course of events and that he is just growing into manhood, rather than letting him feel that it is just his misfortune and that he is doomed to it the rest of his life, he would be far better off.

6-Cultivation of a sense of humor.

The early adolescent boy is at times given to brooding over his many trials, but the cultivation of a sense of humor would help him to laugh them off, and acquire a more wholesome outlook on the world.

7-Understanding of ones' relation to other human beings.

As stated earlier in this thesis the early adolescent boy does not like authority. He should, however, be led to realize that all men are under authority to someone else, and obedience to this authority is necessary.

There are also many characteristics of his contemporaries that are distasteful to him, to which he reacts unwholesomely. He needs help, in understanding that he and his neighbor both have good and bad qualities and that he should try to understand them as he likes to be understood.

8-Exercise in active service.¹

The emotions of the early adolescent boy can be constructively used in religious education by giving him something to do in active service that brings out his higher emotions. As Hutchins says, "Doing for others enriches the emotional life. It stimulates and develops the higher feelings and worthier sentiments, It favors emotional attitudes of a social character and of the most desirable type."

The testimony of boys themselves is quite convincing. As one boy of fourteen said, "It makes one feel as if he had done something". Another boy of fifteen said in describing his visit to a family, "I

1-Hutchins-Graded Social Service for The Sunday School
Cf. p. 107-108.

felt awful happy. I wish I could give a bunch of coal." When he was asked, "Was any feature of your work unsatisfactory? he replied, "Yes we could not do enough." If boys are encouraged in social service they will readily respond.

9-Sex Instruction.

Every boy has the right to have wholesome instruction concerning sex. If he is denied this kind he will find the other on the street or elsewhere. In speaking of sex education, Galloway says,¹ "It must be clear that all this is much more a matter of mind and spirit than of body merely; more a matter of psychology than of biology or physiology. It is also more a matter of emotional psychology than of intellectual psychology; more of taste and aspirations and devotion of honor and ideals and beauty than it is of facts; more a matter of interpretation of facts and of inspiration to ideals than of instruction alone.

"This does not mean that we can do what we seek without knowing and using the facts. It means merely that we are trying to get certain definite results in character by way of the facts we have rather than being content with revealing to the child step by step facts he has a right to know."

1-Galloway-Biology of Sex, p. 108.

10-Protection from contact with unwholesome emotions.

There is great value in both books and moving pictures; but there is also danger facing the boy if he is not protected from contact with the unwholesome emotions sometimes aroused by them; for the lower, worthless type of book or movie, stimulates the lower emotions, and aids in the formation of low ideals.

11-Recreation..

Recreation is not only valuable for the health of the body but for the health of mind as well. There is no better "counteractive" to brooding or undue interest in sex matters.

Part I

CHAPTER IV

VOLITIONAL CHARACTERISTICS AND NEEDS OF THE BOY.

Chapter IV.

Volitional Characteristics and Needs of the Boy.

I-Introduction.

Volition is defined as the "capacity to control action;"¹ and the development of volition is "neither more nor less than a process of reducing our impulses to order."² It is said further that, "a mature character is simply one in which the impulses are thus subordinated to some systematized principles".³ Instead, therefore, of developing the character of the early adolescent boy by extirpating or repressing all primitive impulses; these impulses should be continuously operative, but operative in a rational and coherent manner, rather than in the chaotic fashion that is characteristic of childhood and infancy.

That person is free indeed, whose activity is under complete control and direction of his rational powers; and in order to help the boy to attain this freedom, his volitional characteristics and needs are here considered.

1-Pechstein and McGregor-Psychology of the Junior High School Pupil, p.114.

2-Angell-Psychology, p.430.

3-Ibid.

II-Volitional Characteristics.

1-Lack of control.¹

In the period from eight to twelve, which is a period of slow growth, the boy has more control of his faculties, but any marked acceleration of bodily growth seems to be accompanied by a relative loss of control, not because the actual power of control is less, but because the forces that have to be controlled are greater. Periods of slow growth are periods quite favorable for the formation of habits, and educators generally recognize the desirability of training the will especially during the years from eight to twelve, in such a way as to form a large number of useful habits. However, with the coming of puberty, this quiet equilibrium of the inner life is disturbed by the marked acceleration of bodily growth mentioned in Chapter One. There are many changes that take place, and the feelings, impulses, instinctive tendencies, desires and appetites exert themselves with new power, and the problem of control becomes for a time much more difficult.

This is an age of moods, whims, and fluctuations of feeling that seem almost inexplicable, or for which, at least, there is no ready and obvious explanation. These changing feelings and moods exert a power-

¹-Tracy-Psychology of Adolescence, Cf. p. 108.

ful influence on conduct; so much so that the adolescent is admitted to be the most unstable of beings. As Sir W. Robertson Nicoll remarks, "At fourteen the insurgent years begin."¹

2-Activity depends upon interest.

It has been truly stated that a boy will do work well if he is in charge of the job. There is a certain amount of responsibility that is needed to encourage the boy in certain activities. If he becomes interested in a project he will undertake it with great enthusiasm, but if not, the same project will probably be extremely irksome to him.²

The interest of the early adolescent boy, however, is seen to vary in the midst of an undertaking. Interest may be running high and then suddenly die out. Also there may be a sudden revival. This is attributed not only to mental conditions, but physical conditions as well. To quote from Tracy:³

"His interests wax and wane according to the conditions of his physical being, and his activities follow his interests. Hence he may be very lifeless and dull at one time and overflowing with energy and enthusiasm at another. There is probably no other human being who can be, upon occasions, so utterly lazy and 'shiftless' as an adolescent boy, unless it be an adolescent girl. And there is probably no

1-Nicoll-The Children for the Church, p. 77.

2-Richardson-The Religious Education of Adolescence,
Cf. pp. 101-108.

3-Tracy-Psychology of Adolescence, p. 108.

other human being who, if the mood takes him, can throw himself with such prodigious energy and vim, into any undertaking upon which he sets his heart. As there are times when the adolescent seems to have no vigor or life about him, and the least exertion is irksome, so there are other times when quiescence is an intolerable burden. Everything must be done at once, and done at high pressure. At such times his energy is amazing, and the amount of work which he will perform almost incredible. Games, especially those in which rival teams contend for the mastery, are played with absolute abandon and furore. Long walks, long rides, long excursions by boat or canoe, hill climbing expeditions, snow-shoeing trips in the face of freezing winds and fierce storms, are undertaken and carried out with a zest and a vim that testify to some great need of the inner nature that is being met and satisfied in these exertions. Exposure to wet, cold, heat and storm, is thoroughly enjoyed, especially by boys; and every mother knows how these boys come home from such trips and labors with appetites that sweep everything before them."

3-Imitation and Independence.

Imitation and growing independence may well be considered together, for although, in a way, they seem contradictory, they appear together. Imitation is seen as he desires to do what the group or his hero dictates and practices. Imitation of this kind is growing in strength over that of previous years. It is different from that of the earlier period in its being deliberate, with more reason and purpose in the act. Independence, on the other hand, is also growing. He now feels that he is coming to the place where he can reason for himself and should have a right to do more as he chooses. Often he is seen to rebel against authority. It is another case of the growing man who desires to

keep on a level with what is being done by the group, but free to choose independently this course of action.¹

III-Volitional Needs

1-Self-Control.²

The difference of control between maturity and immaturity is in difference of degree. The element of inner control is not entirely wanting in any normal child and control is not absolutely constant, reliable and complete in any adult. All through the teens, however, a great training in self-mastery should be in process. If this self-mastery is not achieved by the end of this period, at least enough to ensure a strong and well-poised manhood, the fault is probably either in some defective condition of mind or body, or in the educational process. "'Spoiled children'", says Tracy are well named; for in their case, through the lack of external control in the early years, the capacity for internal control has been dwarfed at the outset, and the whole plan of life marred and spoiled.

2-Treatment both positive and negative.³

Control of volitions is both positive and negative. Positive control means "direction and regu-

1-Tracy-Psychology of Adolescence, Cf. pp. 110-113

2-Ibid. Cf. pp. 110-111

3-Ibid-Cf. p.111.

lation of action," while negative control means the inhibition of undesirable acts, or the promptings to such acts. Both of these are important. "From the standpoint of education, the power to inhibit is as necessary as the power to initiate; and both should become fixed in the structure of habitual behavior."

"Control, in reference to the movements of the body, involves dexterity in the use of the limbs, promptness of reaction to stimuli, energy and precision in movement. Control in the full sense carries with it also the element of independence of foreign suggestion, not in the sense that the person who has developed his power of control is impervious to suggestions from others, but in the sense that he is not the slave of those suggestions. He can, when he will, act independently of them. He can act upon his own initiative, and in spite of the influences of the environment."¹

By way of positive treatment, interesting work and recreation should be found for him. Both of these should be tactfully directed and controlled. Fathers often wonder why their sons will not work. They sometimes do the best they can to give them work, but do not understand why they will not stick to it and

1-Tracy-Psychology of Adolescence, p. 111.

work as hard as he did when he himself was a boy; but he fails to realize that the work which he now does is probably that which he liked to do when he was a boy. That particular work appealed to him but not necessarily to his boy. At this age, a boy's likes and dislikes are very strong, particularly when it comes to action.¹ When a father is about to despair of his boy, thinking that he is hopelessly lazy, he would be greatly rewarded if he should find work for him that is really interesting; for he would undertake it with as much zest as he would a choice game. Another reason for his dislike for work, is that such work is not motivated. He is too often given a certain task and told to accomplish it, but is not told how great will be the accomplishment of such a task, and how much he will be helping if he does it to the best of his ability. He is not reminded concerning the reason or value of such work, and therefore is not interested. If the same boy could be taken into partnership and shown that his father and mother believe in him and his ability, he would find pleasure in his work as well as his play.

In addition to direction in work, he needs properly directed recreation. He needs camping trips where he can satisfy his desire for the great out of doors; and also does he need trips to other places

1-Owen-Principles of Adolescent Education, Cf. p.163.

among wholesome people, that his outlook may be broadened among companions that will show him the best in life. He needs facilities and suggestions for leisure time activities. There must be a wholesome combination of interesting work and recreation in a wholesome environment for his full development.¹

By way of negative treatment, it is sometimes necessary to inhibit undesirable acts, or the promptings to such acts. It is better to inhibit promptings to undesirable acts than wait for their appearances and try to repress them. This is done by consistent, but patient, sympathetic instruction, and example in self-control on the part of adult companions. There is now more need for control from within than from without.

"There is only one way to form and fix these habitual inner states, as well as these habitual outer movements, and that, as Aristotle taught us long ago, is by doing that which you wish to form the habit of doing. The only way to become an habitual early riser is to rise early, and keep on rising early, until the habit is formed. And the only way to be habitually clean and strong and logical and reverent in your thinking and conduct is to practice strenuously this sort of thinking and action, and refuse the mind's hospitality to the opposite sort, until the habit is formed."²

1-Thrasher-The Gang, Cf. pp. 79-81

2-Tracy-Psychology of Adolescence, pp. 116-117.

Chapter V.

SOCIAL CHARACTERISTICS AND NEEDS OF THE BOY.

Chapter V.

Social Characteristics and Needs of the Boy.

I-Introduction.

The social characteristics and needs of an individual have to do with his relation to his fellow-men; his ability to live in the social order in peace and harmony and his ability to contribute to society. Early adolescence is a time when adjustment or readjustment to the social order becomes necessary, and his future peace, happiness and success largely depends upon this period.

II-Social Characteristics.

1-Natural Grouping.

Early adolescence is known as the "gang period", and this is because of the tendency to form into groups. Thrasher, who has studied 1313 gangs in Chicago, defines the "gang" as "---An interstitial group originally formed spontaneously, and then integrated through conflict. It is characterized by the following types of behavior: meeting face to face, milling, movement through space as a unit, conflict, planning. The result of this collective behavior is the development of tradition, unreflective internal structure, 'esprit de corps', solidarity, morale, group awareness,

and attachment to a local territory".¹

The greatest number of gangs are found to be composed of members from ages eleven to seventeen; cases being given by Thrasher in the gangs he has studied being as follows: ages six to twelve, 18; eleven to seventeen, 455; sixteen to twenty-five, 305; twenty-one to fifty, 38; the strongest tendency to "gang" being found in early adolescence. Therefore early adolescence is considered the "gang" period".²

Boys in this period like to be together, and act together. Group activity appeals to them. A striking illustration of this is seen in the Lieut. White Neighborhood House in New York. Out of seventy-two boys in the various clubs in 1928, forty-eight of them ranged from twelve to fourteen; age thirteen having the highest of the three years. There were only twenty-two from fifteen through seventeen, and only two that were eighteen, which was the maximum age. It is readily seen that there was a gradual decline in their desire to group after early adolescence, and a decided drop after the age of fifteen.

2-Group play.

The play life of the boy is usually with the group, and is along the lines of adventure and discovery; also physical prowess and competition as a group. The

1-Thrasher, The Gang, p.57

2-Ibid, p. 74

group is in search of new experiences and finds these experiences in play. They are discovering powers in themselves and also in other persons and things; and try to test their powers against those of others.

3-Beginning of sex interest.¹

At this period in life, sex interest is awakening. In the early part of this period, however, the adolescent does not like the idea of being seen in company with the opposite sex. They may even go so far as to fake a dislike for the opposite sex. Their interest, however, is manifested in their desire to show their strength, courage, and other manly qualities, in the presence of girls; and girls are equally fond of letting their graces and charms be seen by boyish eyes.

4-More care for dress and personal appearance.

It is interesting to notice the change that takes place in the boy in regard to personal appearance as he comes well into the age of early adolescence. A pre-adolescent cares little for neatness, but now as he grows a little older he thinks more about his appearance. He tries usually to be neat, and look as well as older men, especially the man he likes best of all.

1-Mudge-Psychology of Early Adolescence, Cf. pp.39-41.

5-Hero worship¹

The boy loves the heroic; and likes to read of heroes and their wonderful deeds. He picks out an older person of his own sex, with very few exceptions, who is usually strong physically and is attractive to him in general. Whether he is good or bad, he has great influence over him. This is one of the strongest characteristics of early adolescence and it offers one of the greatest opportunities for training, for through this personal influence his character may be developed. In order that results may be good, however, this worship must be discriminating and reasonable; that the selecting of a worthy personality may be assured, also that this attitude may not continue indefinitely as mere blind admiration and allegiance. The value in wholesome hero worship is in the formation of principles and ideals upon which a boy may develop true Christian manhood.

III-Social Needs.

1-Organized activities.

Man is a social being, and although we find the first real awakening in early adolescence, we find a group consciousness all through life. The boy is not to be blamed for being a member of a particular group

1-Owen-Principles of Adolescent Education, Cf. p.151.

or "gang", for it is perfectly natural and he would be rather peculiar from other boys of his age if he did not belong to a "gang" of one kind or another. The need is not that he be taken out of the gang and considered won for Christ because the ties with a tough gang are broken, but the whole gang should be kept together and their loyalty developed in and through the group. Proper activity is essential. They want and are going to have activity of some kind, and if activity is not suggested or directed they are going to choose and direct their own, often to the horror and dismay of their elders. One criticizes the tough boy but does not lend a hand where it is so needed.

As Thrasher says,¹ "The problem is to control the stimuli which play upon the gang boy, in such a way as to provide him with new experience which shall be personally and socially educative. In brief, it is a problem of substituting organizing activities for those that are demoralizing without eliminating all the thrill in the process."

2-High type of group play.

Play is one of the most important means of developing a boy socially. As this is the period of

1-Thrasher-The Gang, p. 172.

social awakening, his play is with the group. Although boys are mischievous, and often find fun in unfair play, there is a willingness and desire for fair play if properly directed. This is one of the most important lessons to be learned as the boy gradually takes his place as an adult citizen; and it may be learned through a high type of well directed play.

There is great responsibility that rests with the school, the church, and the home, for the play life of the boy. It should not be merely a "sugar-coated" means of holding him, but well balanced, constructive social recreation is needed, and should have a distinct place in the larger program.

3-Encouragement and direction in service.¹

When a boy sees the need, he is quick in response to the call for service; and there being a keen desire for activity, a great opportunity is offered for training in usefulness, and in the establishment of altruistic ideals. The opportunity is offered also for the linking up of service to one's fellowmen with real Christianity; the boy being impressed with the fact that social service is a distinct phase of the teaching and work of Jesus. He may be presented as One who did great

1-Hutchins, Grader Social Service for the Sunday School, Cf. p. 108.

deeds of service, in spite of persecution and self-sacrifice; thus becoming a Hero to the boy and a Companion in service.

4-Wholesome relationship between the sexes.¹

Sex interest should not be unduly excited. Neither should it be suppressed. As this period advances, however, a wholesome relationship should be established between the sexes. In this "we may appeal to the noble elements of chivalry in boys and womanhood in girls." The parents and club leaders of boys and girls should encourage certain activities together, which should, of course, be tactfully and efficiently directed.

5-Wholesome companions.²

A boy needs a "hero" that is a strong wholesome Christian, for he has greater influence on him, possibly, than any one else. He wins his confidence and loyalty, and can do much in molding his life. The problem of blind hero worship of undesirable individuals however, should be met by supplying other interests and diverting his attention to something helpful and constructive.

He also needs wholesome companions of the

1-Mudge-Psychology of Early Adolescence, Cf. pp.47-48.

2-Richardson-The Religious Education of Adolescence,
Cf. pp. 98-99.

same sex. His leader can often help in choosing such companions by the establishment of high ideals. Advice also may be given to advantage, but such advice should be given very tactfully by his "hero" or by someone else in whom he has true confidence.

Chapter VI

Moral Characteristics and Needs of the Boy.

Chapter VI

Moral Characteristics and Needs of the Boy.

I-Introduction.

1-Morality defined.

Morality, as defined by Brooks, is "Conduct prompted by inclination to act for the common good,"¹ If one's action is prompted by the desire to act for the good of all he is moral, but if it is prompted by the desire to injure, he is immoral. The child under the age of "accountability," which is usually placed at about twelve years, is said to be neither moral nor immoral, but unmoral. The early adolescent, however, has reached the period in life in which he has a certain amount of ability to reason.²

2-The value of morality.

"The constitution of things whereby evil is suicidal and good self-conserving is the greatest sanction which morality possesses."³ If it were not for the spirit of morality, life would be in peril continually. Morality must prevail if life is to exist in peace.

3-The relation of morality to ethics.

"Ethics is the science underlying morality."⁴

One must be ethical in order to be moral. He must be able

1-Brooks-Psychology of Adolescence, p. 313.

2-Mudge-Psychology of Early Adolescence, Cf. p.88

3-Horne-Philosophy of Education, p. 141

4-Ibid.

to choose that which is right for the common good.

4-Relation of morality to religion.

"The individual whose life is conserved has the sense of the righteousness of the principles upon which he acts. When the birth of the moral law in self-consciousness has taken place, the tendency is strong to conceive of that law as approved by the Ideal Person, and so the moral law is thought of as the gift of God. At this point Kant thinks morality ends and religion begins. To him religion is the feeling of the moral law as the command of God. In morality a man stands in relation to a self-legislated law; in religion, a man stands in relation to the Giver of the law." ¹ Religion and morality have the same source which is God. ²

One may be moral but not religious, or religious but not moral; if, however, one is a Christian, he is both moral and religious, for morality is included in the teachings of Jesus. "Jesus said unto him, 'Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, Thou shalt love thy neighbor as thyself. On these two commandments hang all the law and the prophets'" ³ These

1-Horne-Philosophy of Education, p. 141

2-Ibid-Cf. 141

3-Matthew 22:37-40

words give a summary of both tables of the law of Moses; man's relation to God and man. One who lives by these commandments as given by Jesus is both moral and religious, living the complete Christian life.

II-Moral Characteristics.

1-Instability.

The moral state of the boy is characterized by instability. As the early adolescent boy has not yet become adjusted within himself, nor to his environment, he is unstable in his morals. There are times when he is in the mood for doing that which is far from right, usually for the thrill and excitement that it furnishes; but at other times he is just as eager for the accomplishment of deeds of the highest and most altruistic type. The following quotation from Tracy describes this unsteadiness:¹

"Side by side with the most exaggerated conscientiousness, and the most passionate longing for moral rectitude, there may be found powerful impulses to sins and crimes, that, in the period of childhood, would never have occurred to the mind, even in the remotest way. Many adolescents have testified to the shock and surprise they felt, to find that suggestions of the most horrible crimes came as it were unbidden to their minds. It seems as though the adolescent discovers his own powers, both to do good and to do evil; and the discovery is sometimes as startling as the discovery that one is standing on the brink of a precipice. Nor does it always end in the mere thought or imagination of crime.-----It is, ^{interesting} to note that the age in which the crime-curve reaches its apex, viz., about fifteen, is nearly coincident with the age in which the largest number of positive decisions in favor of the higher life are taken. The curve of conversion reaches its apex at about

1-Tracy-Psychology of Adolescence, pp. 166-167.

sixteen. It would appear as though the force of the moral and spiritual impulses in both directions, culminates about the middle of the teens, and consequently we find the greatest number of positive eruptions of the inner energies, both in the direction of the good and in the direction of evil."

2-Acute conscientiousness.¹

Especially in the latter part of early adolescence there is a conscientiousness that both guards and torments the boy. It is often a legalistic conscience upbraiding the boy for slight infractions of law or for purely imaginary faults. This legalism grows out of childhood, with its idea of obedience, and comes in contact with the new impulses and moral urgencies of adolescence. The boy of fourteen or fifteen often has a keen sense of obligation to keep his word even in trivial matters and if he is led to break his word, it is with a sense of having broken a vow.

3-Desire for approbation.²

Desire for approbation is not characteristic of early adolescence alone but it appears stronger in this period than any other. It is often a determining factor in the conduct of the boy. He desires to be before the group and if he thinks the group will approve an immoral act, he may fall into this temptation.. It is not

1-Mudge-Psychology of Early Adolescence, Cf. p. 96

2-Ibid Cf. pp. 95-96.

mere "showing off" or egoism, but the desire to adjust himself to his social environment with advantage. In the same manner is he encouraged to perform worthy deeds if it is for such deeds that approval is received.

II-Moral Needs.

1-Vigorous activity.

In the prevention of immoral acts, vigorous activity under proper direction is needed. Usually adolescent crime arises from the "love of excitement and the need of vigorous action and strong emotion, rather than from criminal motives in the strict sense."¹ It is very necessary that the boy be occupied with work and recreation in order to prevent his entertaining such thoughts and desires. The old proverb, "An idle mind is the devil's workshop", is indeed true in this case.

2-Proper instruction.

The boy is often treated with great injustice by his parents and other leaders in their failure to give him the instruction that is needed; for if he is not given wholesome instruction, by the proper persons, he will receive the opposite kind on the streets, in the "gang", etc.

1-Tracy-The Psychology of Adolescence, p. 168.

3-Wholesome influence.

It is reported that a French teacher once declared, "My prize student in morals is the biggest knave of the lot."¹ Mere instruction is not enough. One essential in the moral training of the boy is wholesome influence of adults by means of their personal habits and example. No influence is more potent in character building than the personality of those who form one's social environment. There should be a closer and freer companionship between boys and adults. The ancient Spartans followed a good idea when they established a sort of big-brother plan according to which a boy became the friend and companion of an older man. The Roman father improved on this by himself becoming the close friend and companion of his boy. Other adults also should become acquainted with the boys of the community and try to help them in their character building; if by no other means than providing wholesome companionship and clean living.²

4-Safe companions.

Not only should care be taken concerning adult influence, but also in the choosing of boy and girl companions. Regardless of a boy's influence at home, he may associate with an undesirable group at school

1-Benson, et al - Psychology for Teachers, pp.72-73.

2-Mudge-The Psychology of Early Adolescence, Cf. pp. 55,92.

school or at play that will warp his life. This need may be satisfactorily met by the establishment of high ideals; by tactful sympathetic advice; and the supplying of other interests.

5-Guidance in reading.

That which a boy reads greatly influences his thoughts and actions. Much may be accomplished by furnishing clean wholesome books and other literature for him. He will soon form the habit and desire for this type and a dislike for the other; but this guidance should be given from the beginning.

6-Protection from bad habits.

During the pre-adolescent period, effort should be made to help the boy in forming right habits; for at puberty, this is much more difficult. Much may be done however, in protecting him from bad habits. This is especially valuable, for if these habits are formed during this period he will find great difficulty in overcoming them when he sees the error of his way. It is said to be absolutely impossible to break a habit once formed; that it is merely a case of substituting one habit for another. If a habit is once formed, although it may not be exercised for a long period of time, it may suddenly function when the proper situation appears. Concerning the substitution of habits, a greater expenditure of effort and energy is required than was

necessary for the formation of the original habit. This holds true of habits of thought and feeling as well as of skill and behavior. If a habit is not desired, it should not be formed. If one does not want an act to become habitual, it should not be exercised.¹

7-Wholesome environment.

Over-crowding and unsanitary gloomy housing conditions have a bad effect upon the boy and often lead to crime and other immoral acts; but sufficient room in the midst of clean and wholesome surroundings, make the choice of the higher life more easily made.²

8-Approbation and confidence.

When a boy's actions are worthy of praise he should be applauded. When he knows that his leader has confidence in his ability and will show his approval for deeds well done, the boy is greatly encouraged and is given a strong incentive for right conduct and further accomplishment.³

1-Benson et al - Psychology for Teachers, Cf. pp. 74-75.

2-Richmond - Social Diagnosis, Cf. pp. 151-152.

3-Mudge - The Psychology of Early Adolescence, Cf. pp.94-95.

Chapter VII

Religious Characteristics and Needs of the Boy.

Chapter VII.

Religious Characteristics and Needs of the Boy.

1-Introduction.

It has been rightly stated that, "Religion is neither apart from life, nor a part of life, but life, at its highest and best."¹ In considering the religious life of the early adolescent boy it is necessary to have in mind his preparation for the future; but our chief concern should be for religion as adapted to his present needs. In meeting his present needs, he is being prepared for the future. His religious life of this period depends largely upon the foundation laid in pre-adolescence, but regardless of his previous training the boy needs great care and sympathy as he passes through this period.²

II-Religious Characteristics.

1-Religious awakening.

According to the findings of Starbuck, religious awakenings of all kinds are largely confined to adolescence, or between ages 10 and 21. The high point is placed at 15½ while there are lesser heights at 18 or 19 and 12. This seems to indicate that religious feeling comes as a "tidal wave" which culminates at

1-Tracy-Psychology of Adolescence, p. 185.

2-Mudge-The Psychology of Early Adolescence, Cf. p. 100

3-Starbuck-The Psychology of Religion, Cf. p. 205.

the beginning of middle adolescence, and that lesser waves precede and follow its crest.¹

2-Apparent lack of interest.

Although there is a religious awakening in early adolescence, comparatively few boys have this experience before the beginning of middle adolescence. There being a definite experience in the lives of some, however, indicates that others are on the verge of a like experience. Before this awakening occurs, there is an apparent lack of interest. On certain occasions he is very enthusiastic, but at other times he seems lifeless and dull. This attitude is attributed to two causes. One is lack of ability on the part of his teacher to make the subject interesting; and the other is his unstable, changing, physical condition.²

3-Religious doubts. ³

Not only does there seem to be a lack of interest in religion on the part of many in this period, but religious doubts also appear. The high point for the beginning of doubt in the early adolescent boy is fourteen years. When doubts do appear, it is often to the dismay of adults, but there is no reason for great

1-Starbuck-The Psychology of Religion, Cf. p. 205.

2-Tracy-Psychology of Adolescence, Cf. p. 108.

3-Starbuck-The Psychology of Religion, Cf. pp. 239-240.

alarm if these doubts are treated with sympathy and understanding; for in this period they are usually caused by the expansion of the mind and the enlargement of the mental outlook.

The early adolescent is beginning to question the reality of the unseen, and demands proof of such reality. He usually doubts that which is beyond possibly proof, without experience, and faith in authority is necessary for its acceptance. If he feels that he cannot trust this authority, or certain doctrines are laid before him dogmatically, faith is undermined and mental distress follows, at least for a time.¹

4-Religion, personal and practical.

"The whole religious life is now assembled or organized around the doing of things that have the approval of the highest in authority."² He does that which he thinks the one highest in authority wants him to do. He seems to be little concerned about the intellectual aspects of religion, but is more interested in its practical applications, both in service and in personal conduct. As in childhood, he still thinks of God as a King whose will is law, which is indeed provi-

1-Mudge-The Psychology of Early Adolescence, Cf. pp. 102-104

2-Richardson-The Religious Education of Adolescence, Cf. pp. 81-84.

dential, for opportunity is provided for presenting the moral and social aspects of the Christian life.¹

III-Religious Needs.

1-Instruction, both interesting and constructive.

The early adolescent needs instruction that is interesting, and at the same time, worthwhile. He would be interested in learning more about Christianity and how to be a Christian, if such were really taught in an interesting way. There is a need for the development of reverence, love and character; all of which lead to consecration. Bible truths must be made attractive and real so that he will take them as a guide in life.

2-Active, social service.

The linking up of Christianity with the doing of good deeds is one of the best ways to show the boy that Christianity is something vital and practical. He needs to know that it is the combination of faith in Christ and service to one's fellowmen. He should have service projects pointed out to him and encouragement in carrying them out. All of this leads toward the stimulation of faith and the establishment of needful altruistic ideals.

3-Direction in worship.

The boy must be drawn close to God. This

1-Mudge-The Psychology of Early Adolescence,Cf.pp.112-113.

is accomplished through worship, that is "in spirit and in truth." Worship should be so motivated that the experience is that of nearness to God, and realization of one's duty to God in his social relationships; thus stimulating the worshiper with an unfailing source of spiritual dynamic.¹

4-Religion in the home.

Not only should the boy be in a religious atmosphere in the Church School and Church, but also at home. When he sees that Christianity is essential to his mother and father he will be apt to feel that it is essential to him; but if there is indifference in the home, the boy will naturally be likewise affected. Real religion should be a part of the home. Forced religion should not be attempted for the sake of the children in the home, but the religion that is there should be natural and sincere. The difference can easily be detected and hypocrisy is worse than none at all.

5-Help in meeting religious difficulties.

Doubts are not serious unless aggravated by lack of sympathy and understanding on the part of adults. Often they do not understand adolescent doubts and look on them as a sacrilege against Christianity. This, however, is wrong and is a crime committed against the boy. A striking illustration of wise treatment is given by

¹-Betts and Hawthorne-Method in Teaching Religion, Cf. p. 446.

Starbuck:¹

"If serious intellectual questionings are met seriously, it appears that often youth is kept steady when otherwise it might rebel. A minister of the writer's acquaintance, who is a wise teacher and parent, learned indirectly that his son was beginning to inquire into the things he had been taught, and had even asked for reasons why he should believe in the existence of God. Instead of treating the slumbering doubt as an offence against religion, and fearing that the boy was on the downward road, he awaited his opportunity to help him through his difficulties. He describes the incident in this way:

17592 "It ~~was~~ in the evening. We walked together chatting in most familiar fashion. I took him by the hand, and after a little pause in the conversation, I said substantially, "I heard something good about you the other day, something that showed that you are growing toward manhood." Of course he wanted to know what I had heard, and I told him. I told him that children get most of their first ideas from their parents, just as the little robins get their food from their parents, but that as they grow they want to know some reason for their opinions; that I was glad to have him ask for reasons for believing that there is a God; that this question of his made my heart leap with gladness as I thought of the time when we would sit in my study as companions in thought, and talk over great things." The father adds, "The boy is a Christian man at this writing, preparing a graduating thesis on Christian Ethics."

Would that more fathers and leaders understood boys in this way. Both the boy and adults need to know that it is no sin to question great truths, but an indication that there is a desire to have a reason for believing.² The boy needs the truth as a personal possession. He cannot meet life with his father's or mother's religion. It must be his own.

1-Starbuck- The Psychology of Religion, pp. 301-302.

2-I Peter 3:15. Cf.

Chapter VIII

Summary of Part I

(CHARACTERISTICS AND NEEDS OF THE BOY.)

Chapter VIII

Summary of Part I

(CHARACTERISTICS AND NEEDS OF THE BOY.)

1- Physical

Physically, there are marked changes in the boy. Puberty marks the beginning of the period and secondary characteristics also appear, such as the relative lengthening of the trunk, a deepening of the voice and growth of hair on the face and other parts of the body. There is also quite an advance in height and weight. Because of the rapidity and unevenness of growth awkwardness and "growing pains" are characteristic. The heart and arteries are increasing in size, during the early part of the period, the former growing more rapidly than the latter; the lungs and larynx are increasing in size, capacity, and power; the stomach is enlarging faster in proportion than the liver; the glands are developing and functioning, especially those that are concerned with the function of procreation; the brain and nervous system are developing, there being very little growth of the brain but great psychic development. This unevenness of development of the bodily organs places them open to extra strain. Although the boy in this period

has low physical endurance, and is beset by many troubles, he has great power of resistance to disease. It is a period of marked vitality.

For the boy's proper physical development he should have a great amount of well regulated exercise and wholesome life out of doors. Also should a proper dietary be established for him that he may receive a sufficient amount of wholesome, well balanced, well cooked food at regular intervals. No less important is his need of rest. As he is in the process of development and has comparatively low physical endurance he should have eight to ten hours of sleep every night. Certain instruction should also be given him concerning the physical side of life. He should be told of the sacredness of the body as the temple of true manhood, and that which is necessary for its proper care and development.

2-Intellectual

The boy is experiencing an awakening of his intellectual powers and is beginning to question into the deeper things of life. Due to unevenness of development and lack of experience, however, his judgments are as yet unstable. In the latter part of this period and in middle adolescence there is exuberant imagination and day dreaming.

It is far more active than in preceding years and acquires a new vividness. He is experiencing a growth of intellectual interests or pursuits. He usually has quite a fascination for reading, especially tales of adventure and heroism. He also becomes interested in making collections of various sorts, usually specializing in some particular one. His memory has also grown but does not like drill in memory work. There is a fickleness of interest and attention that marks this period. He very seldom appears interested when he is not, but even at times when he does not seem interested, he hears and understands more than is supposed.

One of the boy's greatest needs in this phase of life is understanding on the part of adults that he now has a certain amount of reasoning power of his own, and should be given a reasonable amount of freedom in making decisions. He needs also to have respect for the wisdom and advice of his elders, and not to be too ready with his judgments until sufficient information is obtained. He needs guidance in the proper choice of books that are simple, clean, wholesome and of great variety. He needs also an abundance of objective interests; those interests that have motive, but are external to the mind, or do not require mental strain. In this way his mind

may be protected from over-stimulation.

3-Emotional

Emotionally, the boy is confused and unstable. Sometimes his emotions are very strong and rather primitive, but very soon they may be just opposite. The boy is hungry for thrills and excitement and is in search of the satisfaction of this desire. He is often extremely self-conscious, and feels that the world has turned against him. Self-consciousness is also characteristic of this period. He does not understand himself nor people about him, and he finds it difficult to adjust himself.

In training the boy there should be a sublimation rather than repression of undesirable emotions, and the development and stabilization of higher emotions. In this training he should have positive treatment rather than negative. He needs an understanding of one's relation to other human beings. He needs exercise in active service. The emotions aroused in religious instruction and worship should be given opportunity of expression. He needs recreation, and the cultivation of self-control and poise. He needs an understanding of self and the cultivation of a sense of humor which would save him much agony. He needs protection from contact

with unwholesome emotions. And also very important is the need for understanding on the part of adult companions.

4-Volitional.

The boy lacks control of his actions. That which he does often surprises himself as well as those about him. Whatever he does, however, depends upon interest. This is true to a certain extent throughout life but seems to be even stronger in early adolescence. Imitation and independence are also characteristic of this period. He imitates what is being done by those whom he admires, but wants to have the privilege of choosing his course of action as his feeling and conscience dictates.

The cultivation of self-control is very needful to the early adolescent. He wants to choose for himself but his judgments are unstable. He needs to be guided in making decisions in such a way that he will feel that it is his own idea, and he will throw himself into its fulfillment with great enthusiasm. His excess energy is a great asset in his development, and advantage should be taken of it by giving him purposeful direction in interesting work and recreation. He does not readily respond to

authority as such, but he does respond in a positive way to adult approval and confidence.

5-Social.

There is a tendency for natural grouping of boys in this period into "gangs". He loves his gang and is loyal to it. Also does he like group play that has in it adventure and discovery, and a chance to show bravery or physical prowess in the group, or individually for the group. There is a beginning of sex interest, and he is found to pay more attention to dress and personal appearance. He loves the heroic, and chooses a hero of his own whom he holds up as ideal.

Instead of the boy finding and taking part in various forms of demoralizing play, he needs organizing activities and the kind of play that is constructive. He needs the establishment of altruistic ideals; becoming mindful to a greater extent of the rights and interests of others outside of his own group. He should be given opportunity for wholesome relationship with the opposite sex. He should also be given opportunity for adult companionship that is wholesome and uplifting.

6-Moral

Morally, the boy is unstable. At certain

times he is in the mood for doing those things that are far from right, but at other times he is just as eager for the accomplishment of deeds of the highest and most altruistic type. It is interesting to note that the apex of both crime and the largest number of positive decisions for the higher life come about the same time. There is a great desire for appreciation and confidence and this is often a determining factor in making the choice.

It appears that the boy must receive wholesome training in pre-adolescent years, when habit forming is strong; and also in early adolescence so that he may be held true. There are several things that he now needs in accomplishment of this. They are vigorous action; proper instruction; wholesome influence; proper companions; guidance in reading; protection from bad habits; approval for right actions; and a clean wholesome environment. It is necessary to keep the boy pure from the beginning, if he is to be spared the unwholesome memory of an impure life.

7-Religious.

The boy is experiencing also a religious awakening. At times there is an apparent lack of interest, due partly to his changing physical condition and also a desire for reality. He is

beginning to question the reality of the unseen. He often experiences religious doubts, due to the expansion of the mind, and the enlargement of the mental outlook, but he may be led by the right methods to see the truth as truth. Religion to him is more personal and practical than it was in childhood. He has the desire for something vital and real, and religion must become this to him if it is to be accepted.

To satisfy this desire he must have religious instruction that is both interesting and constructive. God must be made real to him as a living and active Being. He must be given something to do that is worthwhile. The boy needs help also in solving his difficulties. His questioning and doubts should by no means be considered a sacrilege against religion but should be treated as natural. He needs only to be sympathetically led to see the truth for himself. Another essential is religion in the home. Not only does he need the proper influence in Church and Sunday School, but he needs it in the home as a vital part of everyday life.

CONCLUSION.

Study of the subject thus far has shown a sevenfold development in the life of the boy, with its accompanying needs. It is evident, therefore,

that a sevenfold program is necessary for the meeting of these needs, if he is to grow into well rounded manhood; and it is for the meeting of these needs that the following chapters are written.

PART II

A SEVENFOLD PLAN FOR MEETING THE NEEDS
OF THE
EARLY ADOLESCENT BOY.

INTRODUCTION TO PART II

The purpose of this section is to set forth basic elements of a sevenfold program, for the thorough, well-rounded development of early adolescent boys. It is not the purpose of the writer to give a complete program, but the foundation upon which a leader may build a program for his particular group. In this the leader is not bound to a set program, but may use his initiative in building his own. As he grows more and more into the work, and understanding of the boys of his group, he will find new plans and activities which appeal to them, and contribute to their development. In chapter nine suggestions are given for organizing a club, and in chapters ten through sixteen projects and other activities are suggested for use in this club for the development of the boy's sevenfold life; based particularly upon the sevenfold needs discovered in chapters one through eight of this volume.

Chapter IX

Organizing a Sevenfold Club.

In organizing and conducting a boy's club, definite guiding principles should be developed. Each club will probably find it necessary and interesting to make its own, but the following are offered as suggestions:

1-THE CLUB HOME- If possible, the Church should be the home of the club. Then the boys will feel that they are a part of the church organization, and the Church will be able to guard the progress and welfare of the club.

2-THE CLUB LEADER- An adult leader should be chosen by the governing board of the church, who loves and understands boys; and who is a worthy example and competent leader of boys.

3-PERSONNEL OF THE CLUB- The club may be formed from the Intermediate department of the Sunday School or all Intermediate departments in the community; all Intermediates considering themselves members of the club. The club and the Sunday School department should not feel themselves separate, but one organization.

5-SMALLER DIVISIONS- The club should be divided into

smaller groups of six or eight members, for the purpose of group projects, competition, etc., each having a leader of its own number. It is well to group them according to "gangs" if possible that loyalty may begin in the smaller group and work out into the club as a whole.

6-MEETINGS- There should be two meetings each week; one on Sunday, as a class or department in the Church School, and the other, one evening in the week; the former for instruction and inspiration, and the other for expression and recreation. There will, of course, be some overlapping, but this may be considered a general division.

Both Sunday and week-day programs should have the same leader. If this is impossible unity and correlation may still exist, if there is cooperation between the two leaders. If there has to be a separate leader for each, there should be a third leader, or chairman of a committee for keeping the programs correlated. If this is found impossible, this duty may be definitely assigned to one of the other two leaders.

7-PROGRAM-The program should be built for the sevenfold development of the boy: physical, intellectual, emotional, volitional, social, moral, and religious. The program for the meetings of the club should not be con-

sidered its total program; the boy should be supplied with projects and other activities throughout the week.

8-PROGRESS- The point system, or other progressive steps in the program may be worked out to encourage growth, and certain insignia given as the award for each step.

9-IDENTIFICATION- If desirable, a definite uniform or pin may be worn to indicate membership and promote unity.

10-CONSTITUTION- A fine project for the club soon after its organization, is the building of a constitution. It would be well for the whole club to discuss the various items and reach group decisions. At least such matters as the following should be decided by the whole club; name, purpose, pins or insignia, colors, officers, time and place of meeting, dues and fees, quorum, committees, and amendments. These may be decided upon, and a committee appointed, to write it up in proper form and present it to the club for approval, the leader being an ex officio member of the committee.

11-RITUAL- After the constitution is completed, the boys would profit by and be interested in building a ritual for use in the meetings. The same or different ritual may be used in the Sunday and week-day meetings. In carrying through this project, there are several ques-

tions listed below that suggest how a ritual might be built that would tend to influence the everyday life of the boy as well as make the club meetings more meaningful:

"1)What are the purposes for which this club exists? (List them.)

"2)What are the different situations or places where the purposes of the club should make a difference; such as situations at home, school, Church, in the community and club life.

"3)How could these be worked into the ritual?

"4)What seating arrangement could make the meaning of the Purpose and its relation to life situations and ideals clearer?

"5)What use of Scripture would make the connection between the Club purpose and these situations have richer meaning?

"6)What story might be worked into the ritual?

"7)How can music and lighting effects be used to enrich the meaning of the Purposes of the Club?

"8)What grip or signals should be used?

"9)How may there be introduced the Purpose, slogan, name and button?

"10)How shall prayer and Scripture be used?

"11)Who should take part in the ritual?

"12)After the above discussion, does the group wish to turn over the details to a committee to formulate and present for trial, suggestions and revision?"¹

In the building of this ritual, an aim similar to the following may be used as the background, or as

1-Pioneer Manual (Boys' Edition)- pp. 2-3

a definite part of it in order that the boy may better understand the development of the whole life in its seven aspects as he grows into manhood:

My aim in life is

to have a strong body	(Physical)
to improve my mind,	(Intellectual)
to be self-controlled,	(Emotional)
to do things worthwhile,	(Volitional)
to be a loyal citizen,	(Social)
to live a clean life,	(Moral)
to love and serve my God.	(Religious)

CHAPTER X

The Physical Development of the Boy.

Chapter X

The Physical Development of the Boy.

Much depends upon the physical development of the boy. It is of prime importance, for the development of the other aspects of his life largely depends upon it. For his proper development physically, he must have a great amount of exercise, especially in the open air. He must know how to care for his body, in his eating, resting, hygienic habits, etc. There is need for both instruction and practice in his physical development. In this chapter, typical projects are given for practical use.

Chapter X

For the Physical Development of the Boy.

Projects for the group:

- 1)ATHLETICS - Organize an athletic team in season (basketball, baseball, volley ball, tennis, track, swimming, soccer, hockey, etc.) Elect a captain, schedule practices and join a league, or schedule games with other teams. Have instruction and discussion of rules. It may be well to bring in a school coach or player to assist.¹
- 2)HIKE- Go on a hike; the whole group going if possible. Through discussion and vote, decide upon the day, place and objective, food, transportation, etc. Appoint boys to arrange necessary details.²
- 3)SWIMMING- Take the boys swimming, as often as possible. It is a fine way to get close to them. They appreciate the effort and both leader and boys profit by the recreation, especially if it is in the country.
- 4)SWIMMING MEET- Challenge another club to a swimming meet. Have the boys make the challenge or accept challenge of another club. In cooperation with the

1-Pioneer Manual (Boy's Edition) Cf. p. 13.

2-Handbook for Boys (B.S.A.) Cf. pp. 98-99.

other club, have the boys secure officials, choose events, arrange for a pool and work out other details.¹

5)LIFE SAVING- Receive instruction in life saving and artificial resuscitation. Put into actual practice by using each other as "victims". There is value also in diving to the bottom for stones or bags of sand weighing at least five pounds.

6)ROWING- Give the boys instruction in rowing and handling of the boat. Let each boy do some rowing.

7)GROUP GAMES- Frequently include group games in the evening program of your club, other than the games mentioned above under "athletics". Have the boys find and present new games, by reading and by interviewing directors of physical education. Let different boys conduct the games.²

8)TRACK MEET- Challenge another club to track and field meet. Let boys arrange for field, equipment, officials and other details, and let them choose the events to be included.

9)GYMNASTICS AND PHYSICAL EXERCISES- Have at least five minutes of body-building exercise in mid-week meeting with coats off and room well ventilated. One of the

1-Pioneer Manual (Boys' Edition Cf. p.13)

2-Cheley-Baker-Camp and Outing Activities, Cf.p.22-131.

boys should lead. If possible, secure mats and practice tumbling, pyramid building, etc. Competition in the hexathlon can be had by consultation with the Y.M.C.A. Physical Director.¹

10)HORSE SHOE PITCHING- Have stakes and horse shoes for contests at or near meeting place. Hold a championship tournament among club members or in competition with another club.

11)ARCHERY- Take up archery. Let the boys make or purchase, preferably make, bows, arrows and targets. Have them study written matter on archery and, if possible, secure the assistance of an expert for a few times. (See Loose-Leaf Library; F. H. Cheley, editor, Denver.)²

12)HEALTH HABITS-Conduct talk or discussion on health habits; eating, sleeping, exercise, teeth, ears, eyes and nose, posture, etc. Have the boys prepare papers or talks on various phases of the general subject.³

13)PHYSICAL EXAMINATION- Have physical examinations of all boys in the club. Physicians and dentists of the church or community or the Physical Department of

1-Handbook for Boys (B.S.A.) Cf. pp.503-508.

2-Pioneer Manual (Boy's Edition) Cf. p. 13.

3-Cheley-Baker - Camps and Outing Activities, Cf.p.22.

the Y. M. C. A. may become interested and cooperate in this.

14)PHYSICALLY-FIT CONTEST- Arrange for a contest with another club or within the club to extend over a period of six months or a year, having all boys examined and diets and habits of sleep, exercise, conduct,etc. prescribed, and at the end of the time decided upon, a second examination made and compared. This may be based upon amount of improvement or nearness to the health standard.

Projects for the individual:

1-Have a thorough physical examination by a doctor that is approved by your leader.

"2-Reach the given standards in any of the following athletic events:¹

	Age 12 or up to 95 lbs.	Age 13 or 95 to 110 lbs.	Age 14 or 110 to 125 lbs.	Age 15 or over 125 lbs.
"a-Standing Broad Jump-----	5'4"	5'10"	6'4"	7'2"
"b-Hop,Skip & Jump-----	14'6"	16'6"	18'6"	21'6"
"c-Chinning-----	4 times	4 times	6 times	8 times
"d-Push-ups-----	6 times	8 times	10 times	12 times
"e-8-lb.Heave----	11'	13'	15'	20'
"f-Potato Race, 4 laps	28 sec.	26 sec.	24 sec.	23 sec.

1-Pioneer Manual (Boys' Edition) p.19 See also Cheley-Baker - Camp and Outing Activities, p. 72.

	<u>Age 12</u>	<u>Age 13</u>	<u>Age 14</u>	<u>Age 15</u>
"g-Rope Climb, 18 foot----	15.3 sec.	15.2 sec.	15.1 sec.	14 sec.
"h-Baseball Throw-----	135	175	185	200
"i-Running Broad Jump-	10'4"	11'6"	12'	13'2"
"j-One mile walk-----	13	12	11.2	10.4*

3-Attain reasonable proficiency in at least one major sport.

4-Learn, play and be able to describe ten group games.

5-Consult a doctor and get a statement giving the kind and amount of food that you should eat and the amount of sleep you should have for your finest health and development; and follow it to the best of your ability.

7-Make a chart giving proper health habits and check up each day and take account of your progress and growth.

CHAPTER XI

THE INTELLECTUAL DEVELOPMENT OF THE BOY.

Chapter XI

The Intellectual Development of the Boy.

In meeting the intellectual needs of the boy it is necessary that his leader recognize his desire to think for himself and make his own decisions, and he should be allowed to do so as far as practical. The boy should be taught, by discussion, illustrations, stories, projects, etc. that it is well to at least respect the wisdom, experience, and advice of those who have traveled before him. He should be inspired to do his best in Public School and Church School subjects but should be supplied also with a large number of objective interests so that his mind will have the rest and variety that is necessary to save him from over stimulation.

Projects for the group:

1-SCHOOL VALUE DISCUSSIONS- Conduct a discussion or series of discussions on "How to Get the Greatest Value from School". Such discussions might be opened by two or three papers or talks by boys. It would be well to have the boys ask a special speaker to speak at the close (teacher, college student, or some other interested in the subject). The topic might be such as "The Value of an Education," "Why Go to High School?" etc.¹

2-PARLIAMENTARY PROCEDURE-Make a study of Parliamentary Law with the boys, consisting chiefly of active drills extending over several meetings. See "Robert's Rules of Order."²

3-CLUB "MUSEUM"- Create a club "Museum". Let the boys decide what types of specimens are to be collected. Have them investigate methods for preserving specimens. Mounted butterflies, pressed leaves and wild flowers, different kinds of wood and relics of various kinds make good club collections. Various fungi may be preserved in very small bottles filled with alcohol.³

NATURE STUDY. - Create an interest in nature study; astronomy, bird life, wild flowers

1-Pioneer Manual (Boys' Edition) - Cf. p. 11

2-Ibid, Cf. p. 11

3-Cheley-Baker - Camp and Outing Activities, Cf.pp.307-308.

of the vicinity, insects, forestry, etc.¹

5-CONSTRUCT FURNITURE- As a club, undertake to construct a number of useful articles for the Sunday School, club-room, church house, etc. and put on an exhibit.²

6-CLUB WORKSHOP- Let the boys plan and equip a club workshop where all sorts of useful and interesting things may be made. Such things as a work bench, tools and materials might be accumulated through purchase, donations by boys and interested adults. If the boys are allowed to plan the equipment, it will come faster than if the leader should do it all.³

7-FAIR- Have an exhibit of articles made or collected, by the boys. Let them plan and arrange all details themselves: the nature of the exhibits, the decorations, those to be invited, prizes, etc.

8-MAP MAKING- Make a study of map making and choose an area for charting. Their own community and the surrounding country make interesting territory for map making.⁴

9-KNOT TYING- Study the art and usefulness of tying knots. Have several short ropes available (about three or four

1-Cheley-Baker - Camp and Outing Activities, Cf. pp. 304-337

2-Handbook for Boys (B.S.A.) Cf. pp. 275, 423.

3-Pioneer Manual (Boys' Edition) Cf. p. 12

4-Handbook for Boys (B.S.A.) Cf. pp. 262-274.

feet in length) and practice tying the knots and splicing ropes.¹

10-FIRE BUILDING AND COOKING- Practice fire building and cooking in the open, preferably in the woods using local material. Have the boys build their own fires and cook their own meals.²

11-Paper- A club paper may be published with a staff of boys editing it. Might well be mimeographed, or if desirable and practical, printed. Instead of this or in addition, a Church or Church School paper or bulletin may be published with much of the work being done by the boys.

12- ORCHESTRA- If there is sufficient talent in the club, form an orchestra. This may be used in camp, social functions, etc.³

Projects for the individual:

1-Make and fly a kite or a model aeroplane.

2-Build a bird house for a specific type of bird and erect it at home or at camp.⁴

3-Make a neatly labeled collection of one or all of

1-Handbook for Boys (B.S.A.) Cf. 69-76.

2-Cheley-Baker - Camp and Outing Activities, Cf. pp.204-205.

3-Ibid Cf. p. 222

4-Ibid Cf. pp.309-310

the following: Stamps of various countries; relics (such as arrowheads, Indian implements, etc.); pictures you have both taken and finished; rare coins, minerals, samples of different kinds of wood, leaves of trees, insects, wild flowers, moths, etc.¹

4-Construct or reconstruct some useful article for the home, club room or Sunday School.

5-Construct a bow and arrow well enough to use in target practice.²

6-Preside over at least two meetings of your group using correct parliamentary procedure throughout the meeting.³

7-Memorize game and fish laws effective in your state and district or county.⁴

Books and Magazines to suggest:

"The Outdoor Handy Book" - D. C. Beard
 "Secrets of the Woods" - W. J. Long
 "Book of Woodcraft and Indian Lore" - Ernest Thompson Seton.
 "Nature Study and Life" - Clifton F. Hodge
 "Jack of All Trades" - D. C. Beard
 "Birds of Village and Field" - F. A. Merriam
 "Astronomy for Everybody" - Simon Newcomb
 Boy Scout Manual
 Magazines:
 Boy's Life
 American Boy
 Youth's Companion
 National Geographic

1-Pioneer Manual (Boys' Edition) Cf. p. 17
 2-Handbook for Boys (B.S.A.) Cf. 552-555
 3-Pioneer Manual (Boys' Edition) Cf. p. 18
 4-Ibid

CHAPTER XII

THE EMOTIONAL DEVELOPMENT OF THE BOY.

Chapter XII

The Emotional Development of the Boy.

In brief, the purpose of this section is to give various suggestions that should be useful in protecting the boy from contact with undesirable emotions; and in bringing out or cultivation of his higher emotions, so that he will possess self-control and poise, and will be of benefit to himself and other persons and things about him. For the accomplishment of this task the treatment of his emotions must be positive rather than negative; he must understand the reason for his own characteristics, and his relation to other human beings; he must be given proper sex education; he must be encouraged and directed in active social service and wholesome recreation. For projects in social service, see chapter sixteen; and for recreation, see chapter ten.

Treatment of Special Emotions.

There are several emotions that are noticed particularly in early adolescence, and the attempt shall be made to give methods of dealing with them. When possible the words of the authorities shall be used.

1-FEAR- This emotion is not prominent in early adolescence, but on certain occasions it arises and preparation should be made for its control.

"Fear influences every organ and tissue in the body. Each organ or tissue is stimulated or inhibited according to its use or hindrance in securing an adequate biological adjustment. By the concentration of all forces on the neuro-muscular mechanism, greater power is developed. Under the drive of fear one is often able to perform almost superhuman feats. The use of all the forces involved during an emergency may leave the individual in an exhausted state after the fear experience.

"There are three important ways of dealing with fear when it makes its appearance. The example of parent and teacher is effective in inhibiting tendencies toward fear in children; efficient fire drill and calm voice of command may prevent a panic. The fear responses can be lessened by associating some original satisfier with the stimulus that arouses fear. Appeal to the child's knowledge and reason may also be used to prevent a situation from evoking fear. The value of the method depends upon the age, experience, and mentality of the individual. Fear has its place in the order of things. In a modified form it is necessary for the maintenance of society. As civilization advances, there is a diminishing demand for the use of fear as a controlling factor."¹

2-HATE- At times this is very prominent in early adolescence, and proper instruction should be given the boy

1-Benson, et al Psychology for Teachers, pp. 107-108.

concerning it.

"Hate in its cruder forms is a characteristic of the savage mind. It arises when there is a blocking of an emotion or a desire. Hate is a destructive emotion and those who seek to rule by it must ultimately fail. It has no place in modern society. How can the individual who hates somebody or something be restrained or reconditioned? We turn to William James for the answer. James says:

"'Love your enemies, your positive and active enemies. Either this is a mere Oriental hyperbole, a bit of verbal extravagance meaning only that we should, in so far as we can, abate our animosities, or else it is sincere and literal. Outside of certain cases of intimate individual relations it seldom has been taken literally. Yet it makes one ask the question: Can there in general be a level of emotion so unified, so oblitative of differences between man and man, that even enmity may come to be an irrelevant circumstance and fail to inhibit the friendlier interests aroused. If positive well-wishing could attain so supreme a degree of excitement, those who were swayed by it might well seem superhuman beings. Their life would be morally discrete from the lives of other men, and there is no saying--what the effects might be. They might conceivably transform the world.'" (William James-Varieties of Religious Experience, p. 23)¹

3-ANGER- Everyone working with boys sees many examples of one boy becoming angry with another; and how he seeks to show him where he stands either by tongue or fist.

"Anger may be controlled by directing attention to the emotion itself, by counting ten before saying the cutting word or striking the blow, or by working off the energy in some violent exercise, the observations of others who are angry may check ones' own anger; a reflecting attitude or even a feeling of amusement may follow. A soft answer turneth away wrath is a proverb psychologically sound in situations where anger and hate are to be found.

1-Benson, et al- Psychology for Teachers, p. 108.

The individual gains control of his emotions, thoughts, and actions through education. Society controls them in the individual and the group through such agencies as customs and traditions, personal beliefs, law, government, education, art, and public opinion."¹

2-Sex Instruction.

Sex education is said to be more a matter of emotional psychology than intellectual psychology,² and for that reason it is given here. This is a subject that has been evaded by parents and other adult leaders of boys too long. Galloway, in his book on "Biology of sex", has attempted to "furnish the point of view that teachers should have in their approach to the actual work of mastering the problem and of instructing and inspiring youth, rather than to suggest just the information which the pupil must have at the various stages of his development."³

The one to give sex information to boys is either the boy's father or mature personal friend, teacher, athletic director, etc.⁴ Below, are listed a few projects that may be used in giving the boy this proper sex instruction, examples of which will be found in the appendix:

1)"To use the differences between them and the larger boys and girls.

1-Benson, et al - Psychology for Teachers, p. 109

2-Galloway-Biology of Sex, Cf. p. 108

3-Ibid-p.106

4-Ibid, Cf. p. 113

2)"To use the facts of present individual sex development:- internal secretions, erections, seminal emissions,-----; the emotional and social changes.

3)"The perverse uses of sex: day-dreaming, masturbation, etc.

4)"To use the fickleness and changeableness of the interest in youth in order to get breadth of interest and power of discrimination of values.

5)"To use the 'gang' (homo-sexual) as transitional from the individual, to a full social attitude.

6)"To use the 'gang' as a basis for wholesome sex-social attitudes.

7)"To use physical exercise, growth and measurements educatively.

8)"To use the boy's wish to be manly.

9)"To build up a taste and preference for cleanness, as against vulgarity, in respect to sex phenomena."

10)"To use for permanent character the first love of a boy or girl.

11)"To use the facts about the development of the other sex in an inspiring way..

12)"To prevent sex becoming 'funny', or a vulgar joke".¹

3-Other Projects.

Other projects that may be used in meeting the emotional needs of the boy are as follows:

1)Put on a clean, wholesome play. The proceeds may be used for helping another boy in school, or buying school books for several who are unable to buy them.²

1-Galloway-Biology of Sex, pp. 122-123

2-Hutchins-Graded Social Service for the Sunday School, Cf. p. 39.

2)Have a discussion on the characteristics of the boy.

3)Have a discussion on the relation of the boy to other persons and things about him.

4)Have a talk and discussion on the value of a sense of humor.

Books to suggest:

"Scottish Chiefs," Jane Porter.

"Man without a Country," E.E. Hale.

"The Reward of Virtue," Henry Van Dyke.

"The Fight for Character," H. C. King.

"Freckles," G. Stratton Porter.

"Laddie," G. Stratton Porter.

"Ben Hur: a Tale of the Christ," Lew Wallace.

CHAPTER XIII

THE VOLITIONAL DEVELOPMENT OF THE BOY

Chapter XIII.

The Volitional Development of the Boy.

In meeting the volitional needs of the boy it is necessary to supply him with an abundance of purposeful activity, such as interesting work, hobbies, and other wholesome recreation with a worthwhile people. There is also a need for direct but tactful and sympathetic instruction concerning right actions, right speech, customs, etc. Several suggestions shall be given below, but they may be added to as the leader or parent sees fit:

1-Occupations and hobbies in which he may be interested:

- | | |
|------------------------|--------------------------|
| 1) Landscape gardening | 14) Photography |
| 2) Vegetable gardening | 15) Printing |
| 3) Pig raising | 16) Clerking, spare time |
| 4) Chicken raising | 17) Messenger, " " |
| 5) Cattle raising | 18) Selling papers " |
| 6) Farming | 19) Architecture |
| 7) Forestry | 20) Mechanical arts |
| 8) Art | 21) Radio |
| 9) Cartooning | 22) Archery |
| 10) Electricity | 23) Astronomy |
| 11) Journalism | 24) Thrift |
| 12) Mechanics | 25) Woodcraft |
| 13) Music | 26) Collections |

2-Instruction(Sunday Meeting)

1)Have boys make a list of habits they think should be formed and bring them to class. Discuss these as to value and how they may be formed.

2)Have a discussion on right speech. Discuss its value and how one may control himself by thinking before speaking, or putting himself in the place of the other person.

3)Have discussion on right actions, their value and possibility.

4)When boys reach the stage when they become interested in what they are going to do in life, conduct discussions on vocational guidance and have experts come in and talk on their various professions. (This may be in either the Sunday or week-day meeting, or both.)

3-Correction.

Correction, as well as instruction, is sometimes necessary. Sometimes it is best to give it immediately, but at other times that would be a great mistake; the best time in that case being later when the leader and the boy are away from the crowd. However, all of it should be given in a tactful, sympathetic and understanding manner so that the boy will know that his leader is doing it because of his love for him, rather than desire to condemn.

CHAPTER XIV

THE SOCIAL DEVELOPMENT OF THE BOY.

Chapter XIV

The Social Development of the Boy.

In meeting the social needs of the boy he should be supplied with suggested organized activities and a high type of group play. (See also Chapter ten.) He should be assisted in the establishment of a wholesome relationship between the sexes, and also altruistic ideals toward society. (See Chapter sixteen for projects in social service.)

Projects for the Group:

1-FATHER AND SON BANQUET - Conduct a father and son banquet, having the boys plan the date and program, invite their fathers, decorate the dining room, prepare or arrange for the preparation of the meal, etc. Have a boy for the toastmaster and other boys and fathers in the program. (National Father and Son Week in November.)¹

2-MOTHER AND SON BANQUET - Have a mother and son banquet on the order of the one mentioned above.

3-PARENTS' NIGHT - Have a parents' night, inviting both mothers and fathers. Have the boys plan the program, invite the guests and make all arrangements. In such a program it would be well to demonstrate the activities of the club.

4-LITTLE BROTHER BANQUET - Have a banquet along the lines of those mentioned above. Have the boys invite their Pre-adolescent brothers for the purpose of instilling in them interest and anticipation for joining the club as soon as they are old enough and also for the purpose of drawing the brothers together.

5-GIRL-FRIEND SOCIAL - The older members of the club will probably be interested in such an affair. It should be given in the home of the leader or one of the boys, and should be carefully conducted for the purpose

¹-Pioneer Manual (Boy's Edition) Cf. p. 14

of establishing wholesome relations between the sexes.

6-ENTERTAIN OTHER GROUPS - Invite other clubs to hold a joint meeting with your group. Have the boys send the invitations and plan and arrange the program and refreshments.¹

7-COMMUNITY WELFARE - Take part in, or conduct, a community "Clean up", "City Beautification," "Tree Planting", or "Community Chest" campaign. If the town is small the mayor may cooperate in asking the boys to take charge of the town for one day. This has proved to be of great value.

8-FIRST AID - Take up the study of first aid to the injured; if possible, when the interest in such a study is present in the group. All instruction should be motivated and made practical. There is opportunity for valuable training in service to one's fellowmen.²

Show how to apply a gauze dressing to a wound so that it will not be contaminated - that is, do it in an aseptic manner; show how to support by splints, etc., a broken arm or a broken leg so that the patient can bear transportation; explain what to do in the treatment of a mad dog, a venomous snake, a mosquito, and a scorpion sting; and show how to rescue a person from contact with an electric wire. He should also be

1-Pioneer Manual (Boys' Edition) Cf. p. 15
2-Handbook for Boys (B.S.A.) Cf. pp. 119-136.

encouraged to take advantage of every opportunity to put into actual practice what he has learned.¹

9-THRIFT - Have a talk and discussion on "Earning, Saving, Giving," striving to make it so practical that it will bring results in the living of the boys.²

10-SANTA CLAUS SHOP - Interest boys in making a great collection of toys to be given to poor children at Christmas.

Projects for the individual:

1-Accept responsibility for regular home duties as specified by your parents that will represent at least four hours' service a week.

2-Take a definite part in a program for Mother's Day or the program for Father and Son Week.³

3-Report to authorities any abuse or neglect of children or animals observed.

4-Contribute at least three dollars you have earned during the year to some worthy cause for work with boys.

5-Help a blind man across the street and do other "good turns."

1-Handbook for Boy, Boy Scouts of America, Cf. p.419

2-Pioneer Manual (Boys' Edition) - Cf. p. 15

3- Ibid Cf. p. 23; and

Cheley-Baker - Camp and Outing Activities. Cf. p.264.

6-Be friendly and courteous to others.

7-Teach others in athletics, aquatics, etc.

For other service projects see Chapter
sixteen.

.CHAPTER XV

THE MORAL DEVELOPMENT OF THE BOY.

Chapter XV

The Moral Development of the Boy.

One's aim in meeting the moral needs of the boy is to build character; and in doing this it is necessary to check the cause of wrong and promote right doing. It is said that the cause of crime is not so much criminal motives, as the love of excitement and the need of vigorous action and strong emotion.¹ We must supply these if we are to prevent wrong action on the part of the boy. Thrasher briefly states our problem saying that "it is a problem of substituting organizing activities for those that are demoralizing without eliminating all the thrill in the process."²

Then, in a positive way, through tactful instruction, either direct or indirect,³ the boy needs guidance in choosing companions; in choosing his reading and movies; and in making decisions as to right and wrong. He needs a clean wholesome environment in which to live. He needs approval of deeds well done. All of these are of great value in the building of character.

1-Tracy-Psychology of Adolescence, Cf. p. 168

2-Thrasher-The Gang, p. 172

3-Chartes-The Teaching of Ideals-Cf.p.161,183-185.

For organizing activity that gives a thrill to the boy, see especially chapters ten and eleven. Other projects and suggestions given below should be helpful in further moral training.

1-CHOOSING COMPANIONS - Have the boys read the life of some great man of their choice, but approved by the leader, and report on it. After the report, discuss good and bad points in his life, and that which brought them about. Lead them to see that companions with low ideals interfere with greatness.

2-IMPROVING ONE'S ENVIRONMENT - Have the boys make and carry out plans for making the club room more attractive, and also for improving the attractiveness of their own room at home. Valuable for the club room and home are pictures such as "Sir Galahad" by Watts; "St. Christopher" by Brickdale, and religious pictures as listed in Chapter sixteen.

3-MAKING DECISIONS - Have the boys study such passages as the following, and discuss them in club meetings:

Joshua 1:1-18; Philippians 3:1-21; 4:8-20;
Matthew 19:16-29; Numbers 13:1-35; James 1:1-20;
Ephesians 6:1-21.

4-BOOKS TO SUGGEST:

Heroes of Chivalry:

Baldwin, J. - "Story of Roland"

Pyle, Howard - "The Story of King Arthur and His Knights."

Pyle, Howard - "The Story of the Grail, and the passing of Arthur."

Pyle, Howard - "The Merry Adventures of Robin Hood."

Pyle, Howard - "The Story of Sir Launcelot."

Scott, Sir Walter - "Ivanhoe"

Robinson, C. C. "The Boy and His Girl Friends."

Character Building:

Bunyan, John - "Pilgrim's Progress."

Carson, Norma B. - "Boys of the Bible."

Duncan, Norman - "Dr. Grenfell's Parish."

Hale, E. E. - "Man Without a Country."

Hinckley, G. W. - "Story of Dan McDonald."

King, H. C. - "The Fight for Character."

Van Dyke, Henry - "The Story of the Other Wise Man."

Wallace, Lew - "Ben Hur: A Tale of the Christ."

CHAPTER XVI

THE RELIGIOUS DEVELOPMENT OF THE BOY.

Chapter XVI

The Religious Development of the Boy.

All phases of development of the boy are indeed necessary, but none are more important than his religious development. There is a tendency on the part of boys to seek primarily their physical development, and much good may come from it, but all of life cannot be developed without sufficient emphasis on all of its different aspects. The religious side of life is frequently neglected but in the program of the boy's club, there should be a distinct emphasis placed on his religious development; not forced, but natural. In this section therefore, principles and activities for this phase of the boy's development shall be suggested for use in the meetings of the club and in the home, including instruction, service, and worship.

INSTRUCTION.

In deciding upon the curriculum to be used in the Christian education of the early adolescent boy, there are certain principles by which one should be guided. There are certain qualities which a series of lessons should possess. Various sources have been consulted and ideas of authorities are involved, but in the opinion of the writer, an ideal curriculum for religious instruction should be measured by the following:

Aims

1-For the entire course.

The aim of religious instruction should be the development of reverence, love, character, consecration and service; and the mastery of the Bible.

2-For each lesson.

- a- To give information
- b- To arouse curiosity and interest.
- c- To stimulate questions.
- d- To provoke discoveries and conclusions.
- e- To arouse to action in right living and service to others.

Content.

1-For the pupil.

a- The curriculum should be life centered, with the Bible as the basis of all material used. Such material may be chiefly Biblical in content and emphasis without sacrificing pedagogy. Extra Biblical material may be used, but it must be tested by, and linked up with, the teachings and spirit of Christ. The following extra Biblical material should be used: music, hymns, poetry, art, nature, incidents from secular and Church history, biography of great missionary leaders, and missionary episodes especially of the present day, in order that the pupil may understand that Christ is living and working in His Church today as

He did in the days of the apostles.

b-The pupil is in process of growth, and materials of instruction should be assembled from the standpoint of the needs of the learner, rather than the Biblical order, or the importance or value of certain material.

c-Material should be sane and well balanced, entirely lacking in unwholesome sentimentality. All religious teaching should be absolutely natural and direct, simple and wholesome.

d-The curriculum should provide for the present needs and such interests of the pupil as can be proven to be desirable and of sufficient value.

e-Hymns chosen should possess good music, good poetry, and good religion, and should be appropriate to the age for which they are intended.

f-There should be adequate provision for charts, maps, pictures, and other illustrative material. They should be chosen as to quality and teaching value. Pictures should always be sincere in glorifying the message rather than the art.

g-Review lessons and seasonal interests are valuable and should be noted.

h-Provision should be made for Sunday, Week-day, and Expressional sessions. (The last two may be combined.)

2-For the Teacher.

A separate manual should be furnished the teacher, in which should be provided:

a-A definite statement as to the purpose of the course.

b-The teacher's task.

c-A variety of methods applicable to the group.

d-Definite plans of procedure for each session with a variety of suggestions for material to be used, so that there may be opportunity for individuality on the part of the teacher.

e-Suggestions for wider reading along the lines of child study, method, Bible study, etc.

3-For the parent.

There should be a separate manual for the parent, in which is furnished:

a-Aids to devotions in family worship: Bible references, prayer, etc.

b-Explanation of Church School objectives, methods, etc.

c-Home study, and suggestions for week-day activity.

Method.

No particular method should be used throughout. The teacher should use that method which is best suited

to the subject under consideration, and best adapted to the needs and experiences of the group. The following principles, however, should be observed:

a-Each lesson should be organized about a definite aim; clearly, simply, and definitely stated.

b-Each lesson should appeal to the interests of the pupil.

c-Stories should be made real through variety of presentation: dramatization, projects, discussion, etc.

d-Expressional activities should supplement the teacher's presentation of the lesson.

e-Study, activity, and worship should be so coordinated as to avoid sudden transitions from one to the other. The worship period should be informal and spontaneous.

f-Home cooperation should be enlisted and cultivated.

Style.

The style should possess literary merit, and at the same time be appropriate to the age of the group.

a-The language should be correct but simple.

b-The lessons should be personal rather than general in application.

c-The spirit of sincerity and reverence should pervade the whole course.

Mechanical features.

The mechanical features of the text should be of high quality.

a-The binding should be attractive.

b-The paper should be of good quality.

c-The material should be attractively arranged.

d-The type and leading should be appropriate to the age group. For early adolescents the text should be printed with at least ten point type with eight and a half point leading.¹

There are many interpretations placed upon certain passages of Scripture, and any teacher of religion should be guided, as nearly as he can discern, by the Holy Spirit in interpreting Scripture for his own use. Everyone should interpret Scripture as he is guided rather than blindly following the interpretation of someone else. There are some views expressed that cannot be accepted by the present writer, but after examining the leading courses of study now in use, in relation to the above principles, the Abingdon Series appears to be the most practical. There is, however, no manual for parents, which is a disadvantage, but assistance may be given them by the boy's leader.

1-Athearn - The Indiana Survey of Religious Education,
Cf. p. 118.

The courses in this series for the early adolescent group are as follows:

Age 12.

First half year, "Jesus Among His Neighbors", Marion O. Hawthorne.

Second half year, "Citizen Junior", Clara Ewing Espey
"Geograph of Palestine", Rena L. Crosby

Age 13.

First half year, "Living at Our Best", Mabel Hill.

Second half year, "Hebrew Life and Times", Harold B. Hunting (Pupil's Manual); Marion O. Hawthorne (Teacher's Manual).

Age 14.

First half year, "The Life and Times of Jesus", Frederick C. Grant.

Second half year, "The Early Days of Christianity", Frederick C. Grant.

Service.¹

For the Home Church.

- 1-Looking after their own Club members, encouraging them to come to the meetings of the club and take part in its activities.
- 2-Interesting themselves in younger boys of the Church and community.
- 3-Beautifying their class room.
- 4-Making and securing illustrative objects for church school lessons.
- 5-Distribute printed matter of various kinds for the church.
- 6-Editing church school department of church paper.
- 7-Designing posters and place-cards for church functions.
- 8-Assisting at church functions.
- 9-Making contributions to current expenses of the church.

For the Community.

- 1-Providing a scholarship for another boy under the direction of the Juvenile Protective Association.
- 2-Collecting and arranging duplicate stamps

1-Hutchins--Graded Social Service for the Sunday School,
Cf. pp. 124-129.

from their own collections for boys in a home for dependent boys.

3-Making games, puzzles, reins, etc. for boys in orphans' home.

4-Raising popcorn and gathering nuts for home for crippled children.

5-Remailing Youth's Companion and other papers.

6-Making fireless cookers and ice-boxes and screens under the direction of the visiting housekeeper of the United Charities, etc.

7-Selling Red Cross Christmas seals.

8-Collecting magazines for almshouses or hospitals.

9-Participating in civic improvements.

For the Larger World.

1-Make games and puzzles for missions outside of your own community, mountain missions, foreign missions, etc.

2-Make a gift of money to a school like Tuskegee.

3-Educate, or help to educate a boy in some foreign country.

4-Put on simple missionary plays and pageants.

Worship.¹

There are several mediums through which adolescents worship, and each should be carefully considered in planning worship programs. They are as follows:

1-Music, such as hymns, instrumental music, chants and vocal numbers.

2-Prayer - The following are some tests of effective public prayer: Brevity; orderliness; attention to phraseology; concreteness and definiteness; ability to provoke thought; varied; the use of "thee" and "thou" rather than "you" in addressing God; the possibility of turning the prayer into a program for action in the realizing of God's Kingdom; an opportunity for bringing one's own life in contact with the vast spiritual resources of the universe that we know as God.

3-Scripture and extra-biblical literature.

For early adolescents, emphasis should be placed upon moral and social living, and should serve as a guide for Christian conduct.

Certain extra-Biblical poetry and other literature may be used effectively in worship services, but preferably as individual readings. However, whether

¹-Christian Quest - Cf. Pamphlet No. 6, pp. 18-22.

the literature is Biblical or extra-Biblical, it should make a definite contribution to the development of the underlying theme of the service.

4- Stories and talks - These should be short and to the point, and should serve to make the theme definite and concrete.

5- Symbolism - This may be used very effectively, but care should be taken that it is not over-emphasized.

6- Offering - This should be made a very definite part of the worship program.

7- The Out-of-doors - On certain occasion, if facilities permit, worship may be very effective by holding it in the open.¹

Principles underlying good adolescent worship:

1- It should be definitely planned around a definite theme.

2- There should be participation by all.

3- There should be no drill during the worship period. It should either come before, or some other time during the session.

4- The program should be well balanced, with materials carefully chosen and skillfully arranged.

¹-Christian Quest - Cf. Pamphlet No. 6, pp. 18-22.

5-Announcements, special speeches, etc. should come at the close of school rather than during the worship period.

6- Worship should be habitual but not mechanical.

Materials for the Home.

There is quite a variety of material that may be used effectively in the home; the study and use of which becomes fascinating, and a source of much pleasure and profit. Those elements which are especially helpful to the boy are art, music, prayer and scripture.

Art

In the realm of art there are many religious pictures that appeal particularly to the boy; one or two of which may well be placed in his room. Illustrations of these are as follows:

Bacon - "Christ in Gethsemane".

Gerardet - "The Walk to Emmaus".

Hofmann - "Christ and the Rich Young Man".

Millet - "The Sower".

Soord - "The Lost Sheep".

Zimmerman - "The Boy Jesus in the Temple".

Music.

It is truly said that, "The moral and

spiritual welfare of children and youth is determined in no small measure by the quality of music upon which their spirits feed."¹ Jazz music is shown to stir up undesirable emotions, but clean wholesome, instrumental and vocal music is uplifting. The songs for early adolescents should be intensely personal, and such that inspire to active service. The following have been found particularly desirable:

- "I would Be True", H. A. Walter.
- "Keep Thyself Pure! Christ's Soldier", A.M.Plumtre.
- "Jesus Calls Us, O'er the Tumult", C. F. Alexander,
- "God Will Take Care of You", Frances R. Havergal.
- "Thy Word Is Like A Garden", T. H. Gill.
- "We've a Story to Tell to the Nations", Colin Sterne.
- "What a Friend", Joseph Scriven.
- "Jesus Savior Pilot Me", Edward Hopper.
- "Love Divine, All Love Excelling", Charles Wesley.
- "Savior Like a Shepherd", Dorothy A. Thrupp.
- "Tell Me the Old, Old Story", Katherine Hankey.
- "Rise Up, O Men of God", W. P. Merrill.

Scripture.

The following are a few typical Scripture

1-Betts and Hawthorne - Method in Teaching Religion,
p. 452.

passages that may be used very effectively with the boy:

Isaiah 53, The suffering Servant.

Luke 4:16-27, Jesus' sermon in Nazareth.

Luke 15, Parables of the lost sheep, coin and son.

Mark 10:35-45, The law of service.

John 21, On feeding the sheep and lambs.

Matthew 28:16-20, The great commission.

Matthew 25:34-40, Service in God's Kingdom.

Romans 12, A life of service.

1 Corinthians 13, Paul's song of love.

2 Timothy 4:7,8, Paul's farewell to Timothy.

Revelation 21:1-6, 10-26, The New Jerusalem.

Of course there are many other pictures, songs and Scripture passages that may be used very effectively but only examples are given here. It is necessary for materials to be used for all ages as they can understand it, at least to a reasonable degree. "The Children's Bible", prepared by Sherman and Kent, and published by Charles Scribner's Sons, New York, is about the best of its kind published. It can be easily understood by one ten years of age, and early adolescents find great pleasure and profit in reading it. It is not told in story form but translated in language easily understood.

CONCLUSION.

There are many organizations that are indeed profitable to boys, but these organizations usually build their programs on the fourfold plan. It may be contended that they include the whole life, but in the definite plans of all of these programs, nothing has been found for emotional and volitional training. It is evident, from the study in Part I of this thesis, that the whole of the sevenfold life should have definite training.

The problem of this thesis has been to set forth the characteristics and needs of the early adolescent boy, and to suggest a basis of projects and other activities for meeting these needs. This has been done by a sevenfold plan. The hope is expressed that those who love boys and would like to have a part in their development, - especially pastors of churches in small towns and communities, - who may read this thesis will benefit by this study as much as has the writer.

The End.

APPENDIX.

APPENDIX

SEX INSTRUCTION.

(Galloway-Biology of Sex, p.p.113-115;134-142.)

"a)Teachers----For the boys: the father or mature personal friend, teacher, athletic director, etc.

"Teachers at this age need to be very intimate and close personally, and capable of giving exact and reliable information and the necessary interpretation without arousing embarrassment or antagonism, and without over-emphasis.

"b)Purpose and spirit: To secure mental preparation for the sexual changes that come to the body, intellect, tastes and emotions; to guard against the temptations to dwell on licentious mental pictures and ideas, or to indulge in experiments with the organs and in masturbation; to refine and spiritualize the tremendous impulses of sex, and to transform them into sound ideals and habits of self-controlled sex-conduct; to combine the constructive ideas and emotions of sex with the other interests and impulses that are appearing, - as friendship, companionship, honor, chivalry, pride of family, and many others. For the boy who has coupled the sense of fair dealing and the sex ideas all through youth, there would be a strong inhibition working against exploiting a girl.

"c)Content and matter: The elementary facts of reproduction and sex in organisms, and the changes that come in human beings at puberty; the internal secretions which produce these changes; the facts concerning seminal emissions,----etc., their naturalness, their meaning, and the methods of self-care that are necessary to prevent unnaturalness and harm from them; the bodily value of sex health in later life; the mental and passional characteristics of this period quite as much as those of the body; the meaning of the changes in temperament and of the sex longings and appetites; definite warnings, with sound reasons (but not overstresses) against masturbation; the physiological connection of all these conditions and changes, with genuine fine manhood and womanhood; examples of chivalrous attitude of men toward women and the meaning of it (preparatory to the next stage where this sense of chivalry must function to strengthen self-restraint in young men); formation of ideals and standards of the

gentleman in relation to girls, and impressing the reasons why these standards are sound for human beings; nature-study, biology, physiology, and religion as these bear upon sex and character.

"d) Remarks as to manner, etc.: A division of labor is called for in this period. Some of the above instruction can best come from the parent or close friend. Other parts of it can be given better in the schoolroom, in the Sunday-school class, in the gymnasium talk, or elsewhere. Sometimes very direct teaching is called for, sometimes it ought to be incidental to the general teaching. A little examination of the above list of topics, in the light of this suggestion, will readily reveal the general division of the work that will usually meet the needs best. The school courses in nature-study, physiology, biology and the social studies ought to furnish the big foundation in information and the general background. These teachings are authoritative, and in large degree impersonal. For this reason they strengthen greatly the more individual work of the parents and personal advisers. The work should not stop here however. The more intimate teachers of character should help to interpret these facts which the schools give and to apply them to life. This is a tremendously important age, and the sex yearnings are not to be ignored or suppressed, but are to be organized and directed so that their energy may be used to drive the child into sound attitudes and courses of activity. One or two talks by physicians to boys and girls, separately, may be valuable, especially if they do not exaggerate the perverse and morbid aspects of sex.

SPECIAL PROBLEMS OF ADOLESCENT BOYS.

Project 4. To Get Early and Growing Ideas, Ideals, Desires, and Attitudes of Manliness. -- No service we can render a boy in respect to sex character is more significant than to inspire in him a desire, a taste, a standard, and a habit of manliness. Of course this must come gradually and in accordance with nature. Our task is to keep the boy from being a prig by way of precocious standards or a rowdy because of delayed standards of manliness. We want to make very attractive to him at every stage just that part of the ideal which is most tonic and appropriate to his development then, with an ambition to keep right up to date in being a man. There are at least three steps in this project that we should keep in mind: - First, we must create and continually keep alive a desire for manliness. This is to be done by contact with and admiration for men. Father, older brothers, uncles, and other male heroes stimulate this desire in the heart of the average boy without any trouble; Second, a taste and standard of manliness, appropriate to his development. This is more difficult;

but here again it is the task of the men the boy admires to exalt to him the kinds of manly traits and powers and expressions that he can strive for at his age. This enterprise begins in having health and strength, in activity and bodily skill, and in courage and energy and initiative. It passes on into sane guidance and mastery and use of these powers; and then into generous cooperation and team work. Gradually this standard of manliness takes into itself considerateness, fairness, honor, justice, square dealing, dependableness, unwillingness to take advantage especially of those whom one ought for any reason to help or protect. It crowns itself finally with democracy, chivalry, devotion to ideals, service and love; Third, a habit of manliness. This can come only by practice of manliness, fully rewarded by the approval of the men and women he admires most. Our real task for the young boy is to multiply these occasions of manliness, give him the very best and most constructive incentives to meet these occasions in the manly way, and then to find such means of approving his behavior as will perpetually fortify his determination to continue his growth toward these standards.

Project 5. How to Use Most Effectively the Facts of the Normal Internal Sex Development. In this matter of growing up to be men and women there are some underlying facts which may be made very valuable to both boys and girls as puberty approaches. In very recent years we have been learning that certain internal organs,-- ductless glands, so called, -- very largely control health, development, and life itself. These glands pour their secretions into the blood and thus may influence all the tissues to which the blood goes. The internal sex organs, testes and ovaries, aside from their normal work of producing the sex cells, produce secretions of the kind mentioned. These secretions from the sex "glands" have the most profound influence on the development of body, mind, and temperament. For example, it is because of these secretions that a human baby before birth develops the external organs by which we can tell that it is a boy or a girl when it is born. All through the early life of boys and girls these organs continue to influence their growth and to make them more and more different until they become mature men and women. It is not the sperm cells or the ova or even the use of the sex functions which develop the normal male and female perfection of bodily qualities. It is rather these internal secretions.

"The rooster or cat whose testes have been removed in early life will not grow up a normal male. Instead of being strong and male-spirited he will become soft and fat and lazy and cowardly. Much the same thing happens if a boy loses his testes through disease or injury

or operation. Eunuchs, made so early in life, are not strong, open, virile men such as the normal boy wants to become, with a man's appearance and voice and manners; but are instead fat, soft, cunning, often lazy, beardless, effeminate beings whose voices have not changed to the man's range. This is not just an unfortunate accident. It is merely the direct result of destroying the testes, and thus interfering with the work these internal secretions naturally do for boys if the sex processes are not in any way abused.

"It is worth something to the boy to know that he can count on this great contribution to his manly life if he will just let nature take its course. He doesn't have to use his sex organs to get this full development. The best service he can render himself is just to know the facts, keep his organs clean and free from irritation, practice the proper rules for health, protect the genitals from accident and injury, refuse to indulge in lewd imaginings or in unnecessary stimulation of the organs, and let them make a man of him. If he will only develop the fine tastes and attitudes that match such a body, he will come to the best sex and manly development of which he is capable.

"Project 6. -- How to Use the Tendency to Masturbation, for Development of Character.-- For the first time we are dealing in this project with a phase of sex interest and expression which is fairly to be thought of as unnatural and even perverse. The interest and curiosity of childhood about the sex phenomena is in no sense perverse or immodest. It is only our unwise treatment of it which can make it so. We are now learning that our treatment of masturbation has been no wiser. If parents and teachers are ever to use this common tendency and practice of boys for positive educational purposes, the first thing we must do is to try to understand it. We have used the extreme case of the chronic masturbator to frighten the average boy, who probably does not masturbate enough to work any permanent injury either of body or mind. We have condemned the practice as vile and sinful, have pictured sure physical weakness and disintegration, have threatened mental deterioration and loss of self-respect, if not actual collapse and insanity. Most physicians and teachers of boys have seen cases in which many of these things are suffered; but many of the most careful students of the subject, from the mental and nervous point of view, are now saying that these ill effects do not come at all from the act itself but from the fear and dread and worry that arise from the youth's exaggeration of its evil effects. There doubtless is much of truth in what these scientists say.

But, put this boldly, their case seems to the writer scarcely no more conclusive or helpful than that of those who have tried to repress masturbation by heaping condemnation upon it. The truth is, as usual, probably somewhere between the two extreme views. We may very well admit that the amount of masturbation practised by the average healthy, active boy (and nearly all boys do practice it more or less) does him no harm, except through some shame and worry and loss of confidence in himself, due to what he has been told is the general estimate of the matter.

"The following, in the opinion of the writer, must be considered as pretty close to the facts: - the practice, while common, is neither a natural one nor physiologically necessary to the normal boy; it comes about not merely from actual sexual desire but from early, even infantile, habits of getting pleasure from playing with the genitals, from irritations, from experimenting, from accident, and from coaching by others; owing to the solitary character of the indulgence and the ease with which it can be gratified the tendency of weak or erotic, self-indulgent, imaginative, inactive, highly nervous individuals is toward excess; excessive indulgence is certainly in some degree a physiological waste and a drain on the nervous energy of a growing boy; it tends to increase the irritability of the sex organs and of the nervous mechanism controlling it, which makes the habit more certain and difficult to control, no one can quite escape the feeling that the practice is in itself a nasty one, and most boys of fair instincts would have at least a momentary revulsion of feeling at the close of the act, even without exaggerated cautions; this and other facts tend to make an excessive masturbator self-conscious and suffer serious loss of self-confidence and of self-respect. Furthermore there are several vicious circles in masturbation and its causes and results. In the first place, any unusual sensitiveness, and irritation of the genitals (as in the case of the urethra, for example) is increased by masturbation, and in turn the irritation incites to further masturbation. In the second place, even when there is no abnormal irritation, the whole genital area is highly sensitive and the reflexes which produce erections and consciousness are easily set off. All this incites and rewards handling and experimentation. In turn the manipulation makes the nervous reactions more sure and habitual. In a word, sensitiveness leads to the practice and practice tends to increase sensitiveness. Again, as we have seen, there is apparently a normal emotional reaction after the act away from the enthusiasm which precedes the act. This ranges all the

way from the weak disgust of satiety to active remorse, depending on a number of things, including education. This operation of "conscience" in the mental conflict which goes on, if it does not check the habit (as it usually fails to do), leaves a residue of dissatisfaction and worry, and even of despair and neurasthenia in sensitive boys. It makes them more secretive, more solitary and thus more exposed to the temptation. That is to say, aside from the desire for the pleasure involved in the act, the very state of mind generated by the various reactions makes control more difficult. Of course this result is even more sure when the youth has been scared by the awful pictures of the degrading effects of masturbation. Excessive masturbation generates worry and conflict, and these in turn ultimately act to reinforce the practice by diminishing self-respect and self-control.

"So far as cure of habitual masturbation is concerned, it can come only through breaking up these vicious circles,--by medical treatment that will remove the local irritation, or by removing the secrecy and worry and inner mental conflicts which have grown out of morbid fears. This is a task for experts.

"For educative purposes it is pretty clear that arousing fears, issuing commands against the practice, and preaching self-control do not reach the mark. The best education must come of course before the habit is fixed; it must be prophylactic. The child should be given the chance to approach the subject without fear or morbidness; should understand that the normal boy by living an active life full of personal and social interests can keep the practice within narrow limits; should accept therefore active and wholesome ideals for his own sex life; should be encouraged to go in for sports, for study, for hobbies, for personal physical perfection, for social worth and adjustment, for service and usefulness; should have brought to his attention the wonderful natural work which the secretions from his testes are doing for his manly development of body, mind and *he* ambitions, if he will only give them a full chance; should realize that everything he does to disturb or mar the work of these secretions, even if it may not vitally injure him, may prevent his highest realization of growth, confidence, and happiness. In a word the most effective way to educate against masturbation is to give the facts intelligently and without over-emphasis, to inspire full and constructive attitudes toward the use of the sex endowment as well as all other endowments, and to keep the boy's life so full of interesting and vigorous opportunities for acquisition and for expression, that the curbing of masturbation will be quite incidental to the

general progress of development in his manly ambitions.

"For the boy who has fallen into the practice without having become a chronic or uncontrolled masturbator, an understanding teacher can put these fundamental facts in a sane way and remove the fear and worry that may exist, and can often secure a gradual reduction, if not a complete elimination, of the habit. Here a trusted friend, somewhat older than himself, can greatly strengthen his purpose and furnish backing and confidence, always without encouraging depressing fears as to the outcome. He needs the positive look ahead to serve as an incentive.

"Project 7. To Use the Phenomenon of Seminal Emissions

Wholesomely.-- The escape of the products of the testes and of the various glands which produce the seminal fluids is inevitable, since whatever absorption takes place in these organs is less than is normally produced. This escape may be quiet and gradual, or with a violent orgasm and in considerable quantities. The latter condition accompanies normal intercourse or the complete act of masturbation. It may also occur as the result of merely nervous or mental excitement,--as in voluptuous thoughts or in dreams. The term "seminal emission" is usually limited to these latter instances. Probably all normally robust and healthy youths and men occasionally, and somewhat periodically, experience these emissions in sleep. The constructive use to be made of this fact is chiefly to explain to the adolescent boy that this proves he is developing normally toward complete physical manhood; that he has the capacities and powers, as well as the impulses of the husband and father; that his mature responsibilities of making the most of his manhood are upon him; that the whole situation therefore is quite normal and is ground for satisfaction and not for uneasiness. Incidentally this positive information has a precautionary value. In the past, more than now, quacks have seized upon the fact of such seminal emissions as a means of frightening young men who are ignorant of the facts, and have convinced many that they are in danger of losing their manly endowment by way of such emissions. There is absolutely no scientific evidence that occasional emissions mark anything more than vitality or that they injure health or development in the least, except through these baseless fears.

"However, while such occasional emissions are a natural means of relief under healthy conditions, it remains true that in certain cases the emissions become so frequent as to be ground for concern and action. There are a number of conditions which may increase the tendency,

and the family physician should be consulted if there is reason to believe that they occur too frequently, or if there is any disposition to worry. Since seminal emissions during sleep are the outcome of internal stimulation rather than external, anything which incites the nervous centers, as voluptuous thoughts, imaginings and day dreams; or which directly excites the genitals, as irritating secretions or the habit of handling them whether in sleep or awake; or which produces a chronically irritated urethra, native or arising from masturbation, or a particularly sensitive set of nervous reflexes,-- may contribute to its increase. Even the worry about its frequency may act in the same way. The most effective cure for this state is just the regimen which will make him into the most effective man. If he is interested in vigorous manliness of body and mind, seminal emissions will be kept in normal limits by the active exercise, limited diet, not too warm or luxurious bed, cool and well ventilated sleeping apartments, wholesome mental interests, and general self-control by which the man comes to himself."

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