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"AND YE SHALL KNOW THE TRUTH, AND THE TRUTH SHALL MAKE YOU FREE."—John viii, 35.

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TRAINING THE BOYS

(Paper read at the Presbyterian Workers' Conference held at Haines Institute, Augusta, Ga., January 31st to February 3rd.)

By Rev. J. G. Porter

If the great principles of life are to be maintained in the home, in the Church and in society in the present generation and in the future, as a consequence, the highest type of training must be given to those who make up our citizens of today, and to those who are to constitute our citizens of tomorrow, especially the boys, for they are the ones who must in time assume the place of leadership and responsibility in the home, in the Church and in the world at large.

"Yesterday," wrote Elbert Hubbard, "I rode horseback past a field where a boy was ploughing. The lad's hair stuck out through the top of his hat, one suspender held his trousers in place, his form was bony and awkward, his bare legs and arms were brown and scratched and his face was scarred. He turned his horses as I rode by and from under the flapping brim of his hat he cast a quick glance out of dark, half bashful eyes, and modestly returned my salute. When his back was turned I took off my hat and sent a God-bless-you down the furrow after him."

Who knows! I may yet go to that boy to borrow money, or to hear him preach, or beg him to defend me in a lawsuit, or he may stand, bare of arm with pulse unmoved, in a white apron ready to do his duty while the cone is placed over my face and death comes creeping into my veins."

Be patient with the boys, for we are dealing with soul-stuff. Destiny awaits just around the corner.

Boys have too often been the recipients of reprimands that came because they were not understood. In many cases parents and teachers have been to blame because they failed to place themselves in the boy's environment. A teacher, for instance, attempts the impossible, and the whole task is upset. In many cases just a few things were known about the boy-life, especially about the mental and moral side of their nature, tragedies, perhaps, might have been avoided in the care and training of their life.

There is little difference between boys and girls until they reach the age of twelve years. The changes that take place after that age, both physiological and mental, must be accounted for in the training of their character. This adolescent period is the critical time of youth, and right training then will leave its mark and influence in later years.

One of the first characteristics of this period is the intense struggle that takes place in the minds of many boys as they seek for self-mastery. Self-consciousness is noted, and the boy begins to feel self-important. Oftentimes this feeling is irksome to the others in the family, but its presence cannot be averted.

Another characteristic of this period is the love for the heroic. He admires the courageous, and if the right type of courage is emphasized, right ideals may be easily implanted in the heart of the boy.

This is the age when the boy wants to know everything, but with this difference, that whereas in earlier years he may ask questions, and be put off with answers often ridiculous, now he is not satisfied until he gets a proper answer or diligently discovers it for himself. He wants to know the "why" and wherefore of everything.

This is the age for future dreams and ambitions. The outlook on life is rosy, and he has dreams and visions of the future. He builds air castles; fortunately, his dreams change somewhat easily, and the air castle of today may be forgotten tomorrow. This is a period of reconstruction and change. The angle of view is different, and often peculiar. Ideas change, and too often ideals with them.

Longing for love, sympathy, friendship and for the good and the true and the beautiful often sways the whole course of a boy's life, even when to all external appearances he cares nothing for these things.

So evenly balanced is the moral sense at this period that the swing of the pendulum of character very easily can be swayed either way. The crisis of life must be met by adapting the method of training to the condition of the boy.

The boy should not be constantly 'nagged' about his self-consciousness. He is awkward, cannot control himself, but to be called "clumsy," a "clodhopper," or other similar sarcastic names will not aid materially in removing that element of self-consciousness from his life. These things should either be ignored or made use of in inducing the boy to do real things.

This period of self-mastery is one that needs constant encouragement. It should be taken for granted that the boy is seeking for normal self-expression, and if he is attempting to overcome evil suggestions within himself, he ought to have all the encouragement that is possible. Too much blame and complaint may tend to so encourage him that he will refuse to attempt anything because he is made to feel that he is of not much account anyhow. It is at this point that many a boy has gotten among the toughs instead of having real and true companions.

The upholding of real heroes will have a marked effect on his life. The effeminate and sissy type as a rule is utterly abhorrent. It is natural for the boy to be attracted to the heroic and courageous by seeing examples rather than by moralizing about real bravery. To be able to say to a boy, "Do this with me," will carry much further than instructions about the things that ought to be done or not done.

As it is natural for the boy to ask questions, the answers ought to be truthful. He wants to know, but he wants the truth. He does not care about proprieties or formalities. And if the one training the boy does not know the answer, the thing for him to do is to get busy with the boys in the search for the correct answer. Once let the sincerity of the teacher be questioned in the boy's mind, and the effect is disastrous.

The awakening period of life with its dreams and phantasies should be sacredly regarded. The boy lives in the imagination of his mind, and sometimes these imaginations are very fanciful. But they are real, mark you, real, and intensely so, to the boy. Turn not a deaf ear to his ramblings; let him ramble, and encourage him to dream and imagine. However, in the training of character, this imaginative impulse may be directed. Let him imagine what results will follow certain actions, being careful to give him normal acts, and not the unusual. Let me illustrate: Do not ask a boy to imagine what will or might result if an intoxicated man has

control of an automobile. He will do that anyway, but rather ask him what would happen if tomorrow every one in his home should decide that he or she is going to do just as he or she pleases. Let him work that out as it relates to every individual in the family.

Do not expect a boy to be perfect or consistent. He will not be, so if you expect it, you will receive disappointment. At this period, he does not know his own mind. Hence, as he is somewhat adrift, he needs directional thought which will lead his pathway right, and give him the basis for a character built upon right thought.

A boy needs love, sympathy, comradeship at this age rather than dogmatic teaching. And happy is the man or woman, who, although they may feel that they have not been able to give their boys the very best instruction, have still won their confidence, love and affection.

Having thus considered some of the methods by which to deal with boys, let us now consider some of the elements that should enter into their proper training.

To say that a college or an institution is prepared to give the proper kind of training to boys, it is assumed that it has among its chief equipment a well prepared set of teachers—teachers not only prepared in head, but prepared in heart and soul; teachers who are not only willing, but eager to do their best.

A successful administration of a college is largely dependent upon those who co-operate in working out the policies and purposes of the institution. A purpose is of no avail unless it is incarnated. Much depends upon the instructors that constitute the faculty of the school or college. The ideal college for the training of boys seeks personality, ability and religious faith on the part of the teachers. It must have capable teachers but they must be Christians also. Dr. King says: "The great road to character and influence and happiness is the contagion of great lives and the sharing in their visions."

The courses of study as outlined in our schools and colleges are designed to prepare the student for the highest possible usefulness in life; to do this the faculties of the mind and the powers of the body must be thoroughly developed. That the boy may have a strong, healthy body he must have the right kind of food and exercise and rest, and the proper balance between all three. The care of the body is absolutely necessary. A dissipated foot ball team never wins; neither can a dissipated boy or man win in life. A chain is no better than its weakest link and a man is no better than his worst habit. A clean, healthy body contributes to a strong and healthy mind.

A boy must have strength to use his eyes and ears and feet and fingers accurately. No boy can reach the high standard of clean citizenship and usefulness that is possible for him to reach unless he practices the clean habits of life.

When we see the boys on the streets and public places we wonder if they know that business men are watching them. In every shop, store and office there will be a place for a boy to fill. Those who have the affairs of business will select one of the boys; they will not select him for his ability to swear, or smoke cigarettes. Business men may have a few loose habits themselves, but they are looking for boys that are as near gentlemen in every sense of the word as they can find, and are able to give the character of everybody in town. When a boy applies for one of these places and is refused they may

not tell him the reason why they do not want him, but the boy may depend upon it that he is being rated according to his behavior.

Out of door sports should have a place in the training of the boy. Athletic contests improve the physical condition of the boy. In the early days of athletic sports students trained for the season only, but now they train for all time. Athletic games improve the morals and manners of the student and the public. In these contests boys may be taught how to make sacrifices, how to command, how to obey; in these games they may learn how to be temperate in all things, to know the value of team work, to be energetic; to be courteous and fair under all circumstances. The play life gives an opportunity to teach the boy some of the finest lessons in clean sportsmanship. In a word, the play ground affords a laboratory training for the development of character such as is not afforded elsewhere in the life of the school boy.

The boys should also be trained to use their hands as a means of livelihood, and that it is just as honorable as any other pursuit in life.

There is a state of things in some of our college life that strongly tends to induce boys to despise the principles which led Cincinnatus to love the plow, and Washington to delight in the scenes of Mount Vernon. And it is to be feared that there is many a young man in college preparing to enter life who would deem it dishonorable to earn his living by manual labor. Let it never be forgotten by the young man that is entering upon life that all the virtues which have thus far adorned our people and land, and all which can adorn it are those which cluster around the pursuit of honest and sober industry. The cultivation of the soil and the callings of sober and hardy toil are not only consistent with, but are productive of the highest virtues; and our schools do not accomplish their purpose unless they impress those who are trained there with the conviction that there is no dishonor in going from college walls to hold the plow, and to cultivate the virtues and engage in the toils of what is usually deemed obscure and humble life.

It is impossible for all men to enter the professions; some must enter the common industries to feed and clothe those who enter the professions and the others who make up the world. Every boy is not fitted by nature to be a doctor, a lawyer or a school master, but some are made to be farmers, carpenters and blacksmiths. Therefore the business of the teacher is to study the nature of the boy—know what he has been cut out for, and then train him to do well that for which he is best fitted, whether it be a doctor or a farmer or a shoemaker.

It is also necessary in training boys for life's work that attention be given to the attitude of the heart. The moral and spiritual side of life must be the dominating principle. Education in its supreme end is to be God-centered. The spirit that enthrones the Christ will unconsciously rise above the passing to embrace the permanent and develop a manhood that will look back to the school or college as the beginning of a spiritual awakening and the recognition of the realities of life.

The courses of study that fail to include the Bible as a textbook we would not list as Christian. The school qualified to give the proper kind of training to boys not only puts the Bible on par with every other major subject, but believes it is so fundamental as to be a required

SKETCH OF LIFE OF REV. W. A. SCOTT.

Rev. W. A. Scott was born at Statesville, N. C., October 6th, 1842, and died February 10, 1928, at the age of 85 years and four months.

Mrs. Rachel A. Scott was born at Oxford, Pa., February 25th, 1844, and died February 11th, 1928, aged 84 years.

Rev. W. A. Scott was one of the first graduates from Lincoln University and very soon afterwards was sent South that he might through the power of the gospel and through his instructions as a teacher during these perilous days, following so close after the Civil War, aid in elevating the Negro race from the slough of ignorance and superstition.

He was a man of courage and of integrity—a minister of the gospel of whom it might well be said, "Behold an Israelite in whom there is no guile." He gave the major portion of his life to the service of his Master, and reaching that ripe old age when the Church of his choice said: "Well done, thou good and faithful servant," he passed from the active pastoral list to take his place among others who had retired.

Fifty-six years ago he was joined in the holy bonds of matrimony to his life partner, who followed him so closely to the great beyond. To them were born five children, of which four are living to mourn their loss. A patient and devoted mother whose heart was full of sympathy and compassion aided her life partner to spread joy and sunshine in the life of others. Through the lean and through the fat years of life, through sunshine and rain, when the sea of matrimony was calm or when tempests arose, always she was at his side to give help and cheer for the faith that was within.

Nor can we say this life partnership was broken. For hardly had the venerable pioneer of the gospel folded about him the mantle of immortality and lay himself down to be carried away to his Master's bosom that the God of justice and of truth that had guided them through all these long years, feeling that it was not good for him to be alone, called her to the great beyond that they both together might answer before the Judge of all the earth, like Samuel of old, "Here am I for thou didst call me."

The Church has lost a great minister. The city of Fayetteville has lost two great citizens. May their life be an inspiration to those that follow, for great good to all mankind.

J. B. FRANCIS.

Laurinburg, N. C.

CHICAGO HARD HIT BY UNEMPLOYMENT.

Citizens Try New Methods to Curb it.

The Industrial Relations Department of the National Urban League has released the following on unemployment in Chicago:

"Chicago presents a most interesting situation in unemployment. A loop clothing firm hired eight male salesmen who were trained by the company for the position. Six others are in training. But unemployment in Chicago is thought to be critical; for a large department store has cut its force of twenty-two workers to twelve. The reason for their discharge was given by the management as 'experimenting' though their work was efficient and satisfactory. Doubt was expressed by the store as to whether or not the remaining twelve, four maids and eight laundresses, would be let out. A well established chain restaurant has dismissed its

colored porters and bus boys from several of its places. A hotel formerly employing thirty-eight maids and two housemen, retained only one houseman. A prominent hospital reduced its force of colored maids and employed twenty-two Polish women in their places.

"Deperately pressed because of the above and other instances, Chicago is seeking to offset its losses by two innovations. A course in salesmanship whose registration at its second class reached ninety-eight, gives promise of relieving the pressure in some quarters. Several firms have promised to hire students who complete the eight weeks' course. The Masons have organized an employment committee upon which the Grand Master of each lodge has appointed a member to serve. The committee reports its unemployed Masonic members and all jobs called to the attention of lodge members to the Urban League which finds applicants coming from this source above the average in qualification. So successful has the experiment been that invitations are to be extended to Elks, Odd Fellows, the Knights of Pythias and other fraternal organizations."

CHAPEL HILL CHURCH

By Mrs. S. E. Strothers

Owing to the inclement weather of February and March we failed to get the amount for benevolence that we intended getting, yet we are trying to do what we can. I take this opportunity to thank the members and friends for co-operating with the elders and myself in raising the amount we got.

Sunday, February 26th, at 3 o'clock, Rev. J. C. Nelson, of Franklin Chapel, came to us bringing his choir and members. He preached the Word of God from Acts 5: 38-39, "And now I say unto you, Refrain from these men and let them alone; for if this counsel or this work be of men it will come to naught. But if it be of God ye cannot overthrow it, lest happily ye be found even to fight against God."

A grand sermon was delivered by Rev. Nelson. The collection was taken up and the following named persons responded:

Mr. Robert Henington	\$.25
Mr. J. W. Dockery	25
Mr. Joseph Smith	25
Mr. Luther McNeil	.50
Mr. W. H. McMillan	.50
Mr. W. M. Malloy	.50
Rev. W. Williams	.50
Mrs. V. J. Stubbs	1.00
Mrs. C. P. Ringer	1.50
Rev. J. C. Nelson	1.00
Mr. D. M. McMillan	1.00
W. M. Strothers	1.00
Miss Hattie Patterson	2.00
Mrs. Lula Woodard	3.25
Mrs. Celia A. McMillan	5.60
Mrs. Margaret Jones	6.05
Mrs. Lizzie Smith	2.80
Mrs. Easter McArthur	2.50
Miss Willie P. McCall	1.26
Miss Estelle Pegues	3.52
Mr. Leo Pegues	2.00
Mrs. S. E. Strother	3.10
Mrs. Mary E. Dockery	3.15
Mrs. Mary A. McMillan	1.57
Mrs. Mary A. Brown	4.00
Mrs. Mary E. Page	5.40
Miss Maggie Patterson	1.00
Mrs. Artensa McCall	5.10
Public collection	.29

The total amount collected was \$68.40.

Our Sunday school is continuing to go forward with Mr. Horace McCall as Superintendent.

We are glad to report Mrs. Annie McMillan-Fletcher is able to be out again, after being in for a month or more from an attack of inflammatory rheumatism.

Also Little Miss Allene Strother is able to be up after being in doors for two months from a broken limb.

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