

Every-day
Objectives
for Older Boys

Leaders' Edition

EVERY-DAY OBJECTIVES FOR OLDER BOYS

Leaders' Edition

DISCUSSION OUTLINE BASED ON THE
SEVENFOLD OBJECTIVE OF THE
EMPLOYED BOY'S BROTHERHOOD

GROUP AGES, 14 TO 20

Edited by

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FOREWORD TO LEADERS

LEADERS will need a copy of both the Leaders' Edition and the Boy's Edition to correlate properly the thinking which this course attempts to stimulate.

This is not a content course. There is no effort to emphasize any portion of scripture. The emphasis is rather upon the situations which go to make up the life of the boy in the seven general areas covered by these discussions and self study outlines. Boys are making responses in each of these areas. Those responses are governed by certain satisfactions. If the principles of Jesus Christ can cause boys to better those responses with increase of satisfaction, it is the purpose of these discussions to give them the opportunity. The discussions aim to reach the boy where he is in his development, help him see where he is by self study and help him think through the next steps or better responses he might make in these areas of his life. The principles of Jesus come as evidence for a better response. The approval of his group comes as a stimulus to get the boy to attempt these new responses.

These discussions will produce little of result unless they are interesting to the boys of the group. It would be well to have each boy in the group mark those discussions in which he is most interested and turn them in to the leader. From such choices both a selection of topics and an order of topics which is the best for the group may be had.

The above is exceedingly important for throughout the Boy's Edition the emphasis is upon what the boy himself will do on the basis of his own convictions, strengthened by the decisions reached within the group discussion.

The leader ought not to be satisfied with the results from these discussions unless he sees actual changes in conduct, better responses to the situations making up the life of the boy. It is necessary that the leader know that such changes in conduct will not come except as they are provided for. For example, there is no chance for a boy bettering the habits which guide his use of money unless in the study he does by himself or in the discussion, opportunity is given for him to think through what he ought to do about such changes in this habit, in the light the evidence produced. These discussion outlines under

the guidance of the leader can be expected to cause changes in conduct only as a boy thinks the changes through and is satisfied with the result of an attempt to live up to his decision.

A leader has a right to expect decisions to be made and new responses, more nearly Christian, to grow out of the conviction of boys. It is expected that leaders will select the topics so well in keeping with their boys' interests that in every outline used the boys use the white pages for notes and the summaries to peg down the results which have come.

In order to do this the leader must know his group. He must help them face their actual life situations. He must adapt the discussion outlines to what he finds as needs and to the situations most puzzling to boys. He must have the greatest freedom in changing the "Action Differences" questions. Remembering that conduct changes come only as a boy thinks them through, the leader must provide for such thinking about vital situations by well framed questions in this section. Some questions in the Boy's Edition may be of large helpfulness here.

A wooden following of the discussion outlines as given will defeat this purpose. A thoughtful re-arrangement of the outline to meet the developments from the boys' study of themselves, and the use of questions connecting with their need, is the only way to safeguard the best development possible from use of these outlines. One outline may grow to cover several meetings.

At the end of each discussion the leader should run over with his group the questions and suggestions for the next discussion chosen, as given in the Boys' Edition. Other suggestions may come from the boys about worth while things to do as preparation. Assignments can be worked out on the basis of interest of the boys and the best chance for a fruitful discussion preserved by getting the boys busy on their own problems before the discussion takes place.

The Right Job

Lesson 1. Should a Boy Leave School for a Job?

Boys' Experiences.

1. What are some of the reasons boys give for leaving school?
2. What is the most common excuse boys give who leave school? Which are legitimate excuses?

Main Question.

3. Should boys leave school for a job?
4. If a boy succeeded in getting a good job with good pay what difference, if any, would it make in your judgment concerning the rightness of his leaving school? Explain your position.
5. Do or do not fellows fool themselves when they think that they learn more on the job than in school? Why or why not?
6. If a fellow is working in a concern where most of his boy associates are better educated than he, how can he expect to get ahead into the right job? What course should he pursue?
7. What purposes of the boy in leaving school for a job seem to be justifiable? Explain your position.
8. Under what circumstances would you say a boy is justified in leaving school? In these cases what do you mean by leaving school?
9. If by leaving school is meant giving up study, could you justify a boy's leaving school?

Solution.

10. Paul advised wise use of time. What would he advise as profitable exercise for boys today? Eph. 5:15-21.

Application to Action.

11. Which is of greater value, the leisure time of a seventeen year old boy in school or that of a seventeen year old boy on a job? Why?
12. How would you recommend that each of the above boys spend his leisure time?

Lesson 2. What Kind of a Job Should a Boy Look For?

Introduction.

1. What man, where you work, seems to be working on exactly the right job? Why is it the right job for him?
2. Why do you think some of the young men where you work seem to be dissatisfied and on the wrong job? Why?

Main Question.

3. What kind of a job should a boy get?

Solution.

4. To what extent is the amount a job pays a factor in deciding what kind of a job a boy should choose?
5. If every boy had a living wage, would this assure his being at work on the right job? Why or why not?
6. If he does the thing he enjoys but doesn't make a living, is he on the right job? Why or why not?
7. Sometimes people are on jobs which make use of only part of a person's capacities. What is the relation between a boy's capacities or abilities and the kind of a job he ought to have?
8. How far should a boy look into the future in deciding a job? Should he always take the job with the better future prospect even if less enjoyable and pays less? How would you compare the attitude of a 14 year old boy, an 18 year old H. S. boy, and a college graduate toward a job with better future prospects?
9. What difference do a boy's ideals make upon the kind of a job he ought to have?
10. To what extent is it needful to consider God in a boy's choice of a job? Matt. 6:34. Does this command hold good for today? What is the result of boys not working on the right job?
11. Does it really make much difference what a boy works on? What is the result of boys not working on the right job?

Action Differences.

12. What would you advise a boy to do who wonders if he is on the right job?

The leader should be familiar with "The Find Yourself Idea," by C. C. Robinson, published by Association Press. This will help boys who are uncertain as to what they should seek to do. Some splendid vocational programs might grow out of the problems raised by these discussions and even a "Find Yourself Campaign" might be called for.

Lesson 3. Can Every Boy Get the Kind of a Job He Wants?

Introducing the Problem.

1. Why are young men discontented in their work? Can they get a job where they will be satisfied? Why?

Main Problem.

2. Can a boy get the kind of a job he wants?

Solution.

3. When a fellow has trouble getting the kind of a job he wants, what's the matter? Which could be overcome? Which are hardest to overcome? It is sometimes said that if a fellow makes up his mind to get a job he can do it. Is it or is it not true? Are fellows who are constantly changing positions more apt to find the right one than those who remain with one firm? Give your reasons.
4. If a boy knows what he wants to do, what abilities he has and where those abilities can lead him, what is his next step? Matt. 7:7-12.
5. What made Jesus feel that these men would probably fail in their choice? Luke 9:57-62. What principle did he hold up to safeguard failure?

Changes in Action.

6. To what extent are a boy's good and bad habits factors in getting the right job?
7. To what extent is industry on the part of the boy a factor?
8. What importance do you attach to study in getting the right job? If an apprentice training is available would you or would you not advise a boy to take it? On what grounds?

9. In how far is the fact that boys do not have the right job due to the fact that they are not ambitious?
10. How would you advise a boy to go about finding the right job?
11. How much time, money, and effort must a working boy be willing to sacrifice to get the right job?

Lesson 4. How Much Pay Should a Working Boy Expect?

Introductory.

1. On what basis do you find boys objecting to the amount of their pay?
2. What objections seem valid?

Main Problem.

3. How much pay should a working boy expect?
4. To what extent is the pay a boy earns a true measure of a boy?

Solution.

5. What determines how much a boy gets? May a boy get "other pay" than money? Matt. 6:19-34. How can a boy seek first the Kingdom of God in earning his money?
6. What principle does this parable suggest? Does it apply to a boy of today? How? Matt. 25:14-28.
7. Does the boy who works the hardest today get the best returns? Why or why not?
8. Would it be fair to pay a boy on the basis of the responsibility he carried for his employer?
9. If a boy turns out as much work as a man, should he get the same pay? Why or why not?
10. To what extent should an employer consider the needs of his employees in determining wages?
11. Which job would a boy choose, one with good present wages and no future, or one with small pay and good future prospects along his chosen line? What would determine his choice?

N. B. Leader.—Use the questions in the Boys' Edition Lesson 4 to summarize this group of discussions.

Clean Recreation

Lesson 1. What Should a Fellow Do For Recreation?

Introductory.

1. What do fellows, who work, do for amusement and recreation? List these.
2. Some people make a difference between recreation and amusement. Both may be called play. Which are mere amusement and which are recreations?

Main Problem.

3. What makes the difference in worth between recreation and amusements?

Solution.

4. Is mere amusement ever justifiable? Why or why not?
5. What forms of recreation have education in them?

Action Differences.

6. If we took as our slogan, "Recreation versus amusement—get the difference," what kind of things would we do more of and what would we cut out?
7. Has religion anything to do with recreation? What?
8. Can you tell anything about what a fellow is if you watch him play? Why?
9. Why can you discover this in his recreation?
10. Can you tell anything about what he will be?

Lesson 2. How Should a Fellow Spend His Spare Hours?

Introductory

1. List how boys are spending their spare hours.
2. Which of these are wise—which foolish?

Main Problem.

3. How can spare hours be used wisely?
4. What determines how a young man spends his leisure hours?
5. In what way does the amount of money a working boy

has to spend determine the type of recreation he chooses? Illustrate.

6. Why do some boys "hang out" at a pool hall and others go to night school? Which costs the most?
7. How much influence does the gang a boy goes with exert in the choosing of right recreations? If a fellow had spare time, need he buy amusement or amuse himself?

Solution.

8. What suggestions does the Psalmist make about using spare time wisely? Psalm 1:1-6.
What does Paul suggest to young Timothy? 1 Tim. 4:7-9.
9. What factors must an employed boy consider in mapping out his use of spare time?

Action Differences.

10. What standards could be set up to determine whether recreation is constructive or otherwise? Would this apply to Sunday as well as week days? Why or why not?
11. What is the effect of different types of recreation upon those participating?
12. What difference does it make whether a working boy goes to a dance, plays basketball, or sits around a pool hall?
13. What difference, if any, does it make whether one plays in the game or remains a spectator?

Lesson 3. Should a Boy Buy His Amusements or Make Them?

Introductory.

1. On what amusements do boys spend the most money? On which the least?
2. Can a working boy have fun without spending his money freely? How?

Main Problem.

3. Should a boy buy his amusements or amuse himself?
4. Would you say that the value of recreation is in proportion to what you put into it yourself or in proportion to what you spent?

Solution.

5. What happens when you put yourself into anything? Contrast what happens when you put yourself into something and when you put your money into it without activity on your part? Which is best for you? Why?
6. What do you think Jesus would mean by being faithful in the use of money? Luke 16:1-12.
Under the standard in verses 10 and 11 would a boy be justified in spending money for recreation? Why?
7. What should money be used for? If you have plenty, is it all right to spend it for good times? If so, why? If not, why not?
8. Some people object to commercialized amusements. What do you mean by commercialized amusements? What is the value of commercialized amusements? Why do folks object to them?

Action Suggestions.

9. What should a fellow do for amusement? If a fellow says he wouldn't know what to do in this case, what would you tell him?
10. Can you suggest any remedies for commercialized amusements?

Lesson 4. How Can a Fellow Become a Good Mixer?

Introductory.

1. What fellow would you call a good mixer?
2. Of what qualities is a good mixer made? Would this hold for good mixers in all classes of people?

Main Problem.

3. Of what importance to an employed boy is the ability to mix well?
4. What is the relation between the use of spare hours and ability as a mixer with people?
5. How would you compare the man who is called a good mixer because he spends his money well and the good mixer who interests people by what he says and does? Which is the best type of good mixer? Why?

Solution.

6. On what basis were the men in this story rewarded? Does the principle hold good for right use of spare time? Matt. 25:14-30.
7. What contribution to your ability to get along with people do amusements make? What contribution do recreations make?
9. What recreations are most beneficial?

Action Suggestions.

10. How would you advise a boy to go about developing the qualities which would make him a good mixer of the best sort?
11. What standard would you set by which to measure the social benefits from use of spare time in recreation?

N. B. Leader.—Use the questions in the Boys' Edition Lesson 4 to summarize this group of discussions.

Physical Vigor

Lesson 1. What Are the Essentials of "Physical Fitness?"

Introductory.

1. What fellows do you know whom you would say were "Physically Fit"?
2. What are the causes of unfitness among boys?

Main Problem.

3. What is essential to physical fitness?
4. What is the relation between sleep and fitness? Eating and fitness?
5. Body eliminations are cared for through the lungs, skin, kidneys and bowels. What does physical fitness demand for each of these?

Solution.

6. What health habits do you deem most worth while? What determines the sort and amount of exercise one should take?
7. What is the relation between posture and physical fitness?
8. To what extent should a boy strive for physical perfection in muscular development as an essential of physical fitness?
9. Andrew Carnegie once said, "Every wound to our physical well-being is self-inflicted." Is this true? Why or why not? What does he mean by self-inflicted?
10. To what extent do boys and men intentionally inflict their fitness? What would you say about willful disobedience to known health habits?
11. What relation, if any, do you see between physical fitness and morals?

Action Differences.

12. If a boy had bad health habits what would you advise him to do?
13. How can boys with awkward, bad postures be helped to physical fitness?

Lesson 2. What Are the Best Results of Physical Vigor?

Introductory.

1. Some boys are never quite content with their build. If by wishing you could change your size, build and strength, for what would you wish?
2. What advantage would that be to you? Why?

Main Problem.

3. What determines the advantage or disadvantage of physical fitness?

Solution.

4. We would say that both Theodore Roosevelt and Jack Dempsey were physically fit. Which of the two used his fitness to the best advantage? Why do you so believe?
5. What does the story of Samson teach us of the advantage and disadvantage of physical fitness? Judges 14-15-16. Wherein was it of disadvantage? If superabundance of strength caused carelessness in habits, would it or would it not be an advantage?
6. How would you determine whether or not a boy was using his physical fitness to advantage?

Differences in Action.

7. In which circumstance is physical fitness of largest value—when used for one's own advantage or when used for the advantage of others? Why?
8. To what extent are skills requiring precision, control, accuracy, and endurance dependent upon physical fitness? How are they acquired? Wherein are these of advantage?

Lesson 3. To What Extent is Physical Fitness of National Importance?

Introductory.

1. What condition did the government find when it examined men for the army?

2. Upon what basis were men declared to be unfit for the army service?

Main Problem.

3. Why is physical fitness of National importance?

Solution.

4. Which should give the United States as a nation the largest desire for physical fitness, the pursuit of war or the pursuit of peace? Why?
5. Physicians and sociologists are demanding that children shall be well born and that parents shall be healthful and fit for parenthood. What are the reasons back of this demand? What is its importance?
6. Most boys look forward to a home of their own where love and comradeship governs the life of the father, mother and children. What considerations are important in one's physical habits and fitness because of this expectation?
7. Some men and women believe that only the physically fit should be allowed to marry and that the physically unfit should be prevented from marrying. What do you think of this stand?

Action Differences.

8. If it were carried out, what would result nationally?
9. What importance do you attach to safety first as a national physical fitness movement?
10. To what extent could you justify prohibition by this increase or decrease of physical fitness?

Lesson 4. Why Should a Boy Maintain Physical Fitness?

Introductory.

1. Why do fellows you know seek to become physically fit?
2. Which seems to be the most frequent reason for seeking physical fitness?

Main Problem.

3. Why should a boy maintain physical fitness?

Solution.

4. Is health for health's sake a big enough motive for seeking physical fitness?
5. Is desire for supremacy in athletics a right motive? Why?
6. What were Theodore Roosevelt's motives? What were Lincoln's?
7. To what extent is the motive of importance?
8. If a person were drowning and you stood on the bank willing but unable to help, what estimate would you make of your physical fitness?
9. When did David prepare for his encounter with Goliath? I Sam. 17:32-37.
10. Which of the two were physically fit? What did the other lack in fitness? What were David's motives in his preparation?
11. Which is a higher motive, fitness to earn a living or fitness to become a husband and father?
12. Which boy would be most likely to maintain physical fitness, one who had one big motive such as athletic prowess, or one who had several motives such as establishing home, being prepared for an emergency, ability to work, ability to play? Why?

Action.

13. What purposes in your own life seem most strong in demanding that you keep physically fit?
14. What purposes do you believe boys should have which would demand physical fitness?

N. B. Leader.—Use the questions in the Boys' Edition Lesson 4 to summarize this group of discussions.

Spirit of World Brotherhood

Lesson 1. How Shall a Boy Treat Foreign Boys?

Introducing the Problem.

1. What foreign boys do you know whom you like? Why do you like them?
2. What foreign boys do you dislike? Why do you dislike them?

Main Problem.

3. How should a fellow treat foreign boys? To what extent should America accept foreigners on an equal footing with themselves?
4. Shall they be asked into our clubs? To dances?
5. If a foreigner were competing for a place on your team and was as good as the American boys trying out, would you give him a place or not? Why?

Solution.

6. What did Jesus teach about our duty to foreigners? How many nationalities are represented? What was relation between them? How many classes of people were represented? What is relation between them? What is the principle which Jesus advocated? Luke 10:25-37.

Differences in Action.

7. What rights has a foreign boy in industry? In school?
8. What more or less than an American boy should he expect?
9. If a foreign boy asked you what he had a right to expect of Americans, what would you tell him?
10. If you were going to work as an apprentice and had to work under a foreign foreman, would you change your job? Why or why not?
11. What local problems hinge upon right treatment of foreigners? What national problems hinge upon right treatment of foreigners? What world problems hinge upon right treatment of foreigners?

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Lesson 2. How Can a Boy Be Loyal to America and to the Ideal of World Brotherhood at the Same Time?

Introducing the Problem.

1. What caused fellows you knew to enlist in the army?
2. What does patriotism demand of a boy?
3. What causes people you know of to go as missionaries to other countries?
4. What does the ideal of world brotherhood demand of a boy?

Main Problem.

5. Can a boy be patriotic and also live up to the ideal of world brotherhood? How?
6. What definition would Jesus give of the best nation in the world? Mark 12:28-34—would this be accepted today as the measure of a great nation?

Solution.

7. Is it right to try to make America the best nation in the world? Why or why not? What does patriotism demand in this case? What does world brotherhood demand?
8. Is it a better nation or better humanity that is most to be desired? Why? Which would patriotism demand? Which would world brotherhood demand?
9. If a nation becomes a better nation at the expense of its neighbors, is it contributing to a better humanity? Why or why not?
10. In what way, if any, can a nation contribute to the making of a better humanity?

Action Resolves.

11. If America should declare war and you should think it an unjust war, would patriotism cause you to enlist? Why or why not?

12. If America were dominating the life of a smaller nation unjustly, what demands would world brotherhood make?
13. Would the action caused by these demands be unpatriotic? Why or why not?
14. How can boys contribute toward better brotherhood and better humanity?

Lesson 3. What Attitude Shall a Boy Take Toward War?

Introducing the Problem.

1. How many in the group had brothers or relatives who went to war in the great World War?
2. Why did they go to war?
3. What did they think about war upon their return?

Main Problem.

4. On what grounds would you make a case against going to war?
5. Some people say it is impossible to outlaw war because through it the best people of the races have come into power. War kills off the weak and unfit, they say, and through the fiery struggle of war and self defense, the able, intelligent people grow in ability and become rulers. What would you answer to this position? What bearing has the use of 25 mile range artillery and airplanes and Lewisite gas here?
6. Some people say there is a great moral, spiritual gain to anyone who risks his life for what he believes in a war. They ask "How will you get an equivalent for this value?" What bearing here have the sacrifices which conscientious objectors to war have made? Does or does not their position demand a moral equivalent? Why do you think as you do?

Solution.

7. What principles does Jesus give to guide here? Matt. 5:9-23-26, 38-48.
8. Are these principles applicable to relations between nations?

9. If they were applicable to the foreign policy of the United States what would happen? To our army? Navy? Diplomatic policy?
10. Suppose the United States should say, "We as a nation will never again go to war." Would she be a foolish nation or a statesmanlike nation? Why?
11. Some one has said, "The choice lies between Christ and War." Is this true? Which would you choose?

What Difference Does it Make to Boys.

12. The boys of today are the soldiers of tomorrow in a nation which continues to put its trust in war. What can boys do to know whether or not they will be in an army to support war?
13. If a boy believed that war was wrong and had to choose between joining the army and becoming a conscientious objector, going to prison because of his choice, which would you advise a boy to do?
14. How can boys help make a case against war?

Lesson 4. How Can Boys Help Establish World Brotherhood?

Introductory.

1. What are the things which establish relationships between your city and its nearest neighbor?
2. In addition to war and commerce, what forms of intercourse do we have between nations on a world basis today?
3. Are these a help or hindrance to world brotherhood?

Main Problem.

4. How can boys help to establish world brotherhood between nations?

Solution.

5. What advantage, if any, would it be for boys of different countries to meet and know more about each other?
6. What advantage would it be for a working boy of one country to know about working boys in another country?

7. What is the relation between the number of things which people think through and do together and the amount of trouble which exists between them? As ties of common interest increase, do troubles increase or does understanding cause them to lessen?
8. To what extent is a spirit of tolerance needed? Matt. 7:1-5.

Action Differences.

9. What are some of the present reasons why boys of America are not interested in boys of other countries?
10. How can these be met?
11. How can boys become world citizens?
12. Which financial contributions aid most in bringing world brotherhood and why:
Famine relief; missions; Red Cross; Y. M. C. A.;
What others?
13. What studies on the part of boys would be helpful in establishing world brotherhood?
14. What things a boy can do today are helpful in bringing about world brotherhood?

N. B. Leader.—Use the questions in the Boys' Edition Lesson 4 to summarize this group of discussions.

A Real Education

Lesson 1. Why Do So Many Boys Dodge a Public School Education?

Introductory.

1. What are the reasons boys give for quitting school?
2. What seem to be the most common reasons? Are they or are they not sufficient?
3. Some one said, "Boys go to school but dodge an education." What was meant? How many boys go to school and yet dodge an education? When are "going to school" and "getting an education" the same thing? When different things?

Main Problem.

4. What are the real reasons for so many boys dodging an education? To what extent are these sufficient reasons?

Solution.

5. Is the fact that working boys quit school at an early age sufficient proof that they consider an education of little value? If so, why? If not, what is the meaning of this fact?
6. What evidence is there that working boys believe education to be of value?
7. To what extent is the judging of the value of an education by its immediate financial return a true or false standard? Is this or is it not a sufficient reason for leaving school?
8. Could you or could you not justify a boy's stopping his public school education because of a family financial need? If a boy has to support a widowed mother, does going to work mean he must cease getting an education? What plan of education would you outline for such a boy?
9. To what extent do boys dodge public school education because they feel that the present system of education does not meet their demands? What would you suggest for such boys?
10. In what respects, if any, is public school education not

completely adapted to employed boys' real interests? To what extent is it true that an employed boy cannot get his needs met? To what extent is this true of all boys?

11. What reasons, if any, would you consider sufficient for an employed boy stopping all his efforts for an education?

Lesson 2. Is Education Worth the Price?

Introductory.

1. What are some of the good results you have gotten from your education so far?
2. What further results have you a right to expect?

Main Problem.

3. Is the effort necessary for an education worth the price it costs in time and money to a boy, who has to work at the same time? Why do you believe as you do?

Solution.

4. Some men respond to the best that is within them. Others take it most easily. How shall a boy determine whether to get his joy in life from great effort for self-development or from the pleasures and amusements which demand less effort?
5. How much importance should working boys attach to education which will result in self-advancement?
6. What principle of self-development does this parable uphold? How are boys tempted to waste their talent? On what basis was the one talent taken from the one talent man? Matt. 25:14-29.
7. Of what worth as a result of an employed boy's effort, is the ability to appreciate cultural things? Why is it of worth?
8. How much importance shall a boy attach to wider contacts with educated people as a result of his efforts for education?
9. On what grounds would you base your claim that education is worth the price?
10. If the price you had to pay called for a minimum of rec-

reaction and a maximum of hard study would it or would it not be worth the effort?

11. If the price called for shabby clothes for a few years and no dates with girls, what would you say of it?
12. If the price called for sacrifice on the part of others of your family for a few years what would you say of it?

Lesson 3. How Can a Boy Learn to Think for Himself?

Introductory.

1. Wherein were pioneers and explorers required to do more thinking than people of today?
2. What advantages resulted? What disadvantages?

Main Problem.

3. What is the relation between going to school and a person's ability to think for himself?
4. Which is of greater value, to think through to solution a problem which is bothering you, or to study a subject which may help you solve some problem later on? Why?

Solution.

5. If a fellow goes to college and finishes without developing the ability to think, where might the fault lie?
6. If a fellow makes a big success without a formal education, what factors would you judge were responsible for his success?
7. In which of the above cases would you say there was the largest return? Which one of the two pathways to ability to think generally produce the best thinkers, college or practical experience in some chosen field? What are the advantages and disadvantages of both? Could they be combined to advantage? Why?
8. To what extent did Jesus desire folks to think for themselves?
9. How did Jesus set about getting folks to think for themselves? Matt. 13:13-15; Matt. 12:11-12.

Results in Experience.

10. If a boy wants to develop ability to think for himself, what will he do about accepting responsibilities?

11. Will a boy learn to think for himself by working under a boss who tells him what to do or by directing his own efforts? Which is harder?
12. How can a boy who is working under a boss learn to think for himself? What attitude will a boy who wants to be able to think for himself take toward his mistakes? What attitude will he take toward criticism of his efforts?

Lesson 4. How Can a Working Boy Determine What Education is Worth While for Him?

Introductory.

1. The government requires all boys to attend school up to a certain age. Why is this done?
2. At what grade can boys begin to choose their own studies? Why can't they begin to choose them in lower grades?

Main Problem.

3. How can a working boy determine what studies are worth while for him?
4. Some boys cannot determine what they want to do and therefore drop out of school because education seems worthless to them. Other boys don't know what they want to do but continue in school. How do these two classes of boys justify themselves?
5. Which group would have the best chance of determining the worth of education for them? Which group has the best chance of determining the life work for which they should be educated? Why?
6. What is the relation between the goal a boy has for his life and the education worth while for him?
7. To what extent should the type of education differ with the goal desired? Why do you believe as you do?

Solution.

8. If a boy does not know what he wants to do for a life work, what would you suggest that he do?
9. If a boy does not know what studies would best prepare

- him for his chosen life work, what would you suggest for him to do?
10. If a boy has such a low aim in life that education is not needed to help him achieve it, what would you suggest to be done?
 11. Shall a boy make an effort or trust to luck to guide his decisions on education? Why?

N. B. Leader.—Use the summary questions in the Boys' Edition to round out this group of discussions.

A Vital Religion

Lesson 1. What Should God Be to a Boy?

Introducing the Problem.

1. What was the idea of the American Indian about God? Do you think it was a good idea? Did it work for the Indian? Always? Never? Sometimes?
2. What do working boys think God is like? A Heavenly Santa Claus? A great magician? An indulgent Father? A just, loving Father?

Main Problem.

3. How should a boy think of God?

Solution.

4. What value does God seem to have for any religious person whom you greatly admire? What does he think about God? If you are not sure about what he thinks, will you make it a point to ask him?
5. What value did God seem to have in the lives of such men as Livingston, Lincoln, Roosevelt? What idea of God did they seem to have?
6. What conception did Jesus have of God? John 15:1-14. What was God to Jesus? A Heavenly Santa Claus? A great magician? An intelligent Father? A just, loving Father? Of what value to a boy is such belief in God?
7. Some people are quite willing to say, "I'll try believing that God is my loving Father and daily guide just to see if it works." John 7:16. What would you say of that attitude? What hope is there that a boy might find out what God is like from this attitude? Is it a fair attitude? Why or why not?

Fields for Experimentation.

8. If a group of boys became interested in righting a wrong in which they felt sure God would be interested, could they or could they not prove for themselves the worth of believing in God?
9. What are some tasks wherein boys could try out God's

teachings and make this sort of a test of him as Father? Any wrongs around the job? Any personal problems? What things would it be necessary to consider in order to have a truly fair experiment? How much should one know of God's will and His principles? How much should one know of how God has worked in other lives?

10. To what extent would a study of Jesus' relations with God help insure a true experiment?

Lesson 2. How Does Jesus Help to Establish a Belief in God as Father?

Introducing the Problem.

1. What things in the life of Jesus do boys admire?

Main Problem.

2. Is or is not Jesus necessary to boys of today? How does He help boys?

Solution.

3. To what extent did his ability to resist temptation establish God as His Father? What were His methods of resisting temptation? Matt. 4:1-11. Did He dally with the temptation or turn to His Father for help? What does His temptation experience show as to His belief in what God can do for a person?
4. With this as evidence and guide, is it not possible for a boy to prove God as his own Heavenly Father in his own temptations? How?
5. Notice in Mark 8:17-39 His persistence in seeking His goal, faith that God was with Him in this endeavor. In what ways did this help to establish God as Father?
6. Did Jesus really mean that human life in the balance was of more value and more worth than all the schools, factories, farms, churches or playgrounds? What method did He give here for directing one's life aright? With this as evidence, to what extent will you undertake to prove God as Father in your life goal?
7. To what extent does Jesus' life help to establish belief in God as Father?

8. Matt. 25:31-46. What standard does Jesus set here whereby one can measure the extent to which God rules as Father in one's relations with others? Three realms have been mentioned wherein it is possible for anyone in earnest to prove to his own satisfaction that God is his Father, in personal temptation, in direction of one's life purposes, in one's relationships with others. Examples of how Jesus proved God have also been given.

Experimentation.

9. What situations will you choose for your own experiment? Wherein will you use the life of Christ? Of what use will prayer be?

Lesson 3. What Good Is the Church?

Introductory.

1. Why do some boys go to church and some not?
2. What are the reasons boys give for not going to church?

The Problem.

3. Of what good is the church in the life of a boy today?

Solution.

4. Christ is considered a friend of all people. Is or is not the church so considered today? Why?
5. If the church is wrong in some respects, should a working boy remain loyal and try to change it from within as a church member, or should he quit the church and oppose it by criticism from without?
6. Which method is the most effective in getting results? Why?
7. Would you consider that the church had done its duty if it preached the gospel?
8. What other obligations should it have?
9. Should the church take sides on all issues in the community or confine its action to purely religious service? Give your reasons.

Action Differences.

10. If you were going to start a church for boys in your

community, what changes would you make—in service, organization, program, and attitude toward modern problems?

11. Who seems responsible for the condition in church life of today? How can these conditions be changed?

Lesson 4. What Part Should Boys Have in Making the World Better?

Introductory.

1. What things that boys do tend to make the world a worse place in which to live? What things boys do tend to make it better?

Main Problem.

2. In what ways can boys help make the world a better place?
3. How did Jesus expect to establish his new day on earth? Matt. 9:10-13, 35-38, Matt. 25:31-46. How would you state the several methods involved here? Which of these could a boy use? How?
4. Select two important things you think boys might do to bring about desired changes in both the surroundings of boys and in boys' conduct. How would you suggest they go at it to do them?

Solution.

5. Just what could groups of boys today do to aid in establishing the new day on earth?
6. In what sections of boy life do you believe God has something at stake today?
7. Is it or is it not reasonable to expect that God would bless with power and results a group of boys who tackled a situation where it was thought God had something at stake? Why?

Action Differences.

8. At what problems in your community would you set these groups expecting God's guidance?
9. What organized efforts in a community might a boy join

in order to aid in making the necessary changes to establish God's new day?

The leader ought to know about the Hi-Y Movement, Employed Boys' Brotherhoods, and Inter-Sunday School Councils of Older Boys in order to be able to guide any conviction which might grow out of these lessons to fruitage. Write to The International Committee of Young Men's Christian Associations, Boys' Department, 347 Madison Avenue, New York City, for material on the first two.

Write to National Council of Religious Education, 5 South Wabash Avenue, Chicago, Illinois, for information on the Older Boys' Councils.

N. B. Leader.—Use the summary questions in the Boys' Edition to gather up the results of this group of discussions.

Home and Community Responsibility

Lesson 1. What Makes a Happy Home?

Introducing the Problem.

1. What are the chief causes of friction in homes where things do not run smoothly?
2. What are the causes of trouble in homes you have known, between boys and their parents?
3. Do boys have more trouble with their parents than parents have with their boys? Give your reasons.

Main Problem.

4. In homes where there is happiness and everything runs smoothly, what is the secret?
What are the conditions which enable a family to enjoy life together?

Solution.

5. If the suggestion in Matt. 7:12 were followed, would a happy home result? How? Why? Why are these not followed?
6. In a happy home, can the different members of the family do as they please around home? Under what conditions?
7. What makes for the happy home, for parents to decide what the boys should or should not do? for the boy to decide for himself? for parents and children to decide together? Why do you think so? Is such mutual decision practicable?
8. What difference, if any, would you make relative to parental authority, if a working boy was fifteen? Why?

Action Suggestions.

9. In what ways can working boys share in the plans and activities of the home?
10. What things can our club do to help fathers and sons we know to understand each other and to enjoy life together?

Lesson 2. How Can a Boy Best Prepare for a Home of His Own?

Boys' Experience.

1. Think of the best home you know. What things make it such a good home?
2. What things are essential to make the ideal home?

Main Problem.

3. How can a boy best prepare for home making?

Solution.

4. Some say that a boy, by his actions in his boyhood home, is training to make or destroy the happiness of his own home. To what extent does a boy's attitude in his boyhood home determine the attitude he will take in his own home?
5. If you were a girl would you expect to receive thoughtfulness from a man who as a boy was unkind and unthoughtful toward his mother? Why or why not?
6. What bearing has the type of girls a boy goes with and his present relationships with girls upon the choice of his wife and the happiness of his future home?
7. What kind of a girl should a young man select to help carry out plans for an ideal home?
8. What responsibilities in the home should the man expect to carry? Is the common practice by which a man leaves the home duties to his wife a fair sharing of responsibilities for an ideal home?
9. How much of an income is necessary to make it a good home? What is the effect of starting a home on an income which would involve poverty?
10. A young man was heard to make the statement, "If my marriage is not a success I will blame no one but myself." What do you think of that position? Would this man be more or less likely to look forward and develop within himself the qualities he deemed necessary for a successful home? Why?

Lesson 3. What Responsibility Has a Boy to His Community?

Opening Up the Problem.

1. What is it expected that a boy's father and other adults in the community shall do to show themselves good citizens and to help make the community a good one in which to live?
2. Which of these is it reasonable to expect boys to do? which are duties of adults only?
3. Is a boy simply a future citizen in the making or has he citizenship responsibilities now? What is the reason for your answer?

Main Problem.

4. What responsibilities have boys toward making a good community?

Solution.

5. Note Matt. 10:32-44; 25:13-46. What is the underlying principle in these passages? If used as a motto for a community, how would you state it?
6. What ideals should control a boy in his efforts to make his community better?

Action Differences.

7. What boys' organizations are helping to make the community better? What part do boys have in these activities? What part should they have?
8. What responsibilities, if any, have boys toward respecting the law?
9. What responsibility, if any, have boys in protecting property in the community?
10. What responsibility have boys in regard to the lives of other boys in the community.
11. In what ways do boys share in determining the standards of the following aspects of community life:
 - (a) Commercial amusements.
 - (b) Moving pictures.
 - (c) Pool Halls and hang outs.

12. Trashy magazines and trifling suggestive stories on sale at newsstands are a reflection of community standards. What can boys do about it? What help does the law give? How can a group of boys use the law in this case?

Lesson 4. How Would You Test a Boy to Determine Whether or Not He Is a Good Citizen?

Introducing the Problem.

1. Name some men you believe to be good citizens. Why do you think they are?
2. What determines whether or not a man is considered a good citizen?

The Problem.

3. How would you test a boy to determine whether or not he is a good citizen?

Solution.

4. What test of citizenship in the Kingdom did Jesus set up? Matt. 25:31-46. How would this apply to a boy's activity today?

Action Differences.

5. Does the part a boy plays in his home have anything to do with his being a good citizen? Why or why not? How would a good boy citizen participate in home life?
6. To what extent is the quality of work a boy does in school or at his job an indication of good citizenship?
7. How would you state the difference between the way a good boy citizen and a nominally good boy citizen uses his spare time?
8. If a boy attended Sunday school and played an unfair game of basketball, how would you rate him as a boy citizen? Why?
9. What is the relation between honesty and good citizenship?
10. What would you tell boys to do in order to become good boy citizens?

N. B. Leader.—Use the summary questions in the Boys' Edition to gather up the results of this group of discussions.

