

NEW DIRECTIONS

Manhood Training --An Introduction to Adulthood

A PROGRAM FOR BOYS
AGES 11 TO 13

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TABLE OF CONTENTS

Introduction	1
Your Role	2
Manhood Training	3
II. Background History	5
Our Training Program	7
III. Preparing for Manhood Training	
Building Interest	
Manhood Training Committee	
Arrangements	
Materials ..	
Meals	
IV. The Events	
Event 1 : Physical Fitness & Hygiene	17
Event 2: Self-Reliance	18
Event 3: Courtesy & Respect	21
Event 4: On Being a Man	30
Event 5: Sexual Responsibility	47
Event 6: Who Are You?	51
Event 7: Sex Abuse	59
Event 8: Problem Solving and Teamwork	62
Event 9: Self-Destruction	67
Event 10: No Man is an Island	71
Event 11: Skills	73
Event 12: Individuality	75
Event 13: Your Questions, Please	75
Event 14: Council of Elders	76
Event 15: Closing	79
V. Recognition and Conferral of Apprenticeship	91
VI. Conclusion and Follow-up	93

I. INTRODUCTION

Think of it! Think of a program through which all of the boys in a community between the ages of 11 and 13 can obtain an enlightened view of manhood! Think of a program drawing upon the incomparable resources of the community in such a way as to spark curiosity, excitement, and a proper concept of manhood in the boys! Think of a program able to offer sound guidance during the confusing years of puberty. Think of the foundation we can lay for a better community and a better tomorrow!

YOUR ROLE

There is a conspiracy of reasons why so many young men have not received proper preparation for manhood. The problems which flow from their lack of preparation are apparent to us all. You, however, have an opportunity to help the present generation of boys. What we do today can make the difference between a boy who will accept responsibility in the community as a man, and one who will neglect that challenge and become a part of the problem. In point of fact, our futures are interlocked: what they do will in large measure determine what will happen to us; what we do can set new directions for them.

MANHOOD TRAINING

This booklet lays out a manhood training program. It was first published in 1982, revised and expanded in 1985, and altered slightly in 1990. This edition contains the first major revision of the manhood training program since its inception. It contains important and, I hope, valuable changes and additions. It is strongly recommended that everyone who used prior versions of this manual take time to study this edition. The revisions will enhance your training program.

In revising the manual, I had the benefit of seeing manhood training in action and using the contributions of many persons. I am indebted to that great lady of Washington, D.C., Ms. Cathy Hughes for helping to launch the program. She was the first person to give serious attention to the manual. An interview on her radio program gave me a chance to share the concept with her audience in the Washington area.

The program was first tried by the Reverend Willie Wilson in Union Temple Baptist Church, of Washington, D.C. I am indebted to Reverend Wilson for the serious interest he has taken in the program and all the help he gave in promoting it. I have also benefited greatly from additions and modifications made by the training committee in his church.

Dr. Kenneth Campbell of the College of Journalism at the University of South Carolina **and coordinator of the Manhood Training** Program at Brookland Baptist Church, West Columbia, South Carolina, made several important suggestions and comments. His thoughts have influenced this revision. In fact, I have adopted some of the additions and modifications of the program initiated by the Brookland Committee, as well as some made by other churches. A special thanks to the Brookland Committee.

I was ably assisted in preparing the revised manual by Mr. George Johnson, a rising first-year law student at the University of South Carolina, Ms. Laura P. Valtorta, a writer and recent law school graduate of the University of South Carolina; Ms. Doris Cooper and Ms. Nancy F. Shealy, our secretaries. Laura served as both chief editor and publisher. Ms. Deanna T. Demusey of South Carolina Educational Television also assisted with editing. Mr. John Earl Johnson, Jr., an 11th grade student from Lower Richland High School, and a summer intern in my office sponsored by the Columbia Urban League and USC Law School, made the drawings. Mr. Rodgers B. Boykins of South Carolina Educational Television designed the front cover, which features a picture of Mr. Aaron Brown of Brookland Baptist Church, a freshman at Brookland-Cayce High School in Cayce, South Carolina. My deepest appreciation to each person for the valuable help.

Dean John E. Montgomery and the faculty of the University of South Carolina School of Law, permitted me to pursue this project at a time when writing about legal matters might have been more helpful to the school. In any event, I'm deeply grateful to them.

We have tried to set out all of the necessary steps. While we can provide you with a total plan for the program, we cannot provide the one essential ingredient which will determine ultimate success: your dedication. With a good understanding of the program and a dedicated committee, you will be able to transform lives and build bridges over troubled waters that will last for years to come.

The Manhood Training program can be sponsored by a church for its members and for boys in the surrounding neighborhood. Indeed it is our hope that every church will sponsor at least one annually. Likewise, other organizations, groups, and even individuals can sponsor the program. What is important is that manhood training programs be available in every community so that they are within the reach of every boy who comes of age.

II. BACKGROUND HISTORY

Throughout the ages, each generation has been called upon to find ways to assist its young people in making the transition to adulthood. Each culture realized that children do not possess values at birth; values are learned. Today in America we face that ancient task of finding ways to train our offspring to be good citizens as they grow. That task is especially important in light of the idleness, absent fathers, and antisocial behavior that are so much a part of life in every community and city. As a result of those aspects of life today, children are frequently neglected and abused. Too often, they don't learn good values; they are left unprepared for adulthood.

Child neglect undoubtedly lies at the root of many of our social problems. We must find ways to prevent and neutralize the effects of child neglect. Our task is to instill in our young men a sense of responsibility and respect, which are the foundations of good citizenship.

In many societies, young people are given formal training prior to their passage into adulthood. The emphasis of the training varies from culture to culture, but there are several common elements. Most rites of passage attempt to form a sense of group identity and a communal bond among the participants. This is often accomplished through the use of secrecy both in the training itself and in ceremonies associated with passage. The rituals and activities are not wholly unlike fraternity initiation ceremonies, which bond brothers together, sometimes for life. They are designed to train young people in the ways of the group. The dissemination of important information is also an element. Finally, most rites of passage include emphasis on self-reliance and personal responsibility. It is hoped that these ideals and values can be adapted to meet the needs and circumstances of the young men in cities and communities throughout the state and the nation.

OUR TRAINING PROGRAM

Manhood Training is designed to be a rite of passage for boys between the ages of 11 and 13. During a 24-hour period, a group of 12 to 15 boys will participate in several discrete events, each intended to develop an important aspect of one's character. This is a program for boys, only; children of that age tend to be more inhibited in a mixed group than in a homogeneous one. Accordingly, programs should be designed for the special needs of boys or the special needs of girls. Although this program is designed to meet the needs of boys, it can be modified to meet the needs of girls. Manhood training should be taught by men. Having men as the teachers should facilitate communication. Moreover, given the nature and objectives of the program, men should be able to share relevant experiences that will be beneficial. And in the end, one learns how to be a man by interacting with and observing other men.

The objective of Manhood Training is to utilize the resources of both religious and secular organizations in an effort to develop a sense of social, group, and personal responsibility in the participants. The program is also intended to help boys with their own special concerns, to answer their personal questions, and to help prepare them for adulthood.

This booklet should be viewed as a guide. Each sponsoring group should feel free to modify it to meet the needs of its own situation and to take advantage of the resources available.

III. PREPARING FOR MANHOOD TRAINING

BUILDING INTEREST

Of course, to have a manhood training program you need boys. Finding boys who are in need of manhood training will be much easier than finding boys who are interested in the program. It is essential that the program be presented to the boys in a way that will create an air of excitement and curiosity. This air of anticipation will create an interest not only for those particular boys but also for other boys who come in contact with them. The boys should be encouraged to invite other boys their age to participate--to encourage their peers to find out more about the program. It is always helpful if ringleaders can be identified. If you can attract their interest, they can assist you in attracting other boys.

One issue you will need to decide is whether your initial invitation and recruitment efforts will be directed at the parents or at the boys themselves. We recommend that the parents be invited to have their boys participate. Because of the nature of the program, you will need parental cooperation. Even if you decide to approach the boys first, you will, nonetheless, need to explain the program to the parents and get their permission. You may wish to consider calling a general meeting of parents and boys. Information about the training program should be discussed and questions answered.

At the meeting, the groups should be told that manhood *training is* a very special program for boys. You should tell them when and where it is going to be. Emphasize the fact that they will be staying overnight at the program's location. Be sure to tell about any sleeping items (for example, sleeping bags) the boys will need to bring. At the end of the meeting you may want to have a **sign-up** sheet for all those boys who want to participate. Of course, you will need parental approval in order for them to **attend**. (Oral permission should be sufficient.)

MANHOOD TRAINING COMMITTEE

Selecting the persons who will assist with manhood *training* will also require your careful attention. You will need a *training* committee of five to *nine men*. As you will see, each event includes a discussion. Therefore, you need individuals who can knowledgeably discuss each topic. A person may have strengths in some areas, but not in others. You will need to select people based upon their knowledge and interest in the several areas. Particularly in the area of sexual responsibility, you may need to recruit someone who is trained in that field, in order to be sure that the topic is presented properly and accurately. Pick a team that will work together; their cooperation and dedication are essential. Some resource people can be brought in for designated events to assist the training committee: a doctor, for example, could be scheduled to come in for two or three hours at a designated time to discuss fitness, hygiene, and/or sex education.

In any event, all members of the training committee and all resource persons should be **males**.

One of the most critical persons will be the coordinator. This man will be required to organize the program, make assignments, and supervise and oversee the carrying-out of the training program. He will have to be a clock-watcher. There is a lot to do, therefore the events must move forward on schedule. TIME IS OF THE ESSENCE. During each event, the coordinator should alert the preceptor about ten minutes before that event is scheduled to end.

In this manual, the committee members are also called "preceptors." A preceptor is a teacher or tutor.

One final thought. In most of the events, we have suggested the questions and issues to be discussed during Manhood Training. The training committee must supply the answers. The answers will, no doubt, reflect the values and ideals of the sponsor. It is our prayer, nonetheless, that you will teach the boys enlightened values. Teach them to respect others: the elderly, children, members of their own race, other races, and persons with different lifestyles and sexual orientations. Equally as important, teach them to respect themselves. Self-respect means taking care of one's self-educationally, physically, and spiritually. Kindness and thoughtfulness are the hallmarks of true manhood. Tell them that the quality of their lives will determine the quality of our community.

ARRANGEMENTS

You will need to give some attention to properly screening the boys. Some boys may be in need of help, but this Manhood Training program may not be the help they need. One boy could disrupt the entire program. Your goal should be to help as many boys as possible, and to avoid spending a great deal of time keeping one boy in line.

After signing up the boys and getting parental approval, you must begin to make arrangements for the actual administration of the program. The training program can be sponsored by a church, synagogue, boys' club, YMCA, or any other religious or secular group in the community. These sponsors can use their existing facilities. A private individual can also serve as a sponsor. Hopefully there will be enough sponsoring organizations to permit parents to select the program which best meets their needs. In any event, site selection is important. Make sure the selected facility will permit all events of the program to be performed in the same general area. A building with several rooms is most desirable. When an event is being conducted in one room, committee members can be preparing for the next events in other rooms. Site selection is the responsibility of the sponsor.

An important aspect of the program is the secrecy which should surround it. It is important that all planning be confidential. Of course, prior review and approval by the parents and sponsoring organization are essential. However, with respect to the trainees, all details should remain secret until the last moment so as to maintain the mystique. The site for Manhood Training must be prepared; at the time of training, the site should be declared off-limits to all except participants. This should be announced at least a week in advance. During Manhood Training, all the site's windows should be covered. There should be a large public sign outside reading, "Manhood Training in Progress. Do Not Enter."

MATERIALS

Many of the events require some prior preparation. You will need to familiarize yourself with the materials required for each event, making certain that everything is ready when the boys arrive. Reading through the events themselves will help you understand what you will need during the program's 24 hours. It is important that everything be planned in advance. For example, the boys will need to be instructed to bring their gym clothes because one event requires such attire. Sleeping bags may be needed if they **are not available** at the training site. The boys must be given the information before arriving at the site.

MEALS

As you plan, give careful attention to the meals that will be required. During the session, four full meals should be served, in addition to one or two snacks (these are growing boys). The meals should be balanced and wholesome. Fruits should be included with the snacks. As you will see, it is recommended that the night time snack be served during a movie. If that option is used, popcorn and fruit would be a nice snack. To make certain that the meals and snacks are carefully planned, it is recommended that a committee member be assigned responsibility for planning and preparing them. The committee will need to decide how to obtain the food, who will prepare the meals, and how they will be served. You might wish to include a cook as a member of the committee. Whether a cook is used or not, I recommend that the trainees be divided into three groups and each group be assigned to help prepare and serve one of the meals. Be careful: don't allow any boy to miss any part of the training program. Each boy should participate in every event.

In preparing a meal, consider this: write out everything that must be done on slips of paper. Then let the boys pull slips and perform the tasks indicated on the slips. Let the boys trade slips with each other if they like.

It is also recommended that you use the first three meals as teaching opportunities. The boys who are helping to prepare the first three meals can be taught how to prepare meals. Tell them about balanced meals, and show them how to cook and prepare foods. Having a cook as one of the committee members will facilitate this task.

If the sponsoring organization cannot pay for the food, it may be necessary to charge the boys a fee to cover the cost of the meals. Consideration should also be given to requesting food from other organizations, government agencies, or from chain stores. When we talk about a balanced meal, which means having a serving of food from each of the four major food groups:

Group A: Fish, poultry and meats (chicken, turkey, fish, beef, lamb, pork, veal, eggs, peanut butter, etc.).

Group B: Vegetables and fruits (salads, broccoli, tomatoes, berries, cantaloupe, citrus fruits, etc.).

Group C: Breads and cereals (whole wheat, muffins, oatmeal, rye bread, biscuits, pasta, pumpernickel, etc.)

Group D: Dairy Products (skimmed milk, yogurt, cheese, cottage cheese, etc.)

Try to serve more vegetables and grains than meat, and to avoid fried foods.

While not indicated in the schedule, an opening ceremony including a statement of purpose and the introduction of participants would be useful.

IV. THE EVENTS

Now that everything is prepared, you are ready to implement the Manhood Training program. Remember that the layout suggested here can be modified. Circumstances will vary for each program, so do not hesitate to make adjustments. The events in the manual are arranged in an order that seems workable. For each event, the approximate duration, the materials that will be needed, and the instructions are stated. Each event should be conducted in a different room. It makes the program far more interesting when the boys are required to move from room to room. The change of scenery also helps to avoid boredom. And while an event is being conducted in one room, the person in charge of the next event can be getting ready in another room.

Because the schedule is compact, the boys must move from room to room in an orderly fashion. I recommend that you use a military approach. Early in the session, show the trainees how to "fall in." That is, at the command "fall in," all trainees should immediately get in line (in formation). You may wish to use one or two lines. In order to encourage the boys to move with dispatch, the last boy in line should be asked to do a few (10?) push-ups. Once the boys are in formation, they should move quickly to the next event.

24-HOUR BREAKDOWN

The program should be scheduled for an uninterrupted 24-hour period: e.g., 6:00 P.M. Friday until 6:00 P.M. on Saturday. Throughout this period, the participants will be isolated from the outside world. During the 24 hours of training, the boys participate in 15 events, each of which will stress some aspects of adulthood and its inherent responsibilities. Each event must have a preceptor. Therefore a member of the training committee should be assigned to conduct each event. Also, each committee member should be assigned particular boys to observe and assess throughout the program. Thus, each boy will have a designated preceptor.

For example, if there are five committee members and 15 boys, each committee member should be assigned three boys to "keep track of" during the entire program. In essence, the committee member (preceptor) serves as a scorekeeper for those three boys. At the end of the training session, each boy will be told (privately) by his preceptor how he performed, which events he completed well, and the areas in which he needs improvement.

EVENT 1: PHYSICAL FITNESS AND PERSONAL HYGIENE

TIME: 6:00 P.M. - 6:45 P.M.

ACTIVITY: Dressed in gym attire, participants should jog one-half mile or a mile while singing marching songs. Participants should stretch before and after running. Other exercises may be included. Afterwards, there should be a discussion focusing on the importance of physical fitness and hygiene. The discussion of hygiene should include the importance of taking baths, getting haircuts, combing one's hair, brushing teeth, wearing clean and pressed clothing, and giving proper attention to one's appearance. Tell them that people will see their appearance and judge them by it. Clothing is a powerful means of expression.

OBJECTIVE: To teach the importance of physical fitness, grooming, and hygiene. The maxim which says that a strong mind requires a strong body is important to the modern adult and should be stressed.
Too many young people are not physically fit.
This often results in poor health.

MATERIALS: Allow yourself an open area for this event.
If the area permits, you could take the boys on a nature path or track; if not, the boys can jog in the street or on the sidewalk, but they must not talk with people who are not in the program.

SUGGESTIONS: Avoid pitting one boy's athletic talents against another. The purpose here is not to see who is the fastest or the strongest. Encourage all of the boys to run and exercise as a unit.

EVENT 2: SELF-RELIANCE

TIME: 6:45 P.M. - 7:15 P.M.

ACTIVITY: The boys are blindfolded and led in a file through various rooms and hallways. Each area should contain startling noises; cold water may be splashed on the boys to create an atmosphere of anxiety and tension. This experience should be followed by a discussion on anxiety and coping.

OBJECTIVE: To teach the boys the importance of self-reliance and how to deal with fear. Stress to the boys that fear is healthy and natural--not some "sissy" reaction. As an adult, one must learn to get a handle on fear, and to proceed in spite of it. Fear often occurs because something is unknown to us--because of a lack of knowledge. Knowledge and information can often cure fear.

The boys should also be told that up to this point in their lives they have been totally dependent on others. That is the nature of childhood. Now that they are coming of age, they must assume responsibility for their own lives, their own safety, and their own health. It should be called to their attention that during this event they entrusted their safety to the sponsoring committee; they could have been harmed while blindfolded. They must be told that in the future they must take responsibility for their own safety and health. They must also be told that they will sometimes need to trust others because no man can remain totally independent for his entire life. A discussion of when and how to evaluate the trustworthiness of other people should be included. The major emphasis should be that we must take individual responsibility for our lives, but that this does not mean isolation from the rest of mankind.

MATERIALS: This event is something of an obstacle course/haunted house combination. You will need to have the area set up in such a way that the boys can be led through a winding set of turns and hallways. You will need a blindfold for each boy.

The members of the training committee should stand along the pathway with spray bottles of water and noise makers; a suspended rope should touch the boys as they walk under it, etc.

SUGGESTIONS: This event requires a fair amount of preparation and planning; you may wish to schedule it as the second event.

This permits you to set up the course before the boys arrive and take it down upon completion. By so doing, the materials can be kept secret. You should have the boys keep on their gym attire (which the previous event required) just in case they get a little wet. You may also want to have a practice run with committee members before the boys arrive just to make certain there are no problems. The course should take about 10 to 15 minutes to walk. After completing this event, the boys should shower and change clothes.

Another reason for scheduling this event early in the session is that it symbolizes the fact that the boys arrived for manhood training in darkness with blind-folders. The training will provide light. This point will be made in the Closing Event, and not at this time.

TIME: 7:15 P.M.- 8:15 P.M. Showers and supper.
The boys will probably be hungry by this time. Let them take showers and enjoy supper. After they

shower, check their grooming: hair, appearance, etc. Make suggestions where appropriate. Then supper should be served.

EVENT 3: COURTESY AND RESPECT

TIME: 8:15 P.M. to 9:00 P.M.

ACTIVITY: The boys will be given a psychograph (a multiple choice test designed to explore each boy's views and values) regarding courtesy and respect.

OBJECTIVE: To teach the fundamental values of courtesy and respect for each other and for our elders. These values cannot be stressed too strongly; they form the foundation of a good society and of our legal system. They are the roots of ethical behavior.

MATERIALS: You will need one copy of the psychograph for each boy. Also, you will need pencils or pens.

SUGGESTIONS: The test should last approximately 20 minutes, and it contains 25 multiple choice questions. Some suggested questions are listed below. After the boys have completed the test, a discussion of each question should follow. Make sure that no boy is embarrassed by his lack of knowledge. There may be boys who are reluctant to admit that they answered a question with a particular choice. You may wish to say something like, "choosing 'c' isn't wrong, but this is why choosing 'b' is better." As the sponsoring committee, you need to make certain that all the boys can read.

If some cannot read or if some are slow readers, you may need to read the questions and responses aloud while the boys follow along and mark the responses. Upon completion, each boy should be asked to grade himself, and turn in his paper to his preceptor; four points are awarded for each correct response for a grand total of 100 points. Suggested questions for the psychograph:

1. An elderly person boards a bus and there are no seats available.
You should give the elderly person your seat . . .
 - a. Only if the elderly person is physically handicapped.
 - b. Only if the elderly person asks for your seat.
 - c. Whenever the elderly person must stand because there are no other seats available.
2. At school, students are telling an untrue story about another student, who is a friend of yours. You should . . .
 - a. Stand up for your friend and say the story is not true.
 - b. Say nothing, don't get involved.
 - c. Say that the story is true in hopes of making friends with those students telling the story.
3. A blind person is attempting to cross a busy intersection.
 - a. Laugh at him because he is blind.
 - b. Go over and ask him if he needs help.
 - c. Avoid getting involved; go about your own business. Helping may get you into trouble.

4. Your teacher asks you to clean the chalkboard.

You should. . .

- a. Say no, because no one should have to do something he does not want to do.
- b. Say yes, but complain about it as you do it.
- c. Say yes and do it immediately.

5. You and your friend are going to a movie; upon arriving you find that there is a long line.
It is proper to. . .

- a. Cut in front of the line if you can get away with it.
- b. Join some other friends in the front of the line, even though they were not saving a space for you.
- c. Go to the end of the line and stand.

6. You are buying some items at the store and the cashier gives you back a five-dollar bill instead of a one-dollar bill, by mistake.

You should. . .

- a. Tell her she made a mistake and return it.
- b. Keep the extra money and help a friend or your family.
- c. Keep the extra money only if you really need it.

7. You want your friend to spend the night at your house.

You should. . .

- a. Ask him first, then ask your mother or father whether it would be okay for your friend to stay.
- b. Get your parent's approval before asking your friend to spend the night.
- c. Just invite your friend over; then when he arrives, tell your parents that he is spending the night in your room; your room is your own and your parents cannot tell you what to do in it.

8. People can park in zones or spaces marked for handicapped persons only if they are. . .
- a. In a hurry.
 - b. Unable to find any other parking spot.
 - c. Handicapped (have a serious physical handicap).
9. Your friend forgot his lunch and left it at home.
You should. . .
- a. Share your lunch with him.
 - b. Not share your lunch with him because your mother would not want you to share it, or it might make him sick.
 - c. Not eat your lunch in his presence because that will make him feel bad.
10. Your sister needs help cooking dinner. You should. . .
- a. Not help, because kitchen work is women's work.
 - b. Help her as well as you can.
 - c. Leave the house and come back only when dinner is ready.
11. Cursing or profanity is proper. . .
- a. At any time, because everyone has freedom of speech.
 - b. When all of your friends are doing it.
 - c. At no time; cursing or profanity is never proper.
12. A boy is beating up a girl. You should.
- a. Do nothing, because it is none of your business; getting involved may get you into trouble.
 - b. Watch and cheer.
 - c. Stop the boy from beating the girl, if it can be done safely.
 - d. Get help immediately.

13. A policeman asks you and your buddies not to ride your bikes on the crowded sidewalk. You should. . .
- a. Do as he says.
 - b. Stop until he leaves and then begin again.
 - c. Not listen to him because there is no law that says you cannot ride your bike on the sidewalk.
14. If you find a wallet, you should. . .
- a. Turn it in to the police.
 - b. Take out the money and then give it to the police.
 - c. Keep it; finders keepers, losers weepers.
 - d. Use the information from the wallet to call the owner and let him know that you have it.
15. You can cheat on a test . . .
- a. Only if you knew the answers before, but you have forgotten them.
 - b. Only if the teacher leaves the room.
 - c. Never.
 - d. Only when other students are cheating and they might get better grades than you.
16. People of different nationalities and races should. . .
- a. Avoid each other because they cannot get along.
 - b. Not look at color, but look at character.
 - c. Stay in their own neighborhoods.
17. People who correct you or punish you. . .
- a. Most times are really trying to help you.
 - b. Hate you.

- c . Are mean people and they like to hurt young people.
18. Your little brother needs help with his homework.
You should. . .
- a. Wait until your mother or father comes home and have one of them help him.
 - b. Tell him to forget about his homework because if he cannot do it now he will never be able to do it.
 - c. Help him understand his homework as best you can.
19. Your parents ask you to get a haircut; you should. . .
- a. Do as they say.
 - b. Not have to, because it is your body and you can look the way you want.
 - c. Rebel against your parents because they are constantly telling you what to do.
20. Courtesy is for. . .
- a. Sissies.
 - b. Girls.
 - c. Men and women of all ages.
21. You and your friends are playing on the sidewalk and someone else is walking down that same sidewalk; you and your friends should...
- a. Step aside and let the person pass by on the sidewalk.
 - b. Continue to play on the sidewalk; you have the right to be there, and the other person can walk around you.
 - c. Tell the other person, as he gets near you, to find some other place to walk.

22. You and your friends are at a movie; you and your friends should. . .
- Talk and laugh as much as you want; you paid your money and you have a right to enjoy the movie.
 - Be quiet so that others can enjoy the movie also.
 - Yell or shout at the actors and actresses when they say something funny, dumb, or sexy.
23. In church you should. . .
- Sleep because the service is not interesting and it's for grownups.
 - Talk with your friends because it is the only way to get through the boring service.
 - Sit quietly, listen, and try to understand what is being said.
If you have questions, ask someone after service.
24. You have just eaten a sandwich; there is no trash basket near by; you should
- Drop the paper and bag on the side of the street because you don't want to carry them any longer.
 - Keep the paper and bag until you come to a trash can.
 - Throw the paper and bag into someone's yard or over a fence and someone else will pick them up.
25. You are in a supermarket; you see something you want, but you don't have the money to pay for it. You should. . .
- Take it if no one is looking; the supermarket is owned by rich people and they **will not** miss that one item.
 - Take it **only if you are poor**. Poor people have very little and they need the help.
 - Check the price of the item and leave it. Ask your parents for the money or find a way to earn enough to buy it.

EVENT 4: ON BEING A MAN

TIME: 9:00 P.M.- 11:15 P.M.

OBJECTIVE: To focus attention on what it means to be a man. This is a values-clarification exercise. The goal is to help the boys understand that being a man means assuming personal, family, and community responsibilities.

This event has two options:

Option A and Option B.

You may use either option. One option can be used to supplement the other. Review each option carefully and decide which is better suited for your group. In deciding which is better suited for your group, you should consider the age and maturity levels of the boys, how parents might feel, and the abilities of the committee members with regards to directing the group discussion. I recommend Option A if you can get the equipment and the video. You should study both. Whichever option you choose, you should also use questions and information from the other to supplement the one you are using.

OPTION A

If you choose this option, the preceptor should be *conscious* of the fact that some of the boys *in* the program may come from single parents homes led by mothers. This option focuses on manhood but it also deals with fatherhood. Some boys may be sensitive to a discussion of fatherhood if their fathers are not available. The following disclaimer should be used to alleviate any discomfort these boys might have:

If your father is not in your household, it does not mean that you cannot become a man. Many of us grew up in families led by just one of our parents. Those of you whose fathers are not available just have to work a little harder at becoming a man. In the end, it can help you in becoming a better father to your own children. We are trying to teach you how to become good men and good fathers. If your father is unavailable, reach out to another man in your family; it may be an uncle, your grandfather or an older brother. You can also get involved in the Big Brother program or similar organizations.

MATERIALS: You will need a television set and a VCR. If these are not available at the site, consider renting or borrowing them. The movie (video) can be rented.

The movie: *Boyz IN the Hood*, by John *Singleton*, made by Columbia Pictures.

ACTIVITY: The boys will watch John Singleton's movie, *Boyz IN the Hood* and afterwards, answer questions from the preceptor. Prior to the training program, the preceptor should see and study the movie. It is one-and-a-half hours long.

The movie should be shown in a room that allows the boys to sit comfortably and watch.

During the movie, you may serve snacks. Popcorn and fruit make nice snacks.

After the boys have finished watching the movie, the boys should be seated on the floor in a circle. Then the preceptor should ask each boy one question. Be sure to ask him follow-up questions to develop the thought or idea. After the boy has fully developed the idea, then comments should be taken from the other boys. After each boy has answered his question, the preceptor should add any pertinent comments and give what he considers to be an acceptable answer before moving to the next question.

DIRECTIONS: At the beginning of the movie, the preceptor should tell the boys that they will need to pay close attention; that they will be questioned and examined on the movie.

Tell them that they should not talk or whisper during the movie; that outbursts will not be tolerated. Of course, it is

okay to laugh if something is funny. If there is talking or whispering during the movie, the movie should be **stopped and the offending boy** should be admonished for his behavior: he should be told to respect others **and not** disturb them during the movie, and that he will be asked to leave the room if it happens again. If it does happen again, the offending boy should be asked to leave for five or ten minutes.

After the movie, hold a round-table discussion. With the boys seated in a circle on the floor, the leader should go around the circle of boys and ask each boy one question about the movie. The other boys should only be permitted to comment on the question being asked after the first boy has had sufficient time to deliver a complete, coherent answer to his question. Make sure to focus on one boy at a time. The preceptor should pick the questions that he feels are most pertinent from the following list of suggested questions and suggested comments. The preceptor should feel free to modify and add his own thoughts to the suggested comments; they are suggestions only.

Trey is taken to live with his father, Furious Styles, because his mother cannot teach him how to be a man. She says, "I can't teach him how to be a man; that's your job, right?" Can a mother teach her son how to be a man? (Suggested Comment: Both the **mother and the father have roles** to play in the development of a boy. There are certain insights that a man can teach that a woman cannot. One learns how to be a man by observing and being exposed to other men. Whether it is your father, another male family member, or friends in the church, you need to spend time talking with male role models.]

2. As soon as Trey arrives at his father's house, his father immediately makes him rake leaves. Why does his father make Trey rake leaves? Is it wrong of the father to make his son do yard work?

(Suggested Comment: It is important for boys to develop good work habits early. Boys should have chores and be willing to help out around the house.]

3. After the father gives Trey a list of chores, Trey asks his father, "What do you have to do around here?" What do fathers do?

[Suggested Comment: His father replies, "All I have to do is pay the bills, put food on the table and put clothes on your back. 11 Fathers are responsible for providing for the family, dividing labor, teaching values, and laying down rules. Having chores teaches boys how to be responsible.]

4. What do you think of the police officer who went to Trey's house after the break-in? How should you respond to a police officer that abuses his authority?

(Suggested Comment: Treat the officer with respect. Behave in a reasonable manner. Get his name and badge number. As soon as you can, report the incident to your parents and to the proper officials.]

5. Dough-boy's mother says that her sons are no good and will turn out to be no good just like their fathers. Should parents say things like that to their children?

Suggested Comment: What children become in life is rooted in what their parents say to them. It's called the "self-fulfilling prophesy. 11 Parents should be careful about what they say. They should say positive things to their children.]

6. The boys view the body of a dead man and do not report it to anyone. What do you think of their action? should they have reported what they saw?

(Suggested Comment: We should respect people enough to report deaths to responsible adults. We should help others who are in emergency situations.]

7. A gang member takes the ball from Ricky, and then the bigger gang member gives it back. Why?

[Suggested Comment: Older boys **have a responsibility to protect** younger boys; they should not harass younger boys.]

8. While at the beach, Trey and his father discuss sex. Trey says that he is a man because he can make babies. Does having sex or getting a girl pregnant make you a man?

(Suggested Comment: Trey's father tells him, "Any person can make a baby; only a man can raise his child." A man must realize that having sex brings many responsibilities.

The girl may expect an ongoing relationship. Having sex can cause a great deal of emotional distress, and you may be expected to provide emotional support to the girl. Sex can transmit fatal diseases. It can result in pregnancy, which carries with it a lot of responsibility and many difficult decisions. Caring for a child is a fulltime job: 24 hours a day, seven days a week for at least 16 to 18 years.]

9. Trey lied to his father when he told Furious that he had already engaged in sex.

Why did Trey lie to his father?

Did Trey think that his father might think less of him if Trey were a virgin?

(Suggested Comment: Yes, it appears that Trey feared that his father would think less of him. Trey was afraid to have sex because he did not want to become a father like his friend Ricky. Parents and others should not put pressure on boys to have sex.

You can become obsessed with sex, and it can divert you from doing more important things in life. There is nothing wrong with being a virgin. You should only have sex when you are older and ready to assume the responsibilities that go along with it.]

10. Do you know a teenager who had a baby? How did she deal with it?

What about the father of the baby; was he a responsible father?

11. Ricky's mother is very supportive when the football recruiter comes from USC. What do you think of the mother's attitude? Did she give Ricky enough guidance about college and life after college?

[Suggested Comment: Not all players make it into professional sports. Parents should be supportive and prepare their children for the many careers this country has to offer.]

12. One boy suggests going to church to meet girls. Is it acceptable to view church as a place to meet girls?

[Suggested Comment: Yes it is, as long as your first and primary reason for going to church is to worship.]

13. What do you think of Rick's attitude during the SAT examination?

[Suggested Comment: You should concentrate on all of your exams especially the SAT. Too often, boys perform poorly on the SAT and other standardized exams because they "freeze" or do not concentrate. Keep working; keep thinking.]

14. What is gentrification and should we be concerned about it?

(Suggested Comment: Gentrification occurs when African-Americans lose their property to others. Property ownership is very important. Every effort should be made to own property, and we should make every effort to retain control of our neighborhood. It should be our "hood"

15. What do you think of the large number of gun shops and liquor stores in African - American and low income communities?

[Suggested Comment: The store owner is only interested in making a profit. He does not care that guns and alcohol are killing Black youths.]

16. Ricky and Dough-boy get into a fist fight in their front yard. Should brothers fight?

[Suggested Comment: Brothers do have disagreements, but they should love and care for each other. They should find other ways to settle disagreements.]

17. The mother of Ricky and Dough-boy stopped the fight.

Without knowing who started the fight, she hit Dough-boy but did not hit Ricky. At other times, Dough-boy said that their mother loved Ricky more than she loved Dough boy. What are your thoughts about that? What are your thoughts about Dough-boy?

[Suggested Comment: Parents should try to give love and affection to all of their children. Dough-boy loved his mother, brother, the baby, and his friends. He was always trying to protect them:

(1) He respected his mother and her furniture and insisted that his friends show similar respect.

(2) He advised Ricky not to take the ball when they went for a walk, and he tried to get the ball back for Ricky.

(3) He tried to protect Ricky's baby from the bloody scene in the living room.

(4) He was so hurt by Ricky's death that he was willing to risk his own life in revenge (even though his action was wrong and unwise). Dough-boy was intelligent and thoughtful, and yet others did not appreciate or pay attention to all of the good and decent things he did.]

18. Why do African-Americans kill each other, especially young men?

(Suggested Comment: Many killings occur because people want to show how tough they are. You are tougher if you walk away. Killing starts a cycle of violence. In the movie, Ricky's death led to the death of the gang in the red car, which then led to other deaths.]

19. Why did the police officer treat Trey so badly?

[Suggested Comment: Because Trey was a young African-American male. Also, the officer probably had certain hang-ups or psychological difficulties.]

20. How should a young African-American man respond to abuse from a police officer?

[Suggested Comment: He should keep his cool and, as soon as possible, report the police officer to his parent, a responsible adult, or to the proper officials. Be sure to get his name and badge number.]

21. Did crying on Brandi's shoulder make Trey any less of a man?

[Suggested Comment: No. Crying only shows that you are human.]

22. What are some proper ways to vent your anger?

[Suggested Comment: Cry; exercise; run; sleep; go to a movie; talk with friends; take a long walk.]

23. Trey's father tells him not to serve in the military. Should African-Americans serve in the military?

[Suggested Comment: Military service can be a very fine career. There are many successful African-Americans in the military, and in many others who are veterans.]

24. Ricky was attacked while he was trying to win the lottery. Should "get-rich-quick" schemes replace hard work?

25. How did Trey respond to Ricky's death? Why did Trey get out of Dough-boy's car? What did Dough-boy think of Trey deciding not to seek revenge on Ricky's killers?

[Suggested Comment: Dough-boy knew that Trey was a good boy and not a killer, and that killing someone would destroy Trey's future.]

26. What eventually happened to Trey, Brandi, and Dough-boy?

27. Why do people curse? Is it wrong to curse?

[Suggested Comment: People curse because they lack a better way to express themselves. They simply repeat what others say--it's usually a matter of habit. Cursing insults, demeans and hurts the person you curse. Cursing reflects a lack of respect for others, yourself, and for God.]

28. How did Doughboy's girlfriend feel about being called "bitch" all of the time?

29. What are the qualities that make Furious Styles a good father in this movie?

30. What did the gang in the red car gain by killing Ricky?

OPTION B

This option may take less time than Option A. If you find that you have some time remaining at the end of this option, you should consider having the boys use that time to think about and prepare their individual acts for Event 12. The boys need to be told about that event well in advance so they can prepare for it.

ACTIVITY: The trainees should be seated in a circle in chairs.

The preceptor will ask the boys questions regarding manhood.

You should also consider bringing in a person who is widely known in the community to conduct this option and event. In addition to being a special treat for the boys, a well-known personality could serve to help inspire the boys to achieve the goals of Manhood Training. You, or the sponsoring organization, could *contact an* athlete, entertainer, or any well-known person in the community, explain the purpose of the program to that individual, and ask if he would be willing to give up a couple of hours of his time to assist with Manhood Training. Boys of this age can be greatly influenced by someone they look up to and respect. Having such a person associated with Manhood Training could be a real plus.

SUGGESTIONS: Begin the event by asking four or five of the boys these questions, but **DO NOT** give answers:

1. What does it mean to be a man?
2. Does having sex make a person a man?
3. Does fighting or "kicking butts" make a person a man?
4. How are sex and love related?

After you have asked several boys these questions, tell them that during this event, the objective is to help them understand what it means to be a man. That sometimes men have sex and sometimes they must fight, but being a man requires far more than sex and fighting.

Then ask the following questions. You will be required to prepare what you consider to be enlightened and acceptable answers to the questions.

5. If you fall in love, how should you express that love to the person?

[Suggested Comment: It is quite common and wholesome for teenagers as well as other age groups, to fall in love. It is a very important aspect of the human experience and a wonderful emotion. It can make school and life in general more enjoyable if you have a special friend with whom to share all of the experiences of life-both good and bad.

You don't need to have sex with a person to express your love. In fact, sex should be delayed until you are older and able to shoulder the responsibilities that come with sex. There is a clear distinction between sex and love. You can love a person without having sex with her. Sex should be viewed as a major expression of one's love and affection, engaged in after knowing and caring for the person for a long time.

A teenager could express his love by writing letters and poems, taking walks with his girlfriend, taking his girlfriend to church or to movies, plays, dances, games, programs, etc. He could make or buy cards and small gifts for various occasions. If he has a special talent, such as singing, rapping, dancing, drawing, etc., he could use that talent to express his love to the girl. If his feelings are serious, he should buy her a cone of all natural butter pecan ice cream, covered with chocolate jimmies.]

6. When is it proper to fight somebody?

[Suggested Comment: The sign of a mature man is the ability to find other ways to resolve disagreements and disputes. Fighting and killing are childish, animal-like ways of resolving disputes and should not be used except as a last resort. When fighting is necessary, you can use non-deadly force (grabbing, hitting, pushing, shoving) to protect yourself, your family and friends, and your property from injury or damage. Deadly force, such as attacking with a gun or knife, should not be used unless this dangerous method of fighting is necessary to protect yourself, your family, or your friends from an immediate and imminent threat of death or serious bodily harm.

Note: These are all defensive measures. Force (non-deadly and deadly) should only be used as a last resort when there is no time to get help.]

7. What are your responsibilities if you are married?

8. What are your responsibilities to your family?

9. How important is having a job?

10. Should you curse in front of children? Adults?

11. Why do people curse?

12. How important is what you wear in public? Does that have anything to do with being a man?

[Suggested Comment: It indicates whether you have respect for yourself and your family.]

13. How important is grooming?

(Suggested Comment: You are judged by your appearance. It is the first thing people see when they meet you.]

14. As a man, what is your responsibility regarding children and the aged in the community?

15. What should you do if . . .

- a. You are in a store and see someone stealing something?
- b. You see a child in danger?
- c. You see someone selling or giving drugs to children?
- d. You see younger children fighting?
- e. Your friends want you to smoke a joint during a break at school?
- f. You see a bike and no one is around?
- g. Your friends start picking on an elderly person in the street?
- h. You want to be an electrician, but the only job you can find is as a waiter?

NOTE: I recommend that when a boy is dating and about to propose marriage, that he ask his girlfriend to permit him to name their first child, and that he be given seven days after the child is born to select a name. If the young lady does not agree to this condition, the young man should seriously consider not proposing to her.

The privilege of naming the firstborn is an ancient African custom (historically it probably was the firstborn son). After the birth of the first child, the father is given seven days to select a name. During those seven days, the baby should be called "Baby X Jones" (or whatever the parents' last name happens to be). The father should use the seven days to receive suggestions from others regarding appropriate names. In addition and most importantly, during that period he should think about and plan for the future of their child.

On the eighth day after childbirth, the father should take the baby outside (to a garden, the backyard, or a balcony or porch) and secretly whisper the chosen name into the baby's ear three times; only the baby should hear it. After telling the baby its name, the father should then raise the child toward the heavens and say to the child: "Behold--the only thing greater than yourself."

While the father is outside, the family should assemble. After the outside naming ritual, the father should return to the inside to meet the assembled family. With his wife standing beside him, he should whisper the chosen name into his wife's ear. After informing his wife, he should then announce the name to the family. Finally, the father, or someone designated by him, should pray, asking God to guide and protect the child and grant the child long life, strength, and prosperity.

Please inform the boys that by claiming this ancient privilege of naming the firstborn, they reaffirm their duty to provide the child love, care, attention, support, and education for 18 years.

A failure to honor this duty is a serious breach of faith, and a breach of trust, for which one must answer before the Supreme Council of Elders on Judgment Day.

TIME: 11:15 P.M. - 5:45 A.M. Rest period.

The Manhood Training program is serving as a rite of passage, and depriving the boys of their normal amount of sleep helps to create the proper atmosphere.

However, some sleep is needed so as to avoid exhaustion the following day. Demand that the boys go to bed and get some sleep. Do not permit them to stay up and talk. They will fall asleep the next day if they don't get their rest.

THE NEXT DAY

TIME: 5:45 A.M. - 6:30 A.M. Getting dressed and cleaning up the sleeping area.

TIME: 6:20 A.M. Standby inspection of the sleeping area. This is designed to teach the boys the importance of cleaning and taking care of their living quarters. If the area has not been prepared properly, the boys should be asked to clean up again.

TIME: 6:30 A.M. - 7:00 A.M. A big breakfast should be eaten at this time as the next meal will not be eaten until about noon. Pancakes, eggs, fruit, and milk make a reasonable and filling meal. You should stress the importance of eating a good healthy breakfast each and every morning.

EVENT 5: SEXUAL RESPONSIBILITY

TIME: 7:00 A.M. - 8:00 A.M.

ACTIVITY: Seated on the floor in a circle, the boys will play "Can of Squirms." This is a game using a can with slips of paper inside; each slip has a question on it about sex and the nature of each person's responsibility for his own sexuality. The can should be placed in the center of the circle; each boy should, in turn, walk to the center and pull out a squirm. Participants should be asked to read the question aloud and give an answer while in the center of the circle. Make certain the boy stands in the center, reads the question aloud and answers it. Sample squirms might include:

- "Where do babies come from? How do they get started?"
- "When can a girl become pregnant?"
- "Should teens be sexually active?"
- "What is contraception?"
- "What are condoms? When should they be used?"
- "Why should a man use condoms?"

"What is a man's responsibility if he gets his girlfriend pregnant?"

"What are a man's responsibilities during and after the birth of his child?"

"What are the parents' responsibilities to that child, and to each other?"

"Who are homosexuals, and what should be your attitude toward them?"

"What is prostitution and why should it be avoided?"

"What is petting? Is it okay?"

"Who should you turn to when you have a question about sex?"

"Will sex make you happy?" "Is sex evil?"

"What is AIDS, how can you get it, and what can you do to avoid getting it?"

[Suggested Comment: AIDS is the great plague of the 20th century. It is taking the lives of millions of boys. It is caused by a retrovirus that can be transmitted to anybody. Discuss both

the virus (HIV) and AIDS fully and completely. Tell the boys in clear and plain words that there are only two ways to avoid the virus: sexual abstinence or the proper use of condoms. Condoms can fail, but they offer a high degree of protection when properly used. As a preceptor, you can save lives. Please try as best you can.]

"What is V.D.?"

"What is safe sex?"

"How are sex and love related?"

"Who decides whether a man will father a child?"

(Suggested Comment: The man can decide whether he will release his sperm into the woman. Once the man releases the sperm into the woman, he loses all control. The woman decides whether there will be a child. She decides whether she will give birth or have an abortion. The woman and society decide whether the man will be obligated to pay child support for the next 16 to 18 years. Once you release the sperm, you lose all control over the decision to have a child. The woman and society then decide what will happen to you. Ultimately it is the man's responsibility to support the woman--whatever decision the woman makes. The child they create belongs to both of them.]

Each question should be thoroughly discussed before the next boy draws a squirm from the can. The boys should continue to draw squirms until all have been drawn. The event should conclude with a pledge which should be memorized and repeated by each boy. Here is a suggested form for this pledge: If I am responsible for the birth of a child, I shall give that child my love, care, attention, guidance and support until that child is at least 18 years old. It is also my duty to Provide food, shelter, and schooling for my child.

Make certain the boys understand that this is their responsibility and DUTY (yes DUTY) even if they are teenagers. They should continue their own education, but at the same time they have a duty toward the baby. They may not have money, but they can give love, time, and attention to the baby. They must do their best to see that adequate arrangements and accommodations are made for the baby.

OBJECTIVES: To develop a solid understanding of sex and the responsibilities associated with sex and parenthood.

MATERIALS: You will need a large can and slips of paper with the questions written on them.

SUGGESTIONS: This will be a particularly touchy subject with the parents, the boys, the sponsoring organization, and perhaps even with the committee. Nonetheless, you should deal with this area in a straightforward manner.

Today's youth are exposed to sex at a much earlier age than youth of the past.

Make sure the preceptor for this event has a solid background in the area of sex education and sexuality. You may wish to have someone specially trained in sex education come in for this event. Also, you should make a point of calling this event to the attention of the sponsoring organization prior to the program. This topic can create a great deal of controversy. Careful preparation and research cannot be urged too strongly.

EVENT 6: WHO ARE YOU?

TIME: 8:00 A.M.- 8:45 A.M.

ACTIVITY: This event is a lecture on African-American history, and on the importance of education and spiritual development. The event is scheduled for 45 minutes. The first 30 minutes will be a lecture and the last 15 minutes are devoted to questions and answers. Because of their ages, the boys would find it difficult to concentrate on a lecture for longer than 30 minutes. You should consider using a teacher, minister, or a person who enjoys speaking to groups as the preceptor for this event.

DIRECTIONS: The boys should be seated in a classroom-like setting. A formal room, like the church sanctuary, would be most suitable. Each boy should be given two sheets of paper and a pencil. If desks are not available, hardback books should be passed out for the boys to use; the boys should be told to use the books for support, and that they should not write in them. They should be instructed to take notes because they will be quizzed after the presentation. After the question and answer session, instruct and encourage the boys to take their notes home and write a short paper based on this exercise. Give them one to two weeks to finish and then have them return their papers to either the preceptor of this exercise or the Council of Elders. In the presentation or lecture, the following points should be made:

A. Who Are You? -- Our African Foundation

1. Both human life and civilization began in Africa.
2. In ancient Africa, there were great scholars, kings, and commanders of armies.
3. There were great nations (such as Ghana, Mali, and Songhai) that had important centers of learning, wealth, and culture. Ancient Africans were the first to use tools, make pottery, and worship gods. The great nations of ancient Africa rivaled any in Europe.

4. The first Africans who came to America were indentured servants. Indentured servants worked for a specific period of time and were then freed. The slave trade started in America in 1619. Slaves were seen as a source of inexpensive labor. The Africans were seen as good slaves because they were strong of body; they were able to resist diseases; and they were less able to run away and disappear because of the color of their skin.

5. Slavery was cruel and oppressive. Only the strong **survived, and we are heir descendants**. White slave owners tried to strip Africans of their identity, self-esteem, and values, but they could not. Slaves developed a culture that was a combination of African and American beliefs and values. The slaves rebelled against their masters in various ways throughout the period of slavery.

6. Partly as a result of the Civil War, the Emancipation Proclamation was issued in 1863, which started the process of emancipation. The Thirteenth Amendment to the United States Constitution officially ended slavery. After the Civil War, there was a period of Reconstruction during which ex-slaves voted and held public office. In 1865, Reconstruction ended and what followed was 100 years of racial separation and oppression in America. And yet, during that long period, the Africans became African-Americans. They operated farms, built churches and schools, formed lodges and fraternities, served in the military, and fought in all of the wars in which the United States participated.

7. Having fought to end Nazism and restore democracy in Europe during World War II, African-Americans started demanding greater freedom and democracy in America. The result was the great Civil Rights Movement of the 1960s. Led by men and women such as the Reverend Martin Luther King Jr., Rosa Parks, and Thurgood Marshall, the laws requiring racial segregation were invalidated. For the first time in American history, it became lawful for all races to use the same schools, restaurants, hotels, movie houses, churches, etc. This does not mean that social segregation and oppression ended. You can change the laws, but it takes longer to change the minds and habits of people.

8. That is your history. You are a part of a great struggle. The emancipation process continues; it is your duty to move it to the next level. We must achieve economic emancipation; all of our people should be educated; the quality of life should be improved. We all need good values. We owe it to our ancestors to keep the faith and keep moving forward.

B. Why do you need an education?

1. A good education will enable you to live a more fulfilling life. You will be better able to understand the world around you and participate in it.

2. Many meaningful jobs require a college education. Life and jobs are increasingly complex, and more jobs will require a college education in the years ahead.
3. African-Americans need to own businesses and operate companies that can employ others. We help ourselves and the nation by owning and operating businesses. A college education is necessary in today's complicated business environment.
4. If you want to be a professional athlete, you will have to go to college. Most professional sports (including baseball, basketball, and football) require at least three years of college before athletes can enter the draft.
5. Your education should include studying the history of your people. We have given you a brief summary of it. You need to study your history so that you may know who you are. If you know who you are and how you came to be, then you will know what you must do in life. Being a beneficiary of, and a participant in a great historic struggle imposes certain duties and responsibilities.
6. You need an education because a mind is an awesome thing to waste. Any mind can discover a cure for a dreaded disease; be a mechanic; design a space vehicle; build a company; write a book, be a teacher or leader, etc. Society needs your mind. Let's not waste it.
7. You will need to work hard in middle school and high school in order to enter college. Don't let others discourage you from earning good grades. You need to have fun and get exercise as well as study hard. You'll have to budget your time. You are laying the foundation for your future. Work hard; don't give up; don't give out, and don't give in!

C. Spiritual Development

1. Human beings possess an animating ethos, a ghost-like being, often called the soul that guides and directs the physical body. The spirit of a person embodies his outlook on life, his hopes and dreams. It's electric and it empowers the body. It's mystical.
2. One's spirit can also grow and mature. If one does not feed and nourish his spirit, it will remain immature and childlike.

Your spiritual development will determine the place of God in your life; how you treat people; how you relate to other racial and ethnic groups; what you see as your role and duty in life, and the kind of values you cherish.

3. For many, if not most people, religion is one of the primary ways of nourishing the spirit. By studying your religion and understanding its purposes, principles and goals,

your spirit can grow and mature. Meditation, bible study, studying other religions, and studying great philosophers can also be ways of nourishing the spirit.

4. A person's spirit is like the driver of a car: it determines direction and speed. The spirit harmonizes the thoughts and knowledge of the brain with the desires and physical needs of the body; the spirit integrates them. The spirit gives directions as to how you should act; how you should satisfy the desires and needs of the body. Do not neglect your spiritual development. One way of nourishing the spirit is to attend church; listen and think about the songs and sermons. Study the scriptures in Sunday School and bible classes.

Let your spirit soar!

D. *Questions and Answers.*

After the lecture, the trainees should be quizzed on it. Consider asking these questions:

1. Where did human life and civilization begin? -Africa
2. Name three great civilizations of Africa. -Mali, Songhai, and Ghana
3. True or False : The first Africans who came to America were slaves.

-False (Discuss)

4. True or False: Because slavery was harsh, the slaves gave up completely and never rebelled. -False. The slaves rebelled in many different ways.

5. Name three leaders of the Civil Rights Movement.

-Reverend Martin Luther King Jr., Rosa Parks, and Thurgood Marshall.

6. True or False:

The Civil Rights Movement ended in the 1960s.

False.

The Civil Rights Movement is still going on today, and it is your duty to help.

7. True or False: You can play professional football and basketball without going to college.

False (Discuss)

8. True or False: Many meaningful jobs require a college education.

True (Discuss)

9. Why is a person's spiritual development important?

It makes you a complete person. Your spirit harmonizes your thoughts and desires and gives you hope and direction.

10. How can you advance your spiritual development?

-through religious training, meditation, bible study, studying other religions, and studying great philosophers.

EVENT 7. SEX ABUSE

- TIME:** 8:45-9:15 A.M.
- ACTIVITY:** A discussion on sex abuse.
- OBJECTIVE:** The boys must be made aware of men and women who will take advantage of them. Oftentimes, they will be relatives and friends or persons known to the boys. The danger is that the sexual experience may be emotionally damaging to the boy. He may not be able to get it out of his mind; he may suffer from guilt for a long time. The psychological effect can be both far-reaching and uncertain. Moreover, the boy could become involved in or obsessed with sexual activities much too early in life. Early involvement in sexual activities can divert him from everything else he should be doing at his age. A boy's abuse of his own sexuality can destroy his life: sex can be addictive. One can physically wear himself out in pursuit of sex and completely neglect school and the other normal growing experiences. There is also the danger of diseases that can destroy one's life. Sexual desire is one of the strongest physical and psychological urges of a man or woman. Sexual abuse is destructive.
- SUGGESTION:** The following questions should be written on slips of paper and placed in a can or container in the center of the room. The boys are then seated in a circle around the container. Each boy is asked in turn, to come to the container and pull out a slip. The boy who pulls the question must then select any other boy in the group and ask that boy the question from the slip. Be sure to encourage each boy to call on someone who has not been called on during this event. The boy who is asked to answer the question should be given time to respond. A general discussion should follow.

What should you do if. . .

- a. A male school teacher invites you into a room or his home (just the two of you) and asks you to undress?
- b. An older woman invites you to her apartment "to play"?
- c. You are invited by some older boys or men to an isolated part of a park; they tell you that they want to play and make you feel good?
- d. You are invited by a man or a woman to his or her studio; the person tells you that he or she wants to take some pictures of you and show you pictures of other boys and girls?
- e. A stranger drives up and asks you if you need a ride?

The boys should be told that if they find themselves in any of the situations described above, they should first ask questions. They should stay out of reach of the person confronting them. They should memorize as much about the person as possible: height, weight, skin color, hair style, type of clothing, ring, coat, type of car, state of vehicle registration, etc. The boy who is approached should assume that the person is up to something. If the person is a stranger, the boy should leave him and go about his business. If the boy knows the person, he should ask questions to find out what the person is "up to" but avoid letting the person trap him.

If the person seems to have bad motives, the boy should report the incident to his parents, the police, or other officials or adults.

The boys should also be told that they should not abuse younger boys and girls. They, too, must respect younger children. The boys have a responsibility to protect younger children.

MATERIALS: Slips of paper with the suggested questions, and a container.

EVENT 8 PROBLEM SOLVING AND TEAMWORK

TIME: 9:15 A.M. - 10:00 A.M.

ACTIVITY: The trainees should be organized into two or three teams; the teams will compete in solving a series of puzzles and logic problems, or they may play tug-of-war or the Walking Log.

OBJECTIVE: To teach teamwork and concentration. The puzzles or problems should be sufficiently complex so as to challenge the group and encourage teamwork. The winning team should be rewarded or recognized in some way.

MATERIALS: The materials for this event will vary depending on the games selected by the leader. A timer will be necessary. A rope will be needed for tug-of-war. For the Walking Log, two 4-by-4 boards or lumber, each about seven or eight feet long are needed.

Twelve pieces of rope, each about five feet long, will also be needed.

SUGGESTIONS: Some possible puzzles and games are:

1. Jigsaw puzzles that form maps of the world or of the United States.
2. Drawing puzzles (e.g., drawing a figure without taking the pencil off the paper with each boy on a team sharing in the drawing.)
3. Small tournament of three dimensional tic-tac-toe.
4. "College Bowl" type of competition among the groups of boys.
5. A Rubik's Cube competition.
6. Tug-of-War
7. The Walking Log

Walking Logs can be prepared as follows:

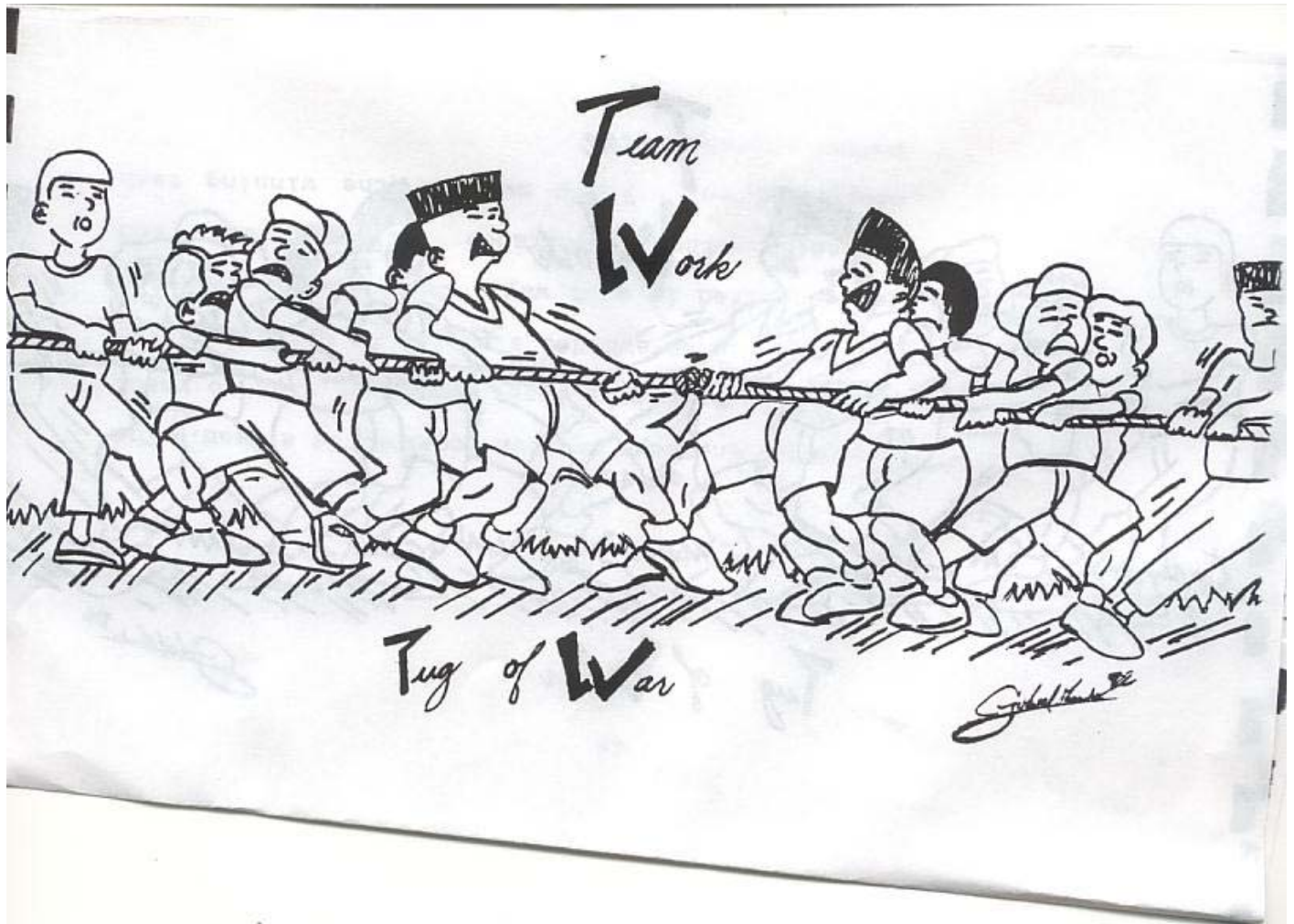
The goal is to build a six-man ski or walking log. The boys will stand on the skis (boards) and hold on to the ropes that should be attached to the boards. To accomplish this, six holes should be drilled into each board or log, which should be seven or eight feet long; each hole about one foot apart. Insert a five-foot-long rope through each hole, and tie a knot in each end of the rope so that it cannot slip through the hole. Once the skis have been built, the boards or logs should be placed on the floor parallel to one another. six boys will stand facing the same direction with their right foot on one log and their left foot on the other log. Each boy will hold one rope attached to the right board in his right hand and hold the corresponding rope on the left log in his left hand. In this position, the boys should be told to walk the logs from one end of a room or hall to the other. That is their assignment.

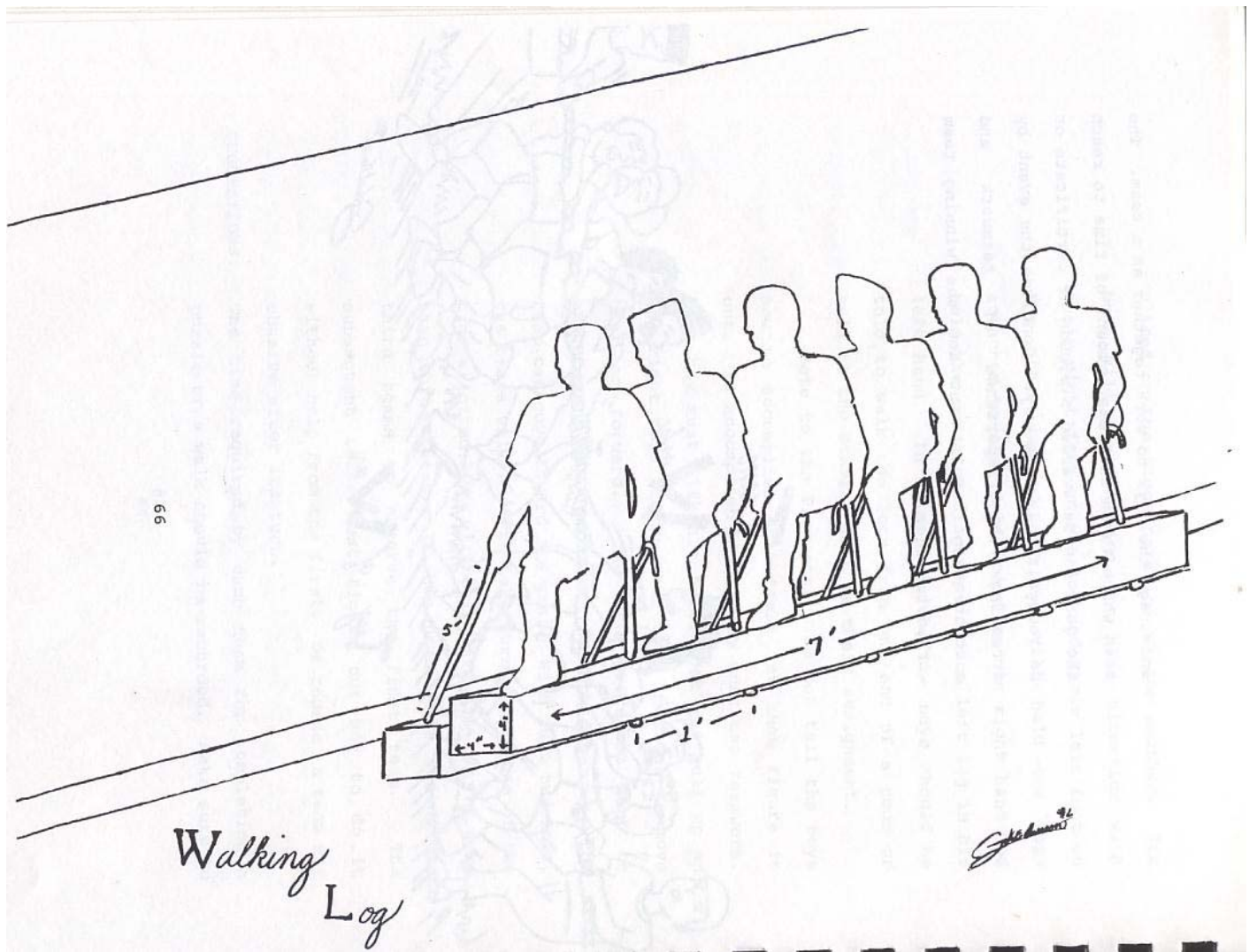
Note to the Preceptor: Do not tell the boys how to accomplish this task; let them figure it out. To accomplish this, they must use teamwork. Each boy must lift his right foot and pull up on the right rope at the same time in order to move the log forward. The same procedure must be executed on the left side. In this manner, the team can move toward its goal.

With just two logs, the teams will have to take turns. Because of the time allotted, you will only have time for no more than three teams. Do not permit the second and third teams to observe the first team. The subsequent teams must figure out how to do it without help from the first. Of course, a team may observe after its turn.

SUGGESTIONS: The time required by each team for completing a puzzle or a walk should be recorded. Make sure to encourage the boys to work together as a team. The team which takes the least amount of time to reach the goal can be awarded a ribbon or certificate or be recognized in some way. Conclude the event by stressing the importance of teamwork and concentration. Point out how the winning team worked together.

Team Work





EVENT 9: SELF-DESTRUCTION

TIME: 10:00 A.M. - 10:30 A.M.

OBJECTIVE: To teach the importance of avoiding the illegal, unauthorized, and destructive use of drugs and alcohol.

ACTIVITY: Great care must be taken in preparing for this event. You will need a room with a table in it and a rope. The rope should be attached to the ceiling so that it hangs over the table. It should be attached in such a way that it will come down if a lot of pressure is applied. However, be sure that

it is sufficiently attached so that if a boy pulls on it to test it, it will not come down.

The hanging rope should extend down to about two feet from the top of the table. As an additional safeguard you should have a knife hidden in the room so that if an emergency develops, you can cut the rope at once. Make certain that each member of your committee knows where the knife is located.

All of this should be prepared and tested before the boys arrive.

After the boys arrive in the room, have them sit on the floor in a circle around the table and the hanging rope. Then select one boy. **BE SURE TO SELECT A BOY WHOM YOU ARE SURE WILL NOT HONOR THE FOLLOWING REQUEST.**

In a serious manner, tell the boy to stand on the table, tie the hanging rope around his neck, and jump off the table. Be sure to say "stand on the table, tie the rope around your neck and jump off the table" in one set of instructions; **DO NOT** separate the requests. Be sure that he understands before he starts that you are asking him to jump off the table with the rope tied around his neck. Also, be sure that the rope is the proper length, so that the boy will see that if he ties the rope around his neck and jumps, his feet will not touch the floor. **IF THE BOY ATTEMPTS TO STAND ON THE TABLE, YOU MUST STOP HIM IMMEDIATELY.** After the first boy refuses, select two other boys and go through the procedure indicated above. Of course, if a boy attempts to stand on the table, you must stop him. You must act in a serious manner in conducting this event. If you are serious, the boys should find this event shocking. After three boys have refused to jump, the boys should be asked in turn the following questions and given time to respond (discuss each question).

1. Why didn't you tie the rope around your neck and jump?
2. What did I ask you to do when I asked you to jump from the table with the rope tied around your neck?

If I were to give you a loaded gun and ask you to put it to your head and pull the trigger, would you do it? Why not?

If a boy tried to tie the rope around his neck, ask him: "Why were you going to tie the rope around your neck? What were you going to do?"

The boys should be told that they should not do everything a person asks them to do. If it will hurt them, they shouldn't do it. Tell them that there are people who self-destruct--they destroy themselves. When people hang or shoot themselves, it is easy to see that they are destroying themselves; it is easy to see that what they are doing is dumb.

But there are other ways to self-destruct--ways that may take longer, so it may be harder to see that they are self-destructive. A discussion of illegal drugs should follow. You will need information on the effects of the various drugs on the body. Alcohol, marijuana, PCP, heroin, cocaine, etc. should all be discussed. The boys should be told that all of these drugs are dangerous and can destroy a person.

They should be told that some are more dangerous than others and can destroy you quicker. Be sure to call their attention to the men and women (alcoholics, drug addicts) whom they see on the streets. Their lives are wasted--destroyed. Many of them are dying slow and painful deaths. These are the people who jumped from the table of life. Alcohol and drugs alter the mind. Tell the boys that the mind is the center, the pith of life.

Indeed, the mind is life itself. Tell the boys, "If your mind is destroyed, you can't hold a job, you are of no use to your family and friends. That is why taking drugs and the excessive use of alcohol are like putting a loaded gun to your head and blowing your brains out.

Drugs and alcohol can blow your mind out of your head. You boys are not dumb. You would not jump from that table with the rope around your neck. You would not blow your brains out with a gun. Please don't do it with drugs and alcohol. Drugs and alcohol are as deadly as the gun or jumping from the table with the hanging rope around your neck; they may take longer; and they kill you in a different way.

You can be physically alive but dead when it comes to controlling your own life.

They leave you wasted--no good to yourself or your family and friends. A mind is too precious

to waste! Being a man requires a good mind. The mind is the measure of a man."

MATERIALS: A table, rope and a knife.

EVENT 10. NO MAN IS AN ISLAND

TIME: 10:30 A.M. - 11:00 A.M.

ACTIVITY: This event focuses on where one can turn for help when problems arise. A resource list should be compiled; it should include neighborhood and citywide services. The list can be given to the participants to take home and use. The boys should be seated in a circle, then each boy should be asked a question concerning a particular problem. The questions could be: "Where can you turn if

- your parent is seriously ill?
- you accidentally hit someone with your car?
- you are out of food and money?
- you see a crime being committed?
- you think you have VD?
- you want to help a friend with a drug problem?

--you think you have a drinking problem?

OBJECTIVE:

MATERIALS:

SUGGESTIONS:

An adult tries to sexually abuse you? your girlfriend might be pregnant?

Your home catches on fire?

A stranger keeps asking you if you need a ri someone at school is harassing you?

Someone in the neighborhood is harassing you? you want to go to school or college but don't have the money?

You need a job? You think you may have an emotional problem? Your parent or a neighbor is physically abusing you, another child, or a spouse?"

To explain the desirability of seeking aid from others, and to describe how to find and receive aid, as well as where it can be found.

You should prepare a list containing the requisite information for each boy. The boys should be encouraged to keep it and use it in the future.

You can probably obtain the information required for this event from some city agency. It may even have lists already prepared. A way to handle this event is to pass out the list and have each boy study it after the above questions have been asked. After the boys have looked it over, take questions and answers from the boys. Remember, the object of this event is to let the boys know not only that they can get help from, others but where they can get that help.

TIME: 11:00 A.M. - 11:45 A.M.: Lunch break.
The boys should be encouraged to use this time to think out and plan their solo act f or Event 12. The boys should also be encouraged to rest (sleep) f or about ten minutes after lunch.

EVENT 11: SKILLS

TIME: 11:45 A.M. - 12:15 P.M.

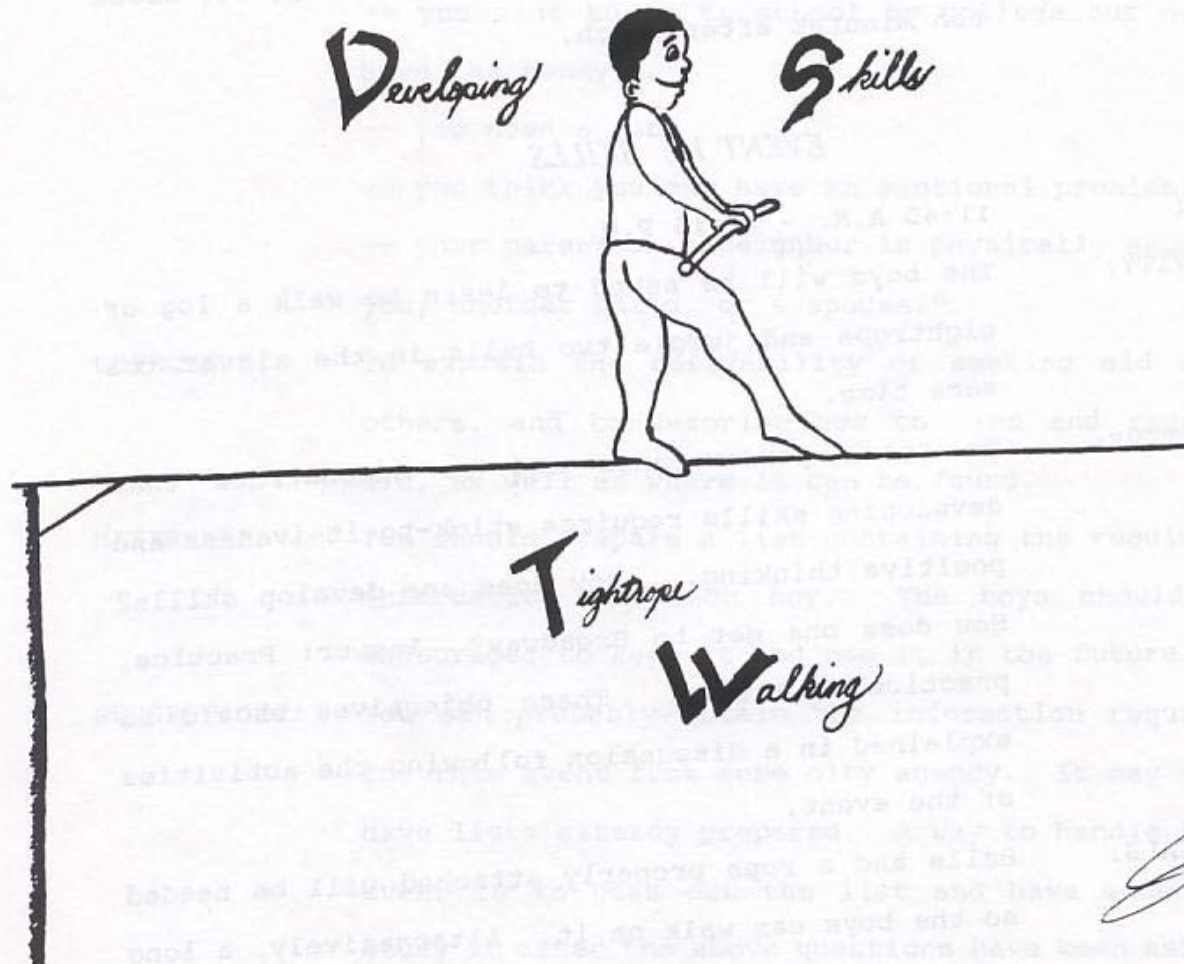
ACTIVITY: The boys will be asked to learn to walk a log or

tightrope and juggle two balls in the air at the same time.

OBJECTIVE: To teach perseverance and to demonstrate that developing skills requires stick-to-it-tive-ness and positive thinking. How does one develop skills? How does one get to Broadway? Answer: Practice, practice, practice! These objectives should be explained in a discussion following the activities of the event.

MATERIALS: Balls and a rope properly attached will be needed so the boys can walk on it. Alternatively, a long log can be used.

SUGGESTIONS: The boys will have been sitting much of the time during the morning, so not only will this event help serve the objectives suggested above, but it will also allow them to move around and release energy#



EVENT 12: INDIVIDUALITY

TIME: 12:15 P.M. - 1:15 P.M.

ACTIVITY: Each participant will be asked to perform a solo act in a group "show."

OBJECTIVE: To demonstrate the rewards gained from individual effort. This event stresses self-confidence, creativity, courage, initiative, and the value of breaking away from the pack. Afterwards, each

boy should have an opportunity to discuss how he felt prior to, during, and after his performance. The boy can be encouraged to sing, act, give a speech, dance, read, etc. With the preceptor's permission, some boys may be permitted to present a small group act.

MATERIALS: You will want to enhance this show as much as possible. If you can erect a make-shift stage, do so. Tell the boys they can use any material they can find in the area to help with their act.

EVENT 13: YOUR QUESTIONS, PLEASE

TIME: 1:15 P.M.- 1:45 P.M.

ACTIVITY: This is the boys' time to ask questions about manhood. After the boys are seated in a circle, the leader should announce, "This is your time to ask questions about manhood. Think about the fact that you are mean to you? come up with which trouble

OBJECTIVE:

MATERIALS:

SUGGESTIONS:

Becoming a young man. What does that mean? What questions do you have? You must ask two questions about manhood or life you, questions for which you need answers. You may ask these questions before the group or in private.

Think about the past hours for the next few minutes. Then, when I call on you, tell me whether you want to ask your questions before the group or in private." After waiting for five minutes, the leader should accept and answer all questions that the boys wish to pose before the group. Then those who wish to ask their questions in private should do so. To address the individual concerns of each boy by answering the questions raised in each participant's mind by the experience of manhood training.

None. All **members of the training committee should** be present for this event.

Be careful not to put pressure on a boy to ask a question in public which he would rather ask in private.

EVENT 14: COUNCIL OF ELDERS

TIME: 1:45 P.M. - 3:00 P.M.

ACTIVITY: A conference with the Council of Elders.

Each boy will appear before the Council of Elders. The boy will ask questions and the Council will question the boy. It is hoped that this event will cause each boy to seriously reflect on the training just completed and to think about what it means to be a man. Either one or two panels (Councils of Elders) should be used. The training committee will serve as the elders. Other men of the church or community may be invited to serve if you so choose.

DIRECTIONS: The Council of Elders, consisting of three or more men, should take their seats at a table in a room. During the session, members of the training committee may be rotated on and off the Council. In the room, position the table so that the boys will have a long walk from the door to the table. One at a time, each boy must walk to the table and face the Elders. No other boy should be in the room. The boy should remain standing during the conference, which should last about five minutes. Make certain that his standing posture is acceptable. After the questions and answers, the boy should shake hands with all of the men on the Council and he should be told that the members of the Council of Elders are available for consultation at any time in the months and years ahead.

Begin the interview by telling the boy to ask his questions. (Be sure to tell the boys prior entering the room that they will be expected to ask questions about manhood or the training received. The boys will need time to prepare their questions.)

After the boy has asked his questions and they have been answered, council members will then ask questions. Each member should ask at least one question. I suggest that you consider including the following questions:

1. What are you going to do with your life?

(Suggested Approach: Whatever the boys say, make certain that he understands what it will take to reach that goal. For example, if he says he wants to be a professional basketball player, then make certain that he understands that it will take hard work, he must go to college, will need good grades to get in, and that he will need at least a "C" grade point average in college.)

2. Do you understand why staying in school, studying hard and getting a good education is important? Why?

3. Do you understand what is expected of a man who is responsible for bringing a child into the world? What if the person is a teenager when that occurs? What are his responsibilities?

4. Do you understand the importance of spiritual development and religious training? How does spiritual development help you?

Note: While the Council of Elders is in session, and the trainees are awaiting their turn or have already appeared, the preceptors should evaluate the trainees they observed during training. At the beginning of Manhood Training, each member of the training committee should have been assigned to observe two or three boys. While the Council is in session, the preceptors should meet with their assigned trainees for individual evaluations.

EVENT 15: CLOSING

The closing event consist of two facets: the last meal and a closing ceremony. The meal is to be used to instruct the boys on proper table manners. The closing ceremony ends the training program and prepares the boys for growth and service in the years ahead. The closing ceremony should be uplifting and inspirational.

The boys should also leave with a feeling of pride and accomplishment.

This event will help to bond the boys as brothers.

TIME: 3:00 P.M. - 4:00 P.M.

ACTIVITY: The Last Meal of the program. The meal should be prepared by the time the closing event is scheduled to start. You will not have time to prepare the meal during the event. If the meal cannot be prepared by members of the training committee prior to the event, then consideration should be given to having someone come in and prepare the meal for this event. PLEASE HAVE THE MEAL READY BY THE TIME THE CLOSING EVENT IS SCHEDULED TO BEGIN.

OBJECTIVES: To give instruction on proper table manners, to share the last meal of the program together, and to practice proper table manners and conversation.

DESCRIPTION: Begin this event by assembling the boys in or near the dinning room. Have them sit (on the floor or in chairs). Then give them the following instructions:

1. We are going to give you some basic information on proper table manners. You will be expected to use proper manners during the meal.
2. At a meal, wait for everyone to be seated with a meal. Then the grace is given. Thereafter, you may begin to eat.
3. Make certain your eating utensils are properly arranged. For a proper place setting, the napkin should be to the far left of your plate, and the forks between the napkin and the plate. The knife is to the immediate right of the plate; next to the knife are the spoons.

The number of forks and spoons that will be used depends on the kind and number of different foods being served. If you are serving more than one course, you may need more

than one fork or one spoon. (See drawing of proper table setting. Perhaps a copy should be made for each boy to keep.)

4. Begin the meal by putting the napkin in your lap. It protects your clothing from food spills. Be careful when you wipe your mouth with the napkin and don't drop the crumbs on the floor; hold them in the napkin. If it becomes too messy during the meal, don't hesitate to ask the host for another napkin, and ask what you should do with the used one.

5. When using eating utensils, always use them from the outside first. The utensils should be arranged so that the fork and spoon you need first is on the outside. Then as you need another utensil, you take from the outside.

6. In passing food to others, always pass the food to the person on your right; pass food from left to right.

7. Please chew with your mouth closed. Don't talk with food in your mouth. Talk between bites.

Talk with the persons on both sides of you and others nearby. Talk about the Manhood Training Program. Talk about what was said at the conference with the Council of Elders, and discuss other suitable topics.

8. Do not put your elbows on the table. Only your wrist and forearm should touch the edge of the table.

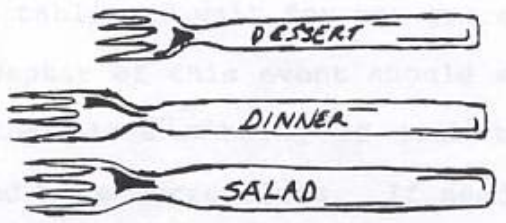
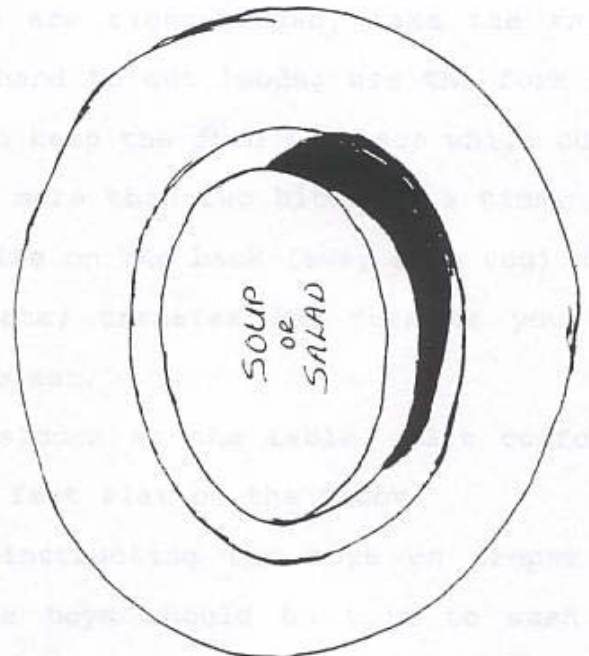
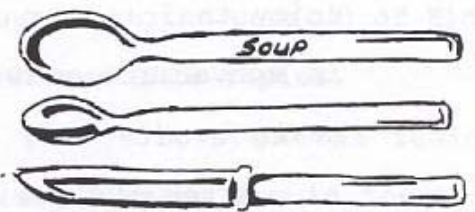
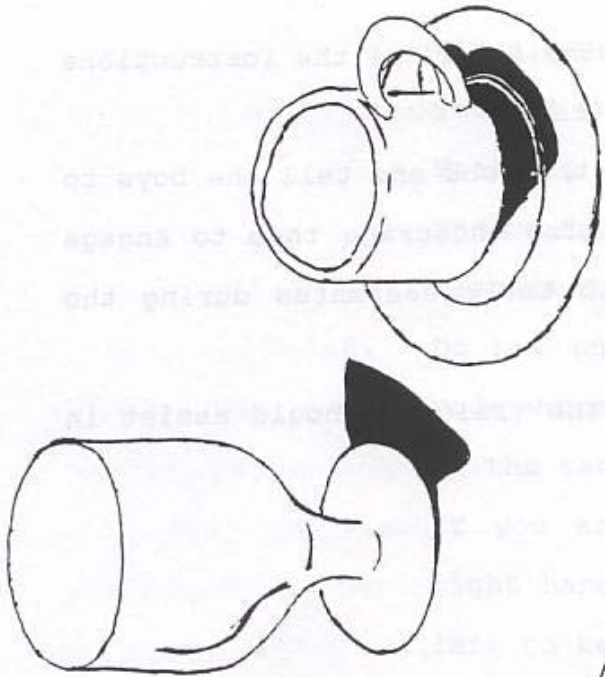
9. If you are right-handed, take the knife in right hand to cut foods; use the fork in the left to keep the food in place while cutting. Cut no more than two bites at a time. Place the knife on the back (away from you) edge of the plate; transfer the fork to your right hand to eat.

10. Don't slouch at the table. Sit comfortable erect; feet flat on the floor.

After instructing the boys on proper table manners, the boys should be told to wash their hands and get in line to pick up their meals and utensils. Tell them to properly arrange their meal and utensils on the table and wait for the grace to be given. The preceptor of this event should walk around and check the place setting of each boy, answer questions and make corrections. If needed, the preceptor should get the attention of all or the boys and repeat some or all of the instructions before beginning the meal.

Give thanks for the food and tell the boys to enjoy their meals. Also encourage them to engage in conversations with their seatmates during the meal.

After the meal the trainees should assist in cleaning up.



11/12/2020

TIME: 4:00 P.M.- 4:45 PM

ACTIVITY: Closing ceremony. This ceremony can be held in the dining room or another room.

MATERIALS: You will need several items for this event:

1. A very bitter liquid (such as a bitter herb, lemon juice, unsweetened grapefruit juice, etc.) and a very tasty beverage (such as Hawaiian Splash fruit drink, pineapple/orange juice mixed, etc.)
2. Some small candles--one for each trainee and each member of the committee plus one extra. You will also need protectors or guards so the hot wax will not drip on the boys.
3. A chalice.
4. A pitcher.
5. Small drinking paper cups(three or five ounces).
6. Serving tray for the cups.
7. Matches or a lighter.

DESCRIPTION: A. The trainees should take their seats. The preceptor of this event should take his place at the head table. Instruct the boys to sit in complete silence and meditate. They should reflect and meditate on the training just completed.

After a few minutes of silent meditation, a short prayer would be most appropriate: "Our Heavenly Father, You made us free so that you could hold us responsible. Now teach us, Dear God, what it means to be responsible. Guide our minds, our tongues, and our hands as we grow and as we come of age. Help us to live lives that are pleasing in Your sight. This is our prayer, Amen."

B. Next, raise the chalice and announce that "This symbolizes the chalice of life. This cup, this chalice symbolizes our communion with life." While the boys continue to sit in silence, pour the very bitter beverage from the pitcher into the chalice. Then pour the bitter beverage from the chalice into small individual cups. Have members of the committee assist in distributing the cups with the beverage to the boys and each member of the committee. Tell them not to drink from the cups until you instruct them to do so.

After everyone has received a cup, then the preceptor should raise the chalice and announce: "This symbolizes the chalice of life. Drink from the chalice of life." After drinking, the preceptor should make the following points:

1. This is a taste of life.
2. Life has bitterness. You have no choice. Each of you will taste some of the bitterness of life. With spiritual development, a good education, and a strong body, you will be able to endure the bitterness of life.

In a like manner, again raise the chalice and announce: "This symbolizes the chalice of life." Then, pour the tasty beverage into the chalice. From the chalice, pour the beverage into individual cups. Distribute the cups. After everyone has received a cup, the preceptor should raise the chalice and announce: "Drink from the chalice of life." After drinking, the preceptor should make the following points:

1. Life also has goodness and sweetness.
2. You are likely to taste some of life's sweetness. Enjoy it and be thankful.
3. But don't let the good times and the sweetness of life cause you to be irresponsible. Don't let the good times and sweetness of life cause you to neglect your education, your family, and others. God made you free so that He can hold you responsible. You are free, but you will be held responsible for what you do.

C. After collecting the cups, give each boy and each committee member a candle. Then turn out the lights and make the room as dark as possible. Tell the boys to notice the darkness. Then light one candle on the head table. In an orderly manner, have each person come to the head table and light his candle from the candle on the head table. Make certain that only the one candle on the head table is used for lighting other candles. Everyone should return to his seat with a lit candle. When everyone is seated, the preceptor should make the following points:

1. In one of the first exercises, you were blindfolded. You fumbled in the dark.
In a like manner, before you came to manhood training, you were blindfolded. You were in the dark insofar as knowing what it meant to be a man. We have tried to turn on a little light in your mind. We have tried to help you understand what it means to be a man. The street concept of manhood emphasizes sex and physical force (fighting and guns) as the meaning of manhood. We have tried to show you that the street concept of manhood is very distorted. We have tried to give you an enlightened view of manhood. I hope and pray that you have seen the light.
2. Note that each of you took your light from one small light. And notice that this light was not diminished by giving light to all of you. This light gave enough light to light up this room and was not diminished.
You can also give light. Your little light can also light up a community, and you will not be diminished or made smaller or poorer by giving. one of the mysteries of life is that we grow and become better and stronger by giving. So as you come of age, give of

what you have to your family, your church, and your community. Give what you have. The most important thing you can give is light. People need knowledge and education. They need to know how to do things. Take the time to give light.

You have learned a lot during manhood training. Help your friends to see the light.

D. Close with this prayer: "May the love of God and the sweet Communion of friendship and Fellowship be with you throughout the days of your lives. And may you live in peace and enlightenment. Amen."

E. To enhance the esprit de corps, the committee may wish to adopt a secret handshake or password.

Everyone should shake hands or use the secret handshake and say goodbye.

TIME: 4:45 P.M.- 5:30 P.M.

ACTIVITY: Clean up.

V. RECOGNITION AND CONFERRAL OF APPRENTICESHIP

On the Sunday following Manhood Training, the trainees should be recognized in the worship service or in some other appropriate public manner. Having completed the training program, the boys now become apprentices of adulthood. I recommend the following ceremony as a part of the worship service:

1. The coordinator of Manhood Training should go to the front of the congregation and ask all of the trainees who completed the program to come forward. Optional: the training committee may also be invited.
2. Then the coordinator should turn to the pastor and announce: "To the pastor, officers, and members of (insert name of church or organization], I have the honor of presenting the following trainees who have successfully completed the requirements of Manhood Training here at (insert name of church or organization.]" Then present each boy by name.
3. The pastor or leader responds after all the boys have been presented: "Thank you; I'm delighted to receive each of you. By the authority vested in me by the officers and members of (insert name of church or organization], and upon your completion of training as certified by the Manhood Training Committee, it is my privilege to recognize you as apprentices of adulthood. As you enter this apprenticeship, please understand that your education has just begun.

Manhood Training introduced you to adulthood; it laid the foundation for adulthood. You must build on that foundation. Through education and experience, you can grow and mature. The apprenticeship will end when you become adults. I congratulate you, and may each of you enjoy an abundant life."

The pastor should then pray for the boys, asking God's guidance, grace and benediction upon them. The pastor should then shake hands with each boy. it is further recommended that the pastor give each boy an autographed copy of the Bible, or some other appropriate gift.

VI. CONCLUSION AND FOLLOW-UP

Manhood Training is an introduction to adulthood. It lays the foundation for future growth and development. Fully understanding the privileges, duties, and responsibilities of manhood requires further education and experience. Let us now hope and pray the we were able to ignite a light in each boy that will glow brighter and brighter as he grows older and older.

Reinforcement of what the boys learned during training is essential. Every effort should be made to involve the boys in ongoing activities that will continue and refine their education. Some churches and organizations have existing programs for teens. If there are no suitable programs, perhaps one should be created. The forces against responsible adulthood are at work. You must provide an ongoing counterforce.

It is said that the children are our future; others say that the young African-American male is the Jonah aboard the American ship, responsible for the contrary winds and misbehaving weather. Whatsoever the truth, together, like the advancing current of a mighty river, we can sweep away some of the ignorance and prejudice which block progress, and with them, some of the despair and fear which bind us. It is our prayer that through Manhood Training we have given the boys a compass and pointed them in new directions.

ONeal Smalls Summer 1992