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On choosing a career for your children, 1931.

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ON CHOOSING A CAREER FOR YOUR CHILD

BY

RABBI ABBA HILLEL SILVER
AT THE TEMPLE
SUNDAY, APR. 12th, 1931.

The title "Choosing a Career for Your Children" is perhaps a misnomer. Parents should really not choose. The actual choice should really be with the child when he is of age, when he is able to make a fairly intelligent choice. That is his inalienable right. Parents may and should guide children in their selection. They may wish this or that career for their children, they may hope that their children will finally settle upon this or that choice but ultimately when all is said and done the choice should be the free will choice of the child himself.

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Much/happiness is caused by parents insisting on planning every detail of their child's career. Some times it works out very satisfactory, especially where the child has no decided predilections of his own or when he is by temperament docile, yielding, easy-going. But when that is not the case, when the will of the child is over-ridden by sheer authority, then there ensues a great deal of conflict and unhappiness. And some times a life-long maladjustment results.

A man is only happy as long as his work is congenial.
"A man is free only when he lives as he wishes to live." When he is forced into a career for which he has no particular liking or when he is kept from a career for which he has ^adecided craving, then his position in later life will be that of a conscripted individual and his condition is as irksome as if he were harnessed in traces, feeling the bribing, re-

striction and compulsion.

Not long ago I read an article written by a college professor wherein the following is stated:

"Three brothers sat in the office of the Dean of men in one of our large universities and could not hold back the tears as they talked with him."

"What can we do?" said the eldest, who was just graduating from the law school. "Father picked out what we were to do when we were boys. He has put me through law school, Frank is preparing for the ministry and George has already taken the pre-medical course. None of us wants to be what he is. I have law, I want to work with plants - be a botanist or forester or something like that. Frank is always tinkering with machinery and George wants to go into business. We're failures already, that's what we are, and Dad's to blame, even if he has worked so hard for us."

Some times parents insist on choosing careers for their children not on the aptitudes of the children but on the basis of, let us say, family pride. The family has reached a certain position, a certain status of culture or affluence, or a certain professional status and the parents want the children to continue that position.

The child may have altogether different desires, but the parents will insist on making of the child a fifth-rate doctor instead of making of the child what he is likely to become, a first rate mechanic, a farmer, a businessman or a success in some other occupation. When parents do that, they are really thinking of themselves and not of their children.

Some times parents choose careers for their children because they over-estimate the ability of their children. To all parents,

their children are naturally the loveliest. That is as it should be. Every child is entitled to have at least his parents stand by him as against all comers. But parents really ought not, because of that, to assume that their children are geniuses because they happen to be their children.

As soon as a little boy begins to play the violin, his mother, especially if she happens to be a Jewish mother, sees in him a greater and a better Jehuda Menuhin.

Now it is well to wish great things for our children, but we ought to, if we are wise, and it is the better part of wisdom, to recognize limitations, to face facts. We ought to stretch out our hands and hopes only to that which is really possible. We ought not to wish careers upon our children beyond their capacities, because to do that is to doom them to failure and unhappiness. It is not necessary to be great in order to be useful and happy. There are altogether very few great people in the world.

This would be a terrible world to live in if everybody was a genius, a star, a prima donna or a foremost citizen. A man can be a fine, noble, useful, happy citizen even if his task in life and his occupation is of the humblest.

Don't wish exalted careers upon your children unless you are convinced that they have unusual ability. Don't wish professional careers ~~on~~ on them unless they manifest both capacity and desire for such careers, unless there is actual definite promise within that career for a measure of success for them.

The professions of medicine and law are altogether

overcrowded. I should strongly urge parents not to advise their children to enter these professions unless they have particular ability and desire for them and unless they are qualified to succeed in these professions. For in a crowded profession it is only unusual excellence, superior merit, which can succeed.

On the other hand, parents ought not to underestimate the competence of their children. Frequently children do not manifest or evidence any particular ability in those subjects which parents are interested in or those subjects which are required in the formal school curriculum of the children. They may be poor in that but they may have unusual skill in some other worthwhile field. They may be interested in some art, some craft, music, painting, sculpture, acting or literature and the parent is watching their report cards on arithmetic and French and Latin and physics.

The reports may be terrible and the parent may be tempted to mark his child as a dull boy or girl, destined to fail in anything that he or she may attempt to do. In reality they may do unusual work and go very far. If the parent will once discover just what is the aptitude of his child, wherein his real interests lie, he will save himself a good deal of heart ache and the child a good deal of unnecessary humility.

This brings me of course, to the subject of vocational guidance. I spoke a moment ago of the choice ultimately belonging to the child himself. That is true, but true only if the child is previously qualified

qualified
/ by parental or school guidance to make an intelligent choice. Otherwise
it is no choice at all, but a whim.

Throughout childhood and early adolescence young people have a sequence of such whims. The last person who makes an appeal to the imagination of a boy or girl, who makes an impression with his profession, the child will want for his life's profession. Almost every few months the child chooses another career, a policeman, a conductor, a fireman, postman, ball player, prize-fighter, anything which the newspapers play up or anything which carries with it a fine uniform. As he grows older there is more intelligent selection. But only as the child is continually guided skillfully and subtly will his ultimate choice be the right kind of choice.

The final choice should not come early in life. The later the better. It is not too late for a young man at eighteen, or nineteen or twenty or even later, to decide what profession he wants to study for or what career he wants to select.

But in the earlier years, parent, teacher and professional vocational counsellor in the school, that is in the higher grades of the public school, throughout the high school and through the earlier years of college, ought to be on the alert to discover just what the inclinations and capabilities of the child are, to guide him whenever necessary, to give freer scope to these characteristic traits of the lad, to explore his personality. There should not be any early fixing upon a career. There should be many try-outs, as it were, before final decision is made. When

the final decision is made, if parents and teachers have been on the job through the years previous, that final decision will emerge almost automatically as a result of the kind of books which the child read, the contacts which the child made, the kind of people which he met and the kind of suggestions which the parent, teacher and counsellor made to him.

I am a firm believer in professional vocational guidance and it is fortunate that most of the schools of our country, especially in the cities of substantial size, have such expert vocational advisors. Of course, the whole science is still in its infancy and much will have to be done to raise this profession from the level of guess work, fortune-telling or prognostication or the basis of vague impressions to the level of a real science. Better methods of analyzing will have to be worked out and far better records kept of each pupil. Much will have to be learned about personal traits and implications. Much more will have to be learned about the intellectual, psychological requirements of the various occupations to determine exactly what type of person will best fit into them.

Much more work will have to be done to discover in more accurate manner just what are the traits of the child and much closer contact will have to be established between teacher and counsellor.

But the profession is here. Definite progress has been made in the profession of professional educational guidance and every parent ought to consult such experts frequently for the sake of the intelligent guidance of their child.

I am of the opinion that very often the advice of others

who are not emotionally wrapped up in the child can be more objective and more helpful than the judgment of the parent.

There is, of course, a great element of hit and miss in all this, just as there is in seeking a business partner or in a profounder sense, in seeking a life companion in marriage. With all the best predication and all the best judgment, there is always involved a great element of chance, luck, hit and miss. For after all we are dealing here not with a machine whose reactions can be foretold with accuracy. When you deal with human beings you are dealing with the most complex, uncertain organism alive.

But by and large it is only fair to assume that the choice of a career based upon knowledge, upon analysis, upon study, upon expert judgment is likely to be a more sound and more successful choice than one that is based on vague ideas or the impulse of the moment.

The old proverb of the Bible, I believe, is true for all times. (quote Hebrew) "Bring up your child according to the bent of his own nature." The trick is to discover what the real bent of your child's nature is. That requires careful watching.

But when you have said everything about educational guidance that can be said the greater problem still remains for the parent. For what you are really concerned about, as far as your child is concerned, is in making of him a successful individual. A successful professional man, or businessman or working man, - a job man, is not the real concern.

You are concerned in making him a man; in training him for life.

A man is more than his job. A man's life is more than his working hours. A man's life is a bundle of a microcosmic composite of his habits, his friends, his family, his hopes, his joys, his sorrows, his experiences, the whole world. A man's profession is only part of that world.

You want to educate your child so that his complete world may be a happy one for him. It seems to me that a parent would want to train his children today for four things.

Of one I have spoken, an occupation, a profession, which not only will enable him to earn a living but which will contribute to his happiness. There are many occupations which help us to make a living but which destroy our life and render us unhappy. But we also want to train our children to be good men and good women. We also want to train them to live well rounded lives, complete lives. And we also want to train them to become worthy citizens in a democratic society.

A democratic society such as we live in depends upon the moral temper and intellectual judgments of the citizens which comprise it. No democratic society can rise above the intellectual and moral level of its citizens.

There are stormy days ahead, my friends, for every democratic government in the world and the next generation will come right into the storm. There are vast and economic problems facing

the generation of tomorrow. If the children of today, who are the men and women of tomorrow, are to weather the storm successfully, they must be trained into habits of right-thinking, of moral courage, of intellectual independence. They must be equipped spiritually, intellectually to wrestle with the problems which will confront them, the most serious and difficult problems which have confronted **any** generation since the beginning of time and to wrestle with them intelligently and successfully.

Don't think that the future of your children is secure if you have protected them with money. It is not so. Money can be lost and it is frequently lost and not only that, but the whole moneyed scheme of things may be destroyed.

The Spartan, Lycurgus did not fence his city with walls. He "fortified the inhabitants by virtue and preserved the city always free."

You can't fortify your children with money. You can't build protective walls around them. But you can fortify them with virtue, with courage, with alert minds, with active souls, with human sympathies, with great loyalties and they will face their problems themselves.

That's a job largely of the home. Moral training is largely the job for parents, not for teachers or ministers. You have no right to shift that burden which is yours to the school or the church. If you are to train your children to be good men and good women, not only successful men and successful women, you must train also their inner, spiritual life. You must give them educational guidance not merely

vocational guidance, whereby they will come to love truth, and goodness and beauty; to live righteously, to live purely and to welcome the quiet hours of spiritual repose, of meditation, of communion with the Infinite, for after all man stands in some sort of a relationship to the universe of the Infinite, to God and to mankind. His horizons ought not to be limited to mere jobs. There too the responsibility is largely the parents'.

The parent can and should by a subtle educational guidance, for example, by bringing into his or her home that which is beautiful, by surrounding the child with evidences of beauty, with manifestations of kindness and truth and friendship and devotion, with expressions of high thinking and planning. The child's inner spiritual life will thus be nurtured and developed.

And lastly a parent in choosing a career for his child ought to think of his child as a complete human being and not a mere human being of protection. He ought to think of him as a well rounded, human being.

And that brings me to the subject of the proper exploitation of leisure as a means of fulfillment of a man's life. The problem is going to be one of the most serious of any social problems of our day.

Men and women are going to have more and more free hours. They will have more and more hours of leisure for the machine is fast dispensing with a good deal of human labor. To produce all that man requires ~~XX~~ less hours of human labor are required today than in the past because the machine is doing that work for man. It may be that before

very long men will work only five days a week, perhaps only four days, perhaps only six hours a day. Our people will then have tremendous leisure time for which they have not planned, for which no program has as yet been worked out.

Now leisure time can become one of the most helpful things in a man's life or one of the most destructive and devastating things in a man's life. If leisure means idleness only then the devil plays when men are idle. Idleness leads to degeneration, physical and mental. But leisure need not necessarily mean idleness. Leisure may be an opportunity for men to do other things equally worthwhile as the job which yields him his living.

It may be an opportunity for him to do all of the things which he always wanted to do but could not, to engage in the activities or cultural pursuits for which heretofore he did not have the opportunity, to continue the education which was cut short because he had to go to work when he was young. To do these things not because of the drive of economics, but because of the spirit.

Every man ought to be besides being a specialist in his job, ought to be an amateur in something. Everyone ought to have a hobby. Not a ~~plaything~~ plaything with which to kill time. I mean a real hobby which expresses the yearning of your soul, which gives an outlet to your soul and sometimes a refuge for your spirit; some craftsmanship or art, whether it be literature or music or painting or sculpture or photography, whatever it may be, some worthwhile, useful interest which you pursue not because you have to do it but because you love to do it. It will take up your

your leisure time and give comfort to your leisure. It will make your leisure creative rather than destructive.

You must educate your children and you must ~~XXXX~~ begin when they are very young, not merely for definite careers which have economic reflections, but for the career of leisurliness which will be theirs.

Some philosopher once said that a ship should not rely on one small anchor, nor should a human life rest on one single hope. Your occupation is your anchor. But your life needs more than one anchor. It needs more than one hope. You may fail in your career. Your child may hope to become a great doctor and when he is forty or fifty finds that he has turned out to be a failure. He may be a failure as an engineer, he may be a failure in business; what then becomes of his life if he has nothing else but that one anchor?

But if along with that you have trained your child from the early years in many other things, many other pursuits, many other fields of human endeavors, much remains, in fact everything remains, except success in the chosen profession. He is still contacting with life. He has still many interests which bring zest into his life. He can still do and achieve and create. His life goes on.

I have seen many men go to pieces when they have failed in their chosen work. Life had no more meaning for them. It was empty, dull, used up, spent. They had not been trained for the career of living abundant and full lives. They had only been trained to become machines of

production.

"Be not like servants who serve their masters for the sake of receiving recompense; but be like servants who minister to their master without the condition of receiving a reward; and let the fear of Heaven be upon you." That quotation from the Sayings of the Fathers which we read this morning.

The value which we place upon success and money is the measure of our enslavement to it. The value which we place on the non-economic activities of our life, upon disinterested, spiritual, intellectual, artistic or social pursuits, is the measure of our true emancipation.

Don't educate your child to be a mere careerist. Don't educate him only to think in terms of getting ahead in his calling. That's a desirable, there is no virtue in failure in profession, occupation or business, but it is not the whole of life. Make him think in terms of developing himself in the years to come into a fine, upstanding, well rounded, intellectual, alert, socially worthwhile and useful citizen. Let that be his ideal. Talk to him about manhood, talk to her about womanhood. Don't always talk to them about what they are going to become, - a doctor a lawyer or an engineer.

A Parent's greatest job, my friends, and his supreme opportunity in life is this, the proper vocational, and more particularly educational guidance of his children. Because in that he and she, the father and the mother both have become co-workers with God in fashioning human life. Greater than that there is no occupation or task in the world.

AN ABSTRACT OF THE ADDRESS
on
"HOW TO CHOOSE A CAREER FOR OUR CHILDREN"

BY

RABBI ABBA HILLEL SILVER
AT THE TEMPLE, SUNDAY,
APRIL 12th, 1931.

Choosing a career for one's children is a misnomer. Parents should not choose. The choice is the child's when he is of age to make an intelligent choice. That is his inalienable right. Much unhappiness is caused by parents insisting upon determining their children's careers. Some times it works out satisfactorily, especially where the children have no decided predilections of their own or when they are by temperament docile and easy-going. At other times, however, such an attempt on the part of parents results in conflict and resentment and where the will of the child is overridden by parental authority it frequently results in a life-long maladjustment and unhappiness.

A man is happy only when he loves the work he is engaged in.

Parents frequently choose careers for their children not on the basis of the children's capabilities or inclinations but on the basis of family pride. They would rather have their children third-rate doctors or lawyers than first-rate mechanics.

Frequently parents wish careers on their children beyond their capacities. They over-estimate their children's abilities. It is well for parents to wish great things for their children, but it is a part of wisdom to recognize limitations and not to stretch our hopes beyond that which is possible.

It is not necessary to be great in order to be useful or happy. Children can grow into fine, noble, useful men and women and live worthily and happily even though their occupations be of the humblest. I'd hate to live in a world

where everybody was a genius, a star or a foremost citizen.

On the other hand, parents should not under-estimate their children. They may evidence no proficiency in the particular subjects in which the parent is interested or in those of the formal school curriculum. The parents may be inclined to ~~XX~~ write him down as a dull, commonplace lad destined to fail in anything he would undertake. But he may have talents in other directions. To discover where the child's capabilities and interests lie will save the parent many a heartache and the child many an unnecessary humiliation.

Which brings us to the subject of professional vocational guidance. Though this science is still in its infancy, it can render the parents a great help in guiding the child to a wise choice of career. Most of our schools have such vocational experts. Parents should consult them. Others who are not emotionally wrapped up in the child may see things more objectively and clearly than the parents themselves.

No child can make a wise choice of a career unless he has previously been helped by parental and school guidance to choose wisely. The final choice of the career should come as late as possible. But leading up to that and all through the higher grades of the public school, the high school, and the first years of college, parents and teachers and vocational guides should be on the alert to discover the particular aptitudes and interests of the individual, to explore his personality, to size up his intelligence, to suggest courses and activities which would more fully develop his special capacities. For a long time all this guidance should be of a "try-out" tentative nature. There should be no too-early or too-great specialization. When the final decision is made by the individual it should emerge spontaneously as the result of the kind of studies which he, himself, willed to pursue, the

kind of activities he was happy to engage in, the kind of contacts which were made for him and the kind of people who influenced his life.

But there is a greater problem confronting parents than the vocational guidance of their children. It is not enough to train a child for a profession; he must be trained for life. A man is more than his job. Our profession is only part of our life. Children should be educated to function in society not merely as economic units but as good men and women, well-rounded, human beings and worthy citizens of their country.

There are stormy days ahead for all governments, especially for democratic governments. Terrific economic problems will also face the next generation. Our youth must be trained into such habits of uprightness, of moral courage and intellectual independence as will enable them to weather the storms ahead.

To become good men and women and not merely successful men and women the inner spiritual lives of our children must be trained. They must be guided into the ways of truth and beauty and goodness. They must be educated so that they will want to live purely and do justly, to welcome quiet hours of spiritual repose and calm reflection.

Training for leisure is as important as training for a career. The men and women of the next generation will have a great deal of leisure. The machine is dispensing with much of human labor. If leisure spells only idleness it is ~~XXX~~ morally harmful. But leisure may offer great opportunity for intellectual and spiritual advancement. Children should be trained so that they will be able when they grow older to use leisure purposefully and creatively.

Along with his vocation a man should have one or more avocations. Along with being a specialist in one field of activity one should be an amateur in other fields. Children should not be trained to become mere careerists or

success-seekers. The value which we set upon money or success is the degree of our enslavement to them. The value which we place on the non-economic activities of our life, upon disinterested, spiritual, intellectual, artistic or social pursuits is the measure of our true emancipation.



1. Title misnomers. Parents should not choose. The choice is the child's when he is 7 years of age to make a choice. That is his inalienable right. Parents may & should guide a ch. to a wide selection. may even hope or wish that ch. may at some time choose that career. But the ultimate decision should lodge with son or daughter.
- (1) ~~Having a happy~~ Mark unh. concerned by parents visiting on planning & other children's careers. Some times it works out very satisfactorily esp. where children have no decided preferences or choices, then even, or where they are by temp. docile & easy-going & indifferent. At other times, however, there comes complaint, resentment, and where, well, child has been overruled by sheer authority, life-long maladjustment and unhappiness. A man is happy only when his work is con- formal. "A man is free only when he does as he wishes to live - when his desires attain their purpose". When a man is forced into a career for which he has no special liking, or kept from another career for which he craves, he is a thwarted & frustrated being - and his condition is as willless as if he were hampered in freedom, with but and kindle.
- (2) Just p. 55.

2. Parents sometimes make the mistake of wishing a certain career on a child - not on basis of child's ability or interest - but Fanny Price. Certain

families have attained pos. of culture & affluence.
or professional status - with children to carry
on same professional level - Doctor house-
engineer - Scientist - what not. Child may, at
be interested in machinery - air acoustics -
or frustration ^{handicrafts} or commercial present; Parents
will work on him role of fifth rate doctor -
to that of first-rate mechanic. When they do
that - they are thanking God - and their child

3. Parents of the over-estimated child in the City -
To ~~such~~ ^{all} parents - their own children are the crusader.
There was never any one like my Tenny - or my
Chloe - or my Shirley - that is as it should
be - every human being is subtle to have at
least his parent, bound by him against
all careers - that we really agreed to
assume that our children are "geniuses"
until they have really become it - as
soon as a little boy begins to play volley-
ball with us - esp. if he is Jewish - at once
we see him another Yehudi
Wunderbar -

It is well for parents to wish great things
for their children - but it is the better part
wisdom to recognize limitations - "not
to stretch our hands or stretch our hopes
to that which is impossible. We must not to
with careers beyond the real capacities of our
children - for that is to condemn them to fail
& render them unhappy. Face facts!

It is not necessary to be great in order to be
useful or happy. The world would be a terrible
~~would~~
~~place~~ if every body in it were a genius. I'd hate
to look in a row. When every body was a star
or a prima donna - when every body was
"the best." You could ^{grow} ~~find~~ with a
fair, useful, useful man and citizen, and
live without ^{any more} ~~that~~ ^{of his calling} ~~conspicuousness~~.
in a very humble one. Alas! with ^{for them} ~~few~~.
fancies as there - unless they are ^{with} ~~great~~ ^{fixed},
and interested and under ^{these are} ~~real~~ prospects
for a satisfactory living - (alcohol, beer, etc. -
over-awarded -)

4. On the other hand - don't unrestrictedly be able.
He may not receive any satisfaction in
these subjects which you are watching. He
may be required of him in the formal school
environment. He may have other talents -
a other interest - He may be interested in drawing,
or music, or sewing, or writing, or acting,
while you are demanding his pen work in
arithmetic, a ~~poor~~ French, or physics - and
are ready to write him down as a dull,
commonplace lad, destined to failure in
any thing he will undertake. To discover
when child's capabilities lie well past parent
many a heart-ache - and child many
a unnecessary humiliation.

5. Which buys me, & comes to subject & ~~educational~~ ^{notimate} ~~vocational~~ ^{choice} guidance. I spoke before & ~~reiterate~~ ^{choice} being left with child himself. That is true, that too only when child has been in measure guided by parental & school guidance to choose wisely. Otherwise choice is no choice - only whim. And childhood is full of such whims. ~~from early on~~ Almost every few months the young child chooses another career - policeman - construction - fireman - soldier - artist - astronaut - baseball player - movie actor - or what not. Whatever appeals to him at given moment wins - that he ~~would~~ ^{thinks} ~~will~~ ^{is} be all thru his life. This is play-acting. The final choice should, ^{as a rule} come quite late - when young man or woman is 18 or 19 or even later. But in the ~~preceding~~ ^{former} years, all thru higher grade, P.S.; & thru H.S. - & thru first years college - if ^{as to college} - parents & teachers & Prof. ~~advisors~~ ^{counselors} should be as the able to discover apt. interests - special interests - to help up interests, to explore his personality - to suggest careers and activities which will more fully develop special talents, interests of child. At first ~~this~~ ^{they} should be very flexible - then should not be too early or too great specialization. No exclusive field of endeavor.

should be first when. Later, the ~~direction~~
then showed he means try-outs. Later ~~there~~
~~should be~~ the def. bent, school may become
more apparent. Informal talks commencing
with ~~editors~~ ^{parents}, educators, with may. may in communities
may help a few persons to clarify his own
thinking on the subject. His choice will then
emerge - as a result, the kind of studies he
himself wishes to pursue - the kind of activities
he enjoys in - the kind of contacts he establishes -
the kind, people who influence his life.

6. I am a firm believer in prof. voc. guidance
in our schools - Most, our schools lack expert
to advise young people. - Science is still in its
infancy. Much more will have to be done by way
of research in this field. ~~the above field~~ ~~the above~~ ~~the above~~
kept of the subject. In the school, some data
on the special requirements - before work of Comm.
is to be done. Only early efforts will be of any value in the way.
in the way.

1. Every parent ought frequently to consult
their counselor - as well as with teacher - and
with staff of a good child center. Others
who are not so intensely wrapped up in
child, may see things more objectively &
clearly sometimes > parent -

Much more will have been learnt about
the ~~intell.~~ ~~psych.~~ psych. requirements
of the various occupations to which

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exactly what type of person will
best fit into them - Much
more will have to be learnt about
personal traits & their complications.

~~More~~ but better methods of
testing & analyzing will have to
be worked out - & far better
records kept - each pupil



7. The will of course, always be an element of the "lost-
and-miss" in dear career - or in choice
of a part business partner - or even more
important - in choice of a life companion.
~~The~~ We are dealing ~~not~~ with a
machine, whose every movement can
be calculated, but with man - the most
variable, complex & uncertain of crea-
tures. But, by and large, a choice, based
on ~~fact~~ ^{9 days} expert knowledge, judgment,
careful explanation & analysis is more
likely to be the result than, I dare say,
based on vague ideas or sudden decisions.
1003 10 N 711 711

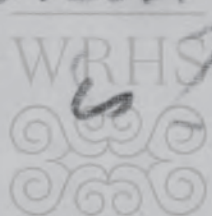
8. But there is a greater problem confronting
parents & or guardians of their children.
How that is solved. Guardians. It is
not enough to train a child for a
~~call~~ life or a profession. He is to be
trained for life. A man is more his
job. Our prop is all part of our life.
A man's life is his interests, disposition,
talents, desires, health, family, friends,
his pleasure - his sorrows - his hopes.

You cannot protect your child against
storm & life with wealth. He may lose
it. He frequently does! The Spartan

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Lycurgus did not fence his city
with walls - He fortified the inhabitants
by virtue - & preserved the city
always free"

Wealth is never
a fortress. Had I all ~~the~~ in
my generation - But
character is



10. To be good men & women - the ^{inner spiritual} ~~inner~~ ^{of}
life of our child must let one be trained
To love truth, beauty, goodness - to live
purely, to work righteously. To welcome
great hrs. of sp. reform, of calm reflection,
of communion with Infinite. Man is
related not only to his group - He is more
profoundly related to the universe ~~sp~~ -
to mankind - He must under
stand -

He is ^{microcosm} ~~microcosm~~ every thing - his prof is
all in them.

9. We must ed. our children not merely
to function in ^{in a doctor's etc.} but
as ^{good useful citizens, and as well rounded human beings} ~~citizens~~ in a dem. soc. which
will depend for its prosperity upon their
payment, and moral character. No soc. rise
along the moral level of its citizenry. There are
stony steps ahead for all dem. & all
govts. Scriptic Econ. problems will face
the next generation ^{largely} ~~the~~ most to be feared
is the home, as the school, as the church, with
such personal habits & uprightness ^{with soul} unself
financial codes, & moral courage as
will enable them to weather the storms.
The home is the best place for it. Has not
attempt to unload all exp. on school & church
- on other people. ^{Protest. Wealth. Sympathy.}
- ^{Peace for city - Fortified}
to be ^{when} reared being he must be
11. Trained for League. When well next
gen. will have new turn - Must be
trained in childhood & early youth for
creative work & league - Must be
given entirety - absorbed prof Allyant
Vocation every one should have an

avocation. In one field we should
~~be a specialist~~ be an amateur -
^{Manual arts - craft - photography - book binding - music, painting -}
^{theatre - literature} ~~the~~ is not only an outlet but a
refuge. "A ship should not rely
on one small anchor. We should a
big net on a rope life" -

① Something we wish to do 1st & 6th
odd hrs. - The value which we set on
money is the degree of our enslavement
to it.

② As we should be trained to be a
profit maker, only - as a careerist - as
a prof. success only.

A parent's greatest job - this
supreme effort. ~~It~~ is the
purpose. + v. r. guidance
of their children - In this they
are co-workers with God in
the shaping of human life -

Lecture 354

1. Title misnomer - Parents should not choose - The choice -
inadvisable - P. may + should guide - wish - But

① Much unhapp. - Sometimes it works - conflict -
over-ridden - A man is happy - his work
congenial - "Free - when he lives as he wishes"
- when his desires - When forced into -
or kept from - thwarted - Traces hit

(2) Inst. -

2. P. on basis of Family Pride - Want ch. to
carry on same - Ch. may not be interested
in machinery - 5th - rate Doctor - Thinking of
themselves.

3. Over-estimate - love-hat - But - ought
not assume - generous - As soon as a little
boy - Victor - his mother - sees in him

① It is well for P. to wish great things -
recog. limitations - Sketch hand -
ought not to wish careers beyond capacity -
- cause them to fail - Face facts!

② It is not necessary to be great - Terrible
world - prima-donna - "formers" - Yours
Ch. can grow - Don't wish as them Prof. Careers
Esp. Port. Laureates -

4. On the hand - underestimate - evidence -
- discover child's real Cap. interests - heart-ache
5. Which bump me - Vocational guidance - I spoke -
choice - child's - But equipt - otherwise Whims
Childhood full, whims - Play-acting - Final
Choice - late - 18-19 - In earlier years -
about - explore - suggest - Tentative -
too early specialization - Try-outs - Later
Informal talks - His choice will emerge
as result
6. From Behavior - Most schools - Infancy -
① Every parent should - Others - not trust.
7. There will - 7 courses - Element of "hit & miss"
- business partners - life-companions
not machine - But, by large, choice
made on basis -
NOT TO BE SET FOR
8. But there is greater problem > voc. guidance.
= Educat. Guidance - Not enough - Train
for pref - life - A man is more -
Our pref. is only part - A man's life is
- microcosm

9. We must Educ. our ch. not merely to function.

① Good men & women

② Well-rounded

③ Citizens in a dem. soc.

10. A dem. soc depends for its prosperity - no dem.

Soc uses - Stormy days - Terrific

Econ. problems - Train youth -

~~- the home best place~~

- Protected by wealth - Sycingus

11. Good men & women - Inner sp. life -

To love truth etc - welcome guest -

Communion with supernatural - Related -
with horizons

12. Well-rounded - Leisure - Vocations -
Avocations