

social questions are coming to the front. The farmer, even with improved machinery and fertilizers, is up against the middleman. The trained machinist is turned out of work by the automatic machine. The business man is faced with strong competition.

You must not let the schoolmaster confuse you. Some would separate, in their educational theory, brain work and hand work, culture and vocation. But all training is for use and for service. It may make for better health and increased happiness, for more contentment, for better homes, for finer citizenship, and even for larger pay envelopes. It must find its expression in a better man and a better job.

Don't be confused by the terms "cultured" and "practical." Your boy may think that English and history are useless, and that shop mathematics, drawing and mechanics are useful. He may get a good job because of efficiency in the latter group, but if he rises in the world of business he will need to know how to write contracts, to size up men and situations, even to appear before the congressional investigating committees, and shop figuring and shop working will not be sufficient. A man from his collar button down is worth two dollars a day as horsepower. All he earns in addition is based upon his intelligence.

This question of what line of vocation your boy is to follow is more than interesting—it is vital. There are at least two great events in a boy's life—when he has his parents picked for him, and when he picks his job. Perhaps the school will furnish reliable information through vocational bureaus as to the various vocations open to the boy, the conditions prevailing in each and what the rewards of success may be. Boston, New York and Buffalo employ experts who make investigations of conditions in the trades and different lines of business of the locality, and prepare for the use of pupils and parents material that will furnish the best available information about the job. Today some boys and girls are looking

for "anything," and "anything" is a hard position to find.

I hope you do not want your son to have merely a clean-handed job, or to be president of the New York Central the minute he gets out of college. He will arrive at the terminal only as he has already travelled on the road. He will succeed because he can do things. If all his school work has consisted of memorizing and reciting what others have done, he has no foundation on which to accomplish, for he knows nothing of the art of doing. I trust that you are not going to send him to school in order that he may get an education so that he will not have to work for a living, for I am afraid this attitude towards life will start him towards the scrap heap. Do not walk around the house on tiptoe for fear that you will disturb John's studying and excuse him from duty at the ash sifter, the coal bin and the lawn mower because he is getting an education.

You better not order your boy's education by telephone as you do your groceries. Do more than merely sign the report card. See the place that is doing some of this "educating." You will find the teacher a good sort of person, probably a college graduate and capable and willing; but she needs a bit of encouragement, and possibly a word of explanation of your boy's peculiarities. Ask her advice, remembering that people should ask it because they want it, and not because they wish to be backed up in the thing they desire to do. Forget that first word of criticism offered by your boy against his teacher until you have seen the school. I have often thought there should be a school started for parents, for then we would all learn a bit of what the schools are trying to do—trying with all their might and main in the face of social and industrial conditions which change by leaps and bounds.

Your boy is to go to college. The school has prepared him for the entrance examination. It may not have prepared him for the college. The transition from the home and the school