

=THE HOLY SPIRIT=

Lesson 7

Work (Part two)

- I. STRESS SHOULD BE GIVEN THAT ONE SHOULD WORK HARD EVEN WITHOUT AN OVERSEER. Teach the child that someone is always watching. Tell him about that great cloud of heavenly witnesses in Hebrews 12:1. While he is very young, lead him to realize that those in the family who have gone on to Heaven are watching. When Brother Hyles was a little boy, his mother called him off to the side and said, "Son, I want to tell you something. You have three sisters: one that you can see and two whom you cannot see but who can see you. They are in Heaven. Each sister went to Heaven when at seven years of age. Remember, son, that they are always watching you. So live your life to make them proud." This was one of the incentives God has used to make him work hard through the years.

This lesson outline was dictated on an airplane. Brother Hyles was flying to Los Angeles, California, where he would speak for a few days. The lady across the aisle from him was reading a book; the couple sitting next to him was drinking champagne; four people behind him were playing cards; the man in front of Brother Hyles was sound asleep; the fellow behind him was reading a magazine; he could see no one who is working!

Far too many of us work only if we are watched. The parent who teaches his child that someone is always watching and that he should work without an overseer is doing him a great favor. One personnel man said, "For every two men that I employ, I have to employ a third to oversee them." Employers are eagerly searching for people who will work without oversight. Such people go to the top. The fellow who cannot do so never goes to the top. He always has the same job, draws the same salary, hates his work, and grows old too soon!

- II. DO NOT ASCRIBE SUCCESS TO GENIUS. A genius comes along only occasionally. Most of us are just common, average people with common, average minds. Hence, the difference between success and failure is not genius; it is hard work! This means working while others sleep, toiling while others play, and planning while others idle away their time.

Brother Hyles knew many great men. Few of them had brilliant minds, but all were hard workers who used all the ability they possessed. By all means, stress to the child that success is caused not by genius nor by being a mental giant, but rather by hard work, diligence, discipline, etc.

- III. MAKE NO PROVISIONS FOR FAILURE. This was a motto of Brother Hyles' life. Such a statement as, "What should I do if I fail?" should not even be tolerated. If provision is made for failure, then thought must be given to failure. If thought is given to failure, then one has considered the possibility of failing. Such possibilities should never be considered. There is too much stress on being a "good loser." Now to be sure, when losses do come, outwardly we should accept them gracefully, but inwardly we should despise defeat! No child should be taught to accept defeat gracefully inwardly. He should hate defeat. He should make no provision for failure and should be surprised if it comes.

Many of us brag on a child more if he loses gracefully than if he wins. We are, in some sense, guilty of raising a generation of people who like to lose. We need to build a generation of people with a passion to win!

If one plans to win, he will make no provision for failure.

- IV. NO CHILD SHOULD HAVE TO BEAR THE BURDEN OF HAVING A LOT OF MONEY LEFT TO HIM. James Fargo, as President of the American Express Company, once said, "If I were worth a hundred million, I would make my son earn his living. It is wrong to bring up boys to be gentlemen loafers." Rather than leaving children a lot of money, why not leave them what will make them money and give them the privilege of earning it themselves!

Brother Hyles was once talking to the son of a famous preacher. Suddenly he looked him in the eye and said, "I feel sorry for you." He asked, "Why?" He then replied, "I feel sorry for you because your father is so famous." He began to weep and said, "Dr. Hyles, I didn't know anybody ever thought of that. I envy you because your father was a drunkard. Nobody expected you to be successful. Everybody expected me to be so."

This condition was unavoidable, but it is possible for a parent to avoid the leaving of great sums of money to his children. He does them a disservice, not a service!

V. THE CHILD SHOULD BE TAUGHT TO WORK CHEERFULLY. His parents should set the example of enjoying their work. It is actually possible for one to look forward to a "day on" and not to a "day off." This is the way it ought to be. To say the least, a day at work should not be considered worse than a day at home, and a day of toil should not be considered worse than a day of rest. Each is a diversion from the other. Hence, work should be approached and done cheerfully, happily, and enthusiastically. This will take away the despair that often comes when one has to work on what is otherwise a day off. It will remove grumbling when overtime is necessary, and it will certainly equip the child with the tools that can take him to the top.

VI. TEACH HIM THAT ALL WORK IS AN ART AND A WAY OF EXPRESSION. Hence, one should look upon himself as an artist regardless of what type of work he does. When a bricklayer becomes an artist, he becomes a builder. When a typist becomes an artist, she becomes a secretary. When a meat cutter becomes an artist, he becomes a butcher. When the carpenter becomes an artist, he becomes a builder. When a cook becomes an artist, he becomes a chef. When a speaker becomes an artist, he becomes an orator. When a bookkeeper becomes an artist, he is an accountant. When a plumber becomes an artist, he is a pipefitter. When a custodian becomes an artist, he is a maintenance engineer. No work, no matter how slight or insignificant, should be despised. Whether one is sweeping out the place, mending socks, mowing yards, or shoveling snow, he should be an artist about it. It is somewhat sad that in our day the assembly line at the factory has eliminated such pride in one's work, but even in the assembly line, the wise worker will develop pride and consider his work an art.

When Brother Hyles was attending a state university as a young man, he simply had to find part-time work. No jobs were available, so he began laying oak floor. What a job! What a backbreaker! The first few days were sheer drudgery. Then he resolved to become the best oak-floor layer in the county. He began thinking about the families that would live in the houses he helped to build. When each house was completed, he would drive by it again and again and take pleasure in the realization that someone was enjoying the fruit of his work. He looked upon himself as an artist, and soon he began taking pride in the opportunity of telling others his vocation. It has been many years since he laid any oak floor, but he enjoyed going back to his old home neighborhood and driving by the houses he had helped to build.

VII. A CHILD SHOULD BE TAUGHT THAT HARD WORK IS HEALTHY. No one can reach his peak of physical health unless he has learned to work. Work is nature's medicine. Just as idleness rusts and decays a machine, so the disuse of a muscle causes it to shrivel. The doctors find agreement in the fact that many men and women are in sanitariums because of a lack of good, hard, steady work. In such places patients are put to work immediately. Especially is this true in cases of those who suffer from nervous disorders. Without work, the body becomes weak and the brain deteriorates. A girl should be taught that work is a beauty aid, and the boy should be taught that work is a body-building device. Parents should point to heroes and remind the children that they obtained their positions through hard work.

VIII. YOUNG PEOPLE SHOULD BE TAUGHT TRADES. A poll was taken in one penitentiary which revealed that 90% of the convicts answered, "No trade," on a questionnaire. In a certain period, there were 3,154 boys admitted; not one of them had a trade. Consequently, all of them were taught trades, and then only 14% of them returned!

During the period that a young person is usually taught a trade, he is also facing his greatest temptations. Hence, the learning of the trade keeps him busy at a time when his mind is most susceptible to temptation.

In some ancient societies it was a law that no man was under obligation to support his father when his father became aged if his parents had not taught him a trade in his youth. Perhaps this is a little severe, but it does not alter the fact that the wise father will teach his son a trade, and the wise mother will carefully and deliberately teach her daughter to prepare for marriage and motherhood with the same diligence that a physician prepares for his vocation.

- IX. ALWAYS COMPLIMENT THE TASK THAT IS FINISHED AND DONE WELL. The reward method is an important one to a child. He should always associate completion with rewards. To the contrary, he should always associate failure and an unfinished task with disappointment on the face of one he loves.
- X. THE CHILD SHOULD BE TAUGHT TO ACCOMPLISH THE HARDEST AND MOST DISTASTEFUL PART OF THE TASK FIRST. Perhaps he should eat first the vegetable he likes least. Perhaps he should mow the hardest part of the yard first. This helps to prevent the awful sin of procrastination.

CONCLUSION: There are many other things that parents should teach their children concerning the proper development of work habits such as teaching them to choose their heroes from ones who have worked their way from the bottom to the top, teaching them to choose a profession that will enable them to leave something for others when they are gone, teaching them to be thrifty and yet generous with money earned, etc., but in it all, there should shine forth an ability to work and the dignity of labor.