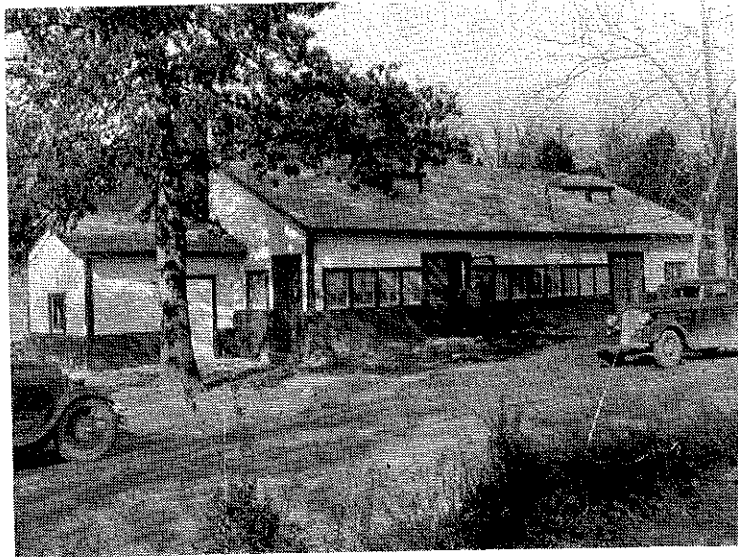


Agricultural Education



Vocational Community Canning Plant, Clarksville,
Georgia. Adult Evening Class Members Run
178 Plants. (See page 32.)

*A Good Suggestion Practiced by the
Better Teachers Is: Learn to Listen*

Our Cover

IN GEORGIA, 178 community canning plants are being operated under the supervision of teachers of vocational agriculture. During the year ending December 31, 1935, three million cans of meats, fruits, and vegetables were put up in these canning plants by adult farmers who had been enrolled in evening classes of teachers of vocational agriculture. The community canning plants in Georgia have served a very great need during the lean years of the depression and even at the present time under the crop-reduction program. In the canning plant at Clarkesville, 100,000 cans of meats, fruits, and vegetables were put up by farmers for home consumption.

The vocational canning plants are operated for canning and preserving products for home use. The commercial canning plants in Georgia have never been very successful.

In the vocational plants, the farmers bring in the products and, under the supervision of the teacher of agriculture, actually do the canning themselves. This, of course, makes the program educational. As a result of the community plants, hundreds of families have bought modern canning equipment and are canning their products at home rather than carrying them to the community plants. The community plants, however, will continue to serve a need in the state for many, many years.—M. D. Mobley.

Guidance Thru Inspiration

RALPH V. BACKSTROM, Teacher,
Aurora, Minnesota

HOW many students leaving high school are qualified to enter into life with earning power and *living* power? The number is decidedly small. And those that have living power have not received it in the public schools. The home is responsible for it. But many families do not have home life that is conducive to living power in the child. Their conditions of living are often sordid, and their outlook on life dampened with a cynical pessimism. As the home is, so is the living power of the child. And if the child does break away from home eventually, it takes a period of years for him to lose the callous of improper living.

Today more than ever there is a crying need for inspiration for the young, a will to make the most of the future, a desire for guidance. The vocational guidance attempts of the school are futile if the child does not want that guidance. Thousands of jobless, inactive young people with no vision or hope are coming out of our high schools yearly. Theirs is truly a dilemma. Of course we pity the older folks, but their course will soon be over—the young are just beginning. How dark the future must look to them if they think of the future at all. The trend of the times seems to have thrown faith and hope to the four winds. We forget that there is an art to living, and become so imbued with the science of things that we often forget how to live with enjoyment. The schools perhaps are at fault in this respect—stressing too much the factual side of life and not the practical art of living.

If the pupils can be kept stimulated in faith and hope for the future, it will act as a catalytic agent for great *living* power. Home life is not what it was thirty

years ago. It is no longer held as the center of activity. The task of the schools has become a large one. To try to make the school a home is out of the question, but the students can be taught how to live and react appropriately to life and its environment. For example, the art of getting along with people is important. Why should it not be taught in the schools?

In attempting to meet this need for inspiration and to build up the *living* power of the child, we take time out from agriculture once a week for discussion of our "Inspiration Sheet." "The Inspiration Sheet" is a page mimeographed weekly containing bits of poems, philosophies, wise sayings, and comments of famous people, humorous stories, and interesting facts. The sheet is so arranged that the teacher-editor can follow a scheme of discussion to bring certain definite thoughts to the students. They feel very free in their discussion, and they are not afraid to bring out their own ideas. They are not graded on the discussion, but the teacher becomes better acquainted with the student, his way of thinking, and his philosophy. Each student is given a copy of "The Inspiration Sheet" at the beginning of the discussion hours, and he is then allowed to read it before the discussion begins. Anything that arises, concurrently and otherwise, from the sheet is discussed.

"THE INSPIRATION SHEET"
Aurora High School
Ralph V. Backstrom Agricultural Instructor
"Devoted to Vocational Guidance"

Vol. I

No. 21

"How happy is he born and taught,
That serveth not another's will;
Whose armor is his honest thought,
And simple truth his utmost skill!"

"Senator Norris wanted to quit six years ago, but the Nebraskans would not let him. Now he says he will not run again, and the President tells him he wants him to. It just shows that hewing to the line and letting the chips fall as they may, does win once in awhile."—H. N. O.

Silent waters are seldom shallow

In England AGRICULTURE has an 8-hour day.

"No man is born into the world whose work
Is not born with him. There is always work,
And tools to work with all, for those who will
And blessed are the horny hands of toil."
—Lowell

"Amusement and recreation are the very things
that make our working hours profitable. He who
carves so steadily, that he has no time to sharpen
his knife, works with dull tools and cannot make
much headway."

"A house is built of bricks and stones,
Of sills and posts and piers,
But a home is built of loving deeds,
That last a thousand years."

"O blessed health, thou art above all gold and
treasure; 'tis thou who enlarge the soul and
openest all its powers to receive instruction and to
relish virtue. He that has thee has little more to
wish for, and he that is so wretched as to want
thee, wants everything with thee."—Sterne.

"Be ashamed to die until you have achieved some
victory for humanity."
—Horace Mann

"To help folks is a fine thing; to help folks help
themselves is a finer thing; to help folks who can-
not help themselves is the very finest of all."—A. E.

How seriously are you thinking about life? Do
you realize that you have to account for yourself?
What are you doing today that will improve your
life and that of others? Whatever you do, do the
best that you can. If your life work will be that of
a "ditch digger," why, be the best "ditch digger."

"Here is a good advertisement for milk seen in a
children's magazine:
"Your father may give you spending money, but
your bones are your chief means of support.—
DRINK MILK"

ISN'T IT THE TRUTH?

It is a purely human trait
To dally and procrastinate;
Until tomorrow we delay
The things we ought to do today.
—P. B.



Officers of Essex F. F. A. Chapter, Hathorne, Massachusetts

Extracts From Annual Report

THIS year the membership of the Essex Chapter of Future Farmers of America totaled one hundred sixty-eight. Of these, fifty have a Future Farmer Degree, and eight the Bay State Farmer Degree.

In November, 103 exhibits were displayed by members for the largest and most successful Science Day in the history of the school.

During the past year members have won \$200 in prize money for public speaking, judging, and exhibiting.

The chapter sponsored thruout the

year regular meetings of the bee, poultry, ornamental gardening, floriculture, animal husbandry, and food preservation clubs. It conducted an essay contest, a summer project tour, and presented a play on St. Valentine's Day.

The thrift committee has encouraged personal savings accounts. For the year 1935, the chapter did a gross business of over \$3,000.

At the close of the project season, October 1935, the pupil labor income amounted to \$69,749.98 or an average of \$300 for the students who completed projects. The total income of the 71 ownership projects was \$20,242.95.