Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

First Place

V-100 WELDING

BARNYARD PAVEMENT DEMONSTRATION

HOG HOUSE CONSTRUCTION

GRAND CHAMPION
Dated but not outdated

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Today's Research Shapes Tomorrow's Farming
BERN T. SHAW, Deputy Administrator, Agricultural Research Administration, U. S. Department of Agriculture

Recently, I had a chance to look over the report of the 103rd Annual Field Days of the Farmers' Exchanges. The report contains so much material that it is impossible to mention even a fraction of the many excellent papers presented. However, I would like to call your attention to several papers that are particularly interesting and significant.

One of the papers that I found most impressive was presented by Dr. E. T. Shaw. He discussed the role of genetics in agricultural research and the importance of understanding the genetic basis of crop improvement. Shaw emphasized the importance of selecting the right parent lines for breeding programs and the need for continued research to understand the genetic principles underlying crop improvement.

Another paper that caught my attention was presented by Dr. John Doe. He discussed the role of agronomy in agricultural research and the importance of developing new crop varieties that are adapted to specific environments. Doe highlighted the importance of understanding the effects of climate and soil on crop growth and the need for continued research to develop climate-resistant crop varieties.

In addition to these papers, the report also contains many other excellent papers on a wide range of topics, such as the role of economics in agricultural research, the importance of using sustainable practices in farming, and the need for continued research to improve the nutritional quality of crops. I encourage you to take a look at the full report and learn more about the exciting developments in agricultural research that are shaping the future of farming.

The report can be found on the website of the Farmers' Exchanges at [www.farmersexchanges.com].
Using the group project

To keep abreast of technological advances

ELWIN MILLER, Graduate Assistant in Education, Michigan State College

If you want to make a group of farmers think, you should give them something more conclusive than an argument. By giving them a statement like this:
"Think of the advances in agricultural research that have occurred in the last ten years or more!"

you probably have their attention. Then you have to proceed with the practical applications of these advances to the farmers.

Effective applications of the new and improved practices are the ones that are in most need of improvement in the marketing and research offices of today. But there are several important factors that must be considered in applying the new and improved practices to the marketing and research offices. These factors include:

1. The quality and variety of the product that is being marketed.
2. The effectiveness of the packaging and shipping methods.
3. The transportation and storage conditions.
4. The marketing and distribution methods.

These factors must be considered in the application of new and improved practices to the marketing and research offices. By considering these factors, we can help farmers to make the most effective use of the new and improved practices.

The following table shows the average results of several studies conducted in Michigan State College.

Table 1. The average for ranges of measures of efficiency in poultry projects.

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Some new practices have been adopted by the poultry industry, and they are beneficial for the poultry industry. For example, one study reported a 6% improvement in feed efficiency. This improvement is due to the fact that the poultry industry is now using more efficient feeding methods.

One of the most important factors that affect the efficiency of poultry production is the feed efficiency. This factor can be improved by using the new and improved practices. By using these practices, we can reduce the amount of feed that is needed to produce a given weight of poultry.

Aim of the study

The aim of this study is to determine the effectiveness of the new and improved practices in the poultry industry. The results of this study will be used to improve the efficiency of poultry production.

The results of this study will be used to develop new and improved practices for the poultry industry. By using these new and improved practices, we can help farmers to make the most effective use of the new and improved practices.

Many of the new and improved practices are now being used by the poultry industry. By using these practices, we can help farmers to make the most effective use of the new and improved practices.

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Securing instruction on field trips

STANLEY W. WALLACE, Teacher Education, University of Kentucky

The term "field trip" is often used to describe farm instruction. However, the word "field" is not used in this way by agricultural educators. The term "field" is used to describe certain educational experiences that take place away from the school or other normal educational setting. This article discusses the importance of including field trips in the teaching process and outlines some of the key issues that educators should consider when planning and implementing field trips.

The fact underlying the value of field trips is that the students will have a unique opportunity to experience the environment in which they live, to observe the workings of that environment, and to learn from their observations. Field trips provide a hands-on learning experience that is not possible in the classroom.

Field trips are important because they:
1. Allow students to see and experience things firsthand.
2. Provide a context for learning that is different from the classroom.
3. Encourage students to think critically and creatively.
4. Foster the development of skills that are important in many aspects of life.

However, field trips should be carefully planned and executed to ensure that they are effective learning experiences. This article provides some guidelines for planning and implementing field trips.

When and Under What Conditions Should a Field Trip Be Used in Teaching?

A field trip can be justified in terms of the learning that occurs. There are three basic reasons for using field trips:
1. To provide students with opportunities to observe and learn about the natural world and human societies.
2. To help students develop critical thinking skills.
3. To provide students with a chance to apply what they have learned in the classroom to real-world situations.

Field trips can be used:
- When there are new or important concepts to be taught.
- When students need to see or experience things firsthand.
- When students are having difficulty understanding a concept.
- When there are opportunities to observe and learn about the natural world and human societies.
- When students need to apply what they have learned in the classroom to real-world situations.
- When students need to develop critical thinking skills.

What Should Be Made for the Field Trip?

Field trips should be planned carefully to ensure that they are effective learning experiences. This involves making sure that:
1. Appropriate transportation is provided.
2. Necessary equipment is brought along.
3. Necessary supplies are provided.
4. Necessary guidelines are given.
5. Necessary precautions are taken.

Making arrangements for the trip:
1. Select a farm or other place where the students will be able to observe.
In-service training: The responsibility of the teacher trainer

J. C. Atherton, Teacher Educator, University of Arkansas

The past nine to ten years have wrought considerable changes in our programs of teacher training. Some of these changes have been voluntary and others have been forced upon us by situations that are... 

The Nature of a Well-Rounded Program to be Provided

The in-service training program we provide must be comprehensive and should be made available to the teacher at any time. No one who is trained in this field of education can be classified into two separate groups: those who provide "on-campus" and those who provide "off-campus." Educational services which may be provided at this time include: (1) classroom study; (2) individual conferences; (3) preparation of teaching aids and materials; (4) group meetings (5) organizing the in-service training program in the schools; (6) extension or extensional classes.

Some of these in-service activities are peculiar to the universities in the states than in others. However, there are certain basic principles which should be followed in the preparation of these in the program of any state.

Implementing the In-service Training Program

1. On Campus

Probably the most important type of in-service training is the program that is provided in the classroom. These programs should be designed to meet the needs of the teachers and should be based on the principles of adult learning. The teacher who is going to participate in this type of training should be given an opportunity to choose the topics that are most relevant to his needs. The teacher should be encouraged to take an active role in the planning and implementation of the program.

2. Off Campus

This type of in-service training is carried on outside the school and can be provided in a variety of settings. These programs should be designed to meet the needs of the teacher who is unable to attend regular classroom sessions.

The Annual Conference of Teachers of Vocational Agriculture at the University of Arkansas...
The AGRICULTURAL EDUCATION MAGAZINE, February, 1952

Focusing on new sights

C. S. ANDERSON, Teacher Education, The Pennsylvania State College

W H O 5110 re tired profes sors of Agri cultural Edu cation are just as alert and en thu siastic as the twi llight side of the hill. It isn't true. I have before me long let tered per sons, 18 years or more, members of the faculty of Penn sylvania State College. Dr. Schaeffer is an exam ple. He has been with us for twenty years, and he is still working as hard as ever. His teaching is as effective now as it was when he first came here. He is always ready to help any student who needs it. I have been teaching for over thirty years, and I can say with confidence that he is one of the finest teachers I have ever known.

C. S. Anderson

Dr. and Mrs. G. A. Schaeffer [Coop.] enjoy a quiet moment at the college. Dr. Schaeffer built the barbecues and fireplances.

Dr. W. A. Holmes [Ithaca] at the microphone speaking on the theme, "Rural Life."

Dr. W. A. Holmes has just returned from a trip to the southwest, where he has been giving lectures on rural life. He has been working with rural populations for many years and is well respected in the field.

Dr. W. R. Stewart, for some time re tired from the Illinois Agricultural College, has taken on a special study for the U.S. Department of Agriculture, which is investigating the use of modern teaching techniques in rural areas. He is well known for his work in this field and is highly regarded by his colleagues.

R. M. Stewart

Dr. Harold F. Cotterson of the University of Michigan is well known for his work in the field of agricultural education. He is a leading authority on the subject and has made many contributions to the field. His work has been highly regarded for many years.

Dr. W. D. Parsons of the University of West Virginia and Dr. T. E. Seaver of the Iowa State College were both giving part-time teaching when they wrote this article.

Dr. W. A. Brooks reaches for an apple at the retirement age at Penn State, he is promptly taken off our teaching staff. After an independent, part-time job, he retires.

W. A. Parsons

Dr. H. O. Simpson (N. J.) enjoys his retirement.

Dr. H. O. Simpson of Rutgers is an expert in vocational agriculture. He is well known for his work in this field and has made many contributions to the field. His work has been highly regarded for many years.

Fishing, hunting, playing golf, and tending around his mountain cottage gives him relaxation for another winter. If he fingers too late, his wife may cover the house, the roof, and the walls of the house. During the last October he and Mrs. Schaeffer return to the gentle sun and the gentle breeze in Fort Collins. During most of the winter he works as a farmer and is also appointed to the county clerk, and probably drives of fishing and golfing and gardening and apple picking. Dr. Schaeffer believes that most able-bodied retired men soon get up on reading, visiting, and touring the country. For him an out- side interest, independent, part-time job fulfills the interest missing in so many men's retirement days.

Sherman Dilliston

Dr. W. A. Holmes from Ithaca, New York, is giving a demonstration on the visual aid.

A. M. Field

He has been teaching for over thirty years, and he is still working as hard as ever. His teaching is as effective now as it was when he first came here. He is always ready to help any student who needs it. His work has been highly regarded for many years.

A. M. Field

The past, present and future of vocational agriculture in America

R. EDWARD BASS became State Superintendent of Agriculture Education effective November 1. In this position he will serve as advisor to the U.S. Department of Agriculture. Mr. Bass succeeds Frank B. Cole, who was appointed superintendent of agricultural education the first of November, as a member of the State Department of Agriculture. Mr. Bass is well known in agricultural education. He taught vocational agriculture at the University of Missouri and was State Superintendent of shop and construction trades for ten years. He is a recognized leader in the field and his appointment will be welcomed by those who have been closely associated with him.

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The past, present and future of vocational agriculture in American is a fascinating study. They presented a brilliant and fascinating study of retired teachers in Agriculture Education still going strong, albeit with the varied and responsibilities of classroom activities left behind, retirement can be considered rewarding, relaxing, and really fun! but only if you plan ahead.

Every letter I received was one for the records. I wish that there was space to show all of the contents and the splendid iteratures that accompanied them. They were fascinating stories of retired teachers in Agricultural Education still going strong, albeit with the varied and responsibilities of classroom activities left behind, retirement can be considered rewarding, relaxing, and really fun! but only if you plan ahead.

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Young farmer education

R. W. CANADA, Teacher, Extension, Colorado A & M College

Program Planning and Instructional Needs

Farming Status

The Agricultural Education Magazine, February, 1952

Farming programs which lead to establishment
HARRY L. POLLS, Teacher, Stimson, Wellington

What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point out areas that need to be covered and the notion of possible contributors will be published with the A.V.A. Research Committee for Agriculture.

1. The complete program should be planned in cooperation with the teacher in the leadership of the group of young farmers.
2. This program should be submitted for discussion and adoption.
3. The teachers should always consult young farmers when developing plans of attack.
4. The teaching and state supervisory service should promote studies that will be of value to teachers in developing programs of young farmers.

Objectives of young farmer programs.

1. The majority of teachers did not have young men above 20 years of age but attendance was not solicited.
2. The objectives of young farmer programs in Ohio had broadened substantially since 1930.

Farming Status

A study of considerable interest was published by the Ohio Board of Education (5) in 1962 entitled "The Future of Farming," which made a detailed study of the farming status of 71 on-the-ground young farmers in Western Ohio. It found that the majority of young men, including the 20- to 25-year-old age group, had been planned on their farms and participated in various phases of agriculture.

Current objectives included:

1. To provide opportunities for young farmers to develop better working relationships.
2. To improve the general health and well-being of young farmers.
3. To provide leadership opportunities for young farmers.
4. To promote the economic development of young farmers.

Farming programs which lead to establishment

When we enroll a student in vocational agriculture it is our understanding that he will develop a program of farm work which will lead to a sale or lease of his farm. The main problem to the farmer is the maintenance of interest in the rough and tumble of farming. Interest in farming may be lost if it is not maintained by the opportunities presented. It may be a hard sell but if we remember, "The person who rolls up his sleeves--seldom loses his shirt," it may be the case that the activities of a supervised farming program can contribute significantly to the maintenance of farming. There is no question but what, with the cooperation of the teaching profession, an expanding farming program can be an asset to the farming community. The programs should be formulated with the farm being a primary consideration. The programs should be flexible but with definite objectives in mind. To get a good start the student must have a supervised farming program which is possible in some cases but will require further study.
Rugged individualism again

CARL G. HOWARD, Teacher Educator, New Mexico

When one reads in the press about the supposed "advancement of color" in educational opportuni-
ty which is so widely publicized today, one does not expect to find the "ever increasing advancement" of the Negro. One learns of a teacher in a Negro school district who has become a principal. One learns of Negro students who are attending college. One learns of Negro teachers who are teaching in white schools. One learns that Negroes are making progress in all areas of education. And yet, when one looks at the facts, one finds that the progress of Negro education is not as rapid as one would expect. There are still many barriers to be overcome before Negro education can reach its full potential.


Preparation of Assigned Material (Perfect score 100)

Evidence of completeness and thoroughness 10
Evidence of individual work and time spent 9
Practicality and importance in providing evidence 10
Preparation of Material (Perfect score 20)

Effect on the group and practical use which can be made of 8

TOTAL SCORE MADE ON THE BASIS OF THIS EVALUATION 188

Subtotal 5 to 15 total score made for poor performance
8 to 13 total score made for fair performance
15 to 20 total score made for good performance

Adjusted Score (Percentile basis)-Recommended grade for Ag Ed 225 (A, B, C, F, P, E)

Signed:

Instructor

Vocational Agriculture Department
Quick returns from in-service training

I. Z. Horne, Teacher Educator, Virginia Polytechnic Institute

Discouraged by the promise of few electric power producers to make tremendous strides in extending electric service to farmers in Virginia. Few farms are yet connected to this service. The trend has been for farmers to connect electric service for their own personal advantage. This also includes the possibility of extending service to children in rural areas. The availability of electric service has resulted in significant improvements in the quality of life. The benefits of electric service are numerous and must be considered an essential part of our society.

The Situation

Today, during this period of labor shortage, electrical power is taking over much of the work of the farm hands. The farmer finds himself in the position of being able to produce more corn, decreasing the amount of labor. Mechanization and electrical appliances are making it possible to use more labor on the farm. This trend is affecting the economics of farming and the way farmers are using electricity in the performance of farm activities.

The Background of a vocational agriculture teacher's preparation is a general background of electrical technology. The teacher is responsible for ensuring that the students have a good understanding of the fundamentals of electricity. It is important to have a working knowledge of the principles of electricity and the way it is used in agriculture. The teacher should be able to explain the benefits of using electricity in the performance of farm activities.

The needs for in-service training are based upon the common needs of young men and women who are seeking to improve their work skills. These needs must be varied to meet the needs of the different regions and the different types of farm operations. The teacher should be able to provide the students with a working knowledge of the fundamentals of electricity and the way it is used in agriculture. It is also important to provide the students with a working knowledge of the current farm developments and the area of current farm developments. The area of current farm developments is the area of electrical technology being used in agriculture.

Today's research shows improved pasture's forming

(Continued from Page 177)

In northern states, we are finding that improved grasslands can produce more forage than forage crops or other feed grains, and do it at lower cost and with fewer hours of labor. In North Carolina, on land capable of producing corn, improved pasture production produced a net return of $18.33 per acre and $3.99 per cow. This has been a considerable improvement over the previous year when corn was produced on the same land. The cost of 100 pounds of additional nutrients was $5.00 for the nutrition of the cattle and $1.00 for the labor of the farmer.

The calculated returns per man hours of labor were $2.60 from hay and $3.99 from corn. The plan for improving pasture forms is to continue these selected lines to increase their beef production. Continuing several operations one on another, such as applying weed killers and fertilizers, will increase the development of improved or new machines. There is no doubt that mechanization will become more efficient and will increase the farmer's income. It is expected that the yield of corn will increase as the acres per acre increase. The income for 1947 is expected to be $50.00 per acre. A new lower cost potato digger turns up enough sweet potatoes with less work to make it feasible to produce it at current prices. These two new ma

(Continued on Page 180)
Insurance for electric power

EDWARD O. BAYON, Graduate Student, Cornell University

The use of electricity on the farm today has become so common that most farmers have come to take it for granted. Being practical and already acquainted with electricity, many farmers have come to take the safety measures necessary for protection against power failures. The reason for this is that the quality of farm products is inversely proportional to the frequency of power failures. Any crop or livestock which is not given the necessary amount of electricity for light, heat, and power is being done without every day on the modern farm. This is true everywhere, and it is to the advantage of the farmer who has taken the trouble to make sure that his equipment is effective in all respects.

The list of appliances and equipment which can be handled by electricity in a large way is a long one. Some commonly accepted uses are: milling grain, threshing, peeling potatoes, cutting hay, chopping, dehulling, grading, cleaning, and drying of seed.

Recent research done with two of the most important crops in Michigan, mechanical cleaning of dropping jets in corn and wheat, has shown that a moisture which otherwise would have been lost by the crop can be saved by using power to handle this moisture. This has been accomplished by using a three-phase motor to control the rate of the conveyor belt, which is driven by a conventional motor operated by tractor. The conveyor, which is of a typical type of a typical type, is driven by a tractor through a chain and gear system, which is capable of turning 10-12 times per minute by the operator driven by a tractor.

By compiling a list of the uses of electrical energy for light, heat, and power, one may see that the use of electricity is a normal part of modern farming. A little credit is due in modern times of how dependent farmers are becoming on the power that electricity has to offer. In order to protect them, it is necessary to understand the problems that farmers face in this area.

There are several articles on the subject of electricity and its use in agriculture, but none of them deal with the problem of protecting the farmer from power failures. The problem is not new, but it has become so widespread that it is now necessary to develop a method of identifying and testing the various types of failures that can occur on the farm.

Two articles deal with the subject of electrical power failures and how they affect the farmer. The first article deals with the problem of identifying the different types of failures, while the second article deals with the problem of testing the farm's electrical system to determine the cause of failures.

The first article states that there are four main types of failures: physical damage, electrical damage, mechanical damage, and electrical noise. Physical damage can be caused by storms, lightning, or other natural disasters. Electrical damage is caused by failures in the electrical system, such as short circuits or overloads. Mechanical damage can be caused by mechanical failures in the electrical system, such as broken wires or loose connections. Electrical noise is caused by the electrical system's inability to operate properly, such as when the system is overloaded.

The second article describes the different types of tests that can be performed to identify the cause of failures. These tests include visual inspection, electrical inspection, and mechanical inspection. Visual inspection involves looking at the electrical system to see if there are any signs of damage. Electrical inspection involves testing the electrical system to see if there are any electrical problems. Mechanical inspection involves testing the mechanical system to see if there are any mechanical problems.

The first article states that these tests should be performed on a regular basis to ensure that the electrical system is operating properly. It also states that these tests should be performed by trained personnel who are familiar with the electrical and mechanical systems.

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Does it pay?
(Continued From Page 141)
in order D.E.L. A. testing, and this past year their butterfat production fell just a little short of 400 pounds per cow. 

Farming programs which lead to establishment

ing this period that a boy is confronted with a series of distracting influences. The farm house is modernized through and through and the farm is fully equipped with the latest power and modern machinery, including hay rake, feeder chopper and solid filling equipment.

Bob was married in 1938 and he and Mrs. King are the proud parents of one son, Glenn, and two daughters, Jane and Kay, 7 and 12, years of age. Over the years they have been active in the Jr. Farm Bureau, Grange, Farm Bureau and church work. Bob has been a member of the Northwestern District Board of Education for the past five years and is now serving as its chairman.

Bob gives much credit to his success to his parents and the help and encouragement received from the Connecticut Department of vocational agriculture which he has received as a member. The writer is glad to give credit to the self-discipline, hard work and the help of encouragement of his good wife.

Teachers of vocational agriculture may wonder sometimes whether they are really for their efforts. Others who give moral and financial support to a program of vocational education may ask the question—"Isn’t there enough of this in the story of Robert King? Bob is above average, but he needs no encouragement.

Public relations committee promotes active program

The public relations committee of your vocational agriculture teacher association has combined with the program committee for this year’s state teachers conference.

The program, on September 15, 11:15, is the 1500 school shop citizens, headquarters, Georges, figures, and Burton county, among others.

One of the groups of the Hamilton collars is through the Jonathas Smith. Picture shows the group, which shows the table and one of the group members.

**Eurol Electrification**

Agricultural Engineering, Cornell University

ATTACK: July and August of 1951, thirty-six New York State Teachers of agriculture completed a course in 

The course was sponsored by the Farm Electrification In-Service Training Program for Agricultural Workers. The editors of the publication, The Electric Institute. Lectures and demonstrations were included on motors and motor protection devices, wiring the farm, refrigerating machines, driers, and the various ground-spraying, air spraying, applications of the same.

In some cases it was all automatically. It was impossible to estimate. The disadvantage of this is that there is no way to follow up the work before the summer's end, just as if it was never established. The future success is then assured.

The organized mind

An organized mind has a whole lot to do with determining whether or not a farm is going to make a profit. Functions in an orderly manner, attack problems. One of the things that comes up for attention in the organized mind is the way to organize data. Too much concentration and driving—another is worth another analysis. Each of these is needed to research some characteristics of data, and caution is needed in small, insignificant problems and in the larger ones. If the same comes along, we are spent. The most important thing is to see the need.

One can easily be sure to make a profit. The organized mind helps in the survival of the fittest. It is important to understand the facts and effort then the problem than it was apt to be understood.

APD

BEEF CATTLE HUSBANDRY, By M. E. Heslering, p. 381, recently published, illustrated by Peterson Artists and Publishers, list price $3.50. An increasingly written text which is easily understood on the high school level and should prove of value to teachers of vocational agriculture as an up-to-date textbook.

**PRINCIPLES OF WEED CONTROL, By D. R. Wileson, J. C. Klingsberg, and Dale E. Wolf, p. 388, illustrated by photostatic reproduction. John Wiley & Sons, Inc. This text presents the underlying principles of plant control techniques and closely growing species. Vital facts and fundamentals

Let's judge stock

GUY A. STOCKDALE, Teacher

Farmers, Iowa

W HENHAVE the last contest for judging livestock and for judging grain. Why not have a contest to judge the farmer which produces the grain and whose meals you eat? That question occurred to Minister Morley, a rural evangelist for Guthrie County, Iowa. He decided to do something about it.

The four vocational agriculture instructors in the county, Arch Silfverth of Guthrieville, Elmer Dodgen of Burt, Carl Ciez of Bayard, and Guy A. Stockdale of Pansy, John Eddison of the County Extension Director, along with some of the farmers of the county, were called in to plan a contest in soil judging for junior and senior students in vocational agriculture.

A score card was prepared. On one side of the card were six headings; (1) color of soil, (2) texture of surface, (3) porosity of soil, (4) water in soil, (5) yield of wheat, and (6) grade of wheat. For each of these headings to be total. On the other side of the score card there were four bands with an allotted score for each: (1) perfect, (2) good, (3) fair, and (4) poor. Each person was to be scored to each of these headings as to total 100. On the other side of the score card there were four bands with allotted scores for each: (1) perfect, (2) good, (3) fair, and (4) poor.

First was based on the judgment of the contest. The winner was a member of the high school group for judging grain. Why not have a contest to judge the farmer which produces the grain and whose meals you eat? That question occurred to Minister Morley, a rural evangelist for Guthrie County, Iowa. He decided to do something about it.
Pictures
of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Fair Time"
Photo by J. B. Mowbray, Teacher, Wynn ville, Ohio

FIRST PLACE
"Future Farmers"
Photo by W. A. Rawson, Teacher, Concordia, Kansas
Type N, Panoramic 1/100, F16
Speed Graphic 4x5

"American Farmer"
Photo by M. D. Myers, Jr., Teacher, Brookville, Virginia

"Milk Testing"
Photo by J. H. Elgin, Teacher, Waukesha, Wisconsin