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T. W. Glass, Director, Agricultural Research Department, Swift & Company, Chicago, Illinois

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A comprehensive analysis of the... The place of vocational agriculture in the public school system

Dr. Vernon L. Nickel, State Superintendent of Public Instruction, Illinois

I believe it important that all of us who are engaged in educational work, take time occasionally to evaluate what we have done, what are our purposes, and what we believe in. You and I are specialists in the teaching of a particular course of instruction, but you also are teaching young men and adults the science and the art of successful farming. I believe that we are teaching what is necessary for successful farming. When I say "successful farming," I use the same meaning as you do. You and I are interested in teaching these young people the things they need to become successful agriculturists and good citizens who are able to earn a satisfactory income from farming.

Your view point must be that of a teacher. You are not an agricultural technician, an extension worker, or one who administers agricultural programs. Your job is to teach. It is important that you should not be preoccupied with your job or the job for which you are employed—teaching rural youth and adults for successful rural life and citizenship.

As teachers we must be interested in the complete educational program of the school—not just our own special program of instruction. Our objective should be to fit our special programs into the school's educational programs so that all boys and girls may receive the broadest possible training. It is not enough to teach the boys most of our schooling. Too often, the word "teaching" is used to denote the duties of the student in his ambition to build up the enrollment in his own department. The "teacher" then becomes an ideal agriculture thinks in terms of improving the educational program—just those who plan to farm.

The term "agriculture" has two meanings. In one sense, it refers to the study of agriculture and to the preparation of the student for a career in farming. In another sense, it refers to the study of agriculture and to the preparation of the student for a career in any of the agricultural professions. In the first sense, agriculture is a vocational course and has as its purpose the preparation of the student for a career in agriculture. In the second sense, agriculture is a subject which should be offered in all high schools. A high school agriculture program should be an integral part of the general education of all students, regardless of their future plans.

Agriculture is a comprehensive subject, and the student should be prepared to do all that is necessary to become a successful farmer. This preparation should include instruction in the fundamentals of agriculture, as well as in the practical applications of these fundamentals. The student should be taught to think critically, to analyze problems, and to solve them. He should be taught to think in terms of economics and to understand the importance of the market. He should be taught to understand the law and to apply it in his own work. He should be taught to understand the principles of management and to apply them in the running of his own farm. He should be taught to understand the importance of conservation and to apply these principles in his own work. He should be taught to understand the importance of education and to apply these principles in his own work. He should be taught to understand the importance of health and to apply these principles in his own work. He should be taught to understand the importance of the environment and to apply these principles in his own work.

The school should provide an environment in which the student can develop his skills and abilities in agriculture. This environment should include the following:

1. A high school agriculture program
2. A high school agriculture club
3. A high school agriculture competition
4. A high school agriculture exhibition
5. A high school agriculture show
6. A high school agriculture demonstration
7. A high school agriculture research
8. A high school agriculture service

Selection of Students

High school students who wish to be enrolled in vocational agriculture should be selected carefully to insure that students who are interested in farming and who plan to become farmers. Students who are not interested in farming should be enrolled in other courses of study. Students who are interested in farming should be enrolled in the vocational agriculture program. All students of high school age should be enrolled in the vocational agriculture program. All students of high school age should be enrolled in the vocational agriculture program. All students of high school age should be enrolled in the vocational agriculture program.

The selection of students for the vocational agriculture program should be based on the following criteria:

1. Interest in farming
2. Ability to work with machines
3. Ability to work with animals
4. Knowledge of the fundamentals of agriculture
5. Understanding of the principles of economics
6. Understanding of the law and its application
7. Understanding of the importance of conservation
8. Understanding of the importance of health
9. Understanding of the importance of education
10. Understanding of the importance of the environment
11. Understanding of the importance of the economic environment

Our community financed an agriculture building

PAUL G. BUTTERFIELD, Vo-Ag Instructor, Alaska, Colorado

Our town has a new, entirely modern, vocational agriculture building costing $15,000. This new building area was used as a result of a new plan giving wide acceptance throughout the western states.

The chief advantage of the plan is that the money was raised, the building built, and everything accomplished, without the necessity of a bond vote by the people of the district.

The county system, comprising 2,100 square miles of high plains non-irrigated land, has the shadow of recognition hanging over its future. With the strength of the community, in the interest in farming built on poor facilities and all the other difficulties, the program has done quite well. The students are making outstanding citizens, and the program is meeting the needs of the community. The program is being run to the extent that the building was needed to be established in farming.

The Future Farmers of America

The FFA is a national organization which has done more to promote the interest of the farm boy and girl than any other feature of your program. It is a part of the annual meeting and is a part of the student's experience. The FFA provides an opportunity for the students to be interested in the activities and accomplishments of the Future Farmers of America. The student should be interested in the activities of the Future Farmers of America, as these are the activities of the Future Farmers of America. The student should be interested in the activities of the Future Farmers of America, as these are the activities of the Future Farmers of America. The student should be interested in the activities of the Future Farmers of America, as these are the activities of the Future Farmers of America. The student should be interested in the activities of the Future Farmers of America, as these are the activities of the Future Farmers of America.

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How to Improve Your Snap Shots

A few simple precautions can make a difference

J. K. Coggin, Teacher Education, N. C. State College

A NUMBER of teachers of agriculture have requested me to write an article on how to make good pictures. This is quite an order. However, any teacher can make a good picture if he will observe a few general principles and have the patience and eagerness to do it. This article will deal with only a few basic suggestions on how to arrange and pose the picture rather than with a lot of details about operating the camera, selecting different types of films and sizes of other things, which if well treated would fill a book.

A booklet on how to operate the camera is furnished you when you purchase the camera. Follow the instructions given in this booklet. Add a few suggestions on how to make good pictures that are given in this article as a supplement to the booklet. I have found that amateur and professional photographers are interested in practical tips on how to make good pictures. Some are beginners and some have tried and given up with the determination to learn.

Now, let me give you a few suggestions based on my experience in making pictures. I will be discussing pictures. Some of these suggestions are basic to all pictures. The others are accompanied by illustrations.

Plan Your Picture for a Specific Purpose

You must have some purpose in mind; you would not be taking a picture. If your picture is to show an improved learning technique, you might want to show the picture as neatly arranged as possible with the camera to show all details. If your picture is to show action, be sure the action is natural and normal for the practice and situation. If you are making a picture of a still subject, a landscape, a person or persons, or just a record snap shot, feature the things most important.

Take Everything Out of the Picture That Does Not Contribute to It. Picture 1

This is a trip of the most important step. The picture of the egg illustrates the result of following this procedure. My purpose in making this picture was to show what an egg is like and nothing else except to provide a faint suggestion of its resting place. You will need to study methods of lighting and selection of appropriate backgrounds and exposures charts before success with objects like this. You can improve the ones you have studied part of the picture.

Take Advantage of Existing Back Grounds When Planning Your Pictures. Pictures 2 and 3

The pictures of the stand for the vegetable and leg views illustrate what happens when you fail to utilize the existing background (see picture at left), and what happens when you make the best use of the background available (see picture to the right). This stand was stationed near the wide open door of the shop. The first shot was made looking out of the shop door using the shrubs outdoors as a background. The shrubs close up the picture and are in no way related or contribute to it. The second picture was made from the opposite side without moving the vise stand. In this case, the dark and distant walls of the shop faded out of this shot and left an almost solid black background. The walls of the shop were too far from the flash tubes to be lighted up enough for film exposure. The result is a clear cut picture showing details of the vise and stand.

If the Subject to be Photographed Does Not Have an Appropriate Background, Provide One Where Possible. Picture 4

The background for the portable electric drill on stand was provided by hanging a large sheet of white paper at least four feet back of it. The greater the distance of backgrounds from the subject, the better in order to simplify the problem of eliminating the shadows. If shadows are desired, adjust the background closer to the subject.

A Picture Should Tell Its Own Story and to do so it Must be Complete. Picture 5

The baby and its mother were not available when the picture was first planned. They were out for and included to make the story complete. The picture itself may not be too good but it does tell the story.

Plan in detail what you want in the picture and work to get it. Most pictures are created in your mind. They are not accidents. The camera is only a tool to record the picture you have planned for and arranged, first in your mind and second in reality. It takes planning, patience, time and often a lot of work to plan a picture that will tell the story you are working for. Put "Life" in Your Outdoor Pictures. Pictures 6 and 7

Capture the clouds and all elements seen by the natural eye. All the amateur needs for this is a medium yellow (K2) filter with adapter ring and shade, available at all photo supply counters. The sky in the above picture would have been cloudless if the filter had not been used. The medium yellow filter is all you need for general outdoor shots—no need to buy a trailer load of gadgets to get good pictures.

You use twice as much exposure when using the medium yellow filter. For example: If you are using Super XX film, or its equivalent in speed, and ordinarily expose with camera settings of F8 at 100 second in bright daylight, stop down to 271 at 100 second when using the filter. Make other exposure adjustments accordingly.

Note the foreground in these pictures. See suggestion no. 12 and discussion of foregrounds.

Utilize Diagonal Lines, "Angles," to Draw the Eye to the Center of Interest in the Picture. Picture 8

Again, you must plan carefully to get best results. The lines or angles may or may not be distinct in the picture. The picture (No. 8) "pulls" your eye to what is being done by utilizing very distinct and harsh lines. The picture (No. 14) for less distinct angles and lines. Critics: The picture is "overemphasized" in that the worker is not properly dressed for his job. He should have on work clothes as commonly worn by the electrician.
Some guides in
Starting a new Vo-Ag department
which have proved useful in Mississippi

Trey V. Majors, District Supervisor, Office, Mississippi

There are many problems to be dealt with in starting a new department. When a school begins to investigate the requirements for establishing a new department, the local school officials should contact the State Director of Vocational Education or members of the supervisory staff for vocational agriculture. Of course, the first questions asked by the local officials are what are the requirements that have to be met by the local school and when can we expect to begin our program? Much planning and study work is necessary before the local school is approved. The proper procedure for establishing a vocational agriculture department in a school requesting all it for a member of the state supervisory staff to thoroughly indoctrinate the local officials as to the purposes and philosophy of vocational education in agriculture. Also, explain in detail the policies of the State Vocational Board governing the establishment of a vocational agriculture department in a high school. Before the State Vocational Board can approve a school for a vocational agriculture department, there must be sufficient funds available on the state level for reimbursement on the teacher's salary.

The basis for establishing vocational agriculture in any high school in Mississippi is that it shall be a four year accredited school and provided shall be made for:

1. Service area of the school to consist of not less than 75 square miles of territory.

2. Enrollment of not less than 100 high school students in the upper four grades.

3. Facilities consisting of a classroom and farm shop constructed according to plans and specifications furnished by the Division of School Building Service of the Department of Education.

4. Library, laboratory and shop equipment (recommended by the District Supervisor) sufficient to give satisfactory instruction in farm mechanics, in order to meet the needs of the individual in his particular area.

5. A comfortable teacher's home that will be in keeping with good living standards.

(Continued on page 17)

LEGEND

AA—April
BB—Ford
CC—Country Club
DD—Electric Welding Cabinet
EE—Electric Welder
FF—Leather Work Cabinet
GG—Leather Work Bench
HH—Tool Fitting Cabinet
II—Knife Fitting Cabinet
JJ—Saw Filing Rack
KK—Shop
LL—Bottle Rack
MM—Boys Book Shelf
NN—Girl's Book Shelf
OO—Chalk Board
PP—Magnetic Rack
QQ—Table Saw
RR—Teachers Case
SS—
TT—Shelf & Hook Strip
UU—Book Shelves
VV—Welding Table—18" x 26" WR—Floor Drain
XX—Water Cooler

Floor Plan—Agricultural Laboratory Building

Picture No. 10

A close-up is often better than the whole thing. Picture 11

The purpose for its use will again be a factor in deciding on how much to include in the picture. Detail names have been shown with distinct shots. The medium yellow filter was used here to bring out the details and provide a light background.

The sky with or without clouds often provides the best possible background for close-up field shots.

Picture No. 11

If Action is Part of the Shot, Be Sure to Capture the Action in Your Picture. Pictures 12 and 13

The above pictures were shot with the K-2 yellow filter to bring out the sparks. In the welding picture, the electric arc was the only source of light. The picture of the grinding rock and chisel was lighted with flashbrite. Is the picture "complete"? We don't know about the gong. Perhaps a glove should have been worn to meet highest safety standards.

Picture No. 12

Provide a Foreground for Landscape Picture and Pictures That Include Distinct Objects. Picture 14

The picture of Pilot Mountain, North Carolina, was made two miles from the ridge top at the top of the mountain. By "fanning" the knot with a foreground of tree branches and by including the road, "distance" was recorded in the picture. The road and tree branch lines drew the eye to the center of interest, as illustrated in picture no. 8. It just would not get purposely clearly the day this picture was made. The K-2 filter picked up all the available lazy clouds.

Picture No. 13

Use Side or Better Almost Back-lighting when Making Snow Scenes, Picture 15

The back lighting provides texture which can only be captured by recording the shadows of the snow particles. When snow scenes are shot with the sun back of the camera there are no shadows to record. Use K-2 filter.

Men are never so likely to settle a question rightly as when they dispute it freely—Thomas Macaulay
Who writes what you read?

A TOTAL OF two hundred and sixty-seven articles have appeared in Volume 25 of the Magazine. This is exclusive of a few items in the nature of announcements and copy supplied by your Editor. It does not include contributions of pictures and separations from articles such as on the cover page and in the Pictures of the Month page.

Teachers have contributed over one-third of the articles. Outside of our own group of workers in vocational agriculture there have been 42 contributions or almost sixteen per cent of the total.

The North Central Region has been represented most frequently in Volume 25. Only six States and Territories have failed to furnish one or more articles. Seven other States and Territories have one contribution each to this credit. Pennsylvania and Ohio lead in the frequency of contributions. The following data record additional analysis of the location of the contributors to Volume 25, listed in the Index found elsewhere in this issue.

### Source of Contributions

#### Items

- Teachers: 150
- Supervisors: 19
- University Teachers: 76
- Others: 42

#### Percentages

- Teachers: 56.2
- Supervisors: 7.1
- University Teachers: 21.0
- Others: 15.7

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### Theme for August...

"School and Community Services"

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### Contributions by Regions and States

#### North Atlantic Region—73

- Connecticut: 4
- Massachusetts: 4
- Pennsylvania: 16

- New Hampshire: 4
- Rhode Island: 8

#### Pacific Region—34

- Arizona: 1
- Idaho: 0
- Oregon: 2
- Utah: 4

- California: 7
- Montana: 4
- Washington: 1

- Colorado: 3
- Nevada: 2
- Wyoming: 1

- Hawaii: 1
- New Mexico: 1

#### North Central Region—106

- Illinois: 10
- Michigan: 11
- North Dakota: 2

- Indiana: 6
- Minnesota: 10
- Ohio: 18

- Iowa: 9
- Missouri: 8
- South Dakota: 1

- Kansas: 2
- Nebraska: 11
- Wisconsin: 10

- Kentucky: 0

#### Southern Region—50

- Alabama: 4
- Kentucky: 6
- Tennessee: 4

- Arkansas: 4
- North Carolina: 7
- Texas: 6

- Florida: 7
- Oklahoma: 2
- Virginia: 6

- Georgia: 3
- Puerto Rico: 0
- Not Classified: 4

- Louisiana: 3
- South Carolina: 0

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- Local Programs
- Methods and Materials
- Farmer Classes
- Farm Mechanics
- Farming Programs
- Miscellaneous
- Future Farmers
- Personal

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July, 1952 - June, 1953
To meet changing conditions...

Let's bring Vo Ag up to-date

Some of the directions in which to progress

Edward M. Jurgensmeyer, Teacher Education, Univ. of Calif., Davis

According to a recent survey of current agricultural education laws in various states, it is evident that the laws are against the law in 17 states. It is likely that these laws are intended to make it illegal for any organization or individual to organize or sponsor a Vo Ag program. This situation is particularly true in the fields of public agriculture in Oregon, Connecticut, and Wisconsin. A similar situation exists in other states as well.

Changes in Education

Education, in general, is compulsory in the United States today and is made available by the local school boards. The content of education varies widely, with some schools offering a curriculum that emphasizes science and mathematics, while others focus on the arts and humanities. In recent years, there has been a trend toward incorporating technology into the classroom, with the use of computers and other electronic devices becoming more common.

Agriculture Education

Agriculture education, on the other hand, has come a long way. It is no longer viewed as simply teaching students how to farm, but rather as a tool for teaching a wide range of skills and values. Today, agriculture education includes topics such as environmental stewardship, business management, and leadership.

One of the most important changes in agriculture education in recent years has been the shift from a focus on traditional farming practices to a more diversified approach. Students are now encouraged to explore a variety of agricultural careers, including agribusiness, food science, and conservation.

Another significant development has been the increased focus on technology in agriculture. From the use of GPS and other precision agriculture tools to the development of new crops and livestock varieties, technology is playing a越来越大 role in the future of agriculture.

In conclusion, agriculture education has come a long way since its early days. Through the years, it has evolved from a simple apprenticeship system to a comprehensive program that prepares students for a wide range of careers in the agri-business.

Starting a new •••

(Continued from page 9)

E. M. Jurgensmeyer

kite on the streets without a permit from the Mayor.

Vocational agriculture, in all its complexity, is a topic that is covered in different ways across the United States. In the state of California, for example, vocational agriculture is taught in a wide range of settings, from high school classrooms to university campuses. The methods and approaches used in vocational agriculture education vary widely, with some programs focusing on hands-on, practical skills while others emphasize theoretical knowledge.

In recent years, there has been a growing recognition of the importance of vocational agriculture education for preparing students for success in the workforce. As a result, many schools have increased their commitment to vocational agriculture programs, providing students with the tools and training they need to succeed.

One of the most significant trends in vocational agriculture education today is the focus on preparing students for a wide range of careers in the agri-business. Whether they are interested in working on a farm, in an agribusiness, or in a related field, vocational agriculture students are being prepared to succeed in the workforce.

In conclusion, vocational agriculture education is an important component of 21st-century education. By preparing students for success in the workforce, vocational agriculture programs are helping to ensure a strong and competitive agriculture workforce for the future.
How well do we agree in our Supervised farming terminology
A point of view offered by
E. F. Armstrong, Teacher Education, University of Hawaii.

of the work on our school farms probably should be changed as "directed," while that carried out by a group of individual, or group projects, should be designated as "supervised," rather than as "cooperating." Such a classification might be more meaningful to the student and to the public in general. Since many projects carried out by students, particularly in home economics, are related to the existing curriculum, the classification might be extended to include projects in areas of general interest. The student is not the principal factor in the determination of the amount of work that he can undertake and in the evaluation of his performance. Theriterion is not whether he is working as a part of a class project, or whether he is working as an individual, or in a group. What is important is that he is working on his own and is learning how to do a job.

Superficial Farm Practice
When courses were first offered in vocational agriculture, it was generally understood that the requirement of six months of directed or supervised practice would be a real test of the student's readiness for a short course in agriculture. In the first year of the program, the student was expected to carry a single home project for a period of six months. It was anticipated that he would gain practical experience in this type of work. In the second year of the program, the student was expected to carry a single home project for a period of six months. It was anticipated that he would gain practical experience in this type of work.

Superfarming
"Superfarming" means that the student farms under the supervision of the teacher of vocational agriculture, not that he is simply "practicing" on his own. The complete program carried by an all-day student should be sufficiently diversified to give him the opportunity to start in farming by the time he enters college. To do this, it must be assumed that the experiences needed to develop skills and knowledge are available to the student.

Of the many different kinds of farming activities that may be included in the program, some are more important than others. For example, the student should be given the opportunity to participate in a variety of activities, such as seed selection, equipment, livestock, and farm management. The student should also be given the opportunity to practice all phases of farm management, including the planning, planting, and harvesting of crops.

Improvement Project
An improvement project consists of a number of specific projects that are carried out by the student in his home farm. The student is required to make plans for adding to his home farm, and to carry out the project. The project is designed to help the student become familiar with the skills and knowledge needed to manage a farm.

Supplementary Farm Practice
This phase of a student's supervised farming program is sometimes called the "supplementary farm job." It is frequently confined to "supplementary farm jobs" assigned to individual students. In some schools, however, "superfarming" has been replaced by another term, "supplementary farming."
PICTURES of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"WEIGHING IN"
C. W. Dowling, St. Peter, Minn.
Camera: Ansco Autoset
Film: Ansco Supreme
Ex. f/1 1/100
[A sad picture—one that tells a story]
FIRST PLACE

"PIG CHAIN SELECTION COMMITTEE"
A. B. Foster, Washington College, Tex.

"LET'S TIE KNOTS"
A. B. Foster, Washington College, Tex.
Camera: Crown Graphic
Film: Superpanite Press
Type B, f/16 at 1/100

"STATE FARMER CANDIDATE"
Walter A. Duncan, Lawrenceburg, Ky.
Camera: Buhl Pressman
Film: Super pan press, Type A
Press 25 Bull

"FAA DEMONSTRATION"
John M. Klipstein, Waukesa, Wis.
Camera: Speed Graphic 4 x 5
F11 at 1/50

Vo-Ag Serves the Community

Featuring... School and Community Services Through Vocational Agriculture