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And what is this rotation plan of vitalized agriculture?

Prof. Holden has long been recognized as an authority on things agricultural. He has for many years lamented the lack of a system of education in our rural schools which would teach a child in terms of his own life. For many, many years the tendency has been to educate the child away from the farm rather than teaching him the magnificent opportunity presented by the farm. At last we have the remedy—boys and girls trained under this new system of vitalized agriculture will not seek to leave the farm, but rather to grow and develop with it, and so redeem it from the destructive forces which have hitherto threatened it.

Two hundred schools of Missouri are now doing this work. Teachers in these schools have demonstrated the practicality of the work. Educators who have studied the plan are enthusiastic in its praise. Dr. Winship of Boston pronounces it the salvation of the rural school and community. H. S. Mobley, practical farmer, educator and lecturer, says of the movement:

"My general impression of the work is that it is wonderful in its conception and marvellous in its adaptation to our educational necessities. As I listened to Prof. Holden explain his scheme or plan for vitalized agriculture, I realized that where many had failed he had succeeded in formulating a method that would furnish the public school for the work of life. I could not repress the conviction that he was presenting the great necessary principle of which so many had felt the need and long had sought but failed to find. Yes, here it was before me, being explained and presented and carrying with it the demonstration that hereafter the vital things of life so necessary to us all when we come to deal with life for ourselves, could and would hereafter be given us through our public schools."

The plan briefly outlined is as follows: A rotation plan covering four years' work.

**First Year**—Farm crops; how seeds grow; depth to plant; corn; oats; alfalfa; weeds; gardens; canning; drying.

**Second Year**—Skaling things. Rope knots; splicing ropes; fly traps and screens; cement tanks; steps and posts; farm tools and posts; removing stains; sewing.

**Third Year**—Live things, animals. Diseases and remedies; how to feed; testing milk; poultry; useful birds; insect pests; preparing and cooking food.

**Fourth Year**—Soil and home; soil fertility; cultivation; moisture; sanitation; beautifying the home; social and community work.

It is not proposed that every teacher in the rural schools of the state shall begin the teaching of vitalized agriculture at the same time, but that the work shall be first presented by groups especially selected for this service. Twelve or fifteen county superintendents, all of whom are live, wideawake educators, are selected by the State Superintendent of Public Instruction. These superintendents and teachers meet at a central point, where they are given special training in the manner of presenting the work. These special training schools are under the direct supervision of Prof. Holden.

By this new rotation plan the school work is new and interesting each year. It is not the old text-book repetition. Children are delighted with the work because it is actually "doing things"—they see the work developing under their hands. Whether it is selecting and testing seed corn or making a nail box, it is their work—the personal element and the pride of ownership increases the child's self-respect and efficiency.

Let us note what some of the teachers who have been doing the work in Missouri have to say regarding it:

"Vitalized agriculture to the boys and girls of my school has meant a vitalized school, for the children would not miss unless they were sick, because they were afraid they would miss something in agriculture. They were always willing to bring things from home whenever we needed them. When they were making their germination boxes (the ones where holes had to be bored in the

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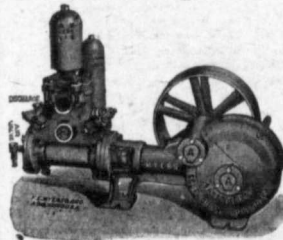
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