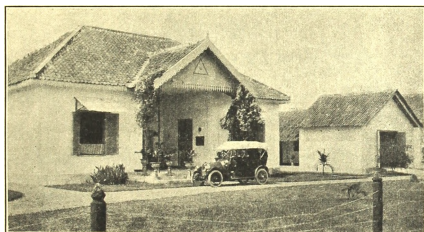


past these princes leased out large tracts of land to sugar and tobacco companies for terms of seventy-five years. Since the people as loyal subjects to the princes could not leave the land, they soon became peons on the vast sugar and tobacco estates and fell into the condition of abject poverty which these industries seem to bring in their train. While the leases are still in force the present generation will, doubtless, remain in peonage but through the schools it is hoped to emancipate the people from this condition when the present leases run out. By that time it is expected that the people will either be independent farmers, planting what they will—since they are now prohibited from planting sugar cane or other crops grown by the companies—or



The teacher's cottage.

that they will be trained and intelligent enough to participate in the profits on a cooperative basis.

Though the work has just begun it has already shown itself productive of gratifying results, and has become popular with the natives. The spirit in which they have taken advantage of the opportunities granted them augurs well for a rapid development, and much is expected from the new movement for native agricultural education.

THE MORO GIRLS' DORMITORY.

By EGERT M. SMYER, Division Superintendent, Jolo.

The Moro Girls' Dormitory at Jolo, Sulu, was opened on August 29, 1916, shortly after the departure of Mr. J. V. Crowe, during whose superintendency most of the work preliminary

to its establishment had been completed. The building is a rented one that has been remodeled for the purpose. It is located opposite the Mohammedan mosque in the residential district of Tulay.

The purpose in establishing this dormitory was primarily to bring the daughters of the influential Moro officials of Sulu under modern influence. The radical departure from the established Mohammedan custom of keeping girls of the upper class secluded was at first viewed with considerable misgiving. Innumerable explanations were required before the parents and relatives could be persuaded that no harm would come to the girls. Promises had to be given to the effect that nothing



Jolo Girls' Dormitory, Jolo, Sulu.

would be taught in the dormitory which would not be in conformity with their customs and religion.

Had it not been for the assistance of Miss Julpa Schuck, Hadji Gulam, the deputy-governor at large, Mr. Rogers, the Secretary-treasurer now acting governor of Sulu, and Mr. Julius Schuck, the third member of the provincial board, in persuading the parents and relatives that the Government was trying to serve the best interest of the girls, it is doubtful whether they would have been allowed to enter the dormitory.

Eight girls have thus far been enrolled, and all are now in the dormitory. Three of them are in the third grade at the Jolo Central School. The other girls had not attended any school before entering the dormitory, and they are taking the

academic work that is being given to first-grade pupils in the public schools. Miss Sergia Rodrigo, former assistant matron at Normal Hall, Manila, is the matron of the dormitory and she has direct charge of all instruction.

In industrial work, the girls are taught plain sewing, crochet work and some cooking. A regular class in cooking cannot be organized before the completion of the domestic-science building



The dormitory girls in their school-made dresses.

for the Jolo Central School. Much interest is manifested and considerable skill is displayed in crocheting. Each girl has finished an Irish-crochet cover for her dressing table, and all are now making crochet lace which will be used on their own garments. None of the girls, except those who attended school before, had any knowledge of sewing or crochet work, prior to entering the dormitory. They are all eager to learn and do a good deal of studying outside of school hours. Within a remarkably short time they were able to write their names,

and to read understandingly the Philippine Chart Primer. Drawing and calisthenics are especially interesting to them.



A class in crocheting at the Jolo Girls' Dormitory.



A recitation room in the dormitory.

The position which Miss Rodrigo holds as matron and teacher is a difficult and trying one. It is customary among the Moros to let their children grow up without much restraining parental guidance. As a result, the training of the children is no easy

task; but the dormitory girls, have given comparatively little trouble, and now they readily respond to discipline.

Considerable difficulty was experienced in securing the services of a cook who could properly prepare meals. Whenever a chicken is to be served, it is necessary to call in a hadji, a Moham-medan that has made a pilgrimage to Mecca, who makes it a business to slaughter animals for the Moros.

The establishment of a Moro Girls' Dormitory is the first step on the part of the Government to provide locally for the education of the daughters of the aristocracy of Sulu, and the results thus far entirely justify the expenditures incurred. The construction of a modern dormitory and its establishment on a permanent basis are contemplated.

ADAPTATION OF WORK TO LOCAL NEEDS.

By JAMES C. SCOTT, Division Superintendent of Schools, Cebu.

In recent years the demand has been made upon the schools throughout the world that they train pupils for commercial and industrial life and the attempt to comply with this requirement has doubled the responsibility of teachers. In the Philippines the problem of correlating education with life has to do with the selection of the most practical industrial courses for primary and intermediate schools. It can be solved only by determining the work which will do most to promote the prosperity of each section.

If a school is located in an agricultural community, as is the case with most barrio and many central schools, special attention should be given to field plots, nurseries, agricultural clubs, and gardens both at schools and at the homes of pupils. But unless the school methods are a step in advance of those practiced by the farmers of the vicinity, the results will be of doubtful value. The best known methods of seed selection, cultivation and harvesting should be practiced. If corn in the neighborhood of a school is of poor quality, the school should be made the distributing center for a better variety. Through the school, it is feasible to better the breeds of hogs and poultry in any community. The agricultural work must be organized to provide for the immediate needs of surrounding farms. The planting in a haphazard fashion of whatever garden seeds a teacher happens to have on hand, will not accomplish the desired results. The distribution of seeds according to present practice may well be discontinued, and arrangements should be made to fill requisitions for seeds, plants, and animals to supply the particular require-