
THE MAILAG AGRICULTURAL SCHOOL.

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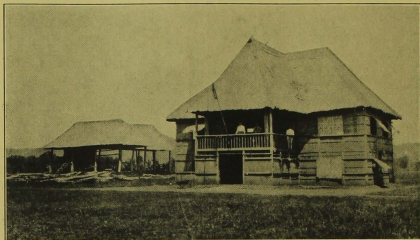
A VISIT to Bukidnon by one who loves broad plains, cool invigorating atmosphere, and fields of waving grain is the most pleasant trip that can be made in the Philippines. Although pony and rider grow weary on the long 150 kilometer ride up the trail south from Cagayan, Misamis, each succeeding climb from the numerous cañons crossed brings more interesting views, a still richer soil, and increased wonder that from overcrowded nearby islands there has not come pioneers, with "Southward Ho!" their motto, to settle this fertile unoccupied country.

At the settlement of Impalutao, on the second day's ride, the great divide of Mindanao is crossed. Then, when past the prosperous settlements of Kalasungay and Malaybalay, the latter the subprovincial capital, a view is obtained of the Pulangi River Valley. Here it takes little imagination to picture, instead of waving cogon only, fields of grain, herds of cattle, farm houses, and church spires, for this broad level valley presents all that is ideal for agricultural prosperity. Here in this valley, on the best land in Bukidnon, 3 kilometers from the small settlement of Mailag, is located the Mailag Agricultural School.

The school was founded in 1908, the spot being chosen on account of the success of a small garden at the Mailag Settlement School, started the previous year. Insular aid was secured for erecting buildings, ₱5,000 being allotted from Act No. 1873 and, later, ₱3,000 from Act No. 1961. The work of construction was let by contract to the Barton Bros., these men furnishing materials from abandoned buildings on their unfortunate agricultural venture which had its headquarters near Mailag. Three buildings were begun, each of the same type, two stories, T-shaped, with a veranda in front and with a floor space in each story of 217 square meters. All materials used, excepting for harigues and framework, were light, owing to the difficulty encountered in transporting heavy timber from the mountains, none being found on the plains. Only one building was completed, although the allotments of funds were not entirely used. In June, 1913, work began for the completion of the remaining buildings, ₱2,000 additional being allotted from Act 2086. Two main buildings are now completed and in use—one for recita-

tions, teachers' quarters, shop, and machinery, the other for dormitory and storage of supplies.

The original purpose of the school was to educate boys of the Bukidnon tribe for teaching at the settlement schools on their



The dormitory.

return from school, the name "Malaybalay Normal School" being applied. It was soon found that boys of higher attainments than the second grade were not obtainable from settlement schools and that for considerable time the importation of teachers

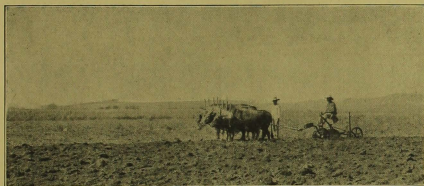


The schoolboys.

from Christian provinces, much farther advanced in academic instruction, would be necessary for continued advancement in school work. In 1910 woodworking and blacksmithing tools were furnished, the course changed, and the name changed to

"Mailag Industrial School." An attempt was then made to give Bukidnon boys an elementary knowledge of blacksmithing, wood-working, and farming. In March, 1912, a complete reorganization of the work was accomplished, farming only being assigned, and the name changed to "Mailag Agricultural School." From this date the school became much more successful, the farm work being profitable and popular with the Bukidnon people. It was fully demonstrated that the type of superior school in an agricultural community for boys who will return to their homes after completing their course, should be an agricultural school.

This is especially true in Bukidnon. Here the native inhabitants a few years ago were but slightly above absolute savagery, living a more or less nomadic life in the forests bordering the Bukidnon plains. Through the efforts of the provincial authorities, many were induced to settle on the plains, forming num-



Breaking rough land.

erous small settlements scattered over an extensive area. Other settlers came for protection, being driven from their clearings on the mountain sides by warring Manobos. Being accustomed to cutting and burning timber in preparation for their plantings of camotes and corn, these settlers made a poor living at their new homes. Had it not been for the numerous cañons filled with a scanty growth of timber, it is doubtful if they could have existed on the plains.

The aim of all schools in Bukidnon is, therefore, the very definite one of demonstrating the methods of making the prairie lands productive and giving the elementary instruction necessary for a higher state of civilization. Twenty-two settlement schools are operated, with a farm at each school of three or more hectares, cultivated entirely by school pupils. That these school farms very materially assist in furnishing the home food supply

is shown by the fact that during the period from June 1, 1913, to October 31, 1913, production reports show that more than ₱3,000 worth of farm products were taken to their homes by school pupils.

The Mailag Agricultural School is the central higher school, receiving such boys from the settlement schools as have completed the primary course of four years. It has always been the aim to enroll pupils from all parts of the subprovince, nearly every settlement at present being represented. This school represents the type of boarding school devoted to the development of an extensive farm. The school is in session the entire calendar year. Each pupil devotes four hours each day to actual farm work. The daily program is necessarily subject to change in rainy weather.

The farm of 48 hectares is fenced with 26-inch National woven wire and barbed wire strung on molave posts. This provides security from ravages by the wild hogs common on the Bukidnon plains. Six Chinese bullocks, plows and cultivators, and an assortment of hand tools comprise the equipment for farm work. A heavy disk gang plow is sometimes used but the light Luzon plow is more satisfactory.

The following table shows the area of fields planted at this school during the five months ending October 31, 1913, and the amount harvested, as recorded on carefully kept forms:

Crop.	Square meters.	Amount harvested.					Local value.	
		June.	July.	Aug.	Sept.	Oct.		Total.
Arrowroot	1,702							
Bananas (bunches)	20,128	93	106	137	94	146	576	₱115.20
Beans (cavans)	6,141		3.5				3.5	17.50
Camotes (cavans)	8,027	5.5	7	4.3	8	4	28.8	43.20
Cassava (cavans)	1,120	1.3	3.2	1.5		1.5	7.5	7.50
Coffee	7,776							
Corn, ear (cavans)	7,790	40	.5	1			41.5	83.00
Cowpeas (cavans)	924	1.5		4		12.8	18.3	91.50
Gabi (cavans)	10,260		6	5	11	11.3	33.3	66.60
Lemons (number)	60		122	74	99	113	408	4.08
Melons (number)	40	12	7	17			36	3.60
Peanuts (cavans)	18							
Pineapples (number)	60		29	25	2	7	64	2.56
Radishes (number)	4			100			100	.40
Rice (cavans)	53,024					300	300	900.00
Roselle (cavans)	468							
Tomatoes (cavans)	673				4	2	6	1.20
Total	118,218							1,336.34

From the above table it is shown that the farm produced ₱113 per hectare cultivated during a period of five months.

Since its organization as an agricultural school the aim has been to produce on the school farm all food for the dormitory mess. Subsistence reports show the substantial reduction in

the average cost of daily rations per student from ₱0.25 in 1911 to ₱0.04 for the month of September, 1913. With the present area under cultivation and with hogs and chickens for the meat supply, the importation of all principal food supplies will very soon be entirely discontinued and, in addition, a considerable amount of products will be available for sale, accomplishing the aim of making the school entirely self-supporting, except for salaries of teachers. Transportation of supplies by pack animals over the long trail from the coast is excessively high, amounting to ₱9 in charges for a sack of rice—more than doubling the original cost. This makes it imperative that the people



Boys cultivating arrowroot.

produce their own food near their homes and stop the importation of rice, salmon, and other supplies that can be replaced by home production. The boys are thus given the training to actually accomplish that which is most vital in the economic advancement of their tribe.

Thirty-nine boys are at present enrolled in the school, 40 being the maximum number authorized. These pupils, by grades, number as follows:

Grade III.....	5
Grade IV.....	19
Grade V.....	15

The purpose has been to eliminate the primary grades as soon as possible, making this school entirely intermediate, it being the only school provided for the Bukidnon graduates of the primary settlement schools. The Grade II class was recently discontinued and no further matriculation will be made in Grade III.

When the school was first founded it was difficult to obtain boys of any grade to leave their settlements to enroll in the school. All boys were then obtained only through much personal effort. At present many boys apply for admission who cannot enter, but most of these are of low grade. The chief difficulty in obtaining those in the higher grades is that, following the Bukidnon custom, all children are contracted in marriage by



Roselle.

their parents at a very early age. As considerable property is transferred to the parents of the girls at the marriage ceremonies, they object to postponement of the event.

Three Filipino teachers are in charge of the work at this school, one of whom is a matron, the wife of the principal, who is responsible for the dormitory and students' mess. The principal is under the supervision of the supervising teacher of Malaybalay. The work requires close application and only teachers greatly interested in farm work can succeed.

Not the least of the difficulties in the management of the school is the discipline of boys unaccustomed at their homes to observing rules of order and sanitation. New boys become homesick and older ones would rather go deer hunting or swimming than hoe corn. The boys are well fed and, without ex-

ception, gain in weight and strength on entering the school. No serious case of sickness has occurred at the school since its organization.

No visitor to the school can fail to note the orderly premises, the clean cultivation, the indications everywhere of thrift and industry and the cheerfulness and vivacity, whether at work or play, shown by the Bukidnon boys. A school of this kind in a farming community cannot fail to be of far reaching influence with the people or to prepare the boys for practical leadership.

Economists have classified the activities of the race into three main divisions, as follows: First, the house industries, or the period of domestic economy, which lasted from the earliest times until the beginning of towns in the tenth century; second, the period of town economy, or the period of handicrafts, extending from the tenth century to the beginning of modern times; third, the period of national economy, or the age of machinery and the factory, in which we now live. In passing through these activities many stages are represented. We note the hunting stage, the fishing stage, the pastoral stage, the agricultural stage, the stage of metals, the stage of trade, travel, and transportation, the city state, the feudal system, the handicraft system, and the factory system.

It is believed that the child in the course of its development passes through practically all of the stages that the race has passed through, and manual training in the home and in the school helps to supply the needs of the child in passing through the different stages of his development. Manual training not only helps the child to appreciate the activities of life of to-day, but it also shows the relation between the activities of the past and the present. Manual training deals with life, and is one of the serious considerations in the history of child development. (Joseph C. Park.)

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WANTED.—Wanted, men and women with a genius for work. It is well that they should have talent, it is well that they should have training, it is well that they should have good character, but if they do not know how to work, and have not an abiding zeal for work, their talent, training, and character will count for little towards that subduing of the earth which God had in view when he gave the world to man as the scene of his present activities. (Advance.)