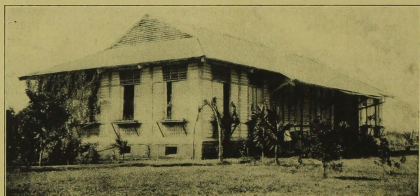

THE INDANG FARM SCHOOL.

By JOSEPH A. COCANNUER, Principal.

THE intermediate course at Indang was established in 1905, but, owing to the time necessary to construct the building, no class work was carried on till 1906. The school was originally intended as an agricultural school, and in November, 1906, the Director of Education issued a special order declaring it to be an integral part of the provincial school. Considerable equipment was sent out for the purpose of carrying on the agricultural work. Mules were introduced as work animals, but, owing to the peculiar habits of these animals, the Filipinos could not be induced to work them. A few crops were



The academic building.

planted according to American ideas, which, naturally, did not produce flattering results. It seems that those in charge of the school at that time became discouraged, so the agricultural work gave way to the academic course. Practically nothing more was done in the line of agriculture till Mr. Henry Wise came to the school as principal in 1908.

Mr. Wise was in charge of the school for three years, and, though laboring under difficulties, did some very excellent work. A part of the farm was cleared up and some of the land made ready for cultivation. There was no regular agricultural course in operation. What farm work was done was carried on in connection with the regular academic course.

When the present incumbent took charge of the school in June, 1911, the general course was discontinued and the farming course substituted for the boys and the housekeeping and household arts course for the girls. The school became predominatingly industrial rather than academic. There was considerable dissatisfaction on the part of both parents and pupils when the changes were made, but there is at present perfect harmony, and it is believed that the objection would be even greater were an effort made to change back to the original course.

The Indang Farm School is located in a barrio of the municipality of Indang, Cavite Province, and is about 25 kilometers from Naic, the coast town and terminal point of the railroad. The road from Naic to Indang is extremely poor; during the rainy season it is almost impassable even on horseback. During the dryer months carabao carts make regular weekly trips between the two towns, which is the only method of carrying the upland products to the coast.

Indang is about 300 meters above sea level. The soil of the entire surrounding country is principally volcanic ash, owing to the proximity to Taal volcano. It is especially rich in potassium, which accounts principally for the excellent quality of abaca produced in the Cavite highlands. The leading crops grown in the locality are abaca, coconuts, upland rice, and corn.

The Indang Farm School is fed from the towns of Indang, Silang, and Alfonso. The school draws very few pupils from the lowlands. The people are energetic and thrifty in a way, yet they are several years behind the coast people in most respects.

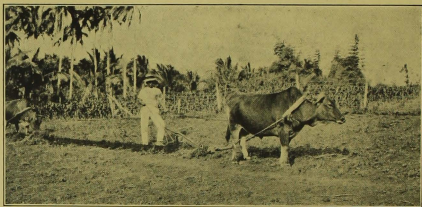
Since the farming course was started, the aim has been to make the farm a real help to the farmers in the locality. This has not always been an easy matter, owing to the general mistrust in which the native farmers hold all foreigners. With persistent efforts and a superamount of patience, it has been possible to see some good results even at this date. The work on the farm has been made very practical, with just a sufficient amount



General view of coordinated home project No. 4.

of scientific agriculture intermixed to let the boy know what he is doing and why he does it. The aim is always to better the native methods of farming rather than to introduce new methods.

The work of the school is carried on according to the following plan: The fifth-grade, or first-year, boys have their work divided into three distinct divisions—work with native vegetables, work with foreign vegetables known to do well in the tropics, and general cleaning and repair work of the farm. Not only are the boys taught how to grow their plants properly, but also their knowledge of vegetable gardening is judged very largely by what they produce. It has been found that best results are obtained when at least half of the work is carried on by the boys individually rather than by the class in common. Work with native vegetables is handled by the class as a whole, but each boy



A schoolboy plowing.

has his individual garden in which he grows the foreign plants which especially suit his tastes.

The sixth-grade, or second-year, boys devote most of their time to field crops, though each boy possesses his individual garden where he makes a special study of foreign vegetables. The foreign vegetable work is carried on more extensively than it is in the fifth grade. The farm crops consist of upland rice, corn, legumes and other cover crops, and various plants belonging to the sorghum family. Several varieties of rice are worked with, and their characteristics and values carefully studied. Corn is very thoroughly studied from every standpoint. Many field experiments are carried out for the purpose of showing concretely just what methods to use to produce the very best results.

In the second-year class the study of hogs and poultry is taken up. Two good breeds of chickens are being worked on at the school, though the ultimate aim will be to eliminate all but one strong breed. The Chinese poultry seem to be more suited to the Philippines than any other variety. They are easily corraled, are strong layers, and rank especially high as a food chicken.

In the seventh grade, or last year, the work is both scientific and practical. A real effort is made to work out the real causes for all the different results which were noted the other two years. The outside demonstrations consist of work on various field crops, vegetables difficult to grow, forage crops, and various orchard crops.

Perhaps the most important work of the last year is the co-



A field of beans.

operation work with farmers. Each boy is in direct charge of a farm where he instructs the farmer in the various practical lines pertaining to agriculture. The farmer supplies the land and work animals and does most of the work, though the boy in charge is required to lend much assistance in the field. All seeds are supplied from the school farm. The coöperation work is classed under two heads—garden crops and farm crops. In the farmer's garden are grown five or six garden vegetables which he desires. The farmer is allowed to choose his garden plants under certain restrictions. The farm crops consist of two varieties of corn, cow peas, peanuts, and two or three varieties of the sorghum family. Those who are in charge of the coöperation work are greatly encouraged at the interest which the farmers in general take in the work. In fact, more farmers

have asked to be placed on the list than the school has been able to handle.

At the Indang Farm School certain crops have been given more attention than others, owing to their very special value. Among these more important are sweet potatoes and legumes. Sweet potatoes have been collected from various parts of the Orient and the United States, till it is probable that the school possesses the best collection of these valuable roots now in the Philippines. Cuttings have been scattered throughout the neighborhood and the growing of certain varieties is becoming quite popular among the natives.

For some time the school has been striving to find a bean which would grow and develop similar to some of the pole beans so



Hemp.

popular in Europe and America. This has at last been accomplished. The bean is hardy and prolific, and it is believed that it will prove to be a great addition to the farmer's small store of vegetables.

One other very important experiment which is now under way at the farm is that of growing good-sized onions from seed. Though this experiment is still incomplete, it has been carried sufficiently far to almost guarantee its success.

Corn has received special consideration on the farm, and several varieties have been carefully experimented with. The experimental stage of corn growing at the farm, however, is practically over, and two or three leading varieties have been permanently chosen. Rice has been handled in the same way

as corn, and five varieties have been finally chosen as being worthy of holding a position as permanent crops on the farm.

In general, an effort has been made to secure and grow on the farm all plants which might be distributed among the farmers, with the aim of bettering their food condition. Many plants which are especially valued by the Caucasians have been discarded, owing to there being other native species more suited to the Filipino taste.

Besides the principal, who has general charge of all work, there is one man at the farm who handles most of the class work in agriculture and who has direct supervision of all class and field experiments. Another man has direct charge of garden and repair work and handles all records of the school pertaining to agriculture. A very complete record is kept for every variety of plant grown on the farm. The card system is used, a separate card being kept for each plant. By means of these records one is able to see at any time just what cultural work is being done at the school. The coöperation work, special class work, and special field experiments are handled exclusively by the principal.



General view of coördinated home project No. 10.

A good per cent of the principal's time is spent in visiting and instructing the farmers who have charge of the coöperation farms.

Up to the present time very little effort has been made to sell the products from the school farm. Most garden products go into the homes of the boys, while the grains which are not used on the farm are distributed among the farmers for seed. When the school becomes older and well established, a certain per cent of the produce from the farm should be sold and the proceeds revert to the school fund or to the province. It is believed that the real aim of the farm school should be not only to train the boys in practical lines of agriculture, but also to create a desire for better things by having the people see and try them in their homes. When this end has been well accomplished, the school may then be made, to a certain extent, a revenue-producing

institution. However, an agricultural school should never be considered a revenue producer to any great degree.

No one who has done any real work in the agricultural line in the tropics will gainsay that the difficulties met with on every side are almost beyond number. It is practically safe to say that every plant possesses its insect and fungus enemies. There are a very large number for some plants. Then there is the uncertainty of seasons, and a general disinterest and mistrust on the part of people which at times tax the patience of those in charge of the work very severely. On top of all this there is the continual danger from straying animals, thieves, and storms. Most all of these difficulties have been met with at the Indang Farm School in a greater or less degree.



Coördinated home project No. 5.

But though the school has seemingly encountered more than its share of difficulties, it has also met with some real success. The people in the community are beginning to see that it is possible after all to learn something about agriculture in the school, and the enmity which formerly existed toward the school has about disappeared. The boys have settled down to the new course, and it is easy to see that the general health of the pupils has been very materially improved through wholesome outdoor exercise. The school has been the means of introducing new plants into the neighborhood, and the favor with which these have been received has made the interest in the school much keener. The school is becoming a distributing center of plants and seeds for the surrounding country.

The Indang Farm School will graduate its first class which

has completed the full course in March, 1914. Though there have as yet been no real graduates from the school, some boys are doing some creditable work along agricultural lines. The agricultural inspector for the Bureau of Agriculture in the uplands of Cavite Province was a student at the Indang Farm School, and he is making good. Another student of the school has just been appointed to a similar position. Some of the former students are attending the College of Agriculture at Los Baños, but the large majority is engaged in teaching or attending school in Manila. As may be expected, some are doing nothing. A few boys are trying to apply practically on the farm some of the things they learned while in the school.

As before stated, the Indang Farm School is now in its third year. Much has been done in a material way to train the boys how to farm properly, though much more remains to be done. All those connected with the school have worked with the determination to make it a success. The Filipino teachers in the school deserve very high commendation for the loyal support and unwavering interest which they have always shown in every project. Without their very valuable help little could have been accomplished.

It may be well to note in closing that the side issues of the school have been in no way neglected. The athletics are well organized and a part of every day is devoted to sports. Every boy in the school is required to take athletic training, and one may see, between the hours of 4 and 5, every day when the weather permits, baseball, volley ball, basket ball, tennis, two games of indoor baseball, and track work all running at the same time. The lesson taught in the old adage, "all work and no play makes Jack a dull boy," is thoroughly lived up to.

The housekeeping and household arts course, which is given in connection with the farming course, is well managed by the young women in charge, and every effort is made to train the girls in the art of home making. They are especially taught to cook and to use the products grown on the farm.

Wise work is useful. No man minds or ought to mind its being hard if only it comes to something; but when it is hard and comes to nothing; when all our bees' business turns to spiders; and for honeycomb we have only resultant cobweb, blown away by the next breeze—that is the cruel thing for the worker. (Ruskin: Work.)