

Towards Agricultural Development: A Study of the Americas Public School System in Bukidnon 1901-1940

Jonah Pearl Agad

Master of Arts in History-Student MSU-IIT
Central Mindanao University- Faculty
Email: jonahpearl.agad@g.msuiit.edu.ph

Jamelyn Palattao,

Department of History, Faculty
Email: jamelynpalattao@g.msuiit.edu.ph

doi: <https://doi.org/10.37745/bjmas.2022.04106>

Published June 11, 2024

Citation: Agad J.P. and Palattao J. (2024) Towards Agricultural Development: A Study of the Americas Public School System in Bukidnon 1901-1940, *British Journal of Multidisciplinary and Advanced Studies: Education, Learning, Training & Development*, 5(3),39-58

ABSTRACT: *The resettlement of Bukidnon following its separation from the Misamis province in 1907 was formalized under the Special Provincial Governmental Act, also known as Act 1693. This transition sparked various resistance movements within the province, including the Taudis outlaws and the Tungud movement, both formed to oppose America's resettlement campaign in Bukidnon. After its suppression by the constabulary the American administration introduced an education system aimed at pacifying the Bukidnon population while fostering economic self-sufficiency in the province. This paper aims to analyze and evaluate the role of the education system in Bukidnon as a crucial component of America's pacification and integration campaign in the province. It addresses key questions such as: How did the America introduce education in Bukidnon? What were the education policies implemented by America in the region? And what impact did education have on the economic and political integration of Bukidnon? The study uses an archival approach, relying on primary sources including the Reports of the Director of Education from 1906 to 1938, as well as the Annual Reports of the Philippine Commission, the Report of the Auditor of the Philippines, and the Annual Report of the Governor General of the Philippine Islands. These sources offer a descriptive and narrative account of education in Bukidnon within the broader context of America's campaign of pacification and integration. This research is significant as it rationalizes the impact of America's education on the agricultural systems and food production in the province. By examining the development of the education system, this study contributes to a deeper understanding of the dynamics of colonial governance and its impact on local communities.*

KEYWORDS: education, Bukidnon, instruction, pacification, integration

INTRODUCTION

The Act 1693 separated Bukidnon from Misamis and became a subprovince of Agusan. Along with this, the reorganization established new settlements in the province called model villages that was inhabited by the Bukidnons who moved to the new boundaries and area of the province. However, the reorganization resulted in conflicts among the natives and the new colonial administration which is brought by the pressure of 'acculturation' and the introduction of the new social order that corresponds to the Americas sovereignty over the social, economic and political aspect of the province and the people. Among this were the Taudis, Baron incident and the

Tungud movement which affected the locals and affairs of the new settlement. The education system was later introduced as instrument in the pacification which aimed to alleviate the resistant conditions of the people towards America. This would pacify by inculcating social values and industrial work to learn the utilization of the land. The settlement farm schools were established by America which education was taught in the form of practical instruction that would turn the people and student's skills of farming industry to make the economy self-sufficient. However, in a bigger picture the schools were established to attract the people from the nearby boundaries of the province to migrate in the settlements that promise economic stability in utilizing the land and realize the benefits to permanently settle in the province. The increase of the number of schools indicate the successful establishment of Bukidnons' settlements and agriculture in the Bukidnon province.

The education introduced by America in the Philippines especially among the lowland Christianized Filipinos was focused on the academic and literacy programs. In the case of the Bukidnon which belongs to the minority of the number population and non-Christian group, education was shaped according to the economic necessities of the people and paved way for the integration of Bukidnons in the permanent settlement in the province. This paper seeks to analyze education as pacification campaign being employed by America in Bukidnon and examine its impact on integrating Bukidnons in the creation of self-governing Philippine government.

This research aims to examine the American policy of education in Bukidnon, identify the policies and programs implemented, analyze how did education policy became instrumental for pacification and integration campaigns of America in Bukidnon. Lastly, this paper seeks to identify the impact of the education policy of America towards social and political landscape among the indigenous people of Bukidnon.

METHODOLOGY

During the American period in the Philippines, the President of the United States appointed members of the civil government to become the administrators of the new colonial territory in the Pacific. As representative of the President, the main task of the governor-general and other appointed administrator was to write a report based on a keen research and documentation of the several campaigns and activities they made in the Philippines. American reports contain the record the progress and development as well as the challenges during the US imposition to the island. This records are instrumental in the study of America's implementation of the education system in Bukidnon. This provided the following selected primary sources; Report of the Director of Education 1906, 1910, 1915, 1923, 1924, 1927, 1939 and Annual Report of the Philippine Commission, Annual Report of the Governor General of the Philippine Islands that will help to analyze its impact on the integration of the province. A context and content analysis will be used through internal and external criticisms of the primary sources will be employed in the study. The same method will also be used in the secondary sources to create comparative interpretations of the public school system in the Philippines.

This paper is an archival research that uses descriptive and analytical approach in the implementation of the public school system of America in Bukidnon. The paper will cover the historical timeline of 1901 to 1946 that encapsulates the social, political and economic implication of the public school system of America in the province. The study focuses on the implementation of the education system of America in the province of Bukidnon. The Bukidnons being the subject of this study are generally attributed to the people who live in the province based on the narratives of the American reports. Moreover, it does not identify separate ethnolinguistic term towards the groups that resides in the Bukidnon.

Reorganization of Bukidnon Province

The American government perceived that the oppression of Bukidnon from the rest of the other groups in Mindanao was rooted in the economic trade relations it had with the neighboring Misamis. The unfair trade was characterized by the monopoly of prices of goods by the traders in the coast which undermines the value of commodities that Bukidnons bring in the area. This was for the reason that the Misamis easily trick and make an advancement with the illiteracy of the measurement and monetary systems use in trade in Misamis. The Special Provincial Governmental Act or Act 1693 provided the creation of province of Agusan with the subprovinces of Bukidnon and Butuan which formally then addresses the problem of commercial trade of Christian dominated province of Misamis and indigenous population of Bukidnon. The Americans instituted a number of policies which was marked by the reorganization of the Bukidnon province by separation and resettlement.

Dean Worcester, as Secretary of Interior in Mindanao initiated an effort to separate Bukidnon from the province of Misamis. The latter plan was to develop the Bukidnons and compete with trade among their neighbors from the coast. He appointed Frederick Lewis to become the Governor of Agusan adopting Bukidnon as a special province. Afterwards, the American government instituted the resettlement program which aims to easily implement laws as subjects were moved from the interior of the Bukidnon plateau. The new boundaries from the separation corresponds also to the place of resettlement where the Bukidnons would be place to settle permanently in the province under American rule. The report of Frederick Lewis identifies the composition of Bukidnon through the Act 1693.

The subprovince of Bukidnon, comprising the major portion of what was formerly the province of Misamis, is mostly a mountainous country watered by many rivers, the principal being the Cagayan, Agusan, Tagoloan, and the Pulangui, which has its source in the mountains back of Balingasag. Between the mountains of Agusan and Tagoloan lies a valley or vast plain some 70 miles in length and many miles wide, which at its beginning near the seacoast has an elevation of about 630 feet above sea level, ascending to a height of 2,750 feet at the divide, where it drops down into the valley of the Pulangui, near Linabo. Down this valley, which is cut up into vast llanuras by many mountain streams which course swiftly down deep canyons to the Tagoloan River

On the other hand, resettlement was also implemented to encourage the population towards the opportunities that the America would give to them after being cut-off from their economic ties with Misamis. The resettlement is mainly composed of constructed model villages which the Bukidnons would settle after being drove away from the coast and by encouraging them to go down the mountains and move to the interior. However, the resettlement was met with the resistance among the people as reports of civilian unrest was recorded during the governorship of Capt. Fort who was a member of the Philippine Constabulary. In the Report of the Philippine commission to the secretary of war cited an incident involving the response among the people towards the changes in the province. They were identified as Taudis described by the reports as outlaws who conducted raids in the neighboring territories. *One serious calamity has marred the otherwise uninterrupted progress of this subprovince. Taudis outlaws raided outlying territory killing loyal chiefs and a score of men, women and children.* Despite this, an account of the Manobos resistance movement was documented in the province which brings the issues of unfair trade that Americans also did towards the native traders. *In 1907 Manobos on the border between Bukidnon and Butuan sub-provinces killed an American official of the Bureau of Science. One group, for example, attacked the store of Eugene and Richard Barton, Americans living and trading with Manobos in Mailag. Although these Manobos were moved to action specifically by the Bartons' failure to pay them fairly for logs they had delivered, their leader.* This Barton case was not only a form of resistance against the American traders but had later spurred to what came known as Tungud Movement which was influenced among those Manobos in Bukidnons.

Frederick Lewis who became the governor of the special province explains that the occurrence of this cases was brought by the pressure of the acculturation in the attempt to resettle the Bukidnons in the model villages. Following the case, the report of the Governor- General in 1910, proved a greater cost of the Barton incident which directly involves the government. Meanwhile a robbery was committed at the town of Mailag, and later the Barton hacienda was raided by Manobos, with some of whom its owner was on bad terms. The occupants of the place were badly frightened, and property to the value of 400 or P500 was stolen. On December 13-15, 1910, A criminal case was being charged among Lt. Governor Lewis and Manolo Fortich which puts them in direct trial against the killings of the Manobos during the Barton incident. Lewis was charged with estafa " and the falsification of a public document, while Fortich allegedly ordered the killing of wounded Manobos at the time of the Barton raid. In the end, the cases were discharged, however this conflicts mentioned between the Americans and Bukidnons could attest that not only resettlement reorganized the population in the new social spaces but on the affairs of trade which spurred reaction and resistance among them and not directly submit to Americas policies. This realizes, that while being separated from Misamis due to their unjust treatment towards the non-Christian population, a new form of dominance and control were overtaken explaining the negative reaction among them. It is clear to indicate that not only resettlement reorganized the geographic distribution of the Bukidnon population but a way to introduce a new social order that aimed then to control and rule over the people. Lewis made a remark on the success of the production by his initiatives.

This resettlement was also characterized of the political reorganization of the province called the municipalities governed by presidents, consejales, tenientes and volunteer police force. The whole province which the settlement was established was generally administered by the governors who appoints the presidentes and other officials. The comerciantes or traders were subjected to submit to the town officials such as Presidentes. Nevertheless, the people in the Bukidnon province in the settlements are obligated to follow the governors of the province. Hence, the governor is given power to also administer the public school, trade relations and peace and order of the province while maintaining superintendents in school division and officers in other aspects too.

The Settlement Farm Schools

The Act No. 74 provided the introduction of the implementation of American public school system in the Philippines, this requires all public Primary instruction to be free under the military government. The act also indicates that the governor of the Philippines takes over as the General Superintendent of Public Instruction. Along with this, the act is implemented in the municipalities and barrios in the archipelago and in instances where reorganization would be deemed necessary, it will also be done to accomplish the implementation the public instruction in the Philippines.



PRACTICAL INSTRUCTION.

Bukidnon schoolboys learning to break sod with mattocks. Heretofore the Bukidnon people have thought it impossible to break the sod of the rich grassland.

Figure 1 Demonstration of Practical Instruction of Farming

In 1908, education was also introduced in the settlement areas through the establishment of four primary schools in Bukidnon. The schools were called settlement farm schools which caters grade I-IV year levels. The department has provided for the organization of two types of agricultural schools : (1) Day schools known as "settlement-farm" schools with from 3 to 6 hectares under cultivation. In this way, the schools curriculum developed in Bukidnon accommodates the challenge of economic sufficiency in the region as well as the scarcity of the population in the lands to be subjects by the American colonial government. The main purpose of the settlement farm schools was to attract the Bukidnons in the areas of settlement established by America. As schools built in areas that is sparsely inhabited and land was uncultivated. Strategically, the settlement farm schools were mandated to be physically attractive and economically productive that it would encourage the Bukidnons to settle in the territory. In this way, the Bukidnons would be easily administrated under the American colonial rule. The education in this sense acted as social integrators of the population by attracting the people to permanently settle and be subjects of American rule. The second function of the settlement farm school was economic advancement of the Bukidnons from its Christian neighbors. It should be taken note that the separation of Bukidnon from Misamis was due to the unfair trade that the people employed among Bukidnons, and, to address this the economic sufficiency of the Bukidnons should be developed so they can compete in trade among their neighbors. The creation of farms in schools cultivated by the students to increase production of food crops was done to economically attract Bukidnons move in the settlements. The cultivation of 3-6 hectares of land in this primary schools provided sufficiency in the settlement as well as in the households guarantees production and advancement of the Bukidnons. In this way, the Bukidnons by then will not be dependent on the food traded by the people from Misamis.

The second type of agricultural school established in the region was dormitory schools for older pupils with about 16 hectares under cultivation. This schools accommodates student in grades V-VII. The prupose of agricultural school is the emphasis of practical instruction in farming among students. The Bukidnons especially the young population would be necessary means of laborers for production in the community. The Mailag Agricultural School was the earliest school established for older pupils where students are taught of plowing using tools. Being a boarding school, the institution is subsisted by the government as pupils and teachers dwell in the area. It is

considered that the farm schools were the houses of the students. This guarantees production of food crops and sufficiency in the province. Gradually, it develops Bukidnon to be agricultural economy and abandon the traditional practice of kaingin system. In a nutshell, the education acted as both the enactor and propandists of the socio-economic reformations in the province in the American period.

Campaign for Education and Agriculture

In the succeeding years, the agricultural industries did not only reach through the public school system in the province but formalized through the establishment of agricultural colony in the Bukidnon. This eventually introduced the systematic plans of developing Bukidnon-the land as agricultural colony and cattle-ranching industry and the people. The Act 2554 of the Philippine legislature in 1913 created the agricultural colony in Bukidnon. In this means, since Bukidnon has the highest potential for agricultural production in Mindanao, then America would see that education was their first objective and the means to introduce farming techniques, sufficing the economic program of production among the Non-Christian territory. So. The second is the means of the Americas first agenda hence, the public school system is an effective institution in accomplishing the economic program of food production.



PRACTICAL INSTRUCTION.
Bukidnon schoolboys learning to plow.

Figure 2 Demonstration of Practical Instruction

To this programs and curricula's of instruction in Bukidnon was based on fulfilling the social and economic advancement of America by emphasizing the practical instruction. America used the settlement farm schools to train their colonial subjects towards agricultural self-sufficiency. In the Report of the Governor General in 1912, the author made an important point on the farming in schools which helped the settlement. *In the non-Christian province of Bukidnon, every school has 4 hectares of land inclosed and under cultivation. Its school farms are models of cleanliness and order, producing an abundance of rice, camotes, and other substantial foods, with which the people were meagerly supplied before these schools were established.* This settlement farm schools were established to attract the Bukidnons to settle in the village by the presence of food sufficiency in the province. In this manner, the schools acted as social integrators in bringing the population to a closer are while economically providing sufficiency in the communities through farms in the school.

In 1912, a total of 16 settlement schools in the province was established which relatively increased the number of enrollees with a total of 1131 among boys and girls. While records show that Malaybalay has the largest enrollees with a total of 180 of both sexes. The emphasis of 4 hectares of land for cultivation was the primary basis to introduce the agriculture replacing the swidden-farming in mountain ridges among Bukidnons. This provided a learning skills of the people to be integrated in the agricultural colony. This development was the result of the passage of Act 1992

which appropriated over Php 22, 688.55 in Bukidnon in 1910-1911. This constitutes the spending on wages and salaries of both Filipino and American teachers, miscellaneous, incidentals, travel expenses and most importantly properties and subsistence. The Filipinos were given Php 10, 883.33 while Americans were given allocated of Php 4, 622.67 and subsistence in the schools were rightfully appropriated to Php 378.50. The appropriation of a great wage and salary among the American and Filipino teachers was attributed to the problem of shortage of teachers in the Philippines especially Bukidnon. This guarantees compensation on the teachers to pursue employment in the province even with the presence of challenge on the distance, communication and diseases.



A TYPICAL SCHOOLHOUSE IN BUKIDNON.

The pupils in the foreground. The people of each Bukidnon village are only too glad to build a schoolhouse and a dwelling house for a teacher if assured that one will be assigned to them. The bureau of education is not only teaching the children English, arithmetic, etc., but is giving practical instruction to the boys in agriculture and to the girls in weaving, sewing, and other household arts.

Figure 3 A school house in Bukidnon

In 1912, the report of the Bureau of Education met a great result in the establishment of the campaign of education as techniques of agriculture and farming were taught in the curriculum. *The subprovince of Bukidnon has accomplished greater results in minor agriculture than any other supervising district in the Philippines. School buildings have been completed, or are in process of erection.* The minor agriculture indicated was essentially located in the school sites along with the communities in the settlements established.

In 1914, the Report of the Director of Education, The Act No. 2070, provides that an amount of Php 3,500 was appropriated for the construction of school buildings out of P4,078,033.5011 budget from other non-Christian provinces. This provided an avenue to encourage the advancement of education. The report also mentions that from January 1, 1914 onwards the Bukidnon has a regular appropriation from the Bureau of Education. This means to say, government attention towards the province is highly focused because comparably the Bukidnon achieved far greater results in agriculture and farming than the rest of the provinces.

The Barrio School Act (Act 2069) was also passed in the same year, which supported a construction of four school houses. This is composed of small houses in a semi-isolated area away from municipalities and towns. The following are the Barrio schools established in Bukidnon; Tanculan Barrio School was appropriated with Php 399.00; Malaybalay Barrio School Php 235.82; Mailag Barrio School Php 1, 444.12; Maluco Barrio School Php 397.40; Mailag Agricultural School Php 113. 13. The enactment of the Barrio School Act provided the greater assurance of the America, that even in areas distant from the interior of the province and municipalities, the

Bukidnons would be reached by the education. In this sense, it extends the purpose of the settlement farm schools as barrio schools extends its reach even in the considerably isolated areas. In this way, the education and American administration would not only have focused in the capital of the municipalities and province but even more so, those that are in the periphery of the Bukidnon boundary would be assimilated to the socio-political order of America in the province. The medium of instruction used was English among children of lower years, while the area composing the school is about 5,000 square meters. In this way, it would encourage the population to settle, cultivate lands and contribute to the production of industries.

In the year 1914, the director of education made a remark towards the Bukidnons in relation to the economy and people in the province *Backward people, who have lived in almost a wild state, are being gradually attracted to settlements located in the lower portions of the provinces. It has been necessary for the public schools to do their part in making these settlements as attractive as possible to the people.* The result of the intensive campaign of encouraging of settlement in the province was due to the settlements schools. The presence of school farm attracted the people to settle in the area as it motivates production in the lands. The pupils raise rice, corn and bananas not only for the exercise of skills in agriculture but also supported families with food.

In Mailag, Bukidnon the report mentions that the expenditures including the miscellaneous of the institution was about, Php 2750.00. This provided the support of Mailag Agricultural schools that accommodates grade V-VII pupils in the province. This acted as boarding schools where the farms are considered as home of the pupils. This was established to areas with relatively low population and whose land remained to be uncultivated. The schools would provide economic sufficiency of the public as it cultivates land of 25 hectares for farm work and where pupils would demonstrate practical instruction of farming. Field crops and fruits equates to P 995.65 total value of production in the school.

The school inputs are necessary industry for profit by America the value of the products raised on these farms was P9,262.76. The average daily attendance in the schools was 2,005. *..Mailag Agricultural School in Bukidnon, latter 25 hectares, with 16.94 under cultivation, the value of products, consisting of animals, vegetables, field crops, and fruits, was P794.13 and P995.65, respectively.* In this manner, the increase of production was made possible by the increased land cultivated for agricultural schools in the province. Apart from this, the curricula on education was also improved as it included the athletics and academics, however chief emphasis of education was laid on farming.



Dalirig Settlement Farm School, Bukidnon Province, Mindanao.

Figure 4A Settlement Farm School in Bukidnon



Impasugong Settlement Farm School, camote patch, Bukidnon, Mindanao.

Figure 5 Settlement Farm School in Impasugong Bukidnon

In September 1915, the data report showed the campaign for education was met with a successful establishment of settlement schools in the different localities of the Bukidnon province. The education of the non-Christian provinces focused on the agricultural development of the Bukidnon and the people. Bukidnon was made a separate school division on September 1, 1915. The survey of the enrollment was conducted in the month of September 1915 as it was the start of the school year. The primary school enrollment proved to be the highest in number as students reached over 1360 in total. The Intermediate level on the other hand, had a very low enrollment of only about 27 students which is explained on the promotion of the students starts only in the month of October for lower years to be promoted for another school level. The secondary level which constitutes the first year to Fourth year students of the province were 954 among Males and 433 among Females, which totals to 1387. The common denominator of the survey was the great disparity among students' who enrolled, the male students were increasing in number while females remain to be relatively low. Another thing which holds a great indicator towards the development of the education policy of America in Bukidnon was not only in the student turn-out/ enrollment, but also attendance and retention towards the education and promotion for a higher grade. The report adds the close relationship between continuous regular attendance and proportion of pupils promoted. This data concluded that in Bukidnon, the percentage of promotions based on annual enrollment is 55% (28-55%); while promotions based on March enrollment is 65% (43-65%); and it transpired that there is close relationship between March to annual enrollment of about 15% (65-80%); and there is a high effect of promotion between attendance based on average monthly enrollment of about 10%. (85%-95%).

In the intermediate level, students are given specific courses to pursue as necessary vocational training of skills which varies from trade, teaching, housekeeping and farming. The Mailag Agricultural School in the Agusan-Bukidnon Division, industrial work is emphasized on farming. The table below shows the specific subjects being taught to students such as English in Conversational Instruction, Reading and Writing and farm work which renders almost 600 hours for every grade V-VII.

In the school year 1914-1915 there were twenty-two settlement farm school in Bukidnon which reports to 962 male enrollees for the primary grades and 421 among females. The schools were characterized by a total of 74. 11 hectares of land cultivated among the students. The settlement farm schools were adapted as it served the economic needs of the people for economic sufficiency particularly in the food production and most importantly the occupation of the lands in Bukidnon. In the report of the Director of Education, the American government resonates that *Agricultural development will solve most of these peoples' economic problems for the present at least, and this type of school is the one best adapted to encourage agriculture, to cause the occupation of fertile lands, and to lead the people to form permanent settlements.* The increase in the number of these

schools established during the past year has been greater than in any recent period of equal length, the advancement was due to the increased availability of support to agricultural education. This made significant improvement on the campaign of education in the non-Christian province as number of student indicates the improvement also of permanent settlement and promotion of agriculture.

In the school year 1914-1915, the Mailag Agricultural School provided the education of intermediate level students in the Bukidnon province. This was managed by three Filipino teachers with about 54 enrollees in the school year while maintaining 43% attendance. Noticeably a gap between sexes among enrollees showed that males account to 54 students in this school year.

In the school year 1915-1916 a total of 1808 enrollees from Primary to intermediate level was recorded. The enrollees for the primary grades were 1,765 and 43 for the intermediate level. However, in this school year there was no record of enrollees in the secondary level due to the absence of school for the purpose First year to Fourth year students. Needless to say, the success of the increasing enrollment in the Bukidnon was due to the presence of twenty-two settlement farm schools in the primary level, while one school was established for the intermediate level from Grade V-VII. In the same year, the separation of administrative control of Bukidnon was put under the Bureau of Education provided which adequate support to the province as education was meet with success compared to the other provinces. The Director of Education reports that, *All courses offer less academic instruction than do similar courses among the Christian elements of the population because the improvement of the economic status of the non-Christians must be the first aim of any sane system of educating them.* What sets apart the introduction of education system in Bukidnon from the rest of the population in the archipelago was that it emphasizes the practical instruction to deliver the economic-sufficiency of the Bukidnons after its separation from Misamis. In this, the courses such 'practical instruction' meant to shape Bukidnons to be skilled laborers by utilization of land through farm works. It puts then, that education was not meant to make purposely the Bukidnons to be literate but to become skilled individuals for the production in agriculture and economic stability of the Bukidnons as the priority of the instruction.

In the year 1919 a radical change of numerical data on the implementation of education in the Philippines. The passage of 1918 Compulsory Education Law promoted the policies towards the strict compliance among parents to send their children to school. This comprises that children ages of seven and not more than thirteen who live within two kilometers of a public school would be require attendance. The Compulsory Education provided measures to wider means of the campaign to education. This would mean an obligation of the parents to state in assuring the compliance of law by sending their children to school. In this manner, the state guarantees that programs of education would be greatly patronized by the strict obedience of the law.

This resulted an increase in the number of schools among the non-Christians and the increase in attendance show that these people are responding to the efforts being made to give them educational opportunities. The annual enrolment of non- Christian pupils for 1917-18 was 34,490, an increase of more than 100 per cent over that of the preceding school year. The development of educational facilities over a longer period is shown by the employment in 1918 of 1,121 teachers in schools for non-Christians, whereas in 1912 only 256 teachers were employed in these schools.

In the year 1921, the director of Education reports the increasing number of 53 schools in the Province of Bukidnon now under the Department of Mindanao and Sulu, an average of annual enrollment in 1919 sums to 4685 enrollees with 3200 average daily attendance. This improve least of 81% of the education campaign of America in the Philippines. Although the resettlement resulted in the resistance and conflicts among the people, in the succeeding years, the education

system introduced were more positively received among the people. The lands were donated, voluntary labors were done among the Bukidnons and datus themselves were sending their children for education. Volunteerism and obedience were considered significant marks of the Bukidnons positive regard on education and new social order. This was due to the people's permanent settlement in the municipalities which enabled them to utilize their land through skills and knowledge from the practical instruction by America. The propaganda of education the Bukidnon did not only pacify the people, but also self-sufficiency is realized and more importantly permanent settlements are established.

INTEGRATING THE BUKIDNONS IN THE PHILIPPINE GOVERNMENT UNDER AMERICA

Education as Social Integration to the Philippine Colonial state

The result of the education after a short decade of its implementation is the integration of the Bukidnons to the social, economic and political spheres of the government. As practical instruction was emphasized in the education system, it also helped to establish the geopolitical territory of Bukidnons in the Bukidnon. Social integration was made possible by the education system which shaped the land for economic use and attracting the people of the province to permanently settle in towns and municipalities in Bukidnon.

Social Integration in Bukidnon

Jose Maria Clotet in his documentation The Bukidnon of North Central Mindanao have described that Bukidnon originally constitutes the different areas surrounding the Agusan and Misamis. The population is scattered in the different areas residing along coastal areas of Cagayan, Misamis, Agusan and Butuan. This could mean to say that naturally these groups did not develop permanent settlements and that production of goods and trade were subsistent. In this stance, Bukidnons prior to the American occupation in the province were settled in the different parts of the described areas. Meaning, this groups do not necessarily have in common except being identified in terms of geography as Bukidnons.

The implementation of the Act 1693 which separated Bukidnon from the province of Misamis, and became a subprovince of Agusan, the settlements in the form of model villages were established. Along with this, the settlement farm schools were also constructed to encourage the Bukidnons from the former boundaries of the province to the settlements. Given the success of the schools in establishing farms along with the settlements it provided a right avenue for the Bukidnon migrants to permanently settle and utilize the land through the education by America

In this way, the settlement farm school is instrumental to motivate people in the established settlements with the promise of being kept from hunger and encourage the permanent settlement in the area. America understood that the pulling factor of migration was economic sufficiency which attracted the Bukidnons and abandon their former nomadic life prior to the American occupation. The report of the Governor-General until the period of 1920, 1930 and 1940 showed a great increase of the population in the province throughout time. Hence, the progress was attributed by the successful campaign of education through the settlement farm school. The report of the Secretary of War described the social development of the Bukidnon through the school's effort in advancing the settlements.

This goes to show that the settlement was not acted on force but rather the success of the economic sufficiency through farm schools was realized by the people. The population was characterized by the non-Christian groups particularly Bukidnons and Manobos and few Christian groups. The schools were ideally and strategically established in areas where it's not only in the interior part of

towns, but also in areas where they considered to be isolated/ semi-isolated that it may necessarily be open and reachable enough among the Bukidnons. The development of the Bukidnon based on the population was due to the establishment of settlement farm schools making the social integration be possible. Dean Worcester who was the Secretary of Interior in 1912, writes a satisfactory remark on the development of the province but also in the increasing number of the population by opening up communication and establishment of schools in the province. The schools provided an avenue of propaganda for settlement as well as integrators of the Bukidnon in the territory. In 1912, the population went up to 27,000 from 13,000 in 1899-1900, in 1917, a total of 66, 300 population was recorded of which 41, 800 were Bukidnons and other ethnolinguistic group in the province and 3, 000 of which is composed the Muslims. In 1920, a total of 35, 907 of the population were identified as Bukidnons out of 41, 907 total populations in this year. The decrease of the total population was the result of the act No. 2968 that provided annexation of the municipal districts of Napaliran, Claveria, and Lourdez to the Province of Misamis, that accounts to over 10,000 hectares of land was being taken as part of Misamis. In 1928, the total population of the province was 48, 544, and 35, 900 of this were the Bukidnons which accounts to great recovery of the population after a portion of its territory was divided. A considerable increase of the population of the province indicates the effective social integration of Bukidnons in the Philippine society. However one notable aspect was the increasing number of Christian migrants too in the province. The migration of this groups towards developing areas is composed of almost 21% of the total population. This could be expressed by the development of the cattle ranching industry in the province which attracted private groups in Bukidnon while Bureau of Labor also encouraged the migration.

Economic Integration

A great impact of the practical instruction of agriculture among the Bukidnons is the community's involvement and participation towards the activities and affairs of the school. It should be remembered that schools established by America was in the form of settlement farm schools which aims to encourage and attract the Bukidnons to permanently settle in the territories by learning the means of using land, which in that way they would be self-sufficient.

The programs were done through the school-credit system which encouraged the participation among the members of the communities. The Arbor Day was designated on tree planting which enabled the cultivation of agriculturally "valuable tree" such as mango, papaya, coconut and kapok which are necessities and are in-demand of the market. On the other hand, Garden day was characterized by the 'Home Gardens' which is meant to encourage backyard farming owned by the households. *Each boy in the primary grades who is physically able is required to have a home garden, the area of which... 20 square meters being the minimum requirement. The home work of pupils is inspected and credit toward promotion given.* Education extends in the smallest unit of community which is in household. In Bukidnon in 1916-1917, the number of garden days held in the province is 158; while a relatively huge number of student participated about 8, 578 and 2, 347 farmers exhibited their products. The Garden days provided extension and involvement of communities in the agriculture industry. The more settlement schools were established the greater the institution reaches the community and the people by teaching students and households sustenance in utilizing lands.

The settlement farm schools together with the education system introduced in Bukidnon provided comparably a great result towards the resettlement of the people. In 1937, The report of the Director of Education documented the participation of the people by donation of lands for school sites in Bukidnon. The Bukidnons donated over 5.42 hectares of land which considerably helped to make up the increase of Elementary school sites in the Central is 12 and Barrio School is 58, a sum of 70 schools. The former is 7, 810 hectares while the latter is 24, 819 hectares. This report

also recorded the total of 53 settlement farms schools and 1 agricultural school namely, Bukidnon Agricultural school. This puts over twice increase number of schools in the province which also succeeded in the creation of settlements in the province. It could be observed that settlement farm schools cultivated more than four-hundred hectares of land including the farms and cattle-ranching industries.

Political Integration

In this manner, education taught the Bukidnons the management of affairs of their localities according to the standard patterns of governance of America; the education made Bukidnons qualified leaders of their districts and that it integrated the people in the national scale of training for self-governance. It is worthy to note that after the policy of separating Bukidnon from the lowland Misamis, a series of policies then was implemented to empower the Bukidnons to be independent and self-sufficient. After a while, the education made it possible for the people to be integrated in the government.

On 1933 several advancements to education had been met by the government to the Bukidnons. This was resonated by the eventual separation of the province from the Agusan and was governed by Antonio Rubin. He reported that a total of 4110 children attended school in 1933 which combined from different levels: Primary (Settlement)- 3349; intermediate 444 and high school numbering to 317. With this improvement, graduates from agricultural schools were then employed at a nominal rate of salary. Comparatively, those who pursue teaching profession and passed the examination of the Bureau could make positive shift in the advancement of the province by adding to teaching force and latter establishment of more schools.

In provincial scale, while growing number of development to the education sector in Bukidnon, the government also reinforced policies to secure compliance with going to school. By this, the use of English language as medium of instruction was strategic to assimilate the population from the Christian dominated state while integrating them through participation and employment in the Philippine government. The use of English as medium of instruction was also expanded by the passage of the Act of 1913, that provided the use of the language of any governmental offices and departments. Under existing law, English becomes the official language of the Philippine Islands in all its departments on January 1, 1913. In 1914 the Philippine Commission issued a law that requires the officials in the Municipal Councils should be able to speak English which they were also required to write resolutions using English. Despite the petition in the continues use of Spanish language, the rejection resulted in the decrease of 55 representatives in the Municipalities in 1923.

With this, the legislature provides the necessity of fluency of English as language of the government. A working knowledge of the English language provided a requisite to all employees in the government service, whether insular, provincial, or municipal, and that the conduct of the business of the provinces and municipalities is said to be carried on in English. This was to advance the government's spending on the education sector to teach Filipinos the English language Report of the Philippine Commission to the Secretary of War 1912, The Government has spent millions on education in English in the primary and secondary schools ; the service now generally uses English, yet antagonism is still shown by those who speak Spanish only.

By this the English became more known to public as education played a vital role to its campaign. It gradually places the people to assimilate to adopt the language of what the majority had a knowledge of, which unconsciously becoming the language of the masses. The government's persistence to the institutionalization of the English language was made possible by the assembly's declaration in January 1918 of English as the official language of the court. In the same report, the

passage of the Philippine Commission in provides the key provisions to the use of the English language in the government.

: It is required of officers and employees under the administrative control of the Chief Executive or any of the executive departments: That whenever possible the minutes of the meetings of provincial boards and municipal councils be kept in English; that all official correspondence, whether to Government officials or to private individuals, be written in English, and that in making appointments or promotions in the service preference be given to persons having a sufficient knowledge of the English language to enable them to carry on correspondence in English

On a national scale, education provided the emancipation to Filipinos as purveyor of granting Filipinos the right to franchise or he right to vote. The Municipal Code Act provided the right of Filipinos to manage their local affairs. The institutionalization of the municipal government gave partial rights to Filipinos to exercise leadership and gradually integrate themselves from lowest political unit to higher position in the government. The municipal government is composed of the municipal president and vice-president; and municipal council who will be elected by the qualified voters. In the work of Teodoro Agoncillo titled Philippine History, he identifies the qualifications established by the state towards the right to vote.

Males, twenty-three years old and over, had residend I the municipality for at least six months, had held a position in the town government during the Spanish period or owned property worth Php 500 or paid taxes worth Php 30 a year and who could speak and write in English or Spanish

The provision of the Municipal Code Act although provided rights to vote among Filipinos concerning their participation in the government is however limited. The qualification stated secures only the higher classes of men in society which partakes the literacy and status in the locality. By this, there is a few limited men that constitute the participation of Bukidnons in the exercise of right to suffrage.

It could be mentioned that the education system provided direct participation among the Filipinos to their localities as the Bukidnons in their municipalities. A subsistent impact of education was delimitation on the qualifications for written examination in the position municipal officers in Bukidnon being now included in 1914. Mardonio M. Lao's ***Bukidnon in Historical Perspective*** identified key requirements in the positions; *Be of sound physical constitution; Have never been convicted of any criminal offense involving moral turpitude, or dismissed from any civil military employment; Be able to read and write in English or Spanish; Have reading and writing knowledge of any local dialect named by the examining board.* The civil service offices employment was only limited among those that qualify to the basic educational attainment. Consequently, the offices were filled of appointees from the Governor-General Harrison to the province as peace officer. In later years, the pensionado program was implemented which aimed to advance education among the Bukidnons as well as purposively increase greater participation in the government.

The Pensionado Program in Bukidnon

US Congressional Set. 1924. Training of non-Christian inhabitants. -This bureau maintained and continues to maintain a number of non-Christian pensionados in different schools in the islands, the object being to prepare them for government

positions in their respective Provinces. The scholarship is awarded on the basis of merit and qualification and is given only when the course to be taken by a non-Christian can not be pursued in the school in his locality.

On 1903, the Philippine Commission through the United States Congress passed the Pensionado Act also known as Act Number 854. This established the fulfillment of America's pacification of the Filipinos by granting them the opportunity to study in the United States. While the elites of metropolitan Manila embraced this efforts of integration from the US, it is important to take note that the South remained to be an island of divided ethnolinguistic groups which is yet to be win by America. The program focuses on developing Filipinos to Western morals and standards of education. In the case of Mindanao, which is separated by cultural and geographical space, the Pensionado Program in this groups have a different narrative especially towards the Moros and Lumads-the non-Christian. Acts Nos. 2048 and 2049 make provision for the appointment of 230 pensionados who are assigned to the two Insular schools named above and to the College of Agriculture at Los Baños.

The Pensionado Program was met with good result in Bukidnon as they did not only become effective solution towards the growing demands on the education sector but as well as in the local governments. Among them are:

1914 Ramon Padilla- Member of the Provincial Government Secretary-Treasurer; Roseuro Lualhati- Member of the Provincial Government Secretary Treasurer

1917 Bukidnon.-Provincial governor, Manuel Fortich ; provincial secretary-treasurer, José Agudo; third member, Faustino Abello.

1921-1936 Antonio Rubin- Governor; Faustino Abello-Third Member of the Provincial Government

Governors from **1938-1941** Agustin Alvarez 1938-1939; Santiago, Artiaga 1939-1940; Teopisto Guingona 1941; Ombra Amilbangsa 1941-1942; Antonio Rubin-Member; Lope Damasco-Member; Marcus Recina, the first elected Bukidnon provincial governor

The Pensionado program of the government provided more qualified civil servants to the teaching force as well as administrators of the government in the province of Bukidnon. In the book of Edgerton, he cites that Marcella Cudal who was the recipient of the program became a school teacher when she returned. This resulted to a relative improvement to employability of the Bukidnons towards the government offices. *Mohammedans and pagans are being given responsible positions in provincial and municipal governments as fast as they qualify. The policy laid down by the council of state to employ non-Christians whenever possible was closely adhered to by the city government. This policy had the effect of encouraging the natives to send their children to schools to obtain higher education.*

The Bukidnons participated in the affairs of the municipality which they were granted then the right to hold an office and exercise right to vote. The Municipal Code Act passed on 1907 enabled the locals to manage the new settlements Two municipal officials were employed in the Province of Bukidnon as product of education's integration of the Bukidnons not only to participate in government as well as to be cultured on the ways of the majority of Christian population socially and culturally.

Integration to Agricultural Colonies

Since the curriculum provided skill-based education, this also paved way for the rationalization of land-ownership and land use in Bukidnon. This campaign is considered to be the last step into the process of America to make Bukidnons separated from the rest of the population while maintaining an integrated people to the colonial government in the Philippines. Ronald K. Edgerton, *People of*

the Middle Ground: A Century of Conflict and Accommodation in Central Mindanao 1880s-1990s'...and last, utilization of as much of the land as possible by Bukidnons and by cattle ranchers rather than by crowds of migrant homesteaders

The Americans education campaign was proved to be aligned with the economic needs of self-sufficiency among the Bukidnons from the rest of its coastal and lowland neighbors, -the Christians. This means that education is coherent with the plans of developing the Bukidnons into agricultural colony of America in the Philippines. An important contributing factor to these results, especially as concerns the production of food crops, has been the public schools, which serve as the medium for the systematic direction and extension of agriculture, coordinated with the provincial governments, each of which is now provided with one or more qualified agricultural assistants.

The education became a necessary tool for agricultural industry in the Philippines especially Bukidnons which fostered the population to a new set of skills and techniques to employ in this new economy. It is heavily emphasized that prior to agriculture and farming, Bukidnons cultivated lands in the mountain ridges in the form of swidden agriculture, however the education of practical instruction replaced the former system as better and developed way of production. The education became an ideal instrument to introduce agriculture in a skill-based curriculum that integrated the Bukidnons to the agricultural colonies and cattle-ranching. In the Report of the Governor General of the Philippines Islands For the Fiscal Period December 31, 1920 mentions, *The cattle ranch at Daguinbaan, Bukidnon, which is a complete success, is now being liquidated in accordance with the fundamental policy of the government to leave this enterprise to private capitalists. When these cattle ranches were organized, it was the object of the government to pave the way for private capitalists in the cattle industry.* Bukidnon given with its suitable land for cattle-ranching made a successful attempt on establishing the cattle ranch in Dagumbaan. This was initiated under the creation of agricultural colonies to which specific production in large areas of the country would be appropriated for the trade. Hence, the report of Mindanao Exploration commission Bukidnon could economically fit for cattles. Enacting this law, the Trading System Act 2660 controlled the production of sales from the natives to the consumers. However, the migration and homesteading enabled the capitalists to take over the land which almost hold the control of the production of cattle.

The development of the agricultural industry in Bukidnon such as the cultivation of the following crops made a valuable income for trade in the Philippines and markets abroad. The increased production in 1925 was twice in the output of the last year, which also advances the land cultivation in the province for agriculture. Among the cultivated crops were abaca, corn coffee, sugar and rice / palay which are considered cash crops in the market. In these years, the total production of land was 477, 869 out of 190, 057 hectares of land cultivated. Gradually, the education system provided not only economic sufficiency in the province but also extending its values on commodities outside its borders.

The provision of section 83 of Act No. 2784 created a reservation of land for any appropriate utilization that allows corporation with capital to take an area within the government's reservation within five years. This allowed the lease of the reserved land to plant crops or domesticate animals that suits his economic affairs in the province. The Philippine Packing Corporation sponsored the establishment of the agricultural colony of primarily pineapple-growing which focused on the areas of Sumilao and Libona, a province of Bukidnon. The two areas are considered to be well-adjusted to grow a pineapple crop. The California Packing Corporation, however, after demonstrating that pineapples could be successfully grown in Bukidnon, has established a large packing plant in that Province, and in cooperation with the neighboring land owners has large areas

under the cultivation of this fruit. Additionally, the law provided an avenue among homesteaders to gain economic advancement in the reserved land by the government through this act.

The Del Monte Pineapple Corporation provided the first attempt of American capitalist to develop agricultural colony in the plateau. This was made possible by the topographical weather conditions of the area for tropical fruits. In this way the, government allowed the lease of land to the private corporations making way of the Pineapple plantation. The National Development Company under the pres. Quezon's administration provided for the legitimization of the lease of land by the American private corporation to grant the establishment of Del monte Corporation. **Inigo Acosta, in his work *Pacification Through Pineapple; The role of Del monte during the American Colonialism and Land Rights Issues in Bukidnon, Philippines, Washington University, 2018***, he mentions that the first agricultural colony established along the scheme outlined above is the so-called Bukidnon pineapple reservation. The Philippine Packing Corporation has solicited and undertaken to be the financing corporation. Accordingly, on April 22, 1929, Acting Governor General Gilmore, upon recommendation of this department, issued executive proclamation No. 230 reserving 14,052 hectares of public land in the municipal districts aforementioned, for the establishment of an agricultural colon. The establishment of the Del Monte corporation had become a tool to pacify the IP's in Bukidnon by sponsoring the establishment of schools as well as programs that would least compensate the overdue leasehold of lands from the settlers. He cited Madronio Lao's note that, "*education was instrumental in the transformation of Bukidnon pupils from tribesmen owing loyalty to their tribal enclaves into citizens of the Filipino nation.*" He explained that while these were public schools, they were in fact built by Del Monte, which also subsidized the operational costs this institution which Lumads attend were called "plantation schools" where they were taught of agriculture. The expansion of the public school system would be instrumental to provide skilled and active people; the case is Bukidnons necessary to become a workforce for the corporation.

In 1938, 2, 313 hectares were reported that Bukidnon, was considered excellent for pineapple production. After a year, 20% of the land was used for farming while a large percentage of land was considered to be pasturable. The arable land was 21, 784 hectares which 873 hectares is cultivated of Palay in lowland; 2, 784 for Palay Lowland and; 2, 784 for Palay Upland; 7, 258 corn and 922 sweet potatoes and 9, 901 other crops. The commercial crop cultivated were abaca of about 4, 745 hectares of land. This implies that the province is generally appropriate for agricultural development where self-sufficiency was primarily aimed to be achieve after being separated from Misamis.

It is evident to prove on its part that the education integrated the people to what the Americans call as self-sufficiency in terms of agriculture and production. This largely implies that it was introduced to be at best serve the Americans plan on capitalizing the land and the people to accomplish the America's model of the wild west in Bukidnon.

The end of the century concluded that agriculture was not progressively developed in the region because of the central focus among American officials on establishing homesteads and compete on owning lands for private enterprises. This implicates the introduction of the cattle ranching in Bukidnon that largely dominated the utilization of land in the province. The implementation of *Act No. 3737 : Giving facility to owners for the branding and registration of large cattle provided a significant shift on the economic affairs of the province*. This draws the attention to cattle-ranching and homesteading among the American officials encouraged the private capitalism in the province. The data reported on 1939 the dominance of cattle-ranching in the territory.

Following this, the report of 1939 provided the statistical data on the production and utilization of land in the province. In the total hectares of land 821, 870, 126, 970 was used for farms and accounts to 6, 561 number of farms. The irrigated farms composed 21, 738 hectares of land while 77, 2426 were used for pasture. The data reported the lands which make up 80% of the province to be used for the cattle ranching in Bukidnon. This became the peak of the industry which reported of about twenty corporations that engaged in the livestock and domestication. This shift of social and economic dynamics created opportunities among the original settlers as temporary workers in this case called 'broilers'. One outcome was the incentive of employment on the ranches and plantations that offered jobs to IPs as "ranch boys" and other menial positions. This necessitates that employees to the short-term job should have skills and knowledge of domestication, livestock, and animal reproduction which they owe their learning from the American public education from the settlement schools to the collegiate programs that focused on diploma on agricultural assistants and animal husbandry.

In the later years, the America's aspirations of making Bukidnon as self-sufficient province after separating from the Misamis by the introduction of the education system was deemed failure. The creation of settlement schools where Bukidnons were taught of skills in farming that replace then the kaingin system to formal agricultural production has been inadequate to accomplish their first objective. The growing American homesteads in Bukidnon as well as the entrance of American private corporation resulted to this outside groups taking over the economy of Bukidnon. In the long run, the Bukidnons became aliens of the productions making only the necessary means of laborers in livestock and farms, which made them dependent to some extent from the capital gains of homesteads and private corporations. In some sense, the skills and knowledge gained from the public school system did not necessarily made Bukidnons independent but became a human source of labor for American economy in the province.

Mardonio M. Lao. Bukidnon in Historical Perspective mentions that The Americans, particularly, those directly involved in the affair of Bukidnon were not without economic motives. Attracted by the vast and untapped economic potentials of the province, they and their close associates including Manuel Fortich put up big industries like pineapple growing and cattle-ranching. Apparently, neither the natives nor the province itself was economically benefitted by these industries. The native participation in both kinds of these industries was undoubtedly limited to that of being mere laborers and cattlemen

The middle of the twentieth century marked the great shift of the Bukidnon economy into agricultural and cattle-ranching industry. This considerably was a product of the public school system and the attempt to integrate the population towards the Philippine politic and society from the rest of the Filipinos. However, the downside towards the period of increasing Filipinization in the government through the Commonwealth is the legalization of private corporations to take part in the industries developed in the province. This consequently, made the Bukidnons to be indirect employees of the privately owned corporations in the province.

SUMMARY AND CONCLUSION

The Bukidnon after its separation from Misamis was developed economically and socially through the implementation of the public school system. The separation and resettlement resulted in the reactionary camapaigns of the natives due to the presence of acculturation pressures of America towards them. The pacification through education of Bukidnons was made by placing the province under the military control and by the passage of Act 74. The province was administrated by Lt. Frederick Lewis and Const. Manuel Fortich. Through the power exercised by the Governor-General, the provincial administrators were given the authority to execute measures to the public

by inculcating towards Bukidnons the duty and responsibility of good citizenship. The education system pacified the Bukidnons by attracting the people of the economic sufficiency of the settlements or communities under American rule. This was achieved by the presence of the settlement farm schools which makes the communities as attractive as possible among the Bukidnons, hence encouraging them to permanently settle in these communities. The schools introduced the agricultural skills and English language to Bukidnons enabling them to understand the purpose of the government.

Education was introduced through the settlement schools. The students were taught of farming skills and technique especially boys while girls are taught of sewing, weaving and basket making. The education system through the establishment of the settlement farm school reorganized the province and the people by encouraging Bukidnons to settle in the interior part of the province. In this manner, the schools provided a pull on economic sustenance of the people who formerly settled in the outlying areas of the region. The introduction of this curricula shifted the land production from subsistence crops into agricultural production. This literally means the development too is a replacement of the traditional planting-the kaingin system into agricultural farming. The economic development was marked by the creation of agricultural colonies to which Bukidnons in the settlement schools were taught of skills in farming.

In 1918 Attendance was made compulsory and compliance was held as good citizenship hence equating as good colonial subjects. Consequently, the compulsory attendance resulted in the increase enrolment from 1918 and 1919, that makes a varying effect towards the social and economic development of the province. This resulted an increasing food production as well as increased settlements in the Bukidnon,

Integration of Bukidnons was made possible by: government positions are held closely by the English Bukidnon speakers of the province which they owe under the America's public school system as training for self-governance. English was the medium of instruction from primary to tertiary level and it officially became the official language for government offices and institutions. The education system enabled the Bukidnons to be literate in the language of its American administrators and compete with their Christian neighbors. This provided participation in their local government serving as provincial representatives, governors and third member representatives, municipal officers and civil servants and peace officers.

The education system introduced glorification of American civilization in the Philippines territory which English became the language of the literate groups in the province; while culture and history became heavily focused with the assimilation campaign and integrated with the rest of Americanized population. The curricula introduced, only focused on practical instruction and study of English language, hence it did not promote the study the identity of the indigenous people by including their culture and history.

The education system introduced to the Bukidnons the cultivation of the commercial crops and subsistence farming which utilized land from community's consumption to commercial production. This shifted the concept of land from culture and identity to capitalized means. The education shaped the Bukidnons as necessary working forces by integrating them to the agricultural colonies and cattle ranches which is dominated by the private corporations, and American officials that established settlements in the province.

Recommendations

The study of the education system focusing on the lens of pacification and campaign of America in Bukidnon was written on the context of availability of primary sources in the Philippines and the archival method of research it employed. Hence, the gaps in this research could possibly be an avenue for an extensive analysis of the introduction of education system. The following topics are suggested to be explored on the related subjects of education in the Bukidnon.

1. A comprehensive study on the different ethnolinguistic group who adhere to the education system introduced by America
2. Curriculum study on subjects and course offering in the education system in Bukidnon during the American period.
3. A comparative study in the education system introduced among the Moro's, Christians and Indigenous Peoples outlining the similarities and differences as well as the individual response among this groups towards the program.
4. A research on the aspect of education as a major institution to promote health and sanitation programs in the province.
5. A study on the social impact of the education system among the Bukidnon natives.
6. A study on the development of education as a program for literacy among the Bukidnons after the Second World War and Philippine Independence.
7. A study on the implementation of the education system of Japanese during their occupation in the Bukidnon.
8. A study on the indigenous people's education system in Bukidnon in Oral History and Record-Keeping.