

CHAPTER IV.

EDUCATION

I. SPANISH PROVISIONS

THE people of Porto Rico have had few educational privileges from the very beginning of their history. ¹As late as 1765 there were only two schools for children on the Island, which then had a population of 44,913 inhabitants.

² In 1799 the municipal council of San Juan employed four teachers to take charge of as many schools for girls, and it is supposed that there already existed like schools for boys. In 1815 the Governor-General was ordered to visit the schools of the Island and suggest reforms. He visited only those of San German and San Juan: if there were others they must have been private schools or so unimportant as not to demand official notice.

Spanish
Provisions

In 1838 the first steps were taken toward establishing a uniform school system. In 1846 the municipalities were instructed to buy supplies for poor children. In 1865 a

¹O'Reilly Report to the King of Spain in 1765.

²See Report Military Governor of Porto Rico. Page 117.

royal decree provided for the reorganization of the system of public instruction, and in 1880, a new educational law was enacted which remained in force until 1898, when the autonomous constitution gave Porto Rico authority to organize her own educational system.

Little further comment is needed upon the failure of these various laws than a glance at their results as shown in the conditions that obtained when the Americans assumed control. According to the census of 1899, out of a total population of 953,243, but 143,472 or 15 per cent. were able to read and write, while only 5,045, or one half per cent., had more than elementary education. The attendance in public and private schools was 19,223, or a little over 6 per cent. of the children of the school age.

**A Lone
School
Building**

When the American Government took charge of the schools of Porto Rico, there was only one school building received from Spain. This was a residence that had been given by a benevolent lady of San German to the municipality to be used for school purposes. Most of the schools were conducted in the homes of the teachers who received an allowance for rent.

Soon after the establishment of the military government, the acting director of public instruction reported as follows: "We visited schools during school hours and found the teacher in bed taking a siesta; other teachers were away attending store. In another case, we found a teacher who was running a rum shop. Teachers went around the schoolroom in untidy and insufficient attire, and the demands of the neighborhood callers upon the time of the teacher left him less than the required time for instructing the public."

¹According to the report of the Military Governor, the teachers were largely politicians and office-holders who felt they had a life tenure on their positions, and as they had nothing to gain by increasing their efficiency and nothing to lose because of neglect, there was little interest in the scholars or the school. Some teachers lived in Europe and had substitutes doing their work for half their salary. The qualifications of teachers were far from the ordinary standards. Some who held superior certificates took the teachers' examination in 1899 and received less than 25 per cent. in the

¹See Report of Military Governor of Porto Rico. Page 122.

elementary branches. This was due in part to the same worthlessness of the secondary schools that characterized those of the primary grades. In these secondary institutions of learning, there was lack of preparation among the teachers, and on the part of the pupils a lack of preparation also, due largely to the fact that they had few, if any, textbooks to study from,—the lecture system being used.

The Institute

The Institute which was located in San Juan, and was supposed to furnish a college education, had no building of its own. Again quoting the report of the Military Governor.¹ "The classes were held at various places in the city of San Juan—some in private residences. Students were permitted to study elsewhere, passing examinations at stated times. Private schools could also enter into fixed relations with the Institute." The attendance in February 1899 was about 60, but the registration was much larger, including those studying at home and in the private schools referred to above. It was the opinion of the Commission that the Institute as conducted was "as nearly worthless as possible."

¹Report. Page 123.

A similar state of affairs existed in the Normal School. In the words of the Commissioner's report—"Students attend very irregularly, and, indeed, it would seem it is not a matter of much importance whether they attend or not, as all in time are graduated. There are some lectures given on pedagogy, but nothing was seen to convince the commission that this school can prepare any one to teach, even in the most elementary branches."

The Normal
School

According to these reports, the educational system of Porto Rico under Spanish rule was wholly inadequate for the large population of the Island, and the schools in actual operation were utterly incompetent to give a child an elementary school education or to train persons for teachers, or to supply students with an accredited college course.

That these reports are true is amply verified by evidence received from teachers and prominent citizens of Porto Rico in the inquiries made by special United States Commissioner, Dr. H. K. Carroll, in 1899, concerning the public school system. ¹ In summing up the information received from

Some
Evidence

¹Report on the Island of Porto Rico. Page 32.

many representative Porto Ricans, the Commissioner says: "The system of public schools was antiquated, and few improvements seem to have been made. In practice it was decidedly inferior and insufficient. Most attention was given, naturally, to urban schools, and these were inadequate in almost every respect. Less attention was given to schools in the rural districts, where the difficulties were greatest. Something was done for the boys, but little for the girls. . . . The scholars were generally clothed, but there were some exceptions among the smaller ones. . . . The system of instruction was generally superficial and not solid, and theoretical rather than practical." These statements are further strengthened by the written testimony of persons who taught for years under the Spanish regime. Some extracts are here given from a letter of Mr. Enrique Landron, found in the Report of the Commissioner of Education for 1902. Mr. Landron was a teacher under the old system and is now a school supervisor under the American rule. He says, ¹"There was no grading of the schools. Every teacher classified his pupils

¹Report of 1902. Page 9.

according to his own ideas. . . . As to method of teaching, the pupil had to learn by heart the lessons in the text-books. These text-books were written in the old way of questions and answers. The pupil had to learn daily a certain number of question. At the time of the recitation, the teacher would read out the questions to the pupil, who in turn would answer the same *ad pedem litterae*. The pupils had to learn their lessons at home. A few minutes were granted to them before the recitation to read over the answers they had to recite that day. The highest mark was to the pupil who recited the lesson without omitting any of the words. Besides these recitations, the teachers were supposed to give some oral explanations in grammar, arithmetic and catechism. Object lessons were entirely unknown.

“As to discipline, if there was any, it was very bad. An unbearable noise was heard continuously in the school. Corporal punishment, abnormal positions, and retention after school were the most common punishments used. . . . The teacher and his family generally lived in the schoolhouse. . . . The school was free only for poor children.

Other pupils had to pay a monthly fee to the teacher. . . . The teachers obtained their schools through a competitive examination before an examining board appointed by the Governor. In this way the teacher obtained his school for life. He was the proprietor of his school, and it could not be taken away from him only through special legal proceedings. Teachers were promoted according to the length of public service. . . . In fact, it can be said that there was no real organization in the public schools of Porto Rico, every teacher being the ruler of his own school."

II. UNDER THE UNITED STATES MILITARY GOVERNMENT

Work of the
Military Gov-
ernment

Such in brief were the educational conditions that confronted the new military government. In January, 1899, General Eaton was placed in charge of educational affairs. After a tour of inspection, he recommended the appointment of sixteen English supervisors, who, in addition to their work as inspectors, should be teachers of English. The recommendations were approved, and this number was appointed and entered upon their duties at once. Then

came in rapid succession the organization of school districts, provision for school trustees, for school taxes, for admitting both sexes to rural schools, for the separation of school buildings from residences, making the schools absolutely free, establishing a nine months' school year, inaugurating a graded system, limiting the number of scholars to 50 for one teacher, providing a principal where there are more than four schools, eliminating Church doctrine and religion, loaning text-books free of charge. In July, 1899, a Board of Education was constituted which was to "act in a general advisory and superintending capacity over the educational interests of Porto Rico." In September a model and training school was opened in San Juan. Provision was also made by the military government for the establishment of a normal and industrial school, and for the introduction of high schools.

III. UNDER CIVIL GOVERNMENT

¹ "When the government was turned over to the civil authorities, it was found that 612 schools had been put in operation. During

**Steps Taken
by the Civil
Government**

¹See Report of Commissioner of Education, 1901. Page 7.

the first year of civil government, this number had been increased to 792, of which 733 were open at the close of the school year." Commissioner Brumbaugh thus summarizes the work accomplished during the school year." ¹"With the public elementary schools thoroughly organized; with the new school law prepared by this department, and enacted by the last legislature in full force and successful operation; with efficient supervision provided; with thirty-nine new public school buildings completed and in daily use; with a reorganized corps of teachers; with a system of agricultural schools giving practical education to 1,000 chosen youths; with the normal school fully organized and ready to begin its work; with the summer Normal happily concluded; with a high school in successful operation in San Juan; with the annual budget for education increased from \$400,000 to \$500,000; with every school amply equipped with all necessary books and supplies; with a school year of nine months throughout the Island, and with a rapidly growing sentiment in favor of free public schools, it is eminently reasonable to claim that the cause of education has made gratifying progress in Porto Rico during the past year."

¹Report of Commissioner of Education, Page 8.

Commissioner Lindsay's report for 1901-1902 shows that the number of schools in operation at the close of that year was 874. For 1902-03, he reports 1097 open in June. For 1903-04, 1113 were open at the close of the year.

By way of comparison and report of progress, he says: ¹ "The total number of scholars enrolled in the Spanish schools Dec. 31, 1897 is reported at 22,265 as compared with 42,070 in the American schools on June 20, 1902. . . . We now have a graded course of study, which is followed so far as possible by all teachers, even by those teaching in the ungraded rural schools. The best books and supplies the Government can get are furnished free, and there are sixteen school supervisors who are required to visit each school in their respective districts at least once a month."

During the school year of 1902-03, 70,216 different pupils were enrolled in the schools. This, while showing a gratifying increase in the number being taught by the Government, is still a small percentage of those of school age. The census of 1899 gives the number of children between the ages of 5

¹Report School Commissioner, 1902. Page 8.

and 18 as 322,393. The estimated number for 1893, based upon the rate of increase for the sixteen years previous to the census of 1899, is 377,200. The number enrolled for 1902-03 is, therefore, 21.7 per cent of the school population given by the last official census, or 19 per cent of the estimated school population for the year 1902-03. This enrollment includes 6,177 pupils of special schools which are reported as follows: Kindergarten schools, 10; night school classes, 44; industrial school classes, 6; high school classes, 23; practice school classes, 2; normal school classes, 4.

In commenting upon the number enrolled in the schools during the school year of 1902-03, the Commissioner remarks,¹ "One-fifth of the total population of school age in school is but a poor showing compared with the United States, where one fifth of the total population attend school. With us only about one fifteenth of the total population enjoy that privilege. Where there are four boys and girls of school age who have no school to which they can go to every boy or girl who can go to school,

¹Report, 1903. Page 17.

the bane of illiteracy cannot be entirely removed.

¹ The figures for 1903-04 do not present even as favorable a report. The total enrollment for the year was 61,168, or nearly 10,000 less than the year before. The Commissioner accounts for this in the different methods employed in making the enumeration. In 1902-03 every separate name enrolled throughout the year was counted, while in 1903-04 duplicates and re-enrollments were excluded. He also points out that while the average daily attendance for the former year was only 36,308, the attendance for the latter year was 41,798. This brings the percentage of the children enrolled in all schools as compared with the total population of school age down to 19.7 per cent as based upon the census of 1899, or only 16.1 per cent when based upon the estimated school population of 1904.

One of the great difficulties that has stood in the way of the educational department is the lack of proper school buildings. Spain turned over one schoolhouse to the American Government. The Department had to rent buildings, equip them with

Lack of
School Build-
ings

¹See Report for 1904. Page 15.

school furniture, and furnish all books and other necessary supplies. Under Commissioner Brumbaugh, \$200,000 was secured from the United States Government for school extension. This has been increased by a share of the trust funds refunded to Porto Rico by the United States. This money has been wisely and economically administered in securing schoolhouses for the Island. Where communities were able to raise part of the sum required for a building, they were expected to do so. In many places where they were too poor to contribute, especially in rural districts, no help was demanded.

In this way the Insular Government has constructed over seventy school buildings. The graded schools are plain two-story structures built of brick or stone. The rural schoolhouses are one-story frame buildings. The Department is still under the necessity of renting over six hundred buildings for school purposes. Many of these are wholly unfit for school work, and the teachers labor under great disadvantages. The rents are in numerous cases exorbitant, and the money that is sadly needed for the extension of school privi-

leges has to be paid for the use of these houses. The Insular Government seems to be doing its best in this matter, but it is felt that the United States Government ought to assist still further in securing buildings in which to house the schools of the Island. This feeling is expressed by Commissioner Lindsay in the following language:

¹ "Appeals have been made from time to time to the people of the United States, and some way must be devised by which the people of the United States can do more than merely take an interest in the public school system of Porto Rico. They must show their sympathy in a more practical way, in the ambition of the people to develop a system of public schools equal to any to be found in the United States. Thus far the United States has given no financial aid except that which has come from the trust funds refunded by the President of the United States, and a part of which has been used in the construction of school buildings. It is true that Congress has been more than just in legislating for Porto Rico and that the Island enjoys a singular token

of this generosity in the use of its customs receipts and its internal revenue as a part of its insular revenue, but some further substantial aid should be extended."

Some Results To any supporter of the American Public School system, the results that are being obtained in Porto Rico are exceedingly encouraging. The percentage of illiteracy is rapidly decreasing; the discipline of the school is teaching the pupils obedience and self-control; children are better clothed and lessons of cleanliness are being learned; there is a growing demand for higher education; standards of life are being raised; patriotism is being instilled in all classes—in fact, the public schools of Porto Rico are a mighty force in transforming the life of this people.

The Language Question

In one important particular we differ in opinion from that held by the school authorities. Commissioner Brumbaugh, in speaking of the language used in the schools, remarks,¹ "We want the children to have and to use both languages." Commissioner Lindsay is of the same opinion, for he states: ² "There is no intention to rob them

¹ Report, 1901. Page 13.

² Report, 1902. Page 23.

of the use of the Spanish language." We do not agree with these sentiments. The United States is not interested in preserving either the Spanish or any other foreign language. One of the great arguments in favor of the public school system is the fact that it teaches the use of one tongue and thus aids in making a homogeneous people. In some of the States of the United States petitions have been sent to the legislatures requesting a teacher for a neighborhood who would use a specified foreign language in the schoolroom because all the children used that language and none of them understood English. These requests have been denied and the principle has been observed that the public school system must be conducted in English.

In the judgment of the writer, there is as much, perhaps more, need of the application of this principle in Porto Rico than in the foreign colonies of some of our States. It is the desire of the Americans, and of many of the Porto Ricans, that this people be "Americanized" as soon as possible. How is this to be done? Not by reading Spanish literature, for there is not much of a complimentary nature to be found there,

A Personal
Opinion

while there is much hostility toward Americans and American ideals. Not by talking in Spanish to Americans who live on the Island, for very few of them can express themselves well in that language. The most prolific source of the misunderstandings that really exist between Porto Ricans and Americans is the inability to converse freely in a common language. That common language will not be Spanish. Of necessity it must be English. If the people learn to read American literature and come to know our ideals of national life, if they are able to converse in an intelligent manner with the American officials and citizens who reside in Porto Rico, it will not be long until this people shall be thoroughly American. The only organization that can bring about this transformation is the public school system. We believe that, if the schools were conducted exclusively in English, in a few years all the school children would be able to converse and to read in that language. As the schools are now conducted, with a few exceptions, Spanish is the language of the schoolroom. A teacher of English comes in and gives a lesson a day in most of the graded schools. Several lessons a

week or less is the maximum which the rural schools receive where English is taught. The children speak Spanish both at home and in school, and it is not to be expected that without practice they will become familiar with a foreign language. Even college students who study German or French for several years in the States are unable to converse in those languages. Can we expect more from children who study English one hour a day and use Spanish the rest of the time?

Let us examine some of the objections that are made to the immediate conduct of the schools in English.

**Objections
and Answers**

1. It is too expensive. American teachers cost more than Porto Rican teachers.

In answer to this objection, it may be stated that the salaries of ninety-nine special teachers of English would be saved and could be applied toward making up the difference between the salaries now paid Porto Rican teachers and what American teachers would cost. Moreover, it is better to have the schools placed on the right basis even if it somewhat reduced the number for a short time.

2. It would work hardship to the Porto Rican teachers who do not know English.

The schools are not run in the interests of the teachers but for the good of the scholars. If aspirants for teachers' positions knew that the work had to be conducted in English, they would soon acquire the language. If the Government in 1898 had stated that after five years all public school work should be conducted in English, those preparing themselves for teaching positions would have governed themselves accordingly, and would have been prepared to do the work in the manner required.

3. The progress of the scholars would be slow where the teacher does not understand Spanish and the pupils do not understand English.

Experience has shown that children readily learn a language that is constantly used in the school room. In New York city many children who do not understand English enter the public schools, and in a remarkably short time they are keeping up in their work with native born American children. The Porto Rican boys and girls being especially quick in picking up new

ideas and new words would experience little difficulty in adopting the English speech.

4. Children ought to have an education in their native tongue.

We do not accept this theory. Children ought to receive their education in the language of the country of which they form a part. If more is desired, it should be paid for privately. The Porto Ricans do not understand American ideals and American ways because they have had almost all of their associations with Spaniards. Many of the Americans who went to Porto Rico were not representative citizens and they soon left a wrong impression of American manhood and womanhood. As before stated, misunderstandings are constantly arising between Americans and Porto Ricans, caused chiefly by the failure to comprehend each other's speech. It is imperative that the new generation shall absorb the real spirit of American life as set forth in her best periodicals and books, and at the same time be able to converse with the Government officials, the merchants and other Americans who visit the Island, to the mutual advantage of both parties. To accomplish these results, we believe that English

alone should be the language of the schools.

5. It would cause a revulsion of public feeling against the schools.

On the contrary, we believe it would make the schools more popular. When the people of the Island learn that to secure any government position a man or woman must speak the English language, parents will be glad to have their children avail themselves of the advantages of the English-speaking public schools.

6. The same results can be better obtained by gradually introducing the English text-books and instruction.

This means the depriving of many of the children who have attended the public schools the last few years and those who are now in attendance of a practical knowledge of the English language, and retarding the growth of American ideas in these formative days of national life and spirit. The experiment tried in the common schools of the Philippine Islands in having English as the sole language of the school room has been a great success, and is giving further evidence of the wisdom of having but one language for all the school children of our Republic.

We believe that there should be no exceptions made in the principle governing our public school system, that is, wherever the American public school is found, the official language of the school room should be English.

Perhaps the most far-reaching official act of Commissioner Lindsay was the bringing of five hundred Porto Rican school teachers to the United States for a brief summer season of study and travel. Most of these teachers had never been beyond the shores of their native Island. A new world was revealed to them and a truer conception of American life was formed in their minds. One section of the company attended the summer session at Harvard, and the other section attended at Cornell. In addition to the instruction of these schools, a number of excursions were arranged for them to places in the immediate vicinity of the colleges, and before departing for Porto Rico, they visited New York, Philadelphia and Washington. This enterprise meant much more than the pleasure and profit received by these five hundred young men and young women. While it was of inestimable value to them in enlarging their vision and giving

**A Profitable
Enterprise**

them a glimpse of the life in the great eastern cities of the United States, with few exceptions, it made them advocates of Americanism among the many thousands of school children who come under their instruction. It is our opinion that a few more excursions of this kind would do more to break down the prejudice that exists to some extent against the American Government than any other propaganda that could be devised. Commissioner Lindsay and those associated with him deserve great credit for this stroke of statesmanship, and for the admirable manner in which it was carried through to success.

CHAPTER V

MORALS AND RELIGION

I. MORAL CONDITIONS

THE people of the United States point with great pride to the sturdy, religious character of the founders of their nation. The Puritans of New England, the Dutch of New York, and the Quakers of Pennsylvania, are types of the men who gave direction and strength in the formative period of our national life. These men came to the new world to found permanent homes where they might enjoy religious liberty.

**Our Fore-
fathers**

Porto Rico has no such noble ancestry. The Spaniards who came to this Island were soldiers, adventurers, politicians, merchants, priests and convicts. All of these, with perhaps the exception of the last, expected, after a temporary residence, to return to Spain and enjoy the wealth that had been accumulated in Porto Rico. Their object was to secure money, no matter what means were employed. It is not surprising that, with such men as their rulers, the an-

**Porto Rican
Ancestry**

nals of this people is a repetition of tyranny, cruelty and immorality.

Floating
Spanish
Population

Few of the men of the classes mentioned brought wives with them. During their residence here, they lived promiscuously with Indian and colored women and usually left numerous descendants when they returned to Spain. The influence of this large floating Spanish population was especially disastrous to morality because they were men of the official and commercial classes who were supposed to represent a better civilization than that found on the Island—the civilization of proud old Spain.

Permanent
Spanish
Population

Friar Abbad, who wrote in 1782, gives us some information of the kind of Spaniards who formed a part of the permanent population. After referring to the allotment of land to the peasant class and other colonists, he says:¹ "The same inducements could be extended to male convicts in the prisons who have finished their term of banishment and do not desire to return to Spain, as has frequently been the case, some remaining because they find the country to their liking, others by reason of lack of sufficient means to pay for their passage, and these

¹ Fray Inigo Abbad, *Historia de la Isla San Juan Bautista*, Madrid, 1788.

having no lands or homes of any kind, resort to labor on estates, or become smugglers, or commit other excesses, which necessitates their flight to other colonies. * * * Thus all classes—landless squatters, free slaves, liberated convicts, discharged soldiers, vagrants and adventurers—could find themselves sufficiently provided for after the fashion of the country.”

In 1815 the social conditions were much improved by the influx of colonists and their families from South America and from some of the other islands of the West Indies, due to the “Act of Grace.” Colonel Flinter, however, in 1834, found society still in a deplorable state. After speaking of the officers, merchants and tradesmen, he says:¹ “Another class, forming the floating mass on the surface of society, is composed of adventurers from all countries, gamblers, etc. * * * Still another class, which forms no inconsiderable part of the colonists, consists of those men who, for political or civil crimes, have been sent to the galleys of this fortress. At the expiration of their imprisonment they are set at liberty, and few

Criminal
Classes

¹Colonel Flinter, *An Account of the Present State of the Island of Puerto Rico*, London, 1834.

have any inducement to return to their native country. * * * The heterogeneous mixture of all classes and colors forms a striking feature in the population, and has a corresponding effect on society and manners, and distinguishes the inhabitants in the relations of social life from other nations."

**The Rural
Population**

Count de Caspe, in his report to the King, says of the rural population:¹ "Destitute as they are of religious instruction and moral restraint, their unions are without the sanction of religious or civil law, and last just as long as their sensual appetites last; it may, therefore, be truly said, that in the rural districts of Porto Rico, the family morally constituted does not exist."

In view of the ancestry of this people, and the laxity of morals that is induced by a tropical climate, and the corruption of the spiritual leaders which we shall discuss later, it ought not to be surprising if we find here, as we study the people, conditions which in our country would be considered shockingly immoral, but which in Porto Rico can scarcely be considered as anything

¹Count de Caspe, The Governor's Report to the King.

more than non-moral among the great masses of the people.

The census of 1899 shows that 158,570 persons claimed to be legally married, while 84,242 acknowledged that they were living in concubinage. There were also reported 148,605 illegitimate children. This alarming and deplorable condition calls for some explanation. We have already shown that the official and commercial classes of Spaniards expected to remain in Porto Rico only long enough to make a fortune or at least a competence and then return to Spain. While living on the Island, removed from restraining home influence, many of them fell into self-indulgence and license. Thus a system of concubinage grew up even among the better class of people.

Some Census
Figures

Among this class, however, the women as a rule are virtuous, but the men are corrupt. The fathers and husbands are very particular that their daughters shall not go out unaccompanied and that their wives shall be protected, but they give themselves unrestrained license. A man may or may not have a legitimate wife and family, but he is almost sure to have as many concu-

Among the
Better Class

bines as he is able to support and by whom he raises up families of children.

There seems to be little sentiment against this custom on the part of the wives. In some cases the illegitimate children are brought into the home of the legitimate family and all grow up together. Usually, however, they live in separate homes. On the plantations, the owner frequently acts as if he had absolute possession of all who live on the estate, and many of the women bear children who point him out as their father.

**Influence of
Criminals**

The large criminal class that remained in the Island after having served their terms in the fortresses had no respect for law and they contributed much to the lowering of the moral tone of the inhabitants.

**Failure of the
Church**

With such strong forces arrayed against the custom of marriage, it would seem reasonable to suppose that the church authorities would have made a strong fight for the sanctity of the home. The priests, on the contrary, lent their influence to the foes of the home, first, by living immoral lives themselves, and, second, by placing almost insurmountable barriers in the way of the poor people who wanted to marry. It

is not putting the case too strongly to assert that a majority of the Spanish priests on the Island have unsavory reputations.

Among these priests drunkenness is **not** a serious offense, gambling and profane language is so general as to be scarcely commented upon, and people only smile when the relations of the "padre" to the women of the parish are mentioned. Many of the priests are fathers of children, whom they partially or wholly support, and some of them live openly with women who rear their families. A short time ago one of the richest priests appeared before a court in the western part of the Island, and, in order that his children might inherit his property, he swore to being their father—yet the occurrence scarcely caused any comment, so accustomed are the people to the immorality of the priests.

Although the manner of the priests' lives is well known to the ecclesiastical authorities, there have seldom been severe measures taken to change the conditions. If a priest makes himself obnoxious in a neighborhood, he may be changed to another parish, but to dismiss him from the priesthood is a very rare procedure.

Disreputable
Priests

**Church
Barriers**

In addition to the bad example of those who should have been their spiritual leaders, the ecclesiastical authorities made it difficult for the poor to get married because of the following practices:

First, an exorbitant wedding fee was charged by the priest. Although the law of 1858 forbade the clergy from taking fees for the celebration of the sacraments, the priests quite generally disregarded it. ¹ In Dr. Carroll's report, we find that the average fees were as follows: Matrimony, simple service, \$10.00; more elaborate service, \$16.00, the rates being increased as the persons were able to pay. ² A lawyer from Aguadilla stated that there the wedding fee was as high as \$16.00. ³ The Secretary of the Board of Health at San Juan stated that he paid \$16.00 for the wedding service. ⁴ Another gentleman from San German said that the wedding service cost from \$12.00 to \$16.00. Much other testimony brought out the same facts. In talking with people in all sections of the Island, the writer was repeatedly given the same figures, so that it would seem that these statements can be proved by many witnesses. When it is kept

¹See Report, page 658. ²Page 663. ³Page 659. ⁴Page 690.

in mind that the ordinary laborer received about thirty cents per day as his wage, it will be seen that, from a financial standpoint, marriage was practically impossible. It is true that in some parishes no fee or a small one was charged to persons who were willing to get married at seven o'clock in the morning. But as the evening is the regular time for weddings, and a morning wedding is an advertisement of poverty, few seem to have been willing to avail themselves of this privilege.

Second, the law of consanguinity debarred many. Persons were not allowed to marry if they were related to within four degrees, unless they obtained a special dispensation from the Church. This would cost from \$30.00 to \$50.00.

Consan-
guinity

Third, other Church requirements. These, perhaps, can best be stated in the language of Father Montanes to Dr. Carroll:

Other Church
Require-
ments

¹ "They have to present their baptismal certificates so as to show their age, if they have been born in a different district; then they have to produce the consent of their parents, according to their age; then they have to satisfy the priest as to their knowl-

List of
Obstacles

¹Commissioners' Report. Page 693.

edge of Catholic doctrine, so as to enable him to know whether they are in a fit state to enter Catholic marriage; then the bans have to be proclaimed three successive Sundays; then they exact the confession, as the Catholic religion considers marriage a sacrament. * * * If the parties seeking marriage are related, they have to get a dispensation from the Bishop."

It will thus be seen from the priest's own statement that the Church makes it quite difficult for persons to get married, even when they are favorably disposed to matrimony.

**Obstacles to
Civil
Marriage**

Among the men of Porto Rico, there were many who were unwilling to meet the demands of the Church and preferred a civil marriage. Such persons were denounced from the pulpit as living in concubinage, and were excommunicated from the Church. Moreover, many obstacles were put in the way of securing a civil marriage. Here is the process as described by the municipal judge of Arroyo in Dr. Carroll's report:¹ "The *expediente* necessary for civil marriages consists of, first, a birth certificate; second, the document asking permission to

¹Report. Page 697.

be married; third, the parents' permission to allow their children to be married; fourth, a document from the judge in which he says he knows of no former marriage of the interested party; fifth, a re-statement of intention to marry; sixth, the bans which have been published; seventh, a document stating that the former document has been published; eighth, the document in which the celebration is set forth; ninth, the bans which were posted on the wall."

This was quite a formidable undertaking for the man who wanted civil marriage. The priest charged from \$1.00 to \$1.50 for each birth certificate, the municipal judge charged for drawing up the *expediente*, and if the birth is registered there was another fee for the clerk.

Because of these obstacles, it is easily seen that many who desired a legal conjugal state were deprived of it by the exorbitant fees, and by the time and trouble demanded to secure the necessary documents.

As concubinage became more common and public disapproval of it correspondingly weakened, there grew up a more or less pronounced opposition to marriage vows. It was much more convenient to be

Influence of
Custom

free to leave one partner and select another without any legal complications. The children did not constitute much of an obstacle to this custom, for up to the age of five or six they needed no clothing and they had little difficulty in finding something to eat. The mothers in many cases known to me personally did not hesitate to tell the names of the fathers of her different children, and seemed not to feel that there was any disgrace attached to such conduct. Of course, there are many couples who are as faithful to each other as though the marriage service had pronounced them man and wife, but this does not prove that it is the rule, as some writers have been led to assert.

**Change for
the Better**

Since the American occupation these non-moral and immoral conditions have been rapidly changing for the better. This has been brought about by the strong opposing sentiment of the best Americans who live on the Island, by the moral teachings of the public schools, by the influence of the young men and the young women of Porto Rico who finish their education in the United States and return to the Island to live, and last, and perhaps greatest of all, by the examples and teachings of the many

missionaries, both ministers and religious lay-workers, who have been sent to Porto Rico for the sole purpose of raising the standards of manhood and womanhood.

These men and women have denounced immoral practices not only among Porto Ricans, but also among Americans living on the island, and have wielded a great influence in bringing about a healthier moral atmosphere among all classes.

II. CATHOLICISM

IN her discoveries and conquests, when Spain set up her banner, she also took possession in the name of the Catholic church. Priests or friars usually attended every expedition, and the church was established in the first settlement. In Porto Rico, Columbus raised the banner of Spain and the emblem of the Catholic church in 1493, and the two institutions thus represented continued their close relationship until the American occupation in 1898. In order to understand just what power and influence the Church has exerted in Porto Rico, we shall consider her relations, first, to the Colonial Government; second, to the public funds; third, to public instruction; and fourth, to public morality.

Relation to
the Colonial
Government

When Bishop Manso arrived in Porto Rico in 1513 as the first incumbent of that office, he was unable by moral suasion to control the people and set up the authority of the church. In 1519, he returned to Spain and secured for himself the power of Provincial Inquisitor. This clothed him with greater authority than that possessed by the Colonial Government. He at once instituted a vigorous campaign against those who did not submit to him. Diego Torres Vargas, Canon of San Juan Cathedral, says in his Memoirs: "The delinquents were brought from all parts to be burned and punished here." According to Neumann,² they were not tied to a stake, but were enclosed in a hollow plaster cast, against which the fagots were piled, so that they were roasted rather than burned to death. This power was exerted in Porto Rico for three hundred years.

Supreme
Power

During all of this period, from the investing of Bishop Manso with the power of Provincial Inquisitor, in 1519, until 1813, when the Inquisitor ceased to exist for a short time by virtue of the Spanish

²See Neumann, page 205.

Cortes, no man was safe from its secret influence. That its power was greater than the crown is thus set forth in the decree of the Cortes:¹ "Another notable circumstance made the power of the Inquisitors General still more unusual; this was that, without consulting the King or the Supreme Pontiff, they dictated laws, changed them, abolished them, or substituted them by others, so that there was within the nation a judge, the Inquisitor General, whose powers transcended those of the Sovereign."

In the light of these facts, it is apparent that the church cannot escape responsibility for the misgovernment of Porto Rico, since ecclesiastical dignitaries were invested with greater powers than were accorded to the civil officers appointed by the crown.

During the first few years after the Spanish conquest, the church was supported by tithes and first fruits—taxes levied and collected directly by the priests. When more money was needed to meet the expenses of the Church, it was supplied by the Government. The municipalities also gave to each priest within their immediate vicinity \$25 a month. In 1501 this plan was changed

Relation to
the Public
Funds

Priests as
Tax
Collectors

¹See Decree of Cortes of Cadiz, 1813.

so that the King's agents collected the taxes, and the church was sustained entirely from the royal treasury. The King, however, made the Bishop of Porto Rico and his successors his agents for collecting the money.

In 1511 another modification provided that the tithes should be distributed as follows: the Bishop, nine parts; the Dean and chapter, nine parts; Her Majesty, four parts; the Cathedral edifice, three parts; and the hospitals, three parts. This manner of distributing the funds seems to have been observed until 1815, when the King assumed the support of the church and ordered the discontinuance of tithes. First fruits, however, were collected until 1865.

**Distribution
of Tithes**

In 1858, the Queen abolished all special fees and taxes and forbade the priests from collecting them. This order was quite generally disobeyed, for the priests still persisted in charging for baptisms, marriages and funerals, and they also received money called surplice and candle fees. The Government continued to pay the salaries of the priests and most of the other expenses of the church until 1898. The budget for the support of the church in 1898-1899, the last

issued by the Government, was 197,945 pesos or Mexican dollars. The last budget paid by the Government was in 1897-1898 and was distributed as follows:

	PESOS
¹ Cathedral clergy.....	\$ 42,400
Parochial clergy	128,040
Ecclesiastical judiciary.....	4,200
Expense of bulls.....	62c
Conciliar seminary.....	3,000
Cathedral and parishes—materials.....	23,350
Ecclesiastical judiciary—materials.....	135
	<hr/>
	\$201,745

Besides these salaries which were paid to the clergy, other servants of the church obtained money from the public treasury. For example, sisters of charity each received 18 pesos a month for their service in behalf of the poor and in the insane asylum; the Escolapian Fathers received 12,940 pesos for managing a college in Santurce in which each pupil paid 25 pesos a month; and nuns were paid for conducting a girls' school in which the dues per scholar were from 35 to 40 pesos a month.

Not only did the church receive from the Government an annual budget for the salaries of the clergy and other church workers,

**Church
Property**

¹Collated by Order of the Vicario Capitular. See Commissioner Carroll's Report, page 658.

but the Church buildings were constructed in whole or in part by public funds. The government or the municipality would give the municipality as a rule furnished most of the money and a part was raised by subscription. The municipalities also kept the buildings in repair.

Separation
of
Church
and State

When by American law there was a complete separation of church and state, a dispute arose as to the ownership of these properties. The municipalities in many instances claim that as the churches had been built by money raised through taxation, they belong to the people of these municipalities. In several cases the authorities claim that the churches belong to the government and are now United States property. The Catholic authorities, however, insist that all these buildings belong to the church, since they have held them undisturbed for over twenty years, which fact gives them a valid title. Moreover, some of the property which had been confiscated by and belonged to the Spanish Crown and was transferred to the American Government, is claimed by the Catholic church because it had originally been built for them. All of these cases are now in court awaiting a legal decision.

All Government support of the church

ceased when Porto Rico became a part of the United States. The Catholic church here, like in other lands where church and state are entirely separate, finds it quite a hardship to be compelled to keep her hands out of the public treasury.

Prior to 1815 non-Catholics were not permitted in Porto Rico. The "Act of Grace" of that year admitted many Protestants to the Island, but the restrictions imposed upon them the following year and continued during the Spanish rule placed them at a great disadvantage. At the time of the American occupation there were only two Protestant churches in Porto Rico—one at Ponce and the other at Vieques, both under the direction of the Church of England.

Attitude
Toward
Protestants

It follows that the Catholic church must be held responsible for the religious teaching or the lack of it among the people of Porto Rico. That it has done much good, there is no reason to doubt. That it has been notoriously derelict in duty and corrupt in its organization, the facts of history abundantly prove.

Relation to
Public
Instruction

It is true that the Government built churches in every large town and in most of the smaller towns of the Island, and

Neglect of
Rural
Population

services were maintained in them, but when it is remembered that over 75 per cent of the population is rural and that there are large numbers of mountain villages where no religious services have ever been held, and no effort put forth by the church to instruct these people, it is apparent to the casual observer that a large portion of the population has been neglected. There are many thousands of Porto Ricans who were never inside a church before Protestantism entered the Island.

Failure to
Educate

As a church she must be held responsible for the ignorance of the great masses of Porto Ricans, for she has always claimed the right to educate her children. Notwithstanding the fact that church and state were practically one in Porto Rico, the census of 1899 shows that out of 659,294 who were over ten years of age, 524,878, or 79 per cent, were unable to read and write. Yet, in the face of this stupendous failure, the Bishop of Porto Rico has the audacity to oppose the public school system as introduced by the American Government. It is to the credit of the Porto Ricans that they disregard the advice of their ecclesiastical counselors, and the public schools

are overflowing with children whose parents are anxious for them to secure an education.

The Catholic church has also encouraged indolence. As stated before, Porto Rico observed, besides Sundays, forty legal holidays which were prescribed by the church. On these days business of all kinds was practically suspended and the natives gave themselves to having a good time.

Indolence
Encouraged

Here, as in other Catholic countries, the Church took advantage of the ignorance and credulity of the masses. A number of myths were taught by the church and accepted by the superstitious and simple-minded people as miraculous manifestations of supernatural power. One of the chief of these in Porto Rico is the legend of Monserrate. As the story goes, a man was plowing in the field near Hormigueros when the ox which he was driving turned and commenced goring him. In his distress he prayed to the Virgin Mary for help and immediately the ox fell to the ground with his legs broken. The Virgin then appeared to the man, who in gratitude promised to do whatever she commanded. Later she appeared to him again and ordered him to build a church on the hill for the purpose

Superstition
Taught

of miraculous healing. He erected it according to her orders, on a sharp peak, where it stands prominently before the people of the adjacent town and country, and named it "The Church of our Lady of Monserrate." Here the poor deluded people from all parts of the Island come to seek relief from their sufferings. They present gifts suggestive of their infirmities. Silver or gold limbs or other members of the body, eyes of precious stones, and numerous articles of great value have been presented to the church, so that it has become wealthy. The interior is richly adorned with these gifts or with articles made from them. The altar weighing sixty-six pounds, made of solid silver, and a solid gold candlestick weighing fourteen pounds, have been moulded from the gifts of persons seeking divine healing. It is claimed that the ornaments in the church are valued at more than \$100,000.

Relation to
Public
Morality

In addition to the constant stream of persons seeking relief, the Church organizes an annual pilgrimage to this shrine. Excursions are run from all parts of the Island, priests urge their parishioners to attend, thousands of pilgrims make their way

to this holy place, where the Bishop and other high ecclesiastics address them. Many cures are reported, and incidentally much gold and silver flows into the Church coffers. Superstitions of this kind can only be made to disappear as the darkness of ignorance gives place to the dawn of education and intelligence.

We have shown in our chapter on Moral Conditions that, after making due allowance for the floating Spanish population who expected to return to Spain, and who during their sojourn in Porto Rico gave rein to their baser appetites; and after considering the criminal classes, who made their homes here and helped to corrupt the natives, it must be admitted by the student of social conditions that the Church is to blame to a very great extent for the immoral status of this people. By their impure lives, the priests have caused the people to err in their judgment of moral standards. By allowing immoral men and women to remain as communicants, the Church authorities condoned their offenses. By putting barriers in the way of legal matrimony, it encouraged a widespread system of concubinage. By the failure of the priests to

teach their parishoners the vital relation between religion and daily life, they have given them a wrong conception as to what constitutes true religion. Attending mass and confession, joining in the religious processions and observing "fiesta" days by refraining from labor, giving due reverence to the priests, conforming to certain customs when within the church—these seem to represent the accepted ideas of what religion has meant to average Porto Ricans. That they did not learn the true moral significance of Christianity must be charged to the false doctrines and the bad example of their spiritual teachers—the priests of the Catholic church.

III. PROTESTANTISM

WITH the advent of the American in Porto Rico came liberty of religious thought and opportunity to worship according to the inclination of the individual. Different Protestant denominations sent their representatives to the field for the purpose of establishing their work on the Island. It was evident that some kind of an arrangement should be made whereby they could work together harmoniously and to the best advantage. The different Missionary

Boards took up the question and agreed in a general way as to the plan of campaign.

In the first place, it was decided that the two chief cities, San Juan and Ponce, should be open to all denominations for whatever work they cared to begin. In the second place, the Island was divided up among the Presbyterians, Methodists, Baptists and Congregationalists, with due provision for the work of other denominations. In a general way the Presbyterians were held responsible for the evangelization of the western section of the Island, the Congregationalists the eastern section, and the Methodists and Baptists the great central section. In the third place, it was understood that whenever any evangelical denomination entered a town or village and maintained regular preaching services, the other denominations would not intrude. This last rule has applied to all evangelical denominations doing missionary work in Porto Rico, and has proved to be a beneficial arrangement. Large and small denominations are both protected from undue rivalry and from waste of energy.

It is scarcely necessary to say that Protestant missionaries were received with hos-

A Working
Plan

The
Propaganda

tility on the part of the Roman priesthood. The people were told about these heretics and the ruin they would bring to the country. Religious services were frequently interrupted and the missionary was often an object of hatred by those who were influenced by the ecclesiastical leaders. The faithful were warned not to go near the Protestant services, and dire threats were made to those who attended regardless of the warnings of the priests. This seems rather to have helped than to have hindered the work of the missionary. The people early learned that the priest under the American Government does not have the power that he possessed under Spanish rule. They found out that it was perfectly safe for them to attend religious services of any kind without fear of punishment. As a result, whenever a preaching place was opened, the people in large numbers thronged the house to hear what the minister had to say and to take part in singing Gospel hymns. At first it was largely a matter of curiosity that brought the people, but as they kept on coming they became interested in the services, and large num-

bers enrolled themselves as candidates for Church membership.

One of the chief attractions of Protestant services was the singing of Gospel songs. The people had not been accustomed to singing either church music or popular songs. In the Catholic church, they were used to hearing the chants and to take some part in singing them in the Latin language. The enthusiastic singing of hymns written in Spanish, with a message in the words that was readily understood and that appealed strongly to their emotional nature, was a decided contrast to anything that they had previously known. Those who came out of curiosity soon wanted to join in the singing, and once they had found out how easy it was to learn these songs, they became more deeply interested and more regular in their attendance. The Church music of the Protestants has been and is still a strong factor in bringing the people to the religious services and in leading them to become members of the church.

The Power
of Song

The ministers insisted that it was impossible to build up a Christian nation without first having Christian homes. No matter what professions men or women made as to conversion or change of life, they would

not be received into the church until they were willing to marry the companion that he or she had been living with illegally for years. The pastors made no charges for performing the marriage ceremony, and in many cases put themselves to great inconvenience to secure the necessary legal papers so that there might be no obstruction placed in the way of marriage. As a result of this attitude, large numbers of men and women all over the Island were legally joined together, and thus placed not only themselves but their children in a position of honor where before they had been living in dishonor, even though there was little public sentiment against such conduct. The Protestant church has emphasized the sanctity of home life in a way that was never known before to the people of this Island.

**A Moral
Force**

Not only has Protestantism been a great moral force in the Island by virtue of establishing legal homes among the people, but by its firm stand against immoral social conditions it has done much to purify the moral atmosphere. It has preached in no uncertain tones against the system of concubinage and of impurity of life among all classes. It has refused to take men and

women into its membership who have been guilty of immoral practices until they have shown evidence of a complete change of life, and have been willing so far as lay in their power to right the wrongs they had committed.

To raise a high moral standard of this kind among people who had been used to impurity of life in its priesthood, among the so-called higher classes, and quite generally among the lower classes, required great moral courage. One of the highest tributes that can be paid to the Porto Rican people is that they have responded to these appeals to their noblest nature, and the standards thus set up have called forth the devotion and loyalty of many thousands of Porto Ricans who show by their lives that they are earnestly striving to live up to this higher life that has been opened to their view.

So energetic have the missionaries been **Progress** in extending their work, and so eager have the people been to receive them, that there is not a city or large town and not many villages where Protestant services are not held regularly.

That Protestantism is having a strong

**Influence
on Character**

influence in developing character is evident on all sides. Men who were given to drinking rum have become total abstainers. Gamblers have been changed into honest men. Great changes have taken place among men and women with respect to the kind of language they use and to truthfulness of speech. Greatest of all, high standards of morality have been set up that are having a wonderful influence in attracting the people from the filth of social impurity to the beauty of a pure life. Through Protestant agencies, assisted and strengthened by the general diffusion of knowledge, Porto Rico is rapidly being regenerated, and her children will soon be as intelligent and as moral as those of any other part of the Great Republic.

CHAPTER VI

INDUSTRIAL AND POLITICAL SITUATION

I. INDUSTRIAL CONDITIONS

THE chief occupation of the Porto Ricans is agriculture and stock raising. The Island is especially adapted to these pursuits, since the soil is fertile, the climate is mild, and there is an abundance of rain. Agriculture

There is but little manufacturing carried on here, for during the Spanish regime the policy pursued was to keep the Porto Ricans from making anything for themselves that could be manufactured in Spain. This benefited the workingmen and merchants of Spain at the expense of the Porto Ricans. Manufactories

There was not much work for the artisans of the Island, since there was but little building activity to engage masons, carpenters, painters, etc., and there were several times as many men in all the other trades as the needs of the people demanded.

Almost all of the remunerative positions were closed to the natives and were filled by Spaniards. With but few exceptions the merchants and their clerks, the land- Good Positions
Held by Span-
iards

owners and their overseers, claimed Spain as their home and remained in Porto Rico for the sake of gain and with the expectation of returning to their native land. Thus both in agriculture and commerce the door of opportunity was closed to the Porto Rican. If he turned his face toward civil, military or professional life, he received but little encouragement, for the officers of the Government, the soldiers of the Island, the school teachers and the priests were, as a rule, Spaniards. About the only thing left for the natives was the menial service of country and town.

**Wages of
Laborers**

This class of labor brought from thirty to fifty cents a day, Mexican money. Even then the laborer did not have regular work, and on some of the plantations he received his meagre pay in tickets on the owner's store, where prices were often exorbitant. These facts explain why out of a population of a million people more than three fourths of them lived in poverty. Without means to buy nourishing food, they subsisted on such fruits and vegetables as they could secure, and, as they were able, they added rice and salt codfish to their frugal fare. The pangs of hunger were

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often relieved by the use of rum or tobacco, and the result of such a mode of life is now discernible in the weak and anæmic condition of great numbers of the poor.

¹ The census of 1899 shows that out of a population of about half a million of persons of working age, 198,761 were engaged in agriculture, mining and fishing. It is estimated that less than 1,000 were engaged in the two latter classes, leaving about 197,761 agriculturists. There were 64,819 non-agriculturist laborers; 26,515 engaged in manufacturing and trades; 24,076 in commerce and transportation; and 2,194 in the profession class. There were unemployed 183,635—one-third of whom were men and two thirds women. These figures show that about 63 per cent of the persons employed in any regular pursuit were agriculturists. The people depended almost wholly upon the soil for their support. Every portion of the Island is capable of being cultivated from the seashore to the tops of the hills. Notwithstanding this favorable natural condition, out of a total area of ² 2,347,520 acres, only 464,361 acres, or 20 per cent, are

Occupation of
Porto Rico

¹ Census 1899

² See Governor's Report, page 33, 1901

under cultivation. Poor roads, an absent or unsympathetic landlord class, and a poverty-stricken peasant class are chiefly responsible for the existence of this unfortunate agricultural condition.

**Poor
Roads**

The Commissioner of Interior in his report to the Governor in 1901 states that the principal cause of these conditions is due to the poor roads. He says: ¹ "I lack command of language to express concisely and within the scope of this report the importance of good roads and bridges to the future development of the material interests of the Island, the prosperity and happiness of the people. Spanish officials promised a great deal and planned much, but executed very little. As a result, the desire of the wealthy and favored few to keep the masses poor and dependent, that the price of labor might ever be low, was surely accomplished.

"An observant American coming to Porto Rico and visiting the interior, revels in admiration of the magnificent scenery, and is duly impressed by evidences of the exuberant fertility of the soil and its adaptability

¹ See Governor's Report, 1901, page 315

to the cultivation of all sorts of tropical products. He meets the people by the way, and if at first he wonders why, amidst such surroundings, so many people should appear to be victims of hunger and starvation, he learns without asking that the chief cause for the non-employment of labor, for abandoned or scantily cultivated farms and untouched areas of land presenting a jungle of trees, plants and vines in mute testimony of its richness, lies in the impossibility of reaching a market with the products of the soil." Poor roads, however, do not give a full explanation.

¹ With all the untilled acres of fertile land, the staple food of the people, rice, which can be raised in Porto Rico, was the chief article of import. In 1897 more than 39,000,000 of tons of rice were imported into this Island. This had to be carried into the interior over roads that were considered too bad to bring products to market. While poor roads contributed to the deplorable economic condition, the chief cause, in our judgment, is found in the fact that there was scarcely any middle class. The

¹ See *Estadística General*, 1897

population consisted of wealthy land-owners and the dependent poverty-stricken laborers who were kept down by those in power.

Americans
Welcomed

Such were the class distinctions and the unfavorable industrial conditions that existed in Porto Rico when Spanish rule, which had lasted for over four centuries, came to an end and the American Republic assumed control.

The Americans were gladly welcomed by the Porto Ricans because they represented liberty, prosperity and opportunity. This feeling of cordiality in large measure has been supplanted by one of discontent or open hostility. What has caused this change? The United States has done much for this people, educationally and morally, which we have already discussed in previous chapters. What she has done politically, we shall take up later on. At this point, we shall consider the question, What has been the result of American rule upon the industrial conditions?

The Coffee
Trade

The three great crops of the Island are coffee, tobacco, and sugar. ¹ In 1897, the value of the coffee exported was 12,222,600 pesos. Spain received almost one third of

¹ See Estadística General 1897

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this amount, or a value of 3,563,921 pesos. Other European countries bought the remainder with the exception of about one five-hundredth part, valued at 24,957 pesos, which was received by the United States. The important coffee market for Porto Rico was Spain, the United States buying so little Porto Rican coffee that it need scarcely be considered.

Shortly after Spain relinquished her possession of Porto Rico, she placed a tariff on coffee from the Island, which was not quite prohibitive, but which was disastrous to the coffee industry. Prices paid for coffee in Porto Rico were so low that the planters could scarcely afford to market the berries. This worked great hardship among the laborers, many of whom were thrown out of employment, and large numbers could hardly earn enough money to keep them from starving. ¹ The value of the coffee exported in 1901 was \$3,195,662 as against an average value of annual shipment from 1892 to 1896 of \$10,872,000.

Coffee
Market
Lost

In addition to the distress caused by the loss of their market, the coffee planters suffered a great disaster through the hurri-

Coffee
Crops
Injured

¹ Governor's Report, 1903, page 34

cane of 1899. The storm swept over the Island with such fury that coffee trees were destroyed, buildings were blown down, much of the soil on the coffee plantations was washed down into the valleys, and the coffee industry was paralyzed. Many of the planters had mortgaged their crops and were unable to secure more money to put their farms in repair. This resulted in great additions to the already large army of the unemployed. Because of these two great blows to the coffee industry, economic conditions have been much depressed throughout the Island.

It is true that these conditions have been much relieved by the increased activity in the sugar industry, but the area of the cane-fields is very limited compared with that devoted to the growing of coffee. In 1897, there were exported about 127,000,000 pounds of sugar, while in 1902-3, the amount had increased to 283,000,000 of pounds. This has helped to counteract the financial distress caused by the disasters to the coffee crop.

There has also been a considerable amount of American money invested in fruit farms. It is too early to state whether these ventures will prove successful or not, since time

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enough has not yet elapsed to produce fruit-bearing trees. If fruit farms are scientifically cultivated in Porto Rico, and adequate transportation facilities are afforded, there seems to be no reason why this tropical Island lying so near to the New York market should not become rich as a producer of tropical fruits and vegetables.

There has been quite an increase in the amount of tobacco grown and exported since the American occupation. This crop is continually enlarging and adding to the wealth of the Island. Normal commercial conditions, however, have not yet been reached. This is shown by comparison of the value of imports and exports in different years. ¹ In 1897, the exports amounted to \$18,574,678, and the imports to \$17,858,063, giving a trade balance of \$716,615 in favor of Porto Rico. Every year after this until 1903, the trade balance was against her. In 1903, the value of imports was \$14,179,575, and the value of exports \$14,866,644, giving for the first time under American rule a balance of trade in favor of the Island. Even with this very great improvement over the other years of American occupation, it will be noticed

¹ Governor's Report 1903, page 22

that both imports and exports fall short more than three and a half million dollars apiece of what they were for the last year that Spain ruled.

If, in the prosperous year of 1897, there were nearly 200,000 persons unemployed, it can readily be seen that this number was greatly augmented during these years of hard times. It is, therefore, scarcely to be wondered at that these persons blame the ruling power for the cause of their poverty and their distress. This is only human nature and what we could logically expect in any country. It is not just to dismiss the complaints and the grievances of the Porto Ricans by calling them ingrates and incapable of appreciating what has been done for them. The cause of the strong anti-American feeling that is found among some classes of Porto Ricans is due very largely to economic conditions which would influence the people of any other land in much the same way.

On the other hand, we must not forget that the United States has done much to relieve these unfortunate conditions. In the Organic Act approved April 12, 1900, it was provided ¹ "That the duties and taxes col-

¹ Organic Act, Section 4

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lected in Porto Rico in pursuance of this Act, less the cost of collecting the same, and the gross amount of all collections of duties and taxes in the United States upon articles of merchandise coming from Porto Rico, shall not be covered into the general fund of the Treasury, but shall be held as a separate fund, and shall be placed at the disposal of the President to be used for the government and benefit of Porto Rico." Congress voted \$2,000,000 for the refunding of the duties paid from 1898 to this date.

Thus the Government provided that customs receipts which are used in the United States for Federal purposes only, should in this case be used for local needs. The first appropriation was the sum of ¹\$200,000 which was paid to the treasurer of Porto Rico, for the exclusive use of the Department of Education for school extension in Porto Rico. This has been added to until in 1904, the amount used in building school-houses was over half a million dollars.² The rest of this fund was devoted chiefly to the building of good roads. This gift from the national treasury to the treasury of Porto Rico ought to be, and no doubt is, duly appreciated. The Commissioner of Interior

Use of
this Gift

¹ Governor's Report, 1904, page 33

² Governor's Report, 1901, page 279

stated that good roads were an absolute necessity to the prosperity of the Island. The Commissioner of Education pointed out the fact that Spain only gave one school building in Porto Rico to the American Government, and he emphasized the immediate need of constructing schoolhouses. The liberality of the Federal Government has made possible the construction of more than twice as many miles of good roads as Spain built during four hundred years of occupancy. It has also resulted in the dotting of the whole Island with schoolhouses where the children can be comfortably seated and be given an American public school education.

Continued
Favors

Nor has the United States Government been satisfied with extending this much assistance. She has provided that all the regular customs receipts of Porto Rico shall be applied annually for the benefit of the Islanders. This is a favor that has not been granted to any other part of the United States. In this respect Porto Rico has been most kindly considered by the National Government.

A Harmful
Restriction

In April 1900, Congress, with the best of motives, provided for the protection of the

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Porto Ricans from greedy corporations. It was thought that the land of Porto Rico should be owned by her own people and not by large land companies. It was, therefore, enacted that no corporation should control more than 500 acres of land, and any person owning a share in one agricultural corporation was prohibited from owning any stock of another corporation engaged in agriculture. Instead of a blessing, this has proved a curse to the Island. Porto Ricans were too poor to develop the land themselves, and what was needed most was foreign capital. But capital was unwilling to go to Porto Rico under these restrictions. To profitably run a sugar plantation and mill from 5,000 acres to 20,000 acres are needed. Large tracts of land are also needed for tobacco, coffee and fruit farms. American capital has been invested in some of these enterprises, but they have had to violate the spirit, if not the letter, of this prohibitive law. In the light of its results, it is eminently desirable that this harmful restriction should at once be removed.

Porto Rico has made several requests of the United States that have not been

Requests
not Granted

granted, but this is not due to want of interest, or lack of desire to improve the economic condition of Porto Rico, but because the petitions were not in accord with the policy of the Government.

For example, to help the coffee growers, two plans were proposed. One was to have the United States place a tariff on coffee imported from foreign countries. This would tax all coffee drinkers in the nation for the sake of providing a market for the coffee of Porto Rico, Hawaii and the Philippines, which produce but a small percentage of the total amount imported into the United States. The other proposal was for the Federal Government to pay a bounty on coffee raised in Porto Rico. Neither of these propositions commended themselves to the people of the United States and no special help has been afforded the coffee planters. What would seem to be a saner solution of this problem would be the cultivation of the coffee plantations according to modern methods so that the output could be largely increased and the planter be placed in a position where he could compete in the different coffee markets of the world.

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lar among the Porto Ricans was the effort to secure a large insular loan for the promotion of agriculture. This loan was to be made directly by Congress or by private parties with the consent of Congress. The movement failed because the Insular Council and the House of Delegates could not agree upon a plan for the distribution of the funds in case they could be secured.

That Porto Rico needs help in securing better economic conditions is apparent to all who have studied this question. How to render assistance, and at the same time make the people more self-reliant, is a problem that has not yet been solved. In the first place, it would be well if the Federal Government would remove the restrictions against the large investment of capital, then to render increased assistance in providing adequate school facilities for all the children of school age. In a few years Porto Rico ought to have an educated, intelligent population abundantly able to work out their own problems and to dignify labor which is now regarded as belonging to the peon class. It is our conviction that what Porto Rico needs more than any other one thing in improving her economic condition

is a large class of intelligent workingmen who are not averse to earnest, diligent labor.

II. THE POLITICAL SITUATION

Privileges
Granted by
the Spanish
Government

DURING the centuries of Spanish rule, Porto Ricans had very little opportunity for the exercise of their political tendencies. Not until 1870 were they given the specific right of suffrage, and then it was so limited that a very few, about 20,000, were permitted to vote for provincial deputies and municipal councilors, who were practically nominated by the Crown.

In 1897, owing, no doubt, to the pressure that was being applied by the United States to Spain in the interests of Cuba, an autonomous form of government was granted to Porto Rico. This extended the franchise to male Spaniards over twenty-five years of age who had resided in the municipality for two years—criminals and bankrupts excepted. The voting population then numbered about 150,000. The only election under this law was held on March 27, 1898. This was said to have been manipulated by Sagasta, the Prime Minister, so that all those elected were his nominees. This so-

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called self-government had just been started when the United States army of occupation took charge of the Island.

¹ The military government provided the following qualifications of electors: **American
Military
Provisions**

1. He must be a *bona fide* male resident, over twenty-one years of age, and must have resided in Porto Rico for two years and in the municipality for six months previous to the election. Or he must be a citizen or subject of a foreign country, who, fulfilling the requirements stated above as to sex, age and residence in the municipality, has resided five years in Porto Rico, and has, under oath, renounced his foreign allegiance and declared his intention to become a citizen of the United States.

2. He must be a taxpayer of record, who, subsequent to July 11, 1898, and previous to October 12, 1899, paid at least \$1 of some kind of regular tax for the support of the Government, not including payments for licenses, fees, fines, duties, imports, and other temporary charges; taxes paid on the property of a wife, minor child, or member of a firm or corporation to qualify the respective husband, father or partner as an

¹ See Military Government Porto Rico

eligible taxpayer. Or he must be able to read and write some language.

The elections held under the military government were the first in Porto Rico where there was an honest effort to secure just returns. Where irregularities occurred, elections were repeated. Where there were attempts at fraud, a strict investigation was made, and in one case at least a criminal prosecution followed. Partisan spirit was intensely bitter during the elections and has remained so ever since.

A Warning The political leaders were intent upon securing selfish ends and only the strong hand of the Government prevented deadly riots. The result of the voting showed that 51,650 votes were cast. In commenting upon the qualifications of voters in Porto Rico, General Davis says: ¹ "It seems absolutely essential that the franchise in Porto Rico be restricted on some basis that shall prevent the political control from passing into the hands of the vast horde of the ignorant, who have no conception of the duties of citizenship, a condition that is recognized and admitted by the most intelligent and patriotic Porto Ricans. . . . If universal

¹ Military Government Porto Rico, page 114

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or manhood suffrage be given to the Porto Ricans, bad results are almost sure to follow. The vast majority of the people are no more fit to take part in self-government than are our reservation Indians, from whom the suffrage is withheld unless they pay taxes. They certainly are far inferior in the social, intellectual and industrial scale to the Chinese, who, for very good reasons, are forbidden to land on our shores. The ignorant masses will be manipulated and controlled and corrupted by the political bosses, just as they were accustomed to be by their former masters. They will be subservient to their new masters, and whatever party can sway and dictate to the masses will control their votes."

Notwithstanding this word of warning, the law was so constructed that at the first election under the civil government there was practically universal suffrage. It reads as follows:¹ "Any male citizen over the age of twenty-one years who, on the day of registration, produces to the Board of Registry, a tax receipt showing the payment of any kind of taxes for the last six months of the year in which the election is held."

Provisions of
the Civil
Government

¹Military Government Porto Rico, Page 114

All that was necessary was a receipt showing payment of some kind of taxes within six months from the day of registration. The lowest tax is three cents for the privilege of depositing a basket of vegetables on the floor of the market place and selling them. A receipt for three cents entitles the holder to the right of suffrage. The result was a registry list of 158,924 voters.

**Two Political
Parties**

Immediately after the American occupation, the people of Porto Rico divided themselves into two parties—the Republican and the Federal. There was very little difference in the principles announced in their platforms. They were alike in declaring their loyalty to the United States, in desiring a Territorial Government, and at an early date, Statehood. Both declared themselves to be in favor of universal suffrage, free schools, American money, free trade with the United States, and in hearty sympathy with the American judicial system. In addition to these statements, the Federals advocated local autonomy, the granting of larger powers to the city councils, the chartering of banks, and claimed to be the champion of the laboring man.

The Republicans advocated free speech

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and a free press, the American system of taxation, and the teaching of English in the public schools. The Republicans, up to 1904, generally supported the American administration, while the Federals more or less actively opposed it.

The most intense feeling is indulged in by the members of the different parties. Men of one party frequently will not speak to those of the other. The newspapers use the most intemperate language in regard to their political opponents. Hatreds are intense and lead to riots. Just before the November elections in 1900 a number of clashes occurred which resulted in bloodshed. In San Juan, mob law prevailed for several days. A printing press was destroyed, hundreds of shots were fired, the police were helpless, and the city was at the mercy of the rioters. When the Federals realized that they would be defeated at the polls, they issued orders for all Federals to refrain from voting. The very thing that General Davis had predicted had already come to pass. The ignorant, unthinking masses followed blindly the leadership of a demagogue without giving a thought to

**Bitter
Feeling**

principles of government or to the good of the Island.

In 1902, the Federalists were in the field again, and ante-election hatreds were stirred up. Intense excitement prevailed, riots broke out, and blood flowed. As the Republicans had supported the Government and had the majority of votes, they were given a majority of the election officers. It is claimed that there was considerable fraud and some intimidation on the part of the Republicans. However that may be, the returns showed that five of the seven legislative districts had gone Republican, and this fact increased the animosity of the party which had been defeated. The excitable nature and the uncompromising temperament of Latin Americans make it difficult for them to learn the lesson of government by majority rule.

Change of
Party Lines

In the spring of 1904, the leader of the Federal party, who then lived in New York, met the representatives of his party and advised them to disband and form a new patriotic organization that would refrain from voting and would seek only the good of Porto Rico. This advice was followed, the Federal party was dissolved, and a non-

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voting Union party was organized. This created great dissatisfaction among the former Federals, and before the time of the election, the Union party had a ticket in the field and five of the seven districts returned Union majorities.

On July 4th preceding the 1904 elections, a new Governor was inaugurated. Each party sought the favor of the new executive. It soon became rumored that he was inclined to listen to the leaders of the Union party. Governor Winthrop's friends claimed that he was impartial and decided questions without any partisan bias. In the November elections, the Insular Government took measures to prevent disorders and fraud at the polls. The Unionists claim that this secured an honest election which resulted in victory for their party. The Republicans charge the Government with using its influence in favor of their opponents and thus caused a panic among the large number of the peon class that had been accustomed to vote the Republican ticket. Partially as a result of this election, the Republican party is now strongly anti-American in sentiment, and vies with its rival in trying to secure favor among the

Governor
Winthrop

voters by means of bitter denunciations of the American Government.

Anti-
Americanism

At the present time, therefore, we find the great majority of the people of Porto Rico either dissatisfied with the American Government or openly hostile to it. In a preceding chapter, we pointed out that the chief cause of discontent is found in the economic conditions that have obtained during American rule. The natural channel for the expression of industrial discontent is through political channels. It is so in our own States. If a panic occurs during a Republican administration, that party is held responsible for it in the minds of the great masses of the people. Or if there is a financial depression during a Democratic administration, the people call the Democrats to account for it. During the seven years of American rule in Porto Rico, the people have been subjected to hard times. It is only natural that they should find fault with the Government, and then, when relief failed to come, to assume a hostile attitude toward it. The probabilities are that if Porto Rico had enjoyed favorable industrial conditions, there would have been little fault found with the political management of Insular affairs. It is well

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to keep this in mind as we study the political grievances of the people.

The Insular Government is vested in a House of Delegates elected by the people, an Executive Council of eleven members appointed by the President of the United States, and the Governor, who is also appointed by the President. Five of the members of the Executive Council are Porto Ricans. The other six are Americans, who are the heads of Government departments. They are the Secretary, Attorney General, Treasurer, Auditor, Commissioner of Interior, and Commissioner of Education.

**Present
Government**

At first this form of government seemed satisfactory to the Porto Ricans. To give to people who had exercised but little power in self-government the entire lower House and five of the eleven members of the upper House seemed a liberal concession on the part of Congress. But as the years have gone, there has developed a strong feeling that greater legislative power should be given to the people of the Island. Perhaps this was best expressed in the Convention of Municipal Delegates that met in San Juan, July 25, 1905. They petitioned that the executive and legislative functions of

**Self Govern-
ment Desired**

the Government be separated. That is, that the heads of departments should not be members of the upper House. They requested that the members of the upper House as well as the lower House be elected by the people, and the heads of departments be appointed by the Governor with the approval of the upper House.

American
Encourage-
ment

To some Americans who are all sympathy with immediate self-government, these requests seem reasonable, and they urge that they be granted. It ought not to be forgotten that many felt the same way toward the emancipated slaves at the close of the Civil War. Universal negro suffrage followed and the disastrous results both to black and white men of the South is a matter of history. We have already made the mistake in Porto Rico of putting the ballot into the hands of one hundred thousand men who can neither read nor write and who know no more about self-government than the ex-slave did at the close of the Civil War. Now, shall we turn over the entire legislature of the Island to people who have had so little instruction or experience in American statesmanship?

It is believed by many who have studied

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the problem of self-government for Porto Rico that already more power has been given the people than they are prepared to exercise wisely. It was a great mistake to bestow the right of suffrage upon perhaps two thirds of the voters of this Island, because of their ignorance and their utter inability to understand the issues before the people. To have two such votes for every intelligent vote is a condition that is ominous to the honest administration of any government.

Governor Hunt who was sometimes charged with being too conciliatory in his attitude toward the Porto Ricans and of having ultra-optimistic views of their progress in self-government, has this to say:

¹ "It is probable that a majority of all the people want Territorial Government. But those of us who have participated in affairs for several years unanimously believe that the present form of government ought not to be changed now. It is liberal in its extension of political autonomy and most generous in its financial benefits. The creation of a house of delegates conferred vast power upon the people, considering their limited

¹ Report of Governor of Porto Rico, 1903, page 13

government in the past. It is perhaps the severest test to which they are being put, and the legislative sessions will be anxious times for years to come."

Advice Not
Wanted

During the first few sessions of the legislature there was a desire to be directed somewhat by the Governor and the Executive Council. Now the delegates seem to feel that they know better than any one else what laws should be passed. If they are not able to carry their bills through the Executive Council, they sulk and refuse to attend to any further business. This was strikingly demonstrated in the special session held in 1904. The previous session had passed an agricultural loan bill and satisfactory arrangements were made in the United States for floating the loan. The Governor then called a special session to complete negotiations for the loan and to determine what disposition should be made of the money. The House of Delegates were determined that a large part of it should be loaned to the farmers to pay off their mortgages. The Executive Council would not agree to this scheme of the government going into a mortgage business, and refused to authorize the loan for that purpose. "The

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House of Delegates then decided to do no further business. The Governor called the attention of the House to a clerical error by which the Government was losing a large sum annually on the internal revenue tax. The previous sessions had imposed a tax of a certain sum per hundred cigars. In copying, an extra cipher had been added by the clerk making it read per thousand. Notwithstanding the fact that the delegates knew that it was a clerical error and would mean a large loss for the Insular Government, because of their anger at the Executive Council, they would not correct the mistake. It was not until the session was almost ready to adjourn that some of the leaders took the matter up and had it adjusted by a majority of one vote. Should men capable of such action as this have the full responsibility of the government of one million souls placed in their hands at once? It is hoped by many of Porto Rico's friends that the American Government will not place more power in the hands of the native politicians until they show favorable signs of being able to administer it wisely.

Another political grievance of the Islanders is the decision of the United States

American
Citizenship

Court that Porto Ricans are not American citizens. They have lost their citizenship in Spain, they are not an independent nation, now they learn that they are not citizens of the United States. They belong to no country, they are waifs among the nations of the world. They cannot be naturalized because they are not foreigners. They cannot be admitted to the privileges of American citizens, for they are neither native-born nor adopted Americans. Is it any wonder that this wounds the pride of the Porto Rican and gives rise to hard feelings against a Government that permits such unjust discrimination? Congress should take immediate action in this matter and give to Porto Ricans their just rights—American citizenship without any restrictions.

**Americans in
Porto Rico**

Another cause of political discontent is due to the personnel of some of the American officials. Without exception all the Governors, both military and civil, have been men of high moral standing who had the best interests of Porto Rico at heart. Some criticisms have been made in regard to policies pursued, but the motives were always of the best and due credit has been given to the integrity of the Executive.

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With but few exceptions, the heads of the departments have also been men who fairly represented American official life. In several instances, Commissioners were accused of having personal interests in public contracts, but, as a rule, there has been remarkable freedom from charges of graft.

There have been some officials, however, who have disgraced both themselves and their country. An American judge was said to have been in close relationship to one of the worst saloons and gambling dens on the Island. Several high officials in the Army and Navy were implicated in smuggling liquor from St. Thomas. An officer of the Marine Corps got drunk and almost raised a riot in the streets of San Juan. An officer of the Army was found in a disreputable part of the city where he was run over by a street car, presumably while he was under the influence of liquor. A special United States Commissioner was notoriously given to drink. One of the men in high civil position is said to be partially under the influence of liquor a large part of his time. An employee in the treasury department embezzled the funds of a prominent social club. One of the latest ap-

pointees to the head of a department got drunk on the boat going down, continued in that condition for quite a while after his arrival, and after remaining there for several weeks much of which time he was under the influence of liquor, he was recalled. These are a few examples of men who should have represented our government, deliberately misrepresenting it. If you add to this list the drunkenness of the sailors, the financial sharks and dishonest tradesmen, the scum of society, both men and women, that follow in the wake of an army and do not always leave with it, you can see why the best class of Porto Ricans do not have an exalted opinion of Americans and are not particularly anxious to have them as teachers in self-government.

Taxation Another cause of political discontent is due to the system of taxation. Under Spanish law taxes were levied upon the revenue. Under American law, it is levied upon the property. Many abuses and misunderstandings have crept in during this change. Persons who never paid taxes before remonstrate against doing so now. Very few will question, however, the wisdom of this change. When once the system is under-

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stood and justly put into execution, this source of friction will disappear.

There are a number of minor difficulties in the way of a people accustomed to Spanish life and mode of operation, adjusting themselves to American standards. These do not need to be taken up in detail. They will disappear of themselves as a closer relationship is formed between Porto Ricans and Americans. We, therefore, reaffirm our belief that, while some political matters need immediate adjustment, the anti-American sentiment in Porto Rico is due to industrial rather than political causes. Once the economic conditions of the Island become prosperous, the political troubles will rapidly disappear.

SUMMARY

We believe that Porto Rico is on the highway to ultimate success in her efforts to become a worthy member of the sisterhood of States. In view of the many discouraging conditions that have been set forth, it perhaps would be well for us to state the basis of this belief.

1. The Public School.

The establishment of the American public school system forms a basis for an intel-

ligent citizenship. Already 60,000 children are annually receiving a common school education. There are in round numbers 1,200 teachers, 120 of whom are Americans, and all the Porto Rican teachers have some knowledge of English. This means that the rising generation will be able to read and think for themselves. It means also that, as these boys and girls become acquainted with American institutions and American ideals, the present antagonisms and misunderstandings will rapidly disappear. The common schools in Porto Rico as in other parts of our nation will prove a strong force in cultivating patriotism and loyalty to our Republican form of government.

2. Separation of Church and State.

The union of Church and State has ever proved disastrous to the nations which have enforced such a law. Porto Rico is released from ecclesiastical bondage. Religious beliefs can now be accepted or rejected as individuals wish. Freedom of worship, and its natural companions, freedom of speech and freedom of the press, are proving great boons for the development of sturdy and independent characters. This is one of Porto Rico's great needs. After four centuries of paternalism both in Church and State, Porto Ricans are just beginning to feel

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“that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.” Although many abuse this newly acquired liberty, there is no doubt but that there are rapidly developing strong independent thinkers in matters sacred and secular.

3. Home life.

The great impetus that has been given to the establishment of legal homes and the development of home life is already producing very satisfactory results. The children are better clad, the little shacks are having furniture placed in them, books and papers are finding their way into these homes of the lowly, and there is a noticeable improvement in the morals of the people. As the home is the unit of national or community life, if its standard be raised, then that of the whole community is elevated. This is what is taking place in all parts of Porto Rico. The rapidly rising moral tone of family life augurs well for the future of this people.

4. Economic Conditions.

The constantly increasing trade relations with other parts of the United States is

helping to overcome the present unfortunate industrial affairs of the Island and will eventually bring to Porto Rico its share of prosperity. A comparison of imports and exports between the year 1898 and 1904 shows the increase in these trade relations. In 1898 our imports from Porto Rico amounted to \$2,382,170; in 1904, they were \$12,963,483, a gain of over ten and one half millions of dollars. In 1898, we sold them \$1,404,004, while in 1904, the amount was \$11,934,978, another gain of more than ten and a half millions of dollars. In these facts there is hope.

Quite a large sum of American money has already been invested in Porto Rico, and if Congress repeals the pernicious anti-monopoly law, there will undoubtedly be a much larger investment of American capital in the Island. The injury wrought by the change of currency is now largely a thing of the past. The system of taxation is rapidly becoming a just and equitable reality. The wages of workingmen are in the ascendancy, and there is every reason to believe that, with a little aid from Congress, hard times will soon disappear from Porto Rico.

5. Nobility of labor.

Another of the hopeful signs is the change of sentiment toward manual labor. Under the old regime, it was considered beneath the dignity of respectable persons to do any kind of manual labor—that was reserved for servants and peons. This was the old Spanish idea of nobility, and it will take time and education to eradicate it. There are some agencies at work that are already having an influence upon public opinion. Chief among these, perhaps, are the industrial schools that have been established in connection with the public school system. In these institutions the boys are taught how to use tools. While not claiming to make trained mechanics of these boys, they are given a taste of this kind of work, and with the instruction they here receive, they can soon become skilled workmen. The girls are taught domestic science, sewing and other kindred occupations. In addition to these industrial schools, the agricultural school at Rio Piedras trains the boys in scientific farming. The results of the teaching of this school, and the nineteen other agricultural schools of the rural dis-

tricts, will undoubtedly help in the future development of this fertile Island.

The normal school at Rio Piedras is also doing an excellent work in training both young men and young women to teach the schools of the Island according to the best methods now in use in other parts of the United States.

With these agencies preparing the boys and girls for useful citizenship, is there not good reason to believe in the future of Porto Rico?

6. Politics.

Politics will always be a disturbing element among people of the Porto Rican temperament. However, as they gain confidence in the ballot as a means of deciding their differences of opinions, as they insist upon the integrity of the judiciary, as they learn to use wisely the power that is in their own hands, there is no reason for grave fears from this source. The present political unrest is due largely to economic conditions, and in part to the anomalous position of Porto Ricans in the matter of citizenship. As these difficulties are adjusted, a much better spirit is sure to prevail. We believe that it will be but a com-

paratively short time,—perhaps in this generation,—until Porto Rico shall demonstrate her fitness for self-government and shall take her place among the other States of this Nation.

Our self-imposed task of portraying the Porto Rico of to-day is finished. We have given the results of careful investigation and first-hand information. We have tried to keep our promise to give facts as we found them. Some errors may have been recorded, but an earnest effort has been made to be accurate. We send out this book with the hope that it may help its readers to a clearer conception of present conditions in our new Island possession, and that it may assist in developing a deeper sympathy for a people struggling upward in a new life.