

three-fourths of all the wealth of the country, find that 12,600,000 are going to vote against them, the last 200,000 somehow or other, will not be counted. You have seen this before your eyes. You make a great ado about that condition in the south, and are devising measures to cure it; and it is proposed to put an act through congress which will put your elections, as well as the elections of South Carolina, under the rule of a dominant central officer. I do not discuss the question upon its merits at all; I only say that you see this difficulty right there, and you see how the men of wealth, the owners of property, have solved it there. They have solved it by putting the majority under their feet; they have done it openly, and you could not prevent them. You had the whole force of the army and navy on the side of the poor and propertyless; but you could not keep them on top; and you cannot do it. If you intend to maintain the republic you have got to keep the majority of the wealth of the country in the hands of the majority of its people. Now, as things are going on, you are not going to do that, and all admit this. Republicans, democrats, greenbackers, anti-monopolists and monopolists, railroad men and anti-railroad men, capitalists and anti-capitalists, all agree upon this. The fact is indisputable that this country is progressing at a more rapid rate toward the centralization of wealth than any other country under the face of the sun.

HOW WE RUN THE SCHOOLS IN OUR COLONY OF PUERTO RICO.

Extracts from an article on the "Ruin of Puerto Rico," by G. Clinton Hanna, published in the Chicago Chronicle of September 23.

When the American army invaded Puerto Rico the people were unprepared for resistance; its coming was not expected; the sentinel was not on duty; the keeper of the powder magazine was not at his post, and when he was summoned it was found that the key to the magazine was lost. So the stars and stripes floated over Morro castle and San Cristobal practically without resistance. In fact, the whole island passed peacefully into the hands of the United States army with but little opposition.

The people almost universally welcomed the army, saluted the flag and rejoiced at the prospect of becoming citizens of the great republic of the United States. They believed in the American people and when Gens. Brooke and Miles promised Puerto Rico territorial government and citi-

zenship under the constitution, with all the blessings that go with our constitution and flag, the people of Puerto Rico believed and were happy.

To-day the people of Puerto Rico, excepting the few that hold office, would be just as glad to see the American flag come down. To them it is a symbol of broken promises and unkept pledges. They have lost faith in the government of the United States and confidence in her people. Eighteen months of military government and six months of so-called civil government, full of blunders and frauds, have reduced the island and her people to despair.

Under Spanish autonomy Puerto Rico had a representation of three senators and 16 representatives in Spain's legislative body; under the Foraker bill No. 2 she has one silent delegate to congress.

In all her domestic legislation the Spanish autonomy gave to Puerto Rico very liberal powers, while the Foraker bill No. 2 restricts all legislation of the assembly by an executive council, the majority of whom are Americans who are in no way in sympathy with Puerto Rico and her people, and further by several veto powers reaching from the governor to congress and the president of the United States. In legislative power Puerto Rico has lost much of her freedom by an exchange of governments. This loss of confidence in the United States government and its officials has been greatly increased by irregularities in almost every department of insular government.

The most evident irregularity has been in the conduct of the public schools. On February 9, 1899, the public school department of the military government of Puerto Rico was established by the appointment of Gen. Eaton as director general of public instruction. Gen. Eaton immediately proclaimed his educational scheme—a scheme so vast, so ideal, so visionary that even Massachusetts, with her century of public school development, is not yet ready to adopt it—a scheme requiring such an outlay of money that Chicago, with all her wealth, could not adopt it with the consent of the taxpayers. Gen. Eaton's plan involved a complete chain of free kindergartens, free primary, grammar and high schools, free Sloyd departments in all schools, free schools of stenography, typewriting and pharmacy. Why he did not include law, medicine and theology is not known.

As less than one-fourth of the people of Puerto Rico can either read or write, and as all speak the Spanish language, Gen. Eaton must have been preparing for the education of the people of the twenty-fifth century. After ordering 10,000 English reading books for distribution among the Spanish pupils in schools that did not yet exist, Gen. Eaton retired from Puerto Rico.

What those Spanish-speaking children were to do with these 10,000 English readers has never been told, nor is it known what ever was done with them.

Gen. Eaton's successor was a Victor S. Clark, commonly known as Dr. Clark. Nearly all teachers in Puerto Rico assume the title of "doctor" as soon as they land on the island. Mr. Clark, called by the natives "the calamity of Puerto Rico," began his reign by ordering more English textbooks—a safe estimate placing the value at about \$60,000. The strange spectacle now presented itself of a superintendent of public instruction buying and selling books, school supplies, furniture and apparatus. Books and supplies were sold to individuals, private schools and municipalities. Mr. Clark bought his books by wholesale and sold them at retail—also acting as agent for an American school furniture and supply company.

The school buildings owned by the Spanish government were transferred to the United States government and all the schools that had existed were closed and the buildings used for other purposes. This left the island without a schoolhouse, and to-day there is not a public schoolhouse in all Puerto Rico, republican orators to the contrary notwithstanding.

The Instituto with its fine co-ordinate branches, a splendid preparatory school for boys, which had for many years prepared the young men for the universities of Europe and the United States, was closed, as was also the Madres, a similar institution for girls. The curriculum of the institute and its branches embraced higher mathematics, literature, rhetoric, the sciences, Latin, Greek, German, French and English. It was splendidly equipped with modern apparatus and appliances for the higher teaching. Nothing has as yet been substituted for this school.

In September, 1899, Mr. Clark opened what he called the model training school for English pupils only, in the post office building. This school was transferred to the new model and

training school just outside the city in January. From the day of its opening in September until its close in June, this model training school was the jest of the people of Puerto Rico and a disgrace to the United States government. Knowing that a model training school is an adjunct to a normal school, its title was a misnomer, as there has not been a normal school in Puerto Rico during the American occupancy. It claimed to be for only English-speaking children, and yet many of the pupils could not say "good morning." Its curriculum embraced everything from the kindergarten to the college. Its faculty was a grand international collection from all parts of the world except the United States. Its principal was from India, but he was dismissed in a few months on a charge of having deserted his wife and children in England and being about to marry a young lady of San Juan.

Some teachers were from Mexico, one from Finland, one a Frenchman, another a Spaniard, and not until late in the year was a real live professional American teacher employed.

The United States model training school building was planned by the chief architect of the bureau of public works, was built at a cost to Puerto Rico of \$13,600, and, as it was modeled directly after a Kentucky tobacco barn and was not so substantially built, being a mere frame structure of Georgia pine, it probably should have cost about \$4,000. Mr. Clark and the chief architect shared the glory and responsibility of its construction. School opened in January in this new structure, of which a writer in the Engineer's Magazine of April, 1900, said prophetically, "Its only redeeming feature is it is not fireproof," and closed June 22. During this time, from January to June, principals were changed five times, the last one being a local preacher of a Protestant church from Chili.

Early in January the insular board of education removed its offices to this new school building, and, unfortunately, removed all its papers, documents, books, accounts, including valuable papers over 100 years old, from the fireproof buildings of the city to this new fire trap. In February Dr. Saldana, a member of the insular board of education, demanded an account of receipts and disbursements from the treasurer. Failing to receive this statement, he sent a letter to the governor general, preferring charges against Mr. Clark. The governor general claimed that there

was no ground for any of the seven charges. Dr. Saldana then offered proofs, and the governor general ordered an investigation. This investigation lasted three days. Mr. Clark was convicted and the governor general dismissed him on Friday of the same week, and appointed Dr. Groff as president of the insular board of education on Saturday. On the next Tuesday after his dismissal Mr. Clark was appointed assistant superintendent of public instruction at the same salary he had been receiving as director general, an office created solely for the purpose of giving a job to the man who had just been dismissed. Dr. Groff, who had been secretary of the board of health, retaining his old office, was now happy in the possession of two fat places, drawing two fat salaries. And this was done as proclaimed by the governor general for economy's sake. Puerto Rico, poverty stricken as she was, and is, does not want economy in governmental affairs in that way.

In less than two months Mr. Clark was again investigated and again dismissed. This second investigation also dismissed the treasurer and disbursing officer for cause. A liberal coat of whitewash, it is alleged, has kept the true history of that investigation from being known, and it is also talked of in Puerto Rico that the Cuban scandals warned the Puerto Rican officials to keep Puerto Rican like affairs suppressed. It was a presidential year.

In June the civil government ordered a third investigation of the public school affairs. A committee of investigation was appointed, and was ordered to begin work the first Monday in July. On the Saturday night preceding the commencement of this third investigation San Juan was startled at midnight by the unusual cry of "Fire." The model training school, with all its documents, papers, accounts, treasurer's books and the history of the insular board of education, was burned to the ground.

Dead men and ashes tell no tales. The investigation was over forever. Who burned that schoolhouse? A committee appointed to investigate the fire has never made its report public. House, furniture, books, supplies and apparatus burned entailed a loss of \$25,000, with an insurance of only \$10,000.

In October, 1899, the municipality of Fajardo offered to give \$20,000 if the government would give a like sum for a normal school to be located at Fajardo. The government accepted

the proposal, and agreed to have the building finished by April, 1900. Fajardo immediately deposited her \$20,000 in the American colonial bank. The United States government at Puerto Rico has not yet put up her \$20,000, nor is there any movement afoot to erect this building up to this time, six months after the time limit has expired. The people of Fajardo wonder who is drawing the interest on their \$20,000. A few rooms have been rented in a private house in Fajardo, and a so-called normal school has been opened. The republican press and speakers have said much of the American schools and the normal school and the flags that waved over them. The flags are there, but the schools have not yet materialized.

Puerto Rico has been divided into school districts and a supervisor appointed for each. No greater insult could have been offered to the intelligence and decency of a people than has been offered to the people of Puerto Rico in the appointment of English supervisors for her schools. With but one or two exceptions they are men without experience or education.

One supervisor was a driver of an odorless excavating apparatus company's wagon for a few months and was then made English school supervisor of an important district. Another man came to Puerto Rico as a boiler maker to do some work for the government, and after he had repaired a few steam boilers was appointed English supervisor of schools; another supervisor was a driver of a government wagon and received his appointment soon after his discharge, as a driver on account of drunkenness; another, it is alleged, is a notorious crap shooter from the slums of one of our cities; another is said to have brought to Puerto Rico several hundred of the vilest obscene pictures to sell to the youth; few are respectable, and but one or two have any school experience or education. Puerto Rico very justly resents such carpet-baggery in her public schools.

The American teacher in Puerto Rico is not a credit to that great brainy body of people known as the teachers of the United States. -In few cases has there been any care or judgment exercised in their selection. Experience, qualifications and education have not been considered and the result is that the majority of the girls teaching school in Puerto Rico are not only illiterate but uncultured and unrefined. There are exceptions, but the majority have been so

careless of public opinion and indiscreet in behavior, so very loud in their manners, so reckless in their deportment, so ignorant of their own language, both in speech and writing, that the "American teacher", is an object of contempt in Puerto Rico and a disgrace to the profession at home.

In refined society the American teacher is not welcome and in many instances the appearance of the American teacher at a public function has been immediately followed by the withdrawal of the discreet Puerto Rican mother and her daughters.

Under the régime of the military government the youth of Puerto Rico have lost two valuable years of school life; the people have seen hundreds of thousands of dollars squandered on unnecessary books, model schools, etc., and not an atom of good result is visible. They have seen a director general of public instruction accused and convicted of inability and dismissed; they have seen this same man reinstated and again dismissed; they have seen another director general appointed, who during a short reign of four months on account of his complete ignorance of public school affairs plunged the schools into a religious controversy that will injure the education of the island for many years to come; who by exceeding his authority made appointments and contracts for next year, spent large sums of money in so-called teachers' institutes which were conducted by inexperienced persons and were of no educational value, ordered \$10,000 more of books that are not needed and in a general way tied up the whole educational work for another year. He encouraged municipalities to spend their surplus money in summer schools in order that political favor might be bestowed upon a few worthless teachers, and at last when the new commissioner of education arrived he hurriedly took the first transport for the United States, much to the delight of the people of Puerto Rico, who had now witnessed the departure of the last one of the American gang that had so disgracefully run the public schools of Puerto Rico.

"Free silver made many votes for the republican party in '96," sighed the man from Wayne county.

"And I am afraid that it will have a like effect this year," groaned a weak-kneed Jeffersonian, "the G. O. P. has millions in the metal to give away."

G. T. E.

ANOTHER REJECTED POEM.

For The Public.

You have no idea—says I to the boys—
Of the villainies dark and deep
That Bryan lies awake to contrive.
When honest folks are asleep.
This great coal strike that we read of now,
'Twas Bryan brought it about.
And other strikes more, not less than a
score,

To help his election out.

Class hatred he has a patent on,
And popular discontent;
Likewise ingratitude to those
Who furnish employment.
In the New York Tribune picture here
The truth of the case I've found;
Bryan stands in luck on the coal strike
rock

To escape from being drowned.

And all good Tribune readers know
His traitorous talk is the means
Of benevolent assimilation's
Collapse in the Philippines.
O, sorry the day the trap was set,
The imperialistic snare,
That caught the best loved president
Who has sat in Washington's chair.

And Bryan himself is the guilty man,
As cannot be well denied;
The treaty of peace was a harmless joke
If it hadn't been ratified.
Deliver us, Lord, from the man who con-
trived

The whole of our trouble with Spain;
For I haven't a doubt, if the truth should
come out,

That Bryan blew up the Maine!

J. HAWKINS.

Haskell Flats, N. Y.

People often ask why it is called Fortress Monroe instead of Fort Monroe. The difference between a fort and a fortress lies in the fact that the former is designed to contain solely the garrison and their munitions, while the latter is often a city containing a large number of noncombatants. France has on the German frontier three first-class fortresses—Belfort, Verdun and Briancon; on the Belgian frontier, Lille, Dunkirk, Arras and Donaz; on the Italian, Lyons, Grenoble and Besancon, and on the Atlantic coast, Rochefort, Lorient and Brest.—Chicago Chronicle.

"I shall next show," said the exhibitor of magic lantern pictures at the republican mass meeting, "a view of Aguinaldo clasped in the arms of William J. Bryan."

But the next instant the showman jumped from the third-story window and ran for his life, for he had, inadvertently, shown the picture designed for democratic use, a representation of the sultan of Sulu in the arms of Mr. McKinley.

G. T. E.

It is getting to be so a man cannot praise the Declaration of Independence without being denounced as a democrat.—Hon. Wm. Jennings Bryan.

"Now, don't be a McKinleyite," admonished the warden to the recently liberated convict who was going out into the world.

"Oh, I won't, sir," exclaimed the penitent. "I am going to cast my vote for Woolley and Metcalfe."

"Why, I didn't mean that," the warden hastened to explain. "I don't want you to go back on Mack. What I meant was that I didn't want you to try to get a second term."

G. T. E.

"I tell you, Congressman Grabmore is a fierce partisan of the administration's."

"What has he done?"

"Introduced a bill providing that the government publish a colored supplement to the Congressional Record in which to caricature its caricaturers."—Puck.

Remmell—Don't you think that McKinley will be able to carry Nebraska and Kansas?

Demmell—No, I do not. He isn't strong enough to carry them and the Philippines, too.

G. T. E.

BOOK NOTICES.

"Liberty, Independence and Self-Government" (Chicago: E. G. Ballard, 807 Chamber of Commerce building. Price 25 cents), is a valuable collection of extracts from the speeches and writings of American statesmen bearing upon the paramount political issue of the present campaign. The extracts are accompanied by explanation and comment from the pen of the editor, Everett Guy Ballard.

"The Menace of Plutocracy," by Thomas G. Shearman, monopolizes the pages of the September "Why" (Cedar Rapids, Ia.: Frank Vierth. Price 25 cents a year; five cents a copy). This is a revision and republication of Mr. Shearman's famous Portland speech of eight years ago, in which he disclosed the then startling fact that "less than 100,000 persons, constituting as a matter of fact only about one-two hundredth part of our working force, are possessed of incomes which

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