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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

PORTO RICO

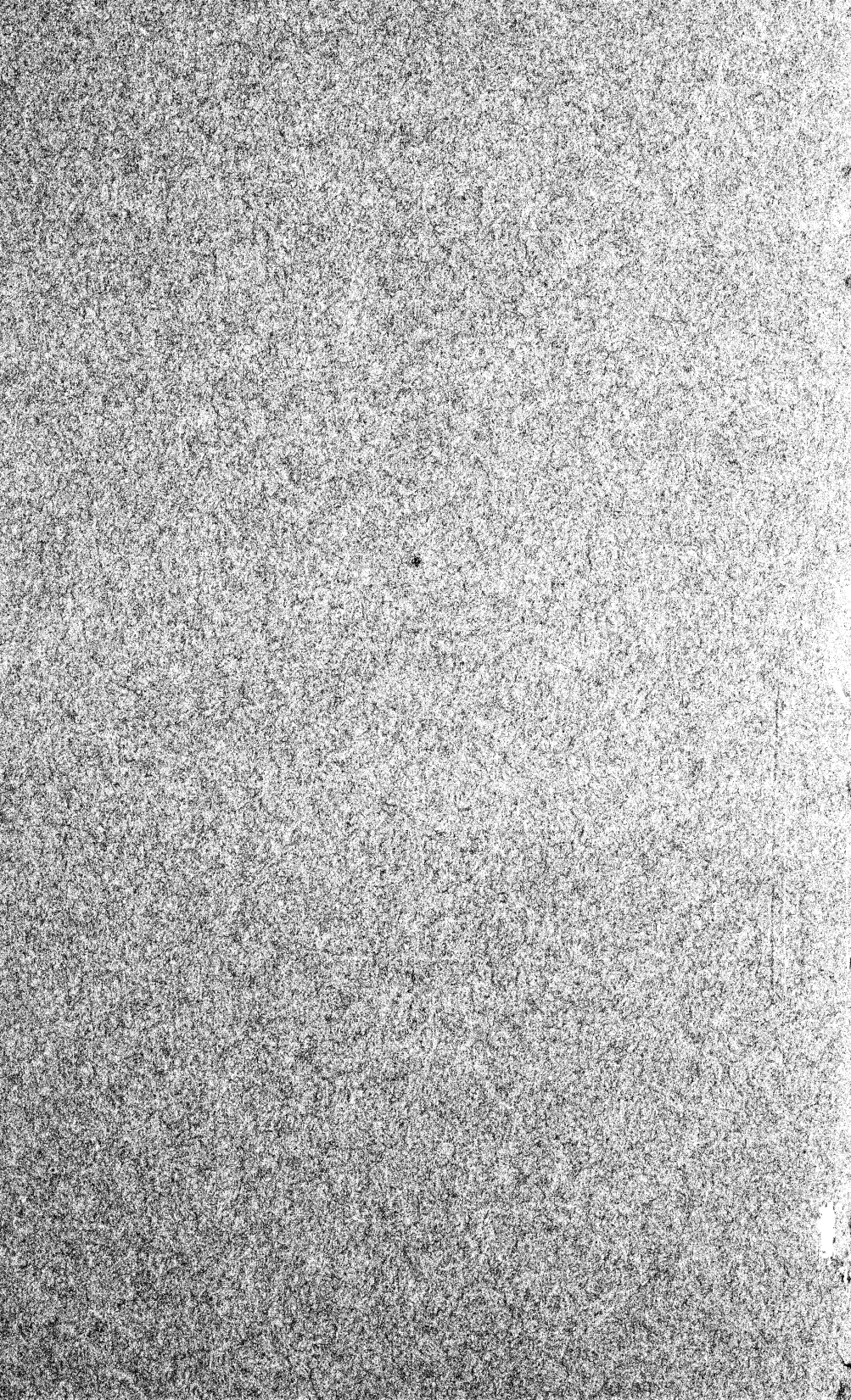
TO THE

SECRETARY OF THE INTERIOR, U. S. A.

Porto Rico Dept. of Education

1904.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1904.



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LETTER OF TRANSMITTAL.

EXECUTIVE HOUSE PORTO RICO,
San Juan, September 13, 1904.

SIR: I have the honor to transmit herewith the annual report of
the commissioner of education for Porto Rico.

Respectfully,

BEEKMAN WINTHROP, *Governor.*

The SECRETARY OF THE INTERIOR,
Washington, D. C.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, P. R., September 13, 1904.

SIR: I have the honor to transmit herewith, through his excellency the governor of Porto Rico, my annual report for the fiscal year ended June 30, 1904, in pursuance of section 25 of the act of Congress, approved April 12, 1900 (31 Stat. L., 17), entitled "An act to provide revenue and a civil government for Porto Rico, and for other purposes," and also in pursuance of section 130 of the political code of Porto Rico, approved March 12, 1902.

Following the usual custom, the statistics given in this report cover the fiscal year, July 1, 1903, to June 30, 1904, in order to facilitate comparisons with the work of other departments of the government, which cover the same period, while at the same time the discussion of the problems of school work in which the department has been engaged covers the school year beginning September 28, 1903, and ending with the long vacation on September 25, 1904. The data contained in the report cover, as far as the records of this department permit, all of the points enumerated in your letter of June 24, 1904, inviting my attention to the requirements of the law and indicating specific information desired by your Department.

I am glad to be able to report substantial progress in all of the departments of public instruction in Porto Rico, a work in which many individuals and various corporate bodies have participated. I have been fortunate in having the assistance of an exceptionally able and faithful assistant commissioner in the person of Mr. E. W. Lord, and of a corps of division chiefs and district superintendents unexcelled for their fidelity and devotion to the public service. I desire also to express my special gratitude for the continued support and cooperation of Governor William H. Hunt from the beginning of my work as commissioner until the 4th of July, 1904, when his resignation as governor became effective, and I also desire to record my personal appreciation of the interest which Governor Beekman Winthrop has taken in educational matters since the beginning of his service in Porto Rico.

The widespread general interest taken in education by the people of Porto Rico continues to give evidence of a normal desire for progress which should be encouraged by all that this government can do, and which should receive the sympathy, aid, and support of the Government of the United States. The educational problems with which the government of Porto Rico must necessarily cope require the expenditure of money far beyond the resources of this country; and in my humble judgment the Government of the United States, from

a sense of justice as well as from a selfish regard for its own welfare in its future relations with the people of Porto Rico, should find a way consistently to aid and promote public education, at least until the time when there shall be a place in a common public school for every Porto Rican boy or girl of school age who is able to improve the opportunity to get an elementary education.

I have the honor, sir, to be, your obedient servant,

SAMUEL McCUNE LINDSAY,
Commissioner of Education.

The SECRETARY OF THE INTERIOR,
Washington, D. C.

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REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

The record of the year's work in the department of education covers the school year of thirty-five weeks' actual teaching beginning September 28, 1903, to June 17, 1904. The statistical data are quoted for the fiscal year July 1, 1903, to June 30, 1904, and the discussion of general questions pertaining to education in Porto Rico is made to cover the vacation period as well and is brought down to the beginning of the current school year on September 26, 1904.

Substantial progress has been made in every department of our school work. The increase in the number of schools is not so large relatively as in previous years, but this is due to the fact that we have reached the maximum of appropriations which the condition of the insular treasury will permit, and that the sum of money available during the fiscal year under consideration was intended by the legislature to maintain only the number of schools opened during the previous year, with such absolutely necessary increases as were occasioned by the moving up of classes in special schools where the full course had been projected but not yet put in entire operation.

The improvement in quality of work done, the solidifying of the entire system, and the development of various essential and practical lines of work in manual training, industrial studies, and elementary agriculture are the most significant results of the year and enable us to say that the people of Porto Rico have undoubtedly received larger value per dollar expended on their school system during the year just passed than at any other period in their previous history, and there is reason to believe that additional progress in this direction can be made as teachers, superintendents, and school officials generally become more familiar with the new American system of education and with the workings of their school laws and school machinery.

SCHOOL STATISTICS.

No change has been made in either the school system as a whole or in the emphasis laid upon the development of the common school of primary grade where children learn the elements of reading and writing, both in the English and the Spanish languages, and begin the study of arithmetic, geography, history, drawing, and hand work. These schools constitute the great majority and for their support the major portion of all appropriations naturally go. Whether in the country or in the town the children enter these schools at 5 or 6 years of age and the vast majority, by reason of their poverty, are not able to remain longer than two or three years. In the towns these schools are all graded, while in the country or rural schools the work is all done under one teacher, who usually divides the pupils into two or three groups, being a rough attempt at grading. The town schools have a course of study carefully mapped out for each year and covering eight grades, or eight years of school life, but usually the number

of pupils in the upper grades is so small that the fourth and fifth and the sixth and seventh can be put together in one room and taught by one teacher. To any pupil who passes through the fifth grade there is open the opportunity to enter one of the industrial schools, where he will get a training, as practical as possible, along manual training lines.

It is also distinctly utilitarian and approaches that of a trade school, fitting the pupil for some definite occupation. To the pupil who passes through the eighth grade and receives a certificate of graduation from the public schools, there is open in the three larger towns of the island a high school course covering four years and giving a preparation for an American college or for any good professional school. The total number who have been able to avail themselves during the past year of high school privileges is very small, and we have not felt justified in spending any large sum of money upon the enlargement or enrichment of the high school course while the need was so great for an increased number of the elementary schools of the first and second grades.

A few well-organized kindergarten schools have been maintained. But for the same reasons as stated above it has been deemed wise to convert these into primary schools of the first grade, making some use of kindergarten methods, but still enabling teachers to take the full quota of 50 pupils and thus reducing the per capita cost, and therefore, with the same money, giving school facilities to a larger number of children.

After consultation with the Bureau of Education at Washington, some changes were made in the methods of collecting school statistics, and therefore a few items in the following résumé and in the detailed statistical tables in the appendix can not be traced back through previous reports. As a rule, however, all the essential comparisons with previous years can still be made, and attention will be called later to the chief points where comparisons may be misleading. The following is a summary of the more important school statistics:

Résumé of school statistics, school year 1903-4.

1. Total population of island:	
Census of 1899.....	953, 243
Estimated 1904 (basis, census of 1883 and 1899).....	1, 012, 775
2. Total school population (5 to 18 years):	
Census of 1899.....	322, 393
Estimated 1904 (basis, census of 1883 and 1899).....	393, 786
3. School districts in the island ^a	19
4. Superintendents in the island ^a	19
5. Municipalities in the island.....	46
6. Local school boards in the island.....	46
7. Members of each local school board.....	3
8. Common schools open during the year (graded, 497; rural, 563).....	1, 060
Special schools open during the year.....	53
Total schools open during the year.....	1, 113
9. Average number of common schools open each term.....	1, 022
Average number of special schools open each term.....	51
Average number of schools open each term.....	1, 073
10. Average number of common schools per district during the year ^a	56
11. Maximum number of buildings in use for schools during the year (town, 140; rural, 531; agricultural, 14).....	685

^a Vieques (10 schools) included as a separate district under the supervision of the examining superintendent.

12. Average number of American teachers employed each term, not including special schools-----	120
13. Average number of teachers employed in the common schools each term-----	1, 118
Average number of teachers employed in the special schools each term-----	54
Average number of teachers employed in all schools each term-----	1, 172
14. Average number of teachers per district during the year, not including special schools ^a -----	63
<hr/>	
15. Total number of different teachers employed in the common schools during the year:	
White—	
Males-----	664
Females-----	411
Total-----	1, 075
<hr/>	
Colored—	
Males-----	79
Females-----	50
Total-----	129
<hr/>	
White and colored—	
Males-----	743
Females-----	461
Total-----	1, 204
Total number of different teachers employed in the special schools during the year-----	61
Total number of different teachers employed in all schools during the year-----	1, 265
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16. Total number of American teachers employed in the common schools during the year:	
Males-----	47
Females-----	92
Total-----	139
<hr/>	
17. Number of pupils enrolled in all schools, including special schools:	
White—	
Males-----	27, 847
Females-----	19, 242
Total-----	47, 089
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Colored—	
Males-----	9, 547
Females-----	6, 920
Total-----	16, 467
<hr/>	
White and colored—	
Males-----	37, 394
Females-----	26, 162
Total-----	63, 556
Including reenrollments or duplicates-----	2, 388
Total number of different pupils actually enrolled-----	61, 168

^a Vieques (10 schools) included as a separate district under the supervision of the examining superintendent.

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17. Number of pupils enrolled in all schools, including special schools—Continued.	
Total number of different pupils actually enrolled in the common schools -----	57, 683
Total number of different pupils actually enrolled in the special schools' -----	3, 485
18. Average number of pupils enrolled each term in the common schools -----	49, 206
Average number of pupils enrolled each term in the special schools -----	2, 567
Average number of pupils enrolled each term in all schools-----	51, 773
19. Average number of pupils enrolled, per school, during the year, not including special schools-----	58
20. Average number of pupils per district during the year, not including special schools nor reenrollments ^a -----	3, 219
21. Average total attendance per month (of twenty school days) in each school, not including special schools-----	755
NOTE.—Common schools include graded schools and rural schools; special schools include high schools, industrial schools, night schools, agricultural schools, and kindergarten schools.	
22. Average daily attendance during the year for the whole island in the common schools-----	39, 928
Average daily attendance during the year in the special schools--	1, 870
Average daily attendance during the year in all schools-----	41, 798
23. Average daily attendance in each common school during the year -----	38
Average daily attendance in each special school during the year--	35
Average daily attendance in all schools, per school, during the year -----	38
24. Average daily attendance per district during the year, not including special schools ^a -----	2, 101
25. Total number of weeks the schools were kept during the year---	35
Number of days in each school week-----	5
Number of school days in the year-----	175
Number of school days in the year, excluding legal holidays---	170
26. Average number of days each school was actually kept :	
Common schools-----	157
Special schools-----	156
27. Per cent of estimated total population enrolled in all schools---	6. 3
Per cent of total population (census of 1899) enrolled in all schools -----	6. 7
28. Per cent of estimated school population enrolled in all schools--	16. 1
Per cent of school population (census of 1899) enrolled in all schools -----	19. 7
29. Per cent of estimated total population attending daily-----	4. 1
Per cent of total population (census of 1899) attending daily---	4. 4
Per cent of total number of pupils enrolled during the year attending daily :	
Common schools-----	66. 5
Special schools-----	53. 3
All schools-----	65. 7
30. Per cent of estimated school population attending daily-----	10. 6
Per cent of school population (census of 1899) attending daily--	12. 9
31. Per cent of colored pupils in the total enrollment-----	25. 9

^a Vieques (10 schools) included as a separate district under the supervision of the examining superintendent.

32. Per cent of colored teachers in the total number employed, not including teachers in special schools-----	10.8
33. Per cent of men in teaching force, not including teachers in special schools-----	61.7
34. Per cent of increase in the average enrollment per school over the average enrollment per school during 1902-3 (not including special schools)-----	26.1
Per cent of increase in the average daily attendance per school over the average daily attendance per school during 1902-3:	
Common schools-----	5.6
Special schools-----	40.0
Per cent of increase in the average daily attendance in all schools for the whole island over the average daily attendance in all schools for the whole island during 1902-3-----	14.8
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35. Number of pupils enrolled in the private schools of the island:	
White—	
Males -----	1,093
Females -----	2,622
Total -----	3,715
Colored—	
Males -----	437
Females -----	689
Total -----	1,126
White and colored—	
Males -----	1,530
Females -----	3,311
Total -----	4,841
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36. Per cent of estimated total population enrolled in the private schools -----	.5
Per cent of estimated school population enrolled in the private schools -----	1.2
Per cent of population enrolled in the public schools enrolled in the private schools -----	7.6
Per cent of colored pupils in the enrollment of the private schools -----	23.0
37. Per cent of estimated school population enrolled in both public and private schools of the island-----	17.0
38. The monthly salary of teachers, as fixed by law during the year 1903-4, has been as follows: ^a	
Rural teachers—	
Second class-----	\$30.00
Third class-----	\$25.00
Graded teachers, and teachers of English—	
Second class-----	\$50.00
Third class-----	\$45.00
Principal teachers—	
Second class-----	\$75.00
Third class-----	\$70.00
To all of which amounts are added allowances for house rent, as follows:	
Rural teachers, not less than \$3, nor more than-----	\$8.00
Graded, principal, and special teachers, not less than \$10, nor more than-----	\$15.00
^a Special teachers, as per special contract.	
39. Estimated value of all insular school buildings ^b -----	\$507,012.21

^a Special teachers, as per special contract.

^b Including every expense incurred within the last five years in connection with the acquisition of property by the insular government and with the erection and maintenance of school buildings.

40. Average cost of the common schools, not including special schools (but including cost of administrative expenses of the department of education in the insular government, and not including the expenditures of the municipalities), has been as follows:	
Per pupil enrolled.....	\$8. 17
Per pupil attending.....	\$11. 80
Average cost of all schools, including special schools (and including the administrative expenses of the department of education in the insular government, but not including the expenditures of the municipalities), has been as follows:	
Per pupil enrolled.....	\$9. 12
Per pupil attending.....	\$13. 61
41. Average cost of the common schools, not including special schools, to the municipalities (in addition to the above cost to the insular government, has been as follows: ^a	
Per pupil enrolled.....	\$3. 17
Per pupil attending.....	\$4. 57

There have been certain noticeable changes during the past school year. There was an increase in the average enrollment per school of 26.1 per cent, an increase in the average daily attendance per school of 5.6 per cent for the common schools and 40 per cent for the special schools, and an increase in the average daily attendance in all schools of 14.8 per cent (see section 34 of the résumé). There has also been a decrease in the number of different pupils enrolled during the year of 12.9 per cent. In addition to the above there was an increase in the average cost to the insular government, per pupil enrolled, of 2.5 per cent, and a decrease in the same item, per pupil attending, of 20.1 per cent, also the increase in the average cost of the schools to the municipalities (in addition to the cost to the insular government) of 36.1 per cent per pupil enrolled and 4.6 per cent per pupil attending, in comparison with the same statistical items for the year 1902-3.

The fact that the total enrollment has fallen off slightly is partly due to the shortening of the school year from thirty-six weeks to thirty-five, which was made necessary by the arrangements for the Porto Rican teachers' trip to the States, an event which, in the judgment of everyone, was fraught with far greater possibilities for good to the entire school system, and, therefore, to the children of Porto Rico, than the additional week of teaching. There is also some doubt whether, if we were able to give the maximum enrollment, excluding duplicates, for the entire school year instead of for each of the three terms, it would not show as large or a larger number of children reached at some time during the school year, as indicated by our maximum enrollment of the previous year. However this may be, there is every reason for satisfaction at the marked improvement shown in all the data affecting the attendance of pupils in the schools. A few comparisons with previous years will be interesting.

The maximum number of schools opened during the year just closed was 1,113, as compared with 1,014 for the previous year. These schools were manned by 1,265 teachers, being the total number of different teachers employed in all the schools during the year, as compared with 1,116 the previous year and 939 during the year 1901-2. The average number of teachers employed in all schools each term was 1,172, of whom 120 were American teachers, devoting their time chiefly to the teaching of the English language, and the remainder

^a The municipalities incurred practically no expense for the special schools.

were native Porto Ricans. This proportion of 1 American teacher to 8 native teachers has been maintained in our schools for several years. The total enrollment, excluding duplicates or reenrollments, was 61,168. This is based upon the reports for each of the three terms of the school year, and therefore does not show the maximum number of children who were in school for part of the school year and whose names did not appear upon the rolls for each term.

The figures for the previous year for the total enrollment, excluding duplicates or reenrollment gave 70,216, but this included every separate name entered upon the school-roll books from the first day of the school year to the last, and the apparent falling off of 10,000 may be due entirely to this fact. This reasoning is further supported by the statistics of attendance. The average daily attendance in all schools during the past year was 41,798, while for the previous year it was only 36,308. The percentage of the total population enrolled in schools was 6.7, while the percentage of school population enrolled was 19.7 per cent, as based on the census of 1899, the last official census, while the percentage of the estimated school population, as estimated for the current year, enrolled in all schools was 16.1 per cent. The percentage of estimated school population attending daily was 10.6 per cent, as compared with 9.6 per cent the last year. This means that less than one in five children of school age are reached at all by the public school, and that only one in ten is in regular attendance. These figures could be easily doubled, and perhaps trebled or quadrupled, if the financial resources of the island would permit the increase of appropriation for the maintenance of common schools of primary grade.

The Department has for the first time this year collected official statistics of private schools, which were, of course, obtained only by the courtesy and voluntary cooperation of the private schools in answering the circular letter sent out by the Department. They show an enrollment of a little less than 5,000, or less than one-twelfth of the total enrollment of the public schools. Therefore they do not add greatly to the school facilities offered to the children of Porto Rico, and the Government is left face to face with the problem of four-fifths of the children of Porto Rico growing up without the opportunities of a common school education.

THE PORTO RICAN TEACHERS' SUMMER STUDY TRIP TO THE UNITED STATES.

No event in the educational world in Porto Rico aroused more intense interest nor was fraught with greater possibilities for the development of a higher professional spirit among our teachers than the project that was carried to a successful completion and resulted in an eight-weeks' trip of 540 teachers to the United States and to the summer schools of Harvard and Cornell universities. To carry out this project work was begun in the summer of 1903, when during a vacation trip of the Commissioner, to the United States, it was found that the educational authorities of our American colleges could be relied upon for effective cooperation. There was a precedent in the visit of the Cuban teachers during the summer of 1900, but that was arranged for while public interest was still centered in the Spanish-American war, and at a time when the use of the United

States Government transports was obtained by permission of the Secretary of War. Harvard University extended an official invitation to the teachers of Cuba, and the funds necessary to meet the cost of the expedition were raised under the direction of the university authorities by public subscription and were guaranteed in advance by the university itself.

President Eliot expressed himself as gratified at the general results of the Cuban expedition, as did also the Secretary of War and others who were in a position to know of the far-reaching results upon the school work of Cuba. If the bringing of approximately 1,200 Cuban teachers to the United States had been successful, there seemed to be additional weighty reasons why as much should be done for the teachers of Porto Rico. Porto Rico is definitely and for all time a part of the United States. Its people are loyally American, and its school system is American. Its teachers are teaching American history and training future American citizens. It was not expected that they could obtain a technical or professional training from six weeks' residence in a summer school, but it was believed that they would obtain a strong stimulus in the study of the English language, in which they are required to pass an annual examination, and that they would get a clear concept of American geography and American history, and of American life and institutions from even so brief a residence at one of the great American universities, and that their contact with American homes and the American people would prove in every way beneficial. In all of these essential purposes the expedition was successful. The teachers were carefully selected and were better prepared than their Cuban predecessors, by reason of their several years' service under the American Government in Porto Rico, to profit by their experiences.

In order to organize this expedition, it was necessary first to secure an act of Congress to authorize the use of the army transports. The President, to whom the matter was first presented, took a cordial interest and gave the project his hearty support. A joint resolution passed both houses, and read as follows:

The Secretary of War is hereby authorized, during the year nineteen hundred and four, at such time as requested by the governor of the island of Porto Rico, to transport from the island of Porto Rico to the United States and to return from the United States to Porto Rico on one of the vessels engaged in the transport service of the United States not to exceed six hundred of the Porto Rican teachers in the public schools of said island, and in addition thereto not to exceed twenty-five necessary attendants, such teachers and attendants to be selected by the commissioner of education of said island, for the purpose of attending the various summer schools of the universities, colleges, and other institutions of learning in the United States during said year: *Provided*, That a subsistence charge of one dollar per day for each day on such vessel shall be collected from each of such persons so transported; and that the Government of the United States shall not be liable for, and shall not defray, the expenses of said teachers and attendants, or of any such of them, incurred while in the United States.

With transportation provided it was necessary to devise some plan by which the expense of the expedition could be met. Congress was not disposed to vote an appropriation or to do more than provide free transportation in accordance with the resolution referred to above. The legislature of Porto Rico authorized the commissioner of education to accept this offer of transportation and to organize the expedi-

tion, making use of his office machinery, but not making the government of Porto Rico liable for the expenses of the expedition. The insular legislature would gladly have made an appropriation for this purpose if its financial resources had not been already taxed to the utmost. It was estimated that the cost of the expedition, for meals on the transport, board, lodging, and tuition for six weeks at a summer school, and one week's travel enabling the teachers at least to see the cities of Boston, New York, Philadelphia, and Washington, would be approximately \$100 per capita.

It was decided to ask the teachers themselves to contribute, in proportion to their ability, one month's salary to a special trust fund to be used to defray the general expenses of the expedition, and to attempt to raise the balance necessary by public subscription in the United States. The teachers responded promptly and cheerfully to this request, although it involved on the part of many very great personal sacrifices, and their total contributions amounted to \$21,175.57. Over \$20,000 additional was contributed by the people of Boston, New York, and Philadelphia, half of this amount coming from the people of Boston, who, at the request of President Eliot and a strong local committee, responded most liberally to our appeal. From the very beginning President Eliot, of Harvard, took a keen interest and gave his cordial indorsement at every stage in our plan. Under date of April 15 President Eliot wrote to the commissioner of education as follows:

HARVARD UNIVERSITY.

Cambridge, April 15, 1904.

MY DEAR SIR: I was very glad to hear from you yesterday that you have received substantial encouragement for your project of bringing 600 Porto Rican teachers to the United States this summer for an eight-weeks' period of instruction and travel. Although the president and fellows of Harvard College did not feel able this year to undertake to raise the money required for the execution of your beneficent project, they are disposed to put the facilities of the university at your disposal for the accommodation and instruction of all the Porto Rican teachers you may bring to this country, or of any part of them. It would, in my judgment, be necessary to provide for your teachers a separate corps of instructors, because the courses of instruction regularly given in the Harvard Summer School for six weeks from the 5th of July would not be well adapted to the needs of your teachers. This separate set of teachers the university will undertake to provide, and it will also undertake to make all the arrangements for the suitable accommodations of your teachers in regard to rooms and meals, providing that you succeed in raising the money which these things will cost. I am sure, from our experience with the Cuban teachers in the summer of 1900, that the existing facilities in Cambridge are ample for this purpose without causing any interference with the regular summer school which the university maintains. My observation of the results of the Cuban expedition of the year 1900 convinces me that your project on behalf of Porto Rican teachers is practicable and also wise from every point of view.

Very truly, yours,

CHARLES W. ELIOT.

With this indorsement of the wisdom of the undertaking from so high an educational authority as the president of Harvard University, based in a measure on the results of the visit of the Cuban teachers to that institution, the people of Boston soon took an interest in providing the necessary funds. That the burden of entertainment might be appropriately distributed and perhaps greater advantages accrue to the Porto Rican teachers by not having too many located

in one place, it was deemed wise to enlist the interest of other institutions and to divide the party into two sections, at least. Through the kindly efforts of Dr. Charles De Garmo, professor of pedagogy at Cornell University, who as a result of his visit to Porto Rico the previous year to take part in our educational conferences was personally acquainted with many of the teachers and with their needs, the interest of President Schurman and the officials of Cornell University was aroused. This resulted in an offer from Cornell to take a section not to exceed 200, to provide special instruction, and to place one of its college dormitories at the disposition of the women teachers and provide board and lodging near the campus for the men.

Both at Harvard and at Cornell all extra instruction was provided for at cost price, but all the facilities of both universities, open during this year's summer course, were, as far as available, given free. It was agreed that the special instruction provided at Harvard should not cost more than \$12.50 per teacher, and that at Cornell not more than \$10. The officers of both institutions agreed to provide suitable rooms and table board at a cost not to exceed \$5 per week for six weeks. We were, therefore, relieved of the necessity of a great deal of administrative work, and a corresponding burden was assumed by the institutions where we were guests. Too much can not be said by us in recognition of the scrupulous care for the health and comfort of the teachers, and for the hospitality of the institutions, as well as the general public, in both Cambridge and Ithaca. Considering the limitations in the expense which could be incurred, the results achieved were remarkable, and were obtained only by patient hard work on the part of all persons concerned, who vied with each other in doing all in their power to show these teachers that they were the nation's guests and to make them feel at home in this country.

The same spirit pervaded those who were called upon to assist in a financial way. Strong committees were organized in Boston, New York, and Philadelphia, composed as follows:

Boston.—James J. Storrow, chairman; Henry L. Higginson, treasurer; Arthur F. Estabrook, Edward A. Filene, Edwin Ginn, Jerome Jones, William I. Sedgwick, Edward R. Warren, Sumner B. Pearmain.

New York.—William H. Baldwin, jr., chairman; Charles S. Fairchild, treasurer; Isaac N. Sellman, Charles H. Allen, Frank A. Vanderlip, Robert C. Ogden, Edward T. Devine.

Philadelphia.—Charles Emory Smith, chairman; Henry Tatnall, treasurer; James T. Young, Edward Brooks, Morris L. Clothier, John H. Converse,* Franklin S. Edmonds, Theodore N. Ely, George D. Gideon, Samuel F. Houston,* William W. Justice, Samuel M. Lindsay, William R. Nicholson, Martin G. Brumbaugh, James L. Pennypacker, Thomas Roberts, jr., Joseph G. Rosengarten,* William T. Tilden, Theo. C. Search,* Walter George Smith, Joseph Wharton, George Woodward,* Franklin H. Kirkbride, of which those marked with a star served as a finance committee under the chairmanship of Mr. Samuel F. Houston.

The City Trust Company of Boston, the National City Bank of New York, and the Franklin National Bank of Philadelphia served as depositories to receive and report subscriptions and rendered other valuable service. The leading newspapers of the several cities cooperated in every possible way, giving their columns to descriptive matter and to announcements relating to the expedition, and made earnest appeals for funds through their editorial columns. This was exceptionally true of the Boston Transcript and the Boston

Herald, also of the Philadelphia Press, although mention of these three papers is not to be interpreted as any lack of appreciation of the services rendered by many others too numerous to mention.

The organization of the expedition in Porto Rico was a work devolving upon the department and entailing a most arduous labor, usually performed after office hours by the officers of the department. The commissioner and the assistant commissioner assumed general administrative control of the expedition, one or the other remaining with the expedition from the time it left Porto Rico until its return.

The special duties of business manager were assigned to John R. Wildman, the disbursing officer and chief of the division of accounts in the department. His reports upon the organization of the expedition will be found in the appendix of this report. With becoming modesty, they fail to describe the arduous work he himself performed and the skill and executive ability which he manifested throughout, and to which the successful accomplishment of our task owes so much. Mr. Wildman assumed personal charge of the Harvard section, although responsible for the business management of the entire expedition. He was ably assisted by John W. Zimmerman, school superintendent of the district of Guayama, who was appointed assistant business manager and took charge of the Cornell section. For the office work of the Harvard section there were detailed from the department John J. Fitzgerald, Percy F. Allen, Gail S. Nice, Miss K. B. Heller, Guillermo Gonzalez-Font, and Amancio Perez, and for the Cornell section, Miss Wilhelmina Test. The following general interpreters were assigned to each section, made up in part by persons detailed from the department service and of volunteers from among the teachers or Porto Rican students in the States:

Cornell section.—A. F. Martinez, Henry C. Rexach, and Miss Carmen Skerret.

Harvard section.—L. R. Sawyer, Donald Mackenzie, Alejandro Guillot, J. M. Gonzalez, and Mrs. V. Texera.

The teachers were divided into groups, each group containing approximately 50, and placed under the direct charge of a section chief. The following persons served as section chiefs, all of them being recruited from among the school superintendents, hence persons known to the teachers and especially competent to look after their welfare: L. P. Ayres, E. N. Clopper, R. R. Lutz, Enrique Landron, D. F. Kelly, S. W. Eckman, John Mellowes, C. A. Reichard, J. W. Smith, and A. Fourcaut.

A committee of chaperones was appointed, under the chairmanship of Mrs. José A. Lugoviña and the assistant chairmanship of Mrs. de Muro, comprising the following persons: Mrs. John R. Wildman, Mrs. Fourcaut, Mrs. Concepcion de Moret, Miss Sara L. Merrill, Miss Ruth A. Gottlieb, and several others who assisted or substituted during part or all of the period when the expedition was away from Porto Rico. All these persons served without compensation other than the payment of their actual expenses.

The arrangements made by the War Department for the comfort of the teachers on the transports were excellent, the food good, and the officers in charge of the transport service entered into the spirit of the expedition with the same disposition manifested by those everywhere to do all in their power to make the trip of the teachers pleasant, profitable, and successful. The two transports, the *Sumner* and the *Kilpatrick*, sailed from San Juan Harbor on the morning of

June 26. The *Kilpatrick* proceeded directly to Boston and the *Summer* to New York. The teachers were landed in Boston and New York, respectively, on Saturday morning, July 2, and were safely installed at their quarters at Cambridge and Ithaca before nightfall. President Eliot at Harvard and President Schurman at Cornell both made inspiring addresses of welcome to the teachers and pointed out the possible advantages to be expected from a diligent use of the opportunities they were able to place at their disposal. The Cornell section remained at Ithaca until the morning of August 6, when its members were taken on a special train and again boarded the transport, which sailed on the evening of the 6th for Boston, where the two sections were joined for the remainder of the trip.

The Harvard section remained in Boston until August 9, when the entire expedition sailed on the transports for Philadelphia. During their stay at Harvard and Cornell, respectively, the teachers not only enjoyed the social side of their visit and participated in a great deal of the hospitality extended to them, but the great majority of them devoted themselves to hard work. Of the progress they made in their studies, some account is given in the report of Mr. Jerome D. Greene to the president of Harvard University, an extract from which will be found in the appendix to this report. Acknowledgment should also be made here to Mr. Chas. H. Ames who organized independently of the school a special class in English for a few teachers less advanced in a knowledge of the English language and interested in a special method of acquiring what was for them a foreign tongue. To Mr. Greene, who represented President Eliot in the administration of the summer school, and in its relation to the Porto Rican teachers, and to Doctor De Garmo, the dean of the Cornell summer school, who took an exceptionally keen interest in the visiting group of Porto Rican teachers, the gratitude of the entire expedition is due in an exceptional degree.

When the party was united in Boston and left on August 9 for a week's travel before sailing for Porto Rico, it was with sincere regret at the severance of the pleasant relations established by many of the Porto Rican teachers with their American colleagues and friends, and with eager anticipations of the opportunity to see something more of life in the United States, with which they now felt better acquainted. Upon their arrival in Philadelphia they were taken to Washington, where they spent a most enjoyable day in visiting the Capitol and the Congressional Library. They were appropriately entertained at luncheon at the Arlington Hotel through the generosity of a representative committee of citizens headed by Hon. H. B. F. Macfarland, one of the Commissioners of the District, and Dr. Roland P. Falkner, at that time already appointed as my successor in Porto Rico, to take office on October 1, and by prominent representatives of the Trades League and of the Business Mens' Association of Washington. After luncheon and a brief period of speechmaking, the entire party were received at the White House by President Roosevelt. The cordiality of his reception made a deep impression, as likewise did his earnest words when he addressed the teachers in a body, as follows:

I wish to greet you with all my heart here at the national capital. It is my earnest wish, as it was the wish of my lamented predecessor, and it is the wish of the people of the United States, that only unmixed good shall come to the people of Porto Rico because of their connection with this country.

I greet you with peculiar pleasure and interest, because this body and those who, like you, are engaged in the work of education in Porto Rico, are doing that work which more than any other is vital to the future of the island. We must have education in its broadest and deepest sense—education of the heart and soul, as well as of the mind—in order to fit any people to do its duty among the free peoples of progress in the world. And I trust that you here, you teachers, you men and women engaged in preparing the next generation to do its work, realize fully the weight of responsibility resting upon you. Accordingly as you here in this room and your colleagues do your work well or ill depends as to how the next generation of Porto Ricans shall do their work in the world.

I am glad to see you because of the very fact that there is this responsibility upon you. Nothing in this world comes to people who will not work. Nothing worth the having comes to those who do not or are not willing to make an effort to get it; and I hail you here because you represent that great body of your fellows in Porto Rico who are making every effort to fit themselves physically, mentally, and morally to do the best work of which they are capable in the world. I greet you and welcome you here.

The educational value of that one incident in the history of the expedition to a people learning their first lessons in democracy was so great and the immediate impression, which will not pass away, but will be transmitted to thousands of children in this newest section of the United States, was so profound that, in my judgment, it alone was worth all of the effort and expense involved in the undertaking of this trip. Of the return to Philadelphia and the cordial reception at the University of Pennsylvania, whose vice-provost, Dr. Edgar F. Smith, in the absence of Provost C. C. Harrison, met the entire party with a cordial greeting, and the masterly and patriotic address of ex-Postmaster-General Smith, delivered in Independence Hall; and the exciting experiences of the day spent in New York, where, with the aid of a specially chartered steamer plying in the harbor, and the public automobiles in the park and along Riverside Drive, many of the teachers gathered a great deal of valuable information in their altogether too brief stay in these different places, we have not time or space to enlarge upon. Our thanks are due to the Commissioner of Charities in New York for the use of a department steamer and to the president of the Dreamland Company for a very pleasant excursion to Coney Island in the evening and for the hospitality of Dreamland. In Philadelphia a representative of the mayor, Hon. John Weaver, conveyed an official welcome. In New York the acting mayor, Hon. Charles V. Fornes, president of the board of aldermen, presented an appropriate address of welcome. Dr. William H. Maxwell, superintendent of schools, opened up the largest school building in the world and provided appropriate exercises, in which over 1,000 children participated. It was a somewhat tired out but enthusiastic party that gathered on board of the transports on August 16 and sailed away for home in Porto Rico, where the entire party arrived on August 22 and were sent to their respective homes without a serious accident or a serious case of illness having occurred to mar the entire trip.

At the date of this writing it is impossible to give more than a brief summary of the receipts and expenses incurred. The following statement will show the condition of the account on September 12. Since that time subscriptions have been paid in sufficient to meet the entire overdraft of \$1,392.71 and to meet over half of the outstanding liabilities. About \$500 will be needed to balance the entire account when all of the outstanding bills are received and settled and all of

the subscriptions paid. To meet this apparent deficit there is a guaranty fund of \$1,900 pledged by Joseph Wharton, of Philadelphia, and R. Fulton Cutting, Isaac N. Seligman, and Messrs. Boulton, Bliss, and Dallett, of New York. Every dollar of money received and of money expended has been accounted for by an elaborate system of government vouchers, corresponding to the system employed in the administration of public funds, and the entire account will be audited either by the government or by professional auditors.

Porto Rican teachers' summer school fund statement.

RECEIPTS.		DISBURSEMENTS.	
Contributions, teachers, etc., in Porto Rico.....	\$21,175.57	Board, Harvard teachers	\$5,818.00
Subscriptions:		Instruction, Harvard teachers	4,075.00
Boston	9,197.00	Lodging, Harvard teachers	3,208.97
New York	2,500.00	Subsistence on transports	10,917.53
Philadelphia	1,032.00	Railroad transportation, Cornell division	1,013.30
Cash on hand	302.73	Board and lodging, Cornell	3,793.29
Funds transferred, New York to Boston (?)	210.00	Instruction, Cornell	1,450.00
To balance	1,392.71	Subsistence, general staff	940.20
		Travel, general staff	171.28
		Contingent expenses	863.44
		Entertainment of teachers	2,190.00
		Repayments to teachers	1,369.00
Total	35,810.01	Total	35,810.01
1904.			
Sept. 12. To overdraft			\$1,392.71
To outstanding liabilities			1,032.70

SEPTEMBER 12, 1904.

I certify the above to be a true and correct statement of all receipts and disbursements on account of the Porto Rican teachers' summer school fund.

Approved :

T. R. WILDMAN, *Disbursing Officer.*

S. M. LINDSAY,
Commissioner of Education.

THE UNIVERSITY OF PORTO RICO.

The university was established by an act of legislature (March, 1903), which chartered the institution and provided for a board of trustees, of whom the governor of Porto Rico was made honorary president and the commissioner of education president. The commissioner was also made chancellor of the university. This act turned over to the board of trustees the Insular Normal School, located at Rio Piedras, consisting of the main normal school building, a practice school building, an agricultural station building, and about 100 acres of land, on which was also located a principal's residence, together with equipment in these buildings and the unused appropriations for the normal school for the remainder of the fiscal year after the date on which the act took effect. The Insular Normal School became then the normal department of the university, and was the only department in operation at the time the university was established.

This legislation was proposed in response to a demand for professional schools. It was not considered advisable to establish such schools at the expense of the insular government, in view of the limited resources and the great demand for an increased number of common schools of primary grades. The establishment of the normal school was a necessary step in the development of the public

school system, one of the prime necessities of which was the training of better prepared teachers.

It was thought that if a full-fledged university organization along the lines of our best State universities were provided, and a normal school incorporated as one of its departments, with the understanding that it and it alone of all the departments of the university that might be established by the board of trustees for the present should be considered eligible for legislative appropriations, and should be required to give free tuition to those preparing for the career of teachers, that the board might on its own initiative be able to establish an agricultural department in such form as to be eligible for the aid now given by the Federal Government at Washington through the Morrill and Hatch acts for the encouragement of agricultural education in the various States and Territories. It was also believed that such a university organization, if managed by an active and energetic board of trustees, would be the recipient of gifts from time to time from the wealthy citizens of Porto Rico and from some of our educational philanthropists in the United States, which would enable it to open up the professional schools which are so much needed.

There is an immediate and urgent need for the establishment of a medical school, a law school, and an engineering school, and also of a university hospital, which would become an insular central hospital with large supervisory powers over the whole medical work of the island. In all of these professional branches the young men of Porto Rico must now look outside of their own country for their education. In former years the professional men of Porto Rico were educated in Spain and in Europe. Now many of them are studying in the colleges and universities of the United States. This is a good thing in so far as it leads to a better understanding between the people of the United States and the people of Porto Rico. The cost of foreign education, however, or of an education attained at so great a distance from home, the dangers of a change of climate, and many other reasons militate to prevent some of the most promising young men from entering the professions as long as no professional school is open to them in their home country.

This problem can not be solved by the people of Porto Rico alone, but there are few fields of private philanthropy that are more promising. The machinery for a great central American university, located on American soil, in the midst of a people of the Latin race, thoroughly American in spirit and desire, and being rapidly transformed into a thorough understanding of American life and institutions, awaits the endowment which must come in a large measure from the private wealth of the citizens of the United States. Such an institution, adequately endowed, giving advanced instruction in both the English and Spanish languages, and uniting the best elements of American and Spanish-American scholarship, would exert a mighty influence for good upon the whole of Central and South America. It would draw students from all of these countries, and it would spread American institutions, interpret and enforce the Monroe doctrine, train public servants for service in Spanish-American countries, mould the professional men and leaders of society, and do more to extend the sphere of American influence legitimately and promote friendly relations with the country south of us than 5 American battle ships, and its complete endowment would not cost more than one

battle ship. With the opening of the Isthmian Canal under the auspices of the United States, Porto Rico will be in a strategic position with respect to the route of the world's commerce. This has already been recognized in the naval and military policy of the United States. It should not be forgotten as a factor in the educational policy of the United States.

Since the passage of the university law in March, 1903, an act providing for the extension of the Morrill and Hatch acts to Porto Rico, by which the University of Porto Rico will receive from \$30,000 to \$40,000 a year from the Federal Treasury for the further development of its agricultural department, has been introduced into both Houses of the Congress of the United States. Such a resolution has passed both Houses at different sessions, but owing to the fact that other legislation was embodied in the same bill, which led to amendment, it has not yet passed both Houses in the same form and become a law. Little or no opposition has developed regarding the very just proposition to give this aid to Porto Rico, and it is hoped that the legislation that is still pending will become law at the next session of Congress. The board of trustees of the university have organized their agricultural department in conformity with the condition which Congress has imposed upon the State colleges of agriculture and mechanic arts, and since the establishment of the university the board has acquired an additional holding of land amounting to 50 acres, making in all 150 acres of good land located only 7 miles from the capital, accessible by trolley and railroads, and having on it suitable buildings for the beginning of agricultural work. The more detailed reports of the principal of the normal department, of the principal of the practice school, of the secretary and treasurer of the university board, and of the director of agriculture are submitted as an appendix to this report.

THE WORK OF AMERICAN TEACHERS.

During the year there have been employed in the public schools of Porto Rico 164 American teachers—58 men and 106 women. Of this number 145 are now teaching. These teachers are engaged in the States, usually after considerable correspondence with the department. Applications for appointment are made on the regular blanks furnished by the department which require a very detailed statement in regard to the personal characteristics, education, and experience of every applicant. These applications are accompanied by photographs, and each applicant is required to give at least three references. It is the invariable rule to send a special letter to each of these references with a request for particular information in regard to the applicant. In case there appears to be the least doubt as to the character or eligibility of any applicant the department declines to consider the application. Only teachers whose record appears to be unexceptionable are considered, and from this number all appointments are made.

Of the American teachers employed this year 57 are graduates of colleges or universities, 38 are normal school graduates, 38 are high school graduates, and 25 of the remainder have studied in high schools, normal schools, or colleges without completing the course. Ninety-six of the teachers employed have had previous experience in teaching in the United States. Seven teachers only, not having had

sufficient experience and not possessing a diploma from a college or normal school, have been appointed after examination here. These examinations are equal in difficulty to those given to applicants for graded licenses, and high standard is required of every candidate.

The greater number of American teachers are employed as teachers of English, there being at least one teacher of English connected with every graded school on the island. The work of these teachers is to give instruction in the English language to pupils and native teachers, and their work has been fairly successful. At the beginning of the present year the department issued a special manual for the use of the teachers of English, prepared by Principal Paul G. Miller, of the Insular Normal School, giving detailed advice and instruction for the work of these teachers. This manual has proved very helpful, and the results obtained in the past year have undoubtedly been very much better than in any previous year when the teachers worked without special instruction. It is proposed for the next year to put a considerable number of American teachers in charge of grades in the public schools, admitting to these grades only pupils who are able to do the entire work in English. As an experiment this has been tried on a small scale in San Juan, Ponce, and Mayaguez, and has proven very successful.

Thirty-five of the American teachers have been engaged in teaching high school subjects and in teaching grades in English during the past year, 17 have been engaged in industrial school work, and 6 as special teachers of music and drawing. The number of teachers employed in industrial and high school work probably can not be largely increased in the immediate future, nor can there be a large number of special teachers added to our list. It is very desirable, however, that special work in music and drawing be extended to some degree.

The largest number of American teachers have come from New York, 31 being from that State; 25 are from Pennsylvania; 22 from Massachusetts; 8 from Indiana, and the same number from Ohio; 6 from Michigan; 5 from Wisconsin and Nebraska; 4 from New Hampshire, Connecticut, Kansas, and Maine; 3 from Missouri, New Jersey, and Illinois; 2 from Rhode Island, Florida, and Mississippi, while Maryland, Kentucky, Virginia, West Virginia, Alabama, Vermont, Delaware, Iowa, and California furnish 1 each. A few of the teachers are natives of Porto Rico or of some other Spanish-speaking country, but are of American parentage, it having been the rule of the Department to employ only teachers whose native language is English.

PORTO RICAN STUDENTS IN THE UNITED STATES.

Under sections 68 to 77 of the "compiled school law" a number of students are maintained in various schools in the United States at the expense of the government of Porto Rico. These sections comprise two separate acts, which are known as "house bill 35" and "council bill 12." Under house bill 35, 25 young men are sent to the United States for literary and professional training in such institutions as may be determined by a commission consisting of the president of the executive council, the speaker of the house of representatives, and the commissioner of education. The young men who are now in the States in accordance with this act are named in the list below, to-

gether with their residence in Porto Rico, the schools in which they are located, and the number of years each has been in the States.

Porto Rican, residence and name.	School.	Years in United States.
San Juan:		
José Padín	Haverford College	3
Manuel Saldaña	Lehigh University	3
Lencio Mosquera	do	3
Jesús M. González	Rutgers College	3
Francisco Ginorio	Cornell University	3
Arecibo: Octavio J. Miranda	Jefferson Medical	3
Aguadilla: Leopoldo Mercader	Lehigh University	3
Hatillo: Manuel Rivera	Wesleyan University	3
Quebradillas: Alejandro Ruiz Soler	Medical school of University of Maryland	3
San Sebastian: Cecilio Torres Reyes	State College, Pennsylvania	3
San Germán:		
Herminio Irizarry	Massachusetts Institute of Technology	3
Domingo Panaini	State Normal, Westchester, Pa	1
Mayaguez:		
Arturo Reichard	Law school, University of Michigan	3
Rogelio Capestany	Deichmann School, Baltimore, Md	3
Ponce:		
Guillermo Rivera, jr.	Worcester Academy	3
F. Manuel Toro	University of City of New York	3
Guayama:		
Alejandro Guillod	Medical College, Albany	3
José González	Jefferson Medical College, Philadelphia	3
Salinas: Louis Llabrés	Northwestern University, Evanston, Ill	1
Naguabo: Francisco M. Dávila	Cushing Academy, Ashburnham, Mass	3
Río Piedras: Juan Miranda	Juniata College, Huntingdon, Pa	1
Añasco: Francisco L. Herrera	State Normal, Westchester, Pa	1

The above list shows three vacancies, which, however, have been filled by recent act of the commission. In accordance with a special act of the last legislature, the three sons of the late Eugenio Maria Hostos were to be given preference in making appointments, and two of these sons, Bayoan and Adolfo, being otherwise qualified, have been appointed to existing vacancies and will be sent to Lehigh University or Bethlehem Preparatory School at the beginning of the next school year. The third vacancy has been filled by the appointment of Carlos Julia, who will be sent to Dickinson College. These three appointments are in place of Fernando Valera, of Humacao, and Pedro Descartes, of Ponce, resigned, and Rafael Morera, of Humacao, who died in January last, and are the only changes in the list of students during the past year.

Reports from the various institutions in which these young men are studying indicate that the work they are doing is, as a rule, eminently satisfactory. Many of the students have taken honors, and all of them are proving worthy recipients of public aid.

The commission has determined to fill all future vacancies by the appointment of young men whose record in the public schools of Porto Rico has been most satisfactory. In accordance with an amendment passed by the last legislature, only graduates of the eighth grade of the public schools are hereafter eligible, and it is intended to select those graduates whose standing is highest in the district to which a scholarship should be awarded.

Under council bill 12, for the technical education of Porto Rican young men and women, 20 young men and women are awarded scholarships with the understanding that they are to be sent to a technical or industrial school. In accordance with this act there are now

maintained in the States 17 students at the institutions named in the following list:

Jasper, N. Y.:

Antonio Pérez.

Tongaloo University, Tongaloo, Miss.:

Carlos Schmidt.

Jesús Negrón.

Felipe Orta.

Tuskegee Normal and Industrial Institute, Tuskegee, Ala.:

Lola Tizol.

Josefina Trilla.

Berenice Rodriguez.

Felix Reina.

María Rodriguez Avilés.

María Moreno.

Virginia Aponte.

Eugenio Lecompte.

Luis Mendez.

Francisco Barrios.

Antonio Arroyo.

Luisa González Nieves.

Felipe Sagardía.

During the year 3 students have been removed, and these vacancies have not yet been filled.

TEACHERS' INSTITUTES.

The inauguration of the regular teachers' institute was a new departure during the past year. Prior to that time educational conferences had been held at different times both by the district superintendents and under the supervision of the department. This year it was felt that something a little more thorough and systematic could be attempted with probable success. On March 7 I sent the following letter announcing our plans for a series of institute meetings:

The Superintendents.

GENTLEMEN: I inclose herewith a programme for institute meetings for teachers in the various school districts of the island.

Two days will be set apart for each district as institute days. If one or both of these days fall on a school day you will have the schools closed so that all teachers may be able to be present at your headquarters on the two days set apart for your district. Please notify your teachers that they are all expected to attend, and if one or both institute days fall on school days you are authorized to require such attendance or to report the teacher for absence from school, with the consequent loss of salary.

An institute director will be assigned to your district for the two days, and you will be notified soon which one of the following is assigned to your district: Messrs. P. G. Miller and Felipe Janer, of the Insular Normal School; Miss Susan D. Huntington, principal of the practice school, and Messrs. Martinez, Hernandez, and Sawyer. This will probably constitute the corps of institute directors, one of whom will be assigned to your district. As soon as you receive notice of such assignment you will please confer with the institute director and arrange a programme of two morning sessions and two afternoon sessions and one evening session, with appropriate papers and discussions in which your teachers may participate, including such addresses as you yourself and the institute director may desire to give. The evening session, as per the inclosed schedule, must be reserved for a meeting of a general character, to which the general public as well as the teachers in attendance at the institute may be invited. I will arrange for one, and in some cases possibly for two, brief addresses, and will advise you of the topics later. The president of the school board or the alcalde of the town, or some other citizen interested in educational matters, should be invited to address the meeting, so that the evening session in each district on the date specified in the inclosed programme will consist of not less than two and not more than three brief addresses, one of which shall be given by some one representing the local educational interests and all of which

shall be of a character that will interest the general public and stimulate the cause of public education.

I am not sure that we shall have any visiting delegates from the States this year, but I am glad to announce that Fernandez Juncos, of San Juan, the distinguished author of several of our text-books and the well-known writer on educational subjects, has consented to accompany me on this trip and to make a number of addresses.

Please ask your school boards to cooperate with you in making suitable arrangements for these meetings and urge upon your teachers the importance of participating in them.

Only teachers and adults whom you think will profit by the discussion should be admitted to the day sessions.

Full authority for the arrangements of all the details, provided that no expense is incurred for which the department is liable, is hereby placed jointly in the hands of the district superintendents and the institute director assigned to each district. The institute director will be asked to place himself at once in communication with you for the discussion of further plans.

The programme for the meetings, with the announcement of the directors in charge of each institute and special speakers, was as follows:

Dates of institutes.

COMMISSIONER'S PARTY.

[Commissioner's party will deliver addresses only in the evening unless otherwise mentioned. Under (a) and (b) party divides, speaking in the towns on the dates as noted by accompanying letter.]

	Date of arrival.	Institutes.
San Juan.....	Mar. 17.....	Mar. 17, 18
Fajardo.....	Mar. 18 (a).....	Do.
Humacao.....	Mar. 18 (b).....	Do.
Caguas.....	Mar. 19 (b).....	Mar. 18, 19
	In San Juan Sunday, Mar. 20.	
Aibonito (afternoon session).....	Mar. 21 (a).....	Mar. 21, 22
Coamo (evening session).....	do.....	Do.
Guayama.....	Mar. 21 (b).....	Do.
Ponce.....	Mar. 22 (a and b join).....	Do.
Yauco.....	Mar. 23 (a).....	Mar. 22, 23
San German.....	Mar. 23 (b).....	Do.
Mayaguez.....	Mar. 24 (a and b join).....	Mar. 24, 25
Aguadilla.....	Mar. 25 (a).....	Mar. 25, 26
Camuy (afternoon session).....	Mar. 25 (b).....	Do.
Arecibo (evening session).....	do.....	Do.
Utua.....	Mar. 26 (a).....	Do.
Manati.....	Mar. 26 (b).....	Do.
	In San Juan Sunday, Mar. 27.	
Toa Alta (afternoon session).....	Mar. 28.....	Mar. 28, 29
Bayamon (evening session).....	do.....	Do.

INSTITUTE DIRECTORS.

Director.	Town.	Date.
P. G. Miller.....	San Juan.....	Mar. 17, 18
	San German.....	Mar. 22, 23
	Mayaguez.....	Mar. 24, 25
Felipe Janer.....	Coamo.....	Mar. 21, 22
	Camuy.....	Mar. 25, 26
	Toa Alta.....	Mar. 28, 29
Susan D. Huntington.....	Humacao.....	Mar. 17, 18
	Ponce.....	Mar. 21, 22
	Utua.....	Mar. 25, 26
Alberto F. Martinez.....	Fajardo.....	Mar. 17, 18
	Guayama.....	Mar. 21, 22
	Manati.....	Mar. 25, 26
Enrique C. Hernandez.....	Caguas.....	Mar. 18, 19
	Yauco.....	Mar. 22, 23
	Aguadilla.....	Mar. 25, 26
L. R. Sawyer.....	Aibonito.....	Mar. 21, 22
	Arecibo.....	Mar. 25, 26
	Bayamon.....	Mar. 28, 29

Some one representing the department visited every district in the island while the teachers' institutes were in session. The commissioner's party consisted of the distinguished Spanish-American educator and author, Don Manuel Fernandez Juncos, Mr. C. H. Ames, of Boston, the assistant commissioner, and the commissioner. This party visited all of the district headquarters where conferences were being held, taking part in at least one meeting and sometimes more. Results of this inspection were entirely satisfactory, and the spirit shown by the teachers most encouraging. The superintendents were almost unanimous in their words of praise for the efforts which most of the teachers in their respective districts were making in the direction of self-improvement and higher and better professional standards.

CONSTRUCTION OF NEW SCHOOL BUILDINGS.

The work of school extension and construction of buildings has gone on somewhat more slowly during the past year, not because the need was any the less or the opportunities of arousing local interest in anywise diminished, but because the amount of money available from the trust fund was necessarily less. The time has come when the trust fund is practically exhausted, and the insular legislature must make provision for school construction as an item in the annual appropriation for the department of education. The people take too much pride in these new school buildings springing up in the towns and in the country to permit this work to stop. A more or less complete review of the work of construction, as carried on by this department from the beginning when the trust fund was first made available for school construction, was given in the report which I have already submitted to the governor under date of June 1, which reads as follows: ^a

SIR: I have the honor to transmit herewith a special report, setting forth the statistics of expenditures in connection with the construction of school buildings or school extension in Porto Rico from the time this work was begun from funds transferred by you from the trust fund January 2, 1901, to December 31, 1903.

During these three years there was made available for school construction the total sum of \$492,739.49, of which \$485,076.50 came from the trust fund; \$2,000 was transferred from an insurance fund, and \$5,662.99 represents repayments on the part of municipalities or school boards that have consented to share the cost of construction of schoolhouses in their respective districts and have agreed to make monthly repayments on account until they have paid for half of the cost of buildings constructed in accordance with such agreements.

The disbursements of this fund have been made under three general heads:

First, "General fund account," into which all of the original allotments were put, and into which also all repayments are now made, and from which 24 one-room rural schoolhouses, at an average cost of about \$1,700; 3 two-room rural schoolhouses, at an average cost of about \$3,000 each; 13 four-room brick and stone schoolhouses, at an average cost of about \$9,000, and two larger buildings, one at Mayaguez and one at Fajardo, also of brick and stone, the former costing over \$9,000 and the latter \$16,000. This makes in all 42 schoolhouses distributed throughout the island, the total cost of which was \$188,518.83. There was also expended from this fund: For salaries in architect's division of this office, covering the making of plans and the supervision of construction of all the aforesaid buildings, as well as of all other buildings constructed during the same period, the sum of \$20,728.87; for traveling expenses of office force while engaged in the construction of these buildings, \$3,730.31; for fire insurance on frame buildings, \$1,501.81; for the examination of titles, \$285, and for contin-

^a The tables to this special report are given in the appendix with the report of the chief of division of school extension (see p. —).

gent expenses, \$4,283.61, making a grand total of \$219,048.83, and leaving a balance in the "general fund," on January 1, 1904, of \$6,614.16.

Second. The "normal school group," for which special allotment was made, has comprised the expenditure of \$58,000, with which a large, commodious normal school building, to which a special road was built, and around which grounds a fine fence was constructed, was erected at a cost of \$35,000, including \$3,000 for the land. A principal's house, at a cost of \$4,000; a six-room brick and stone practice school building, at a cost of \$17,000, and subsequently \$2,000 was spent on roadways and approaches, making, in all, \$58,000.

Third. In May, 1903, I made a special request that in future specific allotments should be made for all the larger and more expensive buildings, and to the third division of expenditure, therefore, that known as "Specific allotments for schoolhouses," there has been transferred the total sum of \$209,076.72, of which \$78,859.92 had been expended on January 1, 1904, in the construction of one large brick and stone industrial school building at Ponce, at a cost of \$22,000; 6 four or six room brick and stone buildings, at an average cost of \$9,000, and part payments on two additional buildings which have been completed since January 1, leaving a balance of \$130,216.58, which on January 1, 1904, was held for payment on buildings, contracts for which had either been let or were about to be let upon the completion of satisfactory plans. This made, in all, 52 buildings constructed in the three years from January 1, 1901, to January 1, 1904, at a total cost of less than \$355,000.

The amount of \$130,000, allotted but unexpended on January 1, 1904, was reserved for 1 six-room brick building in Ponce, contracted for at \$9,650, and now nearing completion, and 1 high school building in Ponce, for which about \$15,000 is now available, but for which \$20,000 will be needed; 1 four-room brick and stone building at Guanica, now completed, at a cost of \$8,506.67; 1 four-room brick and stone building at Añasco, now completed, at a cost of \$7,349, and \$3,757 now expended on the remodeling of a government house at Arecibo, which is being used as an industrial school. This leaves, of the total amount allotted, the following allotments: For Carolina schoolhouse, \$12,000; Bayamon, \$9,000; Yabucoa, \$13,000; Juana Diaz, \$12,000; Patillas, \$3,000; Las Marias, \$10,000; Rio Piedras, \$13,000; Maricao, \$10,000; Lajas, \$7,500.

The Rio Piedras building is now under construction, and contract has been let for \$10,630. Work on plans, and especially in negotiations for suitable land with good title, is being pushed on all of these allotments, and most of these buildings will be completed during the coming summer.

At a recent meeting of the heads of departments called by you for this purpose, the question of further school extension from the trust funds was discussed and the general conclusion reached seemed to be that this work should go on steadily on a moderate scale, encouraging the local communities to do all they could, and that during the current year there might be available from the trust fund an additional sum not to exceed \$50,000. I need scarcely say that the department has on file numerous requests, representing nearly every municipality on the island, for additional school buildings. In some cases the local committees are making every effort to take part in this work themselves, either by repaying part of the cost of the construction of a building or by offering to construct other buildings at the same time the work of construction by the department goes on. I would respectfully request that the following allotments from the trust fund be therefore made available at once, so that as much work as possible of this character can be undertaken during the coming summer months:

First. While the repayments by municipalities are made into the "General fund," and are now available for further use without allotment, I should prefer to have this kept as a separate item in the "General fund," not to be expended without consultation and concurrence with the governor and heads of departments, and I would therefore request an allotment to be made to be entitled "General fund, salaries," \$6,000; "General fund, travel," \$1,500; "General fund, contingent," \$1,914.21; "General fund," \$1,585.79. These allotments will leave the repayment item in the general fund on June 1, 1904, amounting to \$11,390.78, and will furnish sufficient funds for the payment of office salaries, division of school extension, salaries of inspectors of buildings, necessary travel in the inspection and construction of buildings, and contingent expenses for the year 1904, and possibly sufficient to carry this on far enough in the year 1905 to complete the total amount of work contemplated. If not, there will be available from repayments sufficient funds to complete the work outlined, so far as administrative cost is concerned.

Second. I would respectfully request an allotment of \$10,000 for rural schools. We have now land properly deeded to the people of Porto Rico and approved by the department for four rural schools at Coamo, Santa Isabel, Aguirre, and Naranjito, which can be constructed under very favorable conditions, and we have propositions under advisement with respect to extensive operations on buildings of small cost in the districts of Caguas and Rio Piedras; so that, with this fund of \$10,000, we can probably have ready for occupancy by the beginning of next school year from eight to ten new rural school buildings.

Third. I would respectfully request an allotment for graded school buildings, as follows: Santa Isabel, four-room brick and stone building, \$10,000; Isabella, four-room frame building, \$4,000. For these two buildings we have already ordinances passed by the school boards and the municipalities giving suitable land and agreeing to pay half the cost of construction in installments running for a series of years; and also request that for Maunabo an allotment of \$3,000 be made for a two or three room frame building, and that for Comerio an allotment of \$4,500 be made for a four-room frame building, both of these buildings to be constructed upon the best terms that the department can make with the respective school boards or municipalities.

Fourth. I would also respectfully request the following allotments to complete payments on buildings which have exceeded cost of the original allotment: San Sebastian, four-room brick and stone building, balance required, \$367.49; Adjuntas, four-room brick and stone building, balance required, \$157.01.

Fifth. I would also respectfully request that an addition be made to the allotment outstanding for Ponce schoolhouses in the amount of \$4,800, in order that the balance available for the high school building may at least be \$20,000. It seems to me advisable that any building constructed in Ponce should be a first-class structure, and inasmuch as this building is to go on the same grounds and directly opposite the Roosevelt Industrial School, which was constructed at a cost of \$22,000, it must necessarily harmonize in general scale and excellence of construction with that building. It is urgently needed, and the city of Ponce has made great sacrifices in its agreement to repay to the department a total sum of \$14,000 in a series of years, in consideration of which there was made over a year ago an agreement to construct the industrial school and the Cantera graded school, the former having been completed and the latter now nearing completion, and the high and graded school, for which plans have been drawn, but for which contract has not yet been awarded.

This makes a total of allotments now requested amounting to \$47,824.50, which is the sum I would respectfully request you to transfer from the trust fund to be made available in accordance with the above conditions. This will leave in my fund, under the heading of "General fund," no subheading, all of the repayments thus far made by municipalities to this department, amounting, on June 1, 1904, to \$11,390.78, and I would request that at the time any allotment is made from the trust fund you also authorize the use of this amount from "Repayments to school extension, general fund" to "School extension, general fund," for graded school to be constructed in the municipality where the department is able to make the best terms. The repayments after June 1 will then be allowed to accumulate in the general fund until there is a subsequent request for their reallocation.

Respectfully,

SAMUEL McCUNE LINDSAY,
Commissioner.

The GOVERNOR OF PORTO RICO, *San Juan, P. R.*

ACKNOWLEDGMENTS.

As in former years the department has been the recipient of many kindnesses and considerable outside support from those interested in the Porto Rican educational work. It is impossible to mention by name all of the persons who have contributed in one way or another to the success of the last year's work. I desire to call attention, however, to the gift of Mr. Hines, a visitor to the island, of a prize banner to the school in San Juan making the most progress in English; to the gift of Captain Curry of a memorial to his father, Dr. J. L. M. Curry, given to the school which bears his name; to the Grand Army posts of Philadelphia for the equipment of a band for the industrial

school at Mayaguez, and to the children of the public schools of Philadelphia for the gift of clothing which was received over a year ago, but so late in the previous school year that it was unadvisable to attempt its distribution at that time. This clothing made in the sewing classes of several of the Philadelphia schools was sent to the different superintendents in Porto Rico at the beginning of this school year with the request that it be distributed to the most worthy children in their districts, those to be specially selected who were unable to attend school for the lack of suitable clothing.

The superintendents were requested to report, as soon as the distribution had been made, the names of the children receiving the clothing and any other facts which might be pertinent. These reports have come in slowly, as some of the superintendents have preferred to distribute the clothing in person, visiting the different families and awarding the articles of clothing to the most needy and worthy children. The final reports have been received only within the past few weeks. Accompanying this report is a list of the children who have been thus benefited, and also a few letters written by some of these children to the school children of Philadelphia. The superintendents report that the recipients have been greatly delighted at receiving the clothing and are sincerely grateful to the givers. In one instance, Guayama, the superintendent, after distributing a large part of the clothing, put a dress in each of 15 rural schools with the understanding that it was to be given at the end of the term to the child having the best attendance. He reports this to have been a very satisfactory experiment. In another case, Coamo, the superintendent reports that a number of the dresses were too small to be worn by public school children, and he accordingly turned these over to an orphan asylum where there were many small girls. The managers of this asylum were very grateful and were able to put the clothing given to them to good use. One other superintendent, Mr. Conant, of Bayamon, reports that he has on hand a few dresses which he is distributing personally, as from time to time he finds specially worthy children.

As a result of this distribution of clothing, it would appear that at least 278 children have been able to attend school who otherwise would not have had this privilege.

CONCLUSION.

The island of Porto Rico differs from the remaining islands of the West Indies, and its problems are quite different from those in the other colonial and territorial governments of the United States, in that we find there a compact and dense population speaking one language, predominably white in its racial complexion, and possessing in a large measure the traditions and many of the advantages of our best western civilization. Of course, the educated class of which this is true is relatively small in number, but it can easily be brought to dominate the social life of the entire population as soon as it realizes, as under the influence of American institutions it is beginning to do, its obligations of leadership with respect to the great mass of simple, good-hearted, ignorant folk who furnish the labor on the plantations and inhabit the towns. The predominant industry of the island is to be found in its agricultural pursuits, and to improvement in agriculture and to the awakening to a larger and better life on the part

of the peon or agricultural laborer must we look for the future prosperity of the island as a whole.

It is no forlorn hope, but a task full of promise, that the American Government has set itself, and no American need be ashamed of the record of the past six years nor the fact that the policies of the government of Porto Rico have been framed in a truly educational spirit, whether the government has been engaged in the building of schoolhouses, in the extension of the public school system, in the building of roads, and other public improvements, or in the organization and execution of a system of taxation, the establishment of a judicial system corresponding to the best traditions of our American courts, or in the working out of the even more delicate problems of local government for the towns and municipalities. So long as education in its broadest sense is recognized by the people themselves, both here at home and in our distant territories, as the keynote of the American colonial system we need not fear the results of temporary centralization of the powers of government in a country like Porto Rico, where so much of the work of the past must be undone before the people are in line for that which they so earnestly desire, namely, a better understanding of the privilege of American institutions and a larger participation in their beneficial results.

The 500 so-called public schools, unorganized, with no equipment whatsoever, with wretchedly paid teachers who had few or no advantages in the line of professional training and who held their positions by reason of the worst forms of political subservience and received their salaries at irregular intervals, which we found in the island at the beginning of the American occupation, are scarcely worthy of the name public school at all. Certainly judged by their results, which gave us a population 85 per cent of which was illiterate, they were a dismal failure. The military government wrestled with this situation and did what it could with the assets of the old régime. It made the position of the teacher a relatively well-paid, stable, and respectable one in the community. It began the better equipment on the material side of the schoolroom, and it inaugurated a course of study more in harmony with our American school system.

With this start the civil government at the outset was able to place the school system on a sound American pedagogical basis. It began actively the construction of new and suitable school buildings from a fund of \$2,000,000 contributed by the American Government for public improvements, and over one-quarter of which has been spent in the construction of schoolhouses. By the end of the first school year we had nearly 800 schools in operation, the cost of maintenance of which was borne entirely by the insular government from the funds of the people of Porto Rico. This involved the annual outlay at that time of \$500,000. That was increased to \$600,000 the next year, and gave us nearly 1,000 schools in operation, while at the close of the last school year and the beginning of the year just opened we have approximately 1,200 schools in operation, involving an annual outlay of \$700,000. This is the maximum amount that the finances of the insular government will permit.

Increase of taxation is unadvisable. The receipts from present taxes will increase somewhat with the growth in value of taxable property and will permit of some slight increase in the school fund,

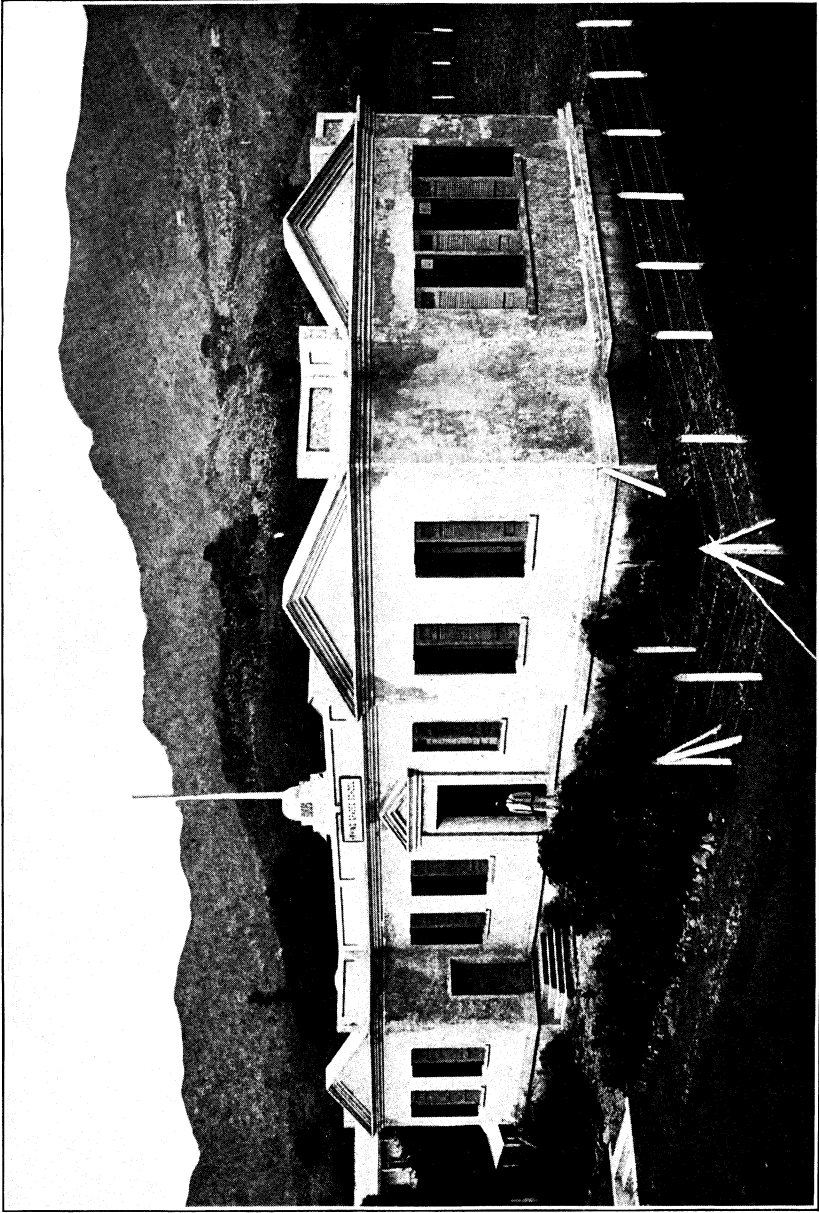
which now represents, however, a most creditable effort on the part of the insular and municipal governments, which set aside for school purposes to-day over 25 per cent of every dollar of taxation collected in the entire island. Yet the 1,200 schools which the school funds will maintain furnish accommodations for only 70,000 children, or only one-fifth of the population of school age. Do the American people desire to assume the responsibility for the government of an island where four children out of five are denied the privilege of an elementary common school education? If not, and I can conceive of only one answer to this question when the facts are fully understood by the people of this great, wealthy, and generous nation, there is only one solution, and that is national aid from the Federal Treasury for the public schools of Porto Rico. Precedents or no precedents, traditions to the contrary notwithstanding, the Congress of the United States, and the people of the United States through their representatives in Congress, must find a way of supporting and maintaining an adequate public school system where local resources are so inadequate, but where they are being taxed more severely than we are accustomed to doing at home. From \$1,000,000 to \$3,000,000 a year in addition to all insular and local appropriations could be spent profitably. No money is now being spent on educational frills or experiments. The great bulk of it is going directly and economically for the maintenance of the elementary primary schools and its essential adjuncts in the form of a normal school for the training of teachers, three small high schools, which also train teachers and furnish a preparation for a few of the more promising graduates of the primary school who are destined to become leaders in the community, and for the maintenance of a few schools of grammar-school grades.

There is an earnest desire on the part of the business interests of the island to see the investment of more capital to take the place of Spanish capital which is now being withdrawn, and there is, and has been for years, a movement in favor of a large insular loan which can be made available in some way for the promotion of agriculture. This might be met by the voting outright by the Congress of the United States of a sum of ten or twenty millions of dollars to be placed in the hands of a board of trustees, made up of the insular government officials, and to be permanently invested by them in the island and the proceeds used for the maintenance of primary schools. This money could be judiciously invested at rates of interest varying from 6 to 8 per cent, and would, therefore, furnish an annual income sufficient to double or treble the present number of schools and at the same time the capital so invested would greatly benefit the industrial development of the island and would probably insure the permanent prosperity of its agricultural interests and of the great population dependent upon those interests.

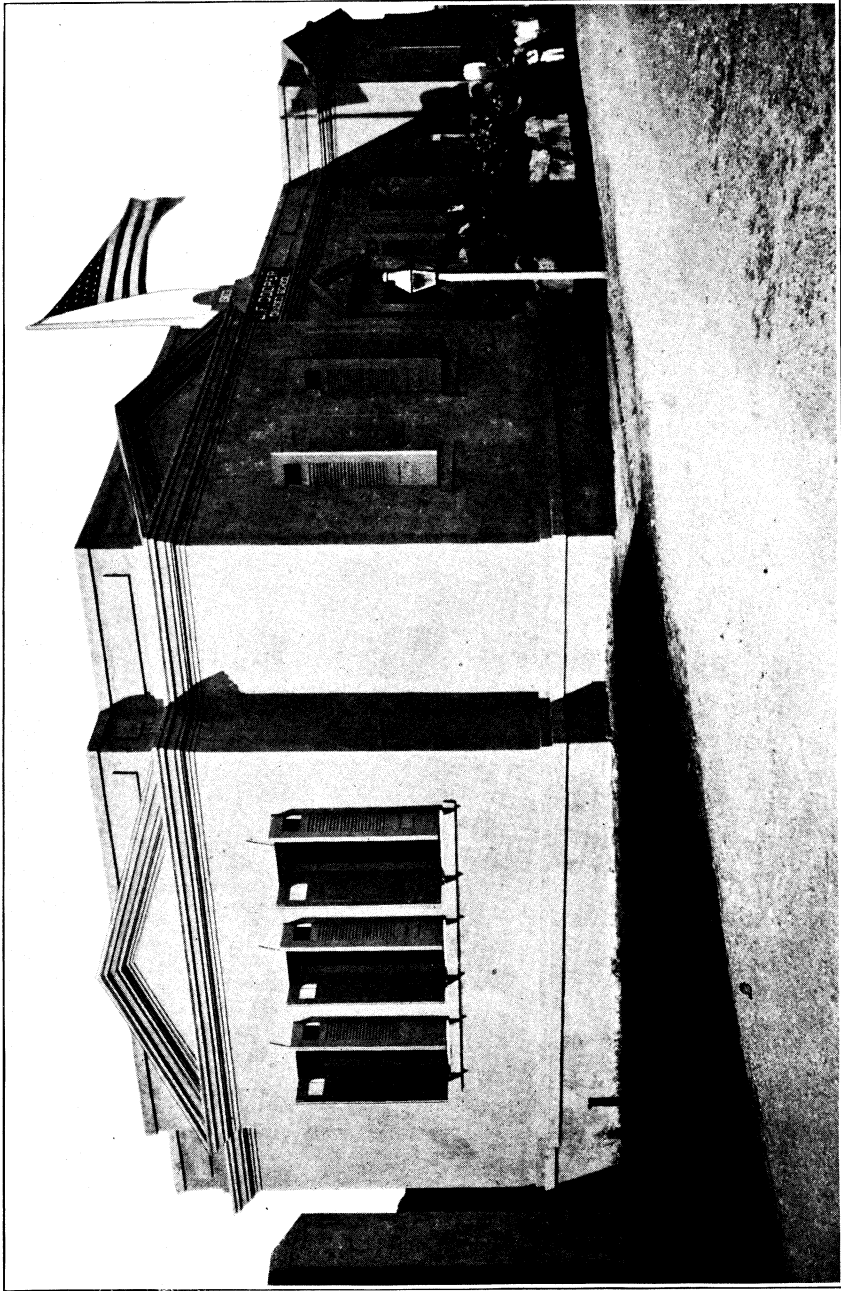
If those persons who are solicitous concerning the ultimate outcome of our experiments in colonial government would unite in an organization for the practical extension of our best American ideals and institutions to the less-favored people of a country like Porto Rico, who are now appealing to us so pathetically for the opportunity to share in the results of our civilization and help maintain a truly educational programme in all the work of our colonial government, the good that can be easily accomplished is incalculable. I know of no missionary enterprise which lies more closely at our doors and which promises so much or, indeed, seems to be a more imperative duty.



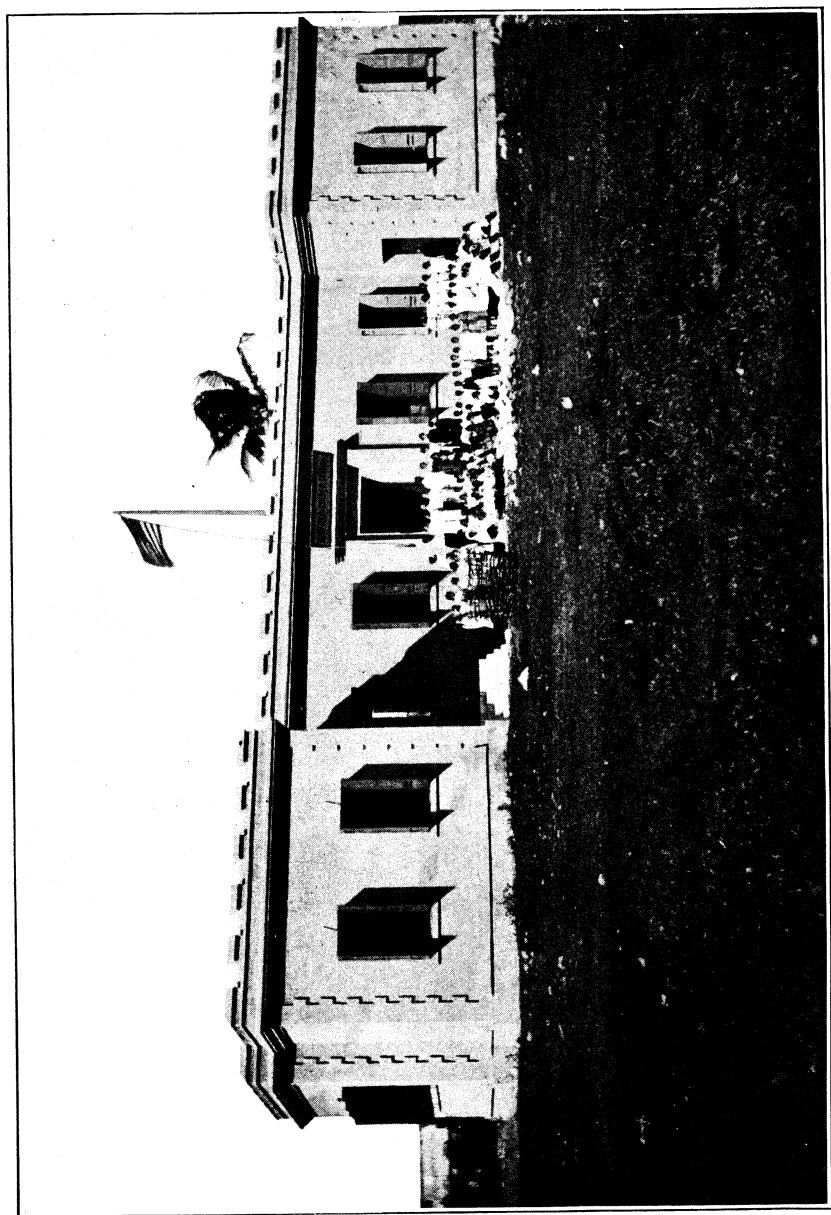




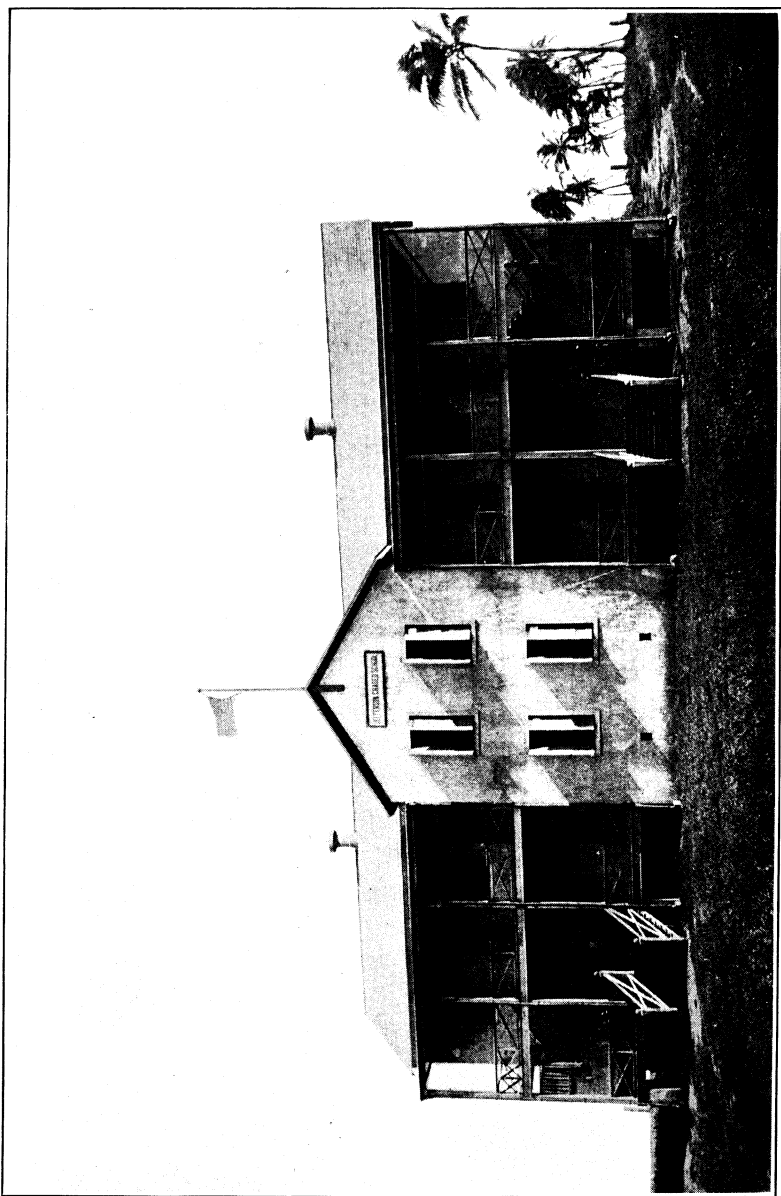
A NEW TYPE OF SCHOOL BUILDING, CONSTRUCTED BY THE DEPARTMENT OF EDUCATION. GRADED SCHOOL AT ADJUNTAS.



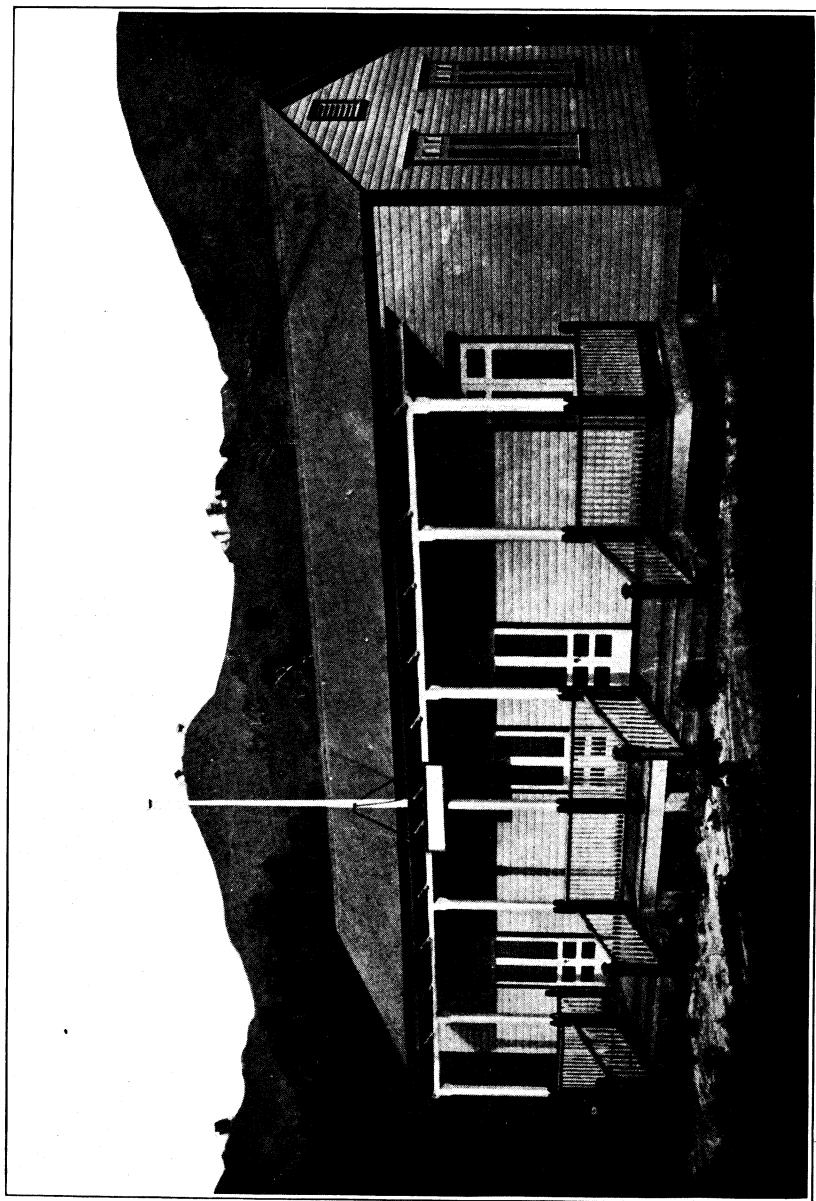
J. FENIMORE COOPER GRADED SCHOOL, SABANA GRANDE.



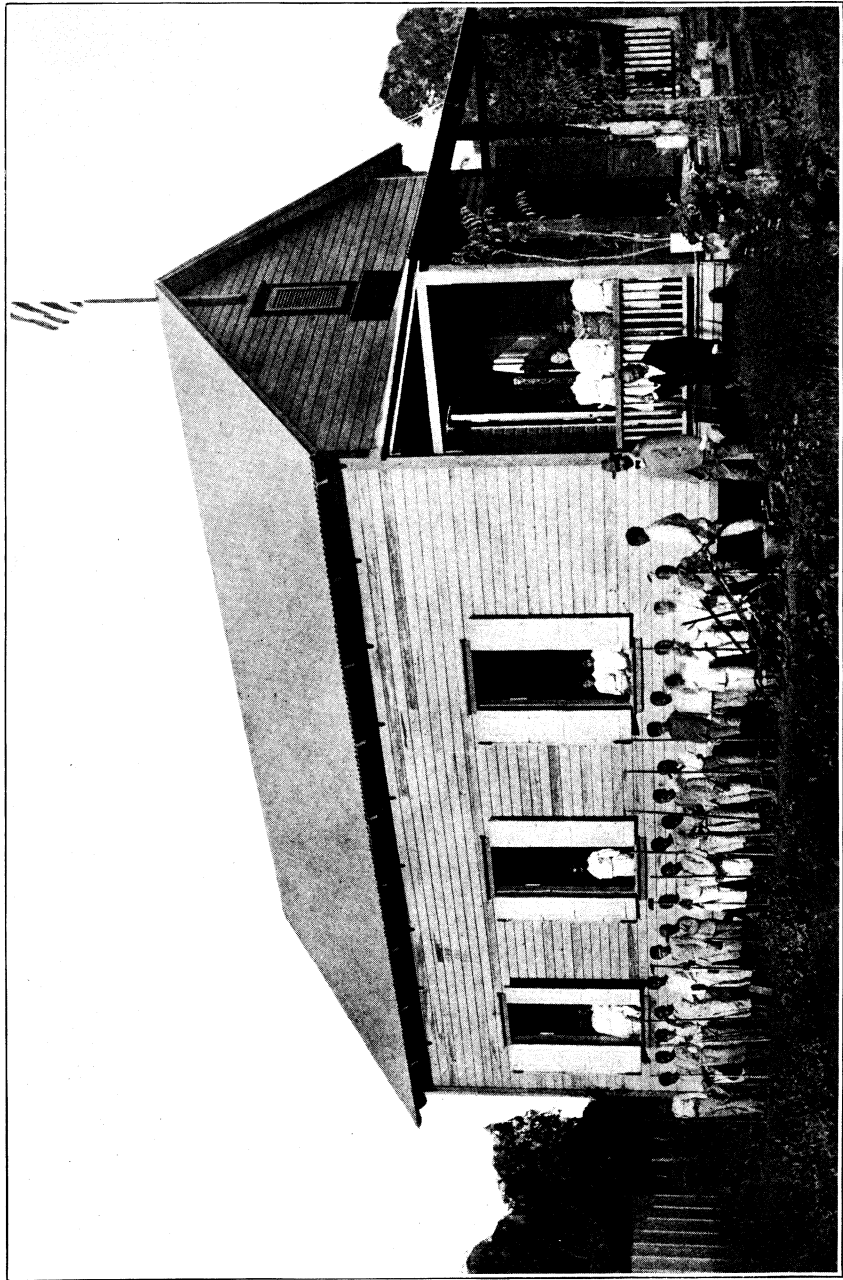
GARFIELD GRADED SCHOOL, GUANICA.



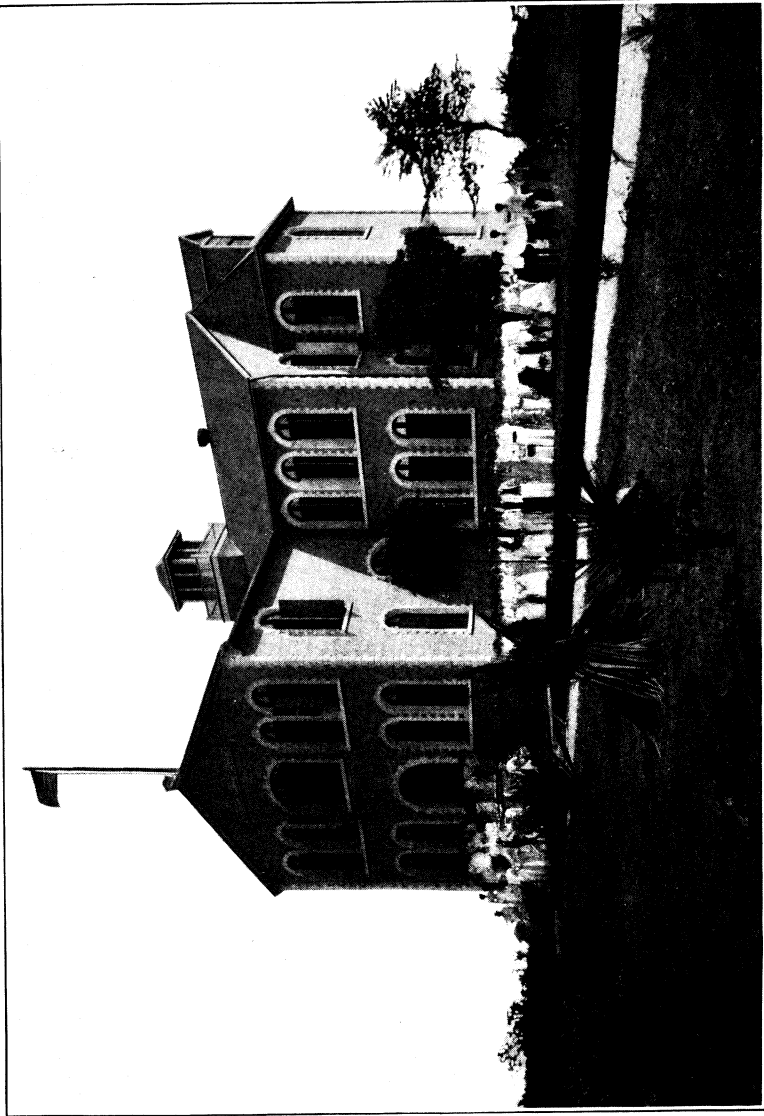
AN OLDER TYPE OF SCHOOL BUILDING, CONSTRUCTED BY THE DEPARTMENT OF EDUCATION. JEFFERSON GRADED SCHOOL, ARECIBO.



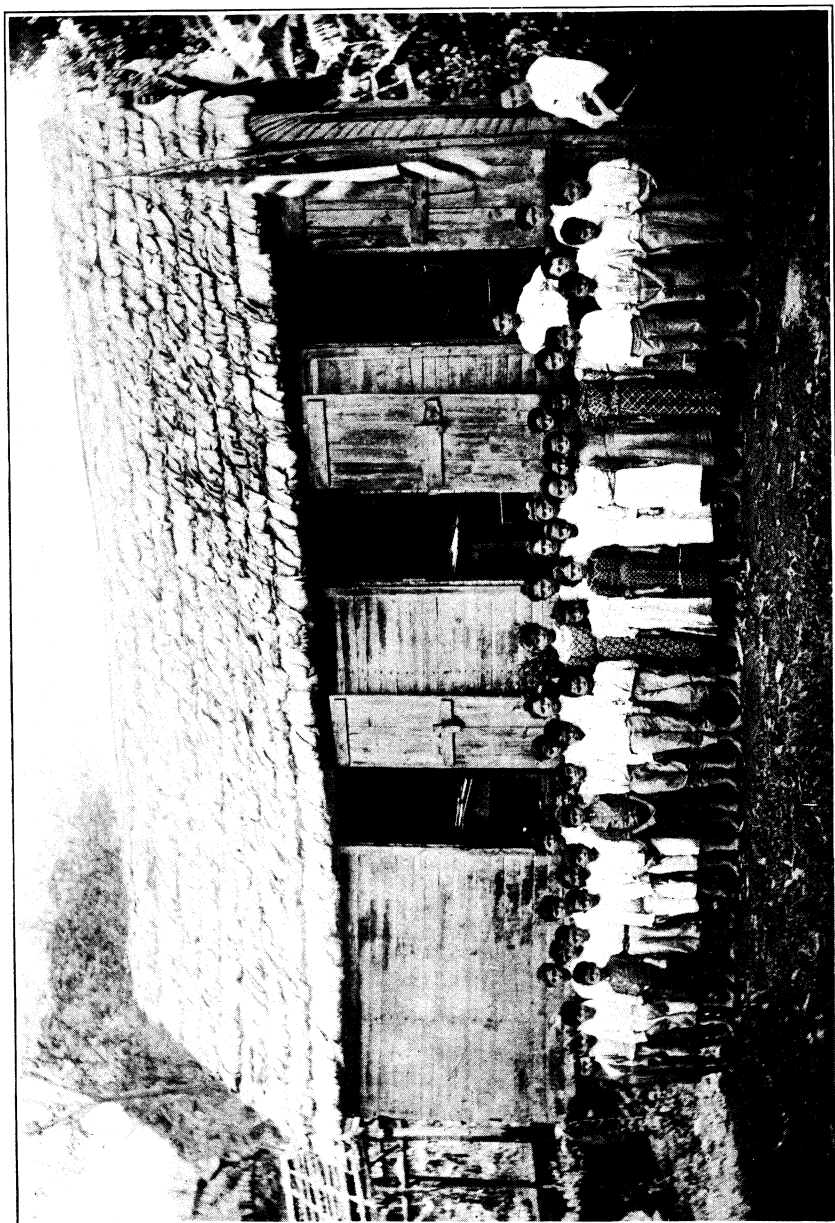
A 2-ROOM FRAME RURAL SCHOOL BUILDING, CONSTRUCTED BY THE DEPARTMENT OF EDUCATION.



MCKINLEY AGRICULTURAL RURAL SCHOOL, PONCE DISTRICT. BUILDING CONSTRUCTED BY THE DEPARTMENT OF EDUCATION.



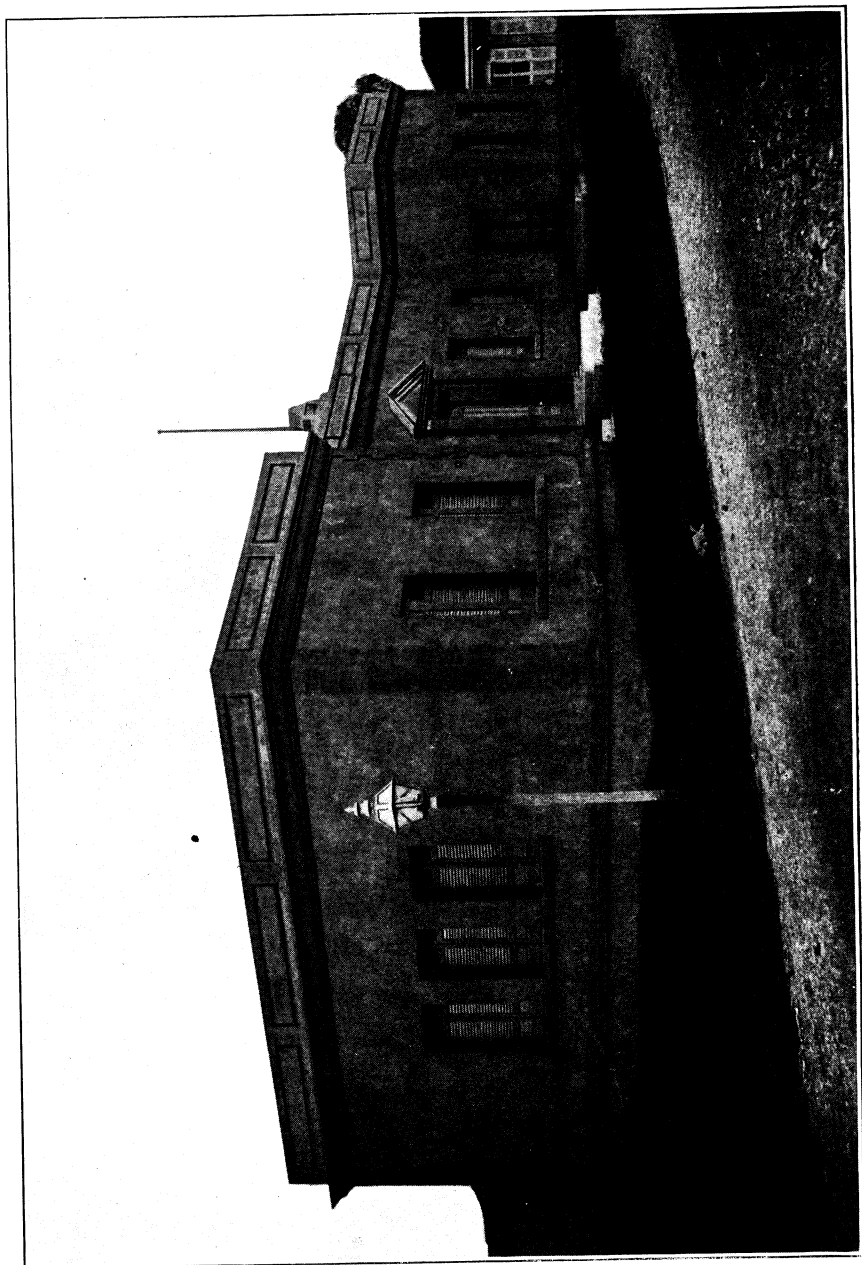
NORMAL DEPARTMENT, UNIVERSITY OF PORTO RICO.



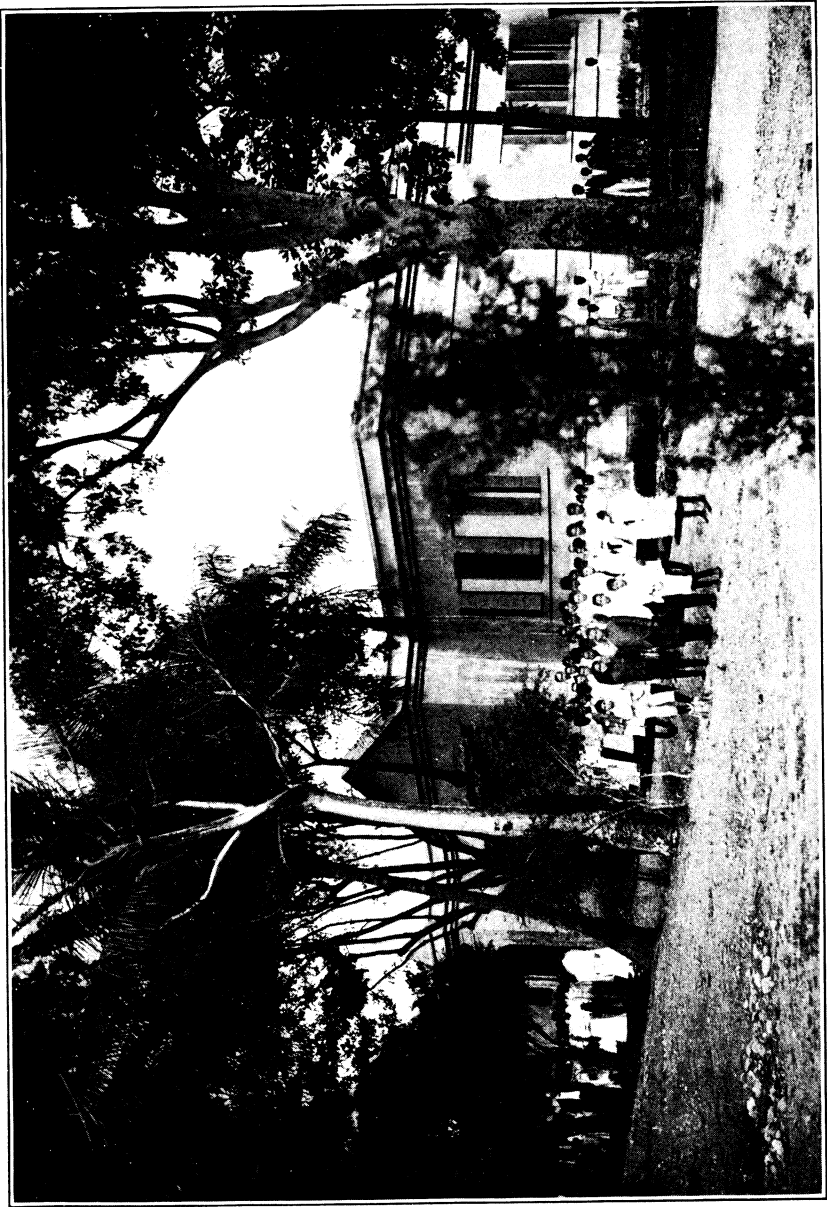
A RURAL SCHOOL, PONCE DISTRICT.



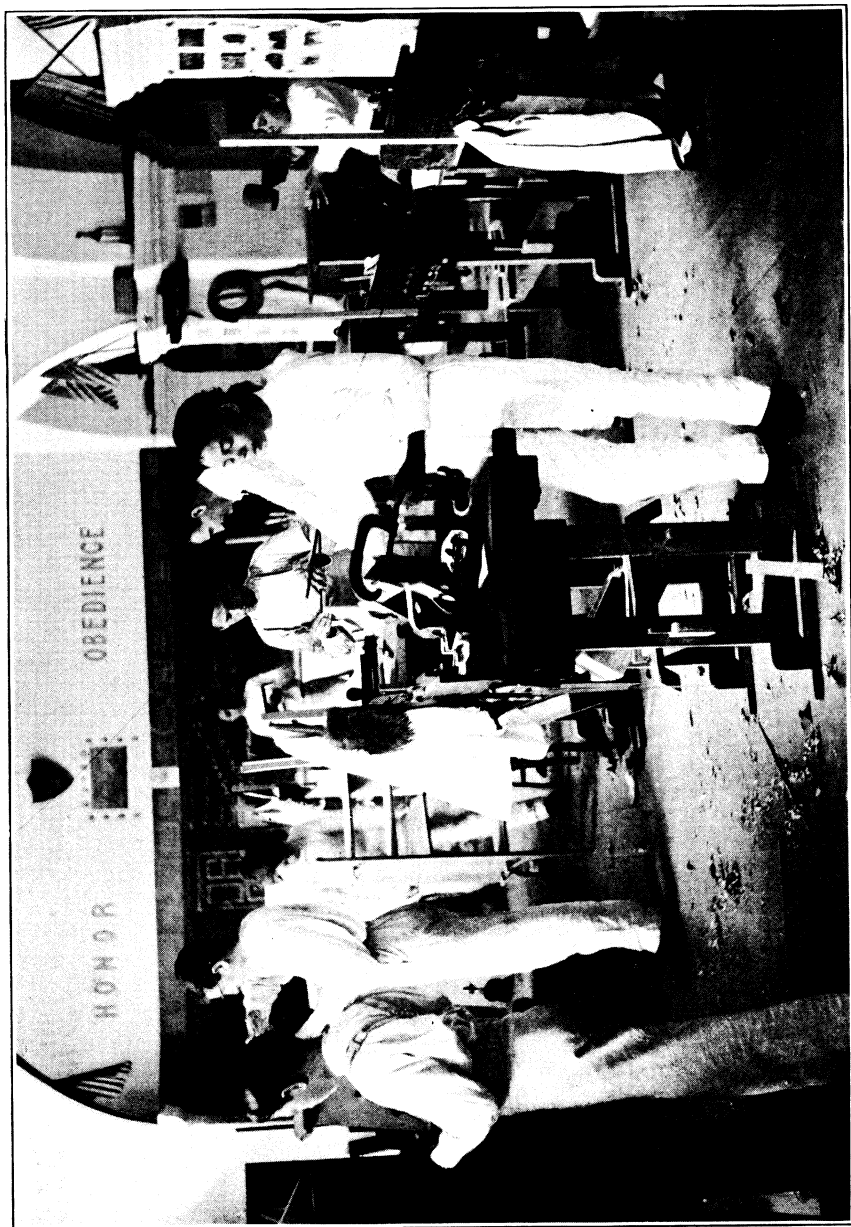
A RURAL SCHOOL. RENTED BUILDING.



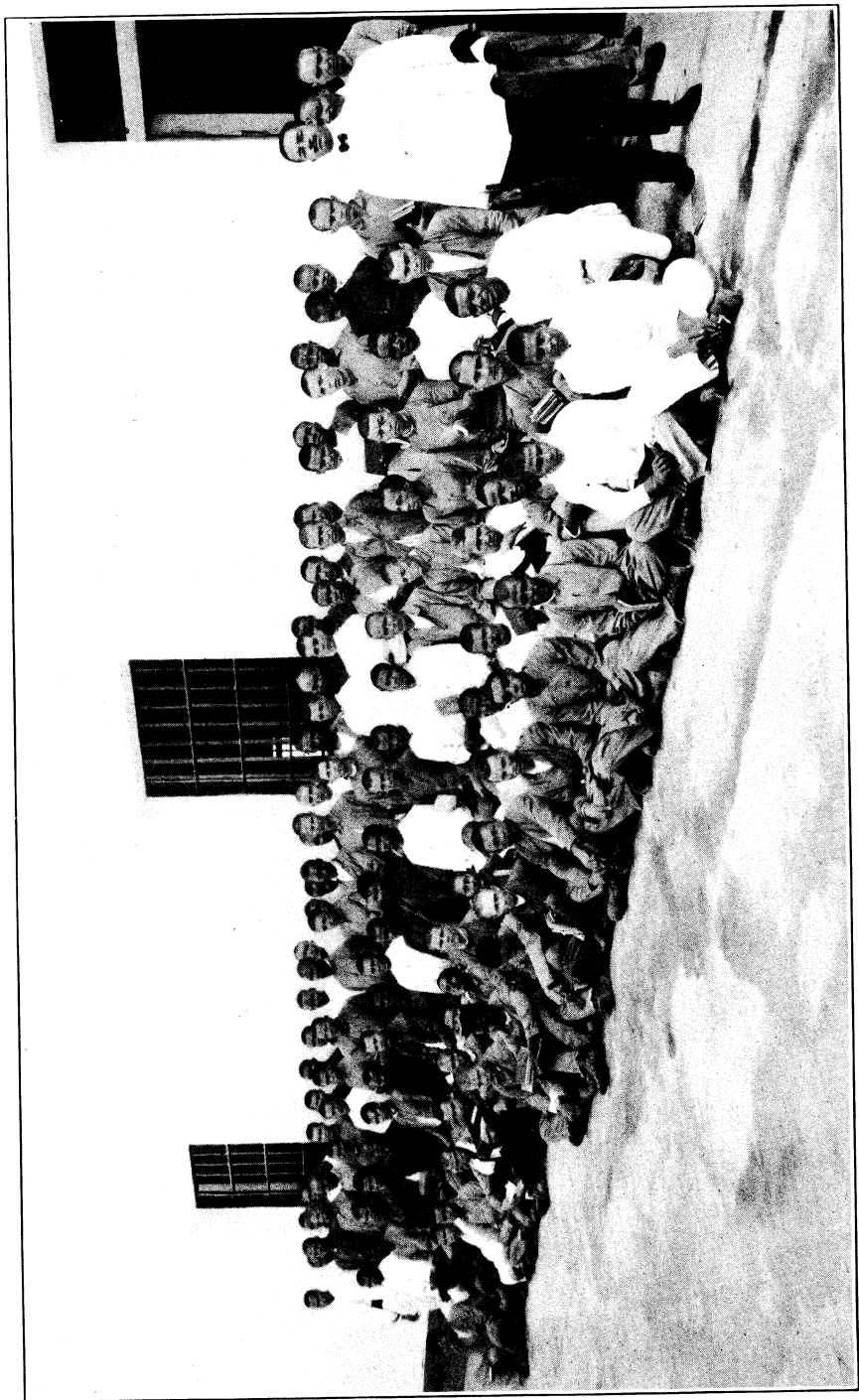
HOSTOS GRADED SCHOOL, AÑASCO.



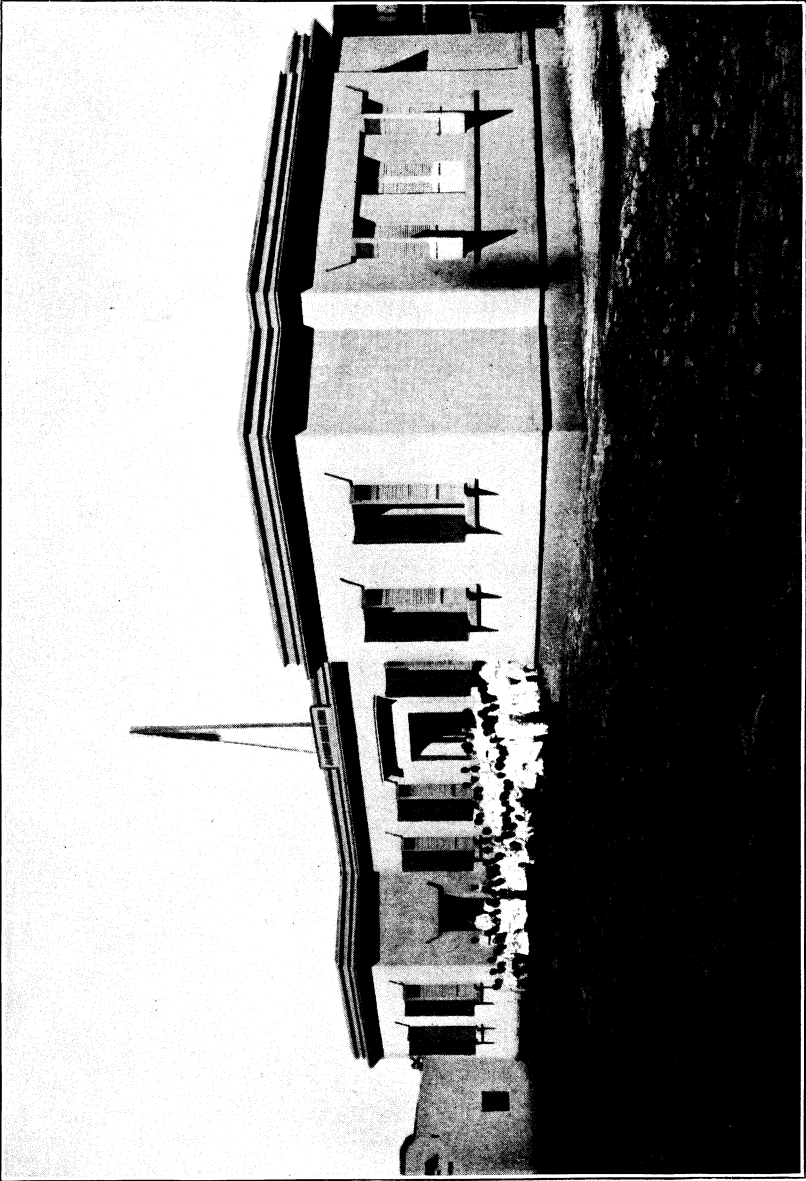
ROOSEVELT INDUSTRIAL SCHOOL, PONCE.



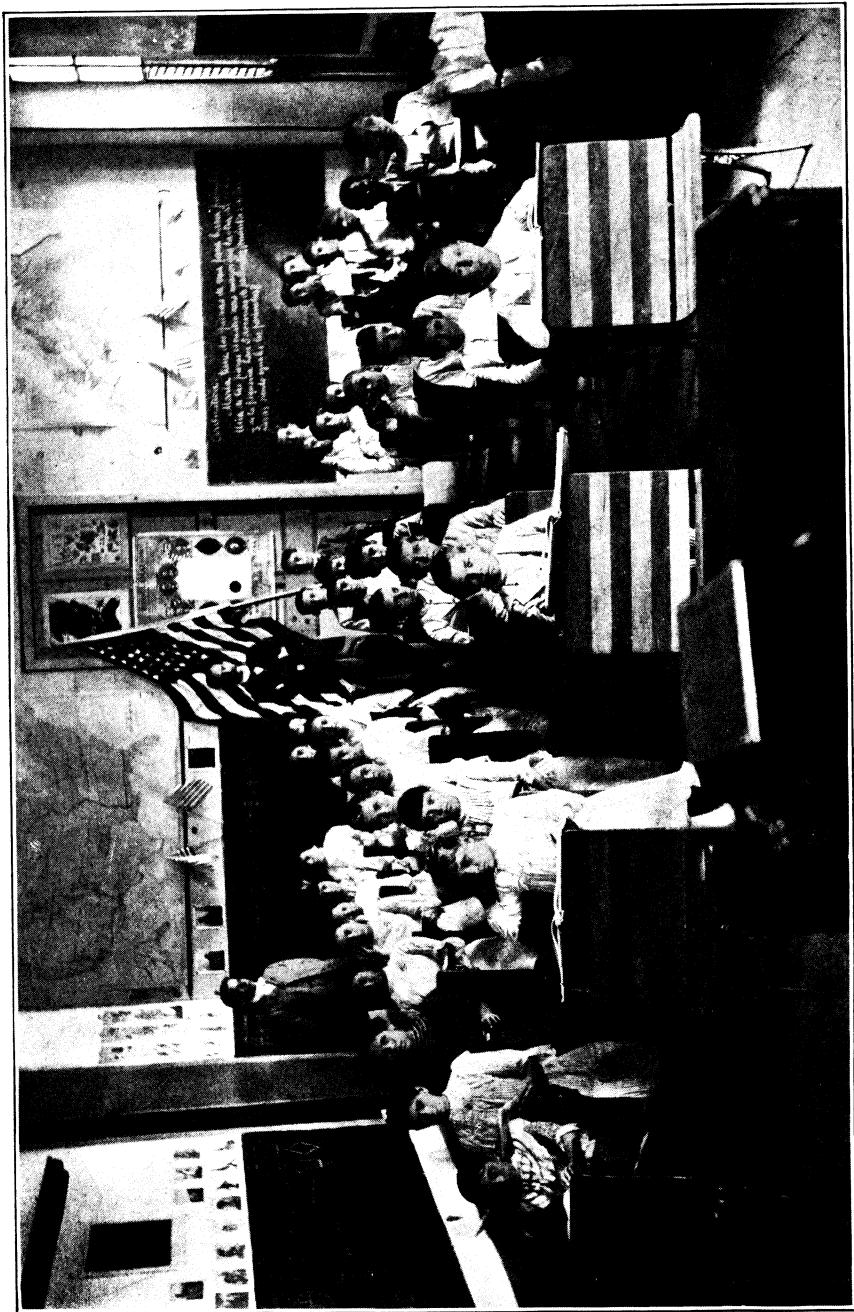
CLASS AT WORK IN MAYAGUEZ INDUSTRIAL SCHOOL.



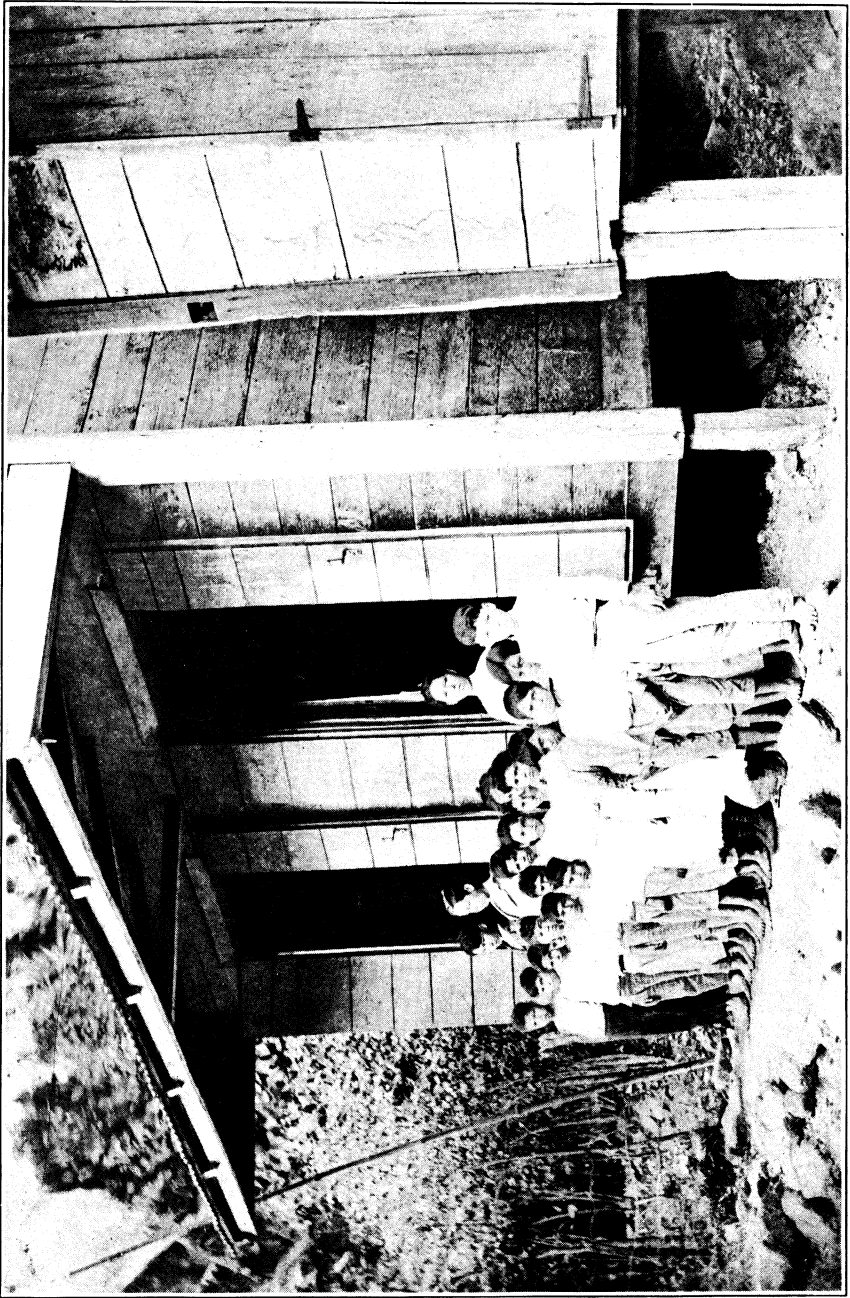
PUBLIC SCHOOL FOR PRISONERS IN JAIL AT SAN JUAN.



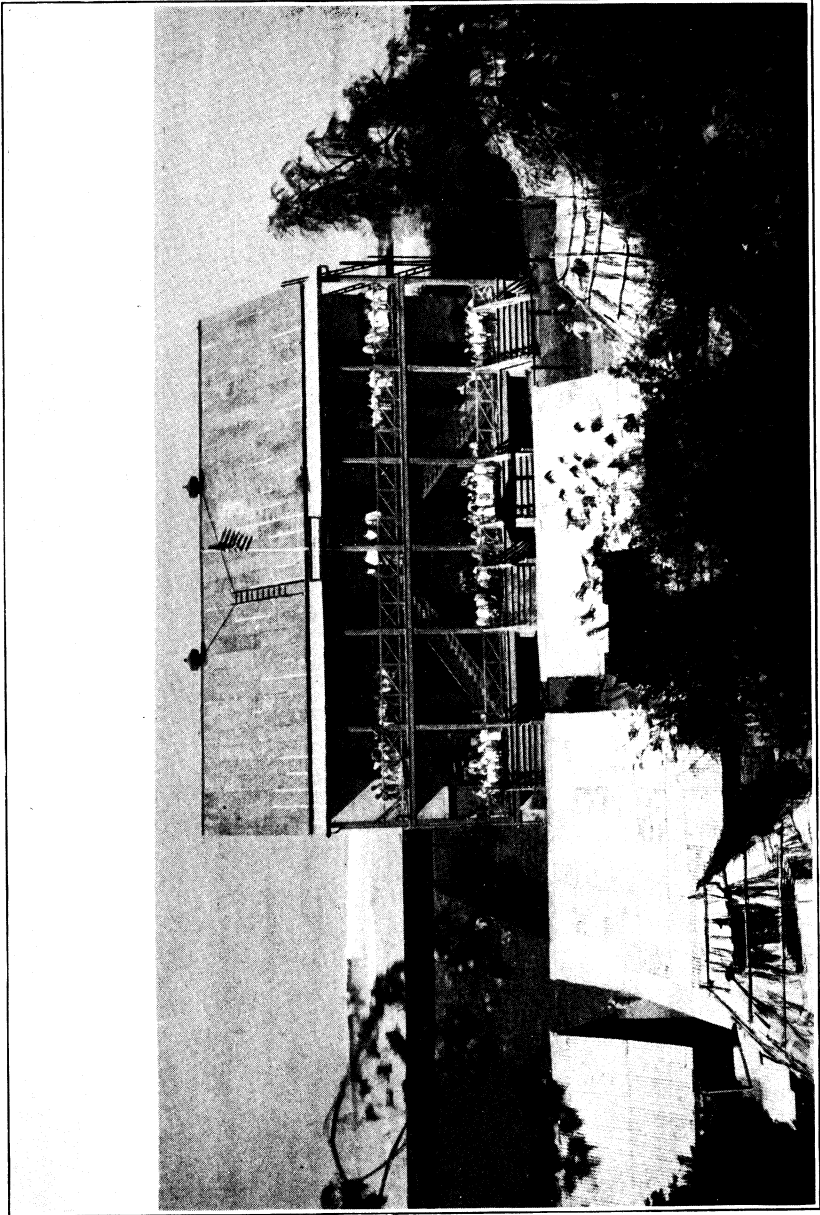
J. M. CURRY GRADED SCHOOL, CABO ROJO.



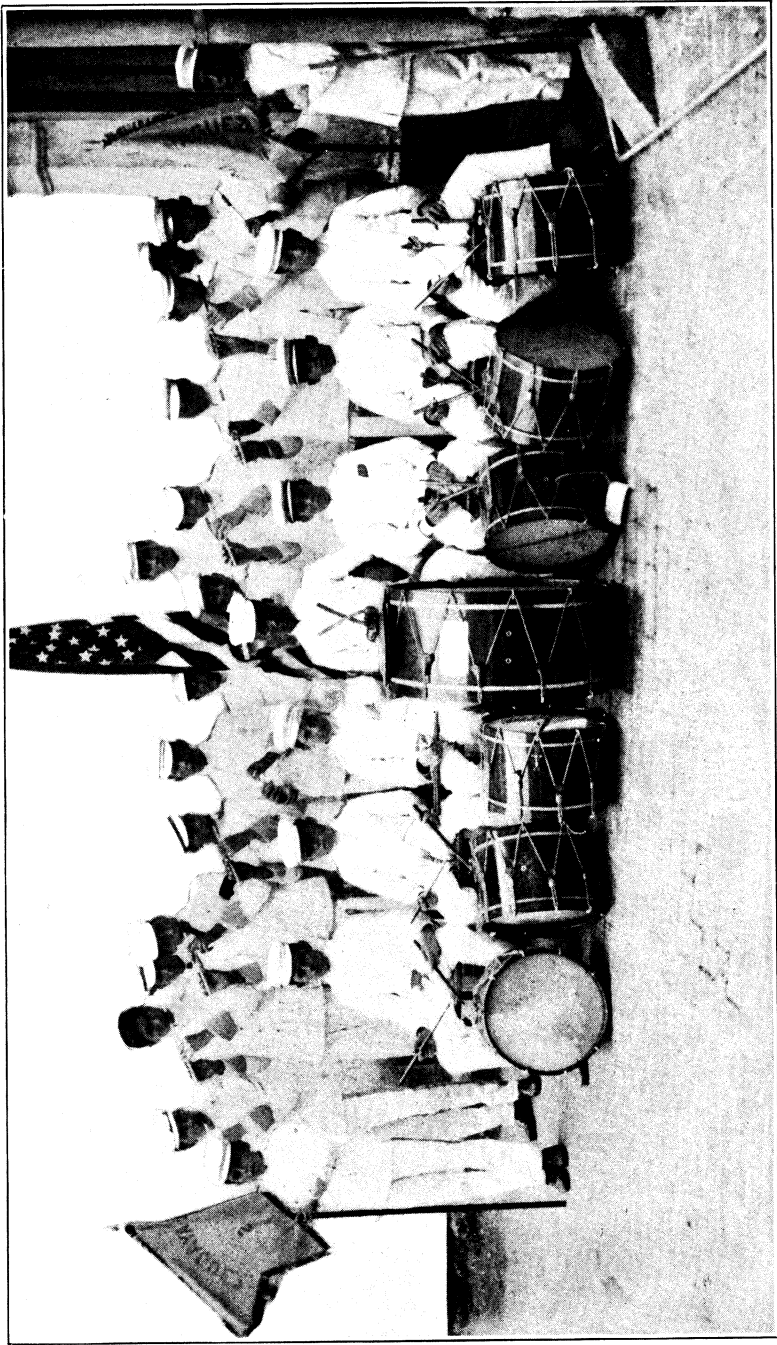
CLASS ROOM IN MAYAGUEZ GRADED SCHOOLS.



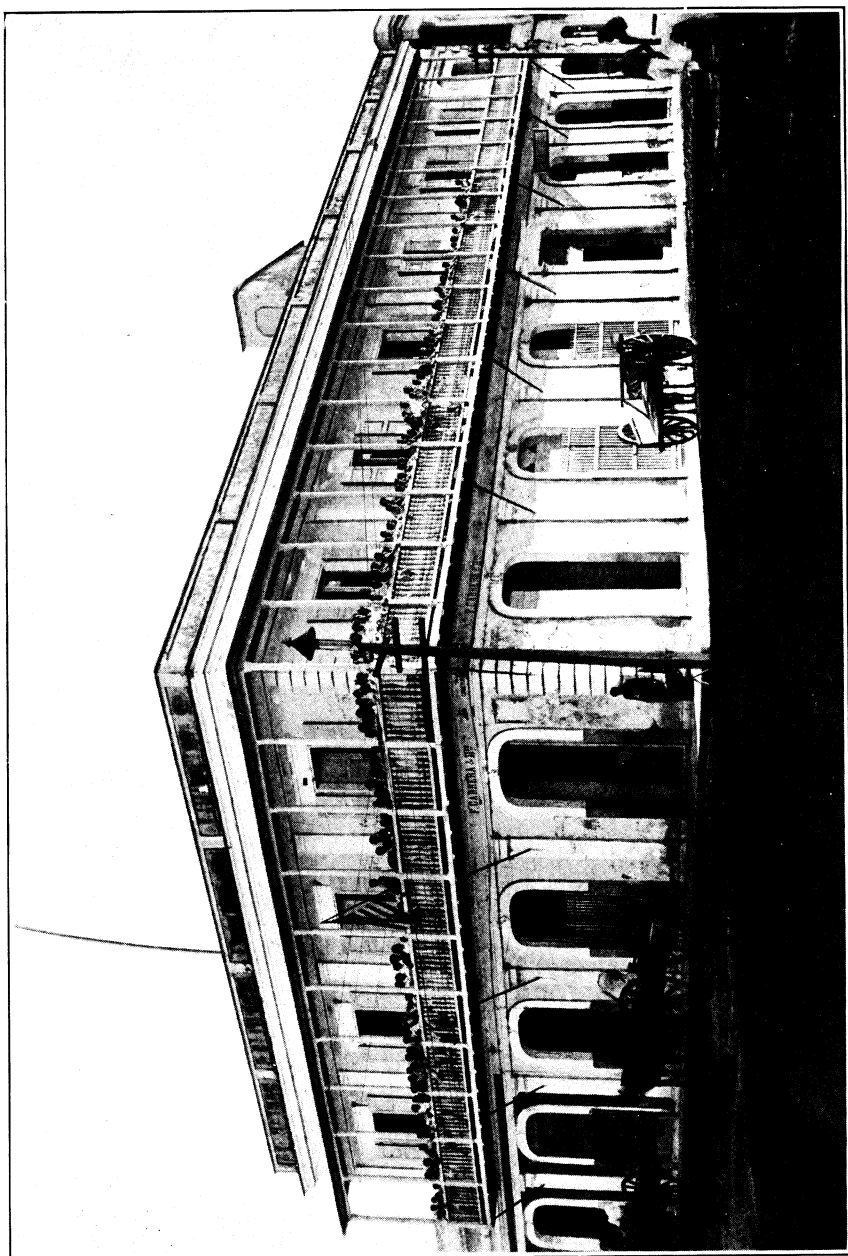
A RURAL SCHOOL, PONCE DISTRICT.



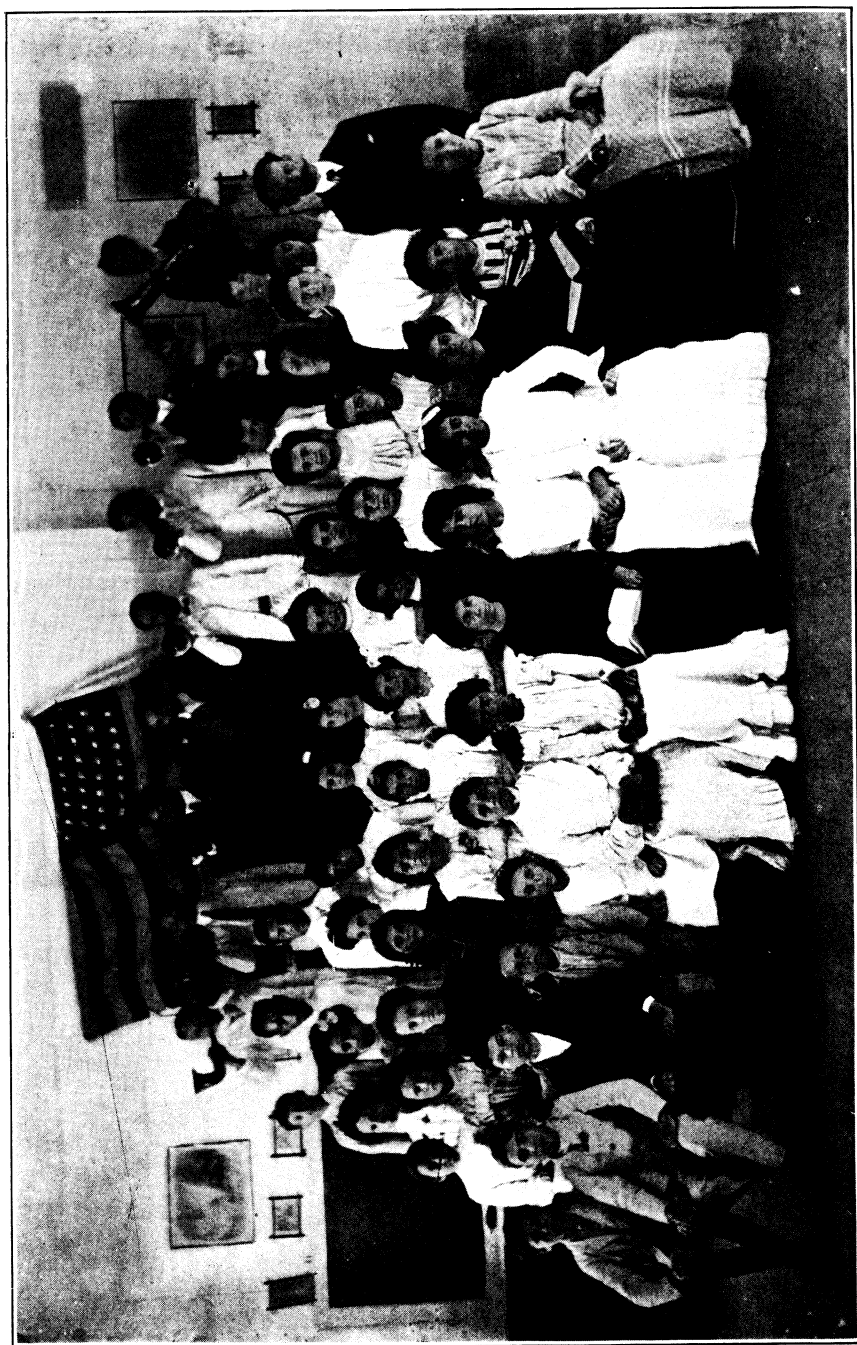
A SCHOOL BUILDING BY THE SEA—LAFAYETTE GRADED SCHOOL, AGUADILLA.



BOYS' SCHOOL BAND, MAYAGUEZ INDUSTRIAL SCHOOL.



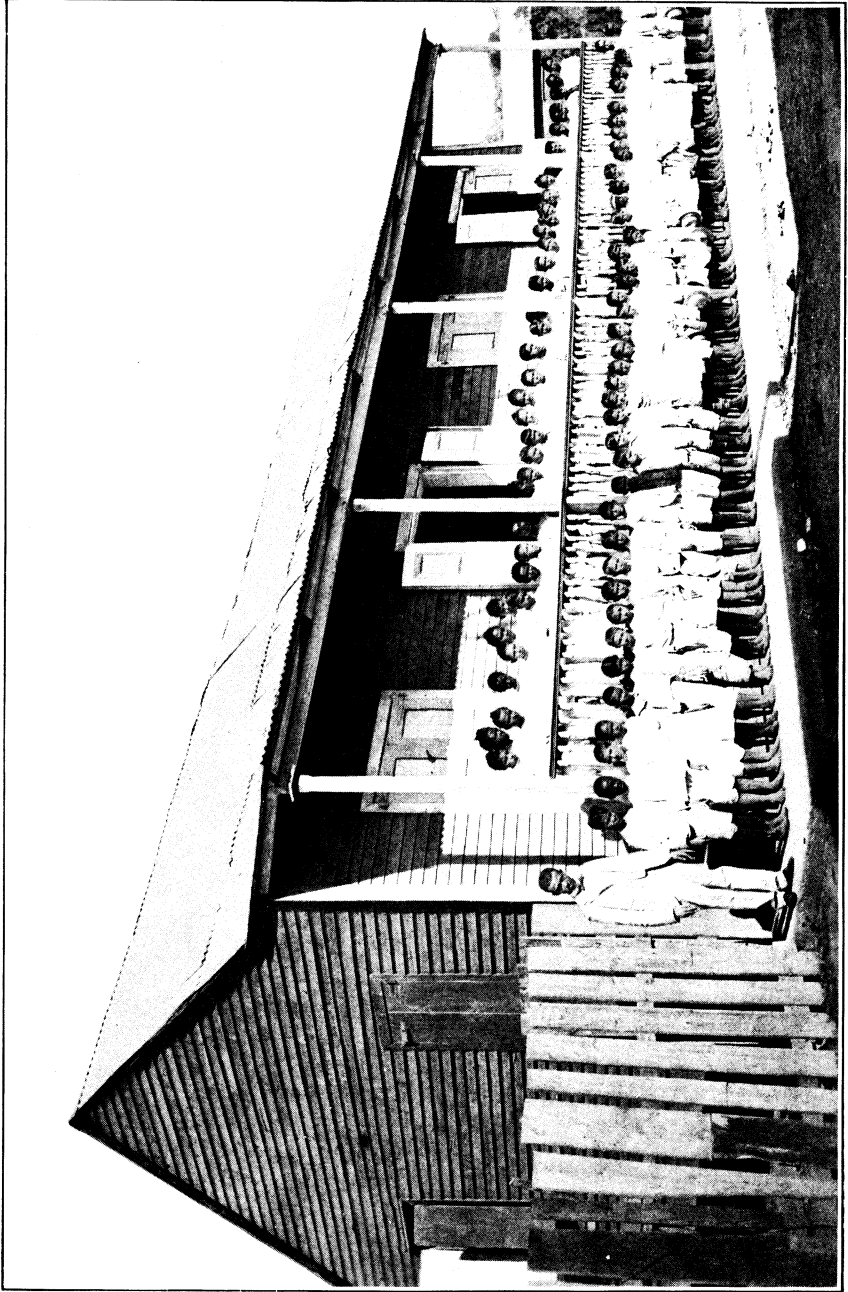
GRADED SCHOOLS, MAYAGUEZ PLAYA, OCCUPYING RENTED QUARTERS OVER A WAREHOUSE.



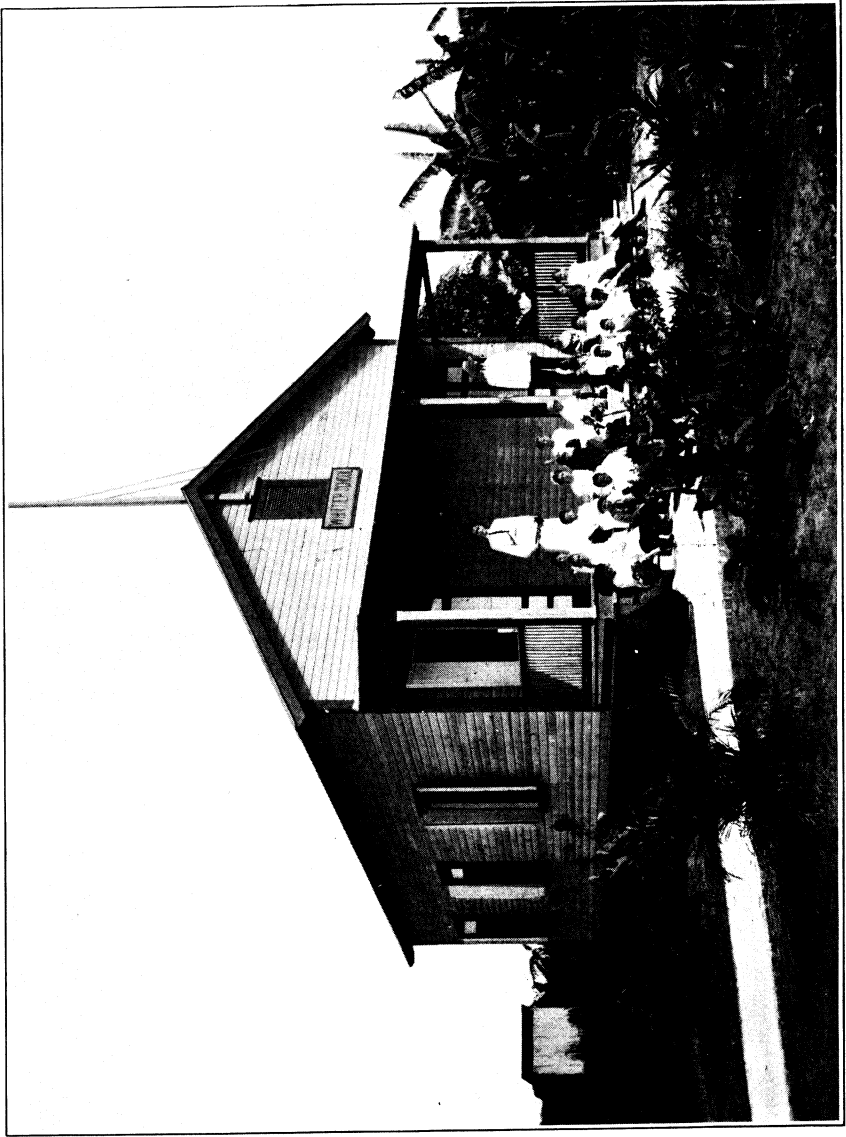
HIGHEST GRADE IN PRINCIPAL'S ROOM, LARES GRADED SCHOOL.



PRINCIPAL, TEACHERS, AND A FEW ADVANCED PUPILS, MAYAGUEZ INDUSTRIAL SCHOOL.



RURAL SCHOOL IN RENTED BUILDING, PONCE DISTRICT.



AGRICULTURAL RURAL SCHOOL, RIO PIEDRAS.

APPENDIX.

EXHIBIT I.

REPORTS OF CHIEFS OF DIVISIONS.

FINANCIAL REPORT OF DISBURSING OFFICER.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 12, 1904.

SIR: I have the honor to submit to your consideration herewith a report covering the finances of this department for the fiscal year ending June 30, 1904.

In view of the fact that a report of this character is almost entirely a matter of statistics, I shall confine myself herein merely to statements of receipts and expenditures, which I trust will prove self-explanatory.

As to the absence from this report of the appropriations pertaining to the "normal school" and "free public library," I invite your attention to "An act to establish the University of Porto Rico," etc., approved March 12, 1903, and "An act to establish the insular library of Porto Rico," approved March 12, 1903, by which this department was relieved of the administration of the funds appropriated for the above-mentioned institutions.

RECEIPTS.

"An act making appropriations for the necessary expenses of carrying on the government of Porto Rico, for the fiscal year 1904, and for other purposes," approved March 12, 1903-----	\$554,020.00
"An act making appropriations to supply deficiencies in appropriations for carrying on the government of Porto Rico, for the fiscal year ending June 30, 1904, and prior years, and for other purposes," approved March 10, 1904-----	61,300.00
Repayment to the appropriation "Common schools, contingent expenses," on account of sales of school desks to local boards, in accordance with the resolution of the executive council, adopted December 26, 1902-----	600.00
Refund to appropriation "Common schools, salaries," on account of absences of teachers-----	55.50
Total -----	615,975.50

DISBURSEMENTS.

Office of commissioner of education:	
Salaries -----	\$27,775.30
Contingent expenses -----	5,277.80
Library and museum, department of education-----	166.79
Text books and school supplies:	
Purchases -----	29,936.32
Transportation -----	678.74
Common schools:	
Salaries -----	397,597.50
Contingent expenses -----	18,526.81
Supervisors of schools:	
Salaries -----	22,232.42
Contingent expenses -----	9,873.31

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Teachers' institutes and summer normal schools:		
Salaries -----		\$6,379.37
Contingent expenses -----		535.53
High and graded schools:		
Salaries—		
San Juan -----	\$16,326.58	
Ponce -----	10,168.46	
Mayaguez -----	2,852.21	
Fajardo -----	2,220.00	
	<hr/>	31,567.25
Contingent expenses—		
San Juan -----	893.94	
Ponce -----	485.10	
Mayaguez -----	147.29	
Fajardo -----	73.60	
	<hr/>	1,599.93
Industrial schools:		
Salaries—		
Principals -----	\$5,849.90	
Teachers, San Juan -----	5,140.59	
Teachers, Ponce -----	3,664.31	
Teachers, Mayaguez -----	3,184.63	
	<hr/>	17,839.73
Contingent expenses—		
San Juan -----	2,195.05	
Ponce -----	1,475.26	
Mayaguez -----	1,269.82	
	<hr/>	4,940.13
Rental and repairs of buildings -----		2,100.00
		<hr/>
		\$577,026.93
Balance -----		38,948.57
		<hr/>
		615,975.50

TRUST FUNDS.

SCHOOL EXTENSION IN PORTO RICO.

Available fund.

July 1, 1903. To balance, separated for convenience in accounting into—		
General account -----	\$15,295.96	
Erection of buildings -----	125,521.39	
	<hr/>	\$140,817.35
General account (repayments by municipalities, as follows):		
Rio Grande -----	\$2,014.63	
Cabo Rojo -----	850.00	
Adjuntas -----	916.65	
Añasco -----	701.67	
Sabana Grande -----	393.31	
Maricao -----	824.76	
San Sebastian -----	916.66	
Yauco -----	964.62	
Juana Diaz -----	1,345.94	
Las Marias -----	722.80	
Lajas -----	431.21	
Rio Piedras -----	952.05	
Ponce -----	1,200.00	
	<hr/>	12,234.30

Erection of buildings (allotment on account of the following school houses, one-half of which is to be repaid by the corresponding municipalities):

Patillas -----	\$3,000.00
Las Marias -----	10,000.00
Río Piedras -----	13,000.00
Maricao -----	10,000.00
Lajas -----	7,500.00
	\$43,500.00

Arecibo (allotment on account repairing industrial school building, \$1,878.50 of which is to be repaid by the municipality) -----	3,757.00
Río Grande: No repayment -----	319.50
	\$47,576.50

\$59,810.80
200,628.15

Disbursements.

General account:

Salaries (architect, inspectors, stenographer, and draftsman) -----	\$6,607.73
Traveling (architect and inspectors) -----	828.88
Contingent expenses (advertising bids, cablegrams, transportation of desks to new schools, extras not included in contracts, supplementary contracts, sundries) -----	491.76
Construction of rural schools (Mayaguez, 2; Camuy; Utuado, and Aguadilla) -----	8,848.00

16,776.37

Erection of buildings: Contracts ----- 62,923.66

79,700.03
120,928.12
200,628.15

TEACHERS' PENSIONS.

Available fund.

July 1, 1903. To balance ----- \$52.70

Payments by municipalities, as follows:

Cabo Rojo -----	\$161.89
Carolina -----	69.58
Humacao -----	245.11
Lajas -----	215.71
Naguabo -----	137.90
Yabucoa -----	112.25
Toa Baja -----	155.07
Naraujito -----	22.52
Arecibo -----	270.08
Ponce -----	940.44
Añasco -----	237.74
Morovis -----	67.86
Ainbonito -----	303.86
	2,940.01

\$2,992.71

Disbursements.

Balance due quarter ending December 31, 1902 ----- \$117.60

Payments pertaining to quarter ending March 31, 1903 ----- 987.40

Payments pertaining to quarter ending June 30, 1903 ----- 987.40

Part payment for the quarter ending September 30, 1903 ----- 872.80

\$2,965.20

Balance ----- 27.51

2,992.71

MISCELLANEOUS ACCOUNTS.

Appropriation.

"An act making appropriations for the necessary expenses of carrying on the government of Porto Rico, for the fiscal year ending June 30, 1904, and for other purposes," approved March 12, 1903.

"Instruction and training of young men from Porto Rico in the United States" -- \$10,000.00
 Repayment to this appropriation for fiscal year 1903-4 ----- 33.33

"Technical education of Porto Rican students in the United States" ----- \$10,033.33
 Repayment to this appropriation for fiscal year 1903-4 ----- 5,000.00
 "An act providing for educating certain Porto Rican young men and women in the normal school at Rio Piedras," approved March 12, 1903 ----- 62.49

----- 5,460.00
 ----- \$20,555.82

Disbursements.

Instruction and training of young men from Porto Rico in the United States ----- 9,572.61
 Technical education of Porto Rican students in the United States ----- 4,437.47

Education of Porto Rican students in normal school at Rio Piedras :
 Allowances ----- 4,431.00
 Actual traveling expense ----- 123.78

Balance ----- 18,564.86
 ----- 1,990.96
 ----- 20,555.82

ESTABLISHMENT AND MAINTENANCE OF INDUSTRIAL SCHOOLS IN PORTO RICO.

July 1, 1903 (no fiscal year). To balance ----- \$23,943.79

Disbursements.

Arecibo Industrial School:
 Salaries ----- \$2,623.15
 Contingent expenses ----- 1,054.99
 ----- \$3,678.14
 Balance ----- 20,265.65

23,943.79

SCHOOLS FOR THE TRAINING OF NURSES.

(No fiscal year.)

July 1, 1903. To balance ----- \$1,962.38
 Transfer from appropriation "Maintenance of schools for training nurses" ----- 1,000.00

----- 2,962.38

Disbursements.

San Juan nurse school ----- \$449.05
 Mayaguez nurse school ----- 613.55
 ----- \$1,062.60
 Balance ----- 1,899.78

----- 2,962.38

COMMON SCHOOLS EQUIPMENT.

(No fiscal year.)

Created by an act of the legislature entitled "An act to reappropriate moneys paid by municipalities and other parties to the commissioner of education for school equipment, and for other purposes," approved March 10, 1904.

Receipts.

1904.			
Apr. 16.	From the following school boards on account of sales of desks:		
	Guayama -----	\$74. 75	
	Cayey -----	150. 00	
26.	Manatí -----	174. 00	
		<hr/>	\$398. 75
May 27.	Payment for lost books -----		8. 08
			<hr/>
			\$406. 83

Disbursements.

Apr. 22, 1904.	For desk parts to complete stock	\$181. 87
	Balance -----	224. 96
		<hr/>
		406. 83

MISCELLANEOUS RECEIPTS.

From rent of Fajardo school farm -----	216. 85
Collected from teachers and superintendents for lost books prior to act of March 10, 1904, "Common schools equipment," and not available for disbursement -----	1, 113. 99
<hr/>	
Total -----	1, 330. 84
Duly deposited with treasurer of Porto Rico -----	1, 330. 84

RECAPITULATION.

	Receipts.	Disbursements.
Regular appropriation -----	\$615, 975. 50	\$577, 026. 93
School extension in Porto Rico, trust fund -----	200, 628. 15	79, 700. 03
Teachers' pensions, trust fund -----	2, 992. 71	2, 965. 20
Beneficiaries -----	20, 555. 82	18, 564. 86
Establishment and maintenance of industrial schools -----	23, 943. 79	3, 678. 14
School for the training of nurses -----	2, 962. 38	1, 062. 60
Common schools, equipment -----	406. 83	181. 87
Balance -----		184, 285. 55
<hr/>		
Total -----	867, 465. 18	867, 465. 18

There are still outstanding against the department bills aggregating \$232.03, which will be paid as soon as the vouchers are received, properly executed.

In closing, I desire to acknowledge the untiring work of the men in this division, and to thank them for the interest and faithfulness they have shown in the execution of same during the past year.

To the commissioner I desire to express my thanks for his confidence and cheerful assistance at all times, and to record my sincere regret at the loss of so estimable a chief.

I have the honor to be, sir, very respectfully,

T. R. WILDMAN,

Disbursing Officer and Chief of Division.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

STATISTICAL REPORT OF THE CHIEF OF DIVISION OF SCHOOL SUPERVISION AND STATISTICS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 1, 1904.

SIR: I beg to submit the annual report of the division of supervision and statistics.

I would especially call your attention to Nos. 34 and 35 in the general résumé,^a

^a Given on page — in the main text of the report.

giving number of pupils enrolled in private schools, by sex and color. Here-
 tofore, at least since the American invasion, this department has collected no
 data whatever regarding private schools; and this year for the first time we are
 able to give an estimate relatively exact of the number of pupils therein
 enrolled. The list of private schools submitted by the superintendents does not
 include those with an enrollment less than 15 pupils, of which there are
 undoubtedly a great many scattered throughout the island. Regular forms for
 reporting the enrollment have been sent out to the teachers or principals in
 charge of the private schools, and tabulations were subsequently made by the
 statistical clerk. The reports as received show that the number of private
 schools with an attendance of more than 30 pupils is very small indeed, and that
 the enrollment of these schools constitutes only a fraction as compared with
 the total enrollment of the island. There are only a few schools of a private
 character in San Juan, Ponce, and Mayaguez which can really compete with the
 public schools. As the enrollment and attendance, however, are good in the
 public schools of these towns and the accommodations are yet insufficient to
 receive all pupils applying for admission, we need not fear but that the public
 school will maintain its position of priority in the public estimation.

PROFESSIONAL REPORTS OF TEACHERS—METHOD EMPLOYED IN CHECKING OF SAME.

Some two months before the opening of the present school year a large cabinet
 with spacious drawers was built for the use of this division. Herein are filed
 the different forms as soon as received from the respective superintendents and
 principals, beginning with the statistical report, the professional report, and the
 report on the equipment and material conditions of the school. We have by this
 means been able to keep a very close check on the work of each teacher and note
 the actual conditions of each school from month to month, this system, further-
 more, allowing us to compare readily the reports of the different months. The
 advantages gained thereby have been many. The superintendents were formerly
 required to report on carbon sheets the work of each school. Such reports
 could not be saved for any length of time and they were difficult to refer to.
 The system in use at present will allow us from now on to compare and examine
 from year to year with sufficient detail and exactness all the necessary data
 relating to any school or teacher. This same system was placed in operation
 for the financial reports of the school boards; also for superintendents' statisti-
 cal reports.

CONFERENCES OF SUPERINTENDENTS.

I shall make only brief mention of the superintendents' conference held dur-
 ing the Christmas vacation. The experience of the past four years has shown
 the value and importance of these annual conferences. The exchange of ideas
 effected and the knowledge of the actual workings of other districts acquired in
 these meetings is of great value to all the superintendents and members of the
 department. The suggestion has been made that the point of reunion from year
 to year be changed, and that the conferences be opened to the public, at least
 during the afternoon or evening sessions. The idea seems to me worthy of
 being followed, and, if possible, I would suggest that for the coming year the
 sessions be held in Ponce or Mayaguez.

EXHIBIT OF PUPILS' WORK FOR LOUISIANA PURCHASE EXPOSITION.

During many months this division was busily occupied in giving instructions
 and attending to the numerous details in connection with the preparation of
 the exhibit for the exposition referred to above. Special paper on which the
 work was to be submitted was prepared and sent out to all the superintendents
 and principals. Not only were special instructions sent out, but extracts from
 the general circular of the educational committee of the exposition were dis-
 tributed as well. As a whole, the work submitted was carefully prepared and
 indicative of actual conditions in our schools. Very little of the work had to
 be rejected because of lack of margin, poor arrangement, finger prints, or other
 marks which would detract from or render the same unrepresentable. The exhibit
 from the industrial schools was especially good, and I feel safe to say will be
 one of the most salient features of our school exhibit. All classes and grades
 of schools were represented with the exception of the normal school.

IMPROVED ENROLLMENT AND ATTENDANCE.

Special effort has been made to secure an improved enrollment and attendance during the present school year. The summary of statistics for the first term of the present school year shows that the enrollment for the term in question had improved in all the districts of the island as compared with a similar period for last year, with the exception of the districts of Yauco, Arecibo, and Bayamón; also that the average daily attendance had improved in all districts excepting San Germán, Aguadilla, Utuado, and Bayamón. The summary of statistics for the first and second terms also shows a substantial increase over last year in the important items of enrollment and attendance per school and the total number of pupils and per cent of the estimated school population attending the schools each day throughout the island. This showing, I think, is very satisfactory. In furtherance of this improvement, this division entered into frequent communication with the school boards, teachers, and superintendents by means of circular and personal letters, and in a number of cases made visits of inspection to the districts.

DISTRICTS VISITED AND TOURS OF INSPECTION.

During the past school year I have had occasion to visit many of the school districts on matters relating to the work of this division. In all I have visited 10 districts, and some of them twice or three times. My office duties have not permitted me, however, to be absent as frequently as I should have liked, though in many ways I believe it would be desirable for the chief of this division to spend more time in familiarizing himself with the actual conditions of each district for the purpose of consulting with superintendents and teachers and suggesting necessary changes and improvements in the schools and the work of the district.

CLASSES IN ENGLISH FOR PORTO RICAN TEACHERS.

The present year is the third during which English classes have been outlined and continuously followed throughout the school year by the Porto Rican teachers. The work this year for all grades of teachers has naturally been somewhat more advanced and difficult than that of previous years, as is to be expected by reason of their greater knowledge of the language and the increased conveniences and means of studying the same. From what I have been able to learn by conversation with teachers and superintendents I am firmly convinced that the classes have grown in importance and value, and there is little doubt now but that the Porto Rican teacher is increasingly desirous of qualifying himself to teach in this language. An additional incentive is now offered him in view of the increased salary allowed the Porto Rican teacher who is able to teach in the English language.

DISTRICT CIRCULAR LETTERS.

Another important and far-reaching plan introduced this year has been the interchange of circular letters among the superintendents. This has been made possible by the general adoption and use of the typewriter and mimeograph by nearly all the superintendents. The importance and value of this exchange of circular letters has already been seen and appreciated by this division. Many of the superintendents have prepared and distributed as many as 30 circular letters among their teachers during the year, touching upon the different phases of school work, on the one hand, and conveying to them, on the other, instructions received from the department. Outlines on the important points of school work of great practical value to the teachers have also been sent out by this same means.

ATTENDANCE OF RURAL TEACHERS AT THE INSULAR NORMAL SCHOOL.

By section 55 of the school laws authorization is granted the commissioner of education to appoint five rural teachers from each and every district during the course of the year to attend the insular normal school. By reason of the difficulty in obtaining substitutes it has not been possible, however, for every district to have its full representation. The following are the districts which have had less than the five teachers in attendance.

Humacao -----	4
Caguas -----	4
Guayama -----	1
Yauco -----	0
Aguadilla -----	4
Arecibo -----	4
Utuaod -----	2

According to the reports which we have received from the principal at the normal school most of the rural teachers attending have been faithful as students and have shown a desire and willingness to do earnest and conscientious work, and with few exceptions it is to be presumed that these teachers have returned to their schools with an increased knowledge and ability to satisfactorily perform their duties. Only a few of these teachers showed any reluctance to follow, the regulations of the school and failed to attend assiduously to their class-room work.

RECOMMENDATIONS.

While the work in English as outlined for the native teachers has on the whole given very satisfactory results, it is believed that the division of teachers into groups according to their certificates does not allow the best possible arrangement whereby they may obtain the greatest possible advantage and profit from these classes. As is well known, the knowledge of English which the native teacher possesses does not correspond with his grade of certificate. It depends altogether upon the amount of work which the native teacher may have done and the interest taken in the subject during the past five or six years. Many of the principal teachers are very proficient and well versed in the English language, while others have an extremely limited knowledge of the language in question. The same is true of the graded and rural teachers. I would propose, therefore, that a reclassification be made of the native teachers whereby they, be graded according to their actual present-day knowledge of the English language, taking as a basis the results of the English examinations for the present year.

Class No. 1 would be composed of those principal teachers who obtain more than 85 per cent in the examination, and of graded and rural with more than 90 per cent.

Class No. 2, principal teachers obtaining between 70 and 90 per cent; also graded and rural ranking between 75 and 90 per cent.

Class No. 3 would be composed of the principal teachers obtaining less than 70 per cent, and graded and rural less than 75 per cent.

This will enable us to place English work on a basis whereby all the teachers with an equal knowledge of the English language in any locality may be grouped together and enabled to pursue diligently and with profit the work which is outlined for them.

I would also suggest that an examining board be formed to test the oral knowledge of English of the native teachers. The superintendents of three contiguous districts could be authorized to act as such, the examination being held in the respective district headquarters during three consecutive Saturdays. The mark that the teacher might obtain in this oral examination as to correctness of pronunciation, fluency of expression, and ability to understand the English language, would form an integral part of the standing which the teacher might receive in her annual examination.

In conclusion, I take this occasion to thank you and the assistant commissioner for the many helpful suggestions and kind advice which you have tendered me during this year, and also to express to the employees of this division my many thanks for their valuable and unfailing assistance.

Respectfully submitted.

L. R. SAWYER, *Chief of Division.*

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools.

(First Term, 1903-4.)

COMMON SCHOOLS, BY COLOR.

School district	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE.										
1	Carolina	139	344	483	139	157	296	278	501	779
	Río Piedras	132	140	272	108	82	190	240	222	462
	San Juan	744	133	877	717	50	767	1,461	183	1,644
	District	1,015	617	1,632	964	289	1,253	1,979	906	2,885
2	Fajardo	265	209	474	246	119	365	511	328	839
	Naguabo	83	139	222	70	80	150	153	219	372
	Río Grande	123	357	480	126	212	338	249	569	818
	District	471	705	1,176	442	411	853	913	1,116	2,029
3	Humacao	208	194	402	220	100	320	428	294	722
	San Lorenzo	165	210	375	129	102	231	294	312	606
	Yabucoa	112	164	276	78	64	142	190	228	418
	District	485	568	1,053	427	266	693	912	834	1,746
4	Aguas Buenas	60	114	174	60	61	121	120	175	295
	Caguas	266	249	515	234	169	403	500	418	918
	Cayey	221	320	531	210	128	338	431	448	879
	District	547	683	1,230	504	358	862	1,051	1,041	2,092
5	Gnayaama	253	199	452	199	108	307	452	307	759
	Patillas	32	157	189	39	25	64	71	182	253
	District	285	356	641	238	133	371	523	489	1,012
6	Aibonito	130	152	282	115	82	197	245	234	479
	Barros	107	384	491	55	175	230	162	559	721
	Comerio	75	222	297	59	76	135	134	298	432
	District	312	758	1,070	229	333	562	541	1,091	1,632
7	Coamo	155	376	531	111	227	338	266	603	869
	Juana Díaz	127	304	431	85	161	246	212	465	677
	Santa Isabel	38	82	120	51	66	117	89	148	237
	District	320	762	1,082	247	454	701	567	1,216	1,783
8	Ponce	687	636	1,323	579	496	1,075	1,266	1,132	2,398
	Lajas	42	234	276	46	146	192	88	380	468
	Sabana Grande	162	196	358	154	114	268	316	310	626
9	Yauco	231	293	524	266	186	452	497	479	976
	District	435	723	1,158	466	416	912	901	1,169	2,070
	Cabo Rojo	125	296	421	140	172	312	265	468	733
10	Maricao	53	48	101	75	19	94	128	67	195
	San German	215	212	427	175	195	370	390	407	797
	District	393	556	949	390	386	776	783	942	1,725
	Añasco	161	182	343	153	115	268	314	297	611
11	Las Marias	31	102	133	41	55	96	72	157	229
	Mayaguez	487	377	864	356	295	651	843	672	1,515
	District	679	661	1,340	550	465	1,015	1,229	1,126	2,355
	Aguada	67	138	205	56	63	119	123	201	324
12	Aguadilla	298	575	873	200	224	424	498	799	1,297
	San Sebastian	130	378	508	117	174	291	247	552	799
	District	495	1,091	1,586	373	461	834	868	1,552	2,420
	Camuy	303	424	727	274	117	391	577	541	1,118
13	Isabela	116	309	425	97	142	239	213	451	664
	District	719	733	1,452	371	259	630	790	992	1,782
	Arecibo	339	509	848	334	318	652	673	827	1,500
14	Lares	136	276	412	105	149	254	241	425	666
	District	475	785	1,260	439	467	906	914	1,252	2,166

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TABLE I.—*Distribution (pupils) by sex and color—Common schools and special schools—Continued.*

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE—continued.										
15	Adjuntas	156	214	370	135	130	265	291	344	635
	Utuaado	232	454	686	196	222	418	428	676	1,104
	District	388	668	1,056	331	352	683	719	1,020	1,739
16	Ciales	111	264	375	94	128	222	205	392	597
	Manati	259	284	543	160	168	328	419	452	871
	Morovis	83	274	357	55	72	127	138	346	484
District	453	822	1,275	309	368	677	762	1,190	1,952	
17	Toa Alta	167	281	448	140	153	293	307	434	741
	Vega Baja	217	285	502	192	148	340	409	433	842
	District	384	566	950	332	301	633	716	867	1,583
18	Bayamón	318	608	926	306	408	714	624	1,016	1,640
	Vieques	60	95	155	86	61	147	146	156	302
	Total white ...	8,621	12,393	21,014	7,583	6,714	14,297	16,204	19,107	35,311
COLORED.										
1	Carolina	61	186	247	64	115	179	125	301	426
	Río Piedras	66	105	171	60	70	130	126	175	301
	San Juan	436	151	587	477	30	507	913	181	1,094
District	563	442	1,005	601	215	816	1,164	657	1,821	
2	Fajardo	115	63	178	150	37	187	265	100	365
	Naguabo	24	47	71	25	34	59	49	81	130
	Río Grande	132	272	404	130	160	290	262	432	694
District	271	382	653	305	231	536	576	613	1,189	
3	Humacao	61	60	121	45	25	70	106	85	191
	San Lorenzo	51	78	129	50	34	84	101	112	213
	Yabucoa	67	70	137	37	46	83	104	116	220
District	179	208	387	132	105	237	311	313	624	
4	Aguas Buenas	19	36	55	19	14	33	38	50	88
	Caguas	114	127	241	81	101	182	195	228	423
	Cayey	52	114	166	55	49	104	107	163	270
District	185	277	462	155	164	319	340	441	781	
5	Guayama	286	187	473	207	96	303	493	283	776
	Patillas	30	59	89	21	19	40	51	78	129
	District	316	246	562	228	115	343	544	361	905
6	Aibonito	48	34	82	13	16	29	61	50	111
	Barros	25	44	69	17	21	38	42	65	107
	Comerio	19	35	54	19	13	32	38	48	86
District	92	113	205	49	50	99	141	163	304	
7	Coamo	104	170	274	78	99	177	182	269	451
	Juana Diaz	57	133	190	65	68	133	122	201	323
	Santa Isabel	35	83	68	28	23	51	63	56	119
District	196	336	532	171	190	361	367	526	893	
8	Ponce	321	336	657	244	302	546	565	638	1,203
9	Lajas	4	24	28	3	16	19	7	40	47
	Sabana Grande	7	43	50	9	30	39	16	73	89
	Yauco	96	117	213	119	68	187	215	185	400
District	107	184	291	131	114	245	238	298	536	
10	Cabo Rojo	22	77	99	14	31	45	36	108	144
	Maricao	19	5	24	17	10	27	36	15	51
	San Germán	80	90	170	53	51	104	133	141	274
District	121	172	293	84	92	176	205	264	469	

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
COLORED—cont'd.										
11	Añasco.....	41	34	75	48	63	111	89	97	186
	Las Marias.....	3	31	34	5	17	22	8	48	56
	Mayaguez.....	177	81	258	154	63	217	331	144	475
	District.....	221	146	367	207	143	350	428	289	717
12	Aguada.....	31	16	47	19	19	38	50	35	85
	Aguadilla.....	62	108	170	67	69	136	129	177	306
	San Sebastian.....	16	18	34	11	13	24	27	31	58
	District.....	109	142	251	97	101	198	206	243	449
13	Camuy.....	42	30	72	25	4	29	67	34	101
	Isabela.....	13	27	40	5	23	28	18	50	68
	District.....	55	57	112	30	27	57	85	84	169
	Arecibo.....	127	170	297	97	126	223	224	296	520
14	Lares.....	16	14	30	9	1	10	25	15	40
	District.....	143	184	327	106	127	233	249	311	560
	Adjuntas.....	17	15	32	5	10	15	22	25	47
	Utua.....	29	27	56	20	8	28	49	35	84
15	District.....	46	42	88	25	18	43	71	60	131
	Ciales.....	19	28	47	11	13	24	30	41	71
	Manati.....	79	99	178	75	67	142	154	166	320
	Morovis.....	4	33	37	1	.....	1	5	33	38
16	District.....	102	160	262	87	80	167	189	240	429
	Toa Alta.....	133	50	183	87	61	148	220	111	331
	Vega Baja.....	72	69	141	46	42	88	118	111	229
	District.....	205	119	324	133	103	236	338	222	560
17	Bayamón.....	196	311	507	152	257	409	348	568	916
	Vieques.....	61	62	123	58	26	84	119	88	297
	Total colored...	3,489	3,919	7,408	2,995	2,460	5,455	6,484	6,379	12,863
	Total white...	8,621	12,393	21,014	7,583	6,714	14,297	16,204	19,107	35,311
18	Grand total...	12,110	16,312	28,422	10,578	9,174	19,752	22,688	25,486	48,174

COMMON SCHOOLS, BY SEX.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
1	Carolina.....	200	203	403	530	272	802	730	475	1,205
	Río Piedras.....	198	168	366	245	152	397	443	320	763
	San Juan.....	1,180	1,194	2,374	284	80	364	1,464	1,274	2,738
	District.....	1,578	1,565	3,143	1,059	504	1,563	2,637	2,069	4,706
2	Fajardo.....	380	396	776	272	156	428	652	552	1,204
	Naguabo.....	107	95	202	186	144	300	293	209	502
	Río Grande.....	255	256	511	629	372	1,001	884	628	1,512
	District.....	742	747	1,489	1,087	642	1,729	1,829	1,389	3,218
3	Humacao.....	269	265	534	254	125	379	523	390	913
	San Lorenzo.....	216	179	395	288	136	424	564	315	819
	Yabucoa.....	179	115	294	234	110	344	413	225	638
	District.....	664	559	1,223	776	371	1,147	1,440	930	2,370

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX—Continued.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
4	Aguas Buenas.....	79	79	158	150	75	225	229	154	383
	Caguas.....	380	315	695	376	270	646	756	585	1,341
	Cayey.....	273	265	538	434	177	611	707	442	1,149
	District.....	732	659	1,391	960	522	1,482	1,692	1,181	2,873
5	Guayama.....	539	406	945	386	204	590	925	610	1,535
	Patillas.....	62	60	122	216	44	260	278	104	382
	District.....	601	466	1,067	602	248	850	1,203	714	1,917
6	Aibonito.....	178	128	306	186	98	284	364	226	590
	Barros.....	132	72	204	428	196	624	560	268	828
	Comerio.....	94	78	172	257	89	346	351	167	518
	District.....	404	278	682	871	383	1,254	1,275	661	1,936
7	Coamo.....	259	189	448	546	326	872	805	515	1,320
	Juana Diaz.....	184	150	334	437	229	666	621	379	1,000
	Santa Isabel.....	73	79	152	115	89	204	188	168	356
	District.....	516	418	934	1,098	644	1,742	1,614	1,062	2,676
8	Ponce.....	1,008	823	1,831	972	798	1,770	1,980	1,621	3,601
9	Lajas.....	46	49	95	258	162	420	304	211	515
	Sabana Grande.....	169	163	332	239	144	383	408	307	715
	Yauco.....	327	385	712	410	254	664	737	639	1,376
	District.....	542	597	1,139	907	540	1,467	1,449	1,157	2,606
10	Cabo Rojo.....	147	154	301	373	203	576	520	357	877
	Martico.....	72	92	164	53	29	82	125	121	246
	San Germán.....	295	228	523	302	246	548	597	474	1,071
	District.....	514	474	988	728	478	1,206	1,242	952	2,194
11	Añasco.....	202	201	403	216	178	394	418	379	797
	Las Marias.....	34	46	80	133	72	205	167	118	285
	Mayaguez.....	664	510	1,174	458	358	816	1,122	868	1,990
	District.....	900	757	1,657	807	648	1,455	1,707	1,365	3,072
12	Aguada.....	98	75	173	154	82	236	252	157	409
	Aguadilla.....	360	267	627	683	293	976	1,043	560	1,603
	San Sebastian.....	146	128	274	396	187	583	542	315	857
	District.....	604	470	1,074	1,233	562	1,795	1,837	1,032	2,869
13	Camuy.....	345	299	644	454	121	575	791	420	1,219
	Isabela.....	129	102	231	336	165	501	465	267	732
	District.....	474	401	875	790	286	1,076	1,264	687	1,961
14	Arecibo.....	466	431	897	679	444	1,123	1,145	875	2,020
	Lares.....	152	114	266	290	150	440	442	264	706
	District.....	618	545	1,163	969	594	1,563	1,587	1,139	2,726
15	Adjuntas.....	173	140	313	229	140	369	402	280	682
	Utua.....	261	216	477	481	230	711	742	443	1,188
	District.....	434	356	790	710	370	1,080	1,144	726	1,870
16	Ciales.....	130	105	235	292	141	433	422	246	668
	Manatí.....	338	235	573	383	245	618	721	470	1,191
	Morovis.....	87	56	143	307	72	379	394	128	522
	District.....	555	396	951	982	448	1,430	1,537	844	2,381
17	Toa Alta.....	300	227	527	331	214	545	631	441	1,072
	Vega Baja.....	289	238	527	354	190	544	643	428	1,071
	District.....	589	465	1,054	685	404	1,089	1,274	869	2,143
18	Bayamón.....	514	458	972	919	665	1,584	1,433	1,123	2,556
	Vieques.....	121	144	265	157	87	244	278	281	509
	Total.....	12,110	10,578	22,688	16,312	9,174	25,486	28,422	19,752	48,174

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	Male.					Female.					Grand total.		
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE.														
1	Carolina				13	13							13	
	San Juan	36	40	85	40	201	13	43	37		44	137	338	
	District	36	40	85	13	214	13	43	37		44	137	351	
2	Fajardo			27		27			8			8	35	
	Rio Grande			27		27							27	
	District			54		54			8			8	62	
3	Humacao			12	25	37				4		4	41	
	San Lorenzo			34	19	53				12		12	65	
	District			46	44	90				16		16	106	
4	Cayey			15		15			11			11	26	
5	Guayama			25	3	28			3	2		5	33	
6	Barros				52	52				18		18	70	
7	Coamo			6		6			25			25	31	
	Juana Diaz			25		25			7			7	32	
	District			31		31			32			32	63	
8	Ponce	19		62	11	117	9		49	5	29	92	209	
9	Lajas				46	46				8		8	54	
	Subana Grande				18	18				20		20	38	
	District				64	64				28		28	92	
10	Cabo Rojo				27	27				25		25	52	
	San Germán			41		41							41	
	District			41	27	68				25		25	93	
11	Añasco			22		22							22	
	Mayaguez	6	30	41		77	10	28				38	115	
	District	6	30	63		99	10	28				38	137	
12	Aguadilla			12		12			9			9	21	
	San Sebastian			19		19			4			4	23	
	District			31		31			13			13	44	
13	Camuy				41	41							41	
14	Lares			47		47			17			17	64	
15	Utuado			30	35	65			14	25		39	104	
16	Manati			19		19							19	
17	Toa Alta				43	43				16		16	59	
18	Bayamón				22	22				9		9	31	
	Total white	61	70	549	355	65	1,100	32	71	184	144	73	504	1,604
COLORED.														
1	Carolina				32	32							32	
	San Juan	7	12	29	19	67	3	8	11		20	42	109	
	District	7	12	29	32	99	3	8	11		20	42	141	
2	Fajardo			20		20			7			7	27	
	Rio Grande			32		32							32	
	District			52		52			7			7	59	

TABLE I.—*Distribution (pupils) by sex and color—Common schools and special schools—Continued.*

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Grand total.	
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
COLORED—continued.													
3	Humacao			18	7		25				6		31
	San Lorenzo			22	9		31			1	10		42
	District			40	16		56			1	16		73
4	Cayey			17			17			5			22
5	Guayama			24	23		47				6		53
6	Barros				7		7				2		9
7	Coamo			2			2			7			9
	Juana Diaz			24			24			1			25
	District			26			26			8			34
8	Ponce			45	12	3	60			36	5	3	104
9	Lajas										3		3
	Sabana Grande				8		8				6		14
	District				8		8			9			17
10	Cabo Rojo				5		5				1		6
	San German			33			33						33
	District			33	5		38				1		39
11	Añasco			9			9						9
	Mayaguez	2	13	44			59	3	25				87
	District	2	13	53			68	3	25				96
12	Aguadilla			28			28			4			32
	San Sebastian			10			10			3			13
	District			38			38			7			45
14	Lares			7			7			3			10
15	Utuaado			13	4		17			1			19
16	Manati			21			21						21
17	Toa Alta				10		10			2			12
18	Bayamón				16		16			11			27
	Total colored ...	9	25	398	133	22	587	6	33	79	53	23	781
	Total white	61	70	549	355	65	1,100	32	71	184	144	73	1,604
	Grand total	70	95	947	488	87	1,687	38	104	263	197	96	2,385

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—
Continued.

SPECIAL SCHOOLS, BY SEX.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina.....															45		45	
	San Juan.....	43	16	59	52	51	103	114	48	162	45	45	59	64	123	268	179	447	
	District.....	43	16	59	52	51	103	114	48	162	45	45	59	64	123	313	179	492	
2	Fajardo.....							47	15	62						47	15	62	
	Rio Grande.....							59		59						59		59	
	District.....							106	15	121						106	15	121	
3	Humacao.....							30		30	32	10	42			62	10	72	
	San Lorenzo.....							56	1	57	28	22	50			84	23	107	
	District.....							86	1	87	60	32	92			146	33	179	
4	Cayey.....							32	16	48						32	16	48	
5	Guayama.....							49	3	52	26	8	34			75	11	86	
6	Barros.....										59	20	79			59	20	79	
7	Coamo.....							8	32	40						8	32	40	
	Juana Diaz.....							49	8	57						49	8	57	
	District.....							57	40	97						57	40	97	
8	Ponce.....	19	9	28				107	85	192	23	10	33	28	32	60	177	136	313
9	Lajas.....										46	11	57			46	11	57	
	Sabana Grande.....										26	26	52			26	26	52	
	District.....										72	37	109			72	37	109	
10	Cabo Rojo.....										32	26	58			32	26	58	
	San German.....							74		74						74		74	
	District.....							74		74	32	26	58			106	26	132	
11	Añasco.....							31		31						31		31	
	Mayaguez.....	8	13	21	43	53	96	85		85						136	66	202	
	District.....	8	13	21	43	53	96	116		116						167	66	233	
12	Aguadilla.....							40	13	53						40	13	53	
	San Sebastian.....							29	7	36						29	7	36	
	District.....							69	20	89						69	20	89	
13	Camuy.....										41		41			41		41	
14	Lares.....							54	20	74						54	20	74	
15	Utua.....							43	15	58	39	26	65			82	41	123	
16	Manati.....							40		40						40		40	
17	Toa Alta.....										53	18	71			53	18	71	
18	Bayamón.....										38	20	58			38	20	58	
	Total.....	70	38	108	95	104	199	947	263	1,210	488	197	685	87	96	1,687	698	2,385	

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
1	Carolina	49	10	59	83	20	103	122	40	162	13	32	45	84	39	123	13	32	45
	District	49	10	59	83	20	103	122	40	162	13	32	45	84	39	123	351	141	492
2	Fajardo							35	27	62							35	27	62
	Rio Grande							27	32	59							27	32	59
	District							62	59	121							62	59	121
3	Humacao							12	18	30	29	13	42				41	31	72
	San Lorenzo							34	23	57	31	19	50				65	42	107
	District							46	41	87	60	32	92				106	73	179
4	Cayey							26	22	48							26	22	48
5	Guayama							28	24	52	5	29	34				33	53	86
	Barros									70	9	79					70	9	79
	District																		
7	Coamo							31	9	40							31	9	40
	Juana Diaz							32	25	57							32	25	57
	District							63	34	97							63	34	97
8	Ponce	28		28				111	81	192	16	17	33	54	6	60	209	104	313
9	Lajas										54	3	57				54	3	57
	Sabana Grande										38	14	52				38	14	52
	District										92	17	109				92	17	109
10	Cabo Rojo										52	6	58				52	6	58
	San German							41	33	74							41	33	74
	District							41	33	74	52	6	58				93	39	132
11	Añasco							22	9	31							22	9	31
	Mayaguez	16	5	21	58	38	96	41	44	85							115	87	202
	District	16	5	21	58	38	96	63	53	116							137	96	233
12	Aguadilla							21	32	53							21	32	53
	San Sebastian							23	13	36							23	13	36
	District							44	45	89							44	45	89
13	Camuy										41		41				41		41
14	Lares							64	10	74							64	10	74
15	Utua							44	14	58	60	5	65				104	19	123
16	Manati							19	21	40							19	21	40
17	Toa Alta										59	12	71				59	12	71
18	Bayamón										31	27	58				31	27	58
	Total	93	15	108	141	58	199	733	477	1,210	499	186	685	138	45	183	1,604	781	2,385

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	496	296	792	279	179	458	775	475	1,250
	Rio Piedras	272	190	462	171	130	301	443	320	763
	San Juan	1,078	904	1,982	654	549	1,203	1,732	1,453	3,185
	District	1,846	1,390	3,236	1,104	858	1,962	2,950	2,248	5,198

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TABLE I.—Distribution (pupils) by sex and color—(Common schools and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
16	Ciales	375	222	597	47	24	71	422	246	668
	Manatí	562	328	890	199	142	341	761	470	1,231
	Morovis	357	127	484	37	1	38	394	128	522
	District	1,294	677	1,971	283	167	450	1,577	844	2,421
17	Toa Alta	491	309	800	193	150	343	684	459	1,143
	Vega Baja	502	340	842	141	88	229	643	428	1,071
	District	993	649	1,642	334	238	572	1,327	877	2,214
18	Bayamón	948	723	1,671	523	420	943	1,471	1,143	2,614
	Vieques	155	147	302	123	84	207	278	231	509
	Total	22,114	14,801	36,915	7,995	5,649	13,644	30,109	20,450	50,559

(Second term, 1903-4.)

COMMON SCHOOLS, BY COLOR.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE.										
1	Carolina	123	358	481	117	165	282	240	523	763
	Río Piedras	103	145	248	95	80	175	198	225	423
	San Juan	717	104	821	667	48	715	1,384	152	1,536
	District	943	607	1,550	879	293	1,172	1,822	900	2,722
2	Fajardo	267	211	478	268	125	393	535	336	871
	Naguabo	79	136	215	63	92	155	142	228	370
	Río Grande	119	373	492	108	213	321	227	586	813
	District	465	720	1,185	439	430	869	904	1,150	2,054
3	Humacao	227	198	425	239	96	335	466	294	760
	San Lorenzo	188	252	440	144	139	283	332	391	723
	Yabucoa	118	170	288	96	71	167	214	241	455
	District	533	620	1,153	479	306	785	1,012	926	1,938
4	Aguas Buenas	28	107	135	37	63	100	65	170	235
	Caguas	291	271	562	267	193	460	558	464	1,022
	Cayey	235	305	540	230	148	378	465	453	918
	District	554	683	1,237	534	404	968	1,088	1,087	2,175
5	Guayama	260	210	470	206	123	329	466	333	799
	Patillas	33	176	209	33	34	67	66	210	276
	District	293	386	679	239	157	396	532	543	1,075
	Aibonito	121	176	297	106	113	219	227	289	516
6	Barros	86	451	537	48	238	286	134	689	823
	Comerio	71	242	313	54	81	135	125	323	448
	District	278	869	1,147	208	432	640	486	1,301	1,787
	Coamo	163	371	534	116	218	334	279	589	868
7	Juana Díaz	124	310	434	84	185	269	208	495	703
	Santa Isabel	78	45	123	82	42	124	160	87	247
	District	365	726	1,091	282	445	727	647	1,171	1,818
	Ponce (district)	626	756	1,382	501	568	1,069	1,127	1,324	2,451
9	Lajas	34	212	246	47	152	199	81	364	445
	Sabana Grande	162	185	347	162	124	286	324	309	633
	Yauco	198	362	545	229	226	455	422	578	1,000
	District	389	749	1,138	438	502	940	827	1,251	2,078

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
	WHITE—continued.									
10	Cabo Rojo	158	313	471	139	196	335	297	509	806
	Maricao	62	107	169	65	48	113	127	155	282
	San German	204	294	498	173	244	417	377	538	915
	District	424	714	1,138	377	488	865	801	1,202	2,003
11	Añasco	173	246	419	168	151	319	341	397	738
	Las Marias	47	208	255	55	154	209	102	362	464
	Mayaguez	464	447	911	341	381	722	805	828	1,633
	District	684	901	1,585	564	686	1,250	1,248	1,587	2,835
12	Aguada	79	148	227	62	85	147	141	233	374
	Aguadilla	347	612	959	237	241	478	584	853	1,437
	San Sebastian	159	432	591	140	225	365	299	657	956
	District	585	1,192	1,777	439	551	990	1,024	1,743	2,767
13	Camuy	305	462	767	262	133	395	567	595	1,162
	Isabela	118	331	449	86	156	242	204	487	691
	District	423	793	1,216	348	289	637	771	1,082	1,853
14	Arecibo	329	553	882	323	333	656	652	886	1,538
	Lares	138	366	504	92	204	296	230	570	800
	District	467	919	1,386	415	537	952	882	1,456	2,338
15	Adjuntas	165	241	406	140	169	309	305	410	715
	Utua	230	610	840	187	338	525	417	948	1,365
	District	395	851	1,246	327	507	834	722	1,358	2,080
16	Ciales	112	390	502	114	197	311	226	587	813
	Manatí	275	334	609	184	210	394	459	544	1,003
	Morovis	61	279	340	50	76	126	111	355	466
	District	448	1,003	1,451	348	483	831	796	1,486	2,282
17	Toa Alta	151	281	432	137	160	297	288	441	729
	Vega Baja	211	284	495	196	154	350	407	438	845
	District	362	565	927	333	314	647	695	879	1,574
18	Bayamón	286	649	935	268	463	731	554	1,112	1,666
	Vieques	62	89	151	80	57	137	142	146	288
	Total white.....	8,582	13,792	22,374	7,498	7,912	15,410	16,080	21,704	37,784
	COLORED.									
1	Carolina	52	191	243	59	117	176	111	308	419
	Río Piedras	64	99	163	32	72	104	96	171	267
	San Juan	424	114	538	459	19	478	883	133	1,016
	District	540	404	944	550	208	758	1,090	612	1,702
2	Fajardo	112	62	174	150	41	191	262	103	365
	Naguabo	17	58	75	16	49	65	33	107	140
	Río Grande	115	263	378	123	151	274	238	414	652
	District	244	383	627	289	241	530	533	624	1,157
3	Humacao	88	60	148	59	30	89	147	90	237
	San Lorenzo	57	73	130	54	34	88	111	107	218
	Yabucoa	64	79	143	39	45	84	103	124	227
	District	209	212	421	152	109	261	361	321	682
4	Agua Buenas	6	51	57	6	30	36	12	81	93
	Caguas	133	124	257	91	86	177	224	210	434
	Cayey	48	114	162	48	61	109	96	175	271
	District	187	289	476	145	177	322	332	466	798

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.			Female.			Total graded.	Total rural.	Total colored.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
	COLORED—cont'd.									
5	Guayama	277	204	481	212	88	300	489	292	781
	Patillas	27	64	91	18	21	39	45	85	130
	District	304	268	572	230	109	339	534	377	911
6	Aibonito	36	31	67	11	17	28	47	48	95
	Barros	20	56	76	15	24	39	35	80	115
	Comerio	20	36	56	12	12	33	41	48	89
	District	76	123	199	47	53	100	123	176	299
7	Coamo	117	157	274	90	76	166	207	233	440
	Juana Diaz	56	130	186	61	63	124	117	193	310
	Santa Isabel	63	24	87	46	18	64	109	42	151
	District	236	311	547	197	157	354	433	468	901
8	Ponce	287	351	638	218	303	521	505	654	1,159
9	Lajas	4	34	38	4	21	25	8	55	63
	Sabana Grande	11	39	50	6	32	38	17	71	88
	Yauco	85	117	202	107	57	164	192	174	366
	District	100	190	290	117	110	227	217	300	517
10	Cabo Rojo	18	68	86	13	34	47	31	102	133
	Maricao	16	30	46	18	26	44	34	56	90
	San German	93	117	210	57	75	132	150	192	342
	District	127	215	342	88	135	223	215	350	565
11	Añasco	44	35	79	54	71	125	98	106	204
	Las Marias	2	48	50	7	29	36	9	77	86
	Mayaguez	159	94	253	138	84	222	297	178	475
	District	205	177	382	199	184	383	404	361	765
12	Aguada	33	26	59	19	24	43	52	50	102
	Aguadilla	68	111	179	78	76	154	146	187	333
	San Sebastian	18	19	37	13	14	27	31	33	64
	District	119	156	275	110	114	224	229	270	499
13	Camuy	34	31	65	26	4	30	60	35	95
	Isabela	12	27	39	6	30	36	18	57	75
	District	46	58	104	32	34	66	78	92	170
14	Arecibo	105	200	305	96	155	251	201	355	556
	Lares	13	15	28	12	4	16	25	19	44
	District	118	215	333	108	159	267	226	374	600
15	Adjuntas	15	13	28	5	10	15	20	23	43
	Utuado	25	33	58	19	16	35	44	49	93
	District	40	46	86	24	26	50	64	72	136
16	Ciales	18	31	49	14	20	34	32	51	83
	Manati	87	98	185	77	70	147	164	168	332
	Morovis		34	34	1	1	2	1	35	36
	District	105	163	268	92	91	183	197	254	451
17	Toa Alta	104	52	156	80	66	146	184	118	302
	Vega Baja	58	68	126	44	46	90	102	114	216
	District	162	120	282	124	112	236	286	232	518
18	Bayamón	181	290	471	147	241	388	328	531	859
	Vieques	52	51	103	61	20	81	113	71	184
	Total colored	3,338	4,022	7,360	2,930	2,583	5,513	6,268	6,605	12,873
Total white	8,582	13,792	22,374	7,498	7,912	15,410	16,080	21,704	37,784	
	Grand total	11,920	17,814	29,734	10,428	10,495	20,923	22,348	28,309	50,657

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	175	176	351	549	282	831	724	468	1,182
	Río Piedras	167	127	294	244	152	396	411	279	690
	San Juan	1,141	1,126	2,267	218	67	285	1,359	1,193	2,552
	District	1,483	1,429	2,912	1,011	501	1,512	2,494	1,930	4,424
2	Fajardo	379	418	797	273	166	439	652	584	1,236
	Naguabo	96	79	175	194	141	335	290	220	510
	Río Grande	234	231	465	636	364	1,000	870	595	1,465
	District	709	728	1,437	1,103	671	1,774	1,812	1,399	3,211
3	Humacao	312	298	613	258	126	384	573	424	997
	San Lorenzo	245	198	443	325	173	498	570	371	941
	Yabucoa	182	135	317	249	116	365	431	251	682
	District	742	631	1,373	832	415	1,247	1,574	1,046	2,620
4	Aguas Buenas	34	43	77	158	93	251	192	136	328
	Caguas	424	358	782	395	279	674	819	637	1,456
	Cayey	283	278	561	419	209	628	702	487	1,189
	District	741	679	1,420	972	581	1,553	1,713	1,260	2,973
5	Guayama	537	418	955	414	211	625	951	629	1,580
	Patillas	60	51	111	240	55	295	300	106	406
	District	597	469	1,066	654	266	920	1,251	735	1,986
	Aibonito	157	117	274	207	130	337	364	247	611
6	Barros	106	63	169	507	262	769	613	325	938
	Comerio	91	75	166	278	93	371	369	168	537
	District	354	255	609	992	485	1,477	1,346	740	2,086
	Coamo	280	206	486	528	294	822	808	500	1,308
7	Juana Díaz	180	145	325	440	248	688	620	393	1,013
	Santa Isabel	141	128	269	69	60	129	210	188	398
	District	601	479	1,080	1,037	602	1,639	1,638	1,081	2,719
	Ponce	913	719	1,632	1,107	871	1,978	2,020	1,590	3,610
9	Lajas	38	51	89	246	173	419	284	224	508
	Sabana Grande	173	168	341	224	156	380	397	324	721
	Yauco	278	336	614	469	283	752	747	619	1,366
	District	489	555	1,044	939	612	1,551	1,428	1,167	2,595
10	Cabo Rojo	176	152	328	381	230	611	557	382	939
	Maricao	78	83	161	137	74	211	215	157	372
	San German	297	230	527	411	319	730	708	549	1,257
	District	551	465	1,016	929	623	1,552	1,480	1,088	2,568
11	Añasco	217	222	439	281	222	503	498	444	942
	Las Marias	49	62	111	256	183	439	305	245	550
	Mayagüez	623	479	1,102	541	465	1,006	1,164	944	2,108
	District	889	763	1,652	1,078	870	1,948	1,967	1,633	3,600
12	Aguada	112	81	193	174	109	283	286	190	476
	Aguadilla	415	315	730	723	317	1,040	1,138	632	1,770
	San Sebastian	177	153	330	451	239	690	628	392	1,020
	District	704	549	1,253	1,348	665	2,013	2,052	1,214	3,266
13	Camuy	339	288	627	493	137	630	832	425	1,257
	Isabela	130	92	222	358	186	544	488	278	766
	District	469	380	849	851	323	1,174	1,320	703	2,023
	Areibo	434	419	853	753	488	1,241	1,187	907	2,094
14	Lares	151	104	255	381	208	589	582	312	844
	District	585	523	1,108	1,134	696	1,830	1,719	1,219	2,938

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX—Continued.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
15	Adjuntas	180	145	325	254	179	433	434	324	758
	Utua	255	206	461	643	354	997	898	560	1,458
	District	435	351	786	897	533	1,430	1,332	884	2,216
16	Ciales	190	128	258	421	217	638	551	345	896
	Manati	362	261	623	432	280	712	794	541	1,355
	Morovis	61	51	112	313	77	390	374	128	502
	District	553	440	993	1,166	574	1,740	1,719	1,014	2,733
17	Toa Alta	255	217	472	333	226	559	588	443	1,031
	Vega Baja	269	240	509	352	200	552	621	440	1,061
	District	524	457	981	685	426	1,111	1,209	883	2,092
18	Bayamón	467	415	882	939	704	1,643	1,406	1,119	2,525
	Vieques	114	141	255	140	77	217	254	218	472
	Total	11,920	10,428	22,348	17,814	10,495	28,309	29,734	20,923	50,657

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	Male.					Female.					Total white.	
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE.													
1	Carolina				11		11						11
	San Juan	33	48	78		43	202	8	53	39		50	150
	District	33	48	78	11	43	213	8	53	39		50	150
2	Fajardo			25			25			8			8
	Rio Grande			26			26						26
	District			51			51			8			59
3	Humacao			18	27		45				4		4
	San Lorenzo			30	18		48				12		12
	District			48	45		93				16		109
4	Cayey			17			17			12			29
5	Guayama			42	4		46		7	1			54
6	Barros				50		50			21			71
7	Coamo			7			7			30			30
	Juana Diaz			15			15			8			8
	District			22			22			38			60
8	Ponce	18	61	65	10	26	180	9	30	51	5	27	122
9	Lajas				42		42				9		9
	Sabana Grande				17		17				22		22
	District				59		59				31		90

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Total white.		
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE—continued.														
10	Cabo Rojo			31	32						25	25	57	
	San Germán					32							31	
	District			31	32	63				25	25	88		
11	Añasco			43		43							43	
	Mayaguez	6	50	36		92	11	64				75	167	
	District	6	50	79		135	11	64				75	210	
12	Aguadilla			18		18			13			13	31	
	San Sebastian			25		25			5			5	30	
	District			43		43			18			18	61	
13	Camuy				43	43							43	
14	Arecibo		49			49		61				61	110	
	Lares			31		31			12			12	43	
	District		49	31		80		61	12			73	153	
15	Etnado			28	31	59			15	25		40	99	
16	Manati			16		16			15			15	31	
17	Toa Alta				42	42				14		14	56	
18	Bayamón				18	18				13		13	31	
	Total white	57	208	551	345	69	1,230	28	208	215	151	77	679	1,909
COLORED.														
1	Carolina				29	29							29	
	San Juan	4	10	29		18	61	3	8	8		23	42	103
	District	4	10	29	29	18	90	3	8	8		23	42	132
2	Fajardo			18		18			5			5	23	
	Río Grande			31		31							31	
	District			49		49			5			5	54	
3	Humacao			25	8	33				5		5	38	
	San Lorenzo			17	8	25			1	10		11	36	
	District			42	16	58			1	15		16	74	
4	Cayey			21		21			7			7	28	
5	Guayama			35	29	64			3	10		13	77	
6	Barros				6	6				1		1	7	
7	Coamo			1		1			7			7	8	
	Juana Díaz			23		23			3			3	26	
	District			24		24			10			10	34	
8	Ponce		8	43	13	5	69		11	40	5	2	58	127
9	Lajas									3		3	3	
	Sabana Grande				6	6				6		6	12	
	District				6	6				9		9	15	
10	Cabo Rojo				4	4				1		1	5	
	San Germán			22		22							22	
	District			22	4	26				1		1	27	

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Total colored.	
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
COLORED—continued.													
11	Añasco.....			18			18						18
	Mayaguez.....	2	14	30			46	2	23			25	71
	District.....	2	14	48			64	2	23			25	89
12	Aguadilla.....			30			30			7		7	37
	San Sebastian.....			13			13			4		4	17
	District.....			43			43			11		11	54
13	Camuy.....				1		1						1
14	Arecibo.....		5				5		20			20	25
	Lares.....			5			5			3		3	8
	District.....		5	5			10		20	3		23	33
15	Utuado.....			13	3		16			1	1	2	18
16	Manatí.....			13			13			5		5	18
17	Toa Alta.....				7		7					7	9
18	Bayamón.....				12		12			12		12	24
	Total colored.....	6	37	387	126	23	579	5	62	94	56	242	821
	Total white.....	57	208	551	345	69	1,230	28	208	215	151	679	1,909
	Grand total.....	63	245	938	471	92	1,809	33	270	309	207	921	2,730

SPECIAL SCHOOLS, BY SEX.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina.....									40		40				40		40	
	San Juan.....	37	11	48	58	61	119	107	47	154			61	73	134	263	192	455	
	District.....	37	11	48	58	61	119	107	47	154	40		40	61	73	134	303	192	495
2	Fajardo.....						43	13	56							43	13	56	
	Río Grande.....						57		57							57		57	
	District.....						100	13	113							100	13	113	
3	Humacao.....						43		43	35	9	44				78	9	87	
	San Lorenzo.....						47	1	48	26	22	48				73	23	96	
	District.....						90	1	91	61	31	92				151	32	183	
4	Cayey.....						38	19	57							38	19	57	
5	Guayama.....						77	10	87	33	11	44				110	21	131	
6	Barros.....									56	22	78				56	22	78	
7	Coamo.....						8	37	45							8	37	45	
	Juana Díaz.....						38	11	49							38	11	49	
	District.....						46	48	94							46	48	94	
8	Ponce.....	18	9	27	69	41	110	108	91	199	23	10	33	31	29	60	249	180	429

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY SEX—Continued.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
9	Lajas.....										42	12	54				42	12	54
	Sabana Grande.....										23	28	51				23	28	51
	District.....										65	40	105				65	40	105
10	Cabo Rojo.....										36	26	62				36	26	62
	San German.....							53		53							53		53
	District.....							53		53	36	26	62				89	26	115
11	Añasco.....							61		61							61		61
	Mayaguez.....	8	13	21	64	87	151	66		66							138	100	238
	District.....	8	13	21	64	87	151	127		127							199	100	299
12	Aguadilla.....							48	20	68							48	20	68
	San Sebastian.....							38	9	47							38	9	47
	District.....							86	29	115							86	29	115
13	Camuy.....										44		44				44		44
14	Arecibo.....				54	81	135										54	81	135
	Lares.....							36	15	51							36	15	51
	District.....				54	81	135	36	15	51							90	96	186
15	Utua.....							41	16	57	34	26	60				75	42	117
16	Manati.....							29	20	49							29	20	49
17	Toa Alta.....										49	16	65				49	16	65
18	Bayamón.....										30	25	55				30	25	55
	Total.....	63	33	96	245	270	515	938	309	1,247	471	207	678	92	102	194	1,809	921	2,730

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
1	Carolina.....										11	29	40				11	29	40
	San Juan.....	41	7	48	101	18	119	117	37	154				93	41	134	352	103	455
	District.....	41	7	48	101	18	119	117	37	154	11	29	40	93	41	134	363	132	495
2	Fajardo.....							33	23	56							33	23	56
	Río Grande.....							26	31	57							26	31	57
	District.....							59	54	113							59	54	113
3	Humacao.....							18	25	43	31	13	44				49	38	87
	San Lorenzo.....							30	18	48	30	18	48				60	36	96
	District.....							48	43	91	61	31	92				109	74	183
4	Cayey.....							29	28	57							29	28	57
5	Guayama.....							49	38	87	5	39	44				54	77	131
6	Barros.....										71	7	78				71	7	78
7	Coamo.....							37	8	45							37	8	45
	Juana Diaz.....							23	26	49							23	26	49
	District.....							60	34	94							60	34	94
8	Ponce.....	27		27	91	19	110	116	83	199	15	18	33	53	7	60	302	127	429

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
9	Lajas									51	3	54				51	3	54	
	Sabana Grande									39	12	51				39	12	51	
	District									90	15	105				90	15	105	
10	Cabo Rojo									57	5	62				57	5	62	
	San Germán									31	22	53				31	22	53	
	District									31	22	53				88	27	115	
11	Añasco									43	18	61				43	18	61	
	Mayaguez	17	4	21	114	37	151	36	30	66						167	71	238	
	District	17	4	21	114	37	151	79	48	127						210	89	299	
12	Aguadilla									31	37	68				31	37	68	
	San Sebastian									30	17	47				30	17	47	
	District									61	54	115				61	54	115	
13	Camuy									43	1	44				43	1	44	
14	Arecibo			110	25	135										110	25	135	
	Lares						43	8	51							43	8	51	
	District			110	25	135	43	8	51							153	33	186	
15	Utuado						43	14	57	56	4	60				99	18	117	
16	Manatí						31	18	49							31	18	49	
17	Toa Alta									56	9	65				56	9	65	
18	Bayamón									31	24	55				31	24	55	
	Total	85	11	96	416	99	515	766	481	1,247	496	182	678	146	48	1,994	1,909	821	2,730

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	492	282	774	272	176	448	764	458	1,222
	Río Piedras	248	175	423	163	104	267	411	279	690
	San Juan	1,023	865	1,888	599	520	1,119	1,622	1,385	3,007
	District	1,763	1,322	3,085	1,034	800	1,834	2,797	2,122	4,919
2	Fajardo	503	401	904	192	196	388	695	597	1,292
	Naguabo	215	155	370	75	65	140	290	220	510
	Río Grande	518	321	839	409	274	683	927	595	1,522
	District	1,236	877	2,113	676	535	1,211	1,912	1,412	3,324
3	Humacao	470	339	809	181	94	275	651	433	1,084
	San Lorenzo	488	295	783	155	99	254	643	394	1,037
	Yabucoa	288	167	455	143	84	227	431	251	682
	District	1,246	801	2,047	479	277	756	1,725	1,078	2,803
4	Aguas Buenas	135	100	235	57	36	93	192	136	328
	Caguas	562	460	1,022	257	177	434	819	637	1,456
	Cayey	557	390	947	183	116	299	740	506	1,246
	District	1,254	950	2,204	497	329	826	1,751	1,279	3,030
5	Guayama	516	337	853	545	313	858	1,061	650	1,711
	Patillas	209	67	276	91	39	130	300	106	406
	District	725	404	1,129	636	352	988	1,361	756	2,117

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
6	Aibonito	297	219	516	67	28	95	364	247	611
	Barros	587	307	894	82	40	122	669	347	1,016
	Comerio	313	135	448	56	33	89	369	168	537
	District	1,197	661	1,858	205	101	306	1,402	762	2,164
7	Coamo	541	364	905	275	173	448	816	537	1,353
	Juana Diaz	449	277	726	209	127	336	658	404	1,062
	Santa Isabel	123	124	247	87	64	151	210	188	398
	District	1,113	765	1,878	571	364	935	1,684	1,129	2,813
8	Ponce	1,562	1,191	2,753	707	579	1,286	2,269	1,770	4,039
9	Lajas	288	208	496	38	28	66	326	236	562
	Sabana Grande	364	308	672	56	44	100	420	352	772
	Yauco	545	455	1,000	202	164	366	747	619	1,366
	District	1,197	971	2,168	296	236	532	1,493	1,207	2,700
10	Cabo Rojo	503	360	863	90	48	138	593	408	1,001
	Maricao	169	113	282	46	44	90	215	157	372
	San Germán	529	417	946	232	132	364	761	549	1,310
	District	1,201	890	2,091	368	224	592	1,569	1,114	2,683
11	Añasco	462	319	781	97	125	222	559	444	1,003
	Las Marias	255	209	464	50	36	86	305	245	550
	Mayaguez	1,003	797	1,800	299	247	546	1,302	1,044	2,346
	District	1,720	1,325	3,045	446	408	854	2,166	1,733	3,899
12	Aguada	227	147	374	59	43	102	286	190	476
	Aguadilla	977	491	1,468	209	161	370	1,186	652	1,838
	San Sebastian	616	370	986	50	31	81	666	401	1,067
	District	1,820	1,008	2,828	318	235	553	2,138	1,243	3,381
13	Camuy	810	395	1,205	66	30	96	876	425	1,301
	Isabela	449	242	691	39	36	75	488	278	766
	District	1,259	637	1,896	105	66	171	1,364	703	2,067
	Arecibo	931	717	1,648	310	271	581	1,241	988	2,229
14	Lares	535	308	843	33	19	52	568	327	895
	District	1,466	1,025	2,491	343	290	633	1,809	1,315	3,124
	Adjuntas	406	309	715	28	15	43	434	324	758
	Utüado	899	565	1,464	74	37	111	973	602	1,575
15	District	1,305	874	2,179	102	52	154	1,407	926	2,333
	Ciales	502	311	813	49	34	83	551	345	896
	Manatí	625	409	1,034	198	152	350	823	561	1,384
	Morovis	340	126	466	34	2	36	374	128	502
16	District	1,467	846	2,313	281	188	469	1,748	1,034	2,782
	Toa Alta	474	311	785	163	148	311	637	459	1,096
	Vega Baja	495	350	845	126	90	216	621	440	1,061
	District	969	661	1,630	289	238	527	1,258	899	2,157
17	Bayamón	953	744	1,697	483	400	883	1,436	1,144	2,580
	Vieques	151	137	288	103	81	184	254	218	472
	Total	23,604	16,089	39,693	7,939	5,755	13,694	31,543	21,844	53,387

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

(Third term, 1903-4.)

COMMON SCHOOLS, BY COLOR.

School district.	Municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE.										
1	Carolina	120	332	452	101	152	253	221	484	705
	Río Piedras	94	145	239	79	77	156	173	222	395
	San Juan	688	110	798	599	41	640	1,287	151	1,438
	District	902	587	1,489	779	270	1,049	1,681	857	2,538
2	Fajardo	245	200	445	250	127	377	495	327	822
	Naguabo	85	128	213	71	87	158	156	215	371
	Río Grande	99	372	471	115	207	322	214	579	793
	District	429	700	1,129	436	421	857	865	1,121	1,986
3	Humacao	201	184	385	207	92	299	408	276	684
	San Lorenzo	164	247	411	142	123	265	306	370	676
	Yabucoa	101	176	277	92	78	170	193	254	447
	District	466	607	1,073	441	293	734	907	900	1,807
4	Aguas Buenas	27	109	136	38	69	107	65	178	243
	Caguas	281	291	572	259	199	458	540	490	1,030
	Cayey	209	320	529	231	140	371	440	460	900
	District	517	720	1,237	528	408	936	1,045	1,128	2,173
5	Guayama	250	202	452	196	116	312	446	318	764
	Patillas	30	171	201	31	34	65	61	205	266
	District	280	373	653	227	150	377	507	523	1,030
	Aibonito	115	192	307	106	129	235	221	321	542
6	Barros	86	445	531	49	241	290	135	686	821
	Comerio	70	236	306	53	82	135	123	318	441
	District	271	873	1,144	208	452	660	479	1,325	1,804
	Coamo	145	371	516	96	216	312	241	587	828
7	Juana Díaz	120	300	420	87	167	254	207	467	674
	Santa Isabel	66	58	124	62	42	104	128	100	228
	District	331	729	1,060	245	425	670	576	1,154	1,730
	Ponce	640	823	1,463	511	569	1,080	1,151	1,392	2,543
8	Lajas	35	209	244	42	163	205	77	372	449
	Sabana Grande	156	155	311	153	109	262	309	264	573
	Yauco	206	318	524	240	207	447	446	525	971
	District	397	682	1,079	435	479	914	832	1,161	1,993
9	Cabo Rojo	136	312	448	121	177	298	257	489	746
	Maricao	55	92	147	52	43	95	107	135	242
	San Germán	192	233	425	188	274	462	380	507	887
	District	383	637	1,020	361	494	855	744	1,131	1,875
10	Añasco	166	224	390	152	142	294	318	366	684
	Las Marias	43	170	213	48	131	179	91	301	392
	Mayaguez	396	421	817	302	338	640	698	759	1,457
	District	605	815	1,420	502	611	1,113	1,107	1,426	2,533
11	Aguada	82	154	236	65	95	160	147	249	396
	Aguadilla	82	247	609	252	613	865	614	860	1,474
	San Sebastián	166	455	621	145	235	380	311	690	1,001
	District	610	856	1,466	462	943	1,405	1,072	1,799	2,871
12	Camuy	271	462	733	228	139	367	499	601	1,100
	Isabela	100	323	423	81	158	239	181	481	662
	District	371	785	1,156	309	297	606	680	1,082	1,762

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE—continued.										
14	Arecibo	315	504	819	321	318	639	636	822	1,458
	Lares	130	313	443	92	192	284	222	505	727
	District	445	817	1,262	413	510	923	858	1,327	2,185
15	Adjuntas	154	234	388	135	163	298	289	397	686
	Utua	257	570	827	228	335	563	485	905	1,390
	District	411	804	1,215	363	498	861	774	1,302	2,076
16	Ciales	108	384	492	102	179	281	210	563	773
	Manatí	244	314	558	175	216	391	419	530	949
	Morovis	61	278	339	49	78	127	110	356	466
District	413	976	1,389	326	473	799	739	1,449	2,188	
17	Toa Alta	141	266	407	135	147	282	276	413	689
	Vega Baja	191	273	464	160	149	309	351	422	773
	District	332	539	871	295	296	591	627	835	1,462
18	Bayamón	277	673	950	261	490	751	538	1,163	1,701
	Vieques	58	92	150	78	62	140	136	154	290
	Total white ...	8,138	13,088	21,226	7,180	8,141	15,321	15,318	21,229	36,547
COLORED.										
1	Carolina	45	182	227	62	103	165	107	285	392
	Río Piedras	49	82	131	34	65	99	83	147	230
	San Juan	388	100	488	435	17	452	823	117	940
	District	482	364	846	531	185	716	1,013	549	1,562
2	Fajardo	110	59	169	142	45	187	252	104	356
	Naguabo	16	57	73	17	47	64	33	104	137
	Río Grande	107	251	358	122	139	261	229	390	619
	District	233	367	600	281	231	512	514	598	1,112
3	Humacao	70	60	130	51	30	81	121	90	211
	San Lorenzo	49	67	116	52	20	72	101	87	188
	Yabucoa	60	79	139	36	44	80	96	123	219
	District	179	206	385	139	94	233	318	300	618
4	Aguas Buenas	6	50	56	6	29	35	12	79	91
	Caguas	120	140	260	82	95	177	202	235	437
	Cayey	44	107	151	46	43	89	90	150	240
	District	170	297	467	134	167	301	304	464	768
5	Guayama	268	210	478	196	90	286	464	300	764
	Patillas	26	64	90	18	22	40	44	86	130
	District	294	274	568	214	112	326	508	386	894
6	Aibonito	35	32	67	10	16	26	45	48	93
	Barros	22	58	80	16	23	39	38	81	119
	Comerio	20	36	56	21	12	33	41	48	89
	District	77	126	203	47	51	98	124	177	301
7	Coamo	90	154	244	83	77	160	173	231	404
	Juana Díaz	54	138	192	58	62	120	112	200	312
	Santa Isabel	50	26	76	37	19	56	87	45	132
	District	194	318	512	178	158	336	372	476	848
8	Ponce	313	353	666	203	280	483	516	633	1,149

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.			Female.			Total graded.	Total rural.	Total colored.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
	COLORED—cont'd.									
9	Lajas	1	31	32	5	28	33	6	59	65
	Sabana Grande	11	37	48	6	26	32	17	63	80
	Yauco	93	90	183	111	45	156	204	135	339
	District	105	158	263	122	99	221	227	257	484
10	Cabo Rojo	14	73	87	11	36	47	25	109	134
	Maricao	14	30	44	17	24	41	31	54	85
	San Germán	65	100	165	52	91	143	117	191	308
	District	93	208	296	80	151	231	173	354	527
11	Añasco	41	33	74	46	60	106	87	93	180
	Las Marias	2	32	34	5	22	27	7	54	61
	Mayaguez	147	89	236	134	79	213	281	168	449
	District	190	154	344	185	161	346	375	315	690
12	Aguada	33	26	59	19	25	44	52	51	103
	Aguadilla	71	135	206	82	87	169	153	222	375
	San Sebastián	18	19	37	14	15	29	32	34	66
	District	122	180	302	115	127	242	237	307	544
13	Camuy	31	28	59	25	6	31	56	34	90
	Isabela	12	27	39	6	25	31	18	52	70
	District	43	55	98	31	31	62	74	86	160
14	Arecibo	100	168	268	93	153	246	193	321	514
	Lares	12	11	23	12	4	16	24	15	39
	District	112	179	291	105	157	262	217	336	553
15	Adjuntas	16	12	28	5	9	14	21	21	42
	Utuado	26	30	56	27	15	42	53	45	98
	District	42	42	84	32	24	56	74	66	140
16	Ciales	17	33	50	15	17	32	32	50	82
	Manati	71	89	160	62	64	126	133	153	286
	Morovis		33	33	1	1	2	1	34	35
	District	88	155	243	78	82	160	166	237	403
17	Toa Alta	102	43	145	77	58	135	179	101	280
	Vega Baja	50	64	114	60	45	105	110	109	219
	District	152	107	259	137	103	240	289	210	499
18	Bayamón	159	301	460	136	245	381	295	546	841
	Vieques	38	45	83	48	17	65	86	62	148
	Total, colored ..	3,086	3,884	6,970	2,796	2,475	5,271	5,882	6,359	12,241
Total, white ..	8,138	13,088	21,226	7,180	8,141	15,321	15,318	21,229	36,547	
	Grand total ...	11,224	16,972	28,196	9,976	10,616	20,592	21,200	27,588	48,788

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
1	Carolina	165	163	328	514	255	769	679	418	1,097
	Rio Piedras	143	113	256	227	142	369	370	255	625
	San Juan	1,076	1,034	2,110	210	58	268	1,286	1,092	2,378
	District	1,384	1,310	2,694	951	455	1,406	2,335	1,765	4,100
2	Fajardo	355	392	747	259	172	431	614	564	1,178
	Naguabo	101	88	189	185	134	319	286	222	508
	Rio Grande	206	237	443	623	346	969	829	583	1,412
	District	662	717	1,379	1,067	652	1,719	1,729	1,369	3,098
3	Humacao	271	258	529	244	122	366	515	380	895
	San Lorenzo	213	194	407	314	143	457	527	337	864
	Yabucoa	161	128	289	255	122	377	416	250	666
	District	645	580	1,225	813	387	1,200	1,458	967	2,425
4	Aguas Buenas	33	44	77	159	98	257	192	142	334
	Caguas	401	341	742	431	294	725	832	635	1,467
	Caye.....	253	277	530	427	183	610	680	460	1,140
	District	687	662	1,349	1,017	575	1,592	1,704	1,237	2,941
5	Guayama	518	392	910	412	206	618	930	598	1,528
	Patillas	56	49	105	235	56	291	291	105	396
	District	574	441	1,015	647	262	909	1,221	703	1,924
	Aibonito	150	116	266	224	145	369	374	261	635
6	Barros	108	65	173	503	264	767	611	329	940
	Comerio	90	74	164	272	94	366	362	168	530
	District	348	255	603	999	503	1,502	1,347	758	2,105
	Coamo	235	179	414	525	293	818	760	472	1,232
7	Juana Diaz	174	145	319	438	229	667	612	374	986
	Santa Isabel	116	99	215	84	61	145	200	160	360
	District	525	423	948	1,047	583	1,630	1,572	1,006	2,578
	Ponce.....	953	714	1,667	1,176	849	2,025	2,129	1,563	3,692
9	Lajas	36	47	83	240	191	431	276	238	514
	Sabana Grande	167	159	326	192	135	327	359	294	653
	Yauco	299	351	650	408	252	660	707	603	1,310
	District	502	557	1,059	840	578	1,418	1,342	1,135	2,477
10	Cabo Rojo	150	132	282	385	213	598	535	345	880
	Maricao	69	69	138	122	67	189	191	136	327
	San Germán	257	240	497	333	365	698	590	605	1,195
	District	476	441	917	840	645	1,485	1,316	1,086	2,402
11	Añasco	207	198	405	257	202	459	464	400	864
	Las Marias	45	53	98	202	153	355	247	206	453
	Mayaguez.....	543	436	979	510	417	927	1,053	853	1,906
	District	795	687	1,482	969	772	1,741	1,764	1,459	3,223
12	Aguada	115	84	199	180	120	300	295	204	499
	Aguadilla	433	334	767	382	700	1,082	815	1,034	1,849
	San Sebastian	184	159	343	474	250	724	658	409	1,067
	District	732	577	1,309	1,036	1,070	2,106	1,768	1,647	3,415
13	Camuy	302	253	555	490	145	635	792	398	1,190
	Isabela	112	87	199	350	183	533	462	270	732
	District	414	340	754	840	328	1,168	1,254	668	1,922

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX—Continued.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
14	Arecibo	415	414	829	672	471	1,143	1,087	885	1,976
	Lares	142	104	246	324	196	520	466	300	762
	District	557	518	1,075	996	667	1,663	1,553	1,185	2,738
15	Adjuntas	170	140	310	246	172	418	416	312	728
	Utuaao	283	255	538	600	350	950	883	605	1,488
	District	453	395	848	846	522	1,368	1,299	917	2,216
16	Oiales	125	117	242	417	196	613	542	313	855
	Manati	315	237	552	403	280	683	718	517	1,235
	Morovis	61	50	111	311	79	390	372	129	501
	District	501	404	905	1,131	555	1,686	1,632	959	2,591
17	Toa Alta	243	212	455	309	205	514	552	417	979
	Vega Baja	241	220	461	337	194	531	578	414	992
	District	484	432	916	646	399	1,045	1,130	831	1,961
18	Bayamón	436	397	833	974	735	1,709	1,410	1,132	2,542
	Vieques	96	126	222	137	79	216	233	205	438
	Total	11,224	9,976	21,200	16,972	10,616	27,588	28,196	20,592	48,788

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	Male.					Female.					Total white.	
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE.													
1	Carolina				14	14							14
	San Juan	33	42	70	45	190	6	50	30		47	133	323
	District	33	42	70	14	204	6	50	30		47	133	337
2	Fajardo			28		28			8			8	36
	Rio Grande			24		24							24
	District			52		52			8			8	60
3	Humacao			17	28	45				5		5	50
	San Lorenzo			30	19	49				12		12	61
	District			47	47	94				17		17	111
4	Cayey			24		24			5			5	29
5	Guayama			34	4	38			6			6	45
6	Barros				48	48				19		19	67
7	Coamo			4		4			28			28	32
	Juana Diaz			18		18			10			10	28
	District			22		22			38			38	60
8	Ponce	17	60	53	8	28	166	9	32	38	4	25	108
9	Lajas				44	44							44
	Sabana Grande				16	16				21		21	37
	District				60	60				21		21	81

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Total white.		
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE—continued.														
10	Cabo Rojo				32						22		22	54
	San Germán			28			28							28
	District			28	32		60				22		22	82
11	Añasco			47			47							47
	Mayaguez	5	47	32			84	8	67				75	159
	District	5	47	79			131	8	67				75	206
12	Aguadilla			25			25			13			13	38
	San Sebastian			28			28			6			6	34
	District			53			53			19			19	72
13	Camuy				38		38							38
14	Arecibo		46				46		49				49	95
	Lares			37			37			13			13	50
	District		46	37			83		49	13			62	145
15	Utuado			12	29		41			16	27		43	84
16	Manatí			10			10			13			13	23
17	Toa Alta				39		39				15		15	54
18	Bayamón				16		16			12			12	28
	Total white	55	195	521	335	73	1,179	23	198	186	138	72	617	1,796
COLORED.														
1	Carolina				33		33							33
	San Juan	3	14	37		17	71	3	9	12		22	46	117
	District	3	14	37	33	17	104	3	9	12		22	46	150
2	Fajardo			19			19			6			6	25
	Río Grande			26			26							26
	District			45			45			6			6	51
3	Humacao			19	8		27				5		5	32
	San Lorenzo			22	9		31			1	10		11	42
	District			41	17		58			1	15		16	74
4	Cayey			12			12			6			6	18
5	Guayama			32	30		62		4	11			15	77
6	Barros				6		6			1			1	7
7	Coamo									2			2	2
	Juana Díaz			21			21			4			4	25
	District			21			21			6			6	27
8	Ponce		9	44	12	6	71		11	36	5	1	53	124
9	Lajas				3		3							3
	Sabana Grande				5		5				6		6	11
	District				8		8				6		6	14
10	San Germán			17			17							17
11	Añasco			19			19							19
	Mayaguez	1	12	25			38	2	17				19	57
	District	1	12	44			57	2	17				19	76

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Total colored.		
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
COLORED—continued.														
12	Aguadilla.....			35			35			7			7	42
	San Sebastian.....			14			14			6			6	20
	District.....			49			49			13			13	62
13	Camuy.....				1		1							1
	Arecibo.....		4				4		17				17	21
	Lares.....			6			6			4			4	10
	District.....		4	6			10		17	4			21	31
15	Utua.....			11	3		14			3	1		4	18
16	Manatí.....			7			7			5			5	12
17	Toa Alta.....				6		6				1		1	7
18	Bayamón.....				9		9				14		14	23
	Total colored.....	4	39	366	125	23	557	5	54	96	54	23	232	789
	Total white.....	55	195	521	335	73	1,179	23	198	186	138	72	617	1,796
	Grand total.....	59	234	887	460	96	1,736	28	252	282	192	95	849	2,585

SPECIAL SCHOOLS, BY SEX.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina.....																	47	
	San Juan.....	36	9	45	56	59	115	107	42	149	47		47	62	69	131	47	261	179	447
	District.....	36	9	45	56	59	115	107	42	149	47		47	62	69	131	308	179	487
2	Fajardo.....						47	14	61								47	14	61
	Rio Grande.....						50		50								50		50
	District.....						97	14	111								97	14	111
3	Humacao.....						36		36	36	10	46					72	10	82
	San Lorenzo.....						52	1	53	28	22	50					80	23	103
	District.....						88	1	89	64	32	96					152	33	185
4	Cayey.....						36	11	47								36	11	47
5	Guayama.....						66	10	76	34	12	46					100	22	122
6	Barros.....								54	20	74						54	20	74
7	Coamo.....						4	30	34								4	30	34
	Juana Diaz.....						39	14	53								39	14	53
	District.....						43	44	87								43	44	87
8	Ponce.....	17	9	26	69	43	112	97	74	171	20	9	29	34	26	60	237	161	398
9	Lajas.....									47		47					47		47
	Sabana Grande.....									21	27	48					21	27	48
	District.....									68	27	95					68	27	95
10	Cabo Rojo.....									32	22	54					32	22	54
	San Germán.....						45		45								45		45
	District.....						45		45	32	22	54					77	22	99

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY SEX—Continued.

School district.	Municipality.	High.			Industrial.			Night.			Agricul-tural.			Kindergar-ten.			Total male.	Total female.	Total enroll-ment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
11	Añasco	6	10	16	59	84	143	66	57	66	57	66	57	66	57	66	57	66	
	Mayaguez	6	10	16	59	84	143	66	57	66	57	66	57	66	57	66	57	66	
	District	6	10	16	59	84	143	123	123	123	123	123	123	123	123	123	123	282	
12	Aguadilla							60	20	80						60	20	80	
	San Sebastian							42	12	54						42	12	54	
	District							102	32	134						102	32	134	
13	Camuy										39	39				39		39	
14	Arecibo				50	66	116									50	66	116	
	Lares							43	17	60						43	17	60	
	District				50	66	116	43	17	60						93	83	176	
15	Utua do							23	19	42	32	28	60			55	47	102	
16	Manati							17	18	35						17	18	35	
17	Toa Alta										45	16	61			45	16	61	
18	Bayamon										25	26	51			25	26	51	
	Total	59	28	87	234	252	486	887	282	1,169	460	192	652	96	95	191	1,736	489	2,585

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	High.			Industrial.			Night.			Agricul-tural.			Kindergar-ten.			Total white.	Total colored.	Total enroll-ment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
1	Carolina										14	33	47			14	33	47	
	San Juan	39	6	45	92	23	115	100	49	149				92	39	131	323	117	440
	District	39	6	45	92	23	115	100	49	149	14	33	47	92	39	131	337	150	487
2	Fajardo							36	25	61						36	25	61	
	Río Grande							24	26	50						24	26	50	
	District							60	51	111						60	51	111	
3	Humacas							17	19	36	33	13	46			50	32	82	
	San Lorenzo							30	23	53	31	19	50			61	42	103	
	District							47	42	89	64	32	96			111	74	186	
4	Cayey							29	18	47						29	18	47	
5	Guayama							40	36	76	5	41	46			45	77	122	
6	Barros										67	7	74			67	7	74	
7	Coamo							32	2	34						32	2	34	
	Juana Diaz							28	25	53						28	25	53	
	District							60	27	87						60	27	87	
8	Ponce	26		26	92	20	112	91	80	171	12	17	29	53	7	60	274	124	398
9	Lajas										44	3	47			44	3	47	
	Sabana Grande										37	11	48			37	11	48	
	District										81	14	95			81	14	95	
10	Cabo Rojo										54		54			54		54	
	San Germán							28	17	45						28	17	45	
	District							28	17	45	54		54			82	17	99	

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
11	Añasco							47	19	66						47	19	66	
	Mayaguez	13	3	16	114	29	143	32	25	57						159	57	216	
	District	13	3	16	114	29	143	79	44	123						206	76	282	
12	Aguadilla							38	42	80						38	42	80	
	San Sebastian							34	20	54						34	20	54	
	District							72	62	134						72	62	134	
13	Camuy										38	1	39			38	1	39	
14	Arecibo				95	21	116									95	21	116	
	Lares							50	10	60						50	10	60	
	District				95	21	116	50	10	60						145	31	176	
15	Utuaado							28	14	42	56	4	60			84	18	102	
16	Manatí							23	12	35						23	12	35	
17	Toa Alta										54	7	61			54	7	61	
18	Bayamón										28	23	51			28	23	51	
	Total	78	9	87	393	93	486	707	462	1,169	473	179	652	145	46	1,911	1,796	789	2,585

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	466	253	719	260	165	425	726	418	1,144
	Rio Piedras	239	156	395	131	99	230	370	255	625
	San Juan	988	773	1,761	559	498	1,057	1,547	1,271	2,818
	District	1,693	1,182	2,875	950	762	1,712	2,643	1,944	4,587
2	Fajardo	473	385	858	188	193	381	661	578	1,239
	Naguabo	213	158	371	73	64	137	286	222	508
	Rio Grande	495	322	817	384	261	645	879	583	1,462
	District	1,181	865	2,046	645	518	1,163	1,826	1,383	3,209
3	Humacao	430	304	734	157	86	243	587	390	977
	San Lorenzo	460	277	737	147	83	230	607	360	967
	Yabucoa	277	170	447	139	80	219	416	250	666
	District	1,167	751	1,918	443	249	692	1,610	1,000	2,610
4	Agua Buena	136	107	243	56	35	91	192	142	334
	Caguas	572	458	1,030	260	177	437	892	635	1,467
	Cayey	553	376	929	163	95	258	716	471	1,187
	District	1,261	941	2,202	479	307	786	1,740	1,248	2,988
5	Guayama	490	319	809	540	301	841	1,030	620	1,650
	Patillas	201	65	266	90	40	130	291	105	396
	District	691	384	1,075	630	341	971	1,321	725	2,046
6	Aibonito	307	235	542	67	26	93	374	261	635
	Barros	579	309	888	86	40	126	665	349	1,014
	Comerio	306	135	441	56	33	89	362	168	530
	District	1,192	679	1,871	209	99	308	1,401	778	2,179

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
7	Coamo	520	340	860	244	162	406	764	502	1,266
	Juana Diaz	438	264	702	213	124	337	651	388	1,039
	Santa Isabel	124	104	228	76	56	132	200	160	360
	District	1,082	708	1,790	533	342	875	1,615	1,050	2,665
8	Ponce	1,629	1,188	2,817	737	536	1,273	2,366	1,724	4,090
9	Lajas	288	205	493	35	33	68	323	238	561
	Sabana Grande	327	283	610	53	38	91	380	321	701
	Yauco	524	447	971	183	156	339	707	603	1,310
	District	1,139	935	2,074	271	227	498	1,410	1,162	2,572
10	Cabo Rojo	480	320	800	87	47	134	567	367	934
	Maricao	147	95	242	44	41	85	191	136	327
	San Germán	453	462	915	182	143	325	635	605	1,240
	District	1,080	877	1,957	313	231	544	1,393	1,108	2,501
11	Añasco	437	294	731	93	106	199	530	400	930
	Las Marias	213	179	392	34	27	61	247	206	453
	Mayaguez	901	715	1,616	274	232	506	1,175	947	2,122
	District	1,551	1,188	2,739	401	365	766	1,952	1,553	3,505
12	Aguada	236	160	396	59	44	103	295	204	499
	Aguadilla	634	878	1,512	241	176	417	875	1,054	1,929
	San Sebastian	649	386	1,035	51	35	86	700	421	1,121
	District	1,519	1,424	2,943	351	255	606	1,870	1,679	3,549
13	Camuy	771	367	1,138	60	31	91	831	398	1,229
	Isabela	423	239	662	39	31	70	462	270	732
	District	1,194	606	1,800	99	62	161	1,293	668	1,961
14	Arecibo	865	688	1,553	272	263	535	1,137	951	2,088
	Lares	480	297	777	29	20	49	509	317	826
	District	1,345	985	2,330	301	283	584	1,646	1,268	2,914
15	Adjuntas	388	298	686	28	14	42	416	312	728
	Utüado	868	606	1,474	70	46	116	938	652	1,590
	District	1,256	904	2,160	98	60	158	1,354	964	2,318
16	Ciales	492	281	773	50	32	82	542	313	855
	Manatí	568	404	972	167	131	298	735	535	1,270
	Morovis	339	127	466	33	2	35	372	129	501
	District	1,399	812	2,211	250	165	415	1,649	977	2,626
17	Toa Alta	446	297	743	151	136	287	597	433	1,030
	Vega Baja	464	309	773	114	105	219	578	414	992
	District	910	606	1,516	265	241	506	1,175	847	2,022
18	Bayamón	966	763	1,729	469	395	864	1,435	1,158	2,593
	Vieques	150	140	290	83	65	148	233	205	438
	Total	22,405	15,938	38,343	7,527	5,503	13,030	29,932	21,441	51,373

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

(School year 1903-4.)

COMMON SCHOOLS, BY COLOR.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE.										
1	Carolina	153	403	556	147	190	337	300	593	893
	Río Piedras	126	159	285	117	112	229	243	271	514
	San Juan	915	145	1,060	783	71	854	1,698	216	1,914
	District	1,194	707	1,901	1,047	373	1,420	2,241	1,080	3,321
2	Fajardo	313	236	549	310	139	449	623	375	998
	Naguabo	98	142	240	91	94	185	189	236	425
	Río Grande	129	417	546	146	239	385	275	656	931
	District	540	795	1,335	547	472	1,019	1,087	1,267	2,354
3	Humacao	278	208	486	284	105	389	562	313	875
	San Lorenzo	248	303	551	197	164	361	445	467	912
	Yabucoa	134	186	320	110	81	191	244	267	511
	District	660	697	1,357	591	350	941	1,251	1,047	2,298
4	Aguas Buenas	38	125	163	49	82	131	87	207	294
	Caguas	348	328	676	301	230	531	649	558	1,207
	Cayey	286	386	672	318	178	496	604	564	1,168
	District	672	839	1,511	668	490	1,158	1,340	1,329	2,669
5	Guayama	313	236	549	234	136	370	547	372	919
	Patillas	34	187	221	44	38	82	78	225	303
	District	347	423	770	278	174	452	625	597	1,222
	Aibonito	182	203	385	152	140	292	334	343	677
6	Barros	123	498	621	68	270	338	191	768	959
	Comerío	89	242	331	72	85	157	161	327	488
	District	394	943	1,337	292	495	787	686	1,438	2,124
	Coamo	175	423	598	121	252	373	296	675	971
7	Juana Díaz	140	350	490	99	208	302	239	553	792
	Santa Isabel	83	88	171	87	78	165	170	166	336
	District	398	861	1,259	307	533	840	705	1,394	2,099
	Ponce	738	926	1,664	593	668	1,261	1,331	1,594	2,925
9	Lajas	48	235	283	55	175	230	103	410	513
	Sabana Grande	174	207	381	177	133	310	351	340	691
	Yauco	241	368	609	302	245	547	543	613	1,156
	District	463	810	1,273	534	553	1,087	997	1,363	2,360
10	Cabo Rojo	208	346	554	206	205	411	414	551	965
	Maricao	85	116	201	96	51	147	181	167	348
	San Germán	255	308	563	209	237	446	464	545	1,009
	District	548	770	1,318	511	493	1,004	1,059	1,263	2,322
11	Añasco	189	269	458	175	174	349	364	443	807
	Las Marias	58	238	296	64	173	237	122	411	533
	Mayaguez	677	614	1,291	530	492	1,022	1,207	1,106	2,313
	District	924	1,121	2,045	769	839	1,608	1,693	1,960	3,653
12	Aguada	82	154	236	65	95	160	147	249	396
	Agudilla	362	634	996	252	252	504	614	886	1,500
	San Sebastián	166	455	621	145	235	380	311	690	1,001
	District	610	1,243	1,853	462	582	1,044	1,072	1,825	2,897
13	Camuy	388	468	856	324	136	460	712	604	1,316
	Isabela	153	393	546	128	222	350	281	615	896
	District	541	861	1,402	452	358	810	993	1,219	2,212
	Arecibo	392	645	1,037	378	396	774	770	1,041	1,811
14	Lares	185	397	582	127	231	358	312	628	940
	District	577	1,042	1,619	505	627	1,132	1,082	1,669	2,751

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total white.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
WHITE—continued.										
15	Ajuntas	208	262	470	187	188	375	395	450	845
	Utuaño	304	688	992	270	397	667	574	1,085	1,659
	District	512	950	1,462	457	585	1,042	969	1,535	2,504
16	Ciales	155	466	621	147	230	377	302	696	998
	Manatí	310	383	693	203	240	443	513	623	1,136
	Morovis	77	321	398	64	89	153	141	410	551
	District	542	1,170	1,712	414	559	973	956	1,729	2,685
17	Toa Alta	214	301	515	185	174	359	399	475	874
	Vega Baja	251	302	553	226	170	396	477	472	949
	District	465	603	1,068	411	344	755	876	947	1,823
18	Bayamón	380	770	1,150	332	567	899	712	1,337	2,049
	Vicques	95	112	207	121	71	192	216	183	399
	Total white ...	10,600	15,643	26,243	9,291	9,133	18,424	19,891	24,776	44,667
COLORED.										
1	Carolina	62	214	276	68	129	197	130	343	473
	Río Piedras	80	119	199	61	84	145	141	203	344
	San Juan	537	160	697	608	37	645	1,145	197	1,342
	District	679	493	1,172	737	250	987	1,416	743	2,159
2	Fajardo	131	67	198	176	47	223	307	114	421
	Naguabo	19	59	78	24	49	73	43	108	151
	Río Grande	143	285	428	164	161	325	307	446	753
	District	293	411	704	364	257	621	657	668	1,325
3	Humacao	100	62	162	68	36	104	168	98	266
	San Lorenzo	77	98	175	87	49	136	164	147	311
	Yabucoa	71	84	155	42	44	86	113	128	241
	District	248	244	492	197	129	326	445	373	818
4	Agua Buenas	8	56	64	6	32	38	14	88	102
	Caguas	172	178	350	104	130	234	276	308	584
	Cayey	59	141	200	68	71	139	127	212	339
	District	239	375	614	178	233	411	417	608	1,025
5	Guayama	220	238	458	319	117	436	539	355	894
	Patillas	30	68	98	25	24	49	55	92	147
	District	250	306	556	344	141	485	594	447	1,041
6	Aibonito	53	33	86	16	18	34	69	51	120
	Barros	31	59	90	17	23	40	48	82	130
	Comerio	24	37	61	20	12	32	44	49	93
	District	108	129	237	53	53	106	161	182	343
7	Coamo	130	196	326	102	86	188	232	282	514
	Juana Díaz	62	147	209	66	76	142	128	223	351
	Santa Isabel	67	42	109	50	32	82	117	74	191
	District	259	385	644	218	194	412	477	579	1,056
8	Ponce	331	421	752	248	354	602	579	775	1,354
9	Lajas	4	36	40	6	31	37	10	67	77
	Sabana Grande	10	45	55	8	30	38	18	75	93
	Yauco	173	129	302	66	74	140	239	203	442
	District	187	210	397	80	135	215	267	345	612

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY COLOR—Continued.

School district.	Color and municipality.	Male.			Female.			Total graded.	Total rural.	Total colored.
		Graded.	Rural.	Total.	Graded.	Rural.	Total.			
	COLORED—cont'd.									
10	Cabo Rojo	24	85	109	21	37	58	45	122	167
	Maricao	27	31	58	21	26	47	48	57	105
	San Germán	82	112	194	56	99	155	138	211	349
	District	133	228	361	98	162	260	231	390	621
11	Añasco	51	38	89	53	69	122	104	107	211
	Las Marias	3	55	58	8	23	31	11	78	89
	Mayaguez	241	117	358	199	111	310	440	228	668
	District	295	210	505	260	203	463	555	413	968
12	Aguada	33	26	59	19	25	44	52	51	103
	Aguadilla	71	140	211	82	89	171	153	229	382
	San Sebastian	18	19	37	14	15	29	32	34	66
	District	122	185	307	115	129	244	237	314	551
13	Camuy	50	32	82	30	6	36	80	38	118
	Isabela	13	29	42	8	30	38	21	59	80
	District	63	61	124	38	36	74	101	97	198
14	Arecibo	122	221	343	116	167	283	238	388	626
	Lares	19	18	37	14	4	18	33	22	55
	District	141	239	380	130	171	301	271	410	681
15	Adjuntas	22	15	37	7	11	18	29	26	55
	Utuaado	33	35	68	30	15	45	63	50	113
	District	55	50	105	37	26	63	92	76	168
16	Ciales	27	46	73	17	24	41	44	70	114
	Manatí	91	125	216	82	80	162	173	205	378
	Morovis		36	36	1	1	2	1	37	38
	District	118	207	325	100	105	205	218	312	530
17	Toa Alta	155	54	209	102	67	169	257	121	378
	Vega Baja	80	68	148	57	48	105	137	116	253
	District	235	122	357	159	115	274	394	237	631
18	Bayamón	231	349	580	179	274	453	410	623	1,033
	Vieques	88	69	157	79	29	108	167	98	265
	Total colored	4,075	4,694	8,769	3,614	2,996	6,610	7,689	7,690	15,379
	Total white	10,600	15,643	26,243	9,291	9,133	18,424	19,891	24,776	44,667
	Grand total	14,675	20,337	35,012	12,905	12,129	25,034	27,580	32,466	60,046

COMMON SCHOOLS, BY SEX.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
1	Carolina	215	215	430	617	319	936	832	534	1,366
	Rio Piedras	206	178	384	278	196	474	484	374	858
	San Juan	1,452	1,391	2,843	305	108	413	1,757	1,499	3,256
	District	1,873	1,784	3,657	1,200	623	1,823	3,073	2,407	5,480
2	Fajardo	444	486	930	303	186	489	747	672	1,419
	Naguabo	117	115	232	201	143	344	318	258	576
	Rio Grande	272	310	582	702	400	1,102	974	710	1,684
	District	833	911	1,744	1,206	729	1,935	2,039	1,640	3,679

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX—Continued.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Fe-male.	Total enrollment.	Male.	Fe-male.	Total enrollment.			
3	Humacao	378	352	730	270	141	411	648	493	1,141
	San Lorenzo	325	284	609	401	213	614	726	497	1,223
	Yabucoa	205	152	357	270	125	395	475	277	752
	District	908	788	1,696	941	479	1,420	1,849	1,267	3,116
4	Agua Buenas	46	55	101	181	114	295	227	169	396
	Caguas	520	405	925	506	360	866	1,026	765	1,791
	Cayey	345	386	731	527	249	776	872	635	1,507
	District	911	846	1,757	1,214	723	1,937	2,125	1,569	3,694
5	Guayama	533	553	1,086	474	253	727	1,007	806	1,813
	Patillas	64	69	133	255	62	317	319	131	450
	District	597	622	1,219	729	315	1,044	1,326	937	2,263
6	Aibonito	235	168	403	236	158	394	471	326	797
	Barros	154	85	239	557	293	850	711	378	1,089
	Comerio	113	92	205	279	97	376	392	189	581
	District	502	345	847	1,072	548	1,620	1,574	893	2,467
7	Coamo	305	223	528	619	338	957	924	561	1,485
	Juana Diaz	202	165	367	497	279	776	699	444	1,143
	Santa Isabel	150	137	287	130	110	240	280	247	527
	District	657	525	1,182	1,246	727	1,973	1,903	1,252	3,155
8	Ponce	1,069	841	1,910	1,347	1,022	2,369	2,416	1,863	4,279
9	Lajas	52	61	113	271	206	477	323	267	590
	Sabana Grande	184	185	369	252	163	415	436	348	784
	Yauco	414	308	782	497	319	816	911	687	1,598
	District	650	614	1,264	1,020	688	1,708	1,670	1,302	2,972
10	Cabo Rojo	232	227	459	431	242	673	663	469	1,132
	Maricao	112	117	229	147	77	224	259	194	453
	San Germán	337	265	602	420	336	765	757	601	1,358
	District	681	609	1,290	998	655	1,653	1,679	1,264	2,943
11	Añasco	240	228	468	307	243	550	547	471	1,018
	Las Marias	61	72	133	293	196	489	354	268	622
	Mayaguez	918	729	1,647	731	603	1,334	1,649	1,332	2,981
	District	1,219	1,029	2,248	1,331	1,042	2,373	2,550	2,071	4,621
12	Aguada	115	84	199	180	120	300	295	204	499
	Aguadilla	433	334	767	774	341	1,115	1,207	675	1,882
	San Sebastian	184	159	343	474	250	724	658	409	1,067
	District	732	577	1,309	1,428	711	2,139	2,160	1,288	3,448
13	Camuy	438	354	792	500	142	642	938	496	1,434
	Isabela	166	136	302	422	252	674	588	388	976
	District	604	490	1,094	922	394	1,316	1,526	884	2,410
14	Arecibo	514	494	1,008	866	563	1,429	1,380	1,057	2,437
	Lares	204	141	345	415	235	650	619	376	996
	District	718	635	1,353	1,281	798	2,079	1,999	1,433	3,432
15	Adjuntas	230	194	424	277	199	476	507	393	900
	Utuaado	337	300	637	723	412	1,135	1,060	712	1,772
	District	567	494	1,061	1,000	611	1,611	1,567	1,105	2,672
16	Ciales	182	164	346	512	254	766	694	418	1,112
	Manatí	401	285	686	508	320	828	909	605	1,514
	Morovis	77	65	142	357	90	447	434	155	589
	District	660	514	1,174	1,377	664	2,041	2,037	1,178	3,215

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TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS, BY SEX—Continued.

School district.	Municipality.	Graded.			Rural.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total enrollment.	Male.	Female.	Total enrollment.			
17	Toa Alta	369	287	656	355	241	596	724	528	1,252
	Vega Baja	331	283	614	370	218	588	701	501	1,202
	District	700	570	1,270	725	459	1,184	1,425	1,029	2,454
18	Bayamón	611	511	1,122	1,119	841	1,960	1,730	1,352	3,082
	Vieques	183	200	383	181	100	281	364	300	664
	Total	14,675	12,905	27,580	20,337	12,129	32,466	35,012	25,034	60,046

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	Male.					Female.					Grand total.	
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE.													
1	Carolina				17		17						17
	San Juan	38	44	130	45	257	13	84	59		47	203	460
	District	38	44	130	17	45	274	13	84	59	47	203	477
2	Fajardo			32		32			9			9	41
	Río Grande			33		33							33
	District			65		65			9			9	74
3	Humacao			31	80	111				13		13	124
	San Lorenzo			45	15	60				12		12	72
	District			76	95	171				25		25	196
4	Cayey			38		38			19			19	57
	Guayama			42	4	46			7	1		8	54
	Barros			57		57				22		22	79
7	Coamo			7		7			32			32	39
	Juana Díaz			33		33			11			11	44
	District			40		40			43			43	83
8	Ponce	20	63	82	11	29	205	9	32	76	5	27	149
	Lajas				55		55						55
	Sabana Grande				18		18			22		22	40
9	District				73		73			22		22	95
	Cabo Rojo				39		39			31		31	70
	San Germán				52		52						52
10	District				52		52			31		31	122
	Añasco				47		47						47
	Mayaguez	6	67	46		119	11	81				92	211
11	District	6	67	93		166	11	81				92	258
	Aguadilla				25		25		13			13	38
	San Sebastian				28		28		6			6	34
12	District				53		53		19			19	72
	Camuy				43		43						43
	Arecibo		54			54		63				63	117
14	Lares				57		57		19			19	76
	District		54	57		111		63	19			82	193

TABLE I.—Distribution (pupils) by sex and color—(Common schools and special schools—Continued.)

SPECIAL SCHOOLS, BY COLOR—Continued.

School district.	Municipality.	Male.					Female.					Grand total.		
		High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	High.	Industrial.	Night.	Agricultural.		Kindergarten.	Total.
WHITE—continued.														
15	Utuaño			33	37	70			19	28		47	117	
16	Manatí			29		29			15			15	44	
17	Toa Alta				46	46			18			18	64	
18	Bayamón				26	26			14			14	40	
	Total	64	228	790	448	74	1,604	33	260	285	166	74	818	2,442
COLORED.														
1	Carolina				36	36							36	
	San Juan	7	14	41		79	3	17	15		22	57	136	
	District	7	14	41	36	17	115	3	17	15		22	172	
2	Fajardo				26	26			9			9	35	
	Río Grande				41	41							41	
	District				67	67			9			9	76	
3	Humacao				32	23	55			16		16	71	
	San Lorenzo				27	8	35		1	10		11	46	
	District				59	31	90		1	26		27	117	
4	Cayey				22	22			9			9	31	
5	Guayama				35	34	69		4	12		16	85	
6	Barros					7	7			2		2	9	
7	Coamo				2	2			9			9	11	
	Juana Díaz				34	34			5			5	39	
	District				36	36			14			14	50	
8	Ponce		10	52	13	6	81	11	61	5	2	79	160	
9	Lajas				4	4							4	
	Sabana Grande				8	8				6		6	14	
	District				12	12				6		6	18	
10	Cabo Rojo				5	5				1		1	6	
	San Germán				36	36							36	
	District				36	5	41			1		1	42	
11	Añasco				19	19							19	
	Mayaguez	2	15	62		79	3	24				27	106	
	District	2	15	81		98	3	24				27	125	
12	Aguadilla				35	35			7			7	42	
	San Sebastián				14	14			6			6	20	
	District				49	49			13			13	62	
13	Camuy				1	1							1	
14	Arecibo		5			5		20				20	25	
	Lares					8			4			4	12	
	District		5	8		13		20	4			24	37	
15	Utuaño				22	4	26		3	1		4	30	
16	Manatí				25	25			5			5	30	
17	Toa Alta				10	10			2			2	12	
18	Bayamón				16	16			15			15	31	
	Total colored ..	9	44	533	169	23	778	6	72	138	70	24	310	1,088
	Total white	64	288	790	448	74	1,604	33	260	285	166	74	818	2,422
	Grand total	73	272	1,323	617	97	2,382	39	332	423	236	98	1,128	3,510

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY SEX.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina											53		53		53		53	
	San Juan	45	16	61	58	101	159	171	74	245				62	69	131	336	260	596
	District	45	16	61	58	101	159	171	74	245	53		53	62	69	131	389	260	649
2	Fajardo							58	18	76							58	18	76
	Río Grande							74		74							74		74
	District							132	18	150							132	18	150
3	Humacao							63		63	103	29	132				166	29	195
	San Lorenzo							72	1	73	23	22	45				95	23	118
	District							135	1	136	126	51	177				261	52	313
4	Cayey							60	28	88							60	28	88
	Guayama							77	11	88	38	13	51				115	24	139
	Barros										64	24	86				64	24	88
7	Coamo							9	41	50							9	41	50
	Juana Diaz							67	16	83							67	16	83
	District							76	57	133							76	57	133
8	Ponce	20	9	29	73	43	116	134	137	271	24	10	34	35	29	64	286	228	514
	Lajas												59		59		59		59
	Sabana Grande										26	28	54				26	28	54
9	District										85	28	113				85	28	113
	Cabo Rojo										44	32	76				44	32	76
	San German							88		88							88		88
10	District							88		88	44	32	76				132	32	164
	Añasco							66		66							66		66
	Mayaguez	8	14	22	82	105	187	108		108							198	119	317
11	District	8	14	22	82	105	187	174		174							264	119	383
	Aguadilla							60	20	80							60	20	80
	San Sebastian							42	12	54							42	12	54
12	District							102	32	134							102	32	134
	Camuy										44		44				44		44
	Arecibo				59	83	142										59	83	142
14	Lares							65	23	88							65	23	88
	District				59	83	142	65	23	88							124	106	230
	Utua do							55	22	77	41	29	70				96	51	147
15	Manati							54	20	74							54	20	74
	Toa Alta										56	20	76				56	20	76
	Bayamón										42	29	71				42	29	71
17	District																		
	Total	73	39	112	272	332	604	1,323	423	1,746	617	236	853	97	98	195	2,382	1,128	3,510

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

SPECIAL SCHOOLS, BY COLOR.

School district.	Municipality.	High.			Industrial.			Night.			Agricultural.			Kindergarten.			Total white.	Total colored.	Total enrollment.
		White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.			
1	Carolina	51	10	61	128	31	159	189	56	245	17	36	53	92	39	131	17	36	53
	San Juan	51	10	61	128	31	159	189	56	245	17	36	53	92	39	131	460	136	596
	District	51	10	61	128	31	159	189	56	245	17	36	53	92	39	131	477	172	649
2	Fajardo							41	35	76							41	35	76
	Rio Grande							33	41	74							33	41	74
	District							74	76	150							74	76	150
3	Humacao							31	32	63	93	39	132				124	71	195
	San Lorenzo							45	28	73	27	18	45				72	46	118
	District							76	60	136	120	57	177				196	117	313
4	Cayey							57	31	88							57	31	88
5	Guayama							49	39	88		5	46	51			54	85	139
6	Barros											79	9	88			79	9	88
7	Coamo							39	11	50							39	11	50
	Juana Diaz							44	39	83							44	39	83
	District							83	50	133							83	50	133
8	Ponce	29		29	95	21	116	158	113	271	16	18	34	56	8	64	354	160	514
9	Lajas											55	4	59			55	4	59
	Sabana Grande											40	14	54			40	14	54
	District											95	18	113			95	18	113
10	Cabo Rojo											70	6	76			70	6	76
	San Germán							52	36	88							52	36	88
	District							52	36	88	70	6	76				122	42	164
11	Añasco							47	19	66							47	19	66
	Mayaguez	17	5	22	148	39	187	46	62	108							211	106	317
	District	17	5	22	148	39	187	93	81	174							285	125	383
12	Aguadilla							38	42	80							38	42	80
	San Sebastian							34	20	54							34	20	54
	District							72	62	134							72	62	134
13	Camuy											43	1	44			43	1	44
14	Arecibo				117	25	142										117	25	142
	Lares							76	12	88							76	12	88
	District				117	25	142	76	12	88							193	37	230
15	Utuaado							52	25	77	65	5	70				117	30	147
16	Manati							44	30	74							44	30	74
17	Toa Alta											64	12	76			64	12	76
18	Bayamón											40	31	71			40	31	71
	Total	97	15	112	488	116	604	1,075	671	1,746	614	239	853	148	47	195	2,422	1,088	3,510

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	573	337	910	312	197	509	885	534	1,419
	Río Piedras	285	229	514	199	145	344	484	374	858
	San Juan	1,317	1,057	2,374	776	702	1,478	2,093	1,759	3,852
	District	2,175	1,623	3,798	1,287	1,044	2,331	3,462	2,667	6,129
2	Fajardo	581	458	1,039	224	232	456	805	690	1,495
	Naguabo	240	185	425	78	73	151	318	258	576
	Río Grande	579	385	964	469	325	794	1,048	710	1,758
	District	1,400	1,028	2,428	771	630	1,401	2,171	1,658	3,829
3	Humacao	597	402	999	217	120	337	814	522	1,336
	San Lorenzo	611	373	984	210	147	357	821	520	1,341
	Yabucoa	320	191	511	155	86	241	475	277	752
	District	1,528	966	2,494	582	353	935	2,110	1,319	3,429
4	Agüas Buenas	163	131	294	64	38	102	227	169	396
	Caguas	676	531	1,207	350	234	584	1,026	765	1,791
	Cayey	710	515	1,225	222	148	370	932	663	1,595
	District	1,549	1,177	2,726	636	420	1,056	2,185	1,597	3,782
5	Guayama	595	378	973	527	452	979	1,122	830	1,952
	Patillas	221	82	303	98	49	147	319	131	450
	District	816	460	1,276	625	501	1,126	1,441	961	2,402
6	Aibonito	385	292	677	86	34	120	471	326	797
	Barros	678	360	1,038	97	42	139	775	402	1,177
	Comerio	331	157	488	61	32	93	392	189	581
	District	1,394	809	2,203	244	108	352	1,638	917	2,555
7	Coamo	605	405	1,010	328	197	525	933	602	1,535
	Juana Díaz	523	313	836	243	147	390	766	460	1,226
	Santa Isabel	171	165	336	109	82	191	280	247	527
	District	1,299	883	2,182	680	426	1,106	1,979	1,309	3,288
8	Ponce	1,869	1,410	3,279	833	681	1,514	2,702	2,091	4,793
9	Lajas	338	230	568	44	37	81	382	267	649
	Sabana Grande	399	332	731	63	44	107	462	376	838
	Yauco	609	547	1,156	302	140	442	911	687	1,598
	District	1,346	1,109	2,455	409	221	630	1,755	1,330	3,085
10	Cabo Rojo	593	442	1,035	114	59	173	707	501	1,208
	Maricao	201	147	348	58	47	105	259	194	453
	San Germán	615	446	1,061	230	155	385	845	601	1,446
	District	1,409	1,035	2,444	402	261	663	1,811	1,296	3,107
11	Añasco	505	349	854	108	122	230	613	471	1,084
	Las Marias	296	237	533	58	31	89	354	268	622
	Mayaguez	1,410	1,114	2,524	437	337	774	1,847	1,451	3,298
	District	2,211	1,700	3,911	603	490	1,093	2,814	2,190	5,004
12	Agüada	236	160	396	59	44	103	295	204	499
	Agüadilla	1,021	517	1,538	246	178	424	1,267	695	1,962
	San Sebastián	649	386	1,035	51	35	86	700	421	1,121
	District	1,906	1,063	2,969	356	257	613	2,262	1,320	3,582
13	Camuy	899	460	1,359	83	36	119	982	496	1,478
	Isabela	546	350	896	42	38	80	588	388	976
	District	1,445	810	2,255	125	74	199	1,570	884	2,454
14	Arecibo	1,091	837	1,928	348	303	651	1,439	1,140	2,579
	Lares	639	377	1,016	45	22	67	684	399	1,083
	District	1,730	1,214	2,944	393	325	718	2,123	1,539	3,662

TABLE I.—Distribution (pupils) by sex and color—Common schools and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district	Municipality.	White.			Colored.			Total male.	Total female.	Total enrollment.
		Male.	Female.	Total.	Male.	Female.	Total.			
15	Adjuntas.....	470	375	845	37	18	55	507	393	900
	Utua.....	1,062	714	1,776	94	49	143	1,156	763	1,919
	District.....	1,532	1,089	2,621	131	67	198	1,663	1,156	2,819
16	Ciales.....	621	377	998	73	41	114	694	418	1,112
	Manatí.....	722	458	1,180	241	167	408	963	625	1,588
	Morovis.....	398	153	551	36	2	38	434	155	589
	District.....	1,741	988	2,729	350	210	560	2,091	1,198	3,289
17	Tot Alta.....	561	377	938	219	171	390	780	548	1,328
	Vega Baja.....	553	396	949	148	105	253	701	501	1,202
	District.....	1,114	773	1,887	367	276	643	1,481	1,049	2,530
18	Bayamón.....	1,176	913	2,089	596	468	1,064	1,772	1,381	3,153
	Vieques.....	207	192	399	157	108	265	364	300	664
	Total.....	27,847	19,242	47,089	9,547	6,920	16,467	37,394	26,162	63,556

TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools.

(First term, 1903-4.)

GRADED SCHOOLS.

School district	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina.....	160	76	83	31	24	15	6	8	403
	Río Piedras.....	141	62	53	61	36	13			306
	San Juan.....	967	576	312	231	121	65	46	53	2,374
	District.....	1,268	714	448	323	184	93	52	61	3,143
2	Fajardo.....	245	225	120	84	45	28	29		776
	Naguabo.....	98	37	21	33	13				202
	Río Grande.....	210	105	83	69	30	14			511
	District.....	553	367	224	186	88	42	29		1,489
3	Humacao.....	264	132	53	43	27	15			534
	San Lorenzo.....	161	127	64	37	6				395
	Yabucoa.....	131	31	35	57	26	14			294
	District.....	556	290	152	137	59	29			1,223
4	Agüas Buenas.....	96	26	19	17					158
	Caguas.....	226	216	109	60	43	23	18		695
	Cayey.....	160	175	101	60	26	16			538
	District.....	482	417	229	137	69	39	18		1,391
5	Guayama.....	330	261	154	104	56	40			945
	Patillas.....	82	28	12						122
	District.....	412	289	166	104	56	40			1,067
6	Aibonito.....	167	62	42	23	12				306
	Barros.....	75	74	36	11	8				204
	Comerio.....	93	19	24	29	7				172
	District.....	335	155	102	63	27				682
7	Coamo.....	113	176	86	59	14				448
	Juana Díaz.....	122	111	57	26	18				334
	Santa Isabel.....	84	31	16	21					152
	District.....	319	318	159	106	32				934

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TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

GRADED SCHOOLS—Continued.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
8	Ponce.....	724	387	301	121	117	81	55	45	1,831
9	Lajas.....	43	29		23					95
	Sabana Grande.....	105	73	58	25	41	16	14		332
	Yauco.....	224	186	158	18	93		22	11	712
	District.....	372	288	216	66	134	16	36	11	1,139
10	Cabo Rojo.....	106	57	43	58	29		8		301
	Maricao.....	66	60	26	12					164
	San Germán.....	110	129	116	69	64	19	16		523
	District.....	282	246	185	139	93	19	24		988
11	Añasco.....	123	124	83	44	20	9			403
	Las Marias.....	46	17	17						80
	Mayaguez.....	397	322	269	115		16	30	25	1,174
	District.....	566	463	369	159	20	25	30	25	1,657
12	Aguada.....	62	50	38	15	8				173
	Aguadilla.....	251	181	128	59		8			627
	San Sebastian.....	155	29	28	41	10		11		274
	District.....	468	260	194	115	18	8	11		1,074
13	Camuy.....	286	142	86	73	47	10			644
	Isabela.....	105	49	23	17	23	14			231
	District.....	391	191	109	90	70	24			875
14	Arecibo.....	439	216	115	67	24	12	24		897
	Lares.....	123	20	27	28	40	10	18		266
	District.....	562	236	142	95	64	22	42		1,163
15	Adjuntas.....	106	74	53	26	17	25	12		313
	Utua.....	230	97	81	39	17	8	5		477
	District.....	336	171	134	65	34	33	17		790
16	Ciales.....	133	57	30	15					235
	Manatí.....	287	152	78	33		8	15		573
	Morovis.....	85	17	28	13					143
	District.....	505	226	136	61		8	15		951
17	Toa Alta.....	244	130	70	50	30	3			527
	Vega Baja.....	251	86	70	77	27		16		527
	District.....	495	216	140	127	57	3	16		1,054
18	Bayamón.....	506	215	136	75	21	19			972
	Vieques.....	115	58	50	28	14				265
	Total.....	9,247	5,507	3,592	2,197	1,157	501	345	142	22,688

RURAL SCHOOLS.

School district.	Municipality.	Grade.						Enrollment.
		1	2	3	4	5	6	
1	Carolina.....	490	247	65				802
	Río Piedras.....	324	67	6				397
	San Juan.....	273	91					364
	District.....	1,087	405	71				1,563
2	Fajardo.....	271	106	51				428
	Naguabo.....	167	78	55				300
	Río Grande.....	582	288	110	17	4		1,001
	District.....	1,020	472	216	17	4		1,729

TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

RURAL SCHOOLS—Continued.

School district.	Municipality.	Grade.						Enrollment.
		1	2	3	4	5	6	
3	Humacao	271	77	31				379
	San Lorenzo	326	86	12				424
	Yabucoa	270	69	5				344
	District	867	232	48				1,147
4	Aguas Buenas	172	34	19				225
	Caguas	446	169	31				646
	Cayey	455	116	21	19			611
	District	1,073	319	71	19			1,482
5	Guayama	486	98	6				590
	Patillas	178	76	6				260
	District	664	174	12				850
	Aibonito	190	78	10	6			284
6	Barros	369	194	52	9			624
	Comerio	286	60					346
	District	845	332	62	15			1,254
	Coamo	504	240	110	9	9		872
7	Juana Diaz	482	141	43				666
	Santa Isabel	152	39	13				204
	District	1,138	420	166	9	9		1,742
	Ponce	1,253	411	106				1,770
9	Lajas	232	131	41	9		1	420
	Sabana Grande	257	92	34				383
	Yauco	451	156	51	6			664
	District	940	382	129	15		1	1,467
10	Cabo Rojo	322	152	102				576
	Maricao	49	25	8				82
	San German	274	170	95	9			548
	District	645	347	205	9			1,206
11	Añasco	222	123	49				394
	Las Marias	153	52					205
	Mayaguez	556	229	31				816
	District	931	404	80				1,415
12	Aguada	153	53	30				236
	Aguadilla	577	252	147				976
	San Sebastian	306	146	68	3			583
	District	1,036	451	245	3			1,735
13	Camuy	302	163	103	7			575
	Isabela	280	133	75	13			501
	District	582	296	178	20			1,076
14	Arecibo	770	264	82	7			1,123
	Lares	286	104	50				440
	District	1,056	368	132	7			1,563
15	Adjuntas	215	98	56				369
	Utua	411	194	106				711
	District	626	292	162				1,080
16	Ciales	302	78	53				433
	Manati	396	163	36	10	13		618
	Morovis	247	76	43	13			379
	District	945	317	132	23	13		1,430

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

RURAL SCHOOLS—Continued.

School district.	Municipality.	Grade.						Enrollment.
		1	2	3	4	5	6	
17	Toa Alta	309	136	88	12			545
	Vega Baja	302	159	77	6			544
	District	611	295	165	18			1,089
18	Bayamón	931	529	124				1,584
	Vieques	173	53	18				244
	Total	16,483	6,499	2,322	155	26	1	25,486

COMMON SCHOOLS.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina	650	323	148	31	21	15	6	8	1,205
	Río Piedras	465	129	59	61	33	13			763
	San Juan	1,240	667	312	231	124	65	46	53	2,738
	District	2,355	1,119	519	323	184	93	52	61	4,706
2	Fajardo	516	331	171	84	45	28	29		1,204
	Naguabo	265	115	76	33	13				502
	Río Grande	792	393	193	86	34	14			1,512
	District	1,573	839	440	203	92	42	29		3,218
3	Humacao	535	209	84	43	27	15			913
	San Lorenzo	487	213	76	37	6				819
	Yabucoa	401	100	40	57	26	14			638
	District	1,423	522	200	137	59	29			2,370
4	Aguas Buenas	268	60	38	17					383
	Caguas	672	385	140	60	43	23	18		1,341
	Cayey	615	291	122	79	26	16			1,149
	District	1,555	736	300	156	69	39	18		2,873
5	Guayama	816	359	160	104	56	40			1,585
	Patillas	260	104	18						382
	District	1,076	463	178	104	56	40			1,917
6	Aibonito	357	140	52	29	12				590
	Barros	444	268	88	20	8				828
	Comerio	379	79	24	29	7				518
	District	1,180	487	164	78	27				1,936
7	Coamo	617	416	196	68	23				1,320
	Juana Díaz	604	252	100	26	18				1,000
	Santa Isabel	236	70	29	21					356
	District	1,457	738	325	115	41				2,676
8	Ponce	1,977	798	407	121	117	81	55	45	3,601
9	Lajas	275	163	41	32		1			515
	Sabana Grande	362	165	32	25	41	16	14		715
	Yauco	675	342	209	21	93		22	11	1,376
	District	1,312	670	315	81	134	17	36	11	2,606
10	Cabo Rojo	428	209	145	58	29				877
	Maricao	115	85	34	12			8		246
	San Germán	384	299	211	78	64	19	16		1,071
	District	927	593	390	148	93	19	24		2,194
11	Añasco	345	247	132	44	20	9			797
	Las Marias	199	69	17						285
	Mayaguez	953	551	300	115		16	30	25	1,990
	District	1,497	867	449	159	20	25	30	25	3,072

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

(Second term, 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina	154	72	56	26	22	12	4	5	351
	Río Piedras	106	63	52	39	23	11	.....	294	
	San Juan	990	523	286	177	112	94	39	46	2,267
	District	1,250	658	394	242	157	117	43	51	2,912
2	Fajardo	301	192	129	73	42	33	25	2	797
	Naguabo	65	41	17	38	14	.....	.....	.....	175
	Río Grande	189	83	78	73	28	14	.....	.....	465
	District	555	316	224	184	84	47	25	2	1,437
3	Humacao	285	157	65	36	28	27	15	.....	613
	San Lorenzo	139	139	115	45	5	.....	.....	.....	443
	Yabucoa	120	55	16	76	8	28	14	.....	317
	District	544	351	196	157	41	55	29	.....	1,373
4	Agua Buena	26	22	14	15	.....	.....	.....	.....	77
	Caguas	301	235	121	42	41	24	18	.....	782
	Cayey	161	185	109	69	17	20	.....	.....	561
	District	488	442	244	126	58	44	18	.....	1,420
5	Guayama	342	244	195	85	50	39	.....	.....	955
	Patillas	63	35	13	.....	.....	.....	.....	.....	111
	District	405	279	208	85	50	39	.....	.....	1,066
6	Aibonito	142	52	42	18	20	.....	.....	.....	274
	Barros	72	48	18	14	10	7	.....	.....	169
	Comerio	91	22	21	27	5	.....	.....	.....	166
	District	305	122	81	59	35	7	.....	.....	609
7	Coamo	84	217	104	62	7	12	.....	.....	486
	Juana Díaz	79	124	58	24	22	18	.....	.....	325
	Santa Isabel	87	77	78	27	.....	.....	.....	.....	269
	District	250	418	240	113	29	30	.....	.....	1,080
8	Ponce	625	399	271	152	81	37	36	31	1,632
9	Lajas	37	29	.....	23	.....	.....	.....	.....	89
	Subana Grande	118	76	57	22	38	16	14	.....	341
	Yauco	176	111	162	58	79	14	14	.....	614
	District	331	216	219	103	117	30	28	.....	1,044
10	Cabo Rojo	105	55	61	83	19	.....	5	.....	328
	Maricao	92	31	31	7	.....	.....	.....	.....	161
	San German	115	136	111	67	62	18	18	.....	527
	District	312	222	203	157	81	18	23	.....	1,016
11	Añasco	143	132	68	59	18	15	4	.....	439
	Las Marias	51	27	18	15	.....	.....	.....	.....	111
	Mayaguez	305	371	184	111	61	17	26	27	1,102
	District	499	530	270	185	79	32	30	27	1,652
12	Aguaá	71	54	41	16	11	.....	.....	.....	193
	Aguaá	304	209	138	49	20	10	.....	.....	730
	San Sebastián	171	51	41	46	10	11	.....	.....	330
	District	546	314	220	111	41	21	.....	.....	1,253
13	Camuy	289	137	49	82	51	12	7	.....	627
	Isabela	59	59	28	21	18	23	14	.....	222
	District	348	196	77	103	69	35	21	.....	849
14	Arecibo	372	251	116	66	16	10	22	.....	853
	Lares	103	24	22	35	41	11	19	.....	255
	District	475	275	138	101	57	21	41	.....	1,108

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

GRADED SCHOOLS—Continued.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
15	Adjuntas	111	82	59	28	13	20	12		325
	Utuado	198	113	81	38	18	9	4		461
	District	309	195	140	66	31	29	16		786
16	Ciales	150	39	27	23	19				258
	Manatí	291	202	78	29		10	13		623
	Morovis	56		37	19					112
	District	497	241	142	71	19	10	13		993
17	Toa Alta	204	127	66	48	25	2			472
	Vega Baja	203	125	70	70	23		18		509
	District	407	252	136	118	48	2	18		981
18	Bayamón	448	213	124	56	20	21			882
	Vieques	114	52	48	25	16				255
	Total	8,708	5,691	3,575	2,214	1,113	595	341	111	22,348

RURAL SCHOOLS.

School district.	Municipality.	Grade.					Enrollment.
		1	2	3	4	5	
1	Carolina	491	286	54			831
	Río Piedras	293	90	13			396
	San Juan	206	79				285
	District	990	455	67			1,512
2	Fajardo	268	119	52			439
	Naguabo	179	94	62			335
	Río Grande	530	305	146	11	8	1,000
	District	977	518	260	11	8	1,774
3	Humacao	228	117	39			384
	San Lorenzo	358	129	11			498
	Yabucoa	266	94	5			365
	District	852	340	55			1,247
4	Agua Buenas	192	36	23			251
	Caguas	471	183	20			674
	Cayey	440	150	38			628
	District	1,103	369	81			1,553
5	Guayama	439	158	28			625
	Patillas	195	92	8			295
	District	634	250	36			920
6	Aibonito	235	84	13	5		337
	Barros	467	214	78	10		769
	Comerio	295	76				371
	District	997	374	91	15		1,477
7	Coamo	523	202	88	9		822
	Juana Díaz	507	142	39			688
	Santa Isabel	94	34	1			129
	District	1,124	378	128	9		1,639
8	Ponce	1,294	482	202			1,978
9	Lajas	244	130	45			419
	Sabana Grande	247	99	34			380
	Yauco	509	164	73	6		752
	District	1,000	393	152	6		1,551

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

RURAL SCHOOLS—Continued.

School district.	Municipality.	Grade.					Enrollment.
		1	2	3	4	5	
10	Cabo Rojo	334	174	103			611
	Maricao	140	67	4			211
	San German.....	408	214	97	11		730
	District.....	882	455	204	11		1,552
11	Añasco	296	175	32			503
	Las Marias	349	90				439
	Mayaguez.....	718	261	27			1,006
	District.....	1,363	526	59			1,948
12	Aguada.....	188	63	30	2		283
	Aguadilla.....	580	283	177			1,040
	San Sebastian	448	159	80	3		690
	District.....	1,216	505	287	5		2,013
13	Camay.....	295	189	127	17	2	630
	Isabela.....	271	148	109	16		544
	District.....	566	337	236	33	2	1,174
14	Arecibo.....	887	271	73	10		1,241
	Lares.....	389	130	66	4		589
	District.....	1,276	401	139	14		1,830
15	Adjuntas.....	234	129	70			433
	Utua.....	581	287	179			997
	District.....	765	416	249			1,430
16	Ciales.....	402	150	78	8		638
	Manatí.....	476	170	55	11		712
	Morovis.....	240	92	45	13		390
	District.....	1,118	412	178	32		1,740
17	Toa Alta.....	310	151	91	7		559
	Vega Baja.....	314	148	90			552
	District.....	624	299	181	7		1,111
18	Bayamón.....	1,063	415	165			1,643
	Vieques.....	167	37	13			217
	Total.....	18,011	7,362	2,783	143	10	28,309

COMMON SCHOOLS.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina.....	645	358	110	26	22	12	4	5	1,182
	Río Piedras.....	399	153	65	39	23	11			690
	San Juan.....	1,196	602	286	177	112	94	39	46	2,552
	District.....	2,240	1,113	461	242	157	117	43	51	4,424
2	Fajarda.....	569	311	181	73	42	33	25	2	1,236
	Naguabo.....	244	135	79	38	14				510
	Río Grande.....	719	388	224	84	36	14			1,465
	District.....	1,532	834	484	195	92	47	25	2	3,211
3	Humacao.....	513	274	104	36	28	27	15		997
	San Lorenzo.....	497	268	126	45	5				941
	Yabucoa.....	386	149	21	76	8	28	14		682
	District.....	1,396	691	251	157	41	55	29		2,620

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TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

COMMON SCHOOLS—Continued.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
4	Aguas Buenas.....	218	58	37	15					328
	Caguas.....	772	418	141	42	41	24	18		1,456
	Cayey.....	601	335	147	69	17	20			1,189
	District.....	1,591	811	325	126	58	44	18		2,973
5	Guayama.....	781	402	223	85	50	39			1,580
	Patillas.....	258	127	21						406
	District.....	1,039	529	244	85	50	39			1,986
6	Aibonito.....	377	136	55	23	20				611
	Barros.....	539	262	96	24	10	7			938
	Comerio.....	386	98	21	27	5				537
	District.....	1,302	496	172	74	35	7			2,086
7	Coamo.....	607	419	192	71	7	12			1,308
	Juana Diaz.....	586	266	97	24	22	18			1,013
	Santa Isabel.....	181	111	79	27					398
	District.....	1,374	796	368	122	29	30			2,719
8	Ponce.....	1,919	881	473	152	81	37	36	31	3,610
9	Lajas.....	281	159	45	23					508
	Sabana Grande.....	365	175	91	22	38	16	14		721
	Yauco.....	685	275	235	64	79	14	14		1,366
	District.....	1,331	609	371	109	117	30	28		2,595
10	Cabo Rojo.....	439	229	164	83	19		5		939
	Maricao.....	232	98	35	7					372
	San Germán.....	523	350	208	78	62	18	18		1,257
	District.....	1,194	677	407	168	81	18	23		2,568
11	Añasco.....	439	307	100	59	18	15	4		942
	Las Marias.....	400	117	18	15					550
	Mayaguez.....	1,023	632	211	111	61	17	26	27	2,108
	District.....	1,862	1,056	329	185	79	32	30	27	3,600
12	Aguada.....	259	117	71	18	11				476
	Aguadilla.....	884	492	315	49	20	10			1,770
	San Sebastian.....	619	210	121	49	10	11			1,020
	District.....	1,762	819	507	116	41	21			3,266
13	Camuy.....	584	326	176	99	53	12	7		1,257
	Isabela.....	330	207	137	37	18	23	14		766
	District.....	914	533	313	136	71	35	21		2,023
14	Arecibo.....	1,259	522	189	76	16	10	22		2,094
	Lares.....	492	154	88	39	41	11	19		844
	District.....	1,751	676	277	115	57	21	41		2,938
15	Adjuntas.....	345	211	129	28	13	20	12		758
	Utua.....	729	400	260	38	18	9	4		1,458
	District.....	1,074	611	389	66	31	29	16		2,216
16	Ciales.....	552	189	105	31	19				896
	Manati.....	767	372	133	40		10	13		1,335
	Morovis.....	296	92	82	32					502
	District.....	1,615	653	320	103	19	10	13		2,733
17	Toa Alta.....	514	278	157	55	25	2			1,031
	Vega Baja.....	517	273	160	70	23		18		1,061
	District.....	1,031	551	317	125	48	2	18		2,092
18	Bayamón.....	1,511	628	289	56	20	21			2,525
	Vieques.....	281	89	61	25	16				472
	District.....	1,792	717	350	81	36	21			3,000
	Total.....	26,719	13,053	6,358	2,357	1,123	595	341	111	50,657

TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

SPECIAL SCHOOLS.

School district.	School and municipality.	Age (years).					Grade.								Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	1	2	3	4	9	10	11		12
HIGH.																
1	San Juan.....				2	43	3					12	24	7	5	48
8	Ponce.....				4	22	1					15	12			27
11	Mayaguez.....				1	20						21				21
	Total.....				7	85	4					48	36	7	5	96
INDUSTRIAL.																
1	San Juan.....				6	100	13									119
8	Ponce.....				1	42	65	2								110
11	Mayaguez.....				1	29	107	14								151
14	Arcebo.....					15	102	18								135
	Total.....				2	92	374	47								515
NIGHT.																
1	San Juan.....		2	5	22	53	72									154
2	Fajardo.....			2	19	27	8									56
	Río Grande.....					19	38									57
	District.....			2	19	46	46									113
3	Humacao.....				8	28	7									43
	San Lorenzo.....				7	23	18									48
	District.....				15	51	25									91
4	Cayey.....			8	19	29	1									57
5	Guayama.....				19	45	23									87
7	Coamo.....				14	25	6									45
	Juana Díaz.....				7	16	20	6								49
	District.....				7	30	45	12								94
8	Ponce.....				8	165	26									199
10	San German.....				7	32	14									53
11	Añasco.....					48	13									61
	Mayaguez.....					58	8									66
	District.....					106	21									127
12	Aguadilla.....				12	36	20									68
	San Sebastian.....				8	26	13									47
	District.....				20	62	33									115
14	Lares.....				3	26	22									51
15	Uturo.....					32	25									57
16	Manatí.....				1	35	13									49
	Total.....		2	22	163	727	333									1,247
AGRICULTURAL.																
1	Carolina.....		5	10	12	12	1	22	13	4	1					40
3	Humacao.....		16	16	8	4		36	8							44
	San Lorenzo.....		9	23	16			29	11	8						48
	District.....		25	39	24	4		65	19	8						92
5	Guayama.....	2	13	18	9	2		38	6							44
6	Barros.....		7	14	40	17		31		27	20					78
8	Ponce.....				26	7			25	8						38

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

SPECIAL SCHOOLS—Continued.

School district.	School and municipality.	Age (years).					Grade.						Enrollment.		
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	1	2	3	4	9		10	11	12
AGRICULTURAL—cont'd.															
9	Lajas.....		7	25	21	1	43	11							54
	Sabana Grande.....		3	25	18	5	34	17							51
	District.....		10	50	39	6	77	28							105
10	Cabo Rojo.....		16	25	19	2	46	6	10						62
13	Camuy.....		8	8	19	8	1	16	11	12	5				44
15	Utuaó.....	1	3	21	27	8	49	11							60
17	Toa Alta.....		2	25	30	6	2	30	13	21					65
18	Bayamón.....		12	20	19	4	41	9	5						55
	Total.....	3	101	230	264	76	415	141	96	26					678
KINDERGARTEN.															
1	San Juan.....	34	100												134
8	Ponce.....	3	57												60
	Total.....	37	157												194
	Grand totals.....	40	260	254	526	1,262	388								2,730

(Third term, 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina.....	148	65	52	23	21	11	3	5	328
	Río Piedras.....	98	46	47	36	19	10			256
	San Juan.....	987	489	228	165	106	55	36	44	2,110
	District.....	1,233	600	327	224	146	76	39	49	2,694
2	Fajardo.....	262	152	160	74	44	27	23	5	747
	Naguabo.....	64	45	23	42	15				189
	Río Grande.....	187	72	73	70	28	13			443
	District.....	513	269	256	186	87	40	23	5	1,379
3	Humacao.....	223	148	53	45	21	24	15		529
	San Lorenzo.....	137	131	90	45	4				407
	Yabucoa.....	96	61	16	71	8	24	13		289
	District.....	456	340	159	161	33	48	28		1,225
4	Aguas Buenas.....	21	24	19	13					77
	Caguas.....	309	219	92	38	42	23	19		742
	Cayey.....	164	172	102	57	16	19			530
	District.....	494	415	213	108	58	42	19		1,349
5	Guayama.....	330	233	174	84	47	42			910
	Patillas.....	62	31	12						105
	District.....	392	264	186	84	47	42			1,015
	6	Aibonito.....	139	51	40	17	19			
Barros.....		76	48	18	14	10				173
Comerio.....		77	35	21	23	8	7			164
District.....		292	134	79	54	37	7			603

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

GRADED SCHOOLS—Continued.

School district.	Municipality.	Grade.								Enroll-ment.
		1	2	3	4	5	6	7	8	
7	Coomo	85	154	102	53	9	11			414
	Juana Diaz	79	118	58	25	21	18			319
	Santa Isabel	80	75	37	23					215
	District	244	347	197	101	30	29			948
8	Ponce	664	401	259	162	78	34	32	37	1,667
9	Lajas	21	29	13	14	6				83
	Sabana Grande	116	74	49	27	33	14	13		326
	Yauco	166	156	175	61	65	14	13		650
	District	303	259	237	102	104	28	26		1,059
10	Cabo Rojo	84	78	40	56	19		5		282
	Maricao	78	22	30	8					138
	San Germán	113	126	104	62	57	20	15		497
	District	275	226	174	126	76	20	20		917
11	Añaseo	136	117	59	55	18	10	10		405
	Las Marias	50	21	13	14					98
	Mayaguez	238	344	141	116	57	14	26	23	979
	District	444	482	213	185	75	24	36	23	1,482
12	Aguada	73	54	41	15	16				199
	Aguadilla	323	220	144	51	13	16			767
	San Sebastian	168	63	45	18	28	10	11		343
	District	564	337	230	84	57	26	11		1,309
13	Camuy	239	121	62	64	51	11	7		555
	Isabela	52	44	33	18	21	19	12		199
	District	291	165	95	82	72	30	19		754
14	Arecibo	340	221	154	66	16	9		23	829
	Lares	89	25	21	39	43	11	18		246
	District	429	246	175	105	59	20	18	23	1,075
15	Adjuntas	93	90	46	31	14	22	14		310
	Utua	186	133	115	72	20	9	3		538
	District	279	223	161	103	34	31	17		848
16	Ciales	148	39	15	23	17				242
	Manati	259	169	74	28		10	12		552
	Morovis	54		38	19					111
	District	461	208	127	70	17	10	12		905
17	Toa Alta	199	122	56	39	29	10			455
	Vega Baja	185	115	64	60	21		15		461
	District	385	237	120	99	50	10	15		916
18	Bayamón	420	207	117	53	17	19			833
	Vieques	102	45	38	24	13				222
	Total	8,241	5,405	3,363	2,113	1,090	536	315	137	21,200

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

RURAL SCHOOLS.

School district.	Municipality.	Grade.					Enrollment.
		1	2	3	4	5	
1	Carolina	452	252	65			769
	Río Piedras	278	71	20			369
	San Juan	111	157				268
	District	841	480	85			1,406
2	Fajardo	232	144	46	9		431
	Naguabo	175	86	58			319
	Río Grande	508	316	123	16	6	969
	District	915	546	227	25	6	1,719
3	Humacao	210	101	55			366
	San Lorenzo	326	120	11			457
	Yabucoa	259	88	30			377
	District	795	309	96			1,200
4	Aguas Buenas	201	34	22			257
	Caguas	491	207	21	6		725
	Cayey	428	151	31			610
	District	1,120	392	74	6		1,592
5	Guayama	425	158	35			618
	Patillas	184	96	11			291
	District	609	254	46			909
6	Aibonito	210	103	29	27		369
	Barros	440	209	99	15	4	767
	Comerio	271	82	13			366
	District	921	394	141	42	4	1,502
7	Coamo	485	221	104	8		818
	Juana Díaz	506	136	25			667
	Santa Isabel	109	36				145
	District	1,100	393	129	8		1,630
8	Ponce	1,216	582	222	5		2,025
9	Lajas	273	132	26			431
	Sabana Grande	220	83	24			327
	Yauco	391	175	77	17		660
	District	884	390	127	17		1,418
10	Cabo Rojo	306	177	115			598
	Maricao	141	46	2			189
	San Germán	381	198	104	15		698
	District	828	421	221	15		1,485
11	Añasco	261	166	32			459
	Las Marias	281	66	8			355
	Mayaguez	669	229	29			927
	District	1,211	461	69			1,741
12	Aguada	193	72	35			300
	Aguadilla	597	297	183	5		1,082
	San Sebastian	465	160	99			724
	District	1,255	529	317	5		2,106
13	Camuy	311	174	133	17		635
	Isabela	259	140	110	24		533
	District	570	314	243	41		1,168
14	Arecibo	792	272	69	10		1,143
	Lares	337	121	58	4		520
	District	1,129	393	127	14		1,663

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

RURAL SCHOOLS—Continued.

School district.	Municipality.	Grade.					Enrollment.
		1	2	3	4	5	
15	Adjuntas	243	113	62	.....	.....	418
	Uturodo	429	306	198	17	.....	960
	District	672	419	260	17	.....	1,368
16	Ciales	368	162	75	8	.....	613
	Munati	426	161	74	12	10	683
	Morovis	247	90	41	12	.....	390
	District	1,041	413	190	32	10	1,686
17	Ton Alta	280	138	89	7	.....	514
	Vega Baja	274	143	102	12	.....	531
	District	554	281	191	19	.....	1,045
18	Bayamón	1,142	426	141	.....	.....	1,709
	Vieques	158	48	10	.....	.....	216
	Total	16,961	7,445	2,916	246	20	27,588

COMMON SCHOOLS.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
1	Carolina	600	317	117	23	21	11	3	5	1,097
	Río Piedras	376	117	67	36	19	10	.....	.....	625
	San Juan	1,098	646	228	165	106	55	36	44	2,378
	District	2,074	1,080	412	224	146	76	39	49	4,100
2	Fajardo	494	296	206	83	44	27	23	5	1,178
	Naguabo	239	131	81	42	15	.....	.....	.....	508
	Río Grande	695	388	196	86	34	13	.....	.....	1,412
	District	1,428	815	483	211	93	40	23	5	3,098
3	Humacao	433	249	108	45	21	24	15	.....	895
	San Lorenzo	463	251	101	45	4	.....	.....	.....	864
	Yabucoa	355	149	46	71	8	24	13	.....	666
	District	1,251	649	255	161	33	48	28	.....	2,425
4	Aguas Buenas	222	58	41	13	.....	.....	.....	.....	334
	Caguas	800	426	113	44	42	23	19	.....	1,467
	Cayey	592	323	133	57	16	19	.....	.....	1,140
	District	1,614	807	287	114	58	42	19	.....	2,914
5	Guayama	755	391	209	84	47	42	.....	.....	1,528
	Patillas	246	127	23	.....	.....	.....	.....	.....	396
	District	1,001	518	232	84	47	42	.....	.....	1,924
6	Aibonito	349	154	69	44	19	.....	.....	.....	635
	Barros	516	257	117	29	14	7	.....	.....	940
	Comerio	348	117	34	23	8	.....	.....	.....	530
	District	1,213	528	220	96	41	7	.....	.....	2,105
7	Coamo	570	375	206	61	9	11	.....	.....	1,232
	Juana Diaz	585	254	83	25	21	18	.....	.....	986
	Santa Isabel	189	111	37	23	.....	.....	.....	.....	360
	District	1,344	740	326	109	30	29	.....	.....	2,578
8	Ponce	1,880	983	481	167	78	34	32	37	3,692
9	Lajas	294	161	39	14	6	.....	.....	.....	514
	Sabana Grande	336	157	73	27	33	14	13	.....	653
	Yauco	557	331	252	78	65	14	13	.....	1,310
	District	1,187	649	364	119	104	28	26	.....	2,477

TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Grade.								Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 16.	Over 16.	1	2	3	4	9	10	11		12
NIGHT.																
1	San Juan.....		3	13	22	54	57									149
2	Fajardo.....			6	22	27	6									61
	Río Grande.....					20	30									50
	District.....			6	22	47	36									111
3	Humacao.....				13	2	21									36
	San Lorenzo.....				4	23	26									53
	District.....				17	25	47									89
4	Cayey.....			6	14	25	2									47
5	Guayama.....				19	38	19									76
7	Coamo.....				11	19	4									34
	Juana Díaz.....				9	19	18	7								53
	District.....				9	30	37	11								87
8	Ponce.....			1	22	130	18									171
10	San Germán.....				6	24	15									45
11	Añasco.....					52	14									66
	Mayaguez.....					50	7									57
	District.....					102	21									123
12	Aguadilla.....				13	44	23									80
	San Sebastián.....				11	29	14									54
	District.....				24	73	37									134
14	Lares.....				3	32	25									60
15	Utuaó.....					20	22									42
16	Manatí.....				1	24	10									35
	Total.....		3	35	180	631	320									1,169
AGRICULTURAL.																
1	Carolina.....		7	14	14	12		32	14	1						47
3	Humacao.....		17	16	8	5		38	8							46
	San Lorenzo.....		9	23	18			30	12	8						50
	District.....		26	39	26	5		68	20	8						96
5	Guayama.....		3	13	19	9	2	41	5							46
6	Barros.....			6	13	39	16	21	8	26	19					74
8	Ponce.....					23	6		20	9						29
9	Lajas.....		6	21	15	5		25	14	8						47
	Sabana Grande.....		3	25	16	4		32	6							48
	District.....		9	46	31	9		57	30	8						95
10	Cabo Rojo.....		15	20	17	2		38	6	10						54
13	Camuy.....		8	8	17	5	1	16	9	12	2					39
16	Utuaó.....		7	23	24	6		51	9							60
17	Toa Alta.....		25	26	5	2		30	10	21						61
18	Bayamón.....		10	21	16	4		36	10	5						51
	Total.....		6	126	229	221	69	1	390	141	100	21				652
KINDERGARTEN.																
1	San Juan.....		52	79												131
8	Ponce.....		5	55												60
	Total.....		57	134												191
	Total.....		63	263	266	507	1,076	410								2,585

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TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

(School year 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Grade.								Enroll-ment.
		1	2	3	4	5	6	7	8	
1	Carolina	197	81	67	26	30	15	6	8	430
	Rio Piedras	157	78	52	53	34	10	.....	.....	384
	San Juan	1,245	678	312	266	178	65	43	56	2,843
	District	1,599	837	431	345	242	90	49	64	3,657
2	Fajardo	344	180	191	94	56	33	27	5	930
	Naguabo	86	48	35	48	15	.....	.....	.....	232
	Rio Grande	251	119	92	76	30	14	.....	.....	582
	District	681	347	318	218	101	47	27	5	1,744
3	Humacao	361	158	93	45	30	28	15	.....	730
	San Lorenzo	198	185	159	59	8	.....	.....	.....	609
	Yabucoa	137	66	20	83	8	25	18	.....	357
	District	696	409	272	187	46	53	33	.....	1,696
4	Aguas Buenas	28	30	27	16	.....	.....	.....	.....	101
	Caguas	378	267	140	46	50	24	20	.....	925
	Cayey	252	221	143	74	19	22	.....	.....	731
	District	658	518	310	136	69	46	20	.....	1,757
5	Guayama	389	286	224	88	56	43	.....	.....	1,086
	Patillas	82	35	16	.....	.....	.....	.....	.....	133
	District	471	321	240	88	56	43	.....	.....	1,219
	Aibonito	207	88	63	19	26	.....	.....	.....	403
6	Barros	95	84	28	14	11	7	.....	.....	239
	Comerio	90	42	28	30	15	.....	.....	.....	205
	District	392	214	119	63	52	7	.....	.....	847
	Coamo	91	233	118	66	8	12	.....	.....	528
7	Juana Diaz	102	131	63	26	27	18	.....	.....	367
	Santa Isabel	95	80	78	34	.....	.....	.....	.....	287
	District	288	444	259	126	35	30	.....	.....	1,182
	Ponce	724	505	295	172	87	42	46	39	1,910
9	Lajas	42	30	13	22	6	.....	.....	.....	113
	Sabana Grande	129	80	58	28	43	15	16	.....	369
	Yauco	212	189	195	68	85	17	16	.....	782
	District	383	299	266	118	134	32	32	.....	1,264
10	Cabo Rojo	143	136	67	82	23	.....	8	.....	459
	Maricao	111	60	50	8	.....	.....	.....	.....	229
	San Germán	138	151	126	77	68	23	19	.....	602
	District	392	347	243	167	91	23	27	.....	1,290
11	Añasco	149	135	78	68	18	10	10	.....	468
	Las Marias	69	32	17	15	.....	.....	.....	.....	133
	Mayaguez	368	597	357	149	95	20	33	28	1,647
	District	586	764	452	232	113	30	43	28	2,248
12	Aguada	73	58	41	15	12	.....	.....	.....	199
	Aguadilla	323	220	144	51	13	16	.....	.....	767
	San Sebastian	168	63	45	18	28	10	11	.....	343
	District	564	341	230	84	53	26	11	.....	1,309
13	Camuy	334	173	91	100	71	15	8	.....	792
	Isabela	72	119	36	18	21	23	13	.....	302
	District	406	292	127	118	92	38	21	.....	1,094
14	Arecibo	393	254	189	99	24	9	17	23	1,008
	Lares	152	42	27	50	43	11	20	345
	District	545	296	216	149	67	20	37	23	1,353

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TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

GRADED SCHOOLS—Continued.

School district.	Municipality.	Grade.								Enrollment.
		1	2	3	4	5	6	7	8	
15	Adjuntas	153	106	63	41	19	27	15	.....	424
	Utuaado	244	150	111	93	22	12	5	.....	637
	District	397	256	174	134	41	39	20	.....	1,061
16	Ciales	205	69	30	23	19	.....	.....	.....	346
	Manati	322	221	82	34	11	16	.....	.....	686
	Morovis	60	17	43	22	.....	.....	.....	.....	142
	District	587	307	155	79	30	16	.....	.....	1,174
17	Toa Alta	262	205	96	47	35	11	.....	.....	656
	Vega Baja	256	141	79	85	35	.....	18	.....	614
	District	518	346	175	132	70	11	18	.....	1,270
18	Bayamón	608	246	145	81	22	20	.....	.....	1,122
	Vieques	158	88	87	33	17	.....	.....	.....	383
	Total	10,653	7,177	4,514	2,662	1,418	613	384	159	27,580

RURAL SCHOOLS.

School district.	Municipality.	Grade.					Enrollment.
		1	2	3	4	5	
1	Carolina	562	294	80	.....	.....	986
	Rio Piedras	334	114	26	.....	.....	474
	San Juan	278	135	.....	.....	.....	413
	District	1,174	543	106	.....	.....	1,823
2	Fajardo	245	186	49	9	.....	489
	Naguabo	189	93	62	.....	.....	344
	Rio Grande	608	320	149	18	7	1,102
	District	1,042	599	260	27	7	1,935
3	Humacao	240	125	46	.....	.....	411
	San Lorenzo	456	146	12	.....	.....	614
	Yabucoa	273	92	30	.....	.....	395
	District	969	363	88	.....	.....	1,420
4	Aguas Buenas	228	40	27	.....	.....	295
	Caguas	592	247	21	6	.....	866
	Cayey	562	183	31	.....	.....	776
	District	1,382	470	79	6	.....	1,937
5	Guayama	518	166	43	.....	.....	727
	Patillas	197	111	9	.....	.....	317
	District	715	277	52	.....	.....	1,044
6	Albonito	229	113	30	22	.....	394
	Barros	492	234	105	15	4	850
	Comerio	277	86	13	.....	.....	376
	District	998	433	148	37	4	1,620
7	Coamo	550	272	126	9	.....	957
	Juana Diaz	581	152	43	.....	.....	776
	Santa Isabel	172	56	12	240
	District	1,303	480	181	9	1,973
8	Ponce	1,554	596	214	5	2,369

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TABLE II.—Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.

RURAL SCHOOLS—Continued.

School district.	Municipality.	Grade.					Enroll-ment.
		1	2	3	4	5	
9	Lajas.....	300	139	38			477
	Sabana Grande.....	271	111	33			415
	Yauco.....	512	217	81	6		816
	District.....	1,083	467	152	6		1,708
10	Cabo Rojo.....	351	191	131			673
	Maricao.....	151	65	8			224
	San Germán.....	417	220	104	15		756
	District.....	919	476	243	15		1,653
11	Añasco.....	310	201	39			550
	Las Marias.....	375	108	6			489
	Mayaguez.....	953	345	36			1,334
	District.....	1,638	654	81			2,373
12	Aguada.....	193	72	35			300
	Aguadilla.....	621	309	180	5		1,115
	San Sebastian.....	423	202	96	3		724
	District.....	1,237	583	311	8		2,139
13	Camuy.....	301	187	137	17		642
	Isabela.....	331	202	116	25		674
	District.....	632	389	253	42		1,316
14	Arecibo.....	993	323	100	13		1,429
	Lares.....	435	140	71	4		650
	District.....	1,428	463	171	17		2,079
15	Adjuntas.....	265	134	77			476
	Utua.....	582	322	228	3		1,135
	District.....	847	456	305	3		1,611
16	Ciales.....	491	184	83	8		766
	Manati.....	585	182	87	14	10	828
	Morovis.....	293	96	45	13		447
	District.....	1,319	462	215	35	10	2,041
17	Toa Alta.....	322	158	105	11		596
	Vega Baja.....	304	160	112	12		588
	District.....	626	318	217	23		1,184
18	Bayamón.....	1,289	496	175			1,960
	Vieques.....	227	50	4			281
	District.....	20,382	8,575	3,255	233	21	32,466
	Total.....						

COMMON SCHOOLS.

School district.	Municipality.	Grade.								Enroll-ment.
		1	2	3	4	5	6	7	8	
1	Carolina.....	759	375	147	26	30	15	6	8	1,366
	Río Piedras.....	491	192	78	53	34	10			858
	San Juan.....	1,523	813	312	266	178	65	43	56	3,256
	District.....	2,773	1,380	537	345	242	90	49	64	5,480
2	Fajardo.....	589	366	240	103	56	33	27	5	1,419
	Naguabo.....	275	141	97	48	15				576
	Río Grande.....	859	439	241	94	37	14			1,684
	District.....	1,723	946	578	245	108	47	27	5	3,679

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

COMMON SCHOOLS—Continued.

School district	Municipality.	Grade.								Enroll-ment.
		1	2	3	4	5	6	7	8	
3	Humacao	601	283	139	45	30	28	15		1,141
	San Lorenzo	654	331	171	59	8				1,223
	Yabucoa	410	158	50	83	8	25	18		752
	District	1,665	772	360	187	46	53	33		3,116
4	Aguas Buenas	256	70	54	16					396
	Caguas	970	514	161	52	50	24	20		1,791
	Cayey	814	404	174	74	19	22			1,507
	District	2,040	988	389	142	69	46	20		3,694
5	Guayama	907	452	267	88	56	43			1,813
	Patillas	279	146	25						450
	District	1,186	598	292	88	56	43			2,263
6	Aibonito	436	201	93	41	26				797
	Barros	587	318	133	29	15	7			1,089
	Comerio	367	128	41	30	15				581
	District	1,390	647	267	100	56	7			2,467
7	Coamo	641	505	244	75	8	12			1,485
	Juana Diaz	683	283	106	26	27	18			1,143
	Santa Isabel	267	136	90	34					527
	District	1,591	924	440	135	35	30			3,155
8	Ponce	2,278	1,101	509	177	87	42	46	39	4,279
9	Lajas	342	169	51	22	6				590
	Sabana Grande	400	191	91	28	43	15	16		784
	Yauco	724	406	276	74	85	17	16		1,598
	District	1,466	766	418	124	134	32	32		2,972
10	Cabo Rojo	494	327	198	82	23		8		1,132
	Maricao	262	125	58	8					453
	San Germán	555	371	230	92	68	23	19		1,358
	District	1,311	823	486	182	91	23	27		2,943
11	Añasco	459	336	117	68	18	10	10		1,018
	Las Marias	444	140	23	15					622
	Mayaguez	1,321	942	393	149	95	20	33	28	2,981
	District	2,224	1,418	533	232	113	30	43	28	4,621
12	Aguada	266	130	76	15	12				499
	Aguadilla	944	529	324	56	13	16			1,882
	San Sebastian	591	265	141	21	28	10	11		1,067
	District	1,801	924	541	92	53	26	11		3,448
13	Camuy	635	360	228	117	71	15	8		1,434
	Isabela	403	321	152	43	21	23	13		976
	District	1,038	681	380	160	92	38	21		2,410
14	Arecibo	1,386	577	289	112	24	9	17	23	2,437
	Lares	587	182	98	54	43	11	20		995
	District	1,973	759	387	166	67	20	37	23	3,432
15	Adjuntas	418	240	140	41	19	27	15		900
	Utua	826	472	339	96	22	12	5		1,772
	District	1,244	712	479	137	41	39	20		2,672
16	Ciales	696	253	113	31	19				1,112
	Manatí	857	403	169	48	21	16			1,514
	Morovis	353	113	88	35					589
	District	1,906	769	370	114	40	16			3,215

TABLE II.—*Distribution (pupils) by grades, common schools, high schools, and agricultural schools, and by age of pupils, special schools—Continued.*

SPECIAL SCHOOLS—Continued.

School district.	Kind and location.	Age (years).					Grade.							Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	1	2	3	4	9	10		11	12
NIGHT—continued.															
14	Lares.....			5	39	44									88
15	Utuaño.....				37	40									77
16	Manatí.....			1	49	24									74
	Total.....		4	40	212	1,001	489								1,746
AGRICULTURAL.															
1	Carolina.....		7	14	17	14	1	32	15	6					53
3	Humacao.....		46	49	25	12		107	25						132
	San Lorenzo.....		8	21	16			27	11	7					45
	District.....		54	70	41	12		134	36	7					177
5	Guayama.....	3	14	21	10	3		45	6						51
6	Barros.....		8	17	45	18		28	11	28	21				88
8	Ponce.....				26	8			24	10					34
9	Lajas.....		7	23	18	11		30	18	11					59
	Sabana Grande.....		3	26	20	5		37	17						54
	District.....		10	49	38	16		67	35	11					113
10	Cabo Rojo.....		20	30	23	3		56	10	10					76
13	Camuy.....	8	8	19	8	1		16	11	12	5				44
15	Utuaño.....		7	25	31	7		59	11						70
17	Toa Alta.....		3	27	34	9	3	35	18	23					76
18	Bayamón.....		13	27	23	8		52	12	7					71
	Total.....	11	144	299	296	99	4	524	189	114	26				853
KINDERGARTEN.															
1	San Juan.....	52	79												131
8	Ponce.....	6	58												64
	Total.....	58	137												195
	Grand total.....	69	285	341	622	1,586	607								3,510

 TABLE III.—*Distribution (pupils) by age, common schools, and special schools.*

(First term, 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.		
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.	
1	Carolina.....			70	149	111	71	2	403
	Río Piedras.....			47	102	148	69		366
	San Juan.....	1		301	776	941	354	1	2,374
	District.....	1		418	1,027	1,200	494	3	3,143
2	Fajardo.....			81	257	319	111	8	776
	Naguabo.....			36	65	78	23		202
	Río Grande.....	2		62	196	179	68	4	511
	District.....	2		179	518	576	202	12	1,489

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TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd

GRADED SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
3	Humacao	18	99	217	166	34	.....	584
	San Lorenzo	1	76	203	102	13	.....	395
	Yabucoa.....	1	40	108	108	36	1	294
	District	20	215	528	376	83	1	1,223
4	Aguas Buenas .....	.....	29	63	54	12	.....	158
	Caguas.....	.....	104	280	229	82	.....	695
	Cayey.....	.....	49	193	217	79	.....	538
	District .....	.....	182	536	500	173	.....	1,391
5	Guayama .....	.....	62	393	387	103	.....	945
	Patillas .....	.....	21	51	47	3	.....	122
	District .....	.....	83	444	434	106	.....	1,067

6	Aibonito .....	.....	42	151	93	20	.....	306
	Barros	1	35	78	62	28	.....	204
	Comerio .....	.....	21	75	52	24	.....	172
	District	1	98	304	207	72	.....	682
7	Coamo .....	.....	55	181	156	56	.....	448
	Juana Diaz .....	.....	33	123	137	41	.....	334
	Santa Isabel .....	.....	25	67	42	18	.....	152
	District .....	.....	113	371	335	115	.....	934
8	Ponce.....	.....	125	663	729	305	9	1,831
9	Lajas .....	.....	13	37	34	11	.....	95
	Sabana Grande .....	.....	36	97	124	75	.....	332
	Yauco.....	.....	76	258	260	115	3	712
	District .....	.....	125	392	418	201	3	1,139
10	Cabo Rojo.....	.....	39	116	97	48	1	301
	Maricao.....	1	27	64	56	15	1	164
	San Germán .....	.....	41	160	207	113	2	523
	District	1	107	340	360	176	4	988
11	Añasco.....	1	47	153	169	33	.....	403
	Las Marias .....	.....	20	33	21	6	.....	80
	Mayaguez.....	.....	155	413	473	132	1	1,174
	District	1	222	599	663	171	1	1,657
12	Aguada .....	.....	39	64	52	17	1	173
	Aguadilla.....	.....	60	254	245	68	.....	627
	San Sebastian.....	.....	85	107	72	10	.....	274
	District .....	.....	184	425	369	95	1	1,074
13	Camuy.....	.....	145	220	192	87	.....	644
	Isabela.....	.....	33	74	87	37	.....	231
	District .....	.....	178	294	279	124	.....	875
14	Arecibo	5	95	346	334	116	1	897
	Lares.....	.....	33	76	91	63	3	266
	District	5	128	422	425	179	4	1,163
15	Adjuntas.....	2	64	104	84	59	.....	313
	Utua.....	.....	86	185	170	36	.....	477
	District	2	150	289	254	95	.....	790
16	Ciales .....	.....	70	86	59	20	.....	235
	Manati.....	.....	66	222	226	59	.....	573
	Morovis.....	.....	33	59	38	13	.....	143
	District .....	.....	169	367	323	92	.....	951

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

GRADED SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
17	Toa Alta	10	147	190	154	26	527
	Vega Baja	1	164	171	143	48	527
	District	11	311	361	297	74	1,054
18	Bayamón	3	232	358	298	81	972
	Vieques		41	105	90	29	265
	Total	47	3,260	8,343	8,133	2,867	22,688

RURAL SCHOOLS.

1	Carolina	1	167	315	253	66	802
	Río Piedras		83	166	115	33	397
	San Juan		43	102	67	15	364
	District	1	293	583	435	114	1,563
2	Fajardo		86	180	125	36	428
	Naguabo		40	133	88	39	300
	Río Grande	3	166	402	333	97	1,001
	District	3	292	715	546	172	1,729
3	Humacao		54	169	117	39	379
	San Lorenzo	3	115	186	100	20	424
	Yabucoa	1	89	146	95	13	344
	District	4	258	501	312	72	1,147
4	Agüas Buenas		44	99	78	4	225
	Caguas	9	117	294	200	26	646
	Cayey	8	114	248	207	34	611
	District	17	275	641	485	64	1,482
5	Guayama		125	260	174	31	590
	Patillas		77	109	62	12	260
	District		202	369	236	43	850
6	Aibonito		43	119	93	29	284
	Barros		85	259	211	68	624
	Comerio	14	90	149	86	7	346
	District	14	218	527	390	104	1,254
7	Coamo		78	349	363	82	872
	Juana Díaz		107	288	221	56	666
	Santa Isabel	3	42	80	59	20	204
	District	3	227	717	643	152	1,742
8	Ponce		247	744	649	130	1,770
9	Lajas	2	46	160	152	60	420
	Sabana Grande		50	181	127	25	383
	Yauco	4	87	275	225	73	664
	District	6	183	616	504	158	1,467
10	Cabo Rojo		120	219	191	46	576
	Maricao	1	23	34	19	5	82
	San German	8	109	193	176	62	548
	District	9	252	446	386	113	1,206
11	Añasco		76	158	134	26	394
	Las Marias	7	60	69	58	11	205
	Mayaguez		136	348	264	68	816
	District	7	272	575	456	106	1,415

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

RURAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
12	Aguada		41	108	66	21	236
	Aguadilla		154	405	313	103	976
	San Sebastian	2	128	241	175	37	583
	District	2	323	754	554	161	1,795
13	Camuy		99	227	195	54	575
	Isabela		82	191	168	60	501
	District		181	418	363	114	1,076
14	Arecibo	1	167	454	384	115	1,123
	Lares	2	80	182	136	40	440
	District	3	247	636	520	155	1,563
15	Adjuntas		73	164	103	28	369
	Utua		154	276	206	75	711
	District		227	440	309	103	1,080
16	Ciales	1	86	173	138	34	433
	Manati	1	112	269	187	49	618
	Morovis		54	161	121	42	379
	District	2	252	603	446	125	1,430
17	Toa Alta		74	246	186	39	545
	Vega Baja		137	239	141	27	544
	District		211	485	327	66	1,089
18	Bayamón	8	290	629	516	140	1,584
	Vieques		50	144	43	7	244
	Total	79	4,500	10,543	8,120	2,098	25,486

COMMON SCHOOLS.

1	Carolina	1	237	464	364	137	2	1,205
	Río Piedras		130	268	263	102		763
	San Juan	1	344	878	1,008	369	138	2,738
	District	2	711	1,610	1,635	608	140	4,706
2	Fajardo		167	437	444	147	9	1,204
	Naguabo		76	198	166	62		502
	Río Grande	5	228	598	512	165	4	1,512
	District	5	471	1,233	1,122	374	13	3,218
3	Humacao	18	153	386	283	73		913
	San Lorenzo	4	191	389	202	33		819
	Yabucoa	2	129	254	203	49	1	638
	District	24	473	1,029	688	155	1	2,370
4	Aguas Buenas		73	162	132	16		383
	Caguas	9	221	574	429	108		1,341
	Cayey	8	163	441	424	113		1,149
	District	17	457	1,177	985	237		2,873
5	Guayama		187	653	561	134		1,535
	Patillas		98	160	109	15		382
	District		285	813	670	149		1,917
6	Aibonito		85	270	186	49		590
	Barros	1	120	337	273	96	1	828
	Comerio	14	111	224	138	31		518
	District	15	316	831	597	176	1	1,936

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
7	Coamo		133	530	519	138	1,320	
	Juana Diaz		140	411	358	91	1,000	
	Santa Isabel	3	67	147	101	38	356	
	District	3	340	1,088	978	267	2,676	
8	Ponce		372	1,407	1,378	435	9	3,601
9	Lajas	2	59	197	186	71	515	
	Sabana Grande		86	278	251	100	715	
	Yauco	4	163	533	485	188	3	1,376
	District	6	308	1,008	922	359	3	2,606
10	Cabo Rojo		159	335	288	94	1	877
	Maricao	2	50	98	75	20	1	246
	San German	8	150	353	383	175	2	1,071
	District	10	359	786	746	289	4	2,194
11	Añasco	1	123	311	303	59		797
	Las Marias	7	80	102	79	17		285
	Mayaguez		291	761	737	200	1	1,990
	District	8	494	1,174	1,119	276	1	3,072
12	Aguada		80	172	118	38	1	409
	Aguadilla		214	359	558	171	1	1,603
	San Sebastian	2	213	348	247	47		857
	District	2	507	1,179	923	256	2	2,869
13	Camuy		244	447	387	141		1,219
	Isabela		115	265	255	97		732
	District		359	712	642	238		1,951
14	Arecibo	6	262	800	718	231	3	2,020
	Lares	2	113	258	227	103	3	706
	District	8	375	1,058	945	334	6	2,726
15	Adjuntas	2	137	268	187	87	1	682
	Utua		240	461	376	111		1,188
	District	2	377	729	563	198	1	1,870
16	Ciales	1	156	259	197	54	1	668
	Manati	1	178	491	413	108		1,191
	Morovis		87	220	159	55	1	522
	District	2	421	970	769	217	2	2,381
17	Ton Alta	10	221	436	349	65		1,072
	Vega Baja	1	301	410	284	75		1,071
	District	11	522	846	624	140		2,143
18	Bayamón	11	522	987	814	221	1	2,556
	Vieques		91	249	133	36		509
	Total	126	7,760	18,886	16,253	4,965	184	48,174

SPECIAL SCHOOLS.

1	Carolina		3	12	15	14	1	45
	San Juan	50	77	10	24	196	90	447
	District	50	80	22	39	210	91	492
2	Fajardo		1	3	20	30	8	62
	Rio Grande					18	41	59
	District		1	3	20	48	49	121

TABLE III.--Distribution (pupils) by age, common schools, and special schools—Cont'd.

SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
3	Humacao		13	17	10	22	10	72
	San Lorenzo		9	23	18	20	37	107
	District		22	40	28	42	47	179
4	Cayey			6	17	23	2	48
5	Guayama		10	13	12	33	18	86
6	Barros		8	17	43	11		79
7	Coamo				10	24	6	40
	Juana Diaz			4	14	30	9	57
	District			4	24	54	15	97
8	Ponce	5	55	1	62	164	26	313
9	Lajas		7	25	24	1		57
	Sabana Grande		2	25	20	5		52
	District		9	50	44	6		109
10	Cabo Rojo		12	23	21	2		58
	San German				3	43	28	74
	District		12	23	24	45	28	132
11	Añasco					25	6	31
	Mayaguez				15	155	32	202
	District				15	180	38	233
12	Aguadilla				9	30	14	53
	San Sebastian				7	20	9	36
	District				16	50	23	89
13	Camuy		8	8	17	7	1	41
14	Lares				5	30	39	74
15	Utua	1	5	23	29	40	25	123
16	Manatí					24	16	40
17	Toa Alta		2	27	30	9	3	71
18	Bayamón		9	24	17	8		58
	Total	56	221	261	442	984	421	2,385

COMMON AND SPECIAL SCHOOLS.

1	Carolina	1	240	476	379	151	3	1,250
	Rio Piedras		130	268	263	102		763
	San Juan	51	421	888	1,032	565	228	3,185
	District	52	791	1,632	1,674	818	231	5,198
2	Fajardo		168	440	464	177	17	1,266
	Naguabo		76	198	166	62		502
	Rio Grande	5	228	598	512	183	45	1,571
	District	5	472	1,236	1,142	422	62	3,339
3	Humacao	18	166	403	293	95	10	985
	San Lorenzo	4	200	412	220	53	37	926
	Yabucoa	2	129	254	203	49	1	638
	District	24	495	1,069	716	197	48	2,549
4	Aguas Buenas		73	162	132	16		383
	Caguas	9	221	574	429	108		1,341
	Cayey	8	163	447	441	136	2	1,197
	District	17	457	1,183	1,002	260	2	2,921
5	Guayama		197	666	573	167	18	1,621
	Patillas		98	160	109	15		382
	District		295	826	682	182	18	2,003

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

COMMON AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
6	Aibonito.....		85	270	186	49		590
	Barros.....	1	128	354	316	107	1	907
	Comerio.....	14	111	224	138	31		518
	District.....	15	324	848	640	187	1	2,015
7	Coamo.....		133	530	529	162	6	1,360
	Juana Diaz.....		140	415	372	121	9	1,057
	Santa Isabel.....	3	67	147	101	38		356
	District.....	3	340	1,092	1,002	321	15	2,773
8	Ponce.....	5	427	1,408	1,440	599	35	3,914
9	Lajas.....	2	66	222	210	72		572
	Sabana Grande.....		88	303	271	105		767
	Yauco.....	4	163	833	485	188	3	1,376
	District.....	6	317	1,058	966	365	3	2,715
10	Cabo Rojo.....		171	358	309	96	1	935
	Maricao.....	2	50	98	75	20	1	246
	San Germán.....	8	150	353	386	218	30	1,145
	District.....	10	371	809	770	334	32	2,326
11	Añasco.....	1	123	311	303	84	6	828
	Las Marias.....	7	80	102	79	17		285
	Mayaguez.....		291	761	752	355	33	2,192
	District.....	8	494	1,174	1,134	456	39	3,305
12	Aguada.....		80	172	118	38	1	409
	Aguadilla.....		214	659	567	201	15	1,656
	San Sebastian.....	2	214	348	254	67	9	893
	District.....	2	507	1,179	939	306	25	2,958
13	Camuy.....		252	455	404	148	1	1,260
	Isabela.....		115	265	255	97		732
	District.....		367	720	659	245	1	1,992
14	Arecibo.....	6	262	800	718	231	3	2,020
	Lares.....	2	113	258	232	133	42	780
	District.....	8	375	1,058	950	364	45	2,800
15	Adjuntas.....	2	137	268	187	87	1	682
	Utua.....	1	245	484	405	151	25	1,311
	District.....	3	382	752	592	238	26	1,993
16	Ciales.....	1	156	259	197	54	1	668
	Manatí.....	1	178	491	413	132	16	1,231
	Morovis.....		87	220	159	55	1	522
	District.....	2	421	970	769	241	18	2,421
17	Toa Alta.....	10	223	463	370	74	3	1,143
	Vega Baja.....	1	301	410	284	75		1,071
	District.....	11	524	873	654	149	3	2,214
18	Bayamón.....	11	531	1,011	831	229	1	2,614
	Vieques.....		91	249	133	36		509
	Total.....	182	7,981	19,147	16,695	5,949	605	50,559

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TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

(Second term, 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
1	Carolina		54	137	100	58	2	351
	Rio Piedras		17	53	164	60		294
	San Juan		299	765	871	332		2,267
	District		370	955	1,135	450	2	2,912
2	Fajardo		115	263	320	92	7	797
	Naguabo		11	66	76	22		175
	Rio Grande		4	69	173	155	3	465
	District		4	195	502	551	175	10	1,437
3	Humacao	15	124	241	196	37		613
	San Lorenzo	2	87	227	114	13		443
	Yabucoa	3	24	101	144	44	1	317
	District	20	235	569	454	94	1	1,373
4	Atuñas Buenas	1	29	37	10			77
	Caguas		131	329	244	78		782
	Cayey		46	202	218	93	2	561
	District	1	206	568	472	171	2	1,420
5	Guayama		71	407	377	100		955
	Patillas		20	43	42	6		111
	District		91	450	419	106		1,066
6	Aibonito		34	145	79	16		274
	Barros	1	34	60	48	26		169
	Comerio		21	69	54	22		166
	District	1	89	274	181	64		609
7	Coamo		52	228	152	54		486
	Juan Diaz		29	129	123	44		325
	Santa Isabel		32	94	120	23		269
	District		113	451	395	121		1,080
8	Ponce		128	608	673	221	2	1,632
9	Lajas		6	37	34	12		89
	Sabana Grande		39	121	123	58		341
	Yauco		73	185	227	114	15	614
	District		118	343	384	184	15	1,044
10	Cabo Rojo		49	119	120	39	1	328
	Maricao	1	40	59	45	15	1	161
	San Germán		43	170	204	110		527
	District	1	132	348	369	164	2	1,016
11	Añasco	1	67	164	166	41		439
	Las Marias		23	43	37	8		111
	Mayaguez		152	390	423	136	1	1,102
	District	1	242	597	626	185	1	1,652
12	Aguada		42	72	60	18	1	193
	Aguadilla		79	296	279	76		730
	San Sebastian		98	135	83	14		330
	District		219	503	422	108	1	1,253
13	Camuy	1	166	213	182	75		627
	Isabela		21	63	104	34		222
	District	1	177	276	286	109		849
14	Arecibo	7	110	338	294	101	3	853
	Lares		31	74	81	65	4	255
	District	7	141	412	375	166	7	1,108

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

GRADED SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
15	Adjuntas		62	119	87	57	325
	Utuaño		79	180	165	37	461
	District		141	299	252	94	786
16	Ciales		79	85	73	21	258
	Manatí		84	249	244	46	623
	Morovis		12	49	41	10	112
	District		175	383	358	77	993
17	Toa Alta	7	140	173	131	21	472
	Vega Baja		160	164	139	46	509
	District	7	300	337	270	67	981
18	Bayamón	1	192	352	268	69	882
	Vieques		35	110	86	24	255
	Total	44	3,299	8,337	7,976	2,649	43	22,348

RURAL SCHOOLS.

1	Carolina	1	180	343	244	63	831
	Río Piedras		84	178	102	32	396
	San Juan		44	67	41	18	285
	District	1	308	588	387	113	1,512
2	Fajardo		92	190	122	35	439
	Naguabo		45	149	100	41	335
	Río Grande	1	169	394	342	94	1,000
	District	1	306	733	564	170	1,774
3	Humacao		55	172	129	28	384
	San Lorenzo	6	142	219	113	18	498
	Yabucoa		92	163	98	12	365
	District	6	289	554	340	58	1,247
4	Aguas Buenas	1	72	119	58	1	251
	Caguas	6	129	326	199	14	674
	Cayey		84	274	219	49	628
	District	7	285	719	476	64	1,553
5	Guayama	3	128	283	184	27	625
	Patillas		96	119	69	11	296
	District	3	224	402	253	38	920
6	Aibonito		60	154	99	24	337
	Barros		150	336	220	63	769
	Comerio	14	94	159	99	5	371
	District	14	304	649	418	92	1,477
7	Coamo	11	123	345	298	45	822
	Juana Díaz		113	298	227	50	688
	Santa Isabel		24	53	44	8	129
	District	11	260	696	569	103	1,639
8	Ponce		315	851	684	127	1,978
9	Lajas	2	70	161	130	56	419
	Sabana Grande		49	187	125	19	380
	Yauco	8	140	303	232	69	752
	District	10	259	651	487	144	1,551
10	Cabo Rojo		139	237	196	39	611
	Maricao	1	55	74	67	14	211
	San German	9	141	256	242	81	730
	District	10	335	567	505	134	1,552

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TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd

RURAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
11	Añasco.....	1	114	199	146	41	2	503
	Las Marias.....		98	153	146	42		439
	Mayaguez.....		171	401	339	95		1,006
	District.....	1	383	753	631	178	2	1,948
12	Aguada.....		53	126	75	29		283
	Aguadilla.....	15	169	437	311	107	1	1,040
	San Sebastian.....	1	147	288	212	42		690
	District.....	16	369	851	598	178	1	2,013
13	Camuy.....		112	237	225	56		630
	Isabela.....		94	205	181	64		544
	District.....		206	442	406	120		1,174
14	Arecibo.....	9	209	516	398	107	2	1,241
	Lares.....	2	103	242	183	59		589
	District.....	11	312	758	581	166	2	1,830
15	Adjuntas.....		76	169	149	37	2	433
	Utuaado.....		201	381	303	111	1	997
	District.....		277	550	452	148	3	1,430
16	Ciales.....	3	113	264	195	61	2	638
	Manatí.....	1	136	306	209	59	1	712
	Morovis.....		53	159	129	48	1	390
	District.....	4	302	729	533	168	4	1,740
17	Toa Alta.....		94	244	181	40		559
	Vega Baja.....		139	232	150	31		552
	District.....		233	476	331	71		1,111
18	Bayamón.....	8	368	648	486	133		1,643
	Vieques.....		40	126	45	6		217
	Total.....	103	5,375	11,743	8,746	2,211	131	28,309

COMMON SCHOOLS.

1	Carolina.....	1	234	480	344	121	2	1,182
	Río Piedras.....		101	231	266	92		690
	San Juan.....		343	832	912	350	115	2,552
	District.....	1	678	1,543	1,522	563	117	4,424
2	Fajardo.....		207	453	442	127	7	1,236
	Naguabo.....		56	215	176	63		510
	Río Grande.....	5	238	567	497	155	3	1,465
	District.....	5	501	1,235	1,115	345	10	3,211
3	Humacao.....	15	179	413	325	65		997
	San Lorenzo.....	8	229	446	227	31		941
	Yabucoa.....	3	116	264	242	56	1	682
	District.....	26	524	1,123	794	152	1	2,620
4	Agua Buenas.....	2	101	156	68	1		328
	Caguas.....	6	260	655	443	92		1,456
	Cayey.....		130	476	437	142	4	1,189
	District.....	8	491	1,287	948	235	4	2,973
5	Guayama.....	3	199	690	561	127		1,580
	Fatillas.....		116	162	111	17		406
	District.....	3	315	852	672	144		1,986

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
6	Aibonito		94	299	178	40		611
	Barros	1	184	396	268	89		938
	Comerio	14	115	228	138	27		537
	District	15	393	923	599	156		2,086
7	Coamo	11	175	573	450	99		1,308
	Juana Diaz		142	427	350	94		1,013
	Santa Isabel		56	147	164	31		398
	District	11	373	1,147	964	224		2,719
8	Ponce		413	1,459	1,357	348	3	3,610
9	Lajas	2	76	198	164	68		508
	Sabana Grande		88	308	248	77		721
	Yauco	8	213	488	459	183	15	1,366
	District	10	377	994	871	328	15	2,595
10	Cabo Rojo		188	356	316	78	1	939
	Murico	2	95	133	112	29	1	372
	San German	9	184	426	446	191	1	1,257
	District	11	467	915	874	298	3	2,568
11	Añasco	2	181	363	312	82	2	942
	Las Marias		121	196	183	50		550
	Mayaguez		323	791	762	231	1	2,108
	District	2	625	1,350	1,257	363	3	3,600
12	Aguada		95	198	135	47	1	476
	Aguanilla	15	248	733	590	183	1	1,770
	San Sebastian	1	245	423	295	56		1,020
	District	16	588	1,354	1,020	286	2	3,266
13	Camuy	1	268	450	407	131		1,257
	Isabela		115	268	285	98		766
	District	1	383	718	692	229		2,023
14	Arecibo	16	319	854	692	208	5	2,094
	Lares	2	134	316	264	124	4	844
	District	18	453	1,170	956	332	9	2,938
15	Adjuntas		138	288	236	94	2	758
	Utuado		280	561	468	148	1	1,458
	District		418	849	704	242	3	2,216
16	Ciales	3	192	349	268	82	2	896
	Manati	1	220	555	453	105	1	1,335
	Morovis		65	208	170	58	1	502
	District	4	477	1,112	891	245	4	2,733
17	Toa Alta	7	234	417	312	61		1,031
	Vega Baja		299	396	289	77		1,061
	District	7	533	813	601	138		2,092
18	Bayamón	9	560	1,000	764	202		2,525
	Vieques		75	236	131	30		472
	Total	147	8,674	20,080	16,722	4,860	174	50,657

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TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

SPECIAL SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
1	Carolina		5	10	12	1	40	
	San Juan	34	102	5	30	196	88	455
	District	34	107	15	42	208	89	495
2	Fajardo			2	19	27	8	56
	Río Grande					19	38	57
	District			2	19	46	46	113
3	Humacao		16	16	16	32	7	87
	San Lorenzo		9	23	23	23	18	96
	District		25	39	39	55	25	183
4	Cayey			8	19	29	1	57
5	Guayama	2	13	18	28	47	23	131
6	Barros		7	14	40	17		78
7	Coamo				14	25	6	45
	Juana Diaz			7	16	20	6	49
	District			7	30	45	12	94
8	Ponce	3	57	1	80	259	29	429
9	Lajas		7	25	21	1		54
	Sabana Grande		3	25	18	5		51
	District		10	50	39	6		105
10	Cabo Rojo		16	25	19	2		62
	San German				7	32	14	53
	District		16	25	26	34	14	115
11	Añasco					48	13	61
	Mayaguez			1	30	185	22	238
	District			1	30	233	35	299
12	Aguadilla				12	36	20	68
	San Sebastian				8	26	13	47
	District				20	62	33	115
13	Camuy		8	8	19	8	1	44
14	Arecibo				15	102	18	135
	Lares				3	26	22	51
	District				18	128	40	186
15	Utuaado	1	3	21	27	40	25	117
16	Manatí				1	35	13	49
17	Toa Alta		2	25	30	6	2	65
18	Bayamón		12	20	19	4		55
	Total	40	260	254	526	1,262	388	2,730

COMMON SCHOOLS AND SPECIAL SCHOOLS.

1	Carolina	1	239	490	356	133	3	1,222
	Río Piedras		101	231	266	92		690
	San Juan	34	445	837	942	546	203	3,007
	District	35	785	1,558	1,564	771	206	4,919
2	Fajardo		207	455	461	154	15	1,292
	Naguabo		56	215	176	63		510
	Río Grande	5	288	567	497	174	41	1,522
	District	5	501	1,237	1,134	391	56	3,324

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
3	Humacao	15	195	429	341	97	7	1,084
	San Lorenzo	8	238	469	250	54	18	1,037
	Yabucoa	3	116	264	242	56	1	682
	District	26	549	1,162	833	207	26	2,803
4	Aguas Buenas	2	101	156	68	1		328
	Caguas	6	260	655	443	92		1,456
	Cayey	6	130	484	456	171	5	1,246
	District	8	491	1,295	967	264	5	3,030
5	Guayama	5	212	708	589	174	23	1,711
	Patillas		116	162	111	17		406
	District	5	328	870	700	191	23	2,117
6	Aibonito		94	299	178	40		611
	Barros	1	191	410	308	106		1,016
	Comerio	14	115	228	153	27		537
	District	15	400	937	639	173		2,164
7	Coamo	11	175	573	464	124	6	1,353
	Juana Diaz		142	434	366	114	6	1,062
	Santa Isabel		56	147	164	31		398
	District	11	373	1,154	994	269	12	2,813
8	Ponce	3	500	1,460	1,437	607	32	4,039
9	Lajas	2	83	223	185	69		562
	Sabana Grande		91	333	266	82		772
	Yauco	8	213	488	459	183	15	1,366
	District	10	387	1,044	910	334	15	2,700
10	Cabo Rojo		204	381	335	80	1	1,001
	Maricao	2	95	133	112	29	1	372
	San Germán	9	184	426	453	223	15	1,310
	District	11	483	940	900	332	17	2,683
11	Añasco	2	181	363	312	130	15	1,003
	Las Marias		121	196	183	50		550
	Mayaguez		323	792	792	416	23	2,346
	District	2	625	1,351	1,287	596	38	3,899
12	Aguada		95	198	135	47	1	476
	Aguadilla	15	248	733	602	219	21	1,838
	San Sebastian	1	245	423	303	82	13	1,067
	District	16	588	1,354	1,040	348	35	3,381
13	Camuy	1	276	458	426	139	1	1,301
	Isabela		115	268	285	98		766
	District	1	391	726	711	237	1	2,067
14	Arceibo	16	319	854	707	310	23	2,229
	Lares	2	134	316	267	150	26	895
	District	18	453	1,170	974	460	49	3,124
15	Adjuntas		138	288	236	94	2	758
	Utuaado	1	283	582	495	188	26	1,575
	District	1	421	870	731	282	28	2,333
16	Ciales	3	192	349	268	82	2	896
	Manati	1	220	555	454	140	14	1,384
	Morovis		65	208	170	58	1	502
	District	4	477	1,112	892	280	17	2,782

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
17	Toa Alta	7	236	442	342	67	2	1,096
	Vega Baja		299	396	289	77		1,061
	District	7	535	838	631	144	2	2,157
18	Bayamón	9	572	1,020	773	206		2,580
	Vieques		75	236	131	30		472
	Totals	187	8,934	20,334	17,248	6,122	562	53,387

(Third term, 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.		
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.	
1	Carolina		54	133	90	50	1	328	
	Río Piedras		21	70	117	48		256	
	San Juan		310	753	762	285		2,110	
	District		385	956	969	383	1	2,694	
2	Fajardo		116	245	300	78	8	747	
	Naguabo		13	75	82	19		189	
	Río Grande		4	70	164	148	54	3	443
	District		4	199	484	530	151	11	1,379
3	Humacao		14	109	198	179	29	529	
	San Lorenzo		3	85	216	98	5	407	
	Yabucoa		3	36	106	110	33	1	289
	District		20	230	520	387	67	1	1,225
4	Aguas Buenas		2	30	32	13		77	
	Caguas		116	321	233	72		742	
	Cayey		44	200	220	66		530	
	District		162	551	485	151		1,349	
5	Guayama		68	404	347	89	2	910	
	Patillas		20	43	37	5		105	
	District		88	447	384	94	2	1,015	
6	Aibonito		34	139	78	15		266	
	Barros		1	38	60	49	25	173	
	Comerio		20	69	56	19		164	
	District		1	92	268	183	59	603	
7	Coamo		50	182	139	43		414	
	Juana Díaz		30	126	122	41		319	
	Santa Isabel		29	89	77	20		215	
	District		109	397	338	104		948	
8	Ponce		146	650	663	205	3	1,667	
9	Lajas		5	36	32	10		83	
	Sabana Grande		39	119	118	50		326	
	Yauco		77	219	261	91	2	650	
	District		121	374	411	151	2	1,059	
10	Cabo Rojo		52	114	91	25		282	
	Maricao		1	34	51	36	1	138	
	San Germán		47	166	179	91	14	497	
	District		1	133	331	306	131	15	917

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

GRADED SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
11	Añasco	1	65	149	153	37		405
	Las Marias		25	36	31	6		98
	Mayaguez		149	380	338	110	2	979
	District	1	239	565	522	153	2	1,482
12	Aguada		54	86	44	14	1	199
	Aguadilla	1	120	296	270	80		767
	San Sebastian		98	141	86	18		343
	District	1	272	523	400	112	1	1,309
13	Camuy		147	199	153	56		555
	Isabela		33	58	71	37		199
	District		180	257	224	93		754
14	Arecibo	4	101	328	271	85	40	829
	Lares		24	73	81	64	4	246
	District	4	125	401	352	149	44	1,075
15	Adjuntas		60	113	84	53		310
	Utüado		77	205	217	39		538
	District		137	318	301	92		848
16	Ciales		80	83	64	15		242
	Manati		79	221	210	42		552
	Morovis		11	48	42	10		111
	District		170	352	316	67		905
17	Toa Alta	8	134	170	124	19		455
	Vega Baja		139	159	127	36		461
	District	8	273	329	251	55		916
18	Bayamón	4	187	319	262	61		833
	Vieques		32	98	74	18		222
	Total	44	3,280	8,140	7,358	2,196	82	21,200

RURAL SCHOOLS.

1	Carolina		176	323	221	49		769
	Rio Piedras		72	167	96	34		369
	San Juan		32	69	33	16	118	268
	District		280	559	350	99	118	1,406
2	Fajardo		103	184	113	31		431
	Naguabo		45	139	98	37		319
	Rio Grande	1	177	382	311	98		969
	District	1	325	705	522	166		1,719
3	Humacao	6	75	181	92	12		366
	San Lorenzo	8	126	196	114	13		457
	Yabucoa		98	174	94	11		377
	District	14	299	551	300	36		1,200
4	Aguas Buenas	1	75	116	62	3		257
	Caguas	6	141	345	219	14		725
	Cayey	1	113	278	189	29		610
	District	8	329	739	470	46		1,592
5	Guayama	21	141	272	166	18		618
	Patillas		98	119	64	10		291
	District	21	239	391	230	28		909

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TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

RURAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
6	Aibonito		80	167	84	38	369	
	Barros	1	158	335	216	57	767	
	Comerio	3	93	159	103	8	366	
	District	4	331	661	403	103	1,502	
7	Coamo	4	118	353	292	51	818	
	Juana Diaz		119	290	215	43	667	
	Santa Isabel		24	67	46	8	145	
	District	4	261	710	553	102	1,630	
8	Ponce	1	354	867	636	120	47	2,025
9	Lajas	7	68	165	146	45	431	
	Sabana Grande		43	161	109	14	327	
	Yauco	8	127	266	204	55	660	
	District	15	238	592	459	114	1,418	
10	Cabo Rojo		134	236	192	36	598	
	Maricao	1	54	66	57	11	189	
	San Germán	19	143	239	224	73	698	
	District	20	331	541	473	120	1,485	
11	Añasco	1	114	172	140	30	2	459
	Las Marias		77	123	120	31	4	355
	Mayaguez		150	376	321	79	1	927
	District	1	341	671	581	140	7	1,741
12	Aguada		58	132	79	31		300
	Aguadilla	2	175	453	345	106	1	1,082
	San Sebastian	1	158	300	220	45		724
	District	3	391	885	644	182	1	2,106
13	Camuy		122	239	225	45	4	635
	Isabela	6	107	196	166	58		533
	District	6	229	435	391	103	4	1,168
14	Arecibo	1	203	501	368	67	3	1,143
	Lares	2	85	225	156	52		520
	District	3	288	726	524	119	3	1,663
15	Adjuntas		76	153	151	36	2	418
	Utua		195	374	274	107		950
	District		271	527	425	143	2	1,368
16	Ciales	3	112	252	191	55		613
	Manati		135	288	210	50		682
	Morovis		57	164	125	44		390
	District	3	304	704	526	149		1,686
17	Toa Alta		87	221	172	34		514
	Vega Baja		133	229	143	26		531
	District		220	450	315	60		1,045
18	Bayamón	8	400	690	491	120		1,709
	Vieques		54	123	34	5		216
	Total	112	5,485	11,527	8,327	1,955	182	27,588

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

COMMON SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
1	Carolina		230	456	311	99	1	1,097
	Río Piedras		98	237	213	82		625
	San Juan		342	822	795	301	118	2,378
	District		665	1,515	1,319	482	119	4,100
2	Fajardo		219	429	413	109	8	1,178
	Naguabo		58	214	180	56		508
	Río Grande	5	247	546	459	152	3	1,412
	District	5	524	1,189	1,052	317	11	3,098
3	Humacao	20	184	379	271	41		895
	San Lorenzo	11	211	412	212	18		864
	Yabucoa	3	134	280	204	44	1	666
	District	34	529	1,071	687	103	1	2,425
4	Agua Buenas	1	77	146	94	16		334
	Caguas	6	257	666	452	86		1,467
	Cayey	1	157	478	409	95		1,140
	District	8	491	1,290	955	197		2,941
5	Guayama	21	209	676	513	107	2	1,528
	Patillas		118	162	101	15		396
	District	21	327	838	614	122	2	1,924
6	Albionito		114	306	162	53		635
	Barros	2	196	395	265	82		940
	Comerio	3	113	228	159	27		530
	District	5	423	929	586	162		2,105
7	Coamo	4	168	535	431	94		1,232
	Juana Díaz		149	416	337	84		986
	Santa Isabel		53	156	123	28		360
	District	4	370	1,107	891	206		2,578
8	Ponce	1	500	1,517	1,299	325	50	3,692
9	Lajas	7	73	201	178	55		514
	Sabana Grande		82	280	227	64		653
	Yauco	8	204	485	465	146	2	1,310
	District	15	359	966	870	265	2	2,477
10	Cabo Rojo		186	350	283	61		880
	Maricao	2	88	117	93	26	1	327
	San Germán	19	190	405	403	164	14	1,195
	District	21	464	872	779	251	15	2,402
11	Añasco	2	179	321	293	67	2	864
	Las Marias		102	159	151	37	4	453
	Mayaguez		299	756	659	189	3	1,906
	District	2	580	1,236	1,103	293	9	3,223
12	Aguada		112	218	123	45	1	499
	Aguadilla	3	295	749	615	186	1	1,849
	San Sebastian	1	256	441	306	63		1,067
	District	4	663	1,408	1,044	294	2	3,415
13	Camuy		269	438	378	101	4	1,190
	Isabela	6	140	254	237	95		732
	District	6	409	692	615	196	4	1,922
14	Arecibo	5	304	829	639	152	43	1,972
	Lares	2	109	298	237	116	4	766
	District	7	413	1,127	876	268	47	2,738

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

COMMON SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
15	Adjuntas		136	266	235	89	2	728
	Utuado		272	579	491	146		1,488
	District		408	845	726	235	2	2,216
16	Ciales	3	192	335	255	70		855
	Manati		214	509	420	92		1,235
	Morovis		68	212	167	54		501
	District	3	474	1,056	842	216		2,591
17	Toa Alta	8	221	391	296	53		969
	Vega Baja		272	388	270	62		992
	District	8	493	779	566	115		1,961
18	Bayamón	12	587	1,009	753	181		2,542
	Vieques		86	221	108	23		438
	Total	156	8,765	19,667	15,685	4,251	264	48,788

(Third term, 1903-4.)

SPECIAL SCHOOLS.

1	Carolina		7	14	14	12		47
	San Juan	52	82	13	30	150	113	440
	District	52	89	27	44	162	113	487
2	Fajardo			6	22	27	6	61
	Río Grande					20	30	50
	District			6	22	47	36	111
3	Humacao		17	16	21	7	21	82
	San Lorenzo		9	23	22	23	26	103
	District		26	39	43	30	47	185
4	Cayey			6	14	25	2	47
5	Guayama	3	13	38	47	21		122
6	Barros		6	13	39	16		74
7	Coroico				11	19	4	34
	Juana Díaz			9	19	18	7	53
	District			9	30	37	11	87
8	Ponce	5	55	2	93	222	21	398
9	Lajas		6	21	15	5		47
	Sabana Grande		3	25	16	4		48
	District		9	46	31	9		95
10	Cabo Rojo		15	20	17	2		54
	San Germán				6	24	15	45
	District		15	20	23	26	15	99
11	Añasco					52	14	66
	Mayaguez			1	34	160	21	216
	District			1	34	212	35	282
12	Aguadilla				13	44	23	80
	San Sebastián				11	29	14	54
	District				24	73	37	134
13	Camuy		8	8	17	5	1	39
14	Arecibo				16	84	16	116
	Lares				3	32	25	60
	District				19	116	41	176

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		
15	Utua		7	23	24	26	22	102 35 61 51
16	Manati				1	24	10	
17	Toa Alta	3	25	26	5	2		
18	Bayamón		10	21	16	4		
	Total	63	263	285	526	1,057	391	2,585

COMMON SCHOOLS AND SPECIAL SCHOOLS.

1	Carolina		237	470	325	111	1	1,144
	Río Piedras		93	237	213	82		625
	San Juan	52	424	835	825	451	231	2,818
	District	52	754	1,542	1,363	644	232	4,587
2	Fajardo		219	435	435	136	14	1,239
	Naguabo		58	214	180	56		508
	Río Grande	5	247	546	459	172	33	1,462
	District	5	524	1,195	1,074	364	47	3,209
3	Humacao	20	201	395	292	48	21	977
	San Lorenzo	11	220	435	234	41	26	967
	Yabucoa	3	134	280	204	44	1	666
	District	34	555	1,110	730	133	48	2,610
4	Aguas Buenas	1	77	146	94	16		334
	Caguas	6	257	666	452			1,467
	Cayey	1	157	484	423	120	2	1,187
	District	8	491	1,296	969	222	2	2,988
5	Guayama	24	222	714	560	128	2	1,650
	Patillas		118	162	101	15		396
	District	24	340	876	661	143	2	2,046
6	Aibonito		114	306	162	53		635
	Barros	2	202	408	304	98		1,014
	Comerio	3	113	228	159	27		530
	District	5	429	942	625	178		2,179
7	Coamo	4	168	535	442	113	4	1,266
	Juana Diaz		149	425	356	102	7	1,039
	Santa Isabel		53	156	123	28		360
	District	4	370	1,116	921	248	11	2,665
8	Ponce	6	555	1,519	1,392	547	71	4,090
9	Lajas	7	79	222	193	60		561
	Sabana Grande		85	305	243	68		701
	Yauco	8	204	485	465	146	2	1,310
	District	15	368	1,012	901	274	2	2,572
10	Cabo Rojo		201	370	300	63		934
	Muricao	2	88	117	93	26	1	327
	San German	19	190	405	409	188	29	1,240
	District	21	479	892	802	277	30	2,501
11	Añasco	2	179	321	293	119	16	930
	Las Marias		102	159	151	37	4	453
	Mayaguez		299	757	693	349	24	2,122
	District	2	580	1,237	1,137	505	44	3,505
12	Aguada		112	218	123	45	1	499
	Aguadilla	3	295	749	628	230	24	1,929
	San Sebastian	1	256	441	317	92	14	1,121
	District	4	663	1,408	1,068	367	39	3,549

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
13	Camuy		277	446	395	106	5	1,229
	Isabela	6	140	254	237	95		732
	District	6	417	700	632	201	5	1,961
14	Arecibo	5	304	829	655	236	59	2,088
	Lares	2	109	298	240	148	29	826
	District	7	413	1,127	895	384	88	2,914
15	Adjuntas		136	266	235	89	2	728
	Utua		279	602	515	172	22	1,590
	District		415	868	750	261	24	2,318
16	Ciales	3	192	335	255	70		855
	Manati		214	509	421	116	10	1,270
	Morovis		68	212	167	54		501
	District	3	474	1,056	843	240	10	2,626
17	Toa Alta	11	246	417	301	55		1,030
	Vega Baja		272	388	270	62		992
	District	11	518	805	571	117		2,022
18	Bayamón	12	597	1,030	769	185		2,593
	Vieques		86	221	108	23		438
	Total	219	9,028	19,952	16,211	5,308	655	51,373

(School year 1903-4.)

GRADED SCHOOLS.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
1	Carolina		70	166	112	80	2	430
	Rio Piedras		44	102	176	62		384
	San Juan	1	406	1,008	1,007	420	1	2,843
	District	1	520	1,276	1,295	562	3	3,657
2	Fajardo		133	312	361	115	9	930
	Naguabo		13	93	102	24		232
	Rio Grande	4	81	222	200	71	4	582
	District	4	227	627	663	210	13	1,744
3	Humacao	19	174	272	226	39		730
	San Lorenzo	3	115	312	162	17		609
	Yabucoa	3	49	135	126	43	1	357
	District	25	338	719	514	99	1	1,696
4	Aguas Buenas		2	37	46	16		101
	Caguas		189	401	248	87		925
	Cayey		68	266	272	123	2	731
	District		259	704	566	226	2	1,757
5	Guayama		86	443	455	100	2	1,086
	Patillas		21	53	51	8		133
	District		107	496	506	108	2	1,219
	Aibonito		47	199	135	22		403
Barros	Barros	1	50	87	69	32		239
	Comerio		22	85	68	30		205
	District	1	119	371	272	84		847

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

GRADED SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
7	Coamo		56	237	174	61	528	
	Juana Diaz		36	144	140	47	367	
	Santa Isabel		32	102	123	30	287	
	District		124	483	437	138	1,182	
8	Ponce		160	723	750	270	7	1,910
9	Lajas		13	47	38	15	113	
	Subana Grande		43	131	127	68	369	
	Yauco		94	258	309	119	2	782
	District		150	436	474	202	2	1,264
10	Cabo Rojo		81	181	152	44	1	459
	Maricao	1	48	83	76	20	1	229
	San Germán		55	189	226	131	1	602
	District	1	184	453	454	195	3	1,290
11	Añasco	1	70	179	171	47		468
	Las Marias		27	55	41	10		133
	Mayaguez		171	564	712	198	2	1,647
	District	1	268	798	924	255	2	2,248
12	Aguada		54	86	44	14	1	199
	Aguadilla		88	324	288	67		767
	San Sebastian		98	141	86	18		343
	District		240	551	418	99	1	1,309
13	Camuy	1	180	271	237	103		792
	Isabela		53	95	114	40		302
	District	1	233	366	351	143		1,094
14	Arecibo	7	123	368	370	136	4	1,008
	Lares		43	109	113	76	4	345
	District	7	166	477	483	212	8	1,353
15	Adjuntas	2	83	147	117	75		424
	Utua		96	248	248	45		637
	District	2	179	395	365	120		1,061
16	Ciales		96	127	98	14	11	346
	Manati		92	269	260	65		686
	Morovis		12	62	49	19		142
	District		200	458	407	98	11	1,174
17	Ton Alta	9	155	257	200	35		656
	Vega Baja	1	196	200	159	58		614
	District	10	351	457	359	93		1,270
18	Bayamón	5	245	444	344	84		1,122
	Vieques		50	161	136	36		383
	Total	58	4,120	10,395	9,718	3,234	55	27,580

RURAL SCHOOLS.

1	Carolina	1	207	368	279	81		936
	Rio Piedras		108	190	125	51		474
	San Juan		53	114	67	23	156	413
	District	1	368	672	471	155	156	1,823
2	Fajardo		122	194	136	36	1	489
	Naguabo		46	154	102	42		344
	Rio Grande	2	183	440	371	106		1,102
	District	2	351	788	609	184	1	1,935

TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

RURAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
3	Humacao	5	78	168	126	34	411
	San Lorenzo	7	178	262	141	25	614
	Yabucoa	1	98	179	106	11	395
	District	13	354	609	373	70	1,420
4	Aguas Buenas	1	84	135	68	7	295
	Caguas	6	163	416	258	23	866
	Cayey	1	126	340	256	51	776
	District	8	373	891	582	81	1,937
5	Guayama	4	158	320	215	30	727
	Patillas		103	126	74	14	317
	District	4	261	446	289	44	1,044
6	Aibonito		82	180	99	33	394
	Barros	1	193	358	224	74	850
	Comerio	4	97	171	83	21	376
	District	5	372	709	406	128	1,620
7	Coamo	10	108	406	347	86	957
	Juana Diaz		131	330	256	59	776
	Santa Isabel	3	48	96	71	22	240
	District	13	287	832	674	167	1,973
8	Ponce	8	388	955	784	187	2,369
	Lajas	7	75	179	164	52	477
	Sabana Grande	16	71	180	123	25	415
	Yauco	12	199	303	237	65	816
9	District	35	345	662	524	142	1,708
	Cabo Rojo		149	259	218	47	673
	Maricao	1	62	77	70	14	224
	San German	19	155	258	243	81	756
10	District	20	366	594	531	142	1,653
	Añasco	1	123	211	172	43	550
	Las Marias		124	176	146	43	489
	Mayaguez		227	540	430	136	1,334
11	District	1	474	927	748	222	2,373
	Aguada		58	132	79	31	300
	Aguadilla	4	203	456	357	94	1,115
	San Sebastian	14	168	300	201	41	724
12	District	18	429	888	637	166	2,139
	Camuy		118	240	232	46	642
	Isabela	14	175	221	160	104	674
	District	14	293	461	392	150	1,316
13	Arecibo	1	233	614	460	118	1,429
	Lares	2	119	269	192	68	650
	District	3	352	883	652	186	2,079
	14	Adjuntas		84	181	163	46	476
Utuado			248	435	323	128	1,135
District			332	616	486	174	1,611
15		Ciales	3	148	312	237	65	766
	Manati	7	192	322	249	57	828
	Morovis		64	189	143	50	447
	District	10	404	823	629	172	2,041

TABLE III.—*Distribution (pupils) by age, common schools, and special schools—Cont'd.*

RURAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
17	Toa Alta		97	258	198	43	596
	Vega Baja		144	253	161	30	588
	District		241	511	359	73	1,184
18	Bayamón	4	463	780	562	143	1,960
	Vieques		65	145	61	10	281
	Total.....	159	6,518	13,192	9,769	232	32,466

COMMON SCHOOLS.

1	Carolina	1	277	534	391	161	2	1,366
	Río Piedras		152	292	301	113		858
	San Juan	1	459	1,122	1,074	443	157	3,256
	District	2	888	1,948	1,766	717	159	5,480
2	Fajardo		255	506	497	151	10	1,419
	Naguabo		59	247	204	66		576
	Río Grande	6	264	662	571	177	4	1,684
	District	6	578	1,415	1,272	394	14	3,679
3	Humacao	24	252	440	352	73		1,141
	San Lorenzo	10	293	574	303	42	1	1,223
	Yabucoa	4	147	314	232	54	1	752
	District	38	692	1,328	887	169	2	3,116
4	Aguas Buenas	1	86	172	114	23		396
	Caguas	6	352	817	506	110		1,791
	Cayey	1	194	606	528	174	4	1,507
	District.....	8	632	1,595	1,148	307	4	3,694
5	Guayama	4	244	763	670	130	2	1,813
	Patillas		124	179	125	22		450
	District	4	368	942	795	152	2	2,263
6	Aibonito		129	379	234	55		797
	Barros	2	243	445	293	106		1,089
	Comerio	4	119	256	151	51		581
	District	6	491	1,080	678	212		2,467
7	Coamo	10	164	643	521	147		1,485
	Juana Díaz		167	474	396	106		1,143
	Santa Isabel	3	80	198	194	52		527
	District	13	411	1,315	1,111	305		3,155
8	Ponce	8	548	1,678	1,534	457	54	4,279
9	Lajas	7	88	226	202	67		590
	Sabana Grande	16	114	311	250	93		784
	Yauco	12	293	561	546	184	2	1,598
	District	35	495	1,098	998	344	2	2,972
10	Cabo Rojo		230	440	370	91	1	1,132
	Maricao	2	110	160	146	34	1	453
	San Germán	19	210	447	469	212	1	1,358
	District	21	550	1,047	985	337	3	2,943
11	Añasco	2	193	390	343	90		1,018
	Las Marias		151	231	187	53		622
	Mayaguez		398	1,104	1,142	334	3	2,981
	District	2	742	1,725	1,672	477	3	4,621



TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
12	Aguada		112	218	123	45	1	499
	Aguadilla	4	291	780	645	161	1	1,882
	San Sebastian	14	266	441	287	59		1,067
	District	18	669	1,439	1,055	265	2	3,448
13	Camuy	1	298	511	469	149	6	1,434
	Isabela	14	228	316	274	144		976
	District	15	526	827	743	293	6	2,410
14	Arecibo	8	356	982	830	254	7	2,437
	Lares	2	162	378	305	144	4	995
	District	10	518	1,360	1,135	398	11	3,432
15	Adjuntas	2	167	328	280	121	2	900
	Utua		344	683	571	173	1	1,772
	District	2	511	1,011	851	294	3	2,672
16	Ciales	3	244	439	335	79	12	1,112
	Manati	7	284	591	509	122	1	1,514
	Morovis		76	251	192	69	1	589
	District	10	604	1,281	1,036	270	14	3,215
17	Toa Alta	9	252	515	398	78		1,252
	Vega Baja	1	340	453	320	88		1,202
	District	10	592	968	718	166		2,454
18	Bayamón	9	708	1,224	906	227	8	3,082
	Vieques		115	306	197	46		664
	Total	217	10,638	23,587	19,487	5,830	287	60,046

SPECIAL SCHOOLS.

1	Carolina		7	14	17	14	1	53	
	San Juan	52	82	11	39	221	191	596	
	District	52	89	25	56	235	192	649	
2	Fajardo	1	7	26	34	8		76	
	Río Grande				28	46		74	
	District	1	7	26	62	54		150	
3	Humacao		46	49	40	49	11	195	
	San Lorenzo		8	21	20	45	24	118	
	District		54	70	60	94	35	313	
4	Cayey		13	30	42	3		88	
	Guayama	3	14	41	55	26		139	
	Barros	8	17	45	18			88	
7	Coamo				14	30	6	50	
	Juana Díaz			9	24	35	15	83	
	District			9	38	65	21	133	
8	Ponce	6	58	1	88	321	40	514	
	9	Lajas		7	23	18	11		59
		Sabana Grande		3	26	20	5		54
District			10	49	38	16		113	
10	Cabo Rojo		20	30	23	3		76	
	San Germán				8	48	32	88	
	District		20	30	31	51	32	164	

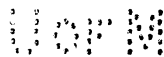
TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).						Enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
11	Añasco.....					52	14	66
	Mayaguez.....			1	38	254	24	317
	District.....			1	38	306	38	383
12	Aguadilla.....				13	44	23	80
	San Sebastian.....				11	29	14	54
	District.....				24	73	37	134
13	Camuy.....	8	8	19	8		1	44
14	Arecibo.....				16	105	21	142
	Lares.....				5	39	44	88
	District.....				21	144	65	230
15	Utua.....	7	25	31	44	40		147
16	Manatí.....				1	49	24	74
17	Toa Alta.....		3	27	34	9	3	76
18	Bayamón.....		13	27	23	8		71
	Total.....	85	331	431	681	1,494	488	3,510

COMMON SCHOOLS AND SPECIAL SCHOOLS.

1	Carolina.....	1	284	548	408	175	3	1,419
	Río Piedras.....		152	292	301	113		858
	San Juan.....	53	541	1,133	1,113	664	348	3,852
	District.....	54	977	1,973	1,822	952	351	6,129
2	Fajardo.....	1	262	532	531	159	10	1,495
	Naguabo.....		59	247	204	66		576
	Río Grande.....	6	264	662	599	223	4	1,758
	District.....	7	585	1,441	1,334	448	14	3,829
3	Humacao.....	24	298	489	392	122	11	1,336
	San Lorenzo.....	10	301	595	323	87	25	1,341
	Yabucoa.....	4	147	314	232	54	1	752
	District.....	38	746	1,398	947	263	37	3,429
4	Agua Buenas.....	1	86	172	114	23		396
	Caguas.....	6	352	817	506	110		1,791
	Cayey.....	1	207	636	570	177	4	1,595
	District.....	8	645	1,625	1,190	310	4	3,782
5	Guayama.....	7	258	804	725	156	2	1,952
	Patillas.....		124	179	125	22		450
	District.....	7	382	983	850	178	2	2,402
6	Aibonito.....		129	379	234	55		797
	Barros.....	10	260	490	311	106		1,177
	Comerio.....	4	119	256	151	51		581
	District.....	14	508	1,125	696	212		2,555
7	Coamo.....	10	164	643	535	177	6	1,535
	Juana Díaz.....		167	483	420	141	15	1,226
	Santa Isabel.....	3	80	198	194	52		527
	District.....	13	411	1,324	1,149	370	21	3,288
8	Ponce.....	14	606	1,679	1,622	778	94	4,793
9	Lajas.....	7	95	249	220	78		649
	Sabana Grande.....	16	117	337	270	98		838
	Yauco.....	12	293	561	546	184	2	1,598
	District.....	35	505	1,147	1,036	360	2	3,085



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TABLE III.—Distribution (pupils) by age, common schools, and special schools—Cont'd.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Age (years).					Enrollment.	
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.		Over 18.
10	Cabo Rojo.....		250	470	393	94	1	1,208
	Maricao.....	2	110	160	146	34	1	453
	San Germán.....	19	210	447	477	260	33	1,446
	District.....	21	570	1,077	1,016	388	35	3,107
11	Añasco.....	2	193	390	343	142	14	1,084
	Las Marias.....		151	231	187	53		622
	Mayaguez.....		398	1,105	1,180	588	27	3,298
	District.....	2	742	1,726	1,710	783	41	5,004
12	Aguada.....		112	218	123	45	1	499
	Aguadilla.....	4	291	780	658	205	24	1,962
	San Sebastián.....	14	266	441	298	88	14	1,121
	District.....	18	669	1,439	1,079	338	39	3,582
13	Camuy.....	9	306	530	477	149	7	1,478
	Isabela.....	14	228	316	274	144		976
	District.....	23	534	846	751	293	7	2,454
14	Arecibo.....	8	356	982	846	359	28	2,579
	Lares.....	2	162	378	310	183	48	1,083
	District.....	10	518	1,360	1,156	542	76	3,662
15	Adjuntas.....	2	167	328	280	121	2	900
	Utua.....	7	369	714	615	213	1	1,919
	District.....	9	536	1,042	895	334	3	2,819
16	Ciales.....	3	244	439	335	79	12	1,112
	Manati.....	7	284	591	510	171	25	1,588
	Morovis.....		76	251	192	69	1	589
	District.....	10	604	1,281	1,037	319	38	3,289
17	Toa Alta.....	9	255	542	432	87	3	1,328
	Vega Baja.....	1	340	453	320	88		1,202
	District.....	10	595	995	752	175	3	2,530
18	Bayamón.....	9	721	1,251	929	235	8	3,153
	Vieques.....		115	306	197	46		664
	Total.....	302	10,969	24,018	20,168	7,324	775	63,556

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools.

(First term, 1903-4.)

COMMON SCHOOLS.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
1	Carolina.....	19,785.5	39,489.5	59,275.0	1,430.5
	Río Piedras.....	16,174.0	18,836.5	35,010.5	832.0
	San Juan.....	119,105.5	13,650.0	132,755.5	3,876.5
	District.....	155,065.0	71,976.0	227,041.0	6,139.0
2	Fajardo.....	43,296.5	22,094.0	65,390.5	1,486.0
	Naguabo.....	9,921.5	15,848.0	25,769.5	623.5
	Río Grande.....	26,710.5	45,589.0	72,299.5	1,613.5
	District.....	79,928.5	83,531.0	163,459.5	3,723.0

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
3	Humacao.....	24,620.5	18,416.0	43,036.5	1,172.0
	San Lorenzo.....	21,458.5	10,955.0	32,413.5	978.0
	Yabucoa.....	15,063.0	38,366.0	53,429.0	928.0
	District.....	61,142.0	67,737.0	128,879.0	3,078.0
4	Aguas Buenas.....	6,954.5	9,083.0	16,037.5	506.5
	Caguas.....	38,328.5	27,965.0	66,293.5	1,826.0
	Cayey.....	28,809.0	25,073.0	53,882.0	1,426.0
	District.....	74,092.0	62,121.0	136,213.0	3,758.5
5	Guayama.....	46,414.0	27,119.0	73,533.0	1,827.0
	Patillas.....	5,175.5	10,203.0	15,378.5	503.0
	District.....	51,589.5	37,322.0	88,911.5	2,330.0
6	Albonito.....	14,250.0	13,861.0	28,111.0	772.0
	Barros.....	9,027.5	27,773.0	36,800.5	1,068.0
	Comerio.....	9,211.0	16,976.0	26,187.0	701.0
	District.....	32,488.5	58,610.0	91,098.5	2,541.0
7	Coamo.....	22,552.0	41,770.0	64,322.0	1,547.0
	Juana Diaz.....	17,392.5	31,330.0	48,722.5	1,112.0
	Santa Isabel.....	6,800.0	9,233.5	16,033.5	402.0
	District.....	46,744.5	82,333.5	129,078.0	3,061.0
8	Ponce.....	94,200.0	88,936.0	183,136.0	5,103.0
	District.....	94,200.0	88,936.0	183,136.0	5,103.0
9	Lajas.....	9,038.0	17,176.0	26,214.0	612.0
	Sabana Grande.....	17,321.5	20,329.0	37,650.5	856.5
	Yauco.....	35,322.0	29,441.0	64,763.0	1,716.5
	District.....	61,681.5	66,946.0	128,627.5	3,185.0
10	Cabo Rojo.....	15,216.5	26,574.0	41,790.5	1,093.0
	Maricao.....	5,171.0	3,472.0	8,643.0	432.0
	San Germán.....	26,825.0	23,433.0	50,258.0	1,528.0
	District.....	47,212.5	53,479.0	100,691.5	3,053.0
11	Añasco.....	19,389.5	17,383.0	36,772.5	1,035.5
	Las Marias.....	2,983.5	7,245.0	10,228.5	683.0
	Mayaguez.....	57,053.5	33,240.0	90,293.5	2,822.5
	District.....	79,426.5	57,868.0	137,294.5	4,541.0
12	Aguada.....	6,009.5	9,254.0	15,263.5	608.5
	Aguadilla.....	31,363.5	36,352.0	67,715.5	1,933.5
	San Sebastian.....	10,873.5	20,213.0	31,086.5	968.0
	District.....	48,246.5	65,819.0	114,065.5	3,510.0
13	Camuy.....	26,964.5	26,758.5	53,723.0	1,417.0
	Isabela.....	11,574.5	22,277.0	33,851.5	865.0
	District.....	38,539.0	49,035.5	87,574.5	2,282.0
14	Arecibo.....	47,351.5	43,784.0	91,135.5	2,363.5
	Lares.....	11,572.5	16,474.0	28,046.5	981.0
	District.....	58,924.0	60,258.0	119,182.0	3,344.5
15	Adjuntas.....	15,300.0	16,031.0	31,331.0	960.0
	Utua.....	22,781.0	25,697.0	48,478.0	1,533.0
	District.....	38,081.0	41,728.0	79,809.0	2,493.0
16	Ciales.....	9,629.5	16,761.0	26,390.5	983.5
	Manati.....	28,912.5	26,735.5	55,648.0	1,351.0
	Morovis.....	6,476.0	17,710.0	24,186.0	618.0
	District.....	45,018.0	61,206.5	106,224.5	2,952.5

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
17	Toa Alta.....	19,825.0	25,052.0	44,877.0	1,189.0
	Vega Baja.....	23,441.5	25,991.0	49,432.5	1,209.0
	District.....	43,266.5	51,043.0	94,309.5	2,398.0
18	Bayamón.....	41,259.0	62,098.0	103,357.0	3,238.5
	Vieques.....	12,732.5	9,638.5	22,371.0	597.0
	Total.....	1,109,637.0	1,131,686.0	2,241,323.0	61,328.0

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan.....	3,075.5	5,091.0	62.0	62.0
8	Ponce.....	1,543.5		63.0	
11	Mayaguez.....	1,221.0	3,670.5	62.0	58.0
	Total.....	5,840.0	8,761.5	187.0	120.0

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.	School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.
1	San Juan.....	4,611	108	8	Ponce.....	5,627	208
				10	San German.....	1,430	47
2	Fajardo.....	3,009	60	11	Añasco.....	358	17
	Río Grande.....	2,679	63		Mayaguez.....	2,798	84
	District.....	5,688	123		District.....	3,156	101
3	Humacao.....	1,331	58	12	Aguadilla.....	994	52
	San Lorenzo.....	2,127	58		San Sebastian.....	1,144	52
	District.....	3,458	116		District.....	2,138	104
4	Cayey.....	1,452	35	14	Lares.....	1,569	60
5	Guayama.....	292	6		15	Utua.....	1,825	62
7	Coamo.....	706	27	16	Manatí.....	460	21
	Juana Diaz.....	2,336	61		Total.....	34,748	1,079
	District.....	3,042	88				

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.
1	Carolina.....		1,786.5		63.0
	San Juan.....	6,082.0		248.0	
3	Humacao.....		1,764.0		63.0
	San Lorenzo.....		2,327.0		62.0
	District.....		4,091.0		125.0
5	Guayama.....		1,364.0		63.0
6	Barros.....		3,361.0		122.0
8	Ponce.....	3,471.0	1,724.0	126.0	62.0
9	Lajas.....		2,279.0		61.0
	Sabana Grande.....		2,993.0		61.0
	District.....		5,272.0		122.0
10	Cabo Rojo.....		2,799.0		62.0
13	Camuy.....		1,909.5		62.0
15	Utua.....		2,232.0		59.0
17	Toa Alta.....		3,318.0		61.0
18	Bayamón.....		2,787.0		62.0
	Total.....	9,553.0	30,644.0	374.0	863.0

(Second term, 1903-4.)

COMMON SCHOOLS.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
1	Carolina.....	14,051.5	31,691.0	45,742.5	1,149.0
	Rio Piedras.....	11,207.0	14,732.0	25,939.0	698.0
	San Juan.....	95,641.0	16,381.0	112,022.0	3,279.0
	District.....	120,899.5	62,804.0	183,703.5	5,126.0
2	Fajardo.....	33,808.5	17,798.0	51,606.5	1,154.0
	Naguabo.....	6,749.0	12,878.0	19,627.0	415.0
	Rio Grande.....	19,087.5	41,209.0	60,296.5	1,279.0
	District.....	59,645.0	71,885.0	131,530.0	2,848.0
3	Humacao.....	22,108.5	14,223.0	36,331.5	984.0
	San Lorenzo.....	16,794.5	14,699.0	31,493.5	908.0
	Yabucoa.....	13,155.5	14,699.0	27,854.5	722.0
	District.....	52,058.5	43,621.0	95,679.5	2,609.0
4	Aguas Buenas.....	2,882.0	10,074.0	12,956.0	361.5
	Caguas.....	31,376.0	26,585.0	57,961.0	1,477.0
	Cayey.....	22,226.5	23,054.0	45,280.5	1,243.5
	District.....	56,484.5	59,713.0	116,197.5	3,082.0
5	Guayama.....	39,551.5	24,666.0	64,217.5	1,538.0
	Patillas.....	4,558.5	10,884.0	15,442.5	464.0
	District.....	44,110.0	35,550.0	79,660.0	2,002.0
6	Aibonito.....	11,717.5	12,868.0	24,585.5	658.0
	Barros.....	7,790.5	29,283.0	37,073.5	927.0
	Comerio.....	7,779.0	15,859.0	23,638.0	612.0
	District.....	27,287.0	58,010.0	85,297.0	2,197.0

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
7	Coamo.....	18,493.0	33,131.0	51,624.0	1,174.0
	Juana Diaz.....	13,322.0	27,375.0	40,697.0	925.0
	Santa Isabel.....	7,655.5	4,576.0	12,231.5	310.0
	District.....	39,470.5	65,082.0	104,552.5	2,409.0
8	Ponce.....	74,835.5	8,0876.0	155,711.5	4,249.0
9	Lajas.....	3,795.0	14,840.0	18,635.0	478.0
	Sabana Grande.....	15,428.0	17,044.0	32,472.0	767.5
	Yauco.....	25,241.5	31,103.0	56,344.5	1,436.0
	District.....	44,464.5	62,987.0	107,451.5	2,681.5
10	Cabo Rojo.....	13,025.0	24,020.0	37,045.0	893.0
	Maricao.....	5,759.0	7,849.0	13,608.0	357.5
	San Germán.....	20,959.0	27,651.0	48,610.0	1,277.0
	District.....	39,743.0	59,520.0	99,263.0	2,527.5
11	Añasco.....	17,092.0	17,352.0	34,444.0	950.0
	Las Marias.....	3,514.5	14,393.0	17,907.5	553.0
	Mayaguez.....	42,225.5	34,431.0	76,656.5	2,262.0
	District.....	62,832.0	66,176.0	129,008.0	3,765.0
12	Aguada.....	6,311.5	9,135.0	15,446.5	515.0
	Aguadilla.....	23,504.5	33,560.0	57,064.5	1,576.0
	San Sebastian.....	11,452.5	21,715.0	33,167.5	866.0
	District.....	41,268.5	64,410.0	105,678.5	2,957.0
13	Camuy.....	22,972.5	25,053.0	48,025.5	1,206.0
	Isabela.....	9,903.5	21,262.0	31,165.5	722.0
	District.....	32,876.0	46,315.0	79,191.0	1,928.0
14	Arecibo.....	36,973.0	43,562.0	80,535.0	2,155.0
	Lares.....	10,329.5	21,342.0	31,671.5	809.0
	District.....	47,302.5	64,904.0	112,206.5	2,964.0
15	Adjuntas.....	12,929.5	16,721.0	29,650.5	813.0
	Utua.....	18,522.5	34,262.0	52,784.5	1,404.5
	District.....	31,452.0	50,983.0	82,435.0	2,217.5
16	Ciales.....	10,478.0	22,945.0	33,423.0	841.0
	Manatí.....	24,161.5	28,227.0	52,388.5	1,169.0
	Morovis.....	4,728.0	16,277.0	21,005.0	472.0
	District.....	39,367.5	67,449.0	106,816.5	2,482.0
17	Toa Alta.....	20,132.5	20,165.0	40,297.5	1,038.0
	Vega Baja.....	20,160.5	21,708.0	41,868.5	1,056.0
	District.....	40,293.0	41,873.0	82,166.0	2,094.0
18	Bayamón.....	35,215.0	57,803.0	93,018.0	2,695.5
	Vieques.....	11,101.5	6,841.5	17,943.0	487.0
	Total.....	900,706.0	1,066,802.5	1,967,508.5	51,321.0

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan	2,210.0	4,849.5	51.0	51.0
8	Ponce	1,288.0	4,914.0	52.0	52.0
11	Mayaguez	794.0	4,707.5	46.0	56.0
14	Arecibo		4,551.0		47.0
	Total	4,292.0	19,022.0	149.0	206.0

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.	School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.
1	San Juan	5,153	187	8	Ponce	7,129	256
				10	San Germán	1,547	51
2	{ Fajardo	2,231	47		{ Añasco	1,223	50
	{ Rio Grande	1,885	50		{ Mayaguez	2,328	51
	{ District	4,116	97	11	{ District	3,551	101
3	{ Humacao	1,156	50		{ Aguadilla	1,225	52
	{ San Lorenzo	1,361	51		{ San Sebastian	1,025	52
	{ District	2,517	101	12	{ District	2,250	103
4	Cayey	1,837	50				
5	Guayama	1,312	28	14	Lares	1,600	54
				15	Utua	1,323	50
				16	Manatí	1,268	50
7	{ Coamo	1,295	52		Total	36,509	1,230
	{ Juana Diaz	1,611	50				
	{ District	2,906	102				

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		Kindergarten schools.	Agricultural schools.	Kindergarten schools.	Agricultural schools.
1	{ Carolina		1,048.0		51.0
	{ San Juan	5,035.0		204.0	
	{ District		1,048.0		51.0
3	{ Humacao		1,420.0		49.0
	{ San Lorenzo		1,745.0		51.0
	{ District		3,165.0		100.0
5	Guayama		1,170.0		46.0
6	Barros		3,161.0		103.0
8	Ponce	2,662.0	1,552.0	104.0	52.0
9	{ Lajas		2,155.0		52.0
	{ Sabana Grande		2,413.0		51.0
	{ District		4,568.0		103.0
10	Cabo Rojo		2,442.0		52.0
13	Camuy		1,763.0		52.0
15	Utua		2,328.0		51.0
17	Toa Alta		2,796.5		52.0
18	Bayamón		2,352.0		53.0
	Total	7,697.0	26,345.5	306.0	715.0

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

(Third term, 1903-4.)

COMMON SCHOOLS.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
1	Carolina.....	13,856.5	30,247.0	44,103.5	1,197.0
	Rio Piedras.....	10,674.5	14,054.0	24,728.5	733.0
	San Juan.....	94,324.5	10,608.5	104,933.0	3,377.0
	District.....	118,855.5	54,909.5	173,765.0	5,307.0
2	Fajardo.....	34,553.0	18,879.0	53,432.0	1,207.0
	Naguabo.....	7,057.0	15,249.5	22,306.5	479.0
	Rio Grande.....	20,708.0	41,858.0	62,066.0	1,315.5
	District.....	62,318.0	75,486.5	137,804.5	3,001.5
3	Humacao.....	22,803.0	11,527.0	34,330.0	1,000.0
	San Lorenzo.....	15,013.5	15,358.0	30,371.5	975.0
	Yabucoa.....	14,385.0	18,930.0	33,315.0	892.0
	District.....	52,201.5	45,815.0	98,016.5	2,867.0
4	Aguas Buenas.....	3,410.5	11,740.0	15,150.5	372.0
	Caguas.....	31,316.0	29,145.0	60,461.0	1,511.0
	Cayey.....	22,919.0	26,164.0	49,083.0	1,273.0
	District.....	57,645.5	67,049.0	124,694.5	3,156.0
5	Guayama.....	38,464.0	23,914.5	62,378.5	1,570.0
	Patillas.....	4,898.5	11,521.0	16,419.5	488.0
	District.....	43,362.5	35,435.5	78,798.0	2,058.0
	Aibonito.....	12,773.0	14,746.0	27,519.0	683.5
6	Barros.....	8,190.5	33,778.0	41,968.5	964.0
	Comerio.....	7,957.0	25,374.0	33,331.0	844.0
	District.....	28,920.5	73,898.0	102,818.5	2,491.5
	Coamo.....	19,647.5	37,344.0	56,991.5	1,224.5
7	Juana Diaz.....	14,229.0	29,069.0	43,298.0	953.0
	Santa Isabel.....	8,512.5	6,298.0	14,810.5	361.0
	District.....	42,389.0	72,711.0	115,100.0	2,538.5
	Ponce.....	79,757.5	86,737.0	166,494.5	4,528.5
9	Lajas.....	3,795.0	18,577.0	22,372.0	532.0
	Sabana Grande.....	15,733.0	15,676.0	34,409.0	740.0
	Yauco.....	29,167.5	29,437.0	58,604.5	1,531.0
	District.....	48,695.5	63,690.0	112,385.5	2,803.0
10	Cabo Rojo.....	14,015.5	23,786.0	37,801.5	882.5
	Maricao.....	6,822.0	8,633.0	15,455.0	376.0
	San Germán.....	21,253.0	28,260.0	49,513.0	1,321.0
	District.....	42,090.5	60,679.0	102,769.5	2,579.5
11	Añasco.....	17,293.5	17,517.0	34,810.5	976.0
	Las Marias.....	3,801.0	14,660.0	18,461.0	536.0
	Mayaguez.....	44,016.0	44,285.0	88,301.0	2,559.0
	District.....	65,110.5	76,462.0	141,572.5	4,071.0
12	Aguada.....	6,493.5	9,834.0	16,327.5	526.5
	Aguadilla.....	24,470.5	33,736.0	58,206.5	1,614.0
	San Sebastian.....	11,637.5	21,866.0	33,503.5	877.0
	District.....	42,601.5	65,436.0	108,037.5	3,017.5
13	Camuy.....	22,904.5	48,909.0	71,813.5	1,281.0
	Isabela.....	9,238.5	22,285.0	31,523.5	748.0
	District.....	32,143.0	71,194.0	103,337.0	2,029.0

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
14	Arecibo	33,940.5	44,606.0	78,546.5	2,216.0
	Lares	10,582.0	19,979.0	30,561.0	789.0
	District	44,522.5	64,585.0	109,107.5	3,005.0
15	Adjuntas	13,641.5	18,043.0	31,684.5	849.0
	Utuaúo	19,193.0	38,165.0	57,358.0	1,531.0
	District	32,834.5	56,208.0	89,042.5	2,380.0
16	Ciales	10,174.0	25,020.0	35,194.0	852.0
	Manatí	23,923.0	28,914.5	52,837.5	1,220.0
	Morovis	4,659.0	15,860.0	20,519.0	481.0
	District	38,756.0	69,794.5	108,550.5	2,553.0
17	Toa Alta	20,296.0	19,938.0	40,234.0	1,043.0
	Vega Baja	18,797.0	22,309.0	41,106.0	1,049.0
	District	39,093.0	42,247.0	81,340.0	2,092.0
18	Bayamón	34,353.5	69,082.0	103,435.5	2,919.5
	Vieques	10,783.0	7,463.5	18,246.5	509.0
	Total	916,433.5	1,158,882.5	2,075,316.0	53,906.5

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan	2,198.5	5,378.5	54.0	54.0
8	Ponce	1,267.5	5,420.0	54.0	54.0
11	Mayaguez	766.0	5,593.5	54.0	54.0
14	Arecibo		4,587.5		54.0
	Total	4,232.0	20,979.5	162.0	216.0

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.	School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.	
1	San Juan	4,515	147	8	Ponce	6,963	261	
2	Fajardo	2,291	51	10	San Germán	1,478	52	
	Río Grande	2,413	52		11	Añasco	1,400	54
	District	4,704	103	Mayaguez		2,338	53	
3	Humacao	795	49	12		District	3,738	107
	San Lorenzo	1,440	53		14	Aguadilla	1,291	53
	District	2,235	102			San Sebastian	1,110	54
4	Cayey	1,568	50	15	District	2,401	107	
5	Guayama	1,685	38		16	Lares	1,814	50
7	Coamo	1,371	54	15	Utuaúo	951	49	
	Juana Díaz	1,685	51		16	Manatí	423	23
	District	3,056	105		Total	35,531	1,194	

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		Kinder-garten schools.	Agricul-tural schools.	Kinder-garten schools.	Agricul-tural schools.
1	Carolina		1,606.0		52.0
	San Juan	5,355.0		214.0	
	District		1,606.0		52.0
3	Humacao		476.0		26.0
	San Lorenzo		1,847.5		53.0
	District		2,323.5		79.0
6	Guayama		1,546.0		54.0
8	Barros		3,395.0		106.0
8	Ponce	2,159.0	1,501.0	108.0	54.0
9	Lajas		2,113.0		54.0
	Sabana Grande		2,404.0		52.0
	District		4,517.0		106.0
10	Cabo Rojo		2,126.0		54.0
13	Camuy		1,591.0		52.0
15	Utua do		2,304.0		51.0
17	Toa Alta		2,819.0		54.0
18	Bayamón		2,429.0		54.0
	Total	7,514.0	26,157.5	322.0	716.0

(School Year, 1908-4.)

COMMON SCHOOLS.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
1	Carolina	47,693.5	101,427.5	149,121.0	3,776.5
	Rio Piedras	38,055.5	47,622.5	85,678.0	2,263.0
	San Juan	309,071.0	40,639.5	349,710.5	10,532.5
	District	394,820.0	189,689.5	584,509.5	16,572.0
2	Fajardo	111,658.0	58,771.0	170,429.0	3,847.0
	Naguabo	23,727.5	43,975.5	67,703.0	1,517.5
	Rio Grande	66,506.0	128,156.0	194,662.0	4,208.0
	District	201,891.5	230,902.5	432,794.0	9,572.5
3	Humacao	69,532.0	44,166.0	113,698.0	3,156.0
	San Lorenzo	53,266.5	41,012.0	94,278.5	2,866.0
	Yabucoa	42,603.5	71,995.0	114,598.5	2,542.0
	District	165,402.0	157,173.0	322,575.0	8,554.0
4	Aguas Buenas	13,247.0	30,897.0	44,144.0	1,240.0
	Caguas	101,020.5	83,695.0	184,715.5	4,814.0
	Cayey	73,954.5	74,291.0	148,245.5	3,942.5
	District	188,222.0	188,883.0	377,105.0	9,996.5
5	Guayama	124,429.5	75,699.5	200,129.0	4,935.0
	Patillas	14,632.5	32,608.0	47,240.5	1,455.0
	District	139,062.0	108,307.5	247,369.5	6,390.0
6	Aibonito	38,740.5	41,475.0	80,215.5	2,113.5
	Barros	25,008.5	90,834.0	115,842.5	2,959.0
	Comerio	24,947.0	58,209.0	83,156.0	2,157.0
	District	88,696.0	190,518.0	279,214.0	7,229.5

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Municipality.	Aggregate number days attendance.			Aggregate number days actual teaching.
		Graded.	Rural.	Total.	
7	Coamo.....	60,692.5	11,224.5	172,937.5	3,945.5
	Juana Diaz.....	44,943.5	87,774.0	132,717.5	2,990.0
	Santa Isabel.....	22,968.0	20,107.5	43,075.5	1,073.0
	District.....	128,604.0	220,126.5	348,730.5	8,008.5
8	Ponce.....	248,793.0	256,549.0	505,342.0	13,880.5
9	Lajas.....	16,628.0	50,593.0	67,221.0	1,622.0
	Sabana Grande.....	48,482.5	53,049.0	101,531.5	2,364.0
	Yauco.....	89,731.0	89,981.0	179,712.0	4,683.5
	District.....	154,841.5	193,623.0	348,464.5	8,669.5
10	Cabo Rojo.....	42,257.0	74,380.0	116,637.0	2,868.5
	Maricao.....	17,752.0	19,954.0	37,706.0	1,165.5
	San Germán.....	69,037.0	79,344.0	148,381.0	4,126.0
	District.....	129,046.0	173,678.0	302,724.0	8,160.0
11	Añasco.....	53,775.0	52,252.0	106,027.0	2,961.5
	Las Marias.....	10,299.0	36,298.0	46,597.0	1,772.0
	Mayaguez.....	143,295.0	111,956.0	255,251.0	7,643.5
	District.....	207,369.0	200,506.0	407,875.0	12,377.0
12	Aguada.....	18,814.5	28,223.0	47,037.5	1,650.0
	Aguadilla.....	79,338.5	103,648.0	182,986.5	5,123.5
	San Sebastián.....	33,963.5	63,794.0	97,757.5	2,711.0
	District.....	132,116.5	195,665.0	327,781.5	9,484.5
13	Camuy.....	72,841.5	100,720.5	173,562.0	3,904.0
	Isabela.....	30,716.5	65,824.0	96,540.5	2,335.0
	District.....	103,558.0	166,544.5	270,102.5	6,239.0
14	Arecibo.....	118,265.0	131,952.0	250,217.0	6,734.5
	Lares.....	32,484.0	57,795.0	90,279.0	2,579.0
	District.....	150,749.0	189,747.0	340,496.0	9,313.5
15	Adjuntas.....	41,871.0	50,795.0	92,666.0	2,622.0
	Utua.....	60,496.5	98,124.0	158,620.5	4,468.5
	District.....	102,367.5	148,919.0	251,286.5	7,090.5
16	Ciales.....	30,281.5	64,726.0	95,007.5	2,676.5
	Manatí.....	76,997.0	83,877.0	160,874.0	3,740.0
	Morovis.....	15,863.0	49,847.0	65,710.0	1,571.0
	District.....	123,141.5	198,450.0	321,591.5	7,987.5
17	Toa Alta.....	60,253.5	65,155.0	125,408.5	3,270.0
	Vega Baja.....	62,399.0	70,008.0	132,407.0	3,314.0
	District.....	122,652.5	135,163.0	257,815.5	6,584.0
18	Bayamón.....	110,827.5	188,983.0	299,810.5	8,853.5
	Vieques.....	34,617.0	23,943.5	58,560.5	1,593.0
	Total.....	2,926,776.5	3,357,371.0	6,284,147.5	166,555.5

TABLE IV.—Aggregate number of days attendance of all pupils, and aggregate number of days actual teaching, common schools and special schools—Continued.

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan	7,484.0	15,319.0	167.0	167.0
8	Ponce	4,099.0	10,334.0	169.0	106.0
11	Mayaguez	2,781.0	13,971.5	162.0	168.0
14	Arecibo		9,138.5		101.0
	Total	14,364.0	48,763.0	498.0	542.0

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.	School district.	Municipality.	Aggregate number days attendance.	Aggregate number days actual teaching.
1	San Juan	14,279	442	8	Ponce	19,719	725
				10	San German	4,455	150
	Fajardo	7,581	158				
	Río Grande	6,977	165		Añasco	2,981	121
2	District	14,508	323	11	Mayaguez	7,464	188
					District	10,445	309
	Humacao	3,282	157				
	San Lorenzo	4,928	162		Aguadilla	3,510	157
3	District	8,210	319	12	San Sebastian	3,279	157
					District	6,789	314
4	Cayey	4,857	135				
5	Guayama	3,289	72	14	Lares	4,983	164
				15	Utuaño	4,099	161
	Coamo	3,372	133	16	Manatí	2,151	94
7	Juana Díaz	5,632	162		Total	106,788	3,503
	District	9,004	295				

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Aggregate number days attendance.		Aggregate number days actual teaching.	
		Kinder-garten schools.	Agricul-tural schools.	Kinder-garten schools.	Agricul-tural schools.
1	Carolina		4,440.5		166.0
	San Juan	16,472.0		666.0	
	District		4,440.5		166.0
	Humacao		3,660.0		138.0
3	San Lorenzo		5,919.5		166.0
	District		9,579.5		304.0
5	Guayama		4,080.0		163.0
6	Barros		9,917.0		331.0
8	Ponce	8,292.0	4,777.0	338.0	168.0
	Lajas		6,547.0		167.0
9	Sabana Grande		7,810.0		164.0
	District		14,357.0		331.0
10	Cabo Rojo		7,367.0		168.0
13	Camuy		5,263.5		166.0
15	Utuaño		6,864.0		161.0
17	Toa Alta		8,933.5		167.0
18	Bayamón		7,568.0		169.0
	Grand total	24,764.0	83,147.0	1,004.0	2,294.0

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools, and for each respective class of special schools.

(First term, 1903-4.)

COMMON SCHOOLS.

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
1	Carolina.....	52.42	48.02	41.43	36.99	62.19	62.64
	Rio Piedras.....	54.50		42.08		59.43	
	San Juan.....	44.85		34.25		63.55	
2	Fajardo.....	52.35	53.63	44.00	43.88	64.61	62.05
	Naguabo.....	50.20		41.33		62.35	
	Rio Grande.....	56.00		44.81		59.76	
3	Humacao.....	48.05	43.89	36.72	35.87	61.68	57.00
	San Lorenzo.....	40.95		33.14		48.90	
	Yabucoa.....	42.53		37.68		61.87	
4	Aguas Buenas.....	42.56	45.60	31.66	36.27	56.28	59.66
	Caguas.....	46.24		36.30		62.97	
	Cayey.....	45.96		37.78		57.04	
5	Guayama.....	51.17	49.15	40.25	37.34	60.90	59.74
	Patillas.....	42.44		30.57		55.89	
6	Aibonito.....	45.38	42.09	36.41	36.24	59.38	55.24
	Barros.....	39.42		34.46		50.86	
	Comerio.....	43.17		37.36		58.42	
7	Coamo.....	52.80	52.48	41.32	42.14	61.88	60.02
	Juana Diaz.....	55.56		43.82		61.77	
	Santa Isabel.....	44.50		39.88		50.25	
8	Ponce.....	41.87	41.87	35.89	35.89	59.34	59.34
9	Lajas.....	51.50	48.26	42.83	40.39	61.20	57.13
	Sabana Grande.....	47.67		43.96		57.10	
	Yauco.....	47.44		37.15		59.19	
10	Cabo Rojo.....	51.59	44.78	38.23	32.98	64.29	62.31
	Maricao.....	35.14		20.01		61.71	
	San Germán.....	42.85		32.89		61.12	
11	Añasco.....	46.88	43.27	35.51	30.23	60.91	63.96
	Las Marias.....	25.91		14.81		62.09	
	Mayaguez.....	46.28		31.99		65.64	
12	Aguada.....	40.90	48.63	25.08	32.50	60.85	59.49
	Aguadilla.....	50.09		35.02		60.42	
	San Sebastian.....	50.41		32.11		56.94	
13	Camuy.....	46.88	48.77	37.93	38.20	54.50	57.05
	Isabela.....	52.29		38.90		61.79	
14	Arecibo.....	46.98	46.20	38.56	35.64	54.97	56.69
	Lares.....	44.12		28.69		61.31	
15	Adjuntas.....	42.62	45.61	32.64	32.01	60.00	60.29
	Utua.....	47.52		31.62		61.32	
16	Ciales.....	41.75	49.60	26.83	35.98	61.47	61.51
	Manati.....	54.14		41.19		61.41	
	Morovis.....	52.20		39.14		61.80	
17	Toa Alta.....	53.60	53.57	37.73	39.58	59.45	59.95
	Vega Baja.....	53.50		40.89		60.45	
18	Bayamón.....	44.82	44.82	31.92	31.92	56.82	56.82
	Vieques.....	50.90		37.47		59.70	
General average.....			46.95		36.55		59.77

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
High schools	5,840.00	187.00	36.00	31.23	62.33
Industrial schools	8,761.50	120.00	99.50	73.01	60.00
Night schools	34,748.00	1,079.00	48.50	32.20	43.16
Kindergarten schools	9,553.00	374.00	30.50	25.54	62.33
Agricultural schools	30,644.00	863.00	48.93	35.51	61.64
Total	89,546.50	2,623.00	47.70	34.10	52.46
Common schools	2,241,323.00	61,328.00	46.95	36.55	59.77
All schools	2,330,869.50	63,951.00	46.99	36.45	59.43

(Second term, 1903-4.)

COMMON SCHOOLS.

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
1	Carolina	51.39		39.80		49.96	
	Rio Piedras	49.29		37.18		49.86	
	San Juan	39.26		34.16		50.45	
			43.37		35.82		50.26
2	Fajardo	53.74		44.72		50.17	
	Naguabo	56.67		47.29		46.11	
	Rio Grande	56.35		47.17		49.19	
			55.36		46.25		49.12
3	Humacao	49.85		36.92		49.20	
	San Lorenzo	47.05		34.88		45.15	
	Yabucoa	45.47		38.58		48.13	
			47.64		36.67		47.44
4	Aguas Buenas	46.86		35.84		51.64	
	Caguas	50.21		39.45		50.93	
	Cayey	47.56		36.24		49.74	
			48.72		37.70		50.52
5	Guayama	52.67		41.75		51.27	
	Patillas	45.11		33.28		51.56	
			50.92		39.79		51.33
6	Aibonito	47.00		37.35		50.62	
	Barros	52.11		39.99		51.50	
	Comerio	44.75		38.62		51.00	
			48.51		38.82		51.09
7	Coamo	56.87		43.97		51.44	
	Juana Diaz	56.28		44.00		51.39	
	Santa Isabel	56.86		39.46		44.30	
			56.65		43.40		50.19
8	Ponce	42.98		36.65		50.58	
			42.98		36.65		50.58
9	Lajas	50.80		38.99		47.80	
	Sabana Grande	48.07		42.31		51.17	
	Yauco	47.10		39.24		49.51	
			48.06		40.07		49.65
10	Cabo Rojo	55.24		41.49		52.53	
	Maricao	53.14		38.06		51.07	
	San Germán	50.28		38.07		51.40	
			52.41		39.28		51.58
11	Añasco	49.58		36.23		50.00	
	Las Marias	50.00		32.38		50.27	
	Mayaguez	45.83		38.89		49.17	
			47.37		34.27		49.54
12	Aguada	47.60		30.00		51.50	
	Aguadilla	57.09		35.76		50.84	
	San Sebastian	60.00		38.17		50.94	
			56.31		35.74		50.98
13	Camuy	52.37		39.82		50.25	
	Isabela	54.71		43.16		51.57	
			53.24		41.02		50.74
14	Arecibo	47.60		37.37		48.95	
	Lares	52.50		39.15		50.56	
			48.96		37.86		49.40

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TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

COMMON SCHOOLS—Continued

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
15	{Adjuntas.....	47.38	49.24	36.48	37.22	50.81	49.27
	{Uturado.....	50.28		37.58		48.43	
16	{Ciales.....	56.00	56.94	39.74	43.04	52.56	51.71
	{Manatí.....	58.04		44.81		50.83	
	{Morovis.....	55.78		44.50		52.44	
17	{Toa Alta.....	51.55	52.30	38.82	39.24	51.90	52.35
	{Vega Baja.....	53.35		39.65		52.80	
18	Bayamón.....	45.91	52.30	34.58	39.24	49.00	52.35
	Vieques.....	47.20	45.91	36.48	34.58	48.70	49.00
	General average.....		47.20		36.48		48.70
			49.52		38.34		50.17

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan.....	48.00	119.00	43.34	95.09	51.00	51.00
8	Ponce.....	27.00	110.00	24.78	94.50	52.00	52.00
11	Mayaguez.....	21.00	151.00	17.43	84.06	46.00	56.00
14	Arecibo.....		135.00		96.83		47.00
	Total.....	32.00	128.75	28.99	92.34	49.67	51.50

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.	School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
1	San Juan.....	38.50	27.55	46.75	8	Ponce.....	39.80	27.85	51.20
						10	San Germán.....	53.00	30.33	51.00
2	{Fajardo.....	56.00	47.47	47.00	11	{Añasco.....	61.00	24.46	50.00
	{Río Grande.....	57.00	37.70	50.00		{Mayaguez.....	66.00	45.64	51.00
	{District.....	56.50	42.43	48.50		{District.....	63.50	35.16	50.50
3	{Humacao.....	43.00	23.12	50.00	12	{Aguadilla.....	68.00	23.55	52.00
	{San Lorenzo.....	48.00	26.69	51.00		{San Sebastian.....	47.00	20.10	51.00
	{District.....	45.50	24.93	50.50		{District.....	57.50	21.84	51.50
4	Cayey.....	57.00	36.74	50.00	14	Lares.....	51.00	29.63	54.00
5	Guayama.....	87.00	46.85	28.00		15	Uturado.....	57.00	26.46	50.00
7	{Coamo.....	45.00	24.90	52.00	16	{Manatí.....	49.00	25.36	50.00
	{Juana Diaz.....	49.00	32.22	50.00		{General average.....	49.88	29.68	49.20
	{District.....	47.00	28.49	51.00					

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number of days actual teaching.	
		Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.
1	Carolina.....		40.00		20.55		51.00
	San Juan.....	33.50		24.63		51.00	
	District.....		40.00		20.55		51.00
3	Humacao.....		44.00		28.97		49.00
	San Lorenzo.....		48.00		34.21		51.00
	District.....		46.00		31.65		50.00
5	Guayama.....		41.00		25.43		46.00
6	Barros.....		39.00		30.70		51.50
8	Ponce.....	30.00	33.00	25.60	29.85	52.00	52.00
9	Lajas.....		54.00		41.44		52.00
	Sabana Grande.....		51.00		47.31		52.00
	District.....		52.50		44.35		52.00
10	Cabo Rojo.....		62.00		46.96		52.00
13	Camuy.....		44.00		33.90		52.00
15	Utua.....		60.00		45.64		51.00
17	Toa Alta.....		65.00		53.77		52.00
18	Bayamón.....		55.00		44.38		53.00
	General average.....	32.33	48.43	24.99	36.71	51.33	51.07

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
High school.....	4,292.00	149.00	32.00	28.99	49.67
Industrial schools.....	19,022.00	206.00	128.75	92.34	51.50
Night schools.....	36,509.00	1,230.00	49.88	29.68	49.20
Kindergarten schools.....	7,697.00	308.00	32.33	24.99	51.33
Agricultural schools.....	26,345.50	715.00	48.43	36.71	51.07
Total.....	93,865.50	2,608.00	52.50	35.99	50.15
Common schools.....	1,967,508.50	51,321.00	49.52	38.34	50.17
All schools.....	2,061,374.00	53,929.00	49.66	38.34	50.17

(Third term, 1903-4.)

COMMON SCHOOLS.

School dis- trict.	Location.	Average enroll- ment.		Average daily attendance.		Average number days actual teach- ing.	
		Muni- cipal- ity.	District.	Muni- cipal- ity.	District.	Muni- cipal- ity.	District.
1	Carolina.....	47.70		36.85		52.04	
	Río Piedras.....	44.64		33.73		52.36	
	San Juan.....	37.75		31.07		53.60	
	District.....		41.00		32.74		53.07
2	Fajardo.....	51.21		44.27		52.48	
	Naguabo.....	56.44		46.57		53.22	
	Río Grande.....	54.31		47.17		50.60	
	District.....		53.41		45.91		51.75
3	Humacao.....	44.75		34.33		50.00	
	San Lorenzo.....	43.20		31.15		48.75	
	Yabucoa.....	44.40		37.46		53.47	
	District.....		44.09		34.19		52.13

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
4	{ Aguas Buenas	47.86	49.01	40.78	39.51	53.14	52.60
	{ Caguas	50.59		40.02		52.13	
	{ Cayey	47.50		38.56		53.04	
5	{ Guayama	50.93	49.33	39.73	38.29	52.33	52.77
	{ Patillas	44.00		33.64		54.22	
6	{ Aibonito	48.84	48.95	40.26	41.27	52.58	53.09
	{ Barros	52.22		43.54		53.56	
	{ Comerio	44.17		39.48		54.22	
7	{ Coamo	53.57	53.71	46.54	45.35	53.22	52.89
	{ Juana Diaz	54.78		45.42		52.92	
	{ Santa Isabel	51.43		41.01		51.57	
8	{ Ponce	42.93	42.93	36.76	36.76	52.66	52.66
9	{ Lajas	51.40	46.74	42.05	40.09	53.20	52.89
	{ Sabana Grande	46.64		42.44		52.86	
	{ Yauco	45.17		38.93		52.80	
10	{ Cabo Rojo	51.77	49.02	42.83	39.84	51.91	52.64
	{ Maricao	46.71		31.10		53.71	
	{ San Germán	47.80		37.40		52.85	
11	{ Añasco	45.47	42.97	35.66	34.77	51.37	54.30
	{ Las Marias	45.30		34.40		53.60	
	{ Mayaguez	41.43		34.50		55.63	
12	{ Aguada	49.90	58.88	31.01	35.80	52.65	52.03
	{ Aguadilla	59.65		36.06		52.06	
	{ San Sebastian	62.77		38.20		51.60	
13	{ Camuy	49.59	50.58	40.73	41.26	53.38	53.39
	{ Isabela	52.29		42.14		53.43	
14	{ Arecibo	45.86	47.20	35.44	36.39	51.53	51.81
	{ Lares	51.07		38.73		52.60	
15	{ Adjuntas	53.44	55.67	37.32	37.41	53.06	52.89
	{ Utuado	53.69		37.46		52.80	
16	{ Ciales	53.44	53.98	41.31	42.51	53.62	53.19
	{ Manatí	53.69		43.30		53.04	
	{ Morovis	55.67		42.66		53.44	
17	{ Toa Alta	48.45	49.02	38.58	38.81	52.15	52.30
	{ Vega Baja	49.60		39.19		52.45	
18	{ Bayamón	46.22	46.22	35.43	35.43	53.08	53.08
	{ Vieques	43.80		35.84		50.90	
	{ General average	47.62		35.84		50.90	
	{ General average		47.62		38.49		52.95

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
1	{ San Juan	45.00	115.00	40.71	97.75	54.00	54.00
	{ Ponce	26.00	112.00	23.49	100.37	54.00	54.00
11	{ Mayaguez	16.00	143.00	14.20	103.57	54.00	54.00
14	{ Arecibo		116.00		84.95		54.00
	{ General average	29.00	121.50	26.12	97.22	54.00	54.00

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.	School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
1	San Juan	49.67	30.71	49.00	8	Ponce	34.20	26.64	52.20
2	{Fajardo	61.00	44.92	51.00	10	San Germán	45.00	28.42	52.00
	{Río Grande	50.00	46.40	52.00					
	District	55.50	45.67	51.50	11	{Añasco	66.00	25.93	54.00
3	{Humacao	36.00	16.22	49.00	12	{Mayaguez	57.00	44.11	53.00
	{San Lorenzo	53.00	27.17	53.00		District	61.50	34.93	53.50
	District	44.50	21.91	51.00		{Aguadilla	80.00	24.35	53.00
4	{Cayey	47.00	31.36	50.00	14	{San Sebastian	54.00	20.55	54.00
	{Guayama	76.00	44.34	38.00		District	67.00	22.44	53.50
7	{Coamo	34.00	25.38	54.00	15	Lares	60.00	36.28	50.00
	{Juana Díaz	53.00	33.03	51.00	16	Utúado	42.00	19.40	49.00
	District	43.50	29.11	52.50		Manatí	35.00	18.40	23.00
						General average	48.78	29.75	49.75

(Third term, 1903-4.)

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.
1	{Carolina		47.00		30.88		52.00
	{San Juan	32.75		25.02		53.50	
	District		47.00		30.88		52.00
3	{Humacao		46.00		18.30		26.00
	{San Lorenzo		50.00		34.86		53.00
	District		48.00		29.41		38.50
5	Guayama		46.00		28.62		54.00
6	Barros		37.00		32.03		53.00
8	Ponce	30.00	29.00	20.00	27.80	54.00	54.00
9	{Lajas		47.00		39.13		54.00
	{Sabana Grande		48.00		46.23		52.00
	District		47.50		42.61		53.00
10	Cabo Rojo		54.00		39.37		54.00
13	Camuy		39.00		30.59		52.00
15	Utúado		60.00		45.17		51.00
17	Toa Alta		61.00		52.20		54.00
18	Bayamon		51.00		44.98		54.00
	General average	31.83	46.57	23.30	36.53	53.67	51.14

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
High schools	4,232.00	162.00	29.00	26.12	54.00
Industrial schools	20,979.50	216.00	121.50	97.22	54.00
Night schools	35,531.00	1,194.00	48.78	29.75	49.75
Kindergarten schools	7,514.00	322.00	31.83	23.30	53.67
Agricultural schools	26,157.50	716.00	46.57	36.53	51.14
Total	94,414.00	2,610.00	50.69	36.17	51.18
Common schools	2,075,316.00	53,906.50	47.92	38.49	52.95
All schools	2,169,730.00	56,516.50	48.06	38.39	52.86

(School year 1903-4.)

COMMON SCHOOLS.

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
1	Carolina	59.48		39.46		164.20	
	Río Piedras	61.29		37.86		161.64	
	San Juan	50.87	51.26	33.29	35.27	150.46	154.88
2	Fajardo	61.70		44.30		167.26	
	Naguabo	64.00		44.61		151.75	
	Río Grande	64.77	63.43	46.26	45.22	153.85	159.54
3	Humacao	57.00		36.02		157.50	
	San Lorenzo	58.24		33.02		136.00	
	Yabucoa	50.13	55.64	45.08	37.47	169.46	162.75
4	Aguas Buenas	56.57		35.60		137.78	
	Caguas	61.76		38.37		166.00	
	Cayey	60.28	60.56	37.00	37.72	157.70	158.67
5	Guayama	60.43		40.55		164.50	
	Patillas	50.00	58.03	32.40	38.71	161.44	163.85
	Aibonito	61.31		37.95		162.58	
6	Barros	51.90		39.15		140.81	
	Comerio	48.42	53.63	38.56	38.62	179.75	157.16
	Coamo	61.87		43.83		157.82	
7	Juana Díaz	63.50		44.38		166.11	
	Santa Isabel	65.87	63.10	40.14	43.54	134.11	157.03
	Ponce	49.76	49.76	36.47	36.47	150.87	150.87
9	Lajas	59.00		41.43		162.20	
	Sabana Grande	52.27		42.53		157.60	
	Yauco	53.27	54.04	38.37	40.19	156.11	157.63
10	Cabo Rojo	66.59		40.66		168.74	
	Maricao	64.71		32.35		166.50	
	San Germán	54.32	60.06	35.96	37.09	165.40	166.53
11	Añasco	53.58		35.83		155.87	
	Las Marias	56.55		26.24		161.10	
	Mayaguez	62.10	59.23	33.39	32.95	159.24	158.68
12	Aguada	49.90		28.51		165.00	
	Aguadilla	58.81		35.71		160.11	
	San Sebastián	62.77	58.44	36.06	34.56	159.47	160.40
13	Camuy	59.75		44.45		150.15	
	Isabela	69.71	63.42	41.34	43.29	166.80	155.97

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TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

COMMON SCHOOLS—Continued.

School district.	Location.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Municipality.	District.	Municipality.	District.	Municipality.	District.
14	Arecibo	54.16	56.28	37.15	36.56	149.65	152.68
	Larcs	62.19		35.06		161.31	
15	Adjuntas	56.25	59.38	35.34	35.44	163.88	157.56
	Utuaado	61.10		35.49		154.15	
16	Ciales	69.50	66.98	35.12	40.26	167.28	163.10
	Manatí	65.83		43.02		162.61	
	Morovis	65.44		41.83		157.10	
17	Toa Alta	62.60	61.35	38.35	39.15	163.50	164.60
	Vega Baja	60.10		39.62		165.70	
18	Bayamón	56.04	56.04	33.86	33.86	150.06	150.06
	Vieques	66.40		36.76		144.82	
	General average			58.02		37.73		157.12

SPECIAL SCHOOLS (HIGH AND INDUSTRIAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		High schools.	Industrial schools.	High schools.	Industrial schools.	High schools.	Industrial schools.
1	San Juan	61.00	159.00	44.81	91.72	167.00	167.00
8	Ponce	29.00	116.00	24.25	97.50	169.00	106.00
11	Mayaguez	22.00	187.00	17.25	82.56	162.00	168.00
14	Arecibo		142.00		90.48		101.00
	Total	37.33	151.00	28.84	89.97	166.00	135.50

SPECIAL SCHOOLS (NIGHT SCHOOLS).

School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.	School district.	Municipality.	Average enrollment.	Average daily attendance.	Average number days actual teaching.
1	San Juan	61.25	32.31	110.50	8	Ponce	54.20	27.18	145.00
					10	San Germán	88.00	29.63	150.00
2	Fajardo	76.00	47.67	158.00	11	Añasco	66.00	24.63	121.00
	Río Grande	74.00	42.28	165.00		Mayaguez	54.00	39.70	94.00
	District	75.00	44.92	161.50		District	58.00	33.80	
3	Humacao	63.00	20.56	157.00	12	Aguadilla	80.00	22.35	157.00
	San Lorenzo	73.00	30.41	162.00		San Sebastian	54.00	20.88	157.00
	District	68.00	25.74	159.50		District	67.00	21.59	
4	Cayey	88.00	35.97	135.00	14	Lares	88.00	30.38	164.00
5	Guayama	88.00	45.68	72.00		15	Utuaado	77.00	25.45	161.00
7	Coamo	50.00	25.35	133.00	16	Manatí	74.00	22.88	94.00
	Juana Diaz	83.00	34.76	162.00		General average	67.15	30.48	134.73
	District	66.50	30.52	147.50					

TABLE V.—Average enrollment per school, average daily attendance per school, and average number of days actual teaching per school for the common schools and for each respective class of special schools—Continued.

SPECIAL SCHOOLS (KINDERGARTEN AND AGRICULTURAL).

School district.	Municipality.	Average enrollment.		Average daily attendance.		Average number days actual teaching.	
		Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.	Kinder- garten schools.	Agricul- tural schools.
1	Carolina		53.00		26.75		166.00
	San Juan	32.95		24.73		166.50	
	District		53.00		26.75		166.00
3	Humacao		132.00		26.52		138.00
	San Lorenzo		45.00		35.66		166.00
	District		88.50		31.51		152.00
5	Guayama		51.00		25.03		163.00
6	Barros		44.00		29.96		165.50
8	Ponce	32.00	34.00	24.53	28.43	169.00	168.00
9	Lajas		59.00		39.20		167.00
	Sabana Grande		54.00		47.60		164.00
	District		56.50		43.37		165.50
10	Cabo Rojo		76.00		43.85		168.00
13	Camuy		44.00		31.70		166.00
15	Utua		70.00		42.63		161.00
17	Toa Alta		76.00		53.49		167.00
18	Bayamón Island		71.00		44.78		169.00
	General average	32.50	60.93	24.67	36.24	167.33	163.86

SPECIAL SCHOOLS (ISLAND).

	Aggregate number days attendance.	Aggregate number days actual teaching.	Average enroll- ment.	Average daily at- tendance.	Average number days actual teaching.
High schools	14,364.00	498.00	37.33	28.84	166.00
Industrial schools	48,763.00	542.00	151.00	89.97	135.50
Night schools	106,788.00	3,503.00	67.15	30.48	134.73
Kindergarten schools	24,764.00	1,004.00	32.50	24.67	167.33
Agricultural schools	83,147.00	2,294.00	60.93	36.24	163.86
Total	277,826.00	7,841.00	66.23	35.43	147.94
Common schools	6,284,147.50	166,555.50	58.02	37.73	157.12
All schools	6,561,973.50	174,396.50	58.42	37.62	156.68

TABLE VI.—Average number of pupils taught each day, common schools^a and special schools, by municipalities and school districts, and for the island, showing the averages for the common schools and for each class of special schools, and total averages for same for the island.

(First term, 1903-4.)

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Location.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural schools.		Kindergarten schools.
		Municipality.	District.			Municipality.	District.	Municipality.	District.	
1	Carolina	952.89						28.36		
	Río Piedras	589.12		49.60	82.11	128.07				98.12
	San Juan	2,089.25	3,631.26				128.07		28.36	
2	Fajardo	1,012.00				50.15				
	Naguabo	413.30				42.37				
	Río Grande	1,209.87	2,635.17				92.52			
3	Humacao	697.68				22.95		28.00		
	San Lorenzo	662.80				36.67		37.53		
	Yabucoa	865.20	2,225.68				59.62		65.53	
4	Aguas Buenas	284.94								
	Caguas	1,052.70				41.49				
	Cayey	944.50	2,282.14				41.49			
5	Guayama	1,207.50				48.67		21.65		
	Patillas	275.13	1,482.63				48.67		21.65	
	Aibonito	473.33								
6	Barros	723.66						55.10		
	Comerio	448.32	1,645.31						55.10	
	Coamo	1,033.00				26.15				
7	Juana Diaz	748.76				38.30				
	Santa Isabel	319.04	2,100.80				64.45			
	Ponce	3,086.54	3,086.54	24.50		135.25	135.25	27.81	27.81	55.10
9	Lajas	428.30						37.36		
	Sabana Grande	659.40						49.07		
	Yauco	1,077.35	2,165.05						86.43	
10	Cabo Rojo	649.91						45.15		
	Maricao	140.07								
	San Germán	822.25	1,612.23			30.43			45.15	
11	Añasco	603.67				21.06				
	Las Marias	162.91								
	Mayaguez	1,375.57	2,142.15	19.69	63.28	66.62				
12	Aguada	250.80								
	Aguadilla	1,120.64				19.12				
	San Sebastian	545.87	1,917.31			22.00				
13	Camuy	986.18								
	Isabela	544.60	1,530.78					30.80		
	Arecibo	1,657.48							30.80	
14	Lares	457.44				26.15				
	Adjuntas	522.24	2,114.92				26.15			
	Utüado	790.50								
15	Ciales	429.28								
	Manatí	906.18				21.90				
	Morovis	391.40	1,726.86				21.90			
17	Toa Alta	754.60						54.39		
	Vega Baja	817.80								
	Bayamón	1,819.44	1,572.40					44.95	54.39	
18	Vieques	412.17	412.17					44.95	44.95	
	Total		37,415.58	93.79	145.39		806.79		495.00	153.22

^a Collectively.

Average, special schools, 1,697.19; average, all schools, 39,112.77.

TABLE VI.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts, and for the island, showing the averages for the common schools and for each class of special schools, and total averages for same for the island—Continued.

(Second term, 1903-4.)

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Location.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural schools.		Kindergarten schools.
		Municipality.	District.			Municipality.	District.	Municipality.	District.	
1	Carolina	915.40						20.55		
	Río Piedras	520.52		43.34	95.09	110.20				98.52
	San Juan	2,220.40	3,656.32				110.20		20.55	
2	Fajardo	1,028.56				47.47				
	Naguabo	425.61				37.70				
	Río Grande	1,226.42	2,680.59				85.17			
3	Humacao	738.40				23.12		28.97		
	San Lorenzo	697.60				25.69		34.21		
	Yabucoa	578.70	2,014.70				49.81		63.18	
4	Aguas Buenas	250.88								
	Caguas	1,144.05				36.74				
	Cayey	906.00	2,300.93				36.74			
5	Guayama	1,252.50				46.85		25.43		
	Patillas	299.52	1,552.02				46.85		25.43	
6	Aibonito	485.55								
	Barros	719.82						61.40		
	Comerio	463.44	1,668.81						61.40	
7	Coamo	1,011.31				24.90				
	Juana Díaz	792.00				32.22				
	Santa Isabel	276.22	2,079.53				57.12			
8	Ponce	3,078.60	3,078.60	24.78	94.50	139.25	139.25	29.85	29.85	51.20
9	Lajas	389.90						41.41		
	Sabana Grande	634.65						47.31		
	Yauco	1,137.96	2,162.51						88.75	
10	Cabo Rojo	705.33						46.96		
	Maricao	266.42								
	San Germán	951.75	1,923.50			30.33			46.96	
11	Añasco	688.37				24.46				
	Las Marias	356.18								
	Mayaguez	1,558.94	2,603.49	17.43	84.06		70.10			
12	Aguada	300.00								
	Aguadilla	1,108.56				23.55				
	San Sebastian	648.89	2,057.45			20.10		43.65		
13	Camuy	955.68						33.90		
	Isabela	604.24	1,559.92						33.90	
14	Arecibo	1,644.28			96.83					
	Lares	626.40	2,270.68			29.63				
15	Adjuntas	583.68						29.63		
	Utüado	1,089.82	1,673.50			26.46		45.64		45.64
16	Ciales	635.84								
	Manatí	1,030.63				25.36				
	Morovis	400.50	2,066.97				25.36			
17	Toa Alta	776.40						53.77		
	Vega Baja	793.00	1,569.40						53.77	
18	Bayamón	1,901.90	1,901.90					44.38		44.38
	Vieques	368.40	368.40							
	Total		39,189.22	85.55	370.48		750.67		513.81	149.72

Average, special schools, 1,870.23; average, all schools, 41,059.45.

TABLE VI.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts, and for the island, showing the averages for the common schools and for each class of special schools, and total averages for same for the island—Continued.

(Third term, 1903-4.)

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Location.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural schools.		Kindergarten schools.
		Municipality.	District.			Municipality.	District.	Municipality.	District.	
1	Carolina	847.55						30.88		
	Rio Piedras	472.22								
	San Juan	1,957.41		40.71	97.75	92.13				100.08
			3,277.18				92.13		30.88	
2	Fajardo	1,018.21				44.92				
	Naguabo	419.13								
	Rio Grande	1,226.42				46.40				
			2,663.76				91.32			
3	Humacao	686.60				16.22		18.30		
	San Lorenzo	623.00				27.17		34.86		
	Yabucoa	561.90								
			1,871.50				43.39		53.16	
4	Aguas Buenas	285.46								
	Caguas	1,160.58				31.36				
	Cayey	925.44								
			2,371.48				31.36			
5	Guayama	1,191.90				44.34		28.62		
	Patillas	302.76								
			1,494.66				44.34		28.62	
6	Aibonito	523.38								
	Barros	783.72						64.06		
	Comerio	473.76								
			1,780.86					64.06		
7	Coamo	1,070.42				25.38				
	Juana Diaz	817.56				33.03				
	Santa Isabel	287.07								
			2,175.05				58.41			
8	Ponce	3,161.36		23.49	100.37	26.64	26.64	27.80	27.80	40.00
9	Lajas	420.50						39.13		
	Sabana Grande	594.16						46.23		
	Yauco	1,128.97								
			2,143.63						85.36	
10	Cabo Rojo	728.11						39.37		
	Maricao	217.70								
	San German	935.00				28.42				
			1,880.81				28.42		39.37	
11	Añaseo	677.54				25.93				
	Las Marias	344.00								
	Mayaguez	1,587.00		14.20	103.57	44.11				
			2,608.54					70.04		
12	Aguada	310.10								
	Aguadilla	1,117.86				24.35				
	San Sebastian	649.40				20.55				
			2,077.36				44.90			
13	Camuy	1,358.64						30.59		
	Isabela	589.96								
			1,948.60						30.59	
14	Arecibo	1,523.92			84.95					
	Lares	580.95				36.28				
			2,104.87					36.28		
15	Adjuntas	597.12				19.40				
	Utua	1,086.34						45.17		
			1,683.46				19.40		45.17	
16	Ciales	660.96								
	Manati	995.90				18.40				
	Morovis	383.94								
			2,040.80					18.40		
17	Toa Alta	771.60						52.20		
	Vega Baja	783.80								
			1,555.40						52.20	
18	Bayamon	1,948.65						44.98		44.98
	Vieques	358.40								
			358.40							
	Total		39,146.37	78.40	386.64		605.03		502.19	140.08

Average, special schools, 1,712.34; average, all schools, 40,858.71.

TABLE VI.—Average number of pupils taught each day, common schools and special schools, by municipalities and school districts, and for the island, showing the averages for the common schools and for each class of special schools, and total averages for same for the island—Continued.

(School year 1903-4.)

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Location.	Common schools.		High schools.	Industrial schools.	Night schools.		Agricultural schools.		Kindergarten schools.
		Municipality.	District.			Municipality.	District.	Municipality.	District.	
1	Carolina	907.58						26.75		
	Río Piedras	530.04								
	San Juan	2,329.40		44.81	91.72	129.24			26.75	98.92
			3,767.02				129.24			
2	Fajardo	1,018.90				47.67				
	Naguabo	446.10								
	Río Grande	1,249.02				42.28				
			2,714.02				89.95			
3	Humacao	720.40				20.56		26.52		
	San Lorenzo	693.42				30.41		35.66		
	Yabucoa	676.20								
			2,090.02				50.97		62.18	
4	Agua Buenas	320.40								
	Caguas	1,112.73								
	Cayey	940.00				35.97				
			2,373.13				35.97			
5	Juayama	1,216.50				45.68		25.03		
	Patillas	291.60								
			1,508.10							
6	Aibonito	493.35								
	Barros	822.15						59.92		
	Comerio	462.72								
			1,778.22						59.92	
7	Coamo	1,095.75				25.35				
	Juana Díaz	798.84				34.76				
	Santa Isabela	321.12								
			2,215.71				60.11			
8	Ponce	3,355.24	3,355.24	24.25	97.50	135.90	135.90	28.43	28.43	49.06
9	Lajas	414.30						39.20		
	Sabana Grande	637.95						47.60		
	Yauco	1,151.10								
			2,203.35						86.80	
10	Cabo Rojo	691.22						43.85		
	Maricao	226.45				29.63				
	San Germán	899.00								
			1,816.67				29.63		43.85	
11	Añasco	681.67				24.63				
	Las Marias	288.64								
	Mayaguez	1,602.72		17.25	82.56	43.78				
			2,573.03				68.41			
12	Aguada	285.10								
	Aguadilla	1,142.72				22.35				
	San Sebastian	613.02				20.88				
			2,040.84				43.23			
13	Camuy	1,155.70						31.70		
	Isabela	578.76								
			1,734.46							31.70
14	Arecibo	1,671.75			90.48					
	Lares	560.96				30.38				
			2,232.71					30.38		
15	Adjuntas	565.44								
	Utuado	1,029.21				25.45		42.63		
			1,594.65					25.45		42.63
16	Ciales	561.92								
	Manatí	989.46				22.88				
	Morovis	418.30								
			1,969.68				22.88			
17	Toa Alta	767.00						53.49		
	Vega Baja	792.40								
			1,559.40							
18	Bayamón	1,997.74	1,997.74					44.78	53.49	
	Vieques	404.36	404.36						44.78	
	Total		39,928.35	86.31	362.26		767.80		505.56	147.98

Average, special schools, 1,869.91; average, all schools, 41,798.26.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools.

(First term, 1903-4.)

TEACHERS, BY SEX.

School district.	Municipality.	Males.						Females.						Grand total.
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
WHITE.														
1	Carolina	1	4	15	1	1	22	3	1	1	5	4	26	
	Río Piedras	1	3	7			11	1	1	1	3	3	14	
	San Juan	3	8				11	1	34	3	18	3	70	
	District	5	15	22	1	1	44	1	38	4	20	3	110	
2	Fajardo	1	6	6			13	5	2	2		9	22	
	Naguabo	1	5	1			7	1	1	1		2	9	
	Río Grande	4	15	1			20	4	2	1		7	27	
	District	1	11	26	2		40	10	5	3		18	58	
3	Humacao	1	3	7	1	1	13	4	1	1		6	19	
	San Lorenzo	3	3	9	1		13	2	3	1		6	19	
	Yabucoa	1	4	3	1		9	1	5	1		7	16	
	District	2	10	19	3	1	35	7	9	3		19	54	
4	Agua Buenas	1	3				4	1	1	1		3	7	
	Caguas	1	7	10			18	7	3	3		13	31	
	Cayey	1	8	7	1		17	3	6	1		10	27	
	District	2	16	20	1		39	11	10	5		26	65	
5	Guayama	2	8	7	2	1	20	5	3	2		10	30	
	Patillas	1	6	1			8	1	1			2	10	
	District	2	9	13	3	1	28	6	4	2		12	40	
6	Aibonito	3	5	1			9	2	2			4	13	
	Barros	7	7		2		16		1			1	17	
	Comerio	3	7				10	1	1	1		3	13	
	District	13	19	1	2		35	3	4	1		8	48	
7	Coamo	5	13				18	2	2	2		6	24	
	Juana Diaz	2	7	1			10	3	4	1		8	18	
	Santa Isabel	3	3	1			7						7	
	District	10	23	2			35	5	6	3		14	49	
8	Ponce	3	10	18	2	1	34	1	17	18	12	2	50	
9	Lajas			7	1		8	1				1	9	
	Subana Grande	1	4	1	1	1	8	1	7			8	16	
	Yauco	1	5	10	1		17	6	4	3		13	30	
	District	2	9	18	3	1	33	8	11	3		22	55	
10	Cabo Rojo	1	4	11	1		17	1	1			2	19	
	Maricao	2	2	1			5						5	
	San German	1	3	4			8	7	6	2		15	23	
	District	2	9	17	2		30	8	7	2		17	47	
11	Añasco	1	4	6	1		12	3	4			7	19	
	Las Marias	1	4	1			6	1	2			3	9	
	Mayaguez	1	10	9	1		21	6	9	10	1	26	47	
	District	2	15	19	3		39	10	15	10	1	36	75	
12	Aguada	2	5	1	1		8	1				1	9	
	Aguadilla	1	5	12	1		19	6	2	2		10	29	
	San Sebastian	1	3	11	1		16	1	1			2	18	
	District	2	10	28	3		43	8	3	2		13	56	

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Males.						Females.						Grand total.	
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
COLORED—continued.															
7	Coamo		1	2				3							3
	Juana Diaz			2				2	1					1	3
	Santa Isabel			1				1	1					1	2
	District		1	5				6	2					2	8
8	Ponce		1	1				2		3				3	5
9	Lajas		1					1		2				2	3
	Sabana Grande		1					1	1					1	2
	Yauco														
	District		2					2		3				3	5
10	Cabo Rojo														
	Maricao			2				2							2
	San Germán									4				4	4
	District			2				2		4				4	6
11	Añasco														
	Las Marias			3				3							3
	Mayaguez			1				1	1	2				3	4
	District			4				4	1	2				3	7
12	Aguada			1				1	1					1	2
	Aguadilla		1	3				4							4
	San Sebastian														
	District		1	4				5	1					1	6
13	Camuy														
	Isabela								1					1	1
	District								1					1	1
14	Arecibo			1				1	1	1				2	3
	Lares								1					1	1
	District			1				1	1	2				3	4
15	Adjuntas		1					1		1				1	2
	Utua									1				1	1
	District		1					1		2				2	3
16	Ciales														
	Manati			2				2		1				1	3
	Morovis		1					1	1					1	2
	District		1	2				3	1	1				2	5
17	Toa Alta			1				1							1
	Vega Baja		1		2			3		2				2	5
	District		1		3			4		2				2	6
18	Bayamón		4	3				7	5	5	1			11	18
	Vieques		1	1				2	2	1	1			2	4
	Total colored	2	20	39	1			62	17	26	2			45	107
	Total white	29	188	365	37	11		630	2	173	129	83	6	393	1,023
	Grand total	31	208	404	38	11		692	2	190	155	85	6	438	1,130

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Male.						Female.						
		High.	Industrial.	Night, ^a	Night, exclusive of duplicates, ^b	Kindergarten.	Total.	High.	Industrial.	Night, ^a	Night, exclusive of duplicates, ^b	Kindergarten.	Total.	Grand total.
WHITE.														
1	San Juan	4	6	3			10	4	4	1	1	2	11	21
2	{ Fajardo			1										
	{ Rio Grande			1										
	District			2										
3	{ Humacao			2										
	{ San Lorenzo			2										
	District			4										
4	Cayey			1										
5	Guayama								1					
7	{ Coamo			1										
	{ Juana Diaz			1										
	District			2										
8	Ponce	2	2	1			4	1	4			2	3	7
10	San German			1										
11	{ Añasco			1										
	{ Mayaguez	1	3	2			4	2				2	6	
	District	1	3	3			4	2				2	6	
12	San Sebastian			1										
14	Lares			1										
15	Utua			1										
16	Manatí			1										
	Total white	7	11	21			18	4	7	7	1	4	16	34
COLORED.														
1	San Juan								1					
12	Aguadilla			1										
	Total colored			1					1					
	Grand total	7	11	22			18	4	7	8	1	4	16	34

^a Duplicates; not included in total.

^b Not duplicated; included in total.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY COLOR.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Grand total.
WHITE.													
1	Carolina.....	1	7	15	2	1							26
	Rio Piedras.....	1	4	8	1								14
	San Juan.....	4	42	3	18		3	8	10	5	1	2	91
	District.....	6	53	26	21	1	3	8	10	5	1	2	131
2	Fajardo.....	1	11	8	2					1			22
	Naguabo.....		2	6	1								9
	Rio Grande.....		8	17	2					1			27
	District.....	1	21	31	5					2			58
3	Humacao.....	1	7	8	2	1				2			19
	San Lorenzo.....		5	12	2					2			19
	Yabucoa.....	1	5	8	2								16
	District.....	2	17	28	6	1				4			54
4	Aguas Buenas.....		2	4	1								7
	Caguas.....	1	14	13	3								31
	Cayey.....	1	11	13	2					1			27
	District.....	2	27	30	6					1			65
5	Guayama.....	2	13	10	4	1				1			30
	Patillas.....		2	7	1								10
	District.....	2	15	17	5	1				1			40
6	Aibonito.....		5	7	1								13
	Barros.....		7	8		2							17
	Comerio.....		4	8	1								13
	District.....		16	23	2	2							43
7	Coamo.....		7	15	2					1			24
	Juana Diaz.....		5	11	2					1			18
	Santa Isabel.....		3	3	1								7
	District.....		15	29	5					2			49
8	Ponce.....	4	27	36	14	1	2	2	3	5		2	91
9	Lajas.....		1	7	1								9
	Sabana Grande.....	1	5	8	1	1							16
	Yauco.....	1	11	14	4								30
	District.....	2	17	29	6	1							55
10	Cabo Rojo.....	1	5	12	1								19
	Maricao.....		2	2	1								5
	San Germán.....	1	10	10	2					1			23
	District.....	2	17	24	4					1			47
11	Añasco.....	1	7	10	1					1			19
	Las Marias.....		2	6	1								9
	Mayaguez.....	1	16	18	11		1	1	5	2			53
	District.....	2	25	34	13		1	1	5	3			81
12	Aguada.....		3	5	1								9
	Aguadilla.....	1	11	14	3								29
	San Sebastian.....	1	4	12	1					1			18
	District.....	2	18	31	5					1			56
13	Camuy.....		12	14	4	1							31
	Isabela.....		3	10	1								14
	District.....		15	24	5	1							45

^a Duplicates, not included in total.

^b Not duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and draw- ing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Grand total.
COLORED—continued.													
9	Lajas		1	2									3
	Sabana Grande		1	1									2
	Yauco												
	District		2	3									5
10	Cabo Rojo												
	Maricao			2									2
	San German			4									4
	District			6									6
11	Añasco												
	Las Marias			3									3
	Mayaguez		1	3									4
	District		1	6									7
12	Aguada		1	1									2
	Aguadilla		1	3						1			4
	San Sebastian												
	District		2	4						1			6
13	Camuy												
	Isabela		1										1
	District		1										1
14	Arecibo		1	2									3
	Lares			1									1
	District		1	3									4
15	Adjuntas	1		1									2
	Utua			1									1
	District	1		2									3
16	Ciales												
	Manati			3									3
	Morovis		2										2
	District		2	3									5
17	Toa Alta			1									1
	Vega Baja	1		4									5
	District	1		5									6
18	Bayamón		9	8	1								18
	Vieques		1	2	1								4
	Total colored	2	37	65	3					2			107

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total teachers employed.
1	Carolina.....	1	7	15	2	1							26
	Rio Piedras.....	1	5	8	1								15
	San Juan.....	4	45	5	18		3	8	10	6	1	2	96
	District.....	6	57	28	21	1	3	8	10	6	1	2	137
2	Fajardo.....	1	12	8	2					1			23
	Naguabo.....		3	6	1								10
	Rio Grande.....		8	18	2					1			28
	District.....	1	23	32	5					2			61
3	Humacao.....	1	9	9	2	1					2		22
	San Lorenzo.....		8	13	2					2			23
	Yabucoa.....	1	5	9	2								17
	District.....	2	22	31	6	1				4			62
4	Aguas Buenas.....		2	5	1								8
	Caguas.....	1	14	14	3								32
	Cavey.....	1	11	13	3					1			28
	District.....	2	27	32	7					1			68
5	Guayama.....	2	15	12	4	1				1			34
	Patillas.....		2	7	1								10
	District.....	2	17	19	5	1				1			44
6	Aibonito.....		6	7	1								14
	Barros.....		7	12		2							21
	Comerio.....		4	8	1								13
	District.....		17	27	2	2							48
7	Coamo.....		8	17	2					1			27
	Juana Diaz.....		6	13	2					1			21
	Santa Isabel.....		4	4	1								9
	District.....		18	34	5					2			57
8	Ponce.....	4	28	40	14	1	2	2	3	5		2	96
9	Lajas.....		2	9	1								12
	Sabana Grande.....	1	6	9	1	1							18
	Yauco.....	1	11	14	4								30
	District.....	2	19	32	6	1							60
10	Cabo Rojo.....	1	5	12	1								19
	Maricao.....		2	4	1								7
	San Germán.....	1	10	14	2					1			27
	District.....	2	17	30	4					1			53
11	Añasco.....	1	7	10	1					1			19
	Las Marias.....		2	9	1								12
	Mayaguez.....	1	17	21	11		1	1	5	2			57
	District.....	2	26	40	13		1	1	5	3			88
12	Aguada.....		4	6	1								11
	Aguadilla.....	1	12	17	3					1			33
	San Sebastian.....	1	4	12	1					1			18
	District.....	2	20	35	5					2			62
13	Camuy.....		12	14	4	1							31
	Isabel.....		4	10	1								15
	District.....		16	24	5	1							46

^a Duplicates, not included in total.

^b Not duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Total teachers employed.
14	Arecibo.....	2	18	25	3								48
	Lares.....	1	4	11	1					1			17
	District.....	3	22	36	4					1			65
15	Adjuntas.....	1	6	10	2								19
	Utuado.....	1	9	15	2	1				1			28
16	District.....	2	15	25	4	1				1			47
	Ciales.....		5	11	1								17
	Manatí.....		10	13	1					1			24
	Morovis.....		2	7	1								10
17	District.....		17	31	3					1			51
	Toa Alta.....		9	11	3	1							24
	Vega Baja.....	1	7	12	2								22
18	District.....	1	16	23	5	1							46
	Bayamón.....	2	16	34	6	1							59
18	Vieques.....		5	6	3								14
	Total.....	33	398	559	123	11	6	11	18	30	1	4	1,164

TOTAL TEACHERS, BY SEX.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina.....	22	4	26				22	4	26
	Río Piedras.....	11	3	14	1			12	3	15
	San Juan.....	21	70	91	4	1	5	25	71	96
	District.....	54	77	131	5	1	6	59	78	137
2	Fajardo.....	13	9	22		1	1	13	10	23
	Naguabo.....	7	2	9	1			8	2	10
	Río Grande.....	20	7	27	1		1	21	7	28
	District.....	40	18	58	2	1	3	42	19	61
3	Humacao.....	13	6	19	2	1	3	15	7	22
	San Loretzo.....	13	6	19	3	1	4	16	7	23
	Yabucoa.....	9	7	16	1		1	10	7	17
	District.....	35	19	54	6	2	8	41	21	62
4	Agua Buenas.....	4	3	7	1		1	5	3	8
	Caguas.....	18	13	31		1	1	18	14	32
	Cayey.....	17	10	27	1		1	18	10	28
	District.....	39	26	65	2	1	3	41	27	68
5	Guayama.....	20	10	30	3	1	4	23	11	34
	Patillas.....	8	2	10				8	2	10
	District.....	28	12	40	3	1	4	31	13	44
6	Aibonito.....	9	4	13	1		1	10	4	14
	Barros.....	16	1	17	4		4	20	1	21
	Comerio.....	10	3	13				10	3	13
	District.....	35	8	43	5		5	40	8	48

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TOTAL TEACHERS, BY SEX—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
7	Coamo	18	6	24	3		3	21	6	27
	Juana Diaz	10	8	18	2		3	12	9	21
	Santa Isabel	7		7	1	1	2	8	1	9
	District	35	14	49	6	2	8	41	16	57
8	Ponce	38	53	91	2	3	5	40	56	96
9	Lajas	8	1	9	1	2	3	9	3	12
	Sabana Grande	8	8	16	1	1	2	9	9	18
	Yauco	17	13	30				17	13	30
	District	33	22	55	2	3	5	35	25	60
10	Cabo Rojo	17	2	19				17	2	19
	Maricao	5		5	2		2	7		7
	San Germán	8	15	23		4	4	8	19	27
	District	30	17	47	2	4	6	32	21	53
11	Añasco	12	7	19				12	7	19
	Las Marias	6	3	9	3		3	9	3	12
	Mayaguez	25	28	53	1	3	4	26	31	57
	District	43	38	81	4	3	7	47	41	88
12	Aguada	8	1	9	1	1	2	9	2	11
	Aguadilla	19	10	29	4		4	23	10	33
	San Sebastian	16	2	18				16	2	18
	District	43	13	56	5	1	6	48	14	62
13	Camuy	24	7	31				24	7	31
	Isabela	11	3	14		1	1	11	4	15
	District	35	10	45		1	1	35	11	46
14	Arecibo	27	18	45	1	2	3	28	20	48
	Lares	12	4	16		1	1	12	5	17
	District	39	22	61	1	3	4	40	25	65
15	Adjuntas	11	6	17	1	1	2	12	7	19
	Utua	23	4	27		1	1	23	5	28
	District	34	10	44	1	2	3	35	12	47
16	Ciales	14	3	17				14	3	17
	Manati	14	7	21	2	1	3	16	8	24
	Morovis	8		8	1	1	2	9	1	10
	District	36	10	46	3	2	5	39	12	51
17	Toa Alta	13	10	23	1		1	14	10	24
	Vega Baja	13	4	17	3	2	5	16	6	22
	District	26	14	40	4	2	6	30	16	46
18	Bayamón	19	22	41	7	11	18	26	33	59
	Vieques	6	4	10	2	2	4	8	6	14
	Total	648	409	1,057	62	45	107	710	454	1,164

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools.

(Second term, 1903-4.)

TEACHERS, BY SEX.

School district.	Municipality.	Male.						Female.						Grand total.
		Principal.	Graded.	Rural.	English.	Agricultural. Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural. Music and drawing.	Total.	
WHITE.														
1	(Carolina	1	4	14	1	1	21	3	1	1	1	4	25	
	Rio Piedras	1	4	8	.....	.....	13	1	1	1	1	3	16
	San Juan	3	8	.....	.....	.....	11	1	30	4	18	3	67
	District	5	16	22	1	1	45	1	34	5	20	3	108	
2	(Fajardo	1	6	6	.....	.....	13	5	2	2	.....	9	22
	Naguabo	1	6	1	.....	.....	8	1	1	1	.....	2	10
	Rio Grande	4	15	1	.....	.....	20	4	2	1	.....	7	27
	District	1	11	27	2	.....	41	10	5	3	.....	18	59
3	(Humacao.....	1	3	7	1	1	13	4	1	1	.....	6	19
	San Lorenzo	3	9	1	.....	.....	13	2	2	1	.....	5	18
	Yabucoa	1	4	3	1	.....	9	1	5	1	.....	7	16
	District	2	10	19	3	1	35	7	8	3	.....	18	53
4	(Aguas Buenas	1	3	.....	.....	.....	4	1	1	1	.....	3	7
	Caguas	1	7	9	.....	.....	17	7	3	3	.....	13	30
	Cayey	1	9	7	1	.....	18	2	6	1	.....	9	27
	District	2	17	19	1	.....	39	10	10	5	.....	25	64
5	(Guayama	2	8	8	2	1	21	5	3	2	.....	10	31
	Patillas	1	6	1	.....	.....	8	1	1	.....	2	10	
	District	2	9	14	3	1	29	6	4	2	.....	12	41
	6	(Aibonito	3	6	1	.....	.....	10	2	2	.....	4	14
Barros		4	9	.....	2	.....	15	.....	1	.....	1	16	
Comerio		3	8	1	.....	.....	12	1	1	.....	2	14	
District		10	23	2	2	.....	37	3	4	.....	7	44	
7	(Coamo	5	13	.....	.....	.....	18	2	2	2	.....	6	24
	Juan Diaz	2	6	1	.....	.....	9	3	4	1	.....	8	17
	Santa Isabel	3	2	.....	.....	.....	5	1	.....	.....	1	6	
	District	10	21	1	.....	.....	32	6	6	3	.....	15	47
8	(Ponce	3	9	19	2	1	34	1	17	18	12	2	50	
	Lajas .....	.....	8	.....	.....	.....	8	1	1	.....	2	10	
	Sabana Grande	1	5	1	1	.....	9	1	7	.....	8	17	
	Yauco	1	5	11	1	.....	18	6	4	3	.....	13	31
District	2	10	20	2	1	35	8	12	3	.....	23	58	
10	(Cabo Rojo	1	4	13	1	.....	19	1	.....	.....	1	20	
	Maricao	3	2	1	.....	.....	6	.....	.....	.....	.....	6	
	San Germán	1	3	1	.....	.....	5	6	6	2	.....	14	19
	District	2	10	16	2	.....	30	7	6	2	.....	15	45
11	(Añasco	1	5	6	.....	.....	12	3	4	1	.....	8	20
	Las Marias	1	5	1	.....	.....	7	1	2	.....	3	10	
	Mayaguez	1	10	9	1	.....	21	6	9	11	1	27	48
	District	2	16	20	2	.....	40	10	15	12	1	38	78
12	(Aguada	2	6	1	.....	.....	9	1	.....	.....	1	10	
	Aguadilla	1	5	12	1	.....	19	6	2	2	.....	10	29
	San Sebastian	1	3	11	1	.....	16	1	1	.....	2	18	
	District	2	10	29	3	.....	44	8	3	2	.....	13	57

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Male.						Female.						Grand total.	
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
COLORED—continued.*															
7	Coamo.....		1	1			2								2
	Juana Diaz.....			2			2		1					1	3
	Santa Isabel.....			2			2		1					1	3
	District.....		1	5			6		2					2	8
8	Ponce.....		1	2			3			3				3	6
9	Lajas.....		1				1			2				2	3
	Sabana Grande.....			1			1							1	1
	Yauco.....						1								
	District.....		1	1			2			2				2	4
10	Cabo Rojo.....						2								2
	Maricao.....			2			2								2
	San Germán.....			3			3		1	4				5	8
	District.....			5			5		1	4				5	10
11	Añasco.....						3								3
	Las Marias.....			1			1		1	2				3	4
	Mayaguez.....						1							1	1
	District.....			4			4		1	2				3	7
12	Aguada.....			1			1		1					1	2
	Aguadilla.....		1	3			4								4
	San Sebastian.....														
	District.....		1	4			5		1					1	6
13	Camuy.....						1		1					1	2
	Isabela.....			1			1							1	2
	District.....			1			1		1					1	2
14	Arecibo.....			1			1		1	1				2	3
	Lares.....									2				2	2
	District.....			1			1		1	3				4	5
15	Adjuntas.....	1					1			1				1	2
	Utuado.....									1				1	1
	District.....	1					1			2				2	3
16	Ciales.....						2							1	3
	Manati.....			2			2			1				1	2
	Morovis.....		1				1		1					1	2
	District.....		1	2			3		1	1				2	5
17	Toa Alta.....			1			1								1
	Vega Baja.....	1		2			3			2				2	5
	District.....	1		3			4			2				2	6
18	Bayamón.....	1	4	3			8		5	5	1			11	19
	Vieques.....		1	1			2			2				2	4
	Total colored.....	3	17	45	1		66		18	28	1			47	113
	Total white.....	27	191	371	35	11	635	2	166	129	81		6	384	1,019
	Grand total.....	30	208	416	36	11	701	2	184	157	82		6	431	1,132

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Male.					Female.					Grand total.		
		High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b		Kindergarten.	Total.
WHITE.														
1	San Juan	4	6	3			10	4	4	1	1	2	11	21
2	{ Fajardo			1										
	{ Río Grande			1										
	District			2										
3	{ Humacao			1										
	{ San Lorenzo			1										
	District			2										
4	Cayey			1										
5	Guayama								1					
7	{ Coamo			1										
	{ Juana Díaz			1										
	District			2										
8	Ponce	3	4	1			7	4	4			2	6	13
10	San Germán			1										
11	{ Añasco			1										
	{ Mayaguez	2	4	2			6	2				2	8	8
	District	2	4	3			6	2				2	8	8
12	San Sebastian			1										
14	{ Arecibo		3				3	3					3	6
	{ Lares			1										
	District		3	1			3	3					3	6
15	Utua			1										
16	Manatí			1										
	Total white	9	17	19			26	4	13	6	1	4	22	48
COLORED.														
11	Mayaguez		1				1							1
12	Aguadilla			1										
	Total colored		1	1			1							1
	Grand total	9	18	20			27	4	13	6	1	4	22	49

^aDuplicates, not included in total.

^bNot duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Grand total.
WHITE.													
1	Carolina.....	1	7	14	2	1							25
	Rio Piedras.....	1	5	9	1								16
	San Juan.....	4	38	4	18		3	8	10	4	1	2	88
	District.....	6	50	27	21	1	3	8	10	4	1	2	129
2	Fajardo.....	1	11	8	2					1			22
	Naguabo.....	2	7	1									10
	Rio Grande.....		8	17	2					1			27
	District.....	1	21	32	5					2			59
3	Humacao.....	1	7	8	2	1				1			19
	San Lorenzo.....		5	11	2					1			18
	Yabucoa.....	1	5	8	2					1			16
	District.....	2	17	27	6	1				2			53
4	Aguas Buenas.....		2	4	1								7
	Caguas.....	1	14	12	3								30
	Cayey.....	1	11	13	2					1			27
	District.....	2	27	29	6					1			64
5	Guayama.....	2	13	11	4	1				1			31
	Patillas.....		2	7	1								10
	District.....	2	15	18	5	1				1			41
6	Aibonito.....		5	8	1								14
	Barros.....		4	10		2							16
	Comerio.....		4	9	1								14
	District.....		13	27	2	2							44
7	Coamo.....		7	15	2					1			24
	Juana Diaz.....		5	10	2					1			17
	Santa Isabel.....		4	2									6
	District.....		16	27	4					2			47
8	Ponce.....	4	26	37	14	1	2	3	8	5		2	97
9	Lajas.....		1	9									10
	Sabana Grande.....	1	6	8	1	1							17
	Yauco.....	1	11	15	4								31
	District.....	2	18	32	5	1							58
10	Cabo Rojo.....	1	5	13	1								20
	Maricao.....		3	2	1								6
	San Germán.....	1	9	7	2					1			19
	District.....	2	17	22	4					1			45
11	Añasco.....	1	8	10	1					1			20
	Las Marias.....		2	7	1								10
	Mayaguez.....	1	16	18	12		1	2	6	2			56
	District.....	2	26	35	14		1	2	6	3			86
12	Aguada.....		3	6	1								10
	Aguadilla.....	1	11	14	3								29
	San Sebastian.....	1	4	12	1					1			18
	District.....	2	18	32	5					1			57

^aDuplicates, not included in total.

^bNot duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Grand total.
COLORED—continued.													
7	Coamo.....		1	1									2
	Juana Diaz.....		1	2									3
	Santa Isabel.....		1	2									3
	District.....		3	5									8
8	Ponce.....		1	5									6
9	Lajas.....		1	2									3
	Sabana Grande.....			1									1
	Yauco.....												1
	District.....		1	3									4
10	Cabo Rojo.....												
	Maricao.....			2									2
	San Germán.....		1	7									8
	District.....		1	9									10
11	Añasco.....												
	Las Marias.....			3									3
	Mayaguez.....		1	3					1				5
	District.....		1	6					1				8
12	Aguada.....		1	1									2
	Aguadilla.....		1	3						1			4
	San Sebastian.....												1
	District.....		2	4						1			6
13	Camuy.....												
	Isabela.....		1	1									2
	District.....		1	1									2
14	Arecibo.....		1	2									3
	Lares.....			2									2
	District.....		1	4									5
15	Adjuntas.....		1	1									2
	Utua.....			1									1
	District.....		1	2									3
16	Ciales.....												
	Manatí.....			3									3
	Morovis.....		2										2
	District.....		2	3									5
17	Ton Alta.....			1									1
	Vega Baja.....		1	4									5
	District.....		1	5									6
18	Bayamón.....		1	9	8	1							19
	Vieques.....			1	3								4
	Total colored.....		3	35	73	2			1	1			114

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TOTAL TEACHERS, ALL CLASSES.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total number of teachers employed.
1	Carolina.....	1	7	15	2	1							26
	Río Piedras.....	1	5	9	1								16
	San Juan.....	4	40	5	18		3	8	10	4	1	2	91
	District.....	6	52	29	21	1	3	8	10	4	1	2	133
2	Fajardo.....	1	12	8	2					1			23
	Naguabo.....		3	7	1								11
	Río Grande.....		8	18	2					1			28
	District.....	1	23	33	5					2			62
3	Humacao.....	1	9	9	2	1				1			22
	San Lorenzo.....		8	12	2					1			22
	Yabucoa.....	1	5	9	2								17
	District.....	2	22	30	6	1				2			61
4	Aguas Buenas.....		2	5	1								8
	Caguas.....	1	14	14	3								32
	Cayey.....	1	11	13	3					1			28
	District.....	2	27	32	7					1			68
5	Guayama.....	2	15	13	4	1				1			35
	Patillas.....		2	7	1								10
	District.....	2	17	20	5	1				1			45
6	Aibonito.....		6	8	1								15
	Barros.....		4	14	1	2							20
	Comerio.....		4	9	1								14
	District.....		14	31	2	2							49
7	Coamo.....		8	16	2					1			26
	Juana Díaz.....		6	12	2					1			20
	Santa Isabel.....		5	4									9
	District.....		19	32	4					2			55
8	Ponce.....	4	27	42	14	1	2	3	8	5		2	103
9	Lajas.....		2	11									13
	Sabana Grande.....	1	6	9	1	1							18
	Yauco.....	1	11	15	4								31
	District.....	2	19	35	5	1							62
10	Cabo Rojo.....	1	5	13	1								20
	Maricao.....		3	4	1								8
	San Germán.....	1	10	14	2					1			27
	District.....	2	18	31	4					1			55
11	Añasco.....	1	8	10	1					1			20
	Las Marias.....		2	10	1								13
	Mayaguez.....	1	17	21	12		1	2	7	2			61
	District.....	2	27	41	14		1	2	7	3			94
12	Aguada.....		4	7	1								12
	Aguadilla.....	1	12	17	3					1			33
	San Sebastián.....	1	4	12	1					1			18
	District.....	2	20	36	5					2			63
13	Camuy.....		12	14	3	1							30
	Isabela.....		4	11	1								16
	District.....		16	25	4	1							46

^aDuplicates, not included in total.

^bNot duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Total number of teachers employed.
14	Arecibo.....	1	18	26	3				6				54
	Lares.....	1	4	11	1					1			17
	District.....	2	22	37	4				6	1			71
15	Adjuntas.....	1	6	9	2								18
	Utua.....	1	9	19	2	1				1			32
	District.....	2	15	28	4	1				1			50
16	Ciales.....		5	11	1								17
	Manati.....		10	12	2					1			24
	Morovis.....		2	7									9
	District.....		17	30	3					1			50
17	Tor Alta.....		9	11	3	1							24
	Vega Baja.....	1	7	12	2								22
	District.....	1	16	23	5	1							46
18	Bayamón.....	2	16	33	5	1							57
	Vieques.....		5	5	1								11
	Total.....	32	392	573	118	11	6	13	31	26	1	4	1,181

TOTAL TEACHERS, BY SEX.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total number teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina.....	21	4	25	1		1	22	4	26
	Rio Piedras.....	13	3	16				13	3	16
	San Juan.....	21	67	88	2	1	3	23	68	91
	District.....	55	74	129	3	1	4	58	75	133
2	Fajardo.....	13	9	22		1	1	13	10	23
	Naguabo.....	8	2	10	1		1	9	2	11
	Rio Grande.....	20	7	27	1		1	21	7	28
	District.....	41	18	59	2	1	3	43	19	62
3	Humacao.....	13	6	19	2	1	3	15	7	22
	San Lorenzo.....	13	5	18	3	1	4	16	6	22
	Yabucoa.....	9	7	16	1		1	10	7	17
	District.....	35	18	53	6	2	8	41	20	61
4	Aguas Buenas.....	4	3	7	1		1	5	3	8
	Caguas.....	17	13	30		2	2	17	15	32
	Cayey.....	18	9	27	1		1	19	9	28
	District.....	39	25	64	2	2	4	41	27	68
5	Guayama.....	21	10	31	3	1	4	24	11	35
	Patillas.....	8	2	10				8	2	10
	District.....	29	12	41	3	1	4	32	13	45
6	Aibonito.....	10	4	14	1		1	11	4	15
	Barros.....	15	1	16	4		4	19	1	20
	Comerio.....	12	2	14				12	2	14
	District.....	37	7	44	5		5	42	7	49

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, BY SEX—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total number teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
7	Coamo	18	6	24	2	2	20	6	26	
	Juana Diaz	9	8	17	2	1	11	9	20	
	Santa Isabel	5	1	6	2	1	3	2	9	
	District	32	15	47	6	2	8	17	55	
8	Ponce	41	56	97	3	3	6	44	103	
9	Lajas	8	2	10	1	2	3	4	13	
	Sabana Grande	9	8	17	1	1	10	8	18	
	Yauco	18	13	31			18	13	31	
	District	35	23	58	2	2	4	25	62	
10	Cabo Rojo	19	1	20			19	1	20	
	Maricao	6	6	12	2	2	8	8	16	
	San German	5	14	19	3	5	8	19	27	
	District	30	15	45	5	5	10	20	55	
11	Añasco	12	8	20			12	8	20	
	Las Marias	7	3	10	3	3	10	3	13	
	Mayaguez	27	29	56	2	3	29	32	61	
	District	46	40	86	5	3	8	43	94	
12	Aguada	9	1	10	1	1	10	2	12	
	Aguadilla	19	10	29	4	4	23	10	33	
	San Sebastian	16	2	18			16	2	18	
	District	44	13	57	5	1	6	14	63	
13	Cumuy	24	6	30			24	6	30	
	Isabela	11	3	14	1	1	12	4	16	
	District	35	9	44	1	1	2	10	46	
14	Arecibo	28	23	51	1	2	29	25	54	
	Lares	11	4	15	2	2	11	6	17	
	District	39	27	66	1	4	5	31	71	
15	Adjuntas	10	6	16	1	1	11	7	18	
	Utuaado	27	4	31		1	27	5	32	
	District	37	10	47	1	2	3	12	50	
16	Ciales	14	3	17			14	3	17	
	Manati	14	7	21	2	1	16	8	24	
	Morovis	7		7	1	1	8	1	9	
	District	35	10	45	3	2	5	12	50	
17	Toa Alta	14	9	23	1	1	15	9	24	
	Veja Baja	14	3	17	3	2	17	5	22	
	District	28	12	40	4	2	6	14	46	
18	Bayamon	18	20	38	8	11	26	31	57	
	Vieques	5	2	7	2	2	7	4	11	
	Total	661	406	1,067	67	47	114	453	1,181	

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools.

(Third term, 1903-4.)

TEACHERS, BY SEX.

School district.	Municipality.	Male.						Female.						Grand total.
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
WHITE.														
1	Carolina	1	4	13	1	1	20	.....	3	1	1	.....	5	25
	Río Piedras	1	3	7	.....	.....	11	.....	1	1	.....	.....	3	14
	San Juan	3	7	.....	.....	.....	10	1	33	3	18	.....	3	58
	District	5	14	20	1	1	41	1	37	5	20	.....	3	66
2	Fajardo	1	6	7	.....	.....	14	.....	5	2	3	.....	10	24
	Naguabo .....	.....	1	6	1	.....	8	.....	1	1	.....	.....	10	10
	Río Grande .....	.....	4	14	1	.....	19	.....	4	2	1	.....	7	26
	District	1	11	27	2	.....	41	.....	10	5	4	.....	19	60
3	Humacao	1	3	7	1	1	13	.....	4	1	1	.....	6	19
	San Lorenzo .....	.....	3	9	1	.....	13	.....	2	2	1	.....	5	18
	Yabucoa	1	4	3	1	.....	9	.....	1	5	1	.....	7	16
	District	2	10	19	3	1	35	.....	7	8	3	.....	18	53
4	Aguas Buenas .....	.....	1	3	.....	.....	4	.....	1	1	1	.....	3	7
	Caguas	1	7	9	1	.....	18	.....	7	4	2	.....	13	31
	Cayey	1	9	7	1	.....	18	.....	2	5	1	.....	8	26
	District	2	17	19	2	.....	40	.....	10	10	4	.....	24	64
5	Guayama	2	10	9	2	1	24	.....	5	3	2	.....	10	34
	Patillas .....	.....	1	6	1	.....	8	.....	1	1	.....	.....	2	10
	District	2	11	15	3	1	32	.....	6	4	2	.....	12	44
6	Aibonito .....	.....	3	6	1	.....	10	.....	2	2	.....	.....	4	14
	Barros .....	.....	4	9	.....	2	15	.....	.....	1	.....	.....	1	16
	Comerio .....	.....	3	7	1	.....	11	.....	1	1	.....	.....	2	13
	District .....	.....	10	22	2	2	36	.....	3	4	.....	.....	7	43
7	Coamo .....	.....	5	12	.....	.....	17	.....	2	2	2	.....	6	23
	Juana Díaz .....	.....	2	7	1	.....	10	.....	3	4	1	.....	8	18
	Santa Isabel .....	.....	2	2	.....	.....	4	.....	1	.....	.....	.....	1	5
	District .....	.....	9	21	1	.....	31	.....	6	6	3	.....	15	46
8	Ponce	3	9	20	2	1	35	1	17	18	12	.....	2	50
9	Lajas .....	.....	.....	7	.....	.....	7	.....	1	1	.....	.....	2	9
	Sabana Grande	1	5	1	1	1	9	.....	1	6	.....	.....	7	16
	Yauco	1	5	11	.....	.....	18	.....	6	3	3	.....	12	30
	District	2	10	19	2	1	34	.....	8	10	3	.....	21	55
10	Cabo Rojo	1	4	13	1	.....	19	.....	1	.....	.....	.....	1	20
	Maricao .....	.....	3	2	1	.....	6	.....	.....	.....	.....	.....	.....	6
	San Germán	1	3	1	.....	.....	5	.....	6	6	2	.....	14	19
	District	2	10	16	2	.....	30	.....	7	6	2	.....	15	45
11	Añasco	1	6	6	.....	.....	13	.....	3	4	1	.....	8	21
	Las Marias .....	.....	1	4	1	.....	6	.....	1	2	.....	.....	3	9
	Mayaguez	1	10	11	3	.....	25	.....	6	10	8	.....	1	25
	District	2	17	21	4	.....	44	.....	10	16	9	.....	1	36
12	Aguada .....	.....	2	5	1	.....	8	.....	1	.....	.....	.....	1	9
	Agüadilla	1	5	13	1	.....	20	.....	6	2	2	.....	10	30
	San Sebastián	1	3	11	1	.....	16	.....	1	1	.....	.....	2	18
	District	2	10	29	3	.....	44	.....	8	3	2	.....	13	57

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Male.						Female.						Grand total.	
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
COLORED—continued.															
7	Coomo		1				2								2
	Juana Diaz			1			2		1					1	3
	Santa Isabel			1			1		1					1	2
	District		1	4			5		2					2	7
8	Ponce		1	2			3			3				3	6
9	Lajas		1				1			1				1	2
	Sabana Grande			1			1							1	1
	Yauco														
	District		1	1			2			1				1	3
10	Cabo Rojo														
	Maricao			2			2								2
	San Germán			3			3		1	4				5	8
	District			5			5		1	4				5	10
11	Añasco														
	Las Marias			3			3								3
	Mayaguez			1			1		1	2				3	4
	District			4			4		1	2				3	7
12	Aguada			1			1		1					1	2
	Aguadilla		1	3			4								4
	San Sebastian														
	District		1	4			5		1					1	6
13	Camuy			1			1								1
	Isabela								1					1	1
	District			1			1		1					1	2
14	Arecibo			1			1		1	1				2	3
	Lares									2				2	2
	District			1			1		1	3				4	5
15	Adjuntas	1					1			1				1	2
	Utua									1				1	1
	District	1					1			2				2	3
16	Ciales														
	Manati			1			1			1				1	2
	Morovis		1				1		1					1	2
	District		1	1			2		1	1				2	4
17	Ton Alta			1			1			1				1	2
	Vega Baja	1		2			3			1				1	4
	District	1		3			4			2				2	6
18	Bayamón	1	4	10			15		5	5	1			11	26
	Vieques		1	1			2			1				1	3
	Total colored	3	17	50	1		71		18	26	1			45	116
	Total white	27	191	367	38	11	634	2	169	121	78		6	376	1,010
	Grand total	30	208	417	39	11	705	2	187	147	79		6	421	1,126

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX—Continued.

School district.	Municipality.	Male.					Female.					Grand total.	
		High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b		Kindergarten.	Total.
WHITE.													
1	San Juan.....	4	5	3		9	4	3	1	1	2	10	19
2	{ Fajardo.....			1									
	{ Rio Grande.....			1									
	District.....			2									
3	{ Humacao.....			1									
	{ San Lorenzo.....			1									
	District.....			2									
4	Cayey.....			1									
5	Guayama.....			1					1				
7	{ Coamo.....			1									
	{ Juana Diaz.....			1									
	District.....			2									
8	Ponce.....	3	4	1		7	5	4		2	7	14	
10	San Germán.....			1									
11	{ Añasco.....			1									
	{ Mayaguez.....	1	4	2		5	2				2	7	
	District.....	1	4	3		5	2				2	7	
12	San Sebastian.....			1									
14	{ Arecibo.....		3			3	3				3	6	
	{ Lares.....			1									
	District.....		3	1		3	3				3	6	
15	Utua.....			1									
16	Manatí.....			1									
	Total white.....	8	16	20		24	4	13	6	1	4	22	46
COLORED.													
11	Mayaguez.....		1			1							1
12	Aguadilla.....			1									
	Total colored.....		1	1		1							1
	Grand total.....	8	17	21		25	4	13	6	1	4	22	47

^aDuplicates not included in total.

^bNot duplicated, included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Grand total.
WHITE.													
1	Carolina	1	7	14	2	1							25
	Río Piedras	1	4	8	1								14
	San Juan	4	40	3	18		3	8	8	4	1	2	87
	District	6	51	25	21	1	3	8	8	4	1	2	126
2	Fajardo	1	11	9	3					1			24
	Naguabo	2	7	1	1								10
	Río Grande		8	16	2					1			26
	District	1	21	32	6					2			60
3	Humacao	1	7	8	2	1				1			19
	San Lorenzo		5	11	2								18
	Yabucoa	1	5	8	2					1			16
	District	2	17	27	6	1				2			53
4	Aguas Buenas		2	4	1								7
	Caguas	1	14	13	3								31
	Cayey	1	11	12	2					1			26
	District	2	27	29	6					1			64
5	Guayama	2	15	12	4	1				2			34
	Patillas		2	7	1								10
	District	2	17	19	5	1				2			44
	Albonito		5	8	1								14
6	Barros		4	10		2							16
	Comerio		4	8	1								13
	District		13	26	2	2							43
	Coamo		7	14	2					1			23
7	Juana Díaz		5	11	2					1			18
	Santa Isabel		3	2									5
	District		15	27	4					2			46
	Ponce	4	26	38	14	1	2	3	9	5		2	99
9	Lajas		1	8									9
	Sabana Grande	1	6	7	1	1							16
	Yauco	1	11	14	4								30
	District	2	18	29	5	1							55
10	Cabo Rojo	1	5	13	1								20
	Maricao		3	2	1								6
	San Germán	1	9	7	2					1			19
	District	2	17	22	4					1			45
11	Añasco	1	9	10	1					1			21
	Las Marías		2	6	1								9
	Mayaguez	1	16	21	11		1	1	6	2			57
	District	2	27	37	13		1	1	6	3			87
12	Aguada		3	5	1								9
	Aguadilla	1	11	15	3								30
	San Sebastián	1	4	12	1					1			18
	District	2	18	32	5					1			57

^a Duplicates not included in total.

^b Not duplicated included in total.

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TEACHERS, BY COLOR—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Grand total.
COLORED—continued.													
7	Coamo.....		1	1									2
	Juana Diaz.....		1	2									3
	Santa Isabel.....		1	1									2
	District.....		3	4									7
8	Ponce.....		1	5									6
9	Lajas.....		1	1									2
	Sabana Grande.....			1									1
	Yauco.....												
	District.....		1	2									3
10	Cabo Rojo.....			2									2
	Maricao.....		1	7									8
	San Germán.....												
	District.....		1	9									10
11	Añasco.....			3									3
	Las Marías.....		1	3					1				5
	Mayaguez.....												
	District.....		1	6					1				8
12	Aguada.....		1	1									2
	Aguadilla.....		1	3						1			4
	San Sebastián.....												
	District.....		2	4						1			6
13	Cumuy.....			1									1
	Isabela.....		1										1
	District.....		1	1									2
14	Arecibo.....		1	2									3
	Lares.....			2									2
	District.....		1	4									5
15	Adjuntas.....		1	1									2
	Utua.....			1									1
	District.....		1	2									3
16	Ciales.....			2									2
	Manatí.....			2									2
	Morovis.....		2										2
	District.....		2	2									4
17	Toa Alta.....			2									2
	Vega Baja.....		1	3									4
	District.....		1	5									6
18	Bayamón.....		1	9	15	1							26
	Vieques.....			1	2								3
	Total colored.....	3	35	76	2				1	1			117

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total teachers employed.
1	Carolina	1	7	15	2	1	.....	.....	.....	.....	.....	.....	26
	Río Piedras	1	5	8	1	.....	.....	.....	.....	.....	.....	.....	15
	San Juan	4	41	4	18	.....	3	8	8	4	1	2	89
	District	6	53	27	21	1	3	8	8	4	1	2	130
2	Fajardo	1	12	9	3	.....	.....	.....	.....	1	.....	.....	25
	Naguabo .....	.....	3	7	1	.....	.....	.....	.....	.....	.....	.....	11
	Río Grande .....	.....	8	17	2	.....	.....	.....	.....	1	.....	.....	27
	District	1	23	33	6	.....	.....	.....	.....	2	.....	.....	63
3	Humacao	1	9	9	2	1	.....	.....	.....	1	.....	.....	22
	San Lorenzo .....	.....	8	12	2	.....	.....	.....	.....	1	.....	.....	22
	Yabucoa	1	5	9	2	.....	.....	.....	.....	.....	.....	.....	17
	District	2	22	30	6	1	.....	.....	.....	2	.....	.....	61
4	Aguas Buenas .....	.....	2	5	1	.....	.....	.....	.....	.....	.....	.....	8
	Caguas	1	14	14	3	.....	.....	.....	.....	.....	.....	.....	32
	Cayey	1	11	13	3	.....	.....	.....	.....	1	.....	.....	28
	District	2	27	32	7	.....	.....	.....	.....	1	.....	.....	68
5	Guayama	2	17	14	4	1	.....	.....	.....	2	.....	.....	38
	Patillas .....	.....	2	7	1	.....	.....	.....	.....	.....	.....	.....	10
	District	2	19	21	5	1	.....	.....	.....	2	.....	.....	48

6	Aibonito .....	.....	6	8	1	.....	.....	.....	.....	.....	.....	.....	15
	Barros .....	.....	4	14	.....	2	.....	.....	.....	.....	.....	.....	20
	Comerio .....	.....	4	8	1	.....	.....	.....	.....	.....	.....	.....	13
	District .....	.....	14	30	2	2	.....	.....	.....	.....	.....	.....	48
7	Coamo .....	.....	8	15	2	.....	.....	.....	.....	1	.....	.....	25
	Juana Díaz .....	.....	6	13	2	.....	.....	.....	.....	1	.....	.....	21
	Santa Isabel .....	.....	4	3	.....	.....	.....	.....	.....	.....	.....	.....	7
	District .....	.....	18	31	4	.....	.....	.....	.....	2	.....	.....	53
8	Ponce	4	27	43	14	1	2	3	9	5	.....	2	105
9	Lajas .....	.....	2	9	.....	.....	.....	.....	.....	.....	.....	.....	11
	Sabana Grande	1	6	8	1	1	.....	.....	.....	.....	.....	.....	17
	Yauco	1	11	14	4	.....	.....	.....	.....	.....	.....	.....	30
	District	2	19	31	5	1	.....	.....	.....	.....	.....	.....	58
10	Cabo Rojo	1	5	13	1	.....	.....	.....	.....	.....	.....	.....	20
	Maricao .....	.....	3	4	1	.....	.....	.....	.....	.....	.....	.....	8
	San Germán	1	10	14	2	.....	.....	.....	.....	1	.....	.....	27
	District	2	18	31	4	.....	.....	.....	.....	1	.....	.....	55
11	Añasco	1	9	10	1	.....	.....	.....	.....	1	.....	.....	21
	Las Marias .....	.....	2	9	1	.....	.....	.....	.....	.....	.....	.....	12
	Mayaguez	1	17	24	11	.....	1	1	7	2	.....	.....	62
	District	2	28	43	13	.....	1	1	7	3	.....	.....	95
12	Aguada .....	.....	4	6	1	.....	.....	.....	.....	.....	.....	.....	11
	Aguadilla	1	12	18	3	.....	.....	.....	.....	1	.....	.....	34
	San Sebastián	1	4	12	1	.....	.....	.....	.....	1	.....	.....	18
	District	2	20	36	5	.....	.....	.....	.....	2	.....	.....	63
13	Camuy .....	.....	12	13	3	1	.....	.....	.....	.....	.....	.....	29
	Isabela .....	.....	4	10	1	.....	.....	.....	.....	.....	.....	.....	15
	District .....	.....	16	23	4	1	.....	.....	.....	.....	.....	.....	44

^a Duplicates, not included in total.^b Not duplicated, included in total.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TOTAL TEACHERS, ALL CLASSES—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Total teachers employed.
14	Arecibo	1	18	24	3				6				52
	Lares	1	4	11	1					1			17
	District	2	22	35	4				6	1			69
15	Adjuntas	1	6	9	2								18
	Utuaó	1	9	19	2	1				1			32
	District	2	15	28	4	1				1			50
16	Clares		5	11	1								17
	Mamati		10	12	2					1			24
	Morovis		2	7									9
	District		17	30	3					1			50
17	Ton Alta		9	11	3	1							24
	Vega Baja	1	7	11	2								21
	District	1	16	22	5	1							45
18	Bayamón	2	16	33	5	1							57
	Vieques		5	5	1								11
			32	395	564	118	11	6	12	30	27	1	4	1,173

TOTAL TEACHERS, BY SEX.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	20	5	25	1		1	21	5	26
	Río Piedras	11	3	14	1		1	12	3	15
	San Juan	19	68	87	1	1	2	20	69	89
	District	50	76	126	3	1	4	53	77	130
2	Fajardo	14	10	24		1	1	14	11	25
	Naguabo	8	2	10	1		1	9	2	11
	Río Grande	19	7	26	1		1	20	7	27
	District	41	19	60	2	1	3	43	20	63
3	Humacao	13	6	19	2	1	3	15	7	22
	San Lorenzo	13	5	18	3	1	4	16	6	22
	Yabucoa	9	7	16	1		1	10	7	17
	District	35	18	53	6	2	8	41	20	61
4	Aguas Buenas	4	3	7	1		1	5	3	8
	Caguas	18	13	31		1	1	18	14	32
	Cayey	18	8	26	1		2	19	9	28
	District	40	24	64	2	2	4	42	26	68
5	Guayama	24	10	34	3	1	4	27	11	38
	Patillas	8	2	10				8	2	10
	District	32	12	44	3	1	4	35	13	48
6	Aibonito	10	4	14	1		1	11	4	15
	Barros	15	1	16	4		4	19	1	20
	Comerio	11	2	13				11	2	13
	District	36	7	43	5		5	41	7	48

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TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, BY SEX—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
7	Coamo	17	6	23	2	.....	2	19	6	25
	Juana Diaz.....	10	8	18	2	1	3	12	9	21
	Santa Isabel.....	4	1	5	1	1	2	5	2	7
	District	31	15	46	5	2	7	36	17	53
8	Ponce	42	57	99	3	3	6	45	60	105
9	Lajas.....	7	2	9	.....	.....	.....	.....	.....	.....
	Sabana Grande.....	9	7	16	1	1	2	8	3	11
	Yauco.....	18	12	30	.....	.....	.....	18	12	30
	District	34	21	55	2	1	3	36	22	58
10	Cabo Rojo.....	19	1	20	.....	.....	.....	19	1	20
	Maricao.....	6	.....	6	2	.....	2	8	.....	8
	San Germán.....	5	14	19	3	5	8	8	19	27
	District	30	15	45	5	5	10	35	20	55
11	Añasco.....	13	8	21	.....	.....	.....	13	8	21
	Las Marias.....	6	3	9	3	.....	3	9	3	12
	Mayaguez.....	30	27	57	2	3	5	32	30	62
	District	49	38	87	5	3	8	54	41	95
12	Aguada.....	8	1	9	1	1	2	9	2	11
	Aguadilla.....	20	10	30	4	.....	4	24	10	34
	San Sebastian.....	16	2	18	.....	.....	.....	16	2	18
	District	44	13	57	5	1	6	49	14	63
13	Camuy.....	23	5	28	1	.....	1	24	5	29
	Isabela.....	11	3	14	.....	1	1	11	4	15
	District	34	8	42	1	1	2	35	9	44
	Arecibo.....	26	23	49	1	2	3	27	25	52
14	Lares.....	11	4	15	.....	2	2	11	6	17
	District	37	27	64	1	4	5	38	31	69
	Adjuntas.....	10	6	16	1	1	2	11	7	18
15	Utua.....	27	4	31	.....	1	1	27	5	32
	District	37	10	47	1	2	3	38	12	50
	Ciales.....	14	3	17	.....	.....	.....	14	3	17
16	Manati.....	14	8	22	1	1	2	15	9	24
	Morovis.....	7	.....	7	1	1	2	8	1	9
	District	35	11	46	2	2	4	37	13	50
	Toa Alta.....	13	9	22	1	1	2	14	10	24
17	Vega Baja.....	14	3	17	3	1	4	17	4	21
	District	27	12	39	4	2	6	31	14	45
	Bayamón.....	18	13	31	15	11	26	33	24	57
18	Vieques.....	6	2	8	2	1	3	8	3	11
	Total.....	658	398	1,056	72	45	117	730	443	1,173

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX.

School district.	Municipality.	Male.						Female.						Grand total.	
		Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	Total.	Principal.	Graded.	Rural.	English.	Agricultural.		Music and drawing.	Total.
WHITE.															
1	Carolina	1	4	15	1	1	22	3	1	1				5	27
	Rio Piedras	1	4	8			13	1	1	1				3	16
	San Juan	3	8				11	1	34	4	18		3	60	71
	District	5	16	23	1	1	46	1	38	6	20		3	68	114
2	Fajardo	1	6	7			14	5	2	3				10	24
	Naguabo	1	1	6	1		8	1	1					2	10
	Rio Grande		4	16	1		21	4	2	1				7	28
	District	1	11	29	2		43	10	5	4				19	62
3	Humacao	1	3	7	1	1	13	4	1	1				6	19
	San Lorenzo	1	3	9	1		13	2	3	1				6	19
	Yabucoa	1	4	4	1		10	1	5	1				7	17
	District	2	10	20	3	1	36	7	9	3				19	55
4	Aguas Buenas		1	3			4	1	1	1				3	7
	Caguas	1	7	10	1		19	7	4	3				14	33
	Cayey	1	9	7	1		18	3	8	2				13	31
	District	2	17	20	2		41	11	13	6				30	71
5	Guayama	2	10	9	2	1	24	5	3	2				10	34
	Patillas		1	6	1		8	1	1					2	10
	District	2	11	15	3	1	32	6	4	2				12	44
6	Aibonito		3	6	2		11	2	2					4	15
	Barros		7	9		2	18		1					1	19
	Comerio		3	8	1		12	1	1	1				3	15
	District		13	23	3	2	41	3	4	1				8	49
7	Coamo		5	13			18	2	2	2				6	24
	Juana Diaz		2	7	1		10	3	4	1				8	18
	Santa Isabel		3	3	1		7	1						1	8
	District		10	23	2		35	6	6	3				15	50
8	Ponce	3	10	21	3	1	38	1	17	18	12		2	50	88
9	Lajas			8	1		9	1	1					2	11
	Sabana Grande	1	5	1	1	1	9	9	1	7				8	17
	Yauco	1	5	11	1		18	6	4	3				13	31
	District	2	10	20	3	1	36	8	12	3				23	59
10	Cabo Rojo	1	4	13	1		19	1	1					2	21
	Maricao		3	2	1		6								6
	San Germán	1	3	4			8	7	6	2				15	23
	District	2	10	19	2		33	8	7	2				17	50
11	Añasco	1	6	6	1		14	3	4	1				8	22
	Las Marias		1	5	1		7	1	2	3				6	13
	Mayaguez	1	10	11	3		25	6	10	11		1		28	53
	District	2	17	22	5		46	10	16	15		1		42	88
12	Aguada		2	6	1		9	1						1	10
	Aguadilla	1	5	13	1		20	6	2	2				10	30
	San Sebastian	1	3	11	1		16	1	1					2	18
	District	2	10	30	3		45	8	3	2				13	58

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY SEX—Continued

School district.	Municipality.	Male.						Female.						Grand total.
		High.	Industrial.	Night. ^a	Night, exclu- sive of du- plicates. ^b	Kindergarten.	Total.	High.	Industrial.	Night. ^a	Night, exclu- sive of du- plicates. ^b	Kindergarten.	Total.	
WHITE.														
1	San Juan.....	4	6	3			10	4	4	2	1	2	11	21
2	Fajardo.....			1										
	Rio Grande.....													
	District.....			2										
3	Humacao.....			2										
	San Lorenzo.....			2										
	District.....			4										
4	Cayey.....			1										
5	Guayama.....			1					1					
7	Coamo.....			1										
	Juana Diaz.....			1										
	District.....			2										
8	Ponce.....	3	4	1			7	4	4			3	7	14
10	San Germán.....			1										
11	Añasco.....			1										
	Mayaguez.....	2	4	2			6	2					2	8
	District.....	2	4	3			6	2					2	8
12	San Sebastian.....			1										
14	Arecibo.....		3				3	3					3	6
	Lares.....			1										
	District.....		3	1			3	3					3	6
15	Utua.....			1										
16	Manati.....			1										
	Total white.....	9	17	22			26	4	13	7	1	5	23	49
COLORED.														
1	San Juan.....								1					
11	Mayaguez.....		1				1							1
12	Aguadilla.....			1										1
	Total colored.....		1	1			1							1
	Grand total.....	9	18	23			27	4	13	7	1	5	23	50

^a Duplicates, not included in total.

^b Not duplicated, included in total.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY COLOR.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Musico and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Grand total.
WHITE.													
1	Carolina.....	1	7	16	2	1							27
	Río Piedras.....	1	5	9	1								16
	San Juan.....	4	42	4	18		3	8	10	5	1	2	92
	District.....	6	54	29	21	1	3	8	10	5	1	2	135
2	Fajardo.....	1	11	9	3					1			24
	Naguabo.....		2	7	1								10
	Río Grande.....		8	18	2					1			28
	District.....	1	21	34	6					2			62
3	Humacao.....	1	7	8	2	1				2			19
	San Lorenzo.....		5	12	2								19
	Yabucoa.....	1	5	9	2								17
	District.....	2	17	29	6	1				4			55
4	Aguas Buenas.....		2	4	1								7
	Caguas.....	1	14	14	4								33
	Cayey.....	1	12	15	3					1			31
	District.....	2	28	33	8					1			71
5	Guayama.....	2	15	12	4	1				2			34
	Patillas.....		2	7	1								10
	District.....	2	17	19	5	1				2			44
6	Aibonito.....		5	8	2								15
	Barros.....		7	10		2							19
	Comerio.....		4	9	2								15
	District.....		16	27	4	2							49
7	Coamo.....		7	15	2					1			24
	Juana Díaz.....		5	11	2					1			18
	Santa Isabel.....		4	3	1								8
	District.....		16	29	5					2			50
8	Ponce.....	4	27	39	15	1	2	3	8	5		3	102
9	Lajas.....		1	9	1								11
	Sabana Grande.....	1	6	8	1	1							17
	Yauco.....	1	11	15	4								31
	District.....	2	18	32	6	1							59
10	Cabo Rojo.....	1	5	14	1								21
	Maricao.....		3	2	1								6
	San Germán.....	1	10	10	2					1			23
	District.....	2	18	26	4					1			50
11	Añasco.....	1	9	10	2					1			22
	Las Marias.....		2	7	4								13
	Mayaguez.....	1	16	21	14		1	2	6	2			61
	District.....	2	27	38	20		1	2	6	3			90
12	Aguada.....		3	6	1								10
	Aguadilla.....	1	11	15	3								30
	San Sebastian.....	1	4	12	1					1			18
	District.....	2	18	33	5					1			58

^a Duplicates not included in total.

^b Not duplicated, included in total.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TEACHERS, BY COLOR—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Grand total.
COLORED—continued.													
7	Coamo		1	2									3
	Juana Diaz		1										3
	Santa Isabel		1	2									3
	District		3	6									9
8	Ponce		1	5									6
9	Lajas		1	2									3
	Sabana Grande		1	2									3
	Yauco												
	District		2	4									6
10	Caba Rojo												
	Maricao			2									2
	San Germán		1	7									8
	District		1	9									10
11	Añasco												
	Las Marias			3									3
	Mayaguez		1	3					1				5
	District		1	6				1					8
12	Aguada		1	1									2
	Aguadilla		1	3						1			4
	San Sebastian												
	District		2	4						1			6
13	Camuy			1									1
	Isabela		1	1									2
	District		1	2									3
14	Arecibo		1	2									3
	Lares			2									2
	District		1	4									5
15	Adjuntas		1	1									2
	Utua			1									1
	District		1	2									3
16	Ciales												3
	Manatí			3									2
	Morovis		2										3
	District		2	3									5
17	Toa Alta			2									2
	Vega Baja		1	4									5
	District		1	6									7
18	Bayamón		1	9	15	1							26
	Vieques			1	3	1							5
	Total colored		3	38	85	3			1	2			130

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTAL TEACHERS, ALL CLASSES.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night. ^a	Night, exclusive of duplicates. ^b	Kindergarten.	Total teachers employed.
1	Carolina.....	1	7	17	2	1							28
	Río Piedras.....	1	6	9	1								17
	San Juan.....	4	45	6	18		3	8	10	6	1	2	97
	District.....	6	58	32	21	1	3	8	10	6	1	2	142
2	Fajardo.....	1	12	9	3					1			25
	Naguabo.....		3	7	1								11
	Río Grande.....		8	19	2					1			29
	District.....	1	23	35	6					2			65
3	Humacao.....	1	9	9	2	1				2			22
	San Lorenzo.....		8	13	2					2			23
	Yabucoa.....	1	5	10	2								18
	District.....	2	22	32	6	1				4			63
4	Aguas Buenas.....		2	5	1								8
	Caguas.....	1	14	16	4								35
	Cayey.....	1	12	15	4					1			32
	District.....	2	28	36	9					1			75
5	Guayma.....	2	17	14	4	1				2			38
	Patillas.....		2	7	1								10
	District.....	2	19	21	5	1				2			48
6	Aibonito.....		6	8	2								16
	Barros.....		7	14		2							23
	Comerio.....		4	9	2								15
	District.....		17	31	4	2							54
7	Coamo.....		8	17	2					1			27
	Juana Díaz.....		6	13	2					1			21
	Santa Isabel.....		5	5	1								11
	District.....		19	35	5					2			59
8	Ponce.....	4	28	44	15	1	2	3	8	5		3	108
9	Lajas.....		2	11	1								14
	Sabana Grande.....	1	7	10	1	1							20
	Yauco.....	1	11	15	4								31
	District.....	2	20	36	6	1							65
10	Cabo Rojo.....	1	5	14	1								21
	Maricao.....		3	4	1								8
	San Germán.....	1	11	17	2					1			31
	District.....	2	19	35	4					1			60
11	Añasco.....	1	9	10	2					1			22
	Las Marias.....		2	10	4								16
	Mayaguez.....	1	17	24	14		1	2	7	2			66
	District.....	2	28	44	20		1	2	7	3			104
12	Aguada.....		4	7	1								12
	Aguadilla.....	1	12	18	3					1			34
	San Sebastian.....	1	4	12	1					1			18
	District.....	2	20	37	5					2			64
13	Camuy.....		13	15	4	1							33
	Isabela.....		4	11	1								16
	District.....		17	26	5	1							49

^aDuplicates, not included in total.^bNot duplicated, included in total.

TABLE VII.—Distribution (teachers) by sex and color, common schools and special schools—Continued.

TOTAL TEACHERS, ALL CLASSES—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Music and drawing.	High.	Industrial.	Night.	Night, exclusive of duplicates.	Kindergarten.	Total teachers employed.
14	Arecibo	2	18	27	3				6				56
	Lares	1	4	12	1					1			18
	District	3	22	39	4				6	1			74
15	Adjuntas	1	6	10	2								19
	Utuado	1	9	19	2	1				1			32
	District	2	15	29	4	1				1			51
16	Ciales		5	11	1								17
	Manatí		10	14	2					1			26
	Morovis		2	7	1								10
	District		17	32	4					1			53
17	Toa Alta		9	12	4	1							26
	Vega Baja	1	7	12	3								23
	District	1	16	24	7	1							49
18	Bayamón	2	16	41	6	1							66
	Vieques		6	7	3								16
	Total	33	410	616	139	11	6	13	31	31	1	5	1,265

TOTALS, BY SEX.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
1	Carolina	22	5	27	1		1	23	5	28
	Río Piedras	13	3	16	1		1	14	3	17
	San Juan	21	71	92	4	1	5	25	72	97
	District	56	79	135	6	1	7	62	80	142
2	Fajardo	14	10	24		1	1	14	11	25
	Naguabo	8	2	10	1		1	9	2	11
	Río Grande	21	7	28	1		1	22	7	29
	District	43	19	62	2	1	3	45	20	65
3	Humacao	13	6	19	2	1	3	15	7	22
	San Lorenzo	13	6	19	3	1	4	16	7	23
	Yabucoa	10	7	17	1		1	11	7	18
	District	36	19	55	6	2	8	42	21	63
4	Aguas Buenas	4	3	7	1		1	5	3	8
	Caguas	19	14	33		2	2	19	16	35
	Cayey	18	13	31	1		1	19	13	32
	District	41	30	71	2	2	4	43	32	75
5	Guayama	24	10	34	3	1	4	27	11	38
	Patillas	8	2	10				8	2	10
	District	32	12	44	3	1	4	35	13	48
6	Aibonito	11	4	15	1		1	12	4	16
	Barros	18	1	19	4		4	22	1	23
	Comerio	12	3	15				12	3	15
	District	41	8	49	5		5	46	8	54

TABLE VII.—*Distribution (teachers) by sex and color, common schools and special schools—Continued.*

TOTALS, BY SEX—Continued.

School district.	Municipality.	White.			Colored.			Total male.	Total female.	Total teachers employed.
		Male.	Female.	Total.	Male.	Female.	Total.			
7	Coamo	18	6	24	3	3	21	6	27	
	Juana Diaz	10	8	18	2	1	12	9	21	
	Santa Isabel	7	1	8	2	1	9	2	11	
	District	35	15	50	7	2	42	17	59	
8	Ponce	45	57	102	3	3	48	60	108	
9	Lajas	9	2	11	1	2	10	4	14	
	Sabana Grande	9	8	17	2	1	11	9	20	
	Yauco	18	13	31	.....	.....	18	13	31
	District	36	23	59	3	3	39	26	65	
10	Cabo Rojo	19	2	21	.....	.....	19	2	21
	Maricao	6	.....	6	2	2	8	.....	8
	San Germán	8	15	23	3	5	11	20	31	
	District	33	17	50	5	5	38	22	60	
11	Añasco	14	8	22	.....	.....	14	8	22
	Las Marias	7	6	13	3	3	10	6	16	
	Mayaguez	31	30	61	2	3	33	33	66	
	District	52	44	96	5	3	57	47	104	
12	Aguada	9	1	10	1	1	10	2	12	
	Aguadilla	20	10	30	4	.....	24	10	34
	San Sebastián	16	2	18	.....	.....	16	2	18
	District	45	13	58	5	1	50	14	64	
13	Camuy	25	7	32	1	.....	26	7	33
	Isabela	11	3	14	1	1	12	4	16	
	District	36	10	46	2	1	38	11	49	
14	Arecibo	30	23	53	1	2	31	25	56	
	Lares	12	4	16	.....	2	12	6	18
	District	42	27	69	1	4	43	31	74	
15	Adjuntas	11	6	17	1	1	12	7	19	
	Utuaado	27	4	31	.....	1	27	5	32
	District	38	10	48	1	2	39	12	51	
16	Ciales	14	3	17	.....	.....	14	3	17
	Manatí	15	8	23	2	1	17	9	26	
	Morovis	8	.....	8	1	1	9	1	10
	District	37	11	48	3	2	40	13	53	
17	Toa Alta	14	10	24	1	1	15	11	26	
	Vega Baja	14	4	18	3	2	17	6	23	
	District	28	14	42	4	3	32	17	49	
18	Bayamón	18	22	40	15	11	33	33	66	
	Vieques	7	4	11	2	3	9	7	16	
	Total	701	434	1,135	80	50	781	484	1,265	

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools.

(First term, 1903-4.)

COMMON SCHOOLS AND SPECIAL SCHOOLS.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
1	Carolina	1	7	15	23	.....	.....	.....	1	.....	1	24
	Río Piedras	1	5	8	14	.....	.....	.....	.....	.....	.....	14
	San Juan	4	51	6	61	1	1	3	.....	4	9	70
	District	6	63	29	98	1	1	3	1	4	10	108
2	Fajardo	1	14	8	23	.....	.....	1	.....	.....	1	24
	Naguabo .....	.....	4	6	10	.....	.....	.....	.....	.....	.....	10
	Río Grande .....	.....	9	18	27	.....	.....	1	.....	.....	1	28
	District	1	27	32	60	.....	.....	2	.....	.....	2	62
3	Humacao	1	10	8	19	.....	.....	1	1	.....	2	21
	San Lorenzo .....	.....	9	11	20	.....	.....	1	1	.....	2	22
	Yabucoa	1	6	8	15	.....	.....	.....	.....	.....	.....	16
	District	2	25	27	54	.....	.....	2	2	.....	4	58
4	Aguas Buenas .....	.....	4	5	9	.....	.....	.....	.....	.....	.....	9
	Caguas	1	14	14	29	.....	.....	.....	.....	.....	.....	29
	Cayey	1	11	13	25	.....	.....	1	.....	.....	1	26
	District	2	29	32	63	.....	.....	1	.....	.....	1	64
5	Guayama	2	16	12	30	.....	.....	1	1	.....	2	32
	Patillas .....	.....	2	7	9	.....	.....	.....	.....	.....	.....	9
	District	2	18	19	39	.....	.....	1	1	.....	2	41
6	Aibonito .....	.....	6	7	13	.....	.....	.....	.....	.....	.....	13
	Barros .....	.....	7	14	21	.....	.....	.....	2	.....	2	23
	Comerio .....	.....	4	8	12	.....	.....	.....	.....	.....	.....	12
	District .....	.....	17	29	46	.....	.....	.....	2	.....	2	48
7	Coamo .....	.....	8	17	25	.....	.....	1	.....	.....	1	26
	Juana Diaz .....	.....	6	12	18	.....	.....	1	.....	.....	1	19
	Santa Isabel .....	.....	4	4	8	.....	.....	.....	.....	.....	.....	8
	District .....	.....	18	33	51	.....	.....	2	.....	.....	2	53
8	Ponce	3	43	40	86	1	.....	5	1	2	9	95
9	Lajas .....	.....	2	8	10	.....	.....	.....	1	.....	1	11
	Sabana Grande	1	6	8	15	.....	.....	.....	1	.....	1	16
	Yauco	1	14	14	29	.....	.....	.....	.....	.....	.....	29
	District	2	22	30	54	.....	.....	.....	2	.....	2	56
10	Cabo Rojo	1	5	11	17	.....	.....	.....	1	.....	1	18
	Maricao .....	.....	3	4	7	.....	.....	.....	.....	.....	.....	7
	San German	1	10	14	25	.....	.....	1	.....	.....	1	26
	District	2	18	29	49	.....	.....	1	1	.....	2	51
11	Añasco	1	7	9	17	.....	.....	1	.....	.....	1	18
	Las Marias .....	.....	2	9	11	.....	.....	.....	.....	.....	.....	11
	Mayaguez .....	.....	23	20	43	1	1	2	.....	.....	4	47
	District	1	32	38	71	1	1	3	.....	.....	5	76
12	Aguada .....	.....	4	6	10	.....	.....	.....	.....	.....	.....	10
	Aguadilla	1	13	18	32	.....	.....	1	.....	.....	1	33
	San Sebastian	1	4	12	17	.....	.....	1	.....	.....	1	18
	District	2	21	36	59	.....	.....	2	.....	.....	2	61
13	Camuy .....	.....	12	14	26	.....	.....	.....	1	.....	1	27
	Isabela .....	.....	4	10	14	.....	.....	.....	.....	.....	.....	14
	District .....	.....	16	24	40	.....	.....	.....	1	.....	1	41

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	Highb.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
14	Arecibo	1	17	25	43							43
	Lares	1	4	11	16			1			1	17
	District	2	21	36	59			1			1	60
15	Adjuntas	1	6	9	16							16
	Utua	1	9	15	25			1	1		2	27
	District	2	15	24	41			1	1		2	43
16	Ciales		5	11	16							16
	Manatí		11	11	22			1			1	23
	Morovis		3	7	10							10
	District		19	29	48			1			1	49
17	Toa Alta		10	10	20				1		1	21
	Vega Baja	1	8	11	20							20
	District	1	18	21	40				1		1	41
18	Bayamón	2	20	35	57				1		1	58
	Vieques		5	6	11							11
	Total	30	447	549	1,026	3	2	25	14	6	50	1,076

(Second term, 1903-4.)

1	Carolina	1	7	15	23				1		1	24
	Río Piedras	1	5	8	14							14
	San Juan	4	56	5	65	1	1	4		4	10	75
	District	6	68	28	102	1	1	4	1	4	11	113
2	Fajardo	1	14	8	23			1			1	24
	Naguabo		3	6	9							9
	Río Grande		9	17	26			1			1	27
	District	1	26	31	58			2			2	60
3	Humacao	1	11	8	20			1	1		2	22
	San Lorenzo		9	11	20			1	1		2	22
	Yabucoa	1	6	8	15							15
	District	2	26	27	55			2	2		4	59
4	Aguas Buenas		2	5	7							7
	Caguas	1	14	14	29							29
	Cayey	1	11	13	25			1			1	26
	District	2	27	32	61			1			1	62
5	Guayama	2	16	12	30			1	1		2	32
	Patillas		2	7	9							9
	District	2	18	19	39			1	1		2	41
6	Aibonito		6	7	13							13
	Barros		4	14	18				2		2	20
	Comerio		4	8	12							12
	District		14	29	43				2		2	45
7	Coamo		8	15	23			1			1	24
	Juana Díaz		6	12	18			1			1	19
	Santa Isabel		4	3	7							7
	District		18	30	48			2			2	50
8	Ponce	4	38	42	84	1	1	5	1	2	10	94

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
9	Lajas.....	.....	2	8	10	.....	.....	.....	1	.....	1	11
	Sabana Grande.....	1	6	8	15	.....	.....	.....	1	.....	1	16
	Yauco.....	1	13	15	29	.....	.....	.....	.....	.....	.....	29
	District.....	2	21	31	54	.....	.....	.....	2	.....	2	56
10	Cabo Rojo.....	1	5	11	17	.....	.....	.....	1	.....	1	18
	Maricao.....	.....	3	4	7	.....	.....	.....	.....	.....	.....	7
	San German.....	1	10	14	25	.....	.....	1	.....	.....	1	26
	District.....	2	18	29	49	.....	.....	1	1	.....	2	51
11	Añasco.....	1	8	10	19	.....	.....	1	.....	.....	1	20
	Las Marias.....	.....	2	9	11	.....	.....	.....	.....	.....	.....	11
	Mayaguez.....	.....	26	20	46	1	1	1	.....	.....	3	49
	District.....	1	36	39	76	1	1	2	.....	.....	4	80
12	Aguada.....	.....	4	6	10	.....	.....	.....	.....	.....	.....	10
	Aguadilla.....	1	13	17	31	.....	.....	.....	1	.....	1	32
	San Sebastian.....	1	4	12	17	.....	.....	1	.....	.....	1	18
	District.....	2	21	35	58	.....	.....	2	.....	.....	2	60
13	Camuy.....	.....	12	12	24	.....	.....	.....	1	.....	1	25
	Isabela.....	.....	4	10	14	.....	.....	.....	.....	.....	.....	14
	District.....	.....	16	22	38	.....	.....	.....	1	.....	1	39
14	Arecibo.....	.....	19	25	44	.....	1	.....	.....	.....	1	45
	Lares.....	1	4	11	16	.....	.....	1	.....	.....	1	17
	District.....	1	23	36	60	.....	1	1	.....	.....	2	62
15	Adjuntas.....	1	6	9	16	.....	.....	.....	.....	.....	.....	16
	Utua.....	1	9	19	29	.....	.....	1	1	.....	2	31
	District.....	2	15	28	45	.....	.....	1	1	.....	2	47
16	Ciales.....	.....	5	11	16	.....	.....	.....	.....	.....	.....	16
	Manati.....	.....	11	12	23	.....	.....	1	.....	.....	1	24
	Morovis.....	.....	2	7	9	.....	.....	.....	.....	.....	.....	9
	District.....	.....	18	30	48	.....	.....	1	.....	.....	1	49
17	Toa Alta.....	.....	10	10	20	.....	.....	.....	1	.....	1	21
	Vega Baja.....	1	8	11	20	.....	.....	.....	.....	.....	.....	20
	District.....	1	18	21	40	.....	.....	.....	1	.....	1	41
18	Bayamón.....	2	19	34	55	.....	.....	.....	1	.....	1	56
	Vieques.....	.....	5	5	10	.....	.....	.....	.....	.....	.....	10
	Total.....	30	445	548	1,023	3	4	25	14	6	52	1,075

(Third Term, 1903-4.)

1	Carolina.....	1	7	15	23	.....	.....	.....	1	.....	1	24
	Rio Piedras.....	1	5	8	14	.....	.....	.....	.....	.....	.....	14
	San Juan.....	4	54	5	63	1	1	3	.....	4	9	72
	District.....	6	66	28	100	1	1	3	1	4	10	110
2	Fajardo.....	1	14	8	23	.....	.....	1	.....	.....	1	24
	Naguabo.....	.....	3	6	9	.....	.....	.....	.....	.....	.....	9
	Rio Grande.....	.....	9	17	26	.....	.....	1	.....	.....	1	27
	District.....	1	26	31	58	.....	.....	2	.....	.....	2	60

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
3	Humacao	1	11	8	20			1	1		2	22
	San Lorenzo		9	11	20			1	1		2	22
	Yabucoa	1	6	8	15							15
	District	2	26	27	55			2	2		4	59
4	Aguas Buenas		2	5	7							7
	Caguas	1	14	14	29							29
	Cayey	1	11	12	24			1			1	25
	District	2	27	31	60			1			1	61
5	Guayama	2	16	12	30			1	1		2	32
	Patillas		2	7	9							9
	District	2	18	19	39			1	1		2	41
6	Aibonito		6	7	13							13
	Barros		4	14	18				2		2	20
	Comerio		4	8	12							12
	District		14	29	43				2		2	45
7	Coamo		8	15	23			1			1	24
	Juana Diaz		6	12	18			1			1	19
	Santa Isabel		4	3	7							7
	District		18	30	48			2			2	50
8	Ponce	4	39	43	86	1	1	5	1	2	10	96
9	Lajas		2	8	10				1		1	11
	Sabana Grande	1	6	7	14				1		1	15
	Yauco	1	14	14	29							29
	District	2	22	29	53				2		2	55
10	Cabo Rojo	1	5	11	17				1		1	18
	Maricao		3	4	7							7
	San Germán	1	10	14	25			1			1	26
	District	2	18	29	49			1	1		2	51
11	Añasco	1	8	10	19			1			1	20
	Las Marias		2	8	10							10
	Mayaguez		26	20	46	1	1	1			3	49
	District	1	36	38	75	1	1	2			4	79
12	Aguada		4	6	10							10
	Aguadilla	1	13	17	31			1			1	32
	San Sebastian	1	4	12	17			1			1	18
	District	2	21	35	58			2			2	60
13	Camuy		12	12	24				1		1	25
	Isabela		4	10	14							14
	District		16	22	38				1		1	39
14	Arecibo		19	24	43		1				1	44
	Lares	1	4	10	15			1			1	16
	District	1	23	34	58		1	1			2	60
15	Adjuntas	1	6	9	16							16
	Utuaado	1	9	19	29			1	1		2	31
	District	2	15	28	45			1	1		2	47

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
16	Ciales		5	11	16							16
	Manati		11	12	23			1			1	24
	Morovis		2	7	9							9
	District		18	30	48			1			1	49
17	Toa Alta		10	10	20				1		1	21
	Vega Baja	1	8	11	20							20
	District	1	18	21	40				1		1	41
18	Bayamón		2	19	34				1		1	56
	Vieques		5	5	10							10
	Total	30	445	543	1,018	3	4	24	14	6	51	1,069

(School year 1903-4.)

1	Carolina	1	7	15	23				1		1	24
	Rio Piedras	1	5	8	14							14
	San Juan	4	60	6	70	1	1	4		4	10	80
	District	6	72	29	107	1	1	4	1	4	11	118
2	Fajardo	1	14	8	23				1		1	24
	Naguabo		4	6	10							10
	Rio Grande		9	18	27				1		1	28
	District	1	27	32	60			2			2	62
3	Humacao	1	11	8	20				1	1	2	22
	San Lorenzo		9	12	21				1	1	2	23
	Yabucoa	1	6	8	15							15
	District	2	26	28	56			2	2		4	60
4	Aguas Buenas		4	5	9							9
	Caguas	1	14	14	29							29
	Cayey	1	11	13	25				1		1	26
	District	2	29	32	63			1			1	64
5	Guayama	2	16	12	30				1	1	2	32
	Patillas		2	7	9							9
	District	2	18	19	39				1	1	2	41
6	Aibonito		6	7	13							13
	Barros		7	14	21					2	2	23
	Comerio		4	8	12							12
	District		17	29	46					2	2	48
7	Coamo		8	17	25				1		1	26
	Juana Diaz		6	12	18				1		1	19
	Santa Isabel		4	4	8							8
	District		18	33	51				2		2	53
8	Ponce	4	45	43	92	1	1	5	1	2	10	102
9	Lajas		2	8	10				1		1	11
	Sabana Grande	1	6	8	15				1		1	16
	Yauco	1	14	15	30							30
	District	2	22	31	55				2		2	57

TABLE VIII.—Total number of schools open, by municipalities and by school districts, for each respective class of common schools, and totals for the common schools, special schools, and common and special schools—Continued.

COMMON SCHOOLS AND SPECIAL SCHOOLS—Continued.

School district.	Municipality.	Principal.	Graded.	Rural.	Total common schools.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total special schools.	Grand total.
10	Cabo Rojo	1	5	11	17				1		1	18
	Maricao		3	4	7							7
	San Germán	1	10	14	25			1			1	26
	District	2	18	29	49			1	1		2	51
11	Añasco	1	8	10	19			1			1	20
	Las Marias		2	9	11							11
	Mayaguez		28	20	48	1	1	2			4	52
	District	1	38	39	78	1	1	3			5	83
12	Aguada		4	6	10							10
	Aguadilla	1	13	18	32			1			1	33
	San Sebastian	1	4	12	17			1			1	18
	District	2	21	36	59			2			2	61
13	Camuy		12	14	26				1		1	27
	Isabela		4	10	14							14
	District		16	24	40				1		1	41
14	Arecibo		19	26	45		1				1	46
	Lares	1	4	11	16			1			1	17
	District	1	23	37	61		1	1			2	63
15	Adjuntas	1	6	9	16							16
	Utua	1	9	19	29			1	1		2	31
	District	2	15	28	45			1	1		2	47
16	Ciales		5	11	16							16
	Manatí		11	12	23			1			1	24
	Morovis		3	7	10							10
	District		19	30	49			1			1	50
17	Toa Alta		10	10	20				1		1	21
	Vega Baja	1	8	11	20							20
	District	1	18	21	40				1		1	41
18	Bayamón	2	20	37	59				1		1	60
	Vieques		5	6	11							11
	Total	30	467	563	1,060	3	4	26	14	6	53	1,113

TABLE IX.—Number of buildings in use for schools, by municipalities, by school districts, classified as town, rural, and agricultural schools.

(First term, 1903-4.)

School district.	Municipality.	Town.	Rural.	Agricultural.	Total.	School district.	Municipality.	Town.	Rural.	Agricultural.	Total.	
1	Carolina	3	14	1	18	10	Cabo Rojo	2	11	1	14	
	Rio Piedras	2	8		10		Maricao	1	4		5	
	San Juan	9	3		12		San Germán	2	13		15	
	District	14	25	1	40		District	5	28	1	34	
2	Fajardo	6	8		14	11	Añasco	4	9		13	
	Naguabo	2	6		8		Las Marias	1	9		10	
	Rio Grande	2	16		18		Mayagüez	4	20		24	
	District	10	30		40		District	9	38		47	
3	Humacao	4	8	1	13	12	Aguada	1	6		7	
	San Lorenzo	2	11	1	14		Aguadilla	3	17		20	
	Yabucoa	2	8		10		San Sebastian	2	12		14	
	District	8	27	2	37		District	6	35		41	
4	Agua Buenas	1	5		6	13	Camuy	6	12	1	19	
	Caguas	5	12		17		Isabela	2	10		12	
	Cayey	4	12		16			District	8	22	1	31
	District	10	29		39	14	Arecibo	3	25		28	
5	Guayama	7	12	1	20		Lares	3	11		14	
	Patillas	1	7		8			District	6	36		42
	District	8	19	1	28	15	Adjuntas	3	9		12	
6	Albonito	2	7		9		Utuado	3	15	1	19	
	Burros	1	12	2	15			District	6	24	1	31
	Comerio	1	8		9	16	Ciales	1	11		12	
District	4	27	2	33	Manati		4	11		15		
7	Coamo	3	16		19		Morovis	1	7		8	
	Juana Diaz	2	12		14		District	6	29		35	
	Santa Isabel	2	4		6	17	Toa Alta	3	10	1	14	
District	7	32		39	Vega Baja		2	11		13		
8	Ponce	11	38	1	50			District	5	21	1	27
	9	Lajas	1	8	1	10	18	Bayamón	8	30	1	39
		Sabana Grande	3	8	1	12		Vieques	1	5		6
Yauco		4	14		18			Total	140	525	14	679
	District	8	30	2	40							

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TABLE IX.—Number of buildings in use for schools, by municipalities, by school districts, classified as town, rural, and agricultural schools—Continued.

(Second Term, 1903-4.)

School district.	Municipality.	Town.	Rural.	Agricultural.	Total.	School district.	Municipality.	Town.	Rural.	Agricultural.	Total.
1	Carolina	2	14	1	17	10	Cabo Rojo	2	11	1	14
	Río Piedras	2	8	10	5		Maricao	1	4	16	
	San Juan	8	3	11	16		San Germán	2	14	1	
	District	12	25	1	38		District	5	29	1	
2	Fajardo	6	8	14	14	11	Añasco	4	10	14	
	Naguabo	1	6	7	10		Las Marias	1	9	10	
	Río Grande	2	15	17	24		Mayaguez	4	20	24	
	District	9	29	38	48		District	9	39	48	
3	Humacao	4	8	13	13	12	Aguada	1	6	7	
	San Lorenzo	2	11	1	20		Aguañilla	3	17	20	
	Yabucoa	2	8	14	14		San Sebastian	2	12	14	
	District	8	27	2	37		District	6	35	41	
4	Agua Buenas	1	4	5	5	13	Camuy	7	12	1	
	Caguas	5	12	17	20		Isabela	1	10	11	
	Cayey	4	12	16	31		District	8	22	1	
	District	10	28	38	29		Arecibo	4	25	14	
5	Guayama	7	12	1	20	14	Lares	3	11	43	
	Patillas	1	7	8	28		District	7	36	23	
	District	8	19	1	28		Adjuntas	2	9	11	
	Aibonito	2	7	9	17		Utuaño	3	19	1	
6	Barsos	1	14	2	17	15	District	5	28	1	
	Comerio	1	8	9	35		Ciales	1	11	12	
	District	4	29	2	35		Manatí	4	12	16	
	Coamo	3	16	19	14		Morovis	1	7	8	
7	Juana Diaz	2	12	14	38	16	District	6	30	36	
	Santa Isabel	2	3	5	12		Toa Alta	3	10	1	
	District	7	31	38	16		Vega Baja	2	11	13	
	Ponce	13	39	1	53		District	5	21	1	
9	Lajas	1	8	1	10	18	Bayamón	8	29	1	
	Sabana Grande	2	8	1	11		Vieques	1	4	5	
	Yauco	3	15	18	38		Total	137	531	14	
	District	6	31	2	39					682	

TABLE IX.—Number of buildings in use for schools, by municipalities, by school districts, classified as town, rural, and agricultural schools—Continued.

(Third term, 1903-4.)

School district.	Municipality.	Town.	Rural.	Agricultural.	Total.	School district.	Municipality.	Town.	Rural.	Agricultural.	Total.		
1	Carolina	3	14	1	18	10	Cabo Rojo	2	11	1	14		
	Río Piedras	2	8	.....	10		Maricao	1	4	.....	5
	San Juan	8	3	.....	11		San Germán	2	12	.....	14
	District	13	25	1	39		District	5	27	1	33		
2	Fajardo	6	8	.....	14	11	Añasco	4	10	.....	14
	Naguabo	1	6	.....	7		Las Marias	1	9	.....	10
	Río Grande	2	15	.....	17		Muyaguez	5	20	.....	25
	District	9	29	.....	38		District	10	39	.....	49
3	Humacao	4	8	1	13	12	Aguada	1	6	.....	7	
	San Lorenzo	2	11	1	14		Aguadilla	3	17	.....	20	
	Yabucoa	2	8	.....	10		San Sebastián	2	12	.....	14
	District	8	27	2	37		District	6	35	.....	41	
4	Agua Buenas	1	4	.....	5	13	Camuy	5	12	1	18	
	Caguas	5	12	.....	17		Isabela	1	10	.....	11
	Cayey	4	12	.....	16		District	6	22	1	29	
	District	10	28	.....	38		Arecibo	4	25	.....	29
5	Guayama	7	12	1	20	14	Lures	3	11	.....	14	
	Patillas	1	7	.....	8		District	7	36	.....	43
	District	8	19	1	28		Adjuntas	2	9	.....	11	
	6	Aibonito	2	6		8	Utua	3	19	1	23	
Barros		1	14	2	17	District	5	28	1	34			
Comerio		1	8	.....	9	Ciales	1	11	.....	12	
District		4	28	2	34	Manatí	4	12	.....	16		
7	Coamo	3	15	.....	18	16	Morovis	1	7	.....	8
	Juana Díaz	2	12	.....	14		District	6	30	.....	36
	Santa Isabel	2	3	.....	5		Toa Alto	3	10	1	14	
	District	7	30	.....	37		Vega Baja	2	11	.....	13
8	Ponce	13	40	1	54	17	District	5	21	1	27		
	9	Lajas	1	8	1		10	18	Bayamón	7	30	1	38
		Sabana Grande	2	7	1		10		Vieques	1	3	4
		Yauco	3	14		17		Total	136	526	14	676
District		6	29	2	37								

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TABLE X.—Private schools, distribution (pupils) by sex, color, and age.

(First term, 1903-4.)

School district.	Municipality.	White.		Colored.		Total males.	Total females.	Total white.	Total colored.	Total enrollment.
		Males.	Fe-males.	Males.	Fe-males.					
1	Carolina	18	10	5	4	23	14	28	9	37
	Rio Piedras	47	7			54	47	7		54
	San Juan	230	378	152	151	382	529	608	303	911
	District	248	435	157	162	405	597	683	319	1,002
2	Fajardo	23	39	12	23	35	62	62	35	97
3	Humacao	7	4			7	4	11		11
	Yabucoa		10		14		24	10	14	24
	District	7	14		14	7	28	21	14	35
4	Caguas	28	39	8	13	36	52	67	21	88
	Cayey	11	24	12	6	23	30	35	18	53
	District	39	63	20	19	59	82	102	39	141
5	Guayama	24	51	13	27	37	78	75	40	115
7	Coamo	16	79		6	16	85	95	6	101
8	Ponce	109	269	16	74	125	343	378	90	468
9	Sabana Grande	4	15	4	5	8	20	19	9	28
	Yauco	16	31	2	2	18	33	47	4	51
	District	20	46	6	7	26	53	66	13	79
10	Maricao	15	7			15	7	22		22
	San German	45	185	12	18	57	203	230	30	260
	District	60	192	12	18	72	210	252	30	282
11	Añasco	17	45	4	7	21	52	62	11	73
	Mayaguez	145	270	11	36	156	306	415	47	462
	District	162	315	15	43	177	358	477	58	535
14	Lares	58	75	9	4	67	79	133	13	146
15	Utua	16	15			16	15	31		31
16	Manati	23	68	2	26	25	94	91	28	119
18	Bayamón	57	117	34	85	91	202	174	119	293
	Vieques	19	8	3		22	8	27	3	35
	Total	881	1,786	299	508	1,180	2,294	2,667	807	3,474

TABLE X.—Private schools, distribution (pupils) by sex, color, and age—Continued.

(First term, 1903-4.)

School district.	Municipality.	Age.					Total enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	
1	Carolina	1	8	18	8	2	37
	Río Piedras	3	15	13	11	12	54
	San Juan	14	375	254	209	55	911
	District	18	398	285	228	69	1,002
2	Fajardo	6	42	33	16		97
3	Humacao	1	4	2	2	2	11
	Yabucoa	4	6	6	8		24
	District	5	10	8	10	2	35
4	Caguas	13	33	32	10		88
	Cayey	7	20	20	5	1	53
	District	20	53	52	15	1	141
5	Guayama	21	59	17	18		115
7	Coamo	8	34	27	15	17	101
8	Ponce	15	64	145	132	83	468
9	Sabana Grande	3	16	7	2		28
	Yauco	3	25	13	10		51
	District	6	41	20	12		79
10	Maricao		8	7	3	3	22
	San German	50	98	84	20	8	260
	District	50	106	91	23	11	282
11	Añasco		20	20	17	12	73
	Mayaguez	19	118	129	124	44	462
	District	19	138	149	141	56	535
14	Lares	1	47	47	41	10	146
15	Utüado	4	11	9	7		31
16	Manatí		30	34	51	4	119
18	Bayamón	10	77	85	77	40	293
	Vieques		9	14	7		30
	Total	183	1,119	1,016	793	293	3,474

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TABLE X.—Private schools, distribution (pupils) by sex, color, and age—Continued.

(Second term, 1903-4.)

School district.	Municipality.	White.		Colored.		Total males.	Total females.	Total white.	Total colored.	Total enrollment.
		Males.	Fe-males.	Males.	Fe-males.					
1	Carolina	16	6	7	5	23	11	22	12	34
	Rio Piedras		85		12		97	85	12	97
	San Juan	349	681	175	189	524	870	1,030	364	1,394
	District	365	772	182	206	547	978	1,137	388	1,525
2	Fajardo	27	41	13	26	40	67	68	39	107
	Rio Grande	3	7	27	19	30	26	10	46	56
	District	30	48	40	45	70	93	78	85	163
3	Humacao	6	5	2	2	8	7	11	4	15
	Yabucoa		10		14		24	10	14	24
	District	6	15	2	16	8	31	21	18	39
4	Caguas	25	35	8	18	33	53	60	26	86
	Cayey	8	27	14	11	22	38	35	25	60
	District	33	62	22	29	55	91	95	51	146
5	Guayama	25	51	18	27	43	78	76	45	121
7	Coamo	19	159		55	19	214	178	55	233
8	Ponce	108	282	41	102	149	384	390	143	533
9	Sabana Grande	5	13	5	6	10	19	18	11	29
	Yauco	23	37	3	3	26	40	60	6	66
	District	28	50	8	9	36	59	78	17	95
10	Maricao	8	9			8	9	17		17
	San Germán	50	180	12	18	62	198	230	30	260
	District	58	189	12	18	70	207	247	30	277
11	Añasco	34	85	6	11	40	96	119	17	136
	Mayaguez	160	503	21	48	181	551	663	69	732
	District	194	588	27	59	221	647	782	86	868
12	Aguadilla	35	50	15	20	50	70	85	35	120
14	Arecibo	13	35	2	1	15	36	48	3	51
	Lares	57	70	9	5	66	75	127	14	141
	District	70	105	11	6	81	111	175	17	192
15	Utua do	13	10			13	10	23		23
16	Manatí	30	77	3	34	33	111	107	37	144
18	Bayamón	64	158	54	62	118	220	222	116	338
	Vieques	15	6	2	1	17	7	21	3	24
	Total	1,093	2,622	437	689	1,530	3,311	3,715	1,126	4,841

TABLE X.—Private schools, distribution (pupils) by sex, color, and age—Continued.

(Second term, 1903-4.)

School district.	Municipality.	Years.						Total enrollment.
		Under 5.	5, 6, and 7.	8, 9, and 10.	11, 12, and 13.	14 to 18.	Over 18.	
2	Carolina	2	7	14	8	3		34
	Rio Piedras	4	18	31	30	14		97
	San Juan	48	465	435	314	122	10	1,394
	District	54	490	480	352	139	10	1,525
2	Fajardo	8	56	33	10			107
	Rio Grande		10	29	16	1		56
	District	8	66	62	26	1		163
4	Humacao		10	5				15
	Yabucoa		10	6	8			24
	District		20	11	8			39
4	Caguas	3	48	30	5			86
	Cayey	11	30	13	3	3		60
	District	14	78	43	8	3		146
5	Guayama	4	66	31	20			121
	Coamo		58	75	42	58		253
	Ponce	31	83	168	167	75	9	533
9	Sabana Grande	3	18	6	2			29
	Yauco	4	43	12	7			66
	District	7	61	18	9			95
10	Maricao		2	6	4	4	1	17
	San Germán	60	98	74	20	8		260
	District	60	100	80	24	12	1	277
11	Añasco	1	40	36	29	22	8	136
	Mayaguez	42	225	221	168	70	6	732
	District	43	265	257	197	92	14	868
12	Aguadilla		18	38	44	20		120
14	Arecibo	6	33	6	1	5		51
	Lares	2	40	42	38	19		141
	District	8	73	48	39	24		192
15	Utua do		6	12	5			23
16	Manatí	3	33	47	57	4		144
18	Bayamón	2	88	92	87	64	5	338
	Vieques		12	9	3			24
	Total	234	1,517	1,471	1,088	492	39	4,841

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TABLE XI.—Enrollment, reenrollments, and number of different pupils enrolled during the school year, common schools and special schools.

School district.	Municipality.	Enrollment during school year.							Reenrollments during school year.								
		Graded.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	Graded.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.
1	Carolina.....	430	936	.....	.....	.....	53	.....	1,419	46	7	.....	.....	.....	.....	.....	53
	Rio Piedras.....	384	474	.....	.....	.....	.....	.....	3,858	27	13	.....	.....	.....	.....	.....	40
	San Juan.....	2,843	413	61	159	245	.....	131	3,852	86	7	.....	.....	.....	.....	.....	93
	District.....	3,657	1,823	61	159	245	53	131	6,129	159	27	.....	.....	.....	.....	.....	186
2	Fajardo.....	930	489	.....	.....	76	.....	.....	1,495	33	4	.....	.....	.....	.....	.....	37
	Naguabo.....	232	344	.....	.....	.....	.....	.....	576	39	28	.....	.....	.....	.....	.....	67
	Rio Grande.....	582	1,102	.....	.....	74	.....	.....	1,758	34	54	.....	.....	.....	.....	.....	88
	District.....	1,744	1,935	.....	.....	150	.....	.....	3,829	106	86	.....	.....	.....	.....	.....	192
3	Humacao.....	730	411	.....	.....	63	132	.....	1,336	16	.....	.....	.....	.....	.....	.....	16
	San Loretzo.....	609	614	.....	.....	73	45	.....	1,341	7	8	.....	.....	.....	.....	.....	15
	Yabucoa.....	357	395	.....	.....	.....	.....	.....	752	34	.....	.....	.....	.....	.....	.....	34
	District.....	1,696	1,420	.....	.....	136	177	.....	3,429	57	8	.....	.....	.....	.....	.....	65
4	Agua Buenas.....	101	295	.....	.....	.....	.....	.....	396	43	10	.....	.....	.....	.....	.....	53
	Caguas.....	925	866	.....	.....	.....	.....	.....	1,791	81	20	.....	.....	.....	.....	.....	101
	Cayey.....	731	776	.....	.....	88	.....	.....	1,595	108	34	.....	.....	.....	.....	.....	142
	District.....	1,757	1,937	.....	.....	88	.....	.....	3,782	232	64	.....	.....	.....	.....	.....	296
5	Guayama.....	1,086	727	.....	.....	88	51	.....	1,952	44	22	.....	.....	.....	2	.....	68
	Patillas.....	133	317	.....	.....	.....	.....	.....	450	15	2	.....	.....	.....	.....	.....	17
	District.....	1,219	1,044	.....	.....	88	51	.....	2,402	59	24	.....	.....	.....	2	.....	85
6	Aibonito.....	403	394	.....	.....	.....	.....	.....	797	50	1	.....	.....	.....	.....	.....	51
	Barros.....	239	850	.....	.....	.....	88	.....	1,177	3	23	.....	.....	.....	.....	.....	26
	Comerio.....	205	376	.....	.....	.....	.....	.....	581	11	.....	.....	.....	.....	.....	.....	11
	District.....	847	1,620	.....	.....	.....	88	.....	2,555	64	24	.....	.....	.....	.....	.....	88
7	Coamo.....	528	957	.....	.....	50	.....	.....	1,535	61	14	.....	.....	.....	.....	.....	75
	Juana Diaz.....	367	776	.....	.....	83	.....	.....	1,226	5	8	.....	.....	.....	.....	.....	13
	Santa Isabel.....	287	240	.....	.....	.....	.....	.....	527	67	.....	.....	.....	.....	.....	.....	67
	District.....	1,182	1,973	.....	.....	133	.....	.....	3,288	133	22	.....	.....	.....	.....	.....	155
8	Ponce.....	1,910	2,369	29	116	271	34	64	4,793	84	42	.....	.....	13	.....	.....	139
9	Lajas.....	113	477	.....	.....	.....	59	.....	649	.....	.....	.....	.....	.....	.....	.....	.....
	Sabana Grande.....	369	415	.....	.....	.....	54	.....	838	7	8	.....	.....	.....	.....	.....	16
	Yauco.....	782	816	.....	.....	.....	.....	.....	1,598	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1,264	1,708	.....	.....	.....	113	.....	3,058	7	8	.....	.....	.....	1	.....	16
10	Cabo Rojo.....	459	673	.....	.....	.....	76	.....	1,208	61	3	.....	.....	.....	1	.....	65
	Maricao.....	229	224	.....	.....	.....	.....	.....	453	20	.....	.....	.....	.....	.....	.....	20
	San Germán.....	602	756	.....	.....	88	.....	.....	1,446	11	8	.....	.....	.....	.....	.....	19
	District.....	1,290	1,653	.....	.....	88	76	.....	3,107	92	11	.....	.....	.....	1	.....	104
11	Añasco.....	468	550	.....	.....	66	.....	.....	1,084	1	2	.....	.....	.....	.....	.....	3
	Las Marias.....	133	489	.....	.....	.....	.....	.....	622	17	.....	.....	.....	.....	.....	.....	17
	Mayaguez.....	1,647	1,334	22	187	108	.....	.....	3,298	81	8	.....	.....	.....	.....	.....	89
	District.....	2,248	2,373	22	187	174	.....	.....	5,004	82	27	.....	.....	.....	.....	.....	109
12	Aguada.....	199	300	.....	.....	.....	.....	.....	499	24	5	.....	.....	.....	.....	.....	29
	Aguadilla.....	767	1,115	.....	.....	80	.....	.....	1,962	76	26	.....	.....	.....	.....	.....	102
	San Sebastian.....	343	724	.....	.....	54	.....	.....	1,121	18	3	.....	.....	.....	.....	.....	21
	District.....	1,309	2,139	.....	.....	134	.....	.....	3,582	118	34	.....	.....	.....	.....	.....	152
13	Camuy.....	792	642	.....	.....	.....	44	.....	1,478	29	4	.....	.....	.....	.....	.....	33
	Isabela.....	302	674	.....	.....	.....	.....	.....	976	.....	.....	.....	.....	.....	.....	.....	.....
	District.....	1,094	1,316	.....	.....	.....	44	.....	2,454	29	4	.....	.....	.....	.....	.....	33

TABLE XI.—Enrollment, reenrollments, and number of different pupils enrolled during the school year, common schools and special schools—Continued.

School district.	Municipality.	Enrollment during school year.							Reenrollments during school year.								
		Graded.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.	Graded.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.
14	Arceibo	1,008	1,429	142					2,579	56	63						119
	Lares	345	650			88			1,083	18							18
	District	1,353	2,079	142		88			3,662	74	63						137
15	Adjuntas	424	476						900	41	3						44
	Utuaño	637	1,135			77	70		1,919	109	52						161
	District	1,061	1,611			77	70		2,819	150	55						205
16	Ciales	346	766						1,112	8							8
	Manatí	686	828			74			1,588	2							2
	Morovis	142	447						589	63							63
	District	1,174	2,041			74			3,289	73							73
17	Toa Alta	656	596				76		1,328	17	13				8		38
	Vega Baja	614	588						1,202	48	11						59
	District	1,270	1,184				76		2,530	65	24				8		97
18	Bayamón	1,122	1,960				71		3,153	143	75						218
	Vicques	383	281						664	2	36						38
	Total	27,580	32,466	112	604	1,746	853	195	63,556	1,729	634			13	12		2,388

School district.	Municipality.	Total number of different pupils enrolled during the school year, excluding reenrollments.							
		Graded.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	Total.
1	Carolina		384	929					
	Río Piedras		357	461				53	1,366
	San Juan		2,757	406				131	3,759
	District		3,498	1,796	61	159	245	58	5,943
2	Fajardo		897	485					1,458
	Naguabo		193	316				76	509
	Río Grande		548	1,048				74	1,670
	District		1,638	1,849				150	3,637
3	Humacao		714	411					1,320
	San Lorenzo		602	606				63	1,326
	Yabucoa		323	395				45	718
	District		1,639	1,412				136	3,364
4	Aguas Buenas		58	285					343
	Caguas		844	846					1,690
	Cayey		623	742				88	1,453
	District		1,525	1,873				88	3,486
5	Guayama		1,042	705					1,844
	Patillas		118	315				49	433
	District		1,160	1,020				88	2,317
6	Aibonito		353	393					746
	Barros		236	827				88	1,151
	Comerio		194	376					570
	District		783	1,596				88	2,467

TABLE XI.—Enrollment, reenrollments, and number of different pupils enrolled during the school year, common schools and special schools—Continued.

School district.	Municipality.	Total number of different pupils enrolled during the school year, excluding reenrollments.							Total.
		Grade I.	Rural.	High.	Industrial.	Night.	Agricultural.	Kindergarten.	
7	Coamo.....	467	943			50			1,460
	Juana Diaz.....	362	768			83			1,213
	Santa Isabel.....	220	240						460
	District.....	1,049	1,951			133			3,133
8	Ponce.....	1,826	2,327	29	116	258	34	64	4,654
9	Lajas.....	113	447				59		649
	Sabana Grande.....	362	407				53		822
	Yauco.....	782	816						1,598
	District.....	1,257	1,700				112		3,069
10	Cabo Rojo.....	398	670				75		1,143
	Maricao.....	209	224						433
	San Germán.....	591	748			88			1,427
	District.....	1,198	1,642			88	75		3,003
11	Añasco.....	467	548			66			1,081
	Las Marias.....	133	472						605
	Mayaguez.....	1,566	1,326	22	187	108			3,209
	District.....	2,166	2,346	22	187	174			4,895
12	Aguada.....	175	295						470
	Aguadilla.....	691	1,089			80			1,860
	San Sebastian.....	325	721			54			1,100
	District.....	1,191	2,105			134			3,430
13	Camuy.....	763	638				44		1,445
	Isabela.....	302	674						976
	District.....	1,065	1,312				44		2,421
14	Arecibo.....	952	1,366		142				2,460
	Lares.....	327	650			88			1,065
	District.....	1,279	2,016		142	88			3,525
15	Adjuntas.....	383	473						856
	Utua.....	528	1,083			77	70		1,758
	District.....	911	1,556			77	70		2,614
16	Ciales.....	338	766						1,104
	Manatí.....	684	828			74			1,586
	Morovis.....	79	447						526
	District.....	1,101	2,041			74			3,216
17	Toa Alta.....	639	583				68		1,290
	Vega Baja.....	566	577						1,143
	District.....	1,205	1,160				68		2,433
18	Bayamón.....	979	1,885				71		2,935
	Vieques.....	381	245						626
	Total.....	25,851	31,832	112	604	1,733	841	195	61,168

TABLE XII.—Average daily per cent of attendance for each of the school terms and for the year, also per cent of the estimated school population enrolled in the schools during the year, common schools and special schools.

School district.	Municipality.	First term.	Second term.	Third term.	School year.	Per cent estimated school population enrolled during year, all schools.
COMMON SCHOOLS.						
1	Carolina	79.03	77.44	77.25	66.34	18.90
	Rio Piedras	77.21	75.23	75.56	61.77	15.51
	San Juan	76.37	87.04	82.31	65.44	34.83
	District	77.03	82.82	79.85	65.01	25.81
2	Fajardo	84.05	83.21	86.45	71.80	20.85
	Naguabo	82.33	83.45	82.51	69.71	11.86
	Rio Grande	80.02	83.71	86.85	71.42	16.49
	District	81.82	83.31	86.33	71.29	16.87
3	Humacao	76.42	74.07	76.71	63.20	14.55
	San Lorenzo	80.93	74.13	72.11	56.68	14.46
	Yabucoa	88.58	84.85	84.37	89.92	9.35
	District	82.24	76.77	77.55	67.34	12.98
4	Aguas Buenas	74.38	76.48	85.21	63.11	11.32
	Caguas	78.51	78.57	79.11	62.13	15.05
	Cayey	82.21	76.20	81.18	60.72	17.66
	District	79.54	77.38	80.68	62.29	15.58
5	Guayama	78.66	79.26	78.03	67.10	20.42
	Patillas	72.03	73.75	76.45	64.80	9.59
	District	75.97	78.12	77.21	66.71	16.86
6	Aibonito	80.23	79.47	80.38	61.86	21.50
	Barros	89.96	76.74	83.38	75.43	11.78
	Comerio	81.84	86.31	87.12	79.63	16.01
	District	86.10	85.80	84.31	71.99	14.75
7	Coamo	78.25	77.32	86.88	70.84	23.41
	Juana Diaz	78.87	78.53	82.91	69.73	10.56
	Santa Isabel	89.62	69.40	79.74	60.92	26.52
	District	80.30	76.62	84.43	69.00	11.35
8	Ponce	85.71	85.27	85.63	73.29	14.77
9	Lajas	83.16	76.43	81.81	70.22	17.73
	Sabana Grande	92.22	88.02	90.97	85.20	18.77
	Yauco	78.33	83.31	86.18	72.03	14.36
	District	83.49	83.38	85.56	74.37	15.96
10	Cabo Rojo	74.10	75.11	82.73	61.06	18.36
	Maricao	56.94	71.62	66.79	50.00	13.74
	San Germán	76.76	75.91	78.24	66.20	18.23
	District	73.65	74.95	81.27	61.75	17.85
11	Añasco	75.74	73.07	78.42	66.87	13.15
	Las Marias	57.16	64.76	75.94	46.35	13.45
	Mayaguez	69.12	73.91	83.51	53.77	22.63
	District	69.86	72.35	81.61	55.63	18.23
12	Aguada	61.32	63.02	62.14	57.13	11.57
	Aguadilla	68.31	62.81	60.45	60.90	15.84
	San Sebastian	63.70	63.62	60.85	57.48	16.28
	District	66.83	63.47	60.80	59.14	15.21

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TABLE XII.—Average daily per cent of attendance for each of the school terms and for the year, also per cent of the estimated school population enrolled in the schools during the year, common schools and special schools—Continued.

School district.	Municipality.	First term.	Second term.	Third term.	School year.	Per cent estimated school population enrolled during year, all schools.
COMMON SCHOOLS—continued.						
13	Camuy	80.91	76.03	82.13	72.73	12.23
	Isabela	74.40	78.88	80.57	59.31	16.28
	District	78.12	77.05	81.57	68.26	13.52
14	Arecibo	82.08	78.30	77.28	68.60	17.36
	Lares	64.80	74.61	77.79	56.37	11.47
	District	77.14	77.32	77.10	64.96	15.67
15	Adjuntas	76.58	76.99	69.83	62.82	10.74
	Utuaado	66.54	74.74	69.77	58.08	10.31
	District	70.18	75.58	69.81	59.70	10.45
16	Ciales	61.87	70.96	77.30	50.53	13.92
	Manatí	76.09	77.02	80.65	65.35	16.25
	Morovis	74.98	79.78	76.65	63.92	11.87
	District	72.54	75.60	78.75	60.11	14.07
17	Toa Alta	70.39	75.30	79.61	61.26	12.87
	Vega Baja	76.43	74.31	79.01	65.00	17.06
	District	73.88	75.03	79.17	63.81	14.58
18	Bayamón	71.22	75.32	76.66	64.21	23.61
	Vieques	73.61	77.29	81.83	60.42	26.51
	Total	77.85	77.42	80.32	65.29	16.14
SPECIAL SCHOOLS.						
	High schools	86.75	90.60	90.07	77.23	.....
	Industrial schools	73.38	73.28	80.02	59.51	.....
	Night schools	66.39	59.50	60.99	45.39	.....
	Agricultural schools	72.57	75.80	78.44	59.48	.....
	Kindergarten schools	83.74	77.29	73.20	75.91	.....
	Total	71.47	68.55	71.36	53.45	.....

TABLE XIII.—Total and school population, census of 1899; also estimated total and school population, 1904.

School-district.	Municipality.	Total population.		Total population of school age (5 to 18 years).	
		Census of 1899.	Estimated, 1904.	Census of 1899.	Estimated, 1904.
1	Carolina.....	17,648	18,752	6,193	7,509
	Rio Piedras.....	13,760	14,620	4,505	5,462
	San Juan.....	32,048	34,051	8,886	10,774
		63,456	67,423	19,584	23,745
2	Fajardo.....	16,782	17,831	5,914	7,171
	Naguabo.....	10,873	11,553	4,006	4,857
	Rio Grande.....	24,887	26,442	8,790	10,637
		52,542	55,826	18,710	22,685
3	Humacao.....	22,915	24,347	7,572	9,181
	San Lorenzo.....	21,862	23,241	7,649	9,274
	Yabucoa.....	20,126	21,383	6,632	8,042
		64,903	68,971	21,853	26,497
4	Aguas Buenas.....	7,977	8,475	2,813	3,410
	Caguas.....	28,557	30,342	9,763	11,838
	Cayey.....	21,994	23,368	7,444	9,025
		58,528	62,185	20,020	24,273
5	Guayama.....	23,347	24,807	7,877	9,551
	Patillas.....	11,163	11,860	3,848	4,690
		34,510	36,667	11,725	14,241
6	Aibonito.....	8,596	9,133	3,057	3,707
	Barros.....	22,948	24,357	8,235	9,985
	Comerio.....	8,249	8,765	2,991	3,626
		39,793	42,255	14,283	17,318
7	Coamo.....	15,144	16,090	5,407	6,555
	Juana Diaz.....	27,896	29,640	9,567	11,601
	Santa Isabel.....	4,858	5,162	1,640	1,987
		47,898	50,892	16,614	20,143
8	Ponce.....	77,146	81,967	24,218	32,452
9	Lajas.....	8,789	9,338	3,013	3,653
	Sabana Grande.....	10,560	11,220	3,692	4,477
	Yauco.....	27,119	28,789	9,238	11,198
		46,468	49,347	15,943	19,328
10	Cabo Rojo.....	16,154	17,164	5,426	6,580
	Maricao.....	8,312	8,832	2,719	3,296
	San German.....	20,246	21,511	6,540	7,930
		44,712	47,507	14,685	17,806
11	Añasco.....	19,952	21,198	6,798	8,248
	Las Marias.....	11,279	11,984	3,819	4,630
	Mayaguez.....	38,915	41,347	12,018	14,572
		70,146	74,529	22,635	27,445
12	Aguada.....	10,581	11,242	3,527	4,277
	Aguadilla.....	30,240	32,130	10,215	12,385
	San Sebastian.....	16,412	17,438	5,678	6,884
		57,233	60,810	19,420	23,546
13	Camuy.....	28,768	30,562	9,961	12,078
	Isabela.....	14,888	15,813	4,942	5,992
		43,656	46,380	14,903	18,070
14	Arecibo.....	36,910	39,217	12,207	14,801
	Lares.....	20,883	22,188	7,067	8,569
		57,793	61,405	19,274	23,370
15	Adjuntas.....	19,484	20,701	6,911	8,380
	Utuado.....	43,860	46,601	15,530	18,610
		63,344	67,302	22,441	26,990
16	Ciales.....	18,115	19,247	6,588	7,988
	Manatí.....	23,346	24,805	8,007	9,708
	Morovis.....	11,309	12,015	4,095	4,965
		52,770	56,067	18,690	22,661
17	Toa Alta.....	23,220	24,671	8,507	10,314
	Vega Baja.....	16,412	17,438	5,809	7,044
		39,632	42,109	14,316	17,358
18	Bayamón.....	32,071	34,076	11,013	13,353
	Vieques.....	6,642	7,057	2,066	2,505
	Total.....	953,243	1,012,775	322,393	393,786

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TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island.*

EXPENSES OF LOCAL SCHOOL BOARDS.

School district.	Municipality.	July and August, 1903.				Total district.
		Rent of school-houses.	Teachers' house rent.	Incidentals.	Total municipality.	
1	Carolina	\$210.00			\$210.00	\$3,134.80
	Río Piedras	74.00		\$152.74	226.74	
	San Juan	1,880.00		818.06	2,698.06	
2	Fajardo			140.95	140.95	524.35
	Naguabo	124.00			124.00	
	Río Grande	240.00		19.40	259.40	
3	Humacao	152.00		55.00	207.00	645.91
	San Lorenzo	158.00		8.75	166.75	
	Yabucoa	178.00		94.16	272.16	
4	Agua Buana	64.00		11.32	75.32	758.83
	Caguas	170.34		261.27	431.61	
	Cayey	240.00		11.90	251.90	
5	Guayama	276.00		304.55	580.55	678.50
	Patillas	60.00		37.95	97.95	
6	Aibonito	54.50		30.70	85.20	240.86
	Barros	125.00		4.66	129.66	
	Comerio	24.00		2.00	26.00	
7	Coamo	178.28		264.52	442.80	944.76
	Juana Diaz	244.00		78.43	322.43	
	Santa Isabel	122.00		57.53	179.53	
8	Ponce	1,297.60		326.03	1,623.63	1,623.63
9	Lajas	42.00		7.50	49.50	368.62
	Sabana Grande	68.50		92.85	161.35	
	Yauco	120.00		37.77	157.77	
10	Cabo Rojo	72.00		87.79	159.79	317.54
	Maricao	72.00		29.75	101.75	
	San German			56.00	56.00	
11	Añasco	201.60		34.00	235.60	909.24
	Las Marias	126.00		47.64	173.64	
	Mayaguez	263.00		237.00	500.00	
12	Aguada	56.00		8.20	64.20	425.44
	Aguadilla	157.52		90.61	248.13	
	San Sebastian	60.00		53.11	113.11	
13	Camuy			55.04	55.04	263.49
	Isabela	102.00		106.45	208.45	
14	Arecibo	377.00		32.02	409.02	538.26
	Lares	72.00		57.24	129.24	
15	Adjuntas	146.00		60.34	206.34	623.38
	Utua	260.00		157.04	417.04	
16	Ciales	146.00		189.38	335.38	823.19
	Manatí	218.00		174.18	392.18	
	Morovis	66.00	\$10.00	19.63	95.63	
17	Toa Alta	156.00		17.00	173.00	327.50
	Vega Baja	124.00		30.50	154.50	
18	Bayamón	276.50	17.00	202.40	495.90	495.90
	Vieques	74.00		36.16	110.16	110.16
	Total	9,127.84	27.00	4,599.52		13,754.36

TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	Rent of school-houses.	September and October, 1903.			
			Teachers' house rent.	Incidentals.	Total municipality.	Total district.
1	Carolina	\$210.00	\$149.00	\$37.86	\$396.86	\$7,742.35
	Rio Piedras	76.50	105.00	68.87	250.37	
	San Juan	1,800.00	748.16	4,546.96	7,095.12	
2	Fajardo	55.00	160.00	211.92	426.92	1,397.91
	Naguabo	120.00	70.00	204.70	394.70	
	Rio Grande	240.00	148.67	187.62	576.29	
3	Humacao	100.00	153.00	186.73	444.73	1,150.64
	San Lorenzo	158.00	140.00	20.75	318.75	
	Yabucoa	178.00	115.00	94.16	387.16	
4	Agua Buenas	62.00	50.00	34.57	146.57	1,771.49
	Caguas	214.00	480.00	379.52	1,073.52	
	Cayey	236.00	176.00	139.40	551.40	
5	Guayama	262.00	277.00	940.98	1,479.98	1,628.98
	Patillas	60.00	51.00	38.00	149.00	
6	Albonito	54.00	91.00	4.00	149.00	698.74
	Barros	125.00	126.00	72.81	323.81	
	Comerio	47.00	77.00	101.93	225.93	
7	Coamo	194.53	148.00	318.79	661.32	1,573.80
	Juana Diaz	244.00	145.00	166.77	555.77	
	Santa Isabel	110.00	74.00	172.71	356.71	
8	Ponce	1,297.60	796.20	494.37	2,588.17	2,588.17
9	Lajas	99.00	66.00	15.00	180.00	1,066.79
	Sabana Grande	102.00	111.00	58.91	271.91	
	Yauco	180.00	225.00	209.88	614.88	
10	Cabo Rojo	76.00	110.00	111.56	297.56	1,517.43
	Maricao	76.00	54.00	56.17	186.17	
	San Germán	55.00	177.00	801.70	1,033.70	
11	Añasco	187.20	117.00	309.05	613.25	2,024.69
	Las Marias	126.00	66.00	33.69	225.69	
	Mayaguez	408.50	362.00	415.25	1,185.75	
12	Aguada	56.00	68.00	5.55	129.55	1,279.87
	Aguadilla	157.52	245.00	504.85	907.37	
	San Sebastian	63.00	96.00	83.95	242.95	
13	Camuy	65.00	196.00	75.81	336.81	517.81
	Isabela	108.00	70.00	3.00	181.00	
14	Arecibo	382.00	344.00	316.44	1,042.44	1,251.95
	Lares	66.00	93.00	50.51	209.51	
15	Adjuntas	155.94	125.00	75.75	356.69	895.02
	Utua	260.00	197.50	80.83	538.33	
16	Ciales	146.00	166.00	74.07	386.07	1,258.17
	Manatí	228.00	165.00	341.15	734.15	
	Morovis	66.00	51.00	20.95	137.95	
17	Toa Alta	156.00	150.70	209.63	516.33	909.52
	Vega Baja	127.00	133.00	133.19	393.19	
18	Bayamón	312.00	339.00	168.75	819.75	819.75
	Vieques	81.50	71.12	105.40	258.02	
	Total	9,583.29	8,083.35	12,684.46		30,351.10

TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	November and December, 1903.				Total district.
		Rent of school-houses.	Teachers' house rent.	Incidentals.	Total municipality.	
1	Carolina	\$210.00	\$310.00	\$96.24	\$616.24	\$6,130.35
	Río Piedras	93.50	220.00	83.81	397.31	
	San Juan	1,840.00	1,530.00	1,746.80	5,116.80	
2	Fajardo	110.00	320.00	323.24	753.24	1,898.16
	Naguabo	120.00	140.00	163.50	423.50	
	Río Grande	218.00	351.00	152.42	721.42	
3	Humacao	100.00	324.00	200.26	624.26	1,771.29
	San Lorenzo	158.00	280.00	206.87	644.87	
	Yabucoa	178.00	230.00	94.16	502.16	
4	Agua Buenas	62.00	100.00	10.00	172.00	2,056.65
	Caguas	214.00	472.00	409.67	1,095.67	
	Cayey	236.00	378.00	174.98	788.98	
5	Guayama	282.00	584.00	711.42	1,577.42	1,761.13
	Patillas	60.00	102.00	21.71	183.71	
6	Aibonito	69.00	182.00	128.80	379.80	1,156.73
	Barros	125.00	288.00	88.43	501.43	
	Comerio	78.00	148.00	49.50	275.50	
7	Coamo	211.20	296.00	239.70	746.90	2,192.14
	Juana Díaz	244.00	290.00	492.99	1,026.99	
	Santa Isabel	137.00	148.00	133.25	418.25	
8	Ponce	1,291.60	1,599.90	690.58	3,582.08	3,582.08
9	Lajas	102.00	157.00	48.35	307.35	1,575.66
	Sabana Grande	118.00	222.00	38.47	378.47	
	Yauco	252.00	457.00	185.84	894.84	
10	Cabo Rojo	80.00	220.00	243.83	543.83	1,587.38
	Maricao	80.00	108.00	61.55	249.55	
	San Germán	110.00	354.00	330.00	794.00	
11	Añasco	209.70	266.00	68.23	543.93	2,488.02
	Las Marias	126.00	102.00	61.45	289.45	
	Mayaguez	552.00	724.00	378.64	1,654.64	
12	Aguada	56.00	136.00	18.83	210.83	1,328.70
	Aguadilla	157.52	490.00	113.93	761.45	
	San Sebastian	68.33	192.00	96.09	356.42	
13	Camuy	127.00	392.00	130.07	649.07	973.36
	Isabela	114.00	170.00	40.29	324.29	
14	Arecibo	402.00	715.25	162.81	1,280.06	1,667.40
	Lares	120.00	186.00	81.34	387.34	
15	Adjuntas	158.40	278.26	100.48	537.14	1,445.22
	Utúado	260.00	385.00	263.08	908.08	
16	Ciales	146.00	186.00	120.00	452.00	1,481.88
	Manatí	253.00	330.00	256.91	839.91	
	Morovis	66.00	102.00	21.97	189.97	
17	Toa Alta	156.00	150.70	55.72	362.42	823.99
	Vega Baja	130.00	266.00	65.57	461.57	
18	Bayamón	410.00	674.00	113.52	1,197.52	1,197.52
	Vieques	85.66	153.34	68.46	307.46	
Total		10,376.91	15,709.45	9,338.76	35,425.12

TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	January and February, 1904.				Total district.
		Rent of school-houses.	Teachers' house rent.	Incidentals.	Total municipality.	
1	Carolina	\$210.00	\$306.66	\$30.00	\$546.66	\$5,602.78
	Río Pedras	89.00	220.00	66.25	375.25	
	San Juan	1,856.00	1,510.33	1,314.49	4,680.82	
2	Fajardo	110.00	320.00	207.28	637.28	1,667.04
	Naguabo	120.00	140.00	105.96	365.96	
	Río Grande	218.00	348.00	97.80	663.80	
3	Humacao	240.00	324.00	243.42	807.42	1,849.78
	San Lorenzo	155.00	280.00	103.20	538.20	
	Yabucoa	180.00	230.00	94.16	504.16	
4	Aguas Buenas	62.00	100.00	36.34	198.34	1,835.35
	Caguas	206.00	472.00	141.35	819.35	
	Cayey	228.00	380.50	209.16	817.66	
5	Guayama	288.00	594.00	876.09	1,758.09	1,991.84
	Patillas	60.00	102.00	71.75	233.75	
6	Aibonito	69.00	182.00	112.60	363.60	1,177.06
	Barros	125.00	288.00	268.70	681.70	
	Comerio	94.00	154.00	125.75	373.75	
7	Coamo	211.20	293.00	78.28	582.48	1,602.60
	Juana Díaz	244.00	290.00	192.75	726.75	
	Santa Isabel	128.00	105.20	60.22	293.42	
8	Ponce	1,304.40	1,628.40	521.37	3,454.17	3,454.17
9	Lajas	88.00	110.00	25.05	223.05	1,474.34
	Sabana Grande	94.00	210.50	85.72	390.22	
	Yauco	214.00	470.00	177.07	861.07	
10	Cabo Rojo	80.00	220.00	126.28	426.28	1,308.12
	Maricao	80.00	108.00	138.34	326.34	
	San German	110.00	354.00	91.50	555.50	
11	Añasco	209.60	264.00	59.00	532.60	2,440.02
	Las Marias	126.00	132.00	67.40	325.40	
	Mayaguez	446.00	724.00	412.02	1,582.02	
12	Aguada	56.00	136.00	16.36	208.36	1,502.76
	Aguadilla	157.52	490.00	266.87	914.39	
	San Sebastian	66.00	192.00	122.01	380.01	
13	Camuy	127.00	392.00	128.88	647.88	950.65
	Isabela	114.00	160.00	28.77	302.77	
14	Arecibo	402.00	720.00	214.56	1,336.56	1,723.90
	Lares	120.00	186.00	81.34	387.34	
15	Adjuntas	140.00	270.00	124.26	534.26	1,370.61
	Utuado	260.00	432.00	144.35	836.35	
16	Ciales	146.00	186.00	60.90	392.90	1,615.19
	Manatí	258.00	336.00	438.32	1,032.32	
	Morovis	66.00	82.00	41.97	189.97	
17	Toa Alta	156.00	150.70	55.72	362.42	894.73
	Vega Baja	130.00	266.00	136.31	532.31	
18	Bayamón	434.00	624.00	125.07	1,183.07	1,183.07
	Vieques	86.00	122.98	194.89	403.87	
Total		10,363.72	15,606.27	8,077.88	34,047.82

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TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	March and April, 1904.				Total district.
		Rent of school-houses.	Teachers' house rent.	Incidentals.	Total municipality.	
1	Carolina	\$226.00	\$310.00	\$66.22	\$602.22	\$5,578.64
	Río Piedras	89.00	220.00	59.62	368.62	
	San Juan.....	1,860.00	1,527.33	1,220.47	4,607.80	
2	Fajardo	110.00	320.00	147.77	577.77	1,493.99
	Naguabo	104.00	140.00	50.00	294.00	
	Río Grande	218.00	336.00	68.22	622.22	
3	Humacao	150.00	324.00	387.49	861.49	1,750.43
	San Lorenzo	152.00	137.00	103.83	392.83	
	Yabucoa	180.00	222.00	94.16	496.16	
4	Agua Buenas.....	62.00	100.00	46.66	208.66	1,858.72
	Caguas	206.00	472.00	157.77	835.77	
	Cayey	228.00	377.50	203.79	809.29	
5	Guayama	463.00	592.00	216.79	1,271.79	1,454.79
	Patillas	60.00	102.00	21.00	183.00	
6	Albionto	69.00	182.00	120.89	371.89	1,069.27
	Barros	125.00	288.00	14.00	427.00	
	Comerio	94.00	154.00	22.38	270.38	
7	Coamo	204.93	290.00	139.41	634.34	2,531.99
	Juana Diaz.....	488.00	580.00	447.73	1,515.73	
	Santa Isabel	128.00	113.60	140.32	381.92	
8	Ponce	1,297.60	1,614.40	596.73	3,508.73	3,508.73
9	Lajas	88.00	125.00	16.49	229.49	1,530.12
	Sabana Grande	94.00	222.00	43.49	359.49	
	Yauco.....	222.00	468.75	255.39	941.14	
10	Cabo Rojo	80.00	220.00	116.39	416.39	1,365.83
	Maricao	80.00	108.00	55.94	243.94	
	San Germán	110.00	352.50	243.00	705.50	
11	Añasco.....	209.60	264.00	68.21	541.81	2,492.20
	Las Marias	126.00	132.00	70.00	328.00	
	Mayaguez.....	535.00	704.00	383.39	1,622.39	
12	Aguada	56.00	136.00	192.00	1,326.77
	Aguadilla	149.20	490.00	131.10	770.30	
	San Sebastian.....	66.00	192.00	106.47	364.47	
13	Camuy	144.00	392.00	87.02	623.02	914.06
	Isabela	114.00	160.00	47.04	291.04	
14	Arecibo	402.00	716.00	365.57	1,483.57	1,977.57
	Lares	120.00	186.00	188.00	494.00	
15	Adjuntas.....	140.00	270.00	127.10	537.10	1,350.60
	Utuado	260.00	431.00	122.50	813.50	
16	Ciales	146.00	186.00	76.00	408.00	1,338.27
	Manati	258.00	378.33	113.16	749.49	
	Morovis	66.00	82.00	32.78	180.78	
17	Toa Alta	156.00	150.70	81.25	387.95	996.81
	Vega Baja	130.00	266.00	212.86	608.86	
18	Bayamón	410.00	659.00	144.36	1,213.36	1,213.36
	Vieques	86.00	140.66	95.06	321.72	
Total.....		10,762.33	15,828.77	7,477.82	34,068.92

TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the island—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	May and June, 1904.					Total expenses during year.	
		Rent of school houses.	Teachers' house rent.	Incidentals.	Total municipality.	Total district.	Municipality.	District.
1	Carolina	\$210.00	\$310.00	\$71.60	\$591.60	\$6,021.76	\$2,963.58	\$34,210.63
	Río Piedras	89.00	220.00	67.31	376.31		1,994.60	
	San Juan	1,860.00	1,579.00	1,614.85	5,053.85		29,252.45	
2	Fajardo	110.00	320.00	221.69	651.69	1,595.06	3,187.85	8,576.51
	Naguabo	104.00	128.00	76.68	300.68		1,902.84	
	Río Grande	218.00	340.60	84.09	642.69		3,485.82	
3	Humacao	150.00	324.00	490.18	904.18	1,887.26	3,849.08	9,065.36
	San Lorenzo	158.00	272.00	54.92	484.92		2,546.82	
	Yabucoa	180.00	222.00	96.16	498.16		2,659.96	
4	Aguas Buenas	54.00	210.00	19.44	283.44	1,790.63	1,084.33	10,066.67
	Caguas	206.00	472.00	151.80	829.80		5,085.72	
	Cayey	228.00	360.00	89.39	677.39		3,896.62	
5	Guayama	380.00	586.39	721.99	1,688.38	1,859.15	8,356.21	9,374.39
	Patillas	60.00	102.00	8.77	170.77		1,018.18	
	Alibonito	69.00	182.00	13.61	264.61		1,614.10	
6	Barros	125.00	288.00	30.00	443.00	994.36	2,264.60	5,337.01
	Comerio	94.00	154.00	38.75	286.75		1,458.31	
	Coamo	208.20	290.00	108.94	602.14		3,669.93	
7	Juana Díaz	244.00	290.00	287.66	821.66	1,786.90	4,969.33	10,632.19
	Santa Isabel	128.00	113.60	121.50	363.10		1,992.93	
	Ponce	1,381.60	1,590.90	536.71	3,509.21		18,265.99	
9	Lajas	88.00	126.00	14.30	228.30	1,468.61	1,212.69	7,484.14
	Sabana Grande	94.00	222.00	56.00	372.00		1,933.44	
	Yauco	222.00	470.00	176.31	868.31		4,338.01	
10	Cabo Rojo	80.00	217.00	126.42	423.42	1,715.75	2,267.27	7,812.05
	Maricao	80.00	108.00	88.83	276.83		1,334.58	
	San Germán	110.00	348.00	557.50	1,015.50		4,160.20	
11	Añasco	209.60	264.00	82.00	555.60	2,594.97	3,022.79	12,949.14
	Las Marías	126.00	132.00	61.75	319.75		1,661.93	
	Mayaguez	548.00	724.00	447.62	1,719.62		8,264.42	
12	Aguada	56.00	136.00	25.17	217.17	1,372.76	1,022.11	7,236.30
	Aguadilla	149.20	490.00	139.26	778.46		4,380.10	
	San Sebastian	66.00	192.00	119.13	377.13		1,884.09	
13	Camuy	144.00	392.00	85.91	621.91	941.17	2,933.73	4,560.54
	Isabela	114.00	160.00	45.26	319.26		1,626.81	
	Arecibo	402.00	720.00	552.32	1,674.32		7,225.97	
14	Lares	120.00	186.00	143.00	449.00	2,123.32	2,056.43	9,282.40
	Adjuntas	140.00	270.00	100.22	510.22		2,681.75	
	Utuado	260.00	431.00	274.10	965.10		4,478.40	
15	Ciales	146.00	186.00	73.96	405.96	1,475.32	2,380.31	7,160.45
	Manatí	258.00	360.00	106.41	724.41		2,800.31	
	Morovis	66.00	82.00	11.18	159.18		4,472.46	
17	Toa Alta	156.00	150.70	67.88	374.58	873.65	2,176.70	4,826.20
	Vega Baja	130.00	266.00	103.07	499.07		2,649.50	
	Bayamón	391.33	683.50	255.29	1,330.12		6,239.72	
18	Vieques	86.00	143.83	76.41	306.24	306.24	1,707.47	1,707.47
	Total	10,493.93	15,806.52	8,635.34	34,985.79		182,583.11	
	Grand total	60,708.02	71,061.36	50,813.73	182,583.11		182,583.11	

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TABLE XIV.—*Bimonthly expenses incurred by the local school boards during the fiscal year ending June 30, 1904; also indebtedness of each local school board in the several municipalities at the close of the fiscal year by municipalities, school districts, and totals for the islands—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

School district.	Municipality.	Indebtedness of school boards at end of fiscal year 1903-4.				
		Rent of school houses.	Teachers' house rent.	Incidentals.	Total municipality.	Total district.
1	{Carolina	\$510.00	\$70.34	\$118.00	\$698.34	\$2,807.33
	{Rio Piedras		3.34		3.34	
	{San Juan	430.00	50.00	1,625.35	2,105.35	
2	{Fajardo		129.54		129.54	1,514.22
	{Naguabo	531.00	462.50	359.09	1,352.59	
	{Rio Grande		6.00	26.09	32.09	
3	{Humacao	116.00	61.00	464.39	641.39	2,451.04
	{San Lorenzo	249.32	543.95	15.86	809.13	
	{Yabucoa	341.04	379.87	279.61	1,000.52	
4	{Aguas Buenas	535.50	500.27	41.29	1,077.06	2,268.12
	{Caguas	138.21			138.21	
	{Cayey	468.00	560.50	24.35	1,052.85	
5	{Guayama	6.00	64.00	442.87	512.87	901.87
	{Patillas	204.00	185.00		389.00	
6	{Albonito	51.04	245.00	247.56	543.60	3,219.76
	{Barros	666.40	471.00	68.42	1,205.82	
	{Comerio	696.20	674.27	99.87	1,470.34	
7	{Coamo	304.80			304.80	641.98
	{Juana Diaz			337.18	337.18	
	{Santa Isabel					
8	{Poncc	3,528.00	574.70	228.17	4,330.87	4,330.87
9	{Lajas	278.00	538.00	2.98	818.98	3,723.25
	{Sabana Grande	129.00	351.00	41.35	521.35	
	{Yauco	1,134.42	790.00	458.50	2,382.92	
10	{Cabo Rojo	120.00	345.00	140.16	605.16	1,572.08
	{Maricao	140.00	162.00	119.37	421.37	
	{San Germán			545.55	545.55	
11	{Añasco	1,045.02	870.82	192.86	2,108.70	11,081.15
	{Las Marias	1,041.00	719.00	224.15	1,984.15	
	{Mayaguez	2,727.45	3,636.00	624.85	6,988.30	
12	{Aguada	84.00	408.00	9.84	501.84	1,311.44
	{Aguadilla	74.60	735.00		809.60	
	{San Sebastian					
13	{Camuy	669.00	1,648.60	70.50	2,388.10	2,954.38
	{Isabela	288.00	240.00	38.28	566.28	
14	{Arecibo	422.00	280.00	325.97	1,027.97	1,672.31
	{Lares	180.00	291.00	173.34	644.34	
15	{Adjuntas	449.47	890.66	117.40	1,457.53	2,966.08
	{Utua	638.00	870.55		1,508.55	
16	{Ciales	637.00	854.60	119.50	1,611.10	5,162.69
	{Manatí	1,032.00	1,388.33	590.26	3,010.59	
	{Morovis	296.00	245.00		541.00	
17	{Toa Alta	872.30	221.84	88.21	1,182.35	1,182.35
	{Vega Baja					
18	{Bayamón Vieques	631.83	680.00	296.50	1,608.33	1,608.33
Total		21,664.60	21,146.68	8,557.67		51,368.95

TABLE XV.—Summary of school statistics for the school year 1908-9, common schools and special schools.

District No.	1		2		3		4	5	6	7	8	9	10	11	12							
	Number of schools open.	Number of teachers employed.	Total enrollment of pupils during the year.		Number of pupils enrolled, excluding re-enrollments.	Average enrollment per school.										Average daily attendance per school.	Average number of days each school was kept.	Aggregate number of days attendance.	Aggregate number of days actual teaching.	Average daily attendance.	Enrollment in private schools in the island.	Cost of schools to municipalities.
			White.	Colored.																			Male.	Female.	Total.
COMMON SCHOOLS.																						
1	107	120	1,901	1,420	1,172	987	5,480	54.26	35.27	154.86	584,509.5	16,572.0	3,767.02	1,525	\$84,210.63							
2	60	65	1,335	1,019	704	621	3,679	63.43	45.22	159.54	432,794.0	9,572.5	2,714.02	1,163	8,576.51							
3	56	62	1,357	1,941	492	326	3,116	56.64	37.47	152.75	322,575.5	8,554.0	2,090.02	39	9,055.36							
4	63	75	1,156	1,411	614	431	3,694	58.03	37.72	158.07	377,105.0	9,996.5	2,373.13	146	10,066.67							
5	39	47	1,557	1,452	568	485	2,263	58.03	38.62	163.85	247,969.5	6,390.0	1,508.10	121	9,374.39							
6	46	52	1,337	787	444	106	2,467	63.10	38.62	157.03	279,214.0	7,229.5	1,778.22	233	5,337.41							
7	51	59	1,259	840	644	412	3,155	63.10	43.54	157.03	348,730.5	8,008.5	2,215.71	253	10,632.19							
8	92	93	1,664	1,261	752	602	4,279	4.153	36.47	150.87	505,842.0	13,880.5	3,355.24	583	18,265.99							
9	55	64	1,273	1,087	397	215	2,972	60.06	37.09	157.63	348,464.5	8,669.5	2,208.35	95	7,484.14							
10	49	60	1,318	1,004	361	260	2,943	59.23	32.95	168.68	302,724.0	8,160.0	1,816.67	277	7,812.05							
11	78	95	2,045	1,608	505	463	4,448	58.44	34.56	160.40	407,875.0	12,377.0	2,043.03	868	12,949.14							
12	59	64	1,853	1,044	307	244	3,448	63.42	43.29	155.97	327,781.5	9,481.5	2,040.84	120	7,236.30							
13	40	48	1,402	1,124	810	74	2,410	63.42	36.55	152.68	270,102.5	6,239.0	1,734.46	192	4,560.54							
14	61	68	1,619	1,132	890	301	3,432	56.28	36.55	152.68	340,496.0	9,313.5	2,232.71	192	9,282.40							
15	16	15	1,462	1,042	565	63	2,672	59.38	35.44	157.56	251,286.5	7,090.5	1,594.65	23	7,160.15							
16	49	53	1,712	1,042	973	325	3,215	66.98	40.26	163.10	321,591.5	7,987.5	1,969.68	144	7,806.25							
17	40	48	1,068	755	367	274	2,454	61.35	39.15	154.60	257,810.5	6,584.0	1,559.40	338	4,826.20							
18	59	65	1,150	899	580	453	3,082	56.04	33.96	160.60	299,810.5	8,863.5	1,987.74	338	6,239.72							
Vieques	11	16	1,207	192	157	108	1,664	66.40	36.76	144.82	58,560.5	1,583.0	404.36	24	1,707.47							
Total	1,060	1,204	26,243	18,424	8,769	6,610	60,046	57.688	37.73	157.12	6,284,147.5	166,565.5	39,928.35	4,841	182,583.11							
SPECIAL SCHOOLS.																						
High schools	3	13	64	83	9	6	112	37.33	28.84	166.00	14,364.0	498.0	86.31									
Industrial schools	4	31	228	260	44	72	604	161.00	99.97	134.50	48,768.0	542.0	302.26									
Night schools	26	32	790	285	533	138	1,746	67.15	30.48	131.73	106,798.0	3,603.0	767.80									
Agricultural schools	14	11	448	166	169	70	853	62.93	36.24	163.86	83,147.0	2,294.0	505.56									
Kindergarten schools	6	5	74	74	23	24	195	30.50	24.67	167.33	24,764.0	1,004.0	147.98									
Total	53	61	1,604	813	778	310	3,510	66.28	35.43	147.94	277,826.0	7,841.0	1,869.91									
Grand total	1,113	1,265	27,847	19,242	9,547	6,920	63,556	58.42	37.62	156.68	6,561,973.5	174,396.5	41,798.26	4,841								
All schools:																						
First term	1,076	1,164	22,114	14,801	7,965	5,649	50,559	46.99	36.45	59.43	2,330,969.5	63,951.0	39,112.77	3,474								
Second term	1,075	1,181	23,604	16,089	7,989	5,755	53,387	49.66	38.34	59.43	2,061,374.0	62,659.5	42,659.45	4,841								
Third term	1,069	1,178	22,406	15,938	7,527	5,503	51,373	48.06	38.39	52.56	2,169,730.0	56,516.5	40,868.71	4,841								

*31 duplicated, not included in total.

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PROPERTY REPORT OF CHIEF OF DIVISION OF SCHOOL PROPERTY AND SUPPLIES.

DIVISION OF PROPERTY AND SUPPLIES,
San Juan, June 1, 1904.

The COMMISSIONER OF EDUCATION.

SIR: I take pleasure in submitting herewith the first annual report of the work of the division of property and supplies.

Previous to the establishment of this division, July 1, 1903, the purchase and distribution of schoolbooks and supplies was in charge of the disbursing officer of the department, but his manifold duties precluded proper attention to the constantly increasing demands of this work; hence the creation of this division. Coincident with its installation the writer took charge, the disbursing officer turning over to him school property on hand in the storehouse valued at \$21,149.34.

The system of accounts then in use was found to be inadequate in many ways, and a system of vouchers and abstracts already planned was inaugurated and has accomplished the looked-for results, very little difficulty now being experienced in making up the annual returns of property required of the superintendents and others with whom the department has dealings. An accurate account of incoming and outgoing books and supplies is kept by means of order blanks and card records, showing the daily balance of every article on hand. These records are checked by actual count at stated times, thus leaving no loophole for errors. The record of the shipping clerk is also checked with the office records on the first of each month.

Responsibility for the care and return of school property is fixed as follows: Pupils are responsible to their teachers; the teachers to the superintendent of the district, and the superintendents, through this division, to the department. On our books we carry accounts with 19 superintendents, the principals of 2 high schools, supervising principal of kindergartens, supervisor of drawing, and the supervising principal of industrial schools.

The purchase of supplies for 1,020 rural and graded schools, 14 agricultural schools, 3 high schools, 4 industrial schools, and 6 kindergarten schools are made through this division, as well as books for the pedagogical library of the department and supplies for the office of the department.

At the end of the school year superintendents are requested to make requisition for the supplies needed for the following year. These requisitions are tabulated and carefully scrutinized with a view to cutting out excessive demands, unnecessary items or books which, in the opinion of the department, are not in conformity with the course of study laid out for the schools. Considerable latitude within the limits named is allowed in the choice of books, as evidenced by the table following this report.

The following statistics give the work of the division at a glance. As it shows a larger amount of property on hand than last year, a word of explanation may not be amiss. Among the books on hand we have a large number of one on which a specially low price quoted enabled us to buy a supply for several years, representing a value of \$4,400. A number of books also given in this total are books purchased by former administrations and are not now in use. If authority could be secured to exchange these books for others more in accord with the course of study, it would be well to do so. In the total of expendable property given (\$1,827.50) a large part is represented by practice paper for the schools. An advantageous price was given on this and enough purchased for two years.

Chalk, pencils, paper, pens, penholders, ink, etc., are classed as "expendable" property—i. e., property which is used up and is not returnable.

	On hand July 1, 1903.	Purchased 1903-4.	Total.	Distributed 1903-4.	On hand July 1, 1904.
Text-books	\$13,349.30	\$30,802.07	\$44,151.37	\$28,231.95	\$15,919.42
Expendable supplies	4,662.84	12,695.49	17,358.33	13,214.39	4,143.94
Agricultural implements	221.67	.....	221.67	82.33	139.34
School furniture	2,604.78	6,490.71	9,095.49	8,432.55	662.94
Industrial schools:					
Petty supplies .....	.....	393.54	393.54	393.54	.....
Machinery, equipment, material, etc. ....	.....	4,453.27	4,453.27	4,282.28	170.99
Miscellaneous:					
Charts, maps, globes, blackboard cloth, etc.	310.75	996.16	1,306.91	793.87	513.04
Kindergarten schools .....	.....	50.63	50.63	50.63	.....
Total	21,149.34	55,881.87	77,031.21	55,481.54	21,549.67

The percentage of the cost of care and distribution and transportation of all supplies to the cost of the articles is a trifle more than 7 per cent, made up as follows:

Island transportation.....	\$635.00
Expenses, storehouse.....	100.00
Wages of laborers stacking books, stamping, etc.....	316.00
Salaries, chief of division and shipping clerk.....	2,949.60
Rent of storehouse for year.....	1,500.00

Total..... 5,500.60

77,031/5,500.00=0.07+.

Appended to this report is a table showing the number of each individual text-book on hand July 1, 1903, purchased during the year, distributed, the number now in the school districts, and the total of all books now in use on the island. A summary follows:

On hand July 1, 1903.....	23, 112	Distributed, 1903-4.....	75, 269
Purchased, 1903-4.....	96, 366	On hand July 1, 1904.....	47, 015
Sent in by superintendents.....	2, 806		
Total.....	122, 284	Total.....	122, 284
Received.....			99, 172
Distributed.....			75, 269

Actually handled..... 174, 441

Following a system in use in many large cities of the United States, a uniform schedule of expendable supplies according to the different necessities has been made up and will be followed during the coming year. Each teacher will receive a certain amount of supplies, which will be expected to last her for a definite period under ordinary conditions. Its working in practical operation remains to be seen.

No general condemnation of worn-out and useless schoolbooks can be held this year, and a deduction of about 10 per cent must be made from the total of books in the districts for this purpose. Some of these books have been accumulating for two or three years and will be condemned and taken from the accounts of the superintendents before school opens in September, if possible. The purchase of book covers, I am convinced, would lengthen the life of the books appreciably.

In conclusion I beg to thank you for your uniform courtesy and helpful suggestions, the disbursing officer for his efficient cooperation in many ways, and the shipping clerk for his accuracy and economy in the handling of the supplies.

Respectfully submitted.

C. O. LORD, Chief of Division.

Number of text-books handled by the division of property and supplies during the school year 1903-4, and the total number of schoolbooks in use June 30, 1904.

Title of book.	On hand June 30, 1903.	Purchased, 1903-4.	Received from superintendents.	Total.	Distributed, 1903-4.	On hand June 30, 1904.	On hand, superintendents.	Total books in island.
Agriculture:								
Winslow.....	1			1	1		16	16
Nichols.....	2			2		2	8	10
Agricultura Tropical (Spanish).....	15			15	1	14	14	28
Anabasis, G. & W.....		6		6	6		6	6
Arithmetic:								
Elementary, Wentworth.....	14			14	14		608	608
Practical, Wentworth.....		50		50	25	25	72	97
Elementary, Brooks.....	1,056			1,056	896	160	1,218	1,378
N. M. Brooks.....	509			509	446	63	632	695
N. S. Brooks.....	909			909	230	679	636	1,315
Perkins.....							1	1
Aritmética Elementaria (Spanish),								
Wentworth.....	15	4,000	114	4,129	4,015	114	27,128	27,242
Aritmética Práctica (Spanish),								
Wentworth.....	14	1,500	114	1,628	1,371	257	5,440	5,697
Aritmética Compendio, de (Spanish).....	35			35	7	28	122	150

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Number of text-books handled by the division of property and supplies during the school year 1903-4, and the total number of schoolbooks in use June 30, 1904—Continued.

Title of book.	On hand June 30, 1903.	Purchased, 1903-4.	Received from superintendents.	Total.	Distributed, 1903-4.	On hand June 30, 1904.	On hand, superintendents.	Total books in island.
Algebra:								
Secondary, F. & S.	6			6		6	17	23
Rudiments of, F. & S.	48			48	43	5	66	71
Essentials of, Wells		17		17	17		17	17
Elementary, Brooks	107			107	41	66	116	182
N. S., Wentworth							51	51
Spanish, Celedón	145		60	205		205	4	209
Animal Life, Jordan-Kellogg	23			23		23		23
Astronomy, Young	24			24		24		24
Ancient Mariner, Coleridge	15			15	5	10	25	35
Addison, Macaulay		30		30	30		30	30
Azabache (Spanish)							168	168
Botany, Bergen	24			24		24		24
Biology, Bidgood	29			29		29		29
Burns, Essay on, Carlyle		30		30	30		30	30
Conciliation of America, Burke		30		30	29	1	29	30
Canciones Escolares (Spanish)	420	2,000		2,420	2,420		6,832	6,832
Claws and Hoofs, Johonnot	17			17	17		17	17
Cats and Dogs, Johonnot	17			17	17		17	17
Correct Composition		12		12	12		12	12
Cesar, Harper-Tolman			15	15	15		52	52
Color Printer		1		1	1		1	1
Chemistry, Elementary, Williams		40		40	40		40	40
Chemical Exercises, Williams		50		50	49	1	49	50
Chemical Science, Williams	43			43		43		43
Chemistry, Cooley							6	6
Cicero, Harper-Gallup		25		25	25		25	25
Cartilla Ilustrada, Fuller	29	1,200		1,229	300	929	14,851	15,780
Cartilla de Arnold (Spanish)		2,000		2,000	1,600	400	1,600	2,000
Composition and Rhetoric:								
Hart	19			19		19	4	23
L. & E.	13	50		63	6	57	49	106
Circe's Palace, Hawthorne		250		250	160	90	160	250
Civics, First Lessons, Forman							35	35
Dictionaries:								
Webster's High School		10		10	10		10	10
Webster's Academic							10	10
Webster's Unabridged							1	1
Appleton, Spanish-English		1,500		1,500	1,227	273	1,227	1,500
Velázquez, Spanish-English		100		100	84	16	1,031	1,047
Classic							1	1
Spanish-Latin							5	5
Dirección de las Escuelas			154	154	137	17	949	966
El Lector Moderno (Spanish):								
No. 1.		5,000		5,000	4,682	318	5,128	5,466
No. 2.		4,000		4,000	3,713	287	4,290	4,577
No. 3.	960	1,500		2,460	2,460		3,291	3,291
El Pájaro Verde		20		20	19	1	19	20
Estudio del Niño, Taylor (Spanish)	14			14	8	6	20	26
El Niño y su Naturaleza (Spanish)	19			19		19		19
El Gobierno Municipal, Conkling	1			1	1		1	1
Embossing Made Easy		1		1	1		1	1
Easy Steps for Little Feet	19			19	19		19	19
Electricity, Caillard	1			1		1	3	4
Encyclopedia (17 volumes)							1	1
Fisiología, Foster (Spanish)	62		118	180	115	65	989	1,054
Fisiología é Higiene, Huxley (Spanish)	83			83		83	63	146
Física:								
Nocones de, Stewart (Spanish)	18		117	135	108	27	843	870
Ortiz (Spanish)	29			29		29	20	49
French Reader, Longman	29			29		29		29
French Method (Spanish), Ollendorf	19			19		19		19
Fables and Stories		250		250	160	90	160	250
Feathers and Furs, Johonnot	17			17	17		17	17
Flyers, Creepers, Swimmers	17			17	17		17	17
Geography:								
New Physical, Houston	1			1		1	21	22
Natural Elementary, R. & H.	38			38		38	57	95
Elementary, Frye	15	300		315	315		589	589
Grammar School, Frye	1,440			1,440	525	915	2,589	3,504
Physical, Davies	18			18	18		30	30
Geografía (Spanish):								
Elementary, Frye	10	1,000	230	1,240	1,223	17	13,250	13,267
Superior, Illustrated	728			728	450	278	2,982	3,260
Universal		199		1,999	33	166	33	199

Number of text-books handled by the division of property and supplies during the school year 1903-4, and the total number of schoolbooks in use June 30, 1904—Continued.

Title of book.	On hand June 30, 1903.	Purchased, 1903-4.	Received from superintendents.	Total.	Distributed, 1903-4.	On hand June 30, 1904.	On hand superintendents.	Total books in island.
Grammar:								
First Lessons, Welsh	29			29	20	9	184	193
Practical English, Welsh	10			10	10		1,073	1,073
French, Granger	10			10		10		10
German, Edgren-Foster	19			19		19		19
Latin, Harkness	29	50		79	50	29	70	99
Gramática:								
Castellana, Hernández (Spanish)	2,253		168	2,421	2,286	135	4,972	5,107
Castellana, Smith							44	44
Latina, Burnouf (Spanish)							29	29
Geometry:								
Plane, Brooks	80			80		80	29	109
Plane and Solid, Wentworth	49			49	49		58	58
Geometría Inventiva (Spanish)	186		20	206		206	10	216
Geology, Dana	2			2	1	1	3	4
Government of United States and Porto Rico, Thorpe		2,000		2,000	1,301	699	1,252	1,951
German, First Year, Keller	19			19		19		19
Guías para Maestros, Arnold (Spanish)		200		200	179	21	1,221	1,242
Golden Touch, Hawthorne		250		250	160	90	160	250
Greek, First Book, White		10		10	6	4	6	10
Gobierno de los Estados Unidos (Spanish)							14	14
History of United States:								
Brief, Barnes	44	100		144	144		352	352
Primary, Barnes							106	106
Eggleston	296		97	393	358	35	3,988	4,023
Primary, McMaster		250		250	246	4	248	252
McMaster	74			74	74		102	102
Students', Channing	10			10	10		11	11
Johnson							3	3
Montgomery	6						6	6
History:								
Ancient, Myers		100		100	54	46	54	100
General, Myers		25		25	12	13	12	25
Modern and Medieval People	23			23	23		49	49
Greece	9	30		39	39		48	48
Rome							47	47
History of Education, Kemp	2			2	2		38	40
Historia de los Estados Unidos:								
Nociones	319		302	621	319	302	10,636	10,938
McMaster	2,732			2,732	565	2,167	2,755	4,922
Quackenbos	193			193		193	3	196
Historia de América, Montgomery		25,000		25,000	2,750	22,250	2,750	25,000
Historia de Puerto Rico, Brau		2,000		2,000	453	1,547	453	2,000
Historia de Grecia							24	24
Historia de Roma							18	18
Hygiene, Elements of, Ames	2,447			2,447	520	1,927	2,957	4,884
How Plants Grow, Gray	17			17	8	9	8	17
Hints on Imposition		6		6	6		6	6
How We are Governed, Dawes							4	4
House of Seven Gables							17	17
Ivanhoe		30		30	29	1		30
Iliad, Seymour	6			6	6		6	6
Inglés en 20 Lecciones			90	90		90		90
Julius Caesar, Shakespeare		30		30	29	1	29	30
Lecciones de Lenguaje		1,500		1,500	1,500		5,469	5,469
Literature, Westlake	32			32	32		69	69
Libro Primero A. B. C.		2,000		2,000	2,000		21,126	21,126
Libro Segundo A. B. C.							11,289	11,289
Libro Tercero A. B. C.	1,481			1,481	657	824	9,345	10,169
Libro Primero S. B. C.		1,240		1,240	1,239	1	1,239	1,240
Libro Segundo S. B. C.		4,000	59	4,059	3,229	821	10,868	11,689
Libro Tercero S. B. C.	1,202	1,000	97	2,299	1,316	983	5,733	6,716
Libro Cuarto S. B. C.		1,000		1,000	999	1	874	6,875
Los Primeros Pasos	139	1,500	39	1,678	1,148	530	17,862	17,862
Life of Nelson	15			15		15	20	35
Lo Esencial del Lenguaje, R.	43			43	34	9	173	182
Lady of the Lake, Scott	15			15		15		15
L'Allegro, Milton		30		30	29	1	29	30
Le Voyage de M. Ferrichon		40		40	39	1	39	40
Le Pays de France		40		40	39	1	39	40
Life of Columbus	6			6	6		840	840

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Number of text-books handled by the division of property and supplies during the school year 1903-4, and the total number of schoolbooks in use June 30, 1904—Continued.

Title of book.	On hand June 30, 1903.	Purchased, 1903-4.	Received from superintendents.	Total.	Distributed, 1903-4.	On hand June 30, 1904.	On hand superintendents.	Total books in island.
Logarithm and Trigonometry Tables, Strong	18			18		18	6	24
Latin Book, Collar and Daniel	49			49		49		49
Latin Book, Beginners' S. & S.	2	25	25	52	50	2	94	96
Latin Composition, M. & C.		25		25	24	1	24	25
Lecções de Cossas.							1	1
Life of Washington							2,088	2,088
Latin, Shorter Course.							15	15
Last of Mohicans, Cooper							17	17
Mother Tongue, Arnold:								
No. 1		7,000		7,000	4,477	2,523	4,477	7,000
No. 2	39	400		439	417	22	378	400
Music, Short Course:								
No. 1		300		300	151	149	161	310
No. 2	21	100		121	101	20	109	129
Music Reader:								
No. 1	211			211	151	60	151	211
No. 2	88			88	1	87	120	207
Musa Bilingüe		450		450	25	425	25	450
Milton, Essay on, Macaulay		30		30	29	1	29	30
Macbeth, Shakespeare		30		30	29	1	29	30
Merchant of Venice, Shakespeare		20		20	20		25	25
Miraculous Pitcher, Hawthorne		250		250	160	90	160	250
Marinela, Galdos (Spanish)		40		40	39	1	39	40
Music charts, reduced	102			102	102		106	106
Modelas para Cartas (Spanish)							2	2
Music Primer, Ripley-Tappan							690	690
Primer:								
Appleton	1,557	2,447		4,004	2,978	1,026	11,180	12,206
Hall and Brumbaugh		3,000		3,000	2,636	364	2,834	3,198
Primeros Peldaños (Spanish)		3,760		3,760	3,440	320	9,283	9,603
Physics, Elements of, R. & A.	19			19		19	30	49
Physical Science	24			24		24	5	29
Physics, Wentworth-Hill		45		45	45		51	51
Physics, Note Book		50		50	49	1	49	50
Philosophy, Natural	20			20		20	3	23
Physiology:								
Applied, Overton	2			2		2	2	4
Brief, Colton		80		80	80		80	80
Intermediate, Cutter				5	5		56	56
Psychology, Sully	8			8		8	2	10
Psicología Pedagógica, Sully	1			1		1	20	21
Princess, The, Tennyson	15			15	5	10	31	41
Patriotic Primer	1,000			1,000	1,000			
Practical Printer		12		12	12		12	12
Practical Facts for Printers		12		12	12		12	12
Presswork		6		6	6		6	6
Proof Reading		1		1	1		1	1
Phonography, Scott-Bowne		6		6	6		6	6
Primary Lessons							35	35
Pedagogy, Elements of, White							1	1
Physiology, Steele							25	25
Reader, Standard:								
First		2,000		2,000	2,000		20,374	20,374
Second	64	1,500	2	1,566	822	744	13,414	14,158
Third	387	1,000	994	2,381	1,456	925	8,105	9,030
Fourth	389			389	316	73	2,531	2,604
Fifth	16	100		116	71	45	1,212	1,257
Reader, Heart of Oak:								
No. 1		500		500	474	26	474	500
No. 2		500		500	474	26	474	500
No. 3		500		500	444	56	444	500
No. 4		500		500	394	106	394	500
No. 5		500		500	364	136	364	500
No. 6		500		500	326	174	326	500
Reader, Appleton's First	58			58		58	2,567	2,625
Reader, Knapp (Spanish)	25			25	24	1	24	25
Retórica y Poesía (Spanish)	4			4	4		25	25
Rip Van Winkle, Irving		250		250	160	90	160	250
Riverside Reader							5,909	5,909
Reader, Matzke (Spanish)							22	22
Song Book, School and Home		2,000		2,000	2,000		9,400	9,400
Songs of the Nation		125		125	125		507	507
Song Book, Earth, Air, and Sky		50		50	50		50	50
Sewing Primer		48		48			48	48

α Distributed free through superintendents.

Number of text-books handled by the division of property and supplies during the school year 1903-4, and the total number of schoolbooks in use June 30, 1904—Continued.

Title of book.	On hand June 30, 1903.	Purchased, 1903-4.	Received from superintendents.	Total.	Distributed, 1903-4.	On hand June 30, 1904.	On hand, superintendents.	Total books in island.
Sewing Course		4		4	4		4	4
Silas Marner, Eliot		30		30	29	1	29	30
Sir Roger de Coverly Papers		30		30	29	1	29	30
Stories for Children	19			19	19			(a)
Story of the Thirteen Colonies	19			19	19			(a)
Stories for Little Folks		250		250	160	90	160	250
Stories of Great Americans							19	19
Stories of Pennsylvania							19	19
Spy, The, Cooper	5			5		5		5
Study of the Child	1			1		1		1
Sleepy Hollow, Legend of	1	250		250	160	90	160	250
School Methods							1	1
Trigonometry, Elements of	14			14		14	5	19
Theory and Practice of Teaching							2	2
Thinking and Learning to Think							16	16
Tales from Shakespeare							27	27
Vest Pocket Manual Printing		12		12	12		12	12
Vicar of Wakefield	15			15	5	10	43	53
Vision of Sir Launfal		20		20	20		24	24
Virgil							5	5
Wings and Fins, Johannot	17			17	17		17	17
Waymarks for Teachers							21	21
Young Job Printer		6		6	6		6	6
Zoology, Elementary, Needham	20			20		20	2	22
Total	23,112	96,366	2,806	122,284	75,269	47,015	316,084	368,150

a Exchanged for other books.

SCHOOL BUILDINGS—REPORT OF THE CHIEF OF DIVISION OF SCHOOL EXTENSION.

DIVISION OF SCHOOL EXTENSION,
San Juan, June 4, 1904.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SIR: I have the honor to submit report of work done in the division of school extension for the year ending June 30, 1904, as follows:

At the beginning of this fiscal year there were under construction five graded and two rural school buildings and a large industrial school building, all of which have been completed and in use for some time. Contracts have been let during this year for three graded and three rural school buildings and for repairs and alterations to an old building in Arecibo which is now used as an industrial school. All of this work, except the graded buildings, has been completed, and two of the graded school buildings should be completed before July 1 of this year. The contract for the other graded school building, one of six rooms for Rio Piedras, was let May 9, and work should begin soon. Proposals are now being asked for a three-room brick and stone graded school building at Lajas, the contract for which should be let before July 1, and plans are being prepared in the office for the following buildings: One of four rooms, frame, for Isabela; one of six rooms, brick and stone, for Juana Diaz; one of three rooms, frame, for Patillas; one of six rooms, brick and stone, for Yabucoa; one of four rooms, brick and stone, for Maricao; one of four rooms, brick and stone, for Las Marias; and one of twelve rooms, brick, for Ponce. Nearly all of these plans should be finished this summer and several of the contracts let before January 1, 1905.

In almost all of the recently constructed buildings which have tile roofs it has been found advisable to shore up roof joists with girders supported on posts, owing to the deflection of the roof timbers and the consequent cracking of the roof. Although these joists were heavy enough to safely carry the load imposed, they were not likely to have been fully set for some months, until which time the roof would continue to leak. This is due to the fact that native timber requires several months

for proper seasoning, and I know of no dealer on the island who carries sufficient stock of good, seasoned timber to supply even one building. Contracts recently made have had inserted a repair or probation clause which requires that the contractor shall maintain the building in good condition for a period of six months after its completion and acceptance by the department. This will, no doubt, cause contractors to be more careful in their selection of timber and other materials and will avoid such expense and annoyance to the department as that above mentioned.

I wish to call your attention to the bad condition of some of the frame rural school buildings erected by the department two or three years ago and which have not since been painted and in very few cases have repairs been made where needed. Under the present system of requiring the local school boards to keep their buildings in proper condition, I doubt if the desired result will be attained. In very few of the municipalities do the school boards have more than enough funds for their necessary current expenses, and they are unable to paint or keep in good repair the rural buildings. I would, therefore, recommend that some steps be taken by the department toward the preservation of these buildings.

Requests have been received by this office from school boards of several of the municipalities, who ask to be allowed to erect in the different barrios rural school buildings costing from two to three hundred dollars each, half of the expense of which would be borne by the school boards, plans to be prepared in this office and payment made to the contractor from the disbursing office of the department, the local school boards letting the contracts and supervising the construction of the buildings. This appears to be a good scheme for supplying school buildings to these municipalities which are unable to bear the cost of more expensive construction and I should be glad to see it tried as soon as possible.

Appended herewith are lists of buildings completed during this year and of those for which contracts have been let.

Respectfully,

A. M. LYONS,
Chief of Division.

The COMMISSION OF EDUCATION,
San Juan, P. R.

Graded and industrial buildings completed during the year ending June 30, 1904.

	Total cost.	Accepted.
Rio Grande, 6 rooms, brick	\$10,319.50	Sept. 12, 1903
Ponce (industrial), 16 rooms, brick	22,053.46	Dec. 18, 1903
Adjuntas, 4 rooms, brick and stone	10,130.50	Nov. 10, 1903
San Sebastian, 4 rooms, brick and stone	9,605.00	Oct. 12, 1903
Sabana Grande, 4 rooms, brick	9,170.00	Nov. 14, 1903
Guanica, 4 rooms, brick and stone	8,506.67	Dec. 25, 1903
Ponce, 6 rooms, brick	9,650.00	
Arecibo (industrial), 8 rooms, brick (repairs and alterations)	4,082.70	Feb. 18, 1904
Anasco, 4 rooms, brick and stone	7,349.00	
RURAL BUILDINGS.		
Camuy, 1 room, frame	1,600.00	Nov. 23, 1903
Mayaguez (Algarrobo), 1 room, frame	1,475.00	July 21, 1903
Aguadilla, 1 room, frame	1,675.00	Nov. 10, 1903
Utuaedo, 2 rooms, frame	2,448.00	Dec. 15, 1903
Mayaguez (Arriba), 1 room, frame	1,650.00	Do.

CONTRACTS LET.

Rio Piedras, six rooms, brick; price, \$10,630; dated May 9, 1904.

Special report on school extension in Porto Rico, trust fund, from January 2, 1901, to December 31, 1903.

	General fund.	Normal school group.	Specific allotments, school-houses.	Total.
AVAILABLE FUND.				
January 2, 1901, allotment	\$200,000.00			\$200,000.00
July 23, 1901, allotment		\$3,500.00		3,500.00
August 7, 1901, allotment		31,500.00		31,500.00
November 16, 1901, allotment	15,000.00			15,000.00
November 16, 1901, transfer and allotment		a 2,000.00		2,000.00
May 5, 1902, allotment		17,000.00		17,000.00
Do	5,000.00		b \$59,000.00	64,000.00
Do		4,000.00		4,000.00
October 17, 1903, allotments as per Exhibit A			150,076.50	150,076.50
December 31, 1903, repayments as per Exhibit B	5,662.99			5,662.99
Total	225,662.99	58,000.00	209,076.50	492,739.49
DISBURSEMENTS.				
December 31, 1903, general fund, Exhibit C	219,048.83			219,048.83
June 30, 1893, normal school group, Exhibit D		58,000.00		58,000.00
December 31, 1903, specific schoolhouses, Exhibit E			78,859.92	78,859.92
Balance January 1, 1904	6,614.16		130,216.58	136,830.74
Total	225,662.99	58,000.00	209,076.50	492,739.49

a Transferred from insurance trust fund.

b Ponce schoolhouses, \$49,000; Rio Grande schoolhouse, \$10,000.

EXHIBIT A.

Allotments for specific schoolhouses.

1903.		
Feb. 9.	Ponce schoolhouses	\$24,000.00
	9. Rio Grande	10,000.00
May 14.	Ponce schoolhouses	25,000.00
		<u>\$59,000.00</u>
Jan. 12.	Carolina	12,000.00
	12. San Sebastian	9,000.00
	12. Yauco	9,000.00
	16. Adjuntas	10,000.00
	16. Cabo Rojo	9,000.00
Apr. 27.	Sabana Grande	9,000.00
	27. San Sebastian	500.00
June 12.	Bayamon	9,000.00
	22. Yabucoa	13,000.00
	24. Juana Diaz	12,000.00
	24. Anasco	9,500.00
July 8.	Patillas	3,000.00
	8. Las Marias	10,000.00
	8. Rio Piedras	13,000.00
	13. Maricao	10,000.00
	13. Lajas	7,500.00
Aug. 28.	Rio Grande	319.50
Oct. 17.	Arecibo Industrial	5,757.00
Total		150,076.50

EXHIBIT B.

Repayments by municipalities on account of schoolhouses from June 30 to December 31, 1903*

Municipality.	Amount of allotment.	Amount to be repaid.	Time of beginning repayments.	Time of completing repayments.	Amount due Dec. 31, 1903.	Actually repaid.
Ponce schoolhouses.....	\$49,000.00	\$14,100.00	July 1, 1903	1911-12	\$800.00	\$400.00
Rio Grande.....	10,000.00	5,000.00	July 1, 1902	1906-07	1,800.00	1,700.00
Carolina.....	12,000.00	6,000.00				
San Sebastian.....	9,500.00	4,750.00	July 1, 1903	1907-08	500.00	285.13
Yauco.....	9,000.00	4,248.00	do	1906-07	531.06	442.55
Adjuntas.....	10,000.00	5,000.00	do	1907-08	500.00	249.99
Cabo Rojo.....	9,000.00	4,500.00	July 1, 1902	1909-10	900.00	850.00
Sabana Grande.....	9,500.00	4,750.00	July 1, 1903	1913-14	225.00	100.31
Bayamon.....	9,000.00	4,500.00		1907-08		
Yabucoa.....	13,000.00	6,500.00	July 1, 1904	1909-10		
Juana Diaz.....	12,000.00	8,000.00	July 1, 1903	1907-08	800.00	522.70
Anasco.....	9,500.00	4,750.00	do	1908-09	395.83	263.88
Patillas.....	3,000.00					
Las Marias.....	10,000.00	5,000.00	July 1, 1903	1907-08	500.00	225.80
Rio Piedras.....	13,000.00	6,500.00	do	1908-09	550.00	330.79
Maricao.....	10,000.00	5,000.00	do	1907-08	500.00	160.26
Lajas.....	7,500.00	2,500.00	do	1907-08	250.00	131.58
Rio Grande.....	319.50					
Arecibo Industrial.....	3,757.00	1,878.50	July 1, 1904	1908-09	259.96	
Total.....						5,662.99

EXHIBIT C.

General fund, disbursements.

Period.	Erection of buildings.	Salaries.	Traveling.	Fire insurance.	Examination title.	Contingent expenses.	Total.
Jan. 1 to June 30, 1901.....	\$15,462.97	\$1,487.85	\$549.32	\$77.20	\$155.00	\$133.45	\$17,865.79
July 1, 1901, to June 30, 1902.....	140,587.27	9,319.88	1,706.94	889.48	130.00	1,923.13	154,556.69
July 1, 1902, to June 30, 1903.....	23,770.59	5,874.19	847.47	535.13		1,839.55	32,866.93
July 1 to Dec. 31, 1903.....	8,698.00	4,046.95	626.98			387.49	13,759.42
Total.....	188,518.83	20,728.87	3,730.71	1,501.81	285.00	4,283.61	219,048.83

* See appendix.

January 1, 1904.

Town.	Contract price.	Extra.	Total.
Curabo.....	\$1,795.00		\$1,795.00
Carolina.....	1,650.00	\$15.00	1,665.00
Cabe Rejo.....	1,538.17		1,538.17
Coamo.....	8,408.90		8,408.90
Humacao.....	8,950.00		8,950.00
Aguidilla.....	8,283.90		8,283.90
Cuayama.....	9,350.00		9,350.00
Caguas.....	8,850.00	85.00	8,935.00
Las Piedras.....	1,835.00	15.00	1,850.00
Toa Alta.....	1,690.00	15.00	1,705.00
Yauco.....	7,196.70	1,007.19	6,203.89
Ponce.....	1,750.00	15.00	1,765.00
Quebradillas.....	1,675.00	15.00	1,690.00
San German.....	7,383.30		7,383.30
Mayaguez.....	9,325.00	6,303.40	15,628.40
Fajarde.....	16,000.00		16,000.00
Manati.....	8,350.00		8,350.00
Arecibo.....	9,890.00	44.00	9,934.00
Afasco.....	1,590.00	15.00	1,605.00
Sabana Grande.....	1,641.00	15.00	1,656.00
Lares.....	5,700.00	35.70	5,735.70
Bayamon.....	1,650.00	15.00	1,665.00

* First site, \$465.05; second site, \$2,597.20.

January 1, 1904—Continued.

Town.	Contract price.	Extra.	Total.
Lajes	1,683.00	10.00	1,693.00
Río Grande	1,719.00	20.00	1,739.00
Utuaide	1,050.00	20.00	1,070.00
Río Piedras	1,600.00		1,600.00
San Sebastian	1,730.00		1,730.00
Juncos	1,550.00	225.00	1,775.00
Juana Díaz	3,359.00		3,359.00
Penuelas	3,700.00		3,700.00
Las Marias	1,770.00		1,770.00
Aibonite	8,150.00	450.00	8,600.00
Cayey	8,150.00	450.00	8,600.00
Bayamon	7,294.80	579.27	7,874.07
Barranquitas	1,300.00		1,300.00
Arroyo	1,800.00		1,800.00
Mayaguez No. 1	1,250.00	225.00	1,475.00
Mayaguez No. 2	1,475.00	175.00	1,650.00
Camuy	1,375.00	225.00	1,600.00
Utuaide	2,198.00	250.00	2,448.00
Aguadillas	1,500.00	175.00	1,675.00
Barros (day labor)			1,113.83
Total			188,518.83

^a\$150 still due the contractor.

EXHIBIT D.

Normal school group, August 1, 1901, to June 30, 1903.

Land	\$3,000.00		
Normal school building contract	\$24,545.00		
Salary, inspector	970.30		
Travel, inspector between Río Piedras and San Juan	21.72		
Subsequent miscellaneous work and contingent expenses ..	6,462.98		
	<u>32,000.00</u>		
		\$35,000.00	
Principal's dwelling		4,000.00	
Model school building contract	14,817.00		
Subsequent miscellaneous work and contingent expenses ..	2,183.00		
	<u>17,000.00</u>		
		\$56,000.00	
Roadways and approaches		2,000.00	
Total			58,000.00

EXHIBIT E.

Disbursements, specific schoolhouses, January 1 to December 31, 1903.

Municipality.	Paid on contract.	Paid on supplemental contract.	Balance due on contract.	Balance due on supplemental contract.
Cabo Rojo	\$8,699.00			
Ponce	^a 1,599.99		(b)	
	^c 21,450.00	^d \$603.46	\$9,656.00	
Río Grande	9,935.00	65.00		
San Sebastian	8,950.00			
Adjuntas	9,485.00	405.50		
Sabana Grande	8,908.63			\$250.00
Yauco	6,741.93		1,355.07	409.67
Arecibo	900.00		2,857.00	
Añasco			7,349.00	
Total	76,669.55	1,073.96	21,211.07	659.67

^a Land, Cantera School.

^b Contract, Cantera School.

^c Contracts, Industrial School.

^d Of the balance on allotments of \$18,845.84, \$15,245.97 corresponds to Ponce schoolhouse, for which a contract has not been let.

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Disbursements, specific schoolhouses, January 1 to December 31, 1903—Continued.

Municipality.	Charged for salaries.	Charged for travel.	Charged for contingent expenses.	Balance allotment.	Total.
Cabo Rojo.....	\$216.22	\$15.79	\$4.00	\$64.99	\$9,000.00
Ponce.....	386.78	64.60		15,245.77	49,000.00
Rio Grande.....	300.05	19.45			10,319.50
San Sebastian.....	36.53	7.87	4.60	501.01	9,500.00
Adjuntas.....	13.26	9.25	4.00	82.99	10,000.00
Sabana Grande.....	34.62			306.75	9,500.00
Yauco.....				493.33	9,000.00
Arecibo.....					3,757.00
Añasco.....				2,151.00	9,500.00
All other allotments (no contracts let) ..				89,500.00	89,500.00
Total.....	987.45	116.36	12.60	108,345.84	209,076.50

RECAPITULATION.

Total allotments.....	\$209,076.50
Allotments, no contract let—	
Carolina.....	\$12,000.00
Bayamon.....	9,000.00
Yabucoa.....	13,000.00
Juana Diaz.....	12,000.00
Patillas.....	3,000.00
Las Marias.....	10,000.00
Rio Piedras.....	13,000.00
Maricao.....	10,000.00
Lajas.....	7,500.00
	89,500.00
Balance.....	\$119,576.50
Due on contracts.....	21,211.07
Due on supplemental contracts.....	659.67
On allotments.....	18,845.84
	40,716.58
	78,859.92
Disbursements:	
Contracts.....	76,669.55
Supplemental contracts.....	1,073.96
Charged for salaries.....	987.45
Charged for travel.....	116.36
Charged for contingent expenses.....	12.60
	78,859.92

List of school buildings in the order in which they were completed.

GRADED.

Place.	Name.	Date of completion.	Amount.
		1901.	
Caguas.....	Lincoln.....	July 13	\$8,935.00
Guayama.....	Washington.....	Sept. 4	9,350.00
Coamo.....	Franklin.....	Sept. 14	8,408.90
Yauco.....	Columbus.....	Sept. 28	7,896.70
Aguadilla.....	Lafayette.....	Oct. 19	8,283.90
San German.....	Longfellow.....	Oct. 19	7,383.30
Humacao.....	Ponce de Leon.....	Oct. 25	8,950.00
Arecibo.....	Jefferson.....	Dec. 12	9,890.00
		1902.	
Manatí.....	Grant.....	Feb. 2	8,350.00
Mayaguez.....	Farragut.....	Mar. 3	9,500.00
Lares.....	Clay.....	Mar. 31	5,700.00
Peñuelas.....	Webster.....	Apr. 12	3,700.00
Juana Diaz.....	Hayes.....	Apr. 12	3,369.00
Fajardo.....	Columbia.....	June 24	16,000.00
Bayamón.....	John Marshall.....	Oct. 4	8,219.07
Aibonito.....	Brumbaugh.....	Oct. 23	8,600.00
Cayey.....	Benjamin Harrison.....	Oct. 23	8,600.00
		1903.	
Rio Piedras.....	Model School.....	Jan. 16	14,817.00
Cabo Rojo.....	J. L. M. Curry.....	May 9	8,699.00
Sabana Grande.....	J. F. Cooper.....	Aug. —	9,170.00
Rio Grande.....	Bancroft.....	Sept. 12	10,000.00
San Sebastian.....	Whittier.....	Oct. 12	(8,975.00?)
Adjuntas.....	Irving.....	Nov. 12	10,130.50
Ponce.....	Roosevelt Industrial.....	Dec. 18	22,053.46
Guanica.....	Garfield.....	Dec. 25	8,496.67

Disbursements, specific schoolhouses, January 1 to December 31, 1903—Continued.

RURAL.

Place.	Name.	Date of completion.	Amount.
1901.			
Carolina	Columbus	Apr. 6	\$1,675.00
Gurabo	Lafayette	Apr. 27	1,795.00
Las Piedras	Jefferson	May 22	1,850.00
Toa Alta	Lincoln	June 10	1,705.00
Cabo Rojo	Garfield	June 14	1,538.17
Ponce	McKinley	July 19	1,765.00
Quebradillas	Horace Mann	July 21	1,690.00
Arroyo	Prescott	Sept. 2	1,800.00
Añaseo	Ponce de León	Sept. 18	1,590.00
Bayamón	Peabody	Sept. 27	1,650.00
Río Piedras	Whittier	Sept. 28	1,600.00
Río Grande	Jackson	do	1,719.00
Sabana Grande	Washington	do	1,641.00
San Sebastian	Franklin	do	1,720.00
Lajas	Hamilton	Oct. 5	1,683.00
1902.			
Utuaído	Armstrong	Mar. 10	1,070.00
Las Marias	Greeley	Mar. 13	1,770.00
Juncos	Irving	Mar. 15	1,550.00
Barros	Adams	June 7	1,568.15
Barranquitas	Roosevelt	June 27	1,300.00
1903.			
Camuy	Emerson	July 8	1,805.00
Mayaguez (Algarrobo)	Grant	July 21	1,475.00
Aguadilla	Adams	Nov. 10	1,675.00
Mayaguez (Arriba)	S. F. B. Morse	Dec. 15	1,650.00
Utuaído	Agassiz	Dec. 22	2,448.00

Names of school buildings constructed by the Department of Education.

GRADED.

Name.	Town.	Name.	Town.
Bancroft	Río Grande.	Hayes	Juana Diaz.
Brumbaugh	Aibonito.	Irving	Adjuntas.
Clay	Lares.	Jefferson	Arecibo.
Columbia	Fajardo.	Lafayette	Aguadilla.
Columbus	Yauco.	Ponce de León	Humacao.
Cooper, J. F.	Sabana Grande.	Lincoln	Caguas.
Curry, J. L. M.	Cabo Rojo.	Longfellow	San German.
Farragut	Mayaguez.	Marshall, John	Bayamón.
Franklin	Coamo.	Roosevelt Industrial	Ponce.
Garfield	Guanica.	Washington	Guayama.
Grant	Manatí.	Webster	Peñuelas.
Harrison, Benjamin	Cayey.	Whittier	San Sebastian.

RURAL.

Adams	Aguadilla.	Jefferson	Las Piedras.
Adams	Barros.	Lafayette	Gurabo.
Agassiz	Utuaído.	Lincoln	Toa Alta.
Armstrong	Utuaído.	León, Ponce de	Añaseo.
Columbus	Carolina.	Mann, Horace	Quebradillas.
Emerson	Camuy.	McKinley	Ponce.
Franklin	San Sebastian.	Morse, S. F. B.	Mayaguez (Arriba).
Garfield	Cabo Rojo.	Peabody	Bayamón.
Grant	Mayaguez (Algarrobo).	Prescott	Arroyo.
Greeley	Las Marias.	Roosevelt	Barranquitas.
Hamilton	Lajas.	Washington	Sabana Grande.
Irving	Juncos.	Whittier	Río Piedras.
Jackson	Río Grande.		

EXHIBIT II.

REPORTS OF DISTRICT SCHOOL SUPERINTENDENTS.

SCHOOL DISTRICT No. 1.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
San Juan, P. R., June 1, 1904.

SIR: I have the honor to submit the annual report for the school district of San Juan.

On September 4, 1903, I took charge of this, the first school district of the island, composed of the 3 municipalities of San Juan, Rio Piedras, and Carolina. The town of Trujillo Alto also forms a part of this district, having been annexed to the municipality of Carolina. This municipality is larger in point of territory than the two others combined, and last year, with the municipality of Rio Grande, formed a separate district. I have found the size of the district and the large number of schools under my direction very serious obstacles in the effort to discharge thoroughly the many and varied duties of the position.

The new Emerson School, on Cruz street, San Juan, of 9 rooms, including the principal's office, a kindergarten, 2 first, 2 second, and 1 each of the third, fourth, and fifth grades, was opened on time, fully equipped. Each room is furnished with modern pupils' desks, teacher's desk, chairs, bookcase, wastebasket, call bell, and extensive blackboard space. Filters, washstands, and modern latrines are on each floor. Of the regular teachers in this school 3, including the principal, are Porto Ricans; the other 4 are Americans. Three changes in the corps of teachers of this school were made during the year, and the school is now in charge of thoroughly competent teachers in all the grades. Instruction in all branches is given in English with the exception of a daily half-hour Spanish lesson in the upper grades. It was at first thought that only two-thirds of the regular year's work could be accomplished because of the fact that the school would be passing through the experimental stage, but I am glad to state that fully as much ground has been covered during the year in this school as in the Spanish schools. It is hoped that after another year a class may be sent annually to the Central High School of Porto Rico at San Juan.

The new graded school for the town of Rio Piedras will shortly be in course of construction. The contract has been let and it is expected that the building will be ready for occupancy at the time of the opening of the next school year. The lot on which the building is to be erected is situated in Brumbaugh street, near the normal school, and cost \$350. The building will contain 6 rooms besides the principal's office, and will cost about \$11,000.

I regret that no progress can be reported in the matter of securing a new graded school building for the town of Carolina. A large corner lot, situated one square west of the plaza and constituting a satisfactory site for the building, was agreed upon by the school board as a suitable location for the school, but in spite of the fact that the lot is the property of the municipality no action has yet been taken even looking toward the transfer of same to the people of Porto Rico. The department of education has offered the municipality advantageous terms in the matter of securing the new building, but the municipality has neglected to take any action although repeatedly urged to do so.

The agricultural school at Carolina has been in operation during the entire school year. The usual amount of hard work has been done by the teacher and his pupils, with the usual result—a very small return for the labor and expense involved. During the latter part of the year the greater part of the land has been planted in sugar cane, the crop when cut to be sold to a neighboring plantation. The crop will probably be worth about \$30, if satisfactory. A change was recently made in the daily programme, whereby instruction in the common branches is given during a four-hour session in the morning, from 8 to 12 and a class in agricultural work is held daily from 4 to 6 in the afternoon, only those pupils who are interested in the work attending. This arrangement is giving more satisfactory results than the former manner of conducting the school.

The rural school in the Marina, San Juan, was moved from its old quarters to the second story of a substantial building situated on a street corner facing the bay. Accommodations were found to be ample for another school on the same

floor, and accordingly another was opened, thereby allowing a system of grading to be introduced in these two schools. They are both well equipped and are now the best rural schools in this district.

As the condition of the larger part of the rural schools in the municipality of Rio Piedras left much to be desired, a tentative plan for the improvement of those conditions was proposed to the school board and unanimously approved. This proposition involves the securing, by donation if possible, of 1 cuerda of suitable land in a suitable place situated in each barrio where the school facilities are to be improved, and the erection thereon of a building to be especially constructed for use as a school at a cost not to exceed \$250, the title to both the land and the building to be registered in the name of the people of Porto Rico, under condition that the property be devoted permanently and solely to school purposes and be free of all tax. The plan further involves the furnishing of these schools with suitable equipment, including desks and seats for pupils, tables and chairs for teachers, blackboard facilities, bookcases, clocks, bells, filters, and water-closets. Sites have been secured for four such schools, and it is planned to construct the buildings during the vacation months. The plans and specifications will be prepared by the school board and submitted to the commissioner of education for approval. The contract will be let after having been approved by the said commissioner, and the buildings, when completed, will be inspected by the department of education. The plan further includes the securing of financial assistance from the commissioner of education in the sum of \$1,000, or \$250 for each one of the four schools which it is proposed to erect. Of this amount the department of education will contribute one half toward the establishment of these schools, the school board to return the other half within two years without interest. In this way the school board practically becomes the owner of the school property at a nominal cost, not exceeding the amount that would otherwise be paid in rent during the same length of time.

Owing to the great difference in class standing of the various groups of the same grade in all parts of the district, it was found necessary to regrade all the pupils in the graded schools. To this end examination questions in English, arithmetic, and language (the last-named subject including questions in nature study and biography in the lower grades, geography and history in the upper) were prepared for all graded schools except the first, and a general examination was held on January 19. All the papers were corrected by the teachers and afterwards reviewed and recorrected by the superintendent. A list of the failures and of the doubtful cases in each grade was then made, and the work of grading the pupils was attended to in all cases by the superintendent in person. The pupils on the doubtful list were reexamined personally in order to ascertain exactly in which grades they belonged. In this manner about 3,000 pupils were regraded, the work requiring four weeks. A great improvement was observed in the work of all the graded schools after these changes had been effected.

A meeting of all the teachers of the district was held in San Juan on December 19, in the Lincoln School. The subjects composing the first group of the course of study now in use, and including reading, writing, composition, spelling, memory work, and English, were discussed. Papers on these subjects were read by several teachers, and Don Manuel Fernández Juncos delivered a very interesting address.

Another teachers' conference was held in San Juan on March 17 and 18, in accordance with instructions issued by the department of education. Mr. Paul G. Miller, principal of the Insular Normal School, presided at the four day sessions as director. A long programme, covering a wide range of pedagogical subjects, was prepared for the day sessions and carried out satisfactorily. The teachers took part in thorough discussions of the subjects introduced, and the free expression of opinion and relation of experiences were of considerable benefit to all. An evening session of purely literary character was held in Lincoln School and thoroughly enjoyed by those present. Two other entertainments given the same evening in the capital interfered greatly with the attendance.

At various times during the school year principals and graded teachers were allowed to visit the practice school at Rio Piedras and grades corresponding to their own in the graded schools, for the purpose of noting conditions and observing methods which might be introduced into their own work with success. The English teachers also visited the different schools from time to time with the same object.

All teachers have been required to prepare daily a written outline of the lesson to be given in each subject on the following day. These outlines are kept in blank books and serve as a means for the intelligent direction of the various classes on the part of the teacher during the daily sessions. They are also valuable for purposes of reference and as a summary of the work accomplished during the year.

An effort has been made to make the teaching of English as uniform as possible in the various grades throughout the district. This work is still far from complete. It is being directed on the basis that the ability to speak the language is of greatest importance to the pupils in the study of English. Following this principle, a simple course of study for the eight grades was prepared, giving to conversational work the larger part of the time in such a manner that reading and writing might be taught in connection with the conversation and correlated with it. This course will be developed further and the work for each term of the coming year will be definitely outlined for each grade. Owing to the fact that the course was in the nature of an innovation, the average results obtained so far have not shown it to be an unqualified success, but with the more carefully prepared outline and directions, which we shall have next year, the teachers will be enabled to follow the course more intelligently and we may expect more gratifying results. I may add here, however, that in a few cases the teacher has directed her work in all respects exactly according to the prescribed outline, and in these few cases the results have been highly satisfactory.

Doctor Brumbaugh's Standard Readers have been in use to a limited extent in all the schools. The text is quite unsatisfactory as a help in teaching English here, and on that account as many supplementary readers as could be secured have been used. We shall have to await the publication of a series of readers specially prepared for the teaching of English in Porto Rico if we wish to employ books in this work.

Mr. and Mrs. H. A. C. Hines, of New York City, have shown a deep and kindly interest in the public school work here, and it was recently my pleasure to acknowledge particular gratitude for a handsome banner presented by them to the San Juan graded schools. This banner will be awarded to the graded school having made most satisfactory progress in the study of the English language during the present school year, and will be contested for on the same basis during subsequent years.

The work in drawing and music has been confined practically to the graded schools of San Juan, the capital being the only town in the district provided with special teachers of these subjects. The results obtained in both of these branches in San Juan have been surprisingly good. The two teachers having this special work in charge are thoroughly competent and have labored hard in the interest of the pupils. Many of the children have shown real talent for drawing, and their work in this subject clearly demonstrates the advisability of arranging for the further development of this part of the school curriculum. The average results have been more than satisfactory, considering the many difficulties which were encountered.

In music, singing in two parts from the chart has been introduced as early in the course as the second year. The pupils have acquired surprising facility in sight reading, and the progress has been uniform in the several grades. Owing to the large number of schools, the teachers of drawing and music have been unable to visit each room more than once a week, being obliged to intrust the work during the remainder of the week to the regular graded teachers, who have followed directions, in the majority of cases, with careful interest.

A series of 42 circular letters, printed on the mimeograph and treating of various phases of the school work, was prepared and sent out during the year for the purpose of assisting the teachers. Besides these circulars, daily programmes for the rural schools were arranged and printed, in order to make the work in these outlying schools more nearly uniform. A model outline for daily preparation of work by the teacher was also prepared and a copy sent to each teacher in the district. Other letters, also designed to be of help to the teachers, were sent out from time to time.

The chief school holidays were fittingly celebrated in all the schools of the district, and the teachers exerted themselves to make the several occasions both interesting and profitable in order that the pupils might remember them as pleasant events in their school life. The discovery of Porto Rico by Columbus, Thanksgiving Day, Arbor Day, Christmas, Washington's Birthday, and Memorial Day were appropriately observed.

According to the census of 1889 the population of the three municipalities of San Juan, Rio Piedras, and Carolina, which compose this district, is 32,000, 14,000, and 19,000, respectively, or 65,000 for the entire school district. Of this number it is estimated that 20,000 are children of school age, yet there are enrolled in the public schools only 4,617, or 23 per cent, of the school population of the district. The average daily attendance in all the schools of the district is 3,653, meaning a daily absence of nearly 1,000 pupils, the average daily per cent of attendance being 79.49. The entire number of teachers in the district is 109, the average number of pupils per teacher being 43.

The school board of San Juan has resolved to support a force of 4 truant officers during the coming year for the purpose of increasing both the enrollment and the daily attendance in the 6 graded and 3 rural schools under its jurisdiction. These officers will be provided with lists of all the pupils enrolled, with names and addresses of parents; they will visit the homes of all absent pupils in order to ascertain the cause of absence in each case, and will be authorized to notify and appear before the proper legal authorities as complainants in case the absence be not justified.

This school board at the present writing is having telephones installed in the office of the superintendent and in the 6 graded schools of the capital. This connection, in addition to being a great convenience for ordinary purposes of communication, will also serve as an efficient aid in supplementing and simplifying the work of the truant officers.

It is expected that these officers will be able to increase the enrollment in the upper grades. The majority of pupils are withdrawn from school before reaching the third grade, and this fact constitutes one of the most serious problems in our educational work. Of the 4,617 pupils enrolled in this district 2,455 are in the first grade, 1,093 in the second, 510 in the third, 280 in the fourth, 151 in the fifth, 69 in the sixth, 29 in the seventh, and 30 in the eighth. These figures tell a very disquieting story, but we hope to improve these conditions with the increased facilities which we shall have at our disposal next year.

Respectfully submitted.

E. N. CLOPPER,

Superintendent of Schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 2.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Fajardo, May 31, 1904.

SIR: I have the honor to submit herewith my report for the academic year 1903-4:

Up to September, 1903, this district comprised the municipalities of Fajardo and Naguabo, together with the adjacent islands of Vieques and Culebra. These latter being of difficult access from the main island were then detached to form a separate district, and the municipality of Rio Grande was added in their stead. This resulted in a contiguous but much larger territory, counting some 60 schools under as many teachers.

My first impression on assuming charge of this district was an unfavorable one, owing chiefly to the condition in which I found the rural schoolhouses. The buildings were, many of them, too small and but partially provided with the necessary furniture. There were not enough seats and desks to accommodate the regular number of pupils. Clocks and drinking apparatus were entirely lacking. At least one-half of the schools were without suitable cases for the storing of books and material, and in all of them the blackboard cloth was simply nailed to the walls and not mounted on frames as is the case in most of the districts.

When I brought these matters to the attention of the several school boards, I was made aware that these corporations had not the funds wherewith to meet my desires. Their budget which had been approved months before had made no allowance whatever for carrying out these necessary improvements. This was in the nature of a surprise inasmuch as two out of the three municipalities were financially prosperous and could have met the demands of the school

boards for a somewhat larger appropriation without any difficulty. Much to my regret my plans for a general reform of the schools had to be deferred to another year, and I had to content myself with carrying out only such improvements as were absolutely necessary and which the finances of the boards warranted me to undertake. With the limited means at hand we were able to supply the schools with cheap clocks, water jars, and bookcases, while enough rude benches and desks were constructed to accommodate 50 pupils in each one of the schools. Other important matters, such as the mounting of blackboards on frames and the securing of better but more expensive buildings, had to be deferred to some other time.

These circumstances are now somewhat changed, owing to a little more provision on the part of the school boards, and owing also to the enacting of certain legislation favorable to these bodies. Unless unexpected obstacles present themselves, no schools will be opened in this district next fall unless they have been equipped in full accordance with the desires of the department. It is further proposed that all buildings to be used for schools be rented under contract, the owners binding themselves to carry out any repairs that may be indicated to them or else to forfeit their rent to the school board.

The 6-room schoolhouse recently erected by the department at Rio Grande has been used throughout the year. It has proven a splendid structure. That only the best of materials were used and that the work of construction was carefully attended to is attested by the fact that not the slightest defect has been noted up to the present day.

The 9-room building of the Fajardo High and Graded School erected a few years ago is largely in need of serious repairs. The woodwork shows slight imperfections, while the roof leaks considerably in spite of the fact that it has been painted twice in the course of the present year. It is my opinion that it will have to be renewed at an early date, as it has been worn through by oxidation. The school board, in accordance with an act of the legislature approved March 10, 1904, has applied to the executive council for a loan to attend to the reparation of this edifice.

I am glad of an opportunity to state that the department may count in its efforts to improve local conditions with the unwavering support of the school boards of Fajardo and Rio Grande. Both of these organizations are composed of men who are noted for their intelligence and public spirit, who have the true interest of the schools at heart, and who can not be swayed by either political or personal bias in the discharge of their official duties. My relations with them have been marked by the most perfect harmony and a corresponding desire to work hand in hand for the betterment of our public school system. Their administration of public funds has been scrupulous to the highest degree, enabling me to introduce several improvements, which it would have been impossible to carry out with boards less economical or less alive to their obligations.

The administration of the Naguabo school board has been in marked contrast to that of the above-mentioned bodies. I am loath to speak of its record. Suffice it to say that its men have displayed a complete indifference to the welfare of our schools, that they have repeatedly failed to fulfill their duty, and that on those rare occasions in which they did try to carry out the mandates of the law they have only done so in response to some personal interest or to much urging on the part of the officers of the department. They did not decide to keep strict accounts of their financial transactions until late in the course of the present year.

It is to be hoped that the approaching elections will give to Naguabo a school board more interested in the welfare of the schools.

The territory comprising this district had 57 schools last year. There are 60 at present, an increase of but 3. While there has been but little progress in the manner of schools, and the improvement in the furniture and equipment of the same has not been as radical as desired, the character of our schools has received a decided impetus for the better. This is especially noticeable in the enrollment and attendance. Of the 60 schools of this district, 30 actually have an enrollment of 55 pupils or over. Of the remainder, 22 have an enrollment ranging from 50 to 55. There are thus but 8 schools with less than 50 scholars each. They are in every case the highest grades of the several town schools, and their small enrollment is due to the fact that the number of pupils who could be admitted to them is necessarily limited. The total enrollment of the district last month was 3,161 pupils, giving an average of 52.5 pupils to each school. These results have been obtained by holding each teacher personally

responsible for any falling off in his attendance and by insisting upon the fact that the enrollment and the attendance of any school are, generally speaking, in direct proportion to the efficiency of the teacher. There was a perceptible falling off in the attendance during the spring months owing to an epidemic of varioloid, which prevailed throughout the district.

The vital element of the schools is of course the teacher. Good schools are possible without luxurious furniture, but no school is good without a good teacher. While I am compelled to state that the number of competent, up-to-date teachers is a limited one, that many of them have little knowledge of the better and most effective methods of teaching, I can not but do justice to the enthusiasm they display for their profession and the scrupulous care with which the great number of them carry out their instructions. What they need above everything is better direction in their efforts. It is thought that the policy of the department to send a certain number of them to the Normal School each term is bound, if persevered in for a few years, to effect a general transformation of our schools. The change noted in the work of two or three teachers of this district who have been able to avail themselves of this opportunity to attend the Normal School is little short of marvelous.

I wish to point out here some of the particulars in which the teachers of this district have shown a special weakness. While no little progress has been achieved in the direction of remedying these defects during the present year, it is felt that the attention of the superintendent will have to dwell on these defects for much time to come ere he can entirely do away with them.

Perhaps the worst defect of our teachers is their addiction to routine or, in other words, text teaching. There was a prevalent idea in this island a short time ago that as soon as a young man or woman had acquired a teacher's certificate he or she was qualified ipso facto to teach any subject or any branch of human knowledge for the remaining days of his or her life. The certificate converted them into perennial fountains of wisdom, able to meet and to cope with any emergency. This strange notion is not entirely dead, and teachers are still occasionally found who have to be reminded that great benefits may be derived from a little amount of daily study. The routine of assigning so many pages of the text as a lesson and demanding that the pupils recite the same more or less verbally had become second nature to so many teachers that the necessity of their preparing themselves for their daily work had never occurred to them. The ensuing routine, the lifeless teaching, and the undisciplined rooms had become the characteristics of the island schools. It is in order to remedy this state of things that all or nearly all of the superintendents have required during the last two or three years that the teachers write out a daily outline of their work. This practice unites so many advantages that the teachers themselves at once recognized its value, although a few of them complained that it obliged them to do some unnecessary labor and absorbed an amount of time that they might more advantageously devote to the study of the English language. It was thought best to enforce this daily written preparation, however, the more so as it was noted that the teachers who carried it out most carefully were those who made the quickest progress in English. This practice, besides obliging the teachers to think out their daily work, to put brain and intelligence in the place of routine, also made it much easier for the superintendent to guide the teachers' efforts, to point out their mistakes, and to see that the provisions of the course of study were carried out faithfully and uniformly.

Another weak point of our schools is the lack of realization on the part of many teachers of the moral value of cleanliness and the importance of keeping a neat and attractive room and caring properly for the equipment and the furniture of the same. Not only is personal cleanliness often neglected, but pupils are permitted to handle their books with soiled hands, to write over them, to throw them about, with the result that these books are in an unserviceable state after one or two years' use. The teachers' attention has been called to this point repeatedly, but never with the result that I had a right to expect. I believe that the time has come to devise some way in which the teachers may be held responsible for the willful neglect of books which is now taking place. A system of checking the date on which the book was issued and the condition in which it was returned by the teacher at the close of the year might result in a great saving of yearly expenses. The same neglect is noted with regard to the furniture. Pupils are allowed to cut or to otherwise misuse the desks. Some of these are left to deteriorate or even to fall apart, when a little timely attention could have saved them. Such neglect reflects seriously on the character of a teacher, and no occasion has been permitted to pass to

remind anyone found guilty in that respect of the full nature and extent of his obligations.

Comparatively few of the teachers of this district have displayed much taste in the adornment of their rooms. It is intended to give special attention to this detail next year.

Another drawback is a lack of appreciation on the part of the teachers of the value of time. Although much progress has been made in this respect, the fact remains that tardiness is still one of the main evils of our schools, especially in the rural districts. How much this fault depends on the teachers is proven by the following instance: During the early part of the year I noticed that one-half of the pupils of the Canovanas rural schools were wont to arrive tardy. On complaining to the teachers of this state of things I was told that this was an inveterate custom of the barrio and that there was no means to correct the evil. This being so, I thought that the case justified me in sending a complaint to the general superintendent against the teachers in question. An admonition from this officer worked marvels, and I was not a little surprised some seven or eight weeks after when the teachers told me that the impossible had been done, that not only had the cases of tardiness almost disappeared, but that the combined enrollment of the two schools had risen from 93 to 117, with a corresponding improvement in the daily attendance. I am glad to state in this connection that the graded schools of Fajardo, Rio Grande, and Naguabo have shown a similar progress in the promptitude and regularity of their attendance.

Many teachers have a wrong idea of the nature of school discipline. Their efforts are generally directed toward securing a sepulchral silence on the part of their pupils. Their attention has repeatedly been called to the fact that discipline was not to be obtained by prohibitive measures, that their aim ought to be first and last to interest their pupils, to make them love their work, to keep them occupied, and to leave discipline to take care of itself. I make no mention of the time-honored custom of loud studying, which has forever disappeared from our schools. An old defect which still endures is the tendency of many teachers to limit their attention to the pupil actually reciting, to the entire neglect of the rest of the class.

I beg to say a few words with regard to the already much-discussed question of school principals. Each year adds new weight to the contention that the extra money paid to these teachers is a clear loss in the great majority of cases. The only principal in this district was at the head of the Fajardo High and Graded School. This teacher received \$100 a month. Whether the extra \$50 were paid to him for his particularly good work as a teacher or for his attending to his special duties as set forth in the rules and regulations of the department, a doubt may be raised whether the money could not have been employed to better profit in opening an additional graded school in Fajardo. The special duties of this teacher with regard to the grading of the schools, the drafting of the several teachers' programmes, the correction of the roll books and term reports, the care of the building and of the adjoining grounds, and, more important still, the supervision of the work of the different grades, all these were either totally neglected by him or done in a haphazard way. The janitor service was especially incompetent. Two strong able-bodied men were allowed to idle about all day long while weeds overran the grounds and dust covered the schoolhouse walls. The interference of the superintendent became necessary on many occasions, while on as many others it was not exerted in order not to produce an undue amount of friction.

The length with which I have dwelt on certain faults of the teachers might seem to indicate that little progress has been made during the present school year. Such an assumption would be far from the truth. While our teachers possess many serious faults they also possess many redeeming virtues. From a general point of view the work of the graded schools was remarkably satisfactory. If I were to make a summary classification of them, I should say that 18 of them did excellent work, that in 6 instances their work might be classified as good, and in 2 instances only could it be classified as fair or unsatisfactory. Thus it is that the towns of Fajardo and Rio Grande possess to-day a system of graded schools which could justly excite the envy of many towns of equal size in the States. I must add that the standing of the rural schools suffers in comparison with that of the town schools. Possibly one-third of the former have been in charge of antiquated teachers, men of the "get on as easy as you can" type, who were either unable or unwilling to keep up with the rapid pace of progress set by the majority of their companions. Not only have these men been dead weights on our hands, but they have also set a pernicious

example to the other teachers. It is possible that their work would have been improved had I been able to visit their schools with greater frequency. Be that as it may, every effort will be made next year to rid this district of teachers who must needs feel that the eye of the superintendent is over them in order to put forth their best efforts.

The teachers have realized much progress in the study of the English language. A noteworthy instance of the interest they are taking in all matters pertaining to their advancement is the regularity with which they have attended the classes given for their benefit by the American teachers. With the exception of one rural teacher, whose school lay at a distance of some 10 miles from town, over bad roads and dangerous river crossings, all the teachers of the district have attended the classes or informed me of the reasons for their absence whenever sickness or bad weather prevented their coming. I am still ignorant of the success had by the teachers of this district at the recent English examinations. I am building no castles in the air, in view of the fact that the districts of Fajardo and Carolina, to which the territory covered by this district belonged last year, occupied the eighth and seventeenth rank, respectively. I am more than gratified, however, at the thought that two-thirds of the teachers are able to read at sight the texts now used in the schools, that approximately one-half of them are able to carry on a conversation on ordinary topics in English, while there are some 10 teachers who are willing and able to carry on all their work in that language next year.

It is thought that at the present rate of progress, English may be made the official language of the schoolroom within two or three years. It has been my lot to receive many a pleasant surprise on entering certain schools to hear the native teachers carrying on an interesting conversation with their more advanced pupils in English. Much of the effective work done in that direction is traceable to the Manual for Teachers of English, which was issued by the department at the beginning of the year, and which many of the native teachers were given an opportunity to study.

It may be noted incidentally that there is a danger of Spanish being neglected in this enthusiasm for acquiring a knowledge of English. Good spellers of the Castilian tongue are the exception in our schools, and I have before me the reports of the teachers of this district on the recent celebration of Memorial Day, in many of which orthography is conspicuous by its absence.

Two general conferences were held in the district during the course of the year. At both of them the attendance was excellent. The discussions assumed a very practical character. The presence of Mr. L. R. Sawyer at the first and of Mr. A. F. Martinez at the last of these meetings contributed no little to arouse the interest of the teachers and to spur the latter to put forth their best efforts. These conferences were beyond any doubt among the most successful ones which it has been my pleasure to attend in Porto Rico.

The personal benefits I derived from the visit of the above-named gentlemen in the way of practical suggestions showed me the advisability of having such visits made a regular occurrence in the future. As a school superintendent stated in his report last year, there exists too great a diversity in the methods of supervision. Uniformity in this respect is, of course, all important if we desire to attain uniformity of work. Probably the quickest way to obtain both would be the periodical visits of a man who, like the general superintendent, is familiar with all the phases of school work throughout the island.

Two night schools have been working with varying success in this district. Among the many difficulties with which they have had to contend, I may mention the abnormal fluctuation of attendance. The mean duration of a pupil's attendance at these night schools may be given as three or four months. The enrollment was entirely renewed in January, owing to the fact that most of the pupils went to work in the sugar plantations and were unable to continue their studies in consequence. The teacher in charge of the Rio Grande school found it necessary, in order to keep up his attendance, to inaugurate a course of popular lectures. The last session of the week was devoted to the presentation and discussion of interesting topics of an educational nature under the direction of several of the town teachers, who volunteered their aid. By such means the teacher was able to maintain his attendance up to the maximum limit.

I close this report with the statement that this year has witnessed an increased enthusiasm on the part of the public of this district for everything connected with our work. With very few exceptions all our schools have maintained the maximum possible enrollment, while many of them have had a waiting list nearly equal to their enrollment. The celebration of a school holiday or any

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unusual occurrence sufficed to arouse the interest and to draw the presence of everybody in town. For instance, Arbor Day was made the occasion of a public festival. Work was stopped and the stores were closed during the day in order to enable everybody to attend the celebration. This remarkable interest on the part of the public is the best witness to the quality of the work that is being done in our schools and to the fact that our teachers are advancing with giant strides on the road to progress and to professional excellence.

Respectfully submitted.

M. A. DUCOUT.

The COMMISSIONER OF EDUCATION, *San Juan, Porto Rico.*

SCHOOL DISTRICT NO. 3.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Humacao, May 26, 1904.

SIR: In accordance with the school laws of the island I have the honor to submit to you my annual report as superintendent of the public schools of district No. 3 for the academic year ending June 17, 1904:

The district under my charge comprises three municipalities, namely: Humacao, which is the superintendent's headquarters; Yabucoa and San Lorenzo, covering an area of 325 square miles with 68,957 inhabitants, of these 12,688 being of school age.

At the beginning of the present year the number of pupils enrolled in the public schools of the district was 2,568, as shown below:

Grade 1	1,592
Grade 2	555
Grade 3	208
Grade 4	125
Grade 5	59
Grade 6	29
Total	2,568

In the course of the year the enrollment has increased considerably, being at present:

Grade 1	1,318
Grade 2	895
Grade 3	357
Grade 4	133
Grade 5	41
Grade 6	55
Grade 7	29
Grade 8	14
Total	2,842

The attendance, due to the unusually long rainy season, and to the several diseases suffered by the children, has not been so satisfactory as I anticipated considering the enthusiasm of the teaching force and the earnest desire to learn shown by almost every boy and girl. Of the 2,842 pupils enrolled only 2,424 (estimated) have been attending school daily, which is about 85 per cent of the total enrollment.

The corps of teachers of the district is as follows:

School.	White.		Colored.		Total.
	Male.	Female.	Male.	Female.	
Principal	2				2
Graded	10	7	3	2	22
Rural	19	8	3		30
English	3	3			6
Agricultural	1				1
Night	2				2
Total	37	18	6	2	63

These 63 teachers are quartered in 8 towns and 29 rural buildings, aggregating a total of 37 schoolhouses with 54 rooms.

The condition of the schoolhouses located in the towns, as well as their furniture, is good; but I regret I can not say as much regarding the rural schoolhouses. These, with the exception of two new agricultural buildings and two other schools, are small straw-thatched shacks, with poor light and ventilation and worse equipment, the only furniture consisting of a few old benches and one or two tables.

Teaching under these circumstances, aggravated by the negligence of some parents and by the lack of good roads, is not an easy task; but the greatest difficulties may be overcome by constant, faithful, work; so we have seen some rural schools in satisfactory condition, every group of the course of studies being taught and all the pupils accomplishing their duties in a most commendable manner.

The work done in the town schools has been, in general, very gratifying. Principals, teachers of English, and grade teachers, as a rule, have made the utmost efforts to raise and maintain the schools at a high grade of efficiency, and almost in every case they have been successful, a good proof of it being the remarkable progress made during the year, as may be noticed after comparing diagrams 1 and 2.

I feel it a bounden duty to devote a few words to the pupils. I always found them obedient, courteous, and willing. They have been working hard throughout the year, showing high spirits and keen interest when performing the tasks assigned by their teachers. The average Porto Rican child is bright and intelligent, although his reasoning powers are not very strong, due, perhaps, to the lack of proper training.

I shall not attempt to describe in detail the work in the schools, this being done in the reports handed in to me by principals and teachers of English, to which I have the honor to refer you; but I shall avail myself of this opportunity to express my opinion on the teaching of the several subjects scheduled in our curriculum.

Language (Spanish) teaching is satisfactory. Our pupils, as a rule, read and spell correctly, write a good hand, and commit to memory very readily selections both in prose and verse. In composition they do not show off so well. They copy the teacher's or the book's words instead of using original language.

In this connection I beg to recommend the adoption of a book for the primary grades similar in character to Arnold's *The Mother Tongue*. A grammar more difficult than Hernández's could be used in the eighth grade. The necessity of books for supplementary reading is also felt, above all in the advanced grades. A few masterpieces of Spanish literature could be studied to great advantage, that pupils may acquire a taste for good, wholesome reading.

English has been taught in the graded schools following the instructions laid down in the manual issued by the department of education, and the progress has been noticeable. In the rural schools, generally, the English learned by pupils amounts to nothing.

The work in numbers has had certain weak points. In the primary grades pupils were expected to do too much. Many times I have seen a 5-year-old child writing millions and even billions on the blackboard, while in the advanced grades I have found the opposite evil. Pupils did not progress as rapidly as desired. But I must say that this has not been the case with every teacher. Many of them worked to my entire satisfaction, their methods being excellent.

One of the recent changes in the courses of study which has a decided effect in cultivating the pupil's power and habit of observation is what is commonly called "nature study." It is a great pity that so large a number of our people "having eyes see not" the beauties of the natural world. Our course of studies is planned to correct this evil by bringing the child into close touch with his environment, awakening his interest, leading him from the abstract to the concrete, and stimulating him to investigate phenomena for himself.

We must admit that to achieve these results is not so easy for teachers who, in most cases, have had neither the advantage of a normal training nor the opportunity of studying good literature on the subject; but I am glad to state that some of them have thoroughly covered the ground required in the course of studies.

The instruction in geography has followed closely the course of study. In the primary grades we have taken the home as starting point, thus beginning with the new and known. Afterwards the leading facts of the geography of the world are studied, and, finally, in later years, to obtain an accurate knowledge, the subject is reviewed from the whole to its parts, without neglecting the teaching of some physical geography.

For the teaching of group 4 of the course of studies I have prepared lately a syllabus assigning a certain number of stories, myths, fables, and biographies to each of the primary grades, and marking the pages to be covered in every book by each of the grammar grades, thus making the teaching of history uniform throughout the district.

I have very little to say about the teaching of art. Pupils know several hymns studied in the song books used in the schools, but no music has been formally taught. Drawing is not in much better condition, although it has been taught very successfully at Yabucoa by Principal Huyke. I think it would be very advantageous to have teachers of music and drawing in the towns, because the young Porto Ricans show excellent aptitude for these studies.

The agricultural work in the schools along the road from Humacao to Juncos has proven a failure. I recommend that the same be discontinued next year at least if it is the department's intention to carry it on according to the plans of this year. The only place where something like a garden may be seen is at the Irving School, San Lorenzo; but in the other schools nothing has been done.

The attendance at the night schools has not been satisfactory at all. Reading writing, and some arithmetic have been taught in them; but pupils do not seem interested in the work, and, of course, their progress not quite satisfactory.

Practically there are no private schools in this district. Three or four old ladies devote their time to teaching a few little boys and girls, but as soon as there are vacant places they come to the public schools, this being a most eloquent proof of the fact that the work done in our schools is duly appreciated by the community.

It is to be regretted that the revenues of the island do not allow the employment of more teachers. Many children are on the waiting list of the schools because there is no room for them, although we have adopted the part-time system in the first grades.

Holidays have been duly celebrated. The exercises held at Humacao and Yabucoa on Arbor Day and Washington's Birthday deserve special mention. Prominent people and patrons of the schools were invited to attend same. Also a school exhibition was held on Arbor Day, showing the work performed in the schools the previous term.

On the 17th and 18th of March we had a teachers' institute, conducted by Miss Huntington, principal of the Practice School at Rio Piedras, who prepared a comprehensive programme covering the salient features of the educational work.

The evening session of the 18th was reserved for a meeting of a general character, to which the public as well as the teachers in attendance at the institute were invited; and Doctor Lindsay, Doctor Ames, and Mr. Augusto Gautier addressed a large audience which was assembled in the main hall of Ponce de Leon School.

The importance of these teachers' institutes is apparent. To them the teachers must look for the inspiration and instruction needed to keep them in the current of educational progress, and through its ministrations the methods of instruction in the district may be unified and improved.

Several rural teachers of this district have attended the Insular Normal School during a term, their substitutes being paid by the department of education. The instruction given these teachers has proven most useful. Their methods are better, and, above all, they have learned how to manage their schools, keeping pupils busy all the time.

I do not doubt that if the practice of sending teachers to the Normal School be continued in the coming years, the teaching force of the island will be greatly bettered, and our schools in the near future will be up to date in every respect.

The school board of Humacao deserves special mention for the kind assistance which it has always given me and for the pains it has taken to better the condition of its schools. Of the other boards I have nothing to say, either good or bad.

I wish to express my appreciation of the faithful, earnest, and efficient services the majority of the teachers rendered in their positions during the present

year. If the public knew what these people are doing to lead the youth on the right path, so that in the future they may know how to perform the duties of good citizenship, the teacher's worth and work would be duly acknowledged.

I also desire to thank the commissioner of education and his corps of assistants for the hearty support and valuable advice they have always accorded me. Respectfully submitted.

C. A. REICHARD,

Superintendent of Schools, District 3.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT NO. 4.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Caguas, P. R., June 1, 1904.

SIR: I have the honor to submit herewith the annual report of the district of Caguas for the school year 1903-4. This district includes the municipalities of Caguas, Cayey, and Aguas Buenas, and in the municipalities of Caguas and Cayey are included the annexed towns of Gurabo and Cidra, respectively. There are now attending school in the district 2,919 children, enrolled in 63 schools, of which 2 are principal, 27 graded, 1 night, and 33 rural. Besides these there are 7 special teachers of English.

These schools are housed in buildings ranging from the new American-built schoolhouses in Caguas and Cayey down to some rural buildings little better than peons' shacks. The rents paid by the school boards for these buildings range from \$40 to \$4 per month, but in every case the annual rental is so large a per cent of the actual value of the building that the board is really paying for the whole building every few years. Especially is this true in the case of rural schools, where \$4 per month or \$48 per year is paid for buildings which cost little more than \$100 to build. As a step toward remedying this state of affairs, I have prepared plans and specifications for rural school buildings, of native lumber and large enough to accommodate 50 American desks each, and which can be erected at a cost of about \$300 each. I hope to perfect a plan by which those municipalities whose finances will allow it may erect these buildings, with the help and direction of the department. In the case of the graded schools the only way seems to be to hire the best buildings obtainable at as low rents as possible, and make the best of the situation until the finances of the boards will allow them to build.

The school boards of the district have on the whole done disinterested and efficient work during the year. Perhaps the best work has been done by the Caguas board, which has spent \$600 on new furniture and made many needed repairs on buildings. The Cayey and Aguas Buenas boards have also done well, although the element of politics is not absent from the former, and the latter has been too much hampered by lack of funds to accomplish much.

The native teachers of the district have, as a rule, worked hard and honestly. Many of them have educational qualifications above the average, and their interest in their work has been extremely encouraging.

The district has been particularly fortunate in having good teachers of English. For the first time since the inauguration of the American system a teacher has been found content to stay one full year in Cidra, and very good work has been done there. In Cayey there have been 3 English teachers during the year. In that town the native teachers have an unusually good command over English, and in all grades arithmetic has been taught with gratifying success, in that language. In the fourth, fifth, and sixth grades history is also taught in English. In Caguas two particularly efficient English teachers have been very successful. Here the seventh and eighth grade work in geography has been done in English. Throughout the district the old translation method has been abandoned, Spanish banished from the English classes, and the work has been largely conversational. With over 82 per cent of all the children in the graded schools enrolled in the first three grades, as is the case here, the child leaves school so young that he will soon forget all the English he has learned if he has not a sufficient conversational knowledge to remember and continue through practice in talking after leaving school.

Even in graded schools the success or failure of the English work largely depends on the native teacher. The progress made in the room of a progressive and friendly teacher having some knowledge of English himself is really remarkable, while an indifferent or hostile native teacher can reduce results to the vanishing point. There is no greater power for good in our schools than the competent English teacher; the young progressive American who is here to work and knows how to teach, whether he knows Spanish or not. These are the teachers who are hastening the day, already to be foreseen, when English will be the common tongue. The classes for native teachers have been carried on in much the same manner as last year, and in general a measure of success has been secured.

During the year there have been celebrated in all the schools the four hundred and tenth anniversary of the discovery of Porto Rico, Arbor Day, Thanksgiving Day, Emancipation Day, Washington's Birthday, and Memorial Day. Although these celebrations constitute the most effective means of arousing interest in the schools, yet it is very difficult to make the necessary preparations without very seriously breaking up the school work for several weeks in advance.

The district has been very generously supplied with books and supplies during the entire year. Many new books are not needed, but there are still lacking a few which would make class work more efficient. Among these I would mention a good book on hygiene in Spanish for teachers' use. If the work as now mapped out in the Course of Study is to be carried on, I would strongly recommend the making and publishing of a simple book on the teaching of nature work. A similar work is much needed for the drawing. Better work could be done in arithmetic in the lower grades and rural schools if there were a better elementary arithmetic. Such a one is *Primeros Pasos en la Aritmética*, by Pierce (Silver, Burdett & Co.). There is, besides, a great need for better books for the English work, but, while I have examined a number of readers, I have yet to find any set fitted to the needs here.

During the year one teachers' meeting and one institute were held. The first was on November 21, in Caguas, and was very successful. The attendance was good, great interest was shown, and practical school subjects were discussed in a creditable manner by the teachers. The institute was held on March 18 and 19 under the direction of Mr. Enrique C. Hernandez, examining superintendent of the department. All the meetings were made as practical as possible, and much good resulted from the interchange of opinions on the part of the teachers. The meetings were addressed by the commissioner, the assistant commissioner, Mr. C. H. Ames, of Boston, and Mr. Fernandez Juncos. Such meetings as these, when well planned and timed, are a great aid in the professional advancement of the teachers.

After considerable study of the matter I have come to the conclusion that the time has come to make important changes in the Course of Study for the graded schools, and to make a new course for the rural schools. The course at present in use has no relation to the texts furnished, and, as few teachers have the ability to adapt the texts to the work outlined, the result is in many cases a more or less complete abandonment of the course. Again, from the beginning teachers are called upon to teach subjects about which they know little, on which they have had to pass no examination, and upon which no treatise is furnished or obtainable. Such subjects are drawing, local geography, plant and animal study, and study of the human body.

The matter of a new course of study for the rural schools I regard as of even greater importance. The entire school experience of the average child in the rural school does not carry him beyond the second grade. I think that in this matter this district is in no way unique, and here there are 1,565 children enrolled in the rural schools and only 81, or a little over 5 per cent, in the third grade. All the rest are in the first or second grades. I see no present prospect of these conditions changing and under these conditions I believe that the first aim of the rural school should be to give the pupils a grounding in the essentials which will reduce the illiteracy and dense ignorance of the country districts. I would recommend a course which would give reading, writing, arithmetic, English, and garden work in that order of importance, and emphasise the elements only of each study and aim much more for thoroughness than the amount of ground covered. In considering such a change as the one proposed it must be remembered that the children of these schools are of greater average age than those of similar grades in graded schools, and should thus be better able to do this type of work. The average of the children of these schools is a little under

10 years, although as before shown they are nearly all in the first and second grades.

During the year the entire district has been regraded, using uniform examinations as a basis, and thus at the present time a grade in one town is as nearly as possible on the same basis as the similar grade in another town. The amount of work and personal examining in the various towns was very great, but the results show that it was time well spent. Now, at the end of the year, examinations for promotion have been prepared in all subjects in the several grades and thus the results of the former work of grading will not be lost.

The one agricultural rural school in the district was, on my recommendation, changed to a regular rural school, and as such has been a very much more useful and successful school. I would recommend that it be continued on its present status for the present.

Among the many very excellent arrangements made by my predecessor, Mr. Comant, was one by which the contract for all the janitor service of the Caguas schools was let out to the lowest bidder, subject to rules and regulations prepared in this office. The plan has worked perfectly and the very vexatious problem of janitor service has been solved in this town.

This year important changes which have greatly facilitated the work of the district have been made in the equipment of the superintendent's office. An appropriation was secured from each of the three boards of the district and a suitable office secured apart from the storeroom. The remaining money was spent in the purchase of a Smith-Premier typewriter and Edison mimeograph, and a Glöbe-Wernicke card index unit and some minor supplies. During the year the more important parts of the office work have been reduced to card systems, and such things as records of visits, records of absences and changes of teachers, and schoolroom equipment are now all indexed on cards. This has resulted in an immense improvement in the office methods. With the similar appropriation which I hope to secure for the coming year a really complete and up-to-date equipment can be secured and all office work done in a businesslike manner.

With the aid of the mimeograph a large number of circular letters, programmes, and information blanks have been made for the teachers. During the year 28 circular letters of instructions to teachers have been struck off and distributed. Six information blanks, 2 programmes for rural schools, 2 for teachers' institutes, 2 forms for book receipts, the ballots for Arbor Day, and 5 different outlines and instructions for the teaching of subjects on which there is no text-book have been made out and sent out.

As this last-mentioned matter is a new departure it may merit a word of explanation. During the second term I sent out uniform programmes for rural schools, and thus regulated the number of weekly lessons to be given in the subjects called for in groups 3, 4, and 5 of the course of study. I then made and sent to each rural teacher and to the first and second grade graded teacher a set of lessons in drawing, giving just what was to be taught in each lesson from that time to the end of the year, and with full instructions for teaching and explanatory marginal drawings. This was followed by similar courses in plant study, animal study, study of the human body, and local geography. In each case the object was to give the teacher simple, definite directions as to what to teach and how to teach it in each subject for each lesson. Although the lesson helps sent out were far from perfect, yet I am glad to be able to report that the results have shown the plan to be a decided success and a great advance over the old way of leaving the teacher to drift along as best he may in the teaching of these subjects of which he knows little and about the teaching of which he knows less.

The matter of reports on the occasion of visits to schools is one which has received much attention during the year. The object has been to not only call the attention of the teacher to the shortcomings of his work, but in every case to tell or show him how to remedy the defect. The "criticisms and suggestions" blank has been used freely in giving definite instructions to the teachers, often a number of the blanks being filled in one visit. Notable progress has been made in the matter of schoolroom decoration. By explaining to the teacher the importance of relieving the uniform dullness of their rooms and by noting in every case in the visit blank in the space reserved for "condition of school as to cleanliness" the progress of the work of securing pictures and decorations, such good work has been done in this line that there is now no schoolroom in the district without at least a few pictures, and some have really well-selected ones.

In closing, I would say that while only a small part of what I had hoped and

planned for has been accomplished, yet distinct progress has been made, and I wish to gratefully acknowledge the skilled support and aid on the part of the department which have made that progress possible.

Respectfully submitted.

LEONARD P. AYRES,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 5.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Guayama, May 31, 1904.

SIR: In compliance with section 62 of the school law, I have the honor to forward herewith the fifth annual report on public schools of the district of Guayama.

The number of schools granted to the district of Guayama for the year 1903-4 were two principal, 17 graded, 22 rural, and 1 agriculture. Of these, 3 rural schools were not opened on account of the scarcity of teachers.

The town of Guayama has 1 principal and 9 graded schools. The principal and 3 graded occupy a 4-room school building, built by the department of education; 3 are in a large brick building owned by the municipality, but for which the local board pays \$25 a month, each room having a floor space of 20 by 36 feet; and 3 are in a private dwelling house, the partitions having been removed so as to enlarge the rooms, the rooms having the following dimensions: 30 by 17 by 13 feet, 40 by 14 by 11 feet, and 26 by 18 by 13 feet. All are equipped with modern furniture, are well lighted, and have plenty of fresh air. Attached to each school building is a large playground in which the children can enjoy themselves during recess hour.

These 3 school buildings, together with the office of the superintendent, are connected by a private telephone, which enables the principal and the superintendent to be always in touch with the schools.

By this telephone system all the schools in town are opened and closed at the same moment, signals being given from the room of the principal. Through this telephone the principal or superintendent can be notified at once in case either are needed at any one particular school, and it proved to be very handy when one of the teachers was taken suddenly ill by drinking carbohic acid, both principal and superintendent being notified by means of the 'phone and were able to be on the scene a few moments after the accident. Electric bells also connect the rooms in the different buildings.

In Arroyo there is 1 principal and 3 graded schools. A great improvement has been made this year in regards to school buildings for this town. Through the aid of the alcalde of Guayama, and by paying \$25 rent a month, the local board of education was able to obtain a fairly large size building, formerly used as the alcaldia, in which two of the schools of Arroyo have been placed. The rooms have the following dimensions: 48 by 16 by 11 feet and 31 by 28 by 11 feet. The other 2 schools are in the same building used last year, but which has been remodeled and enlarged, the rooms having a floor space of 25 by 20 feet and 31 by 20 feet. In Salinas there are 3 graded schools. Two are in a small brick building, which is inadequate to the demand, and one is in a building which is large and roomy, well lighted and cool.

The surroundings, however, are objectionable. The office of the justice of the peace, together with the alcalde, is on one side, and in rear of the building is the dispensary and operating room for the poor, also the city jail, which is anything but pleasant.

These buildings are an improvement over what was used last year, but still much is lacking. A good 4-room school building is needed, and I am in hopes that the same will be built in time to be used next year.

All the graded schools of the municipality of Guayama and many of the rural have a full equipment of modern school furniture; the rest, with an exception of one or two, have at least one-half of the class seated at modern desks. The one or two that I speak of still have the native bench and long desk, but these next year will be replaced by American furniture. All have filters (native); blackboards, 3 by 12 feet, with chalk tray; teachers' table; two chairs; clock, and bell.

The municipality of Patillas has 2 graded and 7 rural schools. I am sorry to state that owing to lack of funds no improvements were made this year to the schools. The same old buildings have been used and they are all in a miserable condition, especially that of the graded schools in town. I am glad to be able to state that the department of education is about to build a 3-room school building, so that next year the schools will be in much better condition.

The site for this building, which has been donated by the municipality of Patillas, is in front of the plaza, where there is always a nice cool breeze blowing.

The work in the schools of the municipality of Guayama has been all that could be expected. The teachers have been attentive to their duties, have followed the Course of Study as far as practicable, been prompt and regular in their attendance at school and in the English class, and have cooperated with and assisted the principal and superintendent in making the schools attractive to the pupils, so that, in many cases, the child would much rather be in the schoolroom than at home.

The children have made rapid progress in their studies, and especially so in English. This does not only apply to the graded, but also to the rural schools.

Next year the local board will establish a library in connection with the schools, so that the children may have the privilege of taking home a book once a week, if department and class work have been good.

In order to make the schools more attractive, and at the same time introduce into the schools physical exercises, the local board has decided to purchase tennis and croquet sets, so that the children may play at the school grounds on Saturdays and holidays, and will also open a small gymnasium in connection with the higher classes. This will not only benefit the school children, but will attract the parent to the school, which is greatly desired.

No great improvement has taken place in the schools of Patillas. The teachers, I do not say all, but the majority, have taken very little interest in their schools this year. The result is that the children are not as well advanced as they should be and that four of these teachers will not be issued certificates to teach during the coming year.

There will be a new local board of education for the municipality of Patillas next year, and I have no doubt but what they will elect good and competent teachers to take charge. Now that Patillas is to have a new school building, and with new teachers whom I feel sure will take more interest in the schools, I can see no reason why the schools of Patillas should not obtain the same standing as those of other towns.

In Guayama, Arroyo, and Salinas the progress has been marked. Through the efforts of the local board, and I can assure you that its members have worked hard this year to improve the schools, a very excellent set of teachers were contracted.

These teachers, especially in Salinas, have labored to eliminate all the faulty work done last year, and they have succeeded far beyond my expectations. It is now really a pleasure to go into the schools and see the pupils at their work.

Two more graded schools are greatly needed in the town of Guayama. Mr. Carlos M. Muñoz, principal of the schools, has been a great assistance this year, as, in fact, have all the teachers. Many of these teachers speak English fairly well, and, although I have not received the report on the result of the English examination held here a few days ago, I am sure that they have done well and will do credit to the district.

The English teachers this year were new in the island and it took them some time before they could make headway in their work. A teacher of English should have at least a speaking knowledge of the Spanish language in order to obtain good results. Too much time is wasted at the beginning of the school year by those who know no Spanish.

The agricultural school of Arroyo and the night school of Guayama have been quite a success this year. Mr. José E. Navarro, teacher of the agricultural school, has, with hard work, produced a first-class truck garden. The attendance at this school has been almost double that of last year.

I desire to speak a word about the local board of education of Guayama. Mr. Andrés Rodríguez, president, and Mr. Andrés Avelino Fuentes, secretary, have labored hard to bring the schools up to a standard second to none in the island, and they have almost succeeded. New desks, teachers' tables, chairs, large blackboards with chalk trays, filters (native), bells, and school decorations have been purchased by them. They have furnished the office of the superintendent with everything that is needed for school supervision—typewriter, file cases,

large office desk, and mimeograph. I have been told that it is one of the best equipped in the island.

At the Washington Graded School there is being constructed a wire-woven fence at a cost of \$650, which, when completed, will be one of the prettiest in the island.

Once every term the local board has visited the schools, both graded and rural, and these visits have always led to some improvement. It has been through their aid, together with the alcalde of Guayama, that the school law in regard to compulsory attendance has been enforced. Their meetings have been irregular, and at the last meeting it was decided that the board would try, with the assistance of the department of education, to erect 3 4-room school buildings, one each in the towns of Salinas, Arroyo, and Guayama, at a cost of \$32,000. I desire to publicly express my thanks to these gentlemen for their valuable aid.

In looking over some old records of the district of Guayama I came across an account of the first schools opened here. The first two schools in Guayama were established in the year 1820. One was for boys and the other for girls.

From 1820 to 1899 there was an increase of 8 schools, 6 being in the town and 4 in the country, all supported by the municipality. These schools were furnished with little or no furniture, and the teacher was promised 15 pesos a month. (I do not say he received this amount, because, from all reports, such was not the case.) Very little instruction was given to the girls, needlework and embroidery being about all.

Some of the teachers were receiving extra pay from a part of their pupils. These pupils received most attention, and much partiality was shown them in every way. Pupils were from 9 to 14 years of age. They could, as a rule, read well from simple readers, but could neither read nor write script, and knew hardly anything of arithmetic. This condition appears to have been due to the fact that catechism and Christian doctrines received most attention in the schools and that recitations and examinations were conducted orally.

All this has been changed. No religion is allowed to be taught in the schools, and the teacher who would accept extra pay for teaching any special pupil during school hours would be dismissed at once.

All the children receive the same attention, and to-day I am glad to say that there is hardly a child above the first grade who can not read and write script.

The increase in the schools under the Spanish rule, from 1820 to 1899 (sixty-nine years) was 8. The increase in schools from April 1, 1899, to May 31, 1904 (five years), has been 31. Thus it can be seen that in one-fourteenth of the time schools have increased practically 400 per cent. Of these 31 schools over four-fifths are equipped with modern furniture, and all the teachers receive their salary promptly at the end of the school month.

Respectfully submitted.

JNO. W. ZIMMERMAN,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 6.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Aibonito, P. R., May 31, 1904.

SIR: I have the honor to submit my annual report for the school year 1903-4.

At the beginning of September, 1903, the present superintendent took up his work in this district, which comprises three towns, namely, Aibonito, Barros, and Comerio. As these towns lie in the very heart of the island, the means of communication are somewhat difficult, as the only roads are mere mountain trails. Thus the superintendent can not be in as close a touch with his teachers as he might were the natural conditions different. However, the fresh mountain air and good water of these mountain springs give more life and activity to general life than is found in some of the coast towns. These natural conditions help much in the spirit and interest shown by the children in our schools.

The school year opened with a comparatively good enrollment in all the schools except in Barranquitas, a small town of Barros. Here in Barranquitas a difficult problem presented itself. It appears that the people of this section

of the town are bitterly opposed to the annexation and have not become reconciled to it. In the selection of teachers by the school board the previous June, the desires of this section were not considered favorably, and the teachers appointed for Barranquitas were naturally confronted by local antipathy. Then came the difficult question to the people of Barranquitas, Shall a section of a town submit to the dictates of the majority that have failed to grant their petitions? The question by the people was answered in the negative, and the children were withdrawn from the public schools. Thus all graded schools, 3 in number, were closed. The people would not listen to reason, and the children of Barranquitas have been deprived of the benefits of our public schools because their fathers would not lay aside their political antipathies and submit to the powers now in force. This problem clearly shows how strongly political feelings enter into affairs that should be above all political consideration.

True it is that the school board often selects its teachers from a political basis, but gradually it is learning that the teacher is not a political factor.

The people of Barranquitas are now seeing their mistake and are waiting for the reopening of graded schools the coming year.

In the other parts of the district no such opposition was manifested, and all schools were opened promptly, having a good general average of attendance throughout the year.

The native teachers are mostly young men who have been trained to some extent under our American system. These teachers generally are earnest and conscientious in their work, ready and willing to take suggestions for the improvement of methods or the general movement of their schools. It appears, however, that these teachers have previously entertained a certain feeling of fear of their superintendents. It is evident that a teacher who is afraid before his superintendent can not be his true self in the performance of his duty at the time of inspection. The superintendent has tried to disperse such fear and, winning the confidence of his teachers, has been able to assist them as otherwise he could not have done. This has been one of the greatest advances during the year—the free voluntary consultation of the teacher with the superintendent upon school problems and general methods.

With the idea of more uniformity in methods and the nourishment of the spirit of comradeship, a teachers' conference was held, attended by nearly all the teachers of the district. Later a teachers' institute was held, under the direction of Mr. L. R. Sawyer, chief of the division of supervision and statistics, a report of which has been submitted. These conferences are productive of much practical good, as the teachers meet, discuss methods compare notes, and feel that inspiration so essential to all human progress—the feeling of companionship. Thus the teacher can sing "America" with more spirit and true happiness with his children from his little rural hut when he feels that yonder mountains are reverberating with the same spirit of freedom as his brother teacher begins his daily work.

This district suffers much from the lack of English teachers. Undoubtedly this is due to the fact that travel over the mountains on horseback does not appeal very strongly to the American teachers upon their arrival. Nevertheless, if they only knew the advantages of climate and could feel the kind welcome of the people, they would prefer a town like Barros to many of our coast towns. In Aibonito there has been good practical teaching of English the whole year. In Comerio there has been three different teachers, which of course breaks up the progress more or less. This change of teachers has not resulted from the unattractiveness of local conditions, but from the voluntary resignation of the teachers. We need teachers of strong, persistent purpose in our English work, and not mere adventurers. But in Barros, the very center of American spirit, there has been none. It is truly unfortunate that Barros has been deprived of English teaching for so long a time, for the children and the town itself are eager to learn the American tongue.

English to some extent has been taught in the rural schools, but limited to practical, objective teaching. To be sure the pronunciation often is rather questionable, but to be greeted with a pleasant "good morning" away out on some desolate trail is surely encouraging.

There are two agricultural schools in Barros, one being in Barranquitas. These schools have a comparatively small enrollment, and the results obtained in the line of agriculture do not warrant the ratio of expense per child. If each rural school could be provided with an elementary course in practical gardening, more real benefit would result in the line of agriculture. Many of the rural schools now have a flower garden, and this love of beauty inspired by

the teacher is often transplanted to the grass huts in the vicinity, where a rose blooms, showing the child's attempt to make home more attractive.

The lines of work carried on have been as stated—graded, rural, English, and agriculture.

The school furniture of the 6 graded schools in Aibonito is in excellent condition. Four of these schools are in a building constructed by the department, the other 2 are in a dwelling house which has been transformed into a schoolhouse.

The rural schools are well located but lack much in their amount of furniture.

The 4 graded schools of Barros are located in a large building, formerly a tenement house. The furniture is inadequate for the number of children. The rural schools are generally well located but poorly furnished.

In Comerio the 4 graded schools are also in a former tenement house. These are fairly well equipped. The rural schools are not well located because the schoolhouse oftentimes in a barrio is not central, making the distance for some children very long.

Generally the children are very bright and active, having the power of memory well developed, but in the science of numbers they find a hard road. The ability to reason is almost wholly limited to the boys. The grades in these inland towns are mostly the lower ones, nevertheless a small number have reached the fifth and sixth grades. The rural schools are practically limited to the first two grades. The school programmes of the first of the year were almost as varied as the number of schools. A model programme was sent to all rural teachers which caused a greater uniformity throughout the district. However, these were modified to meet the local conditions. In some instances where the teacher was manifestly incompetent to teach English, this subject was eliminated. The subject of drawing appeared on all the programmes, which practically meant that the teacher gave the child a piece of paper and told him it was time to draw, leaving the child to his own inspiration. This resulted in a heterogeneous collection of questionable representations of plants, animals, and buildings. This line of work without method or principle was stricken from the programme and the child directed to spend such period in penmanship. The child in the country needs a good foundation in the elements of expression and numbers; for finer arts let him seek the higher grades.

With the limited variety of books that we have in our schools the teacher is compelled to use his natural ingenuity to make the lessons interesting. The teachers are realizing that the book is only a guide to give suggestions and they have made much progress in both presenting to the children original matter and leading them into the habit of forming problems for their classmates or relating original experiences. However, if the series now used could be changed a great good would be accomplished. We need especially more books adapted to a tropical region. For the teachers practical, graded outlines for teaching arithmetic, reading, geography, and language would be of great assistance in their work.

The great need among our teachers is the means of presenting and teaching in an interesting, instructive manner.

The loaning of books by the teachers to the pupils has its advantages but, on the whole it seems questionable, as the cleanliness of the home life of the average pupil is not the best to be desired. Oftentimes the books returned to the school are defaced and otherwise damaged. However, the burning of condemned books seems a great loss of material which might be of some use if distributed among the poor class. Of course, these books would have to be effectually marked to prevent their return into school property. This might be accomplished by staining the edges of the leaves with a characteristic, indelible liquid.

Throughout the district the legal holidays have been observed, especially Arbor Day, Washington's Birthday, and Memorial Day. Public exercises were held, and suitable programmes rendered by the children. These special exercises are productive of much good as means of arousing public interest in the schools, but an elaborate programme takes too much valuable time of the school-room work. The department has been very generous in its assistance for the appropriate observance of our legal holidays.

The outlook for the coming year presents many encouraging features. Many of the teachers are going to spend their vacation in the States, thus broadening their horizons and fitting them for better work on their return.

The school board of Barros is contemplating the construction of a school-house, thus saving the amount now paid for rent to be devoted to the improve-

ment of rural schools. In fact all the boards are willing to render all the assistance possible with their limited funds.

It often happens that these boards can not meet their obligations on time because there is no money at their disposal. This is a great disadvantage to the boards, as it often lessens confidence in its contracts and keeps the board continually in debt.

There is good reason to expect a progressive, successful coming year in District No. 6.

In conclusion I thank the department for its ever-ready assistance.

Respectfully submitted.

GEO. L. SPAULDING,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT NO. 7.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Coamo, May 25, 1904.

SIR: I have the honor to submit my annual report on the schools of the seventh district. As last year's report was quite complete, many matters treated therein fully will only be touched upon briefly in this report.

Some slight improvement has been made in the personnel of the teaching force, although there were but few changes at the beginning of the year. In this district there are very few excellent teachers, but the number doing satisfactory work is quite large. Almost all of the teachers show a disposition to improve and follow the instructions of the superintendent and, in general, their work is improving each year. Additional requirements are made yearly and better results are expected from teachers as their experience under the present system and knowledge of methods become greater. In the work with the teachers during the year, special attention has been given writing, form in written work, careful correction of same by teacher outside of school hours, and repetition of work by pupils as corrected, preparation by teacher for the daily recitation, thoroughness in the teaching of reading and arithmetic, and the proper grading of the town schools, as well as the care of books and supplies and the securing of high enrollments and good attendance in the schools. The teachers say that the work this year has been harder than ever before.

During the year five of the most studious and ambitious young rural teachers have been sent to the Insular Normal School for three months each, and their time at that institution has been well spent. The substitutes have not given as good satisfaction as the regular teachers, but the benefit obtained by the teacher who attends the normal will more than recompense the loss to the school in the charge of teachers for three months. It is hoped that at least as many more teachers will be sent next year.

The English classes for the native teachers have been in successful operation in Coamo and Juana Diaz all year, but not in Santa Isabel, because of there being no English teacher there. The graded teachers have attended regularly, as have many of the rurals, but a number of the latter have been able to attend but few classes owing to the distance they live from town. The English instruction in those rural schools whose teachers are progressing in the language is quite satisfactory. Only a few of these teachers, however, can carry on a conversation in English, and the instruction given by teachers who have not a conversational knowledge of English is necessarily limited to reading, translation, and in the higher grades composition or original phrase making. The teachers are urged to carry on conversations with the pupils as much as possible. In schools whose teachers have not sufficiently mastered the English to be able to teach it satisfactorily I recommend that the subject be dropped, as the time employed could be spent more profitably in teaching the other subjects.

During the year there have been no changes of teachers in Juana Diaz. In Coamo 1 graded teacher and 1 rural resigned, and both accepted positions in Santa Isabel later; and in the latter town the work has been seriously interfered with by the many changes that have occurred in the teaching force.

In Chomo it was necessary to close 1 rural school in the second term on account of lack of a teacher, and in Santa Isabel 2 rural schools are now closed for the same reason. Two graded teachers resigned in the latter town. A substitute was secured at once in the first case, but one of the town schools remained closed for the last two months of the year through inability to secure a teacher to fill the second vacancy. The English teacher at Santa Isabel resigned at the end of the first term and a new one has not been sent there during the rest of the year. With but one exception the teachers who have left the district during the year were not doing satisfactory work.

Night schools have been in successful operation in Coamo and Juana Diaz during the year. The pupils range from 8 to 25 years of age and generally belong to the poorest classes. The work has been seriously interfered with because of the many changes constantly occurring in the enrollment.

The English teachers at Coamo have now been here for two years, while the 2 in Juana Diaz are new to this district, though both had taught on the island before. The one sent to Santa Isabel at the beginning of the school year gave very little satisfaction and resigned at the end of the first term. The work in English in the Coamo and Juana Diaz schools has been satisfactory. Next year I hope that the highest grades in Coamo and Juana Diaz can be under English teachers who will teach all the subjects in that language except Spanish grammar. I also favor the withdrawal of the English work from the first grades in towns where the special teachers of English can devote all of their time to the higher grades advantageously. This year the work in arithmetic and history, as well as the regular English reading, composition, and grammar work, has been done in English in the higher grades in Coamo and Juana Diaz, and the pupils of these grades are now competent to take up all of the work in this language.

One general teachers' institute was held in March, following instructions received from the department. Mr. Felipe Janer, the able assistant principal of the Insular Normal School, was the conference director and deserves much credit for the highly interesting and instructive manner in which the conference was conducted. Five sessions, lasting two days, were all too short to permit a full discussion of the papers which were read by teachers to whom subjects had been assigned. One night session, to which the general public had been invited, was crowded and proved a decided success.

As usual, semiannual examinations were held in February for the pupils of the graded schools. In order to secure the proper carrying out of the instructions governing the examination the questions, which had been prepared in this office, were sent to the English teachers, who took charge of the work. The papers were sent in to this office and examined after being marked and shown to the pupils. Where they were improperly marked or showed that the instruction had been deficient, the teacher's attention was called to the matter in a letter. It has been found that there is a marked tendency to assist the pupils, with the idea that the teacher makes a better showing thereby. The questions for the coming June examination are now being prepared in this office. They will be given to both graded and rural teachers.

The grading of the town schools is now about as perfect as it can become without the employment of competent principals. Both the Coamo and Juana Diaz school boards should endeavor to secure the services of a good principal teacher. The acting principals attend to the distribution of books and supplies, report absences of teachers, transmit instructions to them from this office, and, in general, assist the superintendent by taking charge of certain details which would otherwise occupy a great amount of the latter's time. As they all have regular grades it is, of course, impossible for them to visit the other rooms, and they are expected to do no inspection work which would require such visits. The graded schools therefore receive only such supervision as the superintendent is able to give them in his monthly visits and frequent talks to the teachers outside of school hours.

The instructions contained on Form V, reports on teachers' work, have been strictly followed and only the words "satisfactory" and "unsatisfactory" have been employed, though it is thought that this marking is too restricted. A system reducing the marking of the teacher's work to a percentage basis, or at least allowing greater latitude in the matter, would give better results, in my opinion, although no serious difficulty has been found with the present system. The tissue paper reports have been used extensively; at almost every visit one or more sheets have been filled out with criticisms and suggestions. The reasons why an "unsatisfactory" mark has been given are always set forth on

these sheets. The books containing the carbon copies of these notes are always carried around on the visits, and reference is made to them in forming an opinion of the teacher's work.

No difficulty has been experienced with any of the other reports or the roll book, though the teachers spoiled many of the latter and the Form A blanks.

The usual holidays have been celebrated in the schools, and the Arbor Day and Washington's Birthday exercises were particularly elaborate in all the schools, and notably so in the towns. Memorial Day will also be celebrated appropriately, and on the 17th of June, the last day of school, a closing fiesta will be held in the three town groups. It is intended as a Flag Day celebration, though the date is three days later than Flag Day. Several gross of small flags have been purchased and will be used by the children in their songs and parade around the towns. On the morning of the same day there will be an exhibit of the pupils' work in all of the town schools, and special efforts will be made to secure the attendance of large numbers of the townspeople at the morning exhibit and the afternoon exercises.

During the entire year literary exercises have been held every afternoon in all of the schools of the district. For this purpose each teacher divided his school into four groups, and the pupils chose a name for the section and also a leader who, with the assistance of the teacher, prepared a programme for the exercises one afternoon each month. The last hour has been used for this purpose in the rural schools, and the time after recess in the graded schools, and the pupils have taken great interest in the exercises.

The matter of securing suitable quarters for the schools is usually left largely with the superintendent. Some few boards occasionally take the initiative in this matter, others will sometimes act upon the recommendations of the superintendent, but often the latter must do most of the work incident to securing and fitting out suitable quarters.

The relations between the school boards of Juana Diaz and Santa Isabel and the superintendent have been most pleasant, and all three of the boards have acted on the recommendations made by this office, with the exception of some difficulties with the Coamo board during the past summer with respect to the selection of some outside teachers and two school buildings. They deserve much credit for the able manner in which their funds have been managed. Each board will close the year with all debts paid, and those of Juana Diaz and Santa Isabel will each have a surplus of over \$1,000, which they intend to devote to the construction of rural schoolhouses.

In general the buildings used this year for school purposes are the same occupied by the schools last year. In Coamo two schools that were formerly in separate frame houses have been placed in an excellent brick building. Two of the rural houses are quite poor, and efforts will be made this year to secure better buildings, though former attempts in the same direction have failed for lack of suitable houses in the neighborhoods of the poor ones. In Juana Diaz the building used for four of the graded schools is not satisfactory because of its very small yard. The board has secured a reduction in all of the rents of schoolhouses, for next year, and will in addition require proper repairing of the buildings. The Santa Isabel town schools are in fair buildings, but all the rural schools in that jurisdiction are very poorly housed. It is impossible to secure proper buildings in the rural districts of Santa Isabel, although the rent paid is higher than in the other towns.

A detailed report on the condition of the schools as to the building, furniture, and equipment will shortly be submitted to each school board, together with recommendations on the needs of the schools for the coming year.

It has been a matter of regret that no construction work has been done during the year. The 6-room graded school at Juana Diaz is sorely needed and, I understand, will be built soon. Coamo has proposed to pay for one-half the cost of a 6-room addition to the present 4-room graded school, and it is hoped that work can be begun soon on the building. A rural schoolhouse is also to be built by the department in one of the country districts of Coamo. The land on which to construct all of the schools mentioned has been deeded over to the people of Porto Rico.

The boards of Santa Isabel and Juana Diaz are ready to build one rural school each at the end of the present school year, and steps have been taken to do the work. It is thought that if the department can duplicate the work of the boards in the construction of schoolhouses for the rural districts, within a few years each barrio will have its modern school building. Perhaps the matter could be even further advanced by securing a loan from the insular

treasury and doing the work at once. The plan would be feasible if the department could meet one-half of the total expense and the school boards return to the treasury the other half of the money in five yearly payments. If it is necessary to employ only the savings of the boards, a number of rural schools can be built each year, and with an equal number put up at the expense of the department, in a short time we would have an excellent school plant and be able to require additional results of the teachers in these schools. The matter has been presented to the department and favorable action is expected.

Last year the commissioner requested the school boards to include a sufficient sum in their budgets to properly fit out the superintendents' offices, and each board in this district appropriated \$70 for that purpose. A 7-unit cabinet file case, mimeograph, typewriter, revolving desk chair, tables, postal scale, and other necessary articles were purchased with the \$210 thus provided. The office is now satisfactorily furnished, and it has been possible to make the office work much more attractive than ever before. In addition to the prompt despatch of the current office work and the filing of all reports and communications received in the office since its establishment in 1899, a series of circular letters has been issued, and the distribution of them among the teachers has greatly increased the efficiency of the supervision. Twenty of these letters have been sent out, some quite long and others brief, treating the following subjects: Opening work of the schools; instructions to teachers as to programmes and preparation of daily work; distribution and care of books and supplies; English classes for teachers; school furniture; planting of trees and flowers on school grounds; school registers; observance of anniversary of the discovery of Porto Rico; Friday afternoon exercises; written work; teaching of writing; discipline; instruction regarding filling out of reports; Christmas holiday exercises and work for close of first term; attendance at the English classes; written work for the St. Louis Exposition; pupils' monthly reports, manner of filling out and object of them; attendance at schools; Washington's Birthday exercises; teachers' institute; vaccination; work of the last term; closing work of the year; examinations.

These circulars keep before the teachers' minds many points that it would be impossible to refer to during the regular visits to the schools. They are expected to comply with the instructions given in these letters, and most of them do so. Practical results in improved methods of teaching, care of books and supplies, celebration of holidays, and particularly in systematizing the work in all of the schools of the district, have followed the distribution of these circulars. The department requested all the superintendents to send in copies of their circulars to teachers for distribution among each other. Many of the letters gotten up here have been sent in for that purpose, and a number of interesting circulars from other districts have been received and read with pleasure and profit.

The mimeograph has been used in running off examination questions, programmes of celebrations, outlines for teachers' conference, blank receipts for books loaned, and reports of teachers to boards on condition of furniture and school buildings, etc.

The improvement in school equipment over last year has been great. With very few exceptions the rural schools have eight long desks, an equal number of benches, a teacher's table, bookcase, and chair, and the schools of Santa Isabel all have sanitary filters. The graded schools of Juana Diaz and Coamo also have filters, as have many of the rural schools of the latter town. All the desks now made in the district have what might be called a "double top," which consists of a board running the entire length and width of the desk 6 inches below the top, with an opening toward the seat, in which books and supplies of the pupils are kept. A well-made desk of this kind is about the best locally built imitation of the patent desks that can be had, and as it will necessarily take a long time to equip all of the rural schools with modern furniture, an attempt should be made to also improve the old-style backless benches now in general use throughout the island. The attention of the boards has been called to the advisability of having the benches made with backs, and next year they will all be so constructed.

The distribution of books and supplies has been so systematized that this work required but little of the superintendent's time, except at the beginning and end of the school year. As soon as the supplies are received they are placed in the hands of the teachers through the acting principals, if they are needed in the schools. Thus it is only necessary to keep three accounts of books and

supplies given out from this office, and the annoyance caused by the distribution of a dozen pencils to one teacher and a box of pens to another is obviated, and the teachers' wants are supplied much better than they possibly could be if the superintendent looked after all the details of the distribution in each town. It has been a matter of regret that the requisitions have not always been filled from San Juan. Most of the books asked for were received on time, but there has been some shortage of composition books, ink, etc.

In closing I will say that more than one-half of the teachers of this district will go to the United States on the Porto Rican teachers' summer study trip which leaves the island next month, and great results are expected from this excursion. The teachers are very enthusiastic over the trip, and it is hoped that their enthusiasm will continue during the next school year, and that the good effects of the trip will be felt in their schools.

Respectfully submitted.

S. W. ECKMAN,
School Superintendent.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 8.

DEPARTMENT OF EDUCATION,
OFFICE OF DISTRICT SUPERINTENDENT,
Ponce, June 1, 1904.

SIR. I have the honor to submit herewith my fifth annual report as district superintendent of schools:

I began the present school year as superintendent of the district of San German, being transferred to the district of Ponce on October 20, 1903. My predecessor left shortly after the opening of the schools, and as the district had been without a superintendent for several weeks at the beginning of the first term, I found everything in a rather disorganized condition. Due in part to this state of affairs at the time of my taking charge of the district, and to the large number of schools, I have not been able to give that close attention to individual schools necessary to successful supervision. Last year the superintendent of this district was supplied with an assistant, and until some means are provided for taking much of the routine work off my hands I shall not be able to do satisfactory work.

Within a few days after my arrival in the district I became convinced that a thorough reorganization of the schools was necessary. This was especially true in the upper grades. For instance, one teacher devoted half of his time to an eighth grade of 5 pupils, and another spent all his time teaching a combined seventh and eighth grade of 15 pupils, while the principal of the same school had nothing to do except to direct the work of the seven grades under his charge. The English work was utterly unsatisfactory and barren of any practical results.

This problem of reorganization was greatly simplified through the opening of the Roosevelt Industrial School at the beginning of the second term, as I was enabled to transfer to this school all pupils of the graded schools above the fifth grade without difficulty or opposition. In this way I succeeded in doing away with the small and expensive upper grade classes and in preparing the way for more uniform and substantial upper grade work.

As before stated, one of the first matters that drew my attention in this district was the exceedingly unsatisfactory work in English. Pupils who had been attending the public schools for five years were not able to carry on a conversation of the simplest kind in English, and, due in large part to the method followed by their teachers, they took no interest whatever in the subject. I feel sure that we may expect no satisfactory results from English teaching until the pupil does the greater part of his school work in this language. It is equally certain that these results can not be obtained, nor can we use this method, where the teachers of English have but an hour a day or less for their work in each grade. I hold that the solution of the problem of the teaching of English in Porto Rico lies with the Porto Rican teacher, and in accordance with this idea next year I shall have all work above the third grade done in English, the classes being taught by Porto Rican teachers sufficiently advanced in the language to do this work satisfactorily. These teach-

ers are rather hard to find, but I have not the slightest doubt of being able to get enough of them for the city of Ponce for the coming year, and now that the department is paying higher salaries to this class of teachers, I believe that the supply will be in excess of the demand. Of these schools there will be 8 in this municipality next year, and the following year 12 more will go on the same basis.

Some very good English work has been done in some of the rural schools by teachers graduated from the High and Graded School of this city. All of these speak English fluently. However, the results of the teaching of English in rural schools are, taken altogether, of doubtful value, and it is a question whether it would not be better to devote the time to some other subject.

In the matter of schoolhouses and of school furniture, I doubt if there is another district on the island in worse condition than this. There is not one single school building in the city fit for use as such. The rooms are small and uncomfortable, and with an average seating capacity of about 30 to 35 pupils, at least 30 per cent less than the number each school is supposed to accommodate. A number of the schools still have the old log benches and desks. The blackboards are merely strips of blackboard cloth nailed on the bare walls, with no backing and no frames. The conditions in the rural schools are still worse, and only a short time ago, upon making a visit to a school in the country, I found a class of pupils seated on the floor, there not being enough benches to seat all the pupils. It may be that these conditions exist in other parts of the island, but I do not think so.

With the aid of one of the members of the school board, I have been able to do a little toward securing better schoolhouses and supplying new furniture to those schools most in need of it. If our plans for next year can be carried out we shall be able to properly house every school in the district and equip them all with suitable furniture.

Last year the average attendance in the district of Ponce was highest of all the districts of the island. While the statistics of this year have not yet been published, I think we may expect the district to hold its place as the first on the island in enrollment and attendance. In the city the attendance has been particularly good, and many schools have averaged as high as 90 and 95 per cent attendance during the year. The general interest taken by all the public in school work is most gratifying, and if participated in by the municipal authorities would undoubtedly go far toward remedying within a short time the defects which exist to-day.

A report on the schools of Ponce would be incomplete did it not include some mention of the work of the High and Graded School, although this school during the present year has not been under the supervision of the district superintendent. Mr. H. O. Wells, the principal, and his efficient corps of teachers, have won for this school in two years' time a most enviable reputation. It is to be regretted that Mr. Wells will not return to Porto Rico after finishing this year's work, and his departure leaves a vacancy which will be hard to fill. The Industrial School, under the charge of Mr. George W. Hamilton, although not opened until the second term, is now well established, and its work is favorably commented on on all sides. The return of Mr. Hamilton next year renders secure the continuance of the successful work of this school.

We have one agricultural school in this district, under the charge of a Porto Rican teacher. In spite of the lack of cooperation on the part of the parents of the children, and the not altogether sufficient equipment, this school has done very good work.

We have had 5 night schools in session throughout the entire year. The attendance in these schools has been very good, and there is usually a long list of those waiting to be admitted. It is unfortunate that we are unable to increase the number of night schools, as there is a large number of young people whose occupations prevent their attending the day school, who could in this way receive the rudiments of an education.

In March, just before the spring vacation, teachers' institutes were held here under the direction of the department. The attendance was very good, only those teachers who were ill not being present. The interest displayed during both days of the institute was very satisfactory, and a number of the papers read by the teachers showed careful preparation and a thorough knowledge of the subject. All the teachers expressed themselves as highly satisfied with the institute, and in my opinion it was a decided success.

On Arbor Day the schools carried out a very interesting programme. Each child was given a small flowerpot made of the half of a section of bambóo.

These were decorated by the children with ribbons, colored papers, etc., some of them making a very neat appearance. At 9 o'clock in the morning all the schools, each group carrying its banner and each child with its "canuto," or flowerpot, marched to the plaza, where several short addresses were made, among the speakers being Mr. Ulpiano Colón, the president of the school board, and Mr. E. W. Lord, assistant commissioner of education. After the addresses and the singing of a number of patriotic songs, each group marched to a spot previously designated on the outskirts of the town. Here the children filled the "canuto" with moist earth and planted in them seeds which had been distributed the day before, after which they marched back to the school buildings, where refreshments were served. The programme as carried out was a great success, and as the children carried the plants to their homes the general results were much greater than those obtained through the celebration of this holiday in previous years.

At the present time the teachers are preparing for a great celebration on Flag Day, to be held in the theater. An elaborate programme has been arranged and the affair promises to attract a great deal of attention.

The proposed trip to the United States for the Porto Rican teachers during the months of July and August, now being arranged by Doctor Lindsay, has been taken up with considerable enthusiasm by the teachers of Ponce. At present writing some 50 of 85 teachers have signified their intention of making the trip, the largest number going from any one district on the island. The majority of those not going are really unable to do so, as many of them have large families to support and all of their savings will be needed to tide them over the summer vacation. The sacrifices that some of them are making in order to take this trip, with no other object than that of fitting themselves for better work in their profession, entitles them to every consideration at our hands. That the benefit they will obtain from the trip will more than repay the efforts they are making there can be no doubt.

Respectfully submitted.

R. R. LUTZ,
Superintendent of Schools.

THE COMMISSIONER OF EDUCATION FOR PORTO RICO.

SCHOOL DISTRICT No. 9.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Yauco, June 1, 1904.

SIR: I have the honor to submit my report for the school year 1903-4. I was transferred to this district at the beginning of the year, and found, thanks to the work of my predecessors, the schools well-organized.

The district includes the three municipalities of Yauco, Sabana Grande, and Lajas.

We have 21 graded schools, all well housed and supplied with modern furniture and equipment.

In Yauco we have a 4-room building erected by the department. In January we were able to occupy two beautiful new 4-room buildings—one in Guanica, a barrio of Yauco, and the other in Sabana Grande. These two buildings seem to meet admirably every requirement of a Porto Rican school.

In Lajas we have secured a fine lot facing the principal plaza for the 3-room schoolhouse which the department and the municipality purpose erecting. It is hoped that this new schoolhouse would be ready for occupancy in the fall.

In contrast, our rural schools, with the exception of the agricultural schools of Sabana Grande and Lajas, are badly housed and poorly equipped. In order to open a school in the country we must accept the house that is offered, always ill adapted and generally far from being conveniently located.

The school board of Yauco is taking a step toward remedying this difficulty—only one step, it is true, but in the right direction. They propose building in one of the barrios that needs it most a schoolhouse and fitting it with modern equipment.

So much for our material equipment, and now a word about our work. I have tried to make this a year of quiet, earnest work on the part of both teacher and pupil. The teachers generally have seconded my efforts in this direction,

and the pupils have been made to realize to some extent that their progress must depend upon the work that they themselves do.

The most notable progress has been made in the work in the English language. This I regard as due in large part to the new method of teaching English prescribed by the department's manual. The American teachers in this district have followed the method with gratifying results. Pupils have begun to understand that the study of English is something more than the mere translating of a few pages each term.

In the grades taught by Principal Nin in Yauco and by Principal Cordero in Sabana Grande some of the grade work has been done in English, and both of these teachers desire to do the entire work of their respective grades in English next year. I believe them both competent to do the work, and I think the pupils will be ready to do their part.

In the rural schools English has not been neglected, and the progress made has been satisfactory. In several of these schools I have heard lessons in arithmetic given in English.

In January I received from the department the large American flag sent by the Alexander Hamilton Post of the Grand Army of the Republic of New York as a prize for the school in Porto Rico making the greatest progress in English, and which was awarded to the graded schools of Sabana Grande. I had the pleasure of delivering this beautiful flag to the principal and pupils of Sabana Grande and of seeing it raised for the first time over their new schoolhouse.

The work of the teachers' classes in English has on the whole been satisfactory. With a course of study prescribed by the department and regular instruction by the American teachers, the progress has varied only with the ability or the application of the teacher. In this connection it may be fair to say that the teachers of Lajas, since the beginning of the second term, have had no instruction in English, but nevertheless all but two of them presented themselves for the examination.

While proper emphasis has been placed upon the work in English, the other subjects of the curriculum have not been neglected. Particular attention has been given to the teaching of the Spanish language. I am glad to note that most of the teachers of the district have learned that the teaching of a language and the teaching of technical grammar are distinct, and that the former should precede the latter. In other subjects, particularly in arithmetic, I have been glad to observe improvement in methods of teaching, partially due to suggestions that I have been able to make from time to time and in part to the influence of the conferences.

I have noted an improvement in discipline in the graded schools, particularly in the matter of punctuality.

On January 16 a conference of the teachers of the district was held in the Columbus School, Yauco. It was well attended, and instructive papers were read on various topics of school work.

On March 22 and 23 the teachers' institute for this district was held in the Columbus School, Yauco, under the direction of Mr. E. C. Hernandez, examining superintendent of the department. The attendance was splendid. Of the 58 teachers of the district, 54 were present. Only 1 of the absentees failed to give a reasonable excuse.

Mr. Hernandez gave us a carefully prepared programme, with the innovation of discussions in place of prepared papers. The teachers responded to this new plan, and the results were most satisfactory.

On the morning of the second day we had the pleasure of having with us Mr. Manuel Fernandez Juncos, who read a paper on the teaching of music. The Masonic lodge kindly tendered us the use of their beautiful hall for our evening meeting. There was a large and representative audience. Mr. Fernandez Juncos, the principal speaker, was enthusiastically received. Addresses were also made by Mr. Hernandez; Mr. José Torres, of Yauco; and Principals Nin and Cordero.

Arbor Day was celebrated in all the schools of the district. In Yauco the school board had made a careful selection of young trees ready for planting. All the graded schools united and marched to the plaza, where some of the trees were planted, and thence to the grounds of the Columbus School, where others were planted.

Simple but interesting and instructive exercises were held in the schools in celebration of Washington's Birthday.

So soon as the pamphlet issued by the department was distributed the teachers showed the greatest interest in preparing for the Memorial Day celebration.

A notable feature of these exercises in all the schools was that many of the songs and recitations were in English.

Preparations are now being made for the proper celebration of Flag Day on June 14.

I have tried to have my teachers show their pupils that each of these days has its lesson, and in the graded schools at least I think my efforts have had some result.

I have made a careful canvass and I am satisfied that all the teachers of the district who can possibly do so are going to avail themselves of the splendid advantages offered by the expedition to the States this summer. I talked with some who at first thought they could not go, but now in one way or another find it possible.

The agricultural work of the agricultural schools of Sabana Grande and Lajas has been in charge of Mr. Eduvigis Ramirez since the beginning of the second term. In both schools the results have been most satisfactory.

I have been greatly aided during the year by the two very competent principals of Yauco and Sabana Grande.

All three of the school boards have given me every assistance asked for, and I am particularly indebted to the very efficient and active secretary of the Yauco board, Mr. Santiago Villeneuve.

Respectfully submitted.

FRANK S. ROBERTS,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION.

SCHOOL DISTRICT No. 10.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
San German, June 1, 1904.

SIR: I have the honor to forward my first report on public schools of the district of San German.

The present superintendent was appointed to take charge of the San German district November 14, 1903, to succeed Mr. R. R. Lutz, who had just been transferred to the district of Ponce.

The San German district was found in a flourishing condition. Mr. Paul G. Miller, a gentleman well known and thoroughly appreciated all over the island, was its first organizer. He began the work immediately after the American occupation. This was no easy undertaking, in the somewhat unsettled state of affairs at that time, but he was an indefatigable worker, and after remaining here three years succeeded in making this district one of the best organized in Porto Rico.

The second superintendent, Mr. R. R. Lutz, a no less appreciated gentleman, continued the work with the same ability and marvelous tact displayed before in his excellent management of the Arecibo and Utuado schools, and left a host of warm friends well satisfied with his work.

It would be difficult to find men better qualified for the position than the members of our local board of San German. They have proved broad minded and liberal in their views of education and always cheerfully willing to help when consulted in regard to instruction, expenditures, or other school interests. They have paid special attention to the improvement of rural schools during the year, and have shown no reluctance in furnishing benches, desks, clocks, and other articles necessary for the general welfare of the schools. The one great deficiency just now is suitable rural schoolhouses. This matter is already under serious consideration and great improvements in this respect are hopefully expected in the very near future.

We can also pay a high tribute to the local school boards of Cabo Rojo and Maricao. They have promptly seconded all the efforts of the superintendent, and have materially improved the condition of their schools, notwithstanding the small amount of funds at their disposal. The people of Maricao have already donated a lot for a new building, which will probably be erected during the coming school year.

San German has a good corps of graded teachers and two splendid schoolhouses.

The Antonia Martinez school has a principal teacher for the two highest grades, and 6 teachers, 1 for each of the other rooms. Two more rooms will be equipped as soon as the commissioner grants us two new schools, which are very much needed.

The Antonia Martinez is so called after the name of the lady who gave the building which it occupies. She has been dead for quite a number of years, and lately the enterprising school board of San German has decided to have this lady's picture enlarged and painted by a Porto Rican artist, Señor Francisco Oller. The picture, which is nearly finished, will be placed, with appropriate ceremonies, in one of the halls of Antonia Martinez building at an early date.

The Longfellow School has an acting principal, instructing two grades, and a lady graded teacher for each of the other three rooms.

The Longfellow School is an American building, accommodating 200 pupils. It is beautifully situated at the opposite extremity of the city from the other school, and is composed of a large number of children of the primary grades. From its highest grade pupils pass, on satisfactory examination, to the next higher grade of the Antonia Martinez, and there, under the capable instruction of its principal, will be passed through the eighth grade and fitted for the normal school or to take up the work of rural teaching.

Cabo Rojo has also two good school buildings. The J. L. M. Curry Building is a new and very substantial structure. It has 4 teachers, 1 principal, and 3 graded, among them one young lady who is in charge of a first grade. The entrance hall of the building is adorned with a picture of Mr. J. L. M. Curry, after whom the school was named. The picture is an excellent one, and was presented to the school, together with sufficient money for a prize medal for the best pupil in the English language, by the son of that gentleman, an actual resident of Atlanta, Ga.

The Betances School is an old stone building, containing two large rooms for the same number of schools, and has a male teacher for each room. The building went through very important repairs a couple of months ago and looks now quite neat and clean.

Maricao has only one schoolhouse. This is of stone and rented. It is under the charge of 3 male graded teachers. One grade is taught by an American, who has also to give instruction in English to the other rooms.

The local board of education has often expressed the desire of having a lady teacher to take charge of the first grade, as they say, with reason, that a man can not do as good work with small children, but the difficulty is where to find a lady willing to take up her residence there. Next year Maricao will be the owner of its own public school building.

We have already one night school in operation in the city of San German. It is well attended by working young men, and the wonderful progress they have made during the present year in reading, writing, and arithmetic is a proof of the competency of their young teacher.

There are applicants enough for another night school in San German, and application has been made for a night school in Cabo Rojo. It is to be hoped that our own wishes and those of the people of Cabo Rojo will be gratified before long by the commissioner.

The work of the agricultural teacher, who goes several times a week to Cabo Rojo to give instruction in agriculture to the pupils of the Garfield School, situated in the suburbs of that town, is excellent. He is a good teacher and understands his work thoroughly, but as very little or no interest at all is taken in agricultural matters by many of those who live around the school, it is to be feared that the success of the school is greatly endangered.

Five rural teachers of this district have been admitted to the normal school to take a three months' course during the present school year. Two young men were sent during the first term of the year; one during the second term, and two—one young man and a young lady—are now taking the course of the last term. Those who have returned have been greatly benefited by this course of study and have resumed their work with new ideas of teaching and a better understanding of American methods.

In San German English is taught by two competent lady teachers, who do their utmost to give a good knowledge of the language to their pupils.

The work is so divided that one teacher gives the morning hours in one building, and the afternoon is employed by both teachers simultaneously in the other. But their work is too heavy, and the addition of a third teacher has become a necessity.

These two teachers are doing away with the translation system and putting

the natural method into practice, with marked success. To this they add original composition in English by the pupils. This will be continued next year on a larger scale, when no Spanish at all will be allowed during the recitation.

The enthusiasm of the children over English conversation is quite apparent, and nothing pleases them more than to be conversing with their teachers in English during the class exercises.

English is taught throughout all the schools, beginning with the very first grade.

In Cabo Rojo and Maricao excellent progress has been made in English.

I am well pleased to state here en passant that the interest of the majority of the Porto Rican teachers is also increasing in this respect, as I have been able to judge by the attendance of teachers, both graded and rural, in the English classes, and the willingness of those who could not regularly attend on account of bad weather or any other just reason to have an additional class of two hours' duration in English every Saturday morning.

It is not too much to say that the order generally is improving in the city schools, and to their credit it may be said that the teachers are also doing their best. Some of our schools, graded and rural, however, have much yet to learn in this respect. No doubt the visit of the teachers to the States during the summer will be a good opportunity for them to learn what good discipline is and how to obtain it.

In the city schools, generally, the attendance is reasonably regular. Now and then, when there are fiestas (of which children would never think if there was no school on that day), the attendance is poor, but with only a little effort on the part of the teachers this could easily be remedied. However, there seems to be some improvement in this respect, as there has been a sufficient number present to continue the classes as usual during some of the more recent local festivities.

San German rural schools have, with a few exceptions, good attendance. In one of those schools the teacher, a very successful young lady, took up the matter of attendance herself; had circular letters printed urging parents to send their children to school. She had the circulars distributed among the people of the barrio, and the result she obtained has been quite satisfactory. Her school is certainly one of the best in the district.

The Cabo Rojo rural schools have all the year around an excellent attendance, but there the people are more concentrated, the rain is not so frequent, and children do not have to walk very long distances.

Attendance in the rural schools of Maricao has been at times very poor. This was due principally to the horrible condition of the roads. These are almost impassable during the rainy season, which prevails with few intervals throughout a large portion of the school year. The mud and water are often so deep that it is sometimes very difficult to ride a horse through, making it a hard trip even for the superintendent to visit these schools. However, owing to the exertions of the local board of Maricao, of the comisarios of the barrios, and of the teachers themselves, some improvement has been secured during the last few months.

It can be said that the general attention that teachers have given to their school work has been good during the present year. Very few cases of absence, even on account of illness, were reported. Unfortunately, one of our best rural teachers was seized with fever during the Easter vacation and died after a very short illness. We pay here our tribute to Luz María Medina and to her excellent moral character and to her fidelity in the performance of her school duties.

Examinations were held in January all over the island for rural teachers' certificates. Of about 200 or more applicants, only 18 received their certificates. Two of these were San German boys from Principal Rafael García Cabrera's highest grade. The majority, not to say all of our teachers, both graded and rural, are his former pupils. He has sent out over 25 teachers from his classes during the past three years. No stronger proof need be given of his successful work.

Good results were obtained by the meeting of the teachers' institute held in San German last March. Greater enthusiasm was awakened in the teachers, and a happy rivalry aroused between San German and the other towns.

The pupils also manifested a warm interest in it, and the people in general showed their interest in education.

The discovery of Porto Rico was commemorated with appropriate exercises on the 14th of November, but Arbor Day seems to be the favorite American holiday here.

The question as to which should be the emblematical tree of the island, the mango or the royal palm, was enthusiastically discussed by boys and girls of the two schools. After planting a large number of trees on the grounds of each building the Longfellow School marched to the Antonia Martinez School, also called "Casa Grande." A large delegation of teachers and pupils marched forth to meet them, and after salutations on each side with their flags, all entered the Casa Grande for joint exercises. The compositions were excellent and the speaking especially good. Everybody knows that the Porto Rican children have a pleasing bearing in public, are free from embarrassment, and are graceful in gestures.

Washington's Birthday was celebrated by the schools separately. Many drawings in colored crayons ornamented the blackboards, and a profusion of floral decorations surrounded the gracefully draped flags of Porto Rico, Spain, and the United States.

In conclusion I wish to tender my thanks to the commissioner, the assistant commissioner, and other officials of the department of education who have so kindly and courteously and cheerfully given me needed direction, assistance, and advice during my first year as superintendent.

Respectfully submitted.

A. FOURCAUT,
School Superintendent.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 11.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Mayaguez, May 30, 1904.

SIR: Following instructions received, I have the honor to forward you herewith a very brief report of the work of this district during the past year:

With the exception of the additional teachers employed in the Industrial School, there was no increase in the number of teachers granted to this district at the beginning of the school year. The prospects in October were very gloomy. All the school boards were heavily in debt, due to the fact that their receipts from taxes had not been as large as they had expected. In consequence, very few reforms have been made.

This district has suffered greatly, due to the low price of coffee and the inability of the taxpayers to comply with the regulations.

An attempt has lately been made to rescue the situation by raising loans, which, if successful, will place us on a firm basis by the end of the year.

Marked improvement has been made in every phase of school work, the most striking change being in the teachers themselves, who have become better qualified to discharge their varied duties.

The teaching of the English language, which is of such great importance, and on the acquisition of which so much depends, has been harmonized by the adoption of the pamphlet issued by the department of education, which is responsible for the rapid and consistent advancement made this year.

I feel convinced that the teaching in the lower grades should be in both Spanish and English, whenever possible, and from the sixth grade in advance entirely in the English language, Spanish being taught merely as a subject in the higher grades. Beginning with the fourth grade, the English teachers could advantageously teach one or two subjects daily in the English language. Many of the native teachers will be able next year to conduct all their classes in English, and most of them know sufficient to make a beginning in the lower grades with one subject daily.

As prophesied last year, the Mayaguez Industrial School has quite outgrown its present building. Its growth has been marvelous, and the community interest displayed in it augurs well for its future. It will be a happy day for Porto Rico when each large town can boast of such an establishment. The work of the Farragut High and Graded School has met with many and serious interruptions; the resignation of the principal, the sudden death of his successor, the resignation of the eighth grade teacher, the epidemic of typhoid fever, have, naturally, interfered greatly with the successful administration; but, after all, satisfactory work has been accomplished, notably so in the English

language. With the exception of the epidemic referred to, no serious interruptions have been caused in any of the other schools. Both at Mayaguez and Anasco a careful graduation of the pupils was made at the commencement of the year, a thing which had never been done satisfactorily before.

There are 15 pupils studying in the ninth grade, and we expect 20 more to join them at the end of the year. The combination of the high with the industrial school, and the offering to the pupils of two courses—the commercial or the industrial—is to be recommended.

The training class for nurses began with 20 students, but for lack of proper facilities and the necessary cooperation on the part of local authorities it has been deemed advisable to discontinue it in its present form.

I think that at least 5 of the 10 students who now attend will make excellent nurses.

The various night schools have done excellent work, having afforded an opportunity to many poor young men of acquiring the rudiments of a useful education.

The unsatisfactory financial condition of the school boards has compelled us to discontinue the agricultural schools, as such, and convert them into rurals until larger budgets and increased community interest warrant their continuance, which I trust will not be long.

The establishment of an agricultural school at Mayaguez in connection with the industrial work, where the pupils could avail themselves of the second advantages offered by the United States agricultural experiment station, would undoubtedly prove a great success.

We have already secured a suitable rural school building and an acre of land adjoining the property of the experiment station. Such a school, under efficient control, by the admission of the sons of respectable farmers to the classes and to witness the experiments, would prove a boon to the neighborhood. Lectures might be given from time to time to the farmers themselves.

The rural schools in the coffee-growing districts were all nearly empty during the first term, and I think that it would be wise to defer their opening until January, as it seems to be indispensable that the children must work during the harvest in order to provide themselves with clothing. In my opinion a six months' school year, with a modified course of study, is sufficient at present for the majority of the rural schools. This year it has been necessary to transfer many rural schools to other locations on account of the irregular attendance of the pupils, while in the city schools we have been obliged, in order to meet the demand for admission, to keep some pupils on half-day sessions only. The average attendance during the third term is very satisfactory.

A commodious 4 room schoolhouse has recently been erected at Anasco by the department of education which, however, will only be sufficient to seat half the pupils at present attending, and it is our intention to have another of the same size next year. The new schoolhouse at Las Manias will probably be constructed before December, and we hope, if we obtain the desired loan, to erect a 10 room building at Mayaguez in the near future, to be followed by several rural schoolhouses. The Rincon graded school has not been satisfactory, and I would recommend its conversion into two rural schools and the creation of two additional graded schools at Anasco.

During the year the department gave the opportunity to 5 young rural teachers from each district to attend the Insular Normal School for three months. Although the time allotted was short yet it has proved long enough to have wrought a marvelous change for the better in the methods employed on the teachers' return to their respective schools.

On March 24 a novel and important feature was introduced into the educational machinery of the island, viz, the celebration of the first teachers' institute, under the able direction of Mr. P. Miller (Insular Normal School). Various opinions were rife as to the object of this important factor in the educational system, and many teachers regarded it with suspicious eyes; but when the real purpose became evident the teachers warmed up to the work, taking an intelligent part in the different discussions, and displaying a creditable knowledge of modern pedagogy. The event terminated successfully amid applause and mutual congratulations, with the unanimous wish that it should be of annual recurrence. On the evening of the same day a large public meeting in the interests of public instruction was held in the theater. The speeches of Dr. S. M. Lindsay, Mr. C. H. Ames (Boston), and Don M. Fernandez Juncos enlightened the people on various phases of educational work in general, and a few local celebrities lauded the splendid progress made in public instruction on this island. The department

of education, ever watchful for the best interests of the people, has in prospect a scheme which will do more to Americanize the natives than anything yet proposed. The scheme referred to provides for the sending of 600 native teachers to study at the universities of Harvard and Cornell during the summer vacation. Free transportation will be afforded and the greater part of the funds necessary to defray all expenses has been contributed by friends in the United States. The Porto Rican teachers are very grateful for this munificent offer and as many as can possibly do so will eagerly avail themselves of this unique opportunity to expand their social and intellectual horizon and on their return they will delight to propagate their new ideas throughout the length and breadth of the island.

The various changes recently made in the school laws are beneficial and meet with the approval of the majority of teachers.

I am glad to relate that no case of corporal punishment has occurred in the district this year; nor has any teacher been suspended for any reason whatever.

In the teachers' conferences, celebrated from time to time, ample proof has been given of the rapidly increasing efficiency and zeal of most of the teachers, and the large number of young applicants for the next examination for teachers' certificates is both gratifying and encouraging.

Respectfully submitted.

JOHN MELLOWES,

Superintendent Eleventh District.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

SCHOOL DISTRICT No. 12.

DEPARTMENT OF EDUCATION OF PORTO RICO.

OFFICE OF DISTRICT SUPERINTENDENT.

Aguadilla, P. R., June 1, 1904.

SIR: Herewith I have the honor to submit my annual report for the school district of Aguadilla for the school year 1903-4.

Comparing the work of this year with that of last, I notice a general improvement in the work in all its branches. As was to be expected, the teachers are learning the workings of the system better and are responding more willingly to its calls upon their energy and time. Hitherto many teachers were under the impression that any call upon their time after school hours was an imposition, but I am glad to notice a gradual change for the better in this respect. This year most of the teachers have done a certain amount of work in their homes, such as arranging the lessons for the following day, preparing for the examination in English, and reading their school journals. The greatest fault with which I have had to contend is a certain annoying carelessness about details, though there has been improvement here also. Most of the teachers are beginning to realize that if a piece of work is to be done to-day, it means to-day and not to-morrow; that if twenty minutes are set apart on the school programme for a certain class, it means that twenty minutes and not twenty five are to be devoted to this class; that if a report is needed this week, it is expected to be in this week and not next. The great majority of the teachers are more careful in the use of school property, especially the books, which are found now properly covered and in fair condition after a year's use. There is a general improvement in the methods of teaching, which are marked by a drawing away from perfunctory repetitions in history and geography, and more particularly from the teaching of arbitrary rules in arithmetic. I want to take this opportunity to dissent from the generally expressed opinion that the Porto Rican child is naturally weak in reasoning powers, especially in arithmetic. I have found that in those schools where the pupils are weak in arithmetic the teacher is also weak, and where the teacher uses the rational method of teaching the pupils are relatively as far advanced in this subject as they are in the rest.

The teachers of English have worked earnestly and intelligently and, considering the difficult conditions made by the system under which they are working, certain progress has been made, but it is not what it could be under a different arrangement. At present necessity compels the teacher of English to use a set of school readers as a guide and the pupils get only a limited vocabulary, and this along a certain line. They learn very few arithmetical and geographical

terms—the very things that they should know if their English is to be of any service to them in the future. The Porto Rican child must be taught practical English, the English that he will need in commerce and agriculture, and this he will learn only by being taught arithmetic and geography in English. During the present year I had occasion to visit the Ponce Graded and High School where, with the exception of the first grade, all the work is done in English. I was agreeably surprised to notice the progress that the pupils were making in the English language, and this apparently without any sacrifice in the quality of the work. It is my intention to try to establish a grade on this basis in Aguadilla next year.

We have had the teachers' classes in English again this year and the examination has shown marked improvement in the work of some, and neither improvement nor deterioration in the work of others. There is still a third class, and this is composed of the teachers who did nothing in the examination, and these are generally the ones who are weak in all the other branches. I think that it would be a good measure for the department to establish a system of recurring examinations in all branches taught in the schools—say an examination in one or two subjects every year for those teachers who do nothing in the examination in English, making a successful examination necessary for the renewal of the teacher's license. It is safe to say that this system would eliminate a number of incompetents from the ranks and yet it could not be said that it was done because they found the learning of English difficult.

There was something said last year about an effort that the department would make to establish a departmental school journal. This, I believe, would be of much practical benefit, as it would impart many hints and a great deal of information, a thing which it is impossible to do by any means of circular letters and the personal direction which the superintendent may give. There are new methods and new ideas coming up every day, of which some of us may be ignorant and which the school papers we receive do not touch. The department is in a position to know of these improvements and to judge to what extent they should be applied to our schools. Such a paper would help to harmonize our work, and the suggestions, coming as they would from the department, would have the force of law. This year I advised the teachers of my district to subscribe for a school paper, and also to buy some books on pedagogy other than the ones supplied by the department, but as the paper is in English only a limited number of teachers could use it to advantage. It is a pity that so many teachers, used to a paternal form of government which did all their thinking for them, can not be taught to be more self-reliant and to take the initiative in affairs.

During the present year we have improved the school buildings generally throughout the district. The Lafayette School, in Aguadilla, built three years ago, was given a general overhauling and fenced in. This fence was very necessary, as the porch of the building was becoming a sort of lodging house for every tramp in town. At San Sebastian we have been using a new 4-room building built by the department and the municipality jointly last fall. The town appreciates this building greatly, and the school board is making provision to beautify the grounds and put a fence around them. Almost all the rural schools in the district were either painted or whitewashed at the beginning of the year: 7 buildings were abandoned for more suitable ones; and 7 more were materially enlarged. If the matter can be arranged financially, it is the intention of the municipalities of Aguadilla and San Sebastian to build their own schoolhouses. Buildings better than the ones we are now using can be built at prices ranging from \$200 to \$250, and we are now paying in the municipality of San Sebastian \$36 annual rental for each rural schoolhouse, and an average of \$50 in Aguadilla; in other words, the municipalities, if they carry out their present intentions, will own the buildings in five or six years. A building which we should leave, but can not for want of a better one, is the Baldorioty Graded, in Aguadilla. We are endeavoring, with fair prospects of success, to get the use of the infantry barracks near the Lafayette School until the municipality can build a suitable school building. We have improved the furniture in the different schools to a certain extent, but have been hampered in making greater improvements by lack of funds.

This year the budgets of the Aguadilla and Aguada school boards will show deficits, although for small amounts, probably not exceeding each \$600. In Aguadilla we have been hampered all year on account of the treasurer of Porto Rico retaining the school board's money, along with certain amounts belonging to the municipality, for debts contracted by the latter. I am glad to see that

under the new school law the school board will receive its money promptly, and we shall thus be relieved of a great deal of annoyance.

Coeducation is no longer a problem in this district nor, I believe, in the island. In Aguadilla this year we had two cases where the school board was compelled to expel two boys from school, and the action was so prompt that parents were convinced that their girls were perfectly secure from insult in the schools.

The attendance upon the whole has been better this year than last, due, no doubt, to the fact that the teachers are becoming more insistent about enforcing attendance, and also that the parents are realizing more and more that the law will be resorted to when necessary. The matter of attendance is a problem more in the rural than in the town schools, where there is always a long waiting list. The attendance is a problem in the rural schools because of the coffee crop, a great many children being brought into requisition during the gathering season. Moreover, the poverty of the parents, the long distance which a great many children have to travel to get to their schools, and, lastly, the bad condition of the roads in rainy weather, are detrimental to the attendance. The children of the rural districts are provided only in rare instances with umbrellas, and never with rubbers, and this means that if they come to school on a rainy day they must sit in their wet garments all day and run the risk of catching cold with possible serious development. This drawback, of course, will remain until such time as the economic and social conditions of the small farmer and "peón" are greatly improved.

Tardiness is another thing against which we are constantly fighting, not only in the rural but also in the town schools, although not so much in the latter. I think that this could be diminished in the rural schools if they were provided with good-sized bells to notify the children of the opening hour. There are very few parents living in the rural districts who have timepieces, and the matter of reaching the school on time is a question of guesswork. The child either arrives to the school long before the hour set for opening, thus entailing a hardship upon him, or so late as to lose a number of the first classes, thus disarranging the school programme.

Then comes the matter of shortening the day for the smaller pupils. I have found it impossible in the rural schools to let out the first and second grades before the rest, because this would necessitate the letting out of the larger brother or sister also, as the first and second grade pupils are usually so small that they can not go home alone. I have overcome this difficulty by giving the smaller pupils two half-hour recesses instead of two fifteen-minute ones.

It is almost an impossibility to graduate a class as the pupils, on one pretext or another, generally leave school before they get to the eighth grade. I believe that our course of study is too intensive, because children living in a tropical climate age more rapidly than do children in a temperate one, and when they reach 16 or 17 years they are generally young men and young women, with all the habits of their elders. Under these circumstances it becomes hard for some to remain under school restraint, and others are compelled to leave school to help their parents in meeting the expenses of the home.

The three school boards of the district have worked in perfect harmony with me and have given me their cordial support in every way. They have had their regular meetings invariably on time and there has always been a quorum present.

Respectfully submitted.

DANIEL F. KELLEY,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 13.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT.
Camuy, Porto Rico, May 26, 1904.

SIR: I have the honor to submit herewith my annual report on the schools of the district of Camuy for the year 1903-4.

Permit me to say that this report is as near as possible a concise diagnosis of the present condition of the schools of the district, their general growth and

development during the past three years, together with a few suggestions looking to their betterment.

The report, in treating of the scope of work covered, does not comprise a complete description of the details, these being left out to give place to the more interesting and important features. It will be observed that any particular or radical changes have not taken place, but you will note the gradual onward march that has been made, comparing the present conditions and results of this year's work with that of two years ago. Those who have assisted in the organization of the schools before the advent of civil government on the island can gaze with much pride and satisfaction upon what is to-day an efficient system of free public schools, created out of the old Spanish system found in existence at the time of the American occupation of the island.

The work of adding a new schoolhouse to the district each year is highly appreciated by all those interested in the welfare of schools. One new building (Emerson Rural School), spoken of in my last report as being under construction, has been completed and presents a very neat appearance. The land needed for the site of this schoolhouse was kindly donated to the people of Porto Rico by Mr. Juan A. Casaña, a wealthy farmer near Camuy. All arrangements have been made by the municipality of Isabela for the construction of a 4-room frame schoolhouse, which will be completed during the summer vacation and made ready for use for next school year.

The plan adopted by the department of advancing all the money to the municipalities for the construction of schoolhouses, and then allowing a certain number of years for them to repay half of the cost of the same in equal annual payments, is a good one, and it is commendable for the reason of its teaching the people that they are expected to assist the department in the work of school extension. Besides, the affairs of the municipality will be more carefully and economically administered, knowing that they are directly responsible for the payment of a certain sum to the treasurer of Porto Rico each year.

This is a very liberal offer on the part of the department, and it should be taken advantage of by every municipality that is in condition to do so.

In the way of new modern furniture we have not been able to add anything to the graded schools this year; but all the rural schools have been better provided for. The amount of blackboard surface has been increased in all the schools, and this alone has materially aided in securing good results, especially in arithmetic.

More desks and benches have been placed in each and every one of the rural schools to avoid so much crowding and consequently bad order. The rural schools have also all been supplied with water filters. A sufficient supply of material and text-books have been received and placed in the schools when needed during the year.

There has been a decided improvement in the character of our teaching the past year. I do not hesitate to say that this has been our most marked advancement. Better methods have been introduced; our scope of work has been made broader; more practical ends have been kept in view, and the results have been of that concrete nature to be of lasting benefit to the children.

We have also gradually introduced more incidental work, which has in many cases not received the attention that it should, for the overzealous desire of the teachers to conform too closely to the Course of Study; but we have endeavored to have the general plan followed and the studies taught in accordance with our Course of Study and at the same time laboring to inculcate into the teachers ideas of individualism, with open free effort in the field of their work.

Five rural teachers were sent to the Insular Normal School the past year from this district. With one exception they all did good work while there. They have shown marked improvement in their class-room work after returning to the district. In some cases we were obliged to employ substitute teachers to fill the vacancies of the regular teachers, who were not always desirable for many reasons, but it was imperative that these teachers be sent to the normal school, even if it was at some sacrifice to do so. We must have good rural teachers if we are to have good rural schools. The normal school can assist us in reaching this desired end. Five rural teachers can be given some training each year from each school district on the island, besides the recruiting that the superintendent can do himself, and in this way it will not take long to work a radical change in the teaching personnel of the rural schools.

I can speak with special pride of the perfect harmony that has existed among the teachers during the past school year. In former years this has not always been the case in all parts of the district during the entire school year. It is

now thoroughly understood that good conscientious work is all that can assist a teacher in his progress in the profession, and that influence is of little value in securing any firm standing with the department. We have employed every means at our command to put a premium on all honest, faithful work in the schools. In turn we have endeavored to report with the same degree of accuracy work that has not been up to the standard required. The conditions under which teachers of the district work are so widely different in many cases that some of equal ability do not secure equal results.

All conditions have always been taken carefully into consideration when reports have been made to avoid, if possible, any ground for charges of unfairness.

Quite a number of teachers' meetings were held in the different towns of the district, principally during the third term. I wish to mention especially a series of meetings that were held by the graded and rural teachers of Isabela, presided over by the acting principal of that town. The general plan followed in these meetings was the explanation by each teacher of his method of teaching a certain branch in his school at each meeting. Very favorable reports were received by this office of similar meetings held in other towns of the district.

A pedagogical conference was held in this district at the headquarters of the superintendent on March 25 and 26, at which all the teachers of the district attended, with two exceptions. This conference had been previously arranged for by the department, being under the direction of Mr. Felipe Janer, of the Insular Normal School. As the programme was somewhat extensive, we were not able to dispose of all the topics in two days.

I am pleased to say that this conference was of inestimable value to the teachers. Enthusiastically presided over by Mr. Janer, the teachers in a friendly manner frankly discussed a great number of the most difficult problems that they had found in their work. I only regret that this conference was not held earlier in the school year, but it might be arranged to take place earlier next year, if a conference is held. On the afternoon of the second day of the conference the Commissioner of Education, Dr. S. M. Lindsay, was with us and delivered an address to the teachers in Spanish, besides talking to them at some length in regard to the proposed trip to the States during the summer vacation.

During the past school year, or up to the time of the writing of this report, I have made 200 visits to the schools of this district. Of all visits made during the year the department has not a record, as some were short, and where the same were made several times to one school in any one month no official report was sent to the department.

Having had the territory of my district reduced, and also the number of schools, I have had much more time to visit the schools and remain some length of time in each school. Visits from one hour and a half to three hours duration have been made, and as a general thing more time was spent in the rural schools, in view of the fact of their generally needing more help and attention than the graded schools, thus adopting a somewhat different plan of school visitation from that of last year. The difference does not consist only in the time spent in the school, but I endeavored to focus my attention and time on those parts of the district most in need of help; thus it can be seen by reports that some rural and graded schools have been visited as high as twelve times during the school year, while others were visited only four or five times.

I am pleased to say that the daily attendance of the pupils of the district has been better than last year. A letter was sent out from this office at the beginning of the school year directed to the parents, asking for their cooperation in securing a regular and punctual attendance. This letter was kindly received and heeded, and to this I feel confident is due in great part the improvement in attendance. The compulsory-attendance law has been strenuously enforced in cases of necessity, but such cases have been fewer this year than last. Taking into account the good of the entire school, we have quickly eliminated the incorrigible whenever the reputation and morality of the school were endangered. It was not necessary to do this many times, but in cases of necessity, when a child was of bad heredity and could not be reformed after a given time, it has been quietly expelled.

There seems to be a more thorough, free understanding of the aims and purposes of the schools this year. I have always found parents glad to cooperate with us in our work when once they understood its merits and purposes. Judicious consideration of the home life of each child has been made an important

factor in our work, and was emphasized emphatically by us in the conference held March 25 and 26.

I am convinced that there has been and is to-day entirely too much absolute indifference on the part of both Porto Rican and American teachers in regard to the home life of the children and some of the difficulties on the part of the poor parents to keep their children in school. The teacher might often assist the parents in small difficulties that arise in regard to the welfare of their children, but many of the poorer class do not feel that they are well enough acquainted with the teacher to consult them in regard to such matters. If it is necessary to become well acquainted with the pupils in the schools, it is also equally essential to become acquainted with them in their homes. I should be pleased to see the teachers consider more seriously this important factor in their work, and in the next school year endeavor to be as well acquainted with the parents as the children themselves. Public opinion has grown to no small extent the past year. Many misapprehensions have been removed, and skeptical parents have become enthusiastic supporters of our system of public schools. We have improved every possible opportunity to cultivate a healthy public sentiment in favor of our schools, and to-day there remains no doubt in the minds of all well-meaning and well-thinking people of the efficacy of our work.

With the exception of the town of Hatillo, good progress has been made in most of the grades in the study of English. Where there has been frequent changes in the teachers, as has been the case in the above-mentioned town, the work has suffered not a little. There are many difficulties yet to be overcome in the teaching of our mother tongue to the Porto Rican children. The work has been carried on this year somewhat uniformly in all the schools. Certain defined ends have been kept in view by the teachers, and in the main, the methods have been followed as laid down in the manual published by the department. The majority of the teachers of English appointed in this district the past two years have come in the right spirit and have been conscientious and painstaking in their work. There have been a few who have not been so. Having little sympathy or good wishes for the welfare of the island, working only to finish the year, without any expectation of ever returning to Porto Rico, it will be understood that the work done by such teachers has been void of any concrete results or benefits for the children.

I should recommend some change in the text-books now used for the teaching of English and that all the teachers be reappointed to the same town in which they taught the previous year, unless for just causes their transfer has been asked for by the superintendent.

Although the general practical results of the year's work have been satisfactory, yet I do not feel that we have made the proper advancement because of the lack of good pedagogical reading for the teachers. The superintendent can only make a limited number of visits to each school during the year, and he therefore needs the assistance of a small pedagogical library to which to refer the teachers as he sees their weaknesses on certain points in their work.

I would recommend that the department purchase and issue to the superintendent about one hundred of the leading works on pedagogy next year if there should be funds available for such.

These books could be kept by the superintendent at his headquarters and given out to the teachers as he saw the necessity for same. This is especially necessary where the teachers of a district have no access to any public library. Books should be in the Spanish language if it is possible to get them.

As last year, we have endeavored to encourage the reading of some good educational journal, and have been successful in seeing a number of the teachers of the district subscribe for the Popular Educator and Primary Education, this being an advantage in keeping the teacher posted on the latest methods and improvements in the schoolroom work, as well as being excellent practice in the reading of good English. School libraries we have not been very successful in establishing, owing to the fact that the school board could not render us any assistance, and also that many of the teachers had no assurance of remaining in one town more than one school year. It is quite natural that they would be averse to making any contribution toward the establishing of a library, unless they were to reap some of the benefits from it.

It is my intention this year to ask the school board to donate something toward the purchasing of a small number of books both for teachers and pupils in each town. School libraries thus started can be added to a little each year, and in this way it will not take long to have a good collection of books.

English has been studied with much care by most all the teachers. I can say that they have worked conscientiously and have no doubt accomplished more in the language than any previous year. I am of the opinion that too much was required of them and the scope of work too extensive to be completed in the time given. With two exceptions, all the teachers were examined on April 30, and I feel that they accomplished all that could be expected of them.

The agricultural school in Quebradillas has not been as successful this year as last, although the garden presents a much neater appearance. The attendance was not as good as I had expected it would be, due to the desire of many of the children of the barrio to attend school in the town. Quite a number of fruit trees were planted last year. The condition of these trees at the present time show that they have had excellent care. More could have been accomplished if the school had received better local support. The school board gave it nothing, and for this reason we were unable to extend the garden to include more land adjoining, which had been given to the school.

I have at present 20 applications on file in my office for the teachers' examination to be held on June 2, 3, and 4. The most of these applicants are from the graded schools of Isabela and Quebradillas. It is to be hoped that a number of these will be successful in securing certificates, as they will probably be needed to fill some vacancies next year.

The school boards have not met their obligations promptly this year for the lack of funds. I see by the new school laws that a welcome change has come in the financial administration of the boards, and we will next year, no doubt, be able to receive more support from this source. I can say that the boards in this district have given me their support whenever asked for during the past year, but entirely too much of the work of the school board must be done by the superintendent.

I wish to thank the presidents and other members of both the Camuy and Isabela boards for their constant endeavor to assist us the past year. From funds furnished by the school boards this office has been furnished with a Remington typewriter and an Edison mimeograph, thus facilitating the office work very much.

Arbor Day, Washington's Birthday, Flag Day, and others of less importance were all fittingly celebrated. Considerable increase in interest can be noticed in these celebrations from year to year, as the teachers acquire experience in arranging for and conducting them, and the children learn to consider it a duty as well as a pleasure to participate in their celebration.

Before closing this report I wish to thank the commissioner of education, the assistant commissioner, and the members of the corps of assistants of the commissioner's office, who have all ably contributed to the success of the year's work in the district.

Respectfully submitted.

E. HUTCHINSON,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 14.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Arecibo, May 21, 1904.

SIR: I have the honor to submit herewith my report for the school year 1903-4.

The district of Arecibo is formed by the municipalities of Arecibo and Lares. The general conditions in these two municipalities are entirely different, due to the fact that Arecibo is on the coast, while Lares is far up in the mountains. This difference, together with the difficulties of transportation from Arecibo to Lares, on account of the long distance and of the bad road, has made the work quite difficult as far as the uniformity and harmony in the organization of the schools in both municipalities is concerned. The schools of Arecibo have attained far better results than those of Lares, and their organization is much more satisfactory.

Some changes have been made in the organization of the schools in Arecibo

this year. There were two principals last year, each one being in charge of a number of graded schools and each teaching a grade of his own. The two groups of schools had one assistant principal over both of them. Early this year and upon the resignation of one of the principals, his position was suppressed, and there remained only one principal in charge of all the schools of the municipality, rural and graded, with no grade to teach and discharging the duties of supervising principal. In each one of the buildings in the city there is a teacher in charge of the schools, discharging the duties of assistant principal without any extra pay for that service. This organization has proved satisfactory, and has secured a certain uniformity in the work, especially in the classification and the correction of minor defects which were noticed and criticised by the superintendent, but which, owing to the great number of schools in the district, could be thoroughly corrected only with the aid of a competent principal.

Constant efforts have been devoted all through the year for a fair and uniform classification in the schools of the district. Yet the chief result has been in the preparation for the work for next year. At the beginning of the present year all the children in the graded schools were examined, and during the year we have been constantly rectifying the classification. Plans have been made to hold a final examination in June, and the result of this examination, together with the class record of each pupil, will enable us to make the classification for next year on a solid basis. The promotion of children will be made in this office, after considering the data which the examination and the children's class records may furnish.

The conditions of the buildings used for schools in the district are not as satisfactory as is desirable. The graded school buildings in Lares and a few of the buildings in the country are in good shape. The graded schools of Arecibo are located in three different buildings. One of them is a fine 6-room brick building, property of the people of Porto Rico. One is a private building rented by the school board and not at all suitable for schools. The other one is an old building owned by the ayuntamiento, and is in very poor shape. These two buildings do not have the necessary sanitary conditions, but no others could be found in the city.

The schools in the district are fairly well equipped, although the furniture and equipment of the rural schools of Arecibo are not what they ought to be. The schools in Lares are better equipped, and with the exception of four rural schools all of them have modern individual desks. All the schools in the municipality are supplied with filters, glasses, and other necessary implements.

A satisfactory improvement has been made in the teaching force of the district, partly due to instructions given them in circular letters sent from this office, and mainly owing to the interest and eagerness which the majority of them have shown in their work. The teachers of English have done most satisfactory work, not only in the schoolrooms but also in giving the rest of the teachers their support and help. The results obtained are the best which could be attained with the system followed at present in English instruction.

Two teachers' conferences were held in Arecibo during the present year. One of them was conducted by the superintendent, with Mr. Enrique Hernández as representative of the department of education, and the other was conducted by Mr. L. R. Sawyer as institute director. In both meetings we had a full attendance, and the papers read showed a pleasing improvement in the methods of teaching on the island. A brief report of the last meeting was submitted by me to the department, and some changes in the organization of said institutes were recommended.

I am glad to state here that I have received earnest support and constant help from the school board of Lares and from the present school board of Arecibo. In Arecibo the board is working under adverse circumstances on account of the little time they have been in office and of the unwillingness of the ayuntamiento to give the necessary money for the maintenance and proper equipment of the schools. The ayuntamiento, when assigning the percentage for school funds, gave only 25 per cent of the funds received from the insular treasury, not giving anything from the taxes collected in the municipality. This was a violation of section 19 of the school laws, and left the board without money enough to keep the schools of the municipality in good condition. The board has been trying for the past two months to make the ayuntamiento pay the full amount due, but thus far without success.

It is with the greatest regret that I state that the ayuntamiento of Arecibo has shown very little desire to help improve our public school system. It refused

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to approve the plan of the school board for contracting a loan to build school-houses. According to the plans of the school board the interest and sinking fund could have been provided for with the school tax, and \$500 more that the ayuntamiento would have had to pay. A meeting of the council was recently held to consider the matter, and the plans were rejected without any discussion.

In closing the present report, I must thank the department of education for the support and help given me, and which has enabled me to struggle against the adverse conditions under which the schools of Arecibo have to work.

Respectfully submitted.

E. LANDRÓN,
School Superintendent.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 15.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Stuado, P. R., May 31, 1904.

SIR: I herewith submit my annual report for the school year 1903-4.

On taking charge of this district, about September 15, 1903, the number of teachers allotted to the district was 54, classified as follows:

School.	Utua do.	Adjun- tas.	Total.
Principal	1	1	2
Graded	9	6	15
Rural	21	10	31
English	2	2	4
Agricultural	1	.....	1
Night	1	.....	1
Total	35	19	54

The school year opened September 28, under favorable conditions. The necessary work of enrolling pupils and organizing the several grades was about completed by the end of the first week. The rural schools, unlike the town schools, did not fill at once, nor was the attendance satisfactory during the greater part of the first term, the cause of this state of affairs being due to the fact that the gathering of the coffee crop and the first term of the school year coincide, and at this time children, as well as parents, engage in picking the coffee berry; and once the season is over, all remain idle for another year.

The corps of teachers engaged by the school boards of the two municipalities was found to be equal to any I have seen in Porto Rico as regards intellectual qualifications, and as to the spirit and interest shown by them in their work during the present year they merit special mention. In almost every case they have accepted criticism and advice in the spirit in which it has been given, and they have worked hard and faithfully to carry out all instructions, in order to raise the standard of the work in the schools under their direction. In this task they have been able to consult very few pedagogical works. It will prove a great benefit if the circulating library, as proposed by the department of education, can be put into practice.

At the opening of the year there existed 7 vacancies in the teaching force, all of them being in rural schools. This number has been reduced to 3, and it is hoped that next year will see all the schools open at the beginning of the school year, and that possibly we shall be able to add to the number already established.

The rural teachers throughout the district have done very creditable work, considering the conditions prevalent in the mountainous districts of the interior. In the great majority they are young men, their average age being about 25 years. Many of them promise to develop into excellent teachers, and they have shown by their work that they are working not for to-day alone, but are striving to prepare themselves for the future. On the other hand, there are a few who promise little as teachers, and whose interest in school work is greatest when the closing hour is at hand.

Due to the great difficulty encountered in finding substitute rural teachers, it has been impossible to send more than two rural teachers from this district to the Insular Normal School for a three-months' course.

The conditions which prevail in the graded schools are not all that are to be desired. In Adjuntas they have reached a higher stage of development than in Utuado. The principal of the Utuado schools has worked hard to raise the standard of the schools under his direction, but the progress has been slow, and is not as satisfactory as we would wish. This is due in part to the lack of a proper school building, the lack of a proper degree of cooperation on the part of the parents, and to the fact that several of the teachers have not shaken off entirely the old system under which they were educated, although they are working hard to do so and deserve credit for the efforts thus made.

The work in English has advanced rather slowly, but it has advanced. In the Adjuntas schools the progress made has been very good, the pupils of the sixth and seventh grades doing a large part of their class-room work in English, and it is hoped that beginning next year all the class-room work of the fifth, sixth, and seventh grades will be carried on in that language. Great credit is due the principal and English teachers for having made this possible. In Utuado this progress has not been possible, as the teachers of English have been changed almost every year, and in many cases this change has brought a teacher fresh from the States with no previous experience in teaching English to a foreign-speaking people, and with no knowledge of the Spanish language. That this is the cause of the little progress made here is demonstrated by comparing the conditions which have prevailed in Adjuntas and the results obtained there. One of the two teachers has been located there for five consecutive years, and the other has had four years' experience as an English teacher on the island, with two years in Adjuntas. The changing of English teachers from one town to another should be avoided as much as possible, as it is a proven fact that their work suffers seriously as a consequence.

The efforts made by the Porto Rican teachers to master the English language have, on the whole, been serious and faithful. Many of them, aside from the lessons given in preparation for the English examination by the English teacher, continue to study with private teachers throughout the year. There exists a desire on the part of all of them to know the English language, but there are some who lack the power of application necessary to realize this desire, which is rendered more difficult and the language loses much of its interest, as there are almost no English-speaking persons with whom to practice. To arouse interest and to aid the teachers in their work it was proposed to organize an English club, which was carried out in February, the charter members being almost exclusively teachers. The club still exists, and it is hoped that within a few weeks it will be comfortably installed in one of the best houses in Utuado, with new furnishings throughout. One of the rules of the club forbids the speaking of any other than the English language under penalty of a fine of 1 cent per word thus spoken.

Our single agricultural school has not been able to carry out the plans made by the teacher, nor has the work done been such as should be done by a school of this character. The children who are able to attend school in the barrio where the school is situated are, as a rule, too young to do any real agricultural work, nor can they understand what they are doing. Hence we see the teacher obliged to spend an undue amount of time struggling with that elementary instruction which should fall to a rural teacher. Another almost insurmountable obstacle which stands in the way of ever securing good results from this particular school is the location of the schoolhouse and the character of the soil to be cultivated. The building is situated on what is in dry weather a brook, but which becomes a torrent after any considerable rainfall. Several meters of what was school land have already been washed away, and in its place we find sand and rocks. There is no doubt but that this damage will be greater unless some steps are taken to prevent it. The bureau of public works decided that it behooved the school board to carry on this work, but the financial condition of the latter has not permitted it. Recently there have been planted bamboo trees, in the hopes that they will take root and serve as a suitable barrier.

Fortunately the school has been under the direction of one who is unusually well qualified to teach agriculture, and for this reason alone has the school been able to do any real agricultural work. During the year 26 different kinds of fruits and vegetables have been studied, and a carefully prepared chart of

the results obtained presented, showing in a clear and concise manner what has been done. In all this work the teacher has not only sacrificed a great deal of time and labor, but he has also purchased the necessary fertilizers used at his own expense.

I would respectfully recommend that the agricultural school be placed in charge of a rural teacher, and that if agricultural work is to be continued here another piece of land be obtained and placed under the direction of a competent man who shall direct the work in agriculture exclusively, aiming to secure the most practical kind of results.

The night school, in charge of one of the regular graded teachers, has given elementary instruction to about 80 persons, ranging in age from 13 to 50 years, the majority being over 21. The attendance in a school of this nature is necessarily less regular than in a day school, due to the fact that the students are almost all working men and women. There have been enrolled during the year, tradesmen of all classes, laborers, policemen, and cigar makers. The work done has been very satisfactory, and indicates a strong desire on the part of the illiterate classes to better their condition.

During the first six months of the year 5 of the 7 graded schools in Adjuntas occupied a rather dilapidated building, the partitions between the several rooms being of cloth, and the general aspect leaving much to be desired. The other two schools were located in vacant tenement houses, widely separated, and not at all adapted to school purposes. In November the new school building was finished and accepted by the department of education. This new building is undoubtedly one of the handsomest structures erected for school purposes in Porto Rico, and is the only public building in the town of Adjuntas. It has four commodious rooms, and is equipped with modern appliances throughout. The site of the building is ideal, occupying a slightly elevated piece of ground on the carretera, leading from Adjuntas to Ponce. The grounds are ample and afford an excellent opportunity for the children to engage in all kinds of outdoor games and exercises. A new fence has been erected around the property and everything done to make both building and surroundings as attractive as possible. It is hoped that in the near future the local school board will be able to construct a retaining wall in front of the building.

Immediately upon its acceptance the schools were moved. As there were but four rooms it became necessary to find a suitable building for the remaining three schools. The owner of the building opposite consented to make the necessary changes in order to admit the three schools there. This change was advantageous in every way, as it not only provided better class rooms, but it also facilitated the work of the principal, and permitted the seven schools to gather in front of the new building for their morning exercises.

The building was formally dedicated Monday, March 21, 1904, on which occasion the governor of Porto Rico and the commissioner of education honored the town of Adjuntas with their presence and took part in the exercises.

In Utuado the graded schools are sadly in want of a suitable school building. At present four of the schools occupy a building originally constructed for a theater. The partitions are very low, the ventilation poor, and in no particular does it satisfy the demands of hygiene or pedagogy. On a warm afternoon, with 200 children gathered therein, the heat is terrible, and the attendance has been low, due largely to this fact. It is needless to say that it is impossible to judge correctly a teacher's work under these conditions. Good work can not be done. Of the remaining four rooms, three are suitable for school purposes. The coming year some change must be made if the town is to continue with the same number of schools. At present the ayuntamiento and the school board have under discussion the advisability and possibility of constructing a new eight-room building, fitted with all modern conveniences, and including an office for the principal. Whether they will be able to do this remains to be seen, but something must be done along this line if the educational work in Utuado is to keep pace with that throughout the island.

The buildings used as rural schoolhouses are of about the same character as those to be found elsewhere in Porto Rico. During the summer vacation they will all receive a thorough cleaning, including a coat of whitewash, and any repairs necessary to put them in condition for next year's work. In the barrio of Vivi Abajo, Utuado, an excellent 2-room frame building has been erected by the department of education. The original site selected for the building in the barrio of Vivi Arriba was abandoned, and a much better one found in Vivi Abajo. The building is in every way adapted to the purpose for which it was constructed, and with the building occupied by the agricultural school, is the

only modern school building in Utuado. It is hoped that a new fence may be erected around the property soon, as that is the only thing lacking. The two schools established therein were opened for the first time, January 11, and have been filled to the extent of their seating capacity with a very fair daily attendance.

The graded schools throughout the district are equipped with modern desks, except the two in the barrio of Jayuya. It has been impossible to obtain modern desks for these schools on account of the financial condition of the school board, but undoubtedly next year will see a marked improvement in these schools. The rural schools throughout the municipality of Utuado are fairly well equipped. In Adjuntas the condition is not as good as in Utuado, but the school board has made provision to provide the necessary equipment before the opening of the next year.

The question of securing a good average daily attendance in the public schools throughout the island is one which must occupy the attention of every superintendent to a greater or lesser degree. The attendance in the town schools has averaged very low, whereas in many of the rural schools, under adverse conditions, a better attendance has been obtained. The attitude of the teacher plays a very important part in bringing about the desired results. That this is so is made evident by the fact that in some cases, of two schools situated in adjoining barrios with the same enrollment and under practically the same conditions, one teacher has secured an average daily attendance of nearly 90 per cent, whereas the other has not brought the attendance of his school up to 70 per cent. The attendance of the children enrolled in the graded schools has been poor, due to the carelessness of the parents, who consider it more important that the children run errands or do a little household work than that they attend school. The attendance in the lower grades has been very fair, and this not because the parents have given the matter their earnest attention, but rather because they are not old enough to be of any use at home, and so are safe and out of the way in the schoolroom. This question has received a great deal of attention, and conditions are a great deal better. A letter was directed to all teachers instructing them to report any child who was absent from school for three days without a just cause. As a result of this, many fathers were denounced, and their attention called to the school law on the matter of attendance, and later several fines were paid. The local police court has in every case supported the position taken by the educational authorities, and it is safe to say that this difficulty will be largely overcome next year.

The school board of Utuado has been willing and ready at all times to receive any opinion offered, and has in a rather indifferent way worked to improve existing conditions. Due to the fact that many of the barrios are in a poverty-stricken condition, without so much as a single store, it has been impossible to contract teachers for all the schools. The board has decided to change, if necessary, the location of some of the schools, and, if possible, open the coming year with its full complement of teachers. In Adjuntas the work of the school board hardly deserves mention, as little has been done for or against the schools. They have been willing to do anything suggested, but have lacked the initiative. The one thing they have done which is worthy of mention was the construction of a fence around the property on which the new schoolhouse is situated.

At the beginning of the year arrangements were made whereby every teacher was to receive his mail at least once a week, and in this way it has been possible to communicate with those teachers located in the more remote barrios. Circular letters have been sent out from this office at intervals during the year. The object has been to aid the teachers in their work as much as possible, and when deemed advisable to offer them instructions which would unify the work in some particular subject throughout the district. Another valuable means of bringing about a higher degree of cooperation between the teachers and the superintendent has been the exchange of opinions indulged in on Saturdays, in the office of the latter. Every Saturday a certain amount of time has been set apart to receive teachers and talk with them about the work in their respective schools. In this way the teachers have been encouraged to come to the superintendent and suggest any change tending to better the schools of the district.

During the year appropriate exercises have been held in observance of the following holidays: Thanksgiving Day, Arbor Day, Christmas Day and New Year's Day combined, Washington's Birthday, Abolition Day, and Memorial Day. In addition to the above, exercises were held to celebrate the four hundred and tenth anniversary of the discovery of Porto Rico in all the schools. Those

days which have received especial attention were Christmas, Memorial Day, and Arbor Day, when the result of the election of an emblematic tree in this district gave the royal palm a majority of 469 votes over the mango.

The programme carried out in each school has been received in this office, thus enabling us to follow in a definite manner the general character of the exercises. The effect of these holidays and the accompanying exercises is good, as they arouse an interest in the school work on the part of at least the parents of the children who take part.

The teachers' institute held in Utuado March 25 and 26 under the direction of Miss Susan D. Huntington, principal of the Model School in Rio Piedras, proved to be a success in every way. It was the first thing of its kind ever held in Utuado, and the way it was received by the teachers was proof that similar meetings would not come amiss every year. The spirit displayed by the teachers in preparing for and in the discussion of the various topics is worthy of mention, and especially so when one considers the absolute lack of pedagogical literature at their disposition.

All but 5 of the teachers in the district were able to attend, although in some cases to do so meant considerable personal sacrifice. The value of one or two such institutes every year can not be overestimated. Not only does it offer an occasion for all the teachers of the district to become acquainted and to exchange ideas, but it also stimulates and arouses a certain esprit de corps, which is very desirable in any body working toward the same end.

In concluding this report, which has aimed at giving a general outline of the work done during the year, I wish to state that I consider it to have been a year of progress; that the standard of the body of Porto Rican teachers has been raised; that confidence in the commissioner of education and all others associated with him is greater than ever before; and that we face the future with everything pointing toward greater advance in the educational cause than ever before in the history of the island. Last of all I wish to thank the commissioner of education and his associates for the attention always given to any detail of the work brought to their notice.

Respectfully submitted.

J. W. SMITH,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. I.

SCHOOL DISTRICT No. 16.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Manati, P. R., May 31, 1904.

SIR: I have the honor to submit herewith the annual report for the district of Manati for the school year of 1903-4. This district remains the same as last year, comprising the municipalities of Manati, Ciales, and Morovis, with the following schools:

	English.	Principal.	Graded.	Rural.
Manati	2	-----	10	12
Ciales	1	-----	5	11
Morovis	-----	-----	2	7
Total	3	-----	17	30

Ciales failed to open two schools of her quota, one because no teacher could be found; the other because of lack of funds.

There were enrolled at the end of the second term 2,782 pupils, with a daily average attendance of 2,098. The average enrollment per school was 56.67. Average daily attendance was 42.85. The average enrollment of the graded schools was 57.16, with an average daily attendance of 42.53. The average enrollment of the rural schools was 54.21, with an average daily attendance of 42.99.

The teaching force is somewhat better than last year. I have not asked to have any teachers' certificates canceled, but have reported the teachers in a way that their certificates for the coming year may show the school board which teachers are undesirable.

Two very grave faults I find with many teachers are, unsystematic method of teaching and lack of firmness in school government. Nearly all have drilled themselves in the branches strictly confined to the text-books used, but many are very ignorant on all relative intelligence so necessary in teaching. This is shown always when the pupils are questioned upon topics not taken up by the text-books. I find it hard to get teachers to be careful throughout their work, and strict in regard to class work, attendance, and the order kept in their schools. Carelessness is a very general fault, though there are some as conscientious as could be desired.

At the beginning of the year there was quite a feeling of opposition manifested in some parts of the district, principally in Morovis, against our school system. I attribute this to the influence of a few disgruntled politicians, who, however, have been won over and are now among the most enthusiastic, and with the passing away of their opposition all difficulty disappeared.

It has been a more difficult task to keep up a good enrollment and attendance this year than last. I am at a loss to account for it. I am told that it is partly lack of interest on the part of the pupils and parents, and partly caused by extreme poverty; but I find rural schools in some of the poorer localities with an enrollment of 73, and an actual attendance of 72 on some days, and this in a district where many people are seemingly at the point of starvation. Two of my municipalities are strictly coffee producing, and the actual state of poverty of these people, I think, is little known to the public at large. It is the hardest part of my work to be compelled to see how they live and how they suffer from lack of strength to withstand the slightest demand upon their health.

The enrollment and attendance, as well as the general interest of pupils and parents in any school, depend very largely upon the teacher. If he is industrious, popular, and enthusiastic for the success of his school he is sure to have a full attendance in almost any section of Porto Rico. Far too many teachers care more for their salary than for the advancement of their pupils. I am sorry to report that I notice a great lack of real earnest effort on the part of the pupils to study. A few are industrious, but a great majority seem to expect knowledge to come to them if they but enter the schoolroom. Many pupils think they are doing the teacher a great favor if they attend school. Again, teachers are too lenient in compelling pupils to prepare their lessons. They fear they will displease the pupil or the pupil's parents if they keep him in after school hours. A little effort on the part of the teacher would soon have the parents anxious to have the children prepare their lessons and thus cooperate with the teacher in one of the most difficult parts of his work. There is too little acquaintance and mutual feeling between teacher and parent. Teachers should visit the parents of all their pupils whenever possible, and especially so when a confidential talk regarding their children is necessary. Afterwards a note sent to the parent referring to a pupil will be received in a friendly spirit, and the child will receive the attention the teacher desires. There is little use in forcing a pupil to attend school if the parents are not in hearty sympathy with the teacher and the school. A disparaging remark from the parent regarding the school or the teacher has great weight with the pupil, and he is continually alert for some pretext for disobedience.

We must have the parents on our side, and to gain this end there is nothing equal to school exhibitions on Friday afternoons or Saturday picnics, with essays, declamations, songs, enthusiastic speeches (which are always abundant on such occasions and always warmly cheered), and last, but not least, the "lechón asado" or roasted pig. Holiday exercises have done much in this way to bring the benefits of the school and the advancement of the pupils to public attention. A gathering of this sort carried out under my direction had a noticeable influence in interest shown in the school for many months afterwards.

Very little has been done during the year to improve the buildings and furniture, nor can we expect much improvement until the finances of this district are in a better condition. I do not think the department should allow any municipality to open another school before every school now open is provided with a good bookcase and a number of other things so badly needed.

The school boards of this district, without exception, have done all in their power to improve the schools, and I am glad in this, my fifth annual report, to be able to say for the first time that I have not had the slightest difficulty during

the entire year. There is now so much work connected with the duties of the school boards that it seems no more than proper that they be allowed a specific sum to pay the president and secretary for at least a part of the time spent in such work.

The waste of time, money, and energy is much greater than most of us would suppose at first thought. These losses creep in upon us in many ways. You will see that in this district there was during the second term a daily average absence of 684 pupils. Allowing 55 pupils to a school, we find that we were paying approximately 12 teachers more than actually needed. Again, the "penny-wise" policy of our school boards of paying a monthly rental for school buildings, which would in most cases pay for the building outright in twelve or eighteen months, is ruinous. A better plan would be to buy the house and pay for it, if necessary, in monthly installments.

Another great loss is found in the employment of poor teachers. I have one teacher in her first year's work who has advanced her pupils as much in six weeks as another teacher has done in six months, though the latter has taught fourteen years. I would respectfully submit that if the first teacher is only worth \$30 per month, how much money are we wasting on the latter?

The study and teaching of English is not satisfactory. A few schools are doing quite well. Many Porto Rican teachers think because they know the meaning of a few words that they are capable of teaching English. The construction and pronunciation, and especially the latter, is very bad indeed. We are too prone to accept a half-hearted attempt at pronunciation or translation as a complete understanding of the subject on the part of the pupil. English teachers in many cases are overworked, and some Porto Rican teachers persist in teaching (?) English during the English study period, thinking they are doing the pupils a great benefit, whereas they are undoing in many ways just what the English teacher has so painstakingly striven to accomplish.

Three teachers' conferences have been held in this district during the year, and much benefit has been derived from them. Teachers have taken great interest in them, and have prepared themselves on the various topics presented and have shown a more lively interest for advancement and less tendency to permit personal and political feelings to enter into these purely educational meetings than heretofore. Holidays have been consistently observed with suitable exercises bearing upon the day celebrated.

It is encouraging to hear on all sides the praise and to see the real pride the great majority of the people take in the progress of the schools. In former years many looked upon us with more or less suspicion, but now they see with pleasure our progress and they are with us. With their help and cordial co-operation in the future our advancement must be even more rapid.

Respectfully submitted.

EDGAR L. HILL.

HON. SAMUEL M. LINDSAY,

Commissioner of Education, San Juan, P. R.

SCHOOL DISTRICT No. 17.

DEPARTMENT OF EDUCATION,
OFFICE OF DISTRICT SUPERINTENDENT,
Toa Alta, May 28, 1904.

SIR: I have the honor to submit my second annual report for the schools of this district, for the school year 1903-4.

We have had 10 rural schools less this year, due to the fact that the school boards had not enough money to furnish them with the material that I required them to furnish, as instructed by the department, as a prerequisite condition to opening schools. The number of graded schools has remained the same, due in part to the generosity of private citizens who contributed toward the house rent for the teachers and the rent of school buildings. Among these acknowledgment should be made to Mr. Francisco Romero, former secretary of the school board; Mr. José Carro, of Magueyes, Corozal, and Mr. José Francisco Nater, of Vega Baja.

I have had an average of more than 50 pupils enrolled in each graded school and of more than 40 in attendance, and in the rural schools the average enrollment has been more than 50, with more than 38 in daily attendance. In the

first grade of two graded schools, one at Vega Baja and the other at Corozal, I have had a double enrollment, the pupils being on half time. All my rural schools have organized first, second, and third grades, and two of them have a fourth grade also. Most of the pupils will be qualified to pass to the next grade next year, if they attend. It is a pity that so many pupils of the higher grades leave school at the end of each year. The ignorance and poverty of the parents are the principal causes of this evil. Many parents desire to take advantage of the incomplete education and undeveloped physical strength of their children to assist them in earning a livelihood. The health and cleanliness of the pupils have been looked after and great stress laid on elementary lessons every day in the subject of hygiene. Last term both the superintendent and the teachers took care to explain the general causes of anæmia and to instruct their pupils how to avoid it by care in securing pure water to drink and by seeing that their house and school was provided with a proper water-closet.

The schools, as last year, for the most part occupied private houses rented for this purpose. The agricultural school at Toa Alta has a good building erected by the department. This school has been painted, its fence repaired, and a gate added, at a cost of \$10, and the soil was plowed and prepared by the school board. Mr. Ramón Santini, the agricultural teacher, has worked well, and his enrollment and attendance has been very satisfactory. He has spent from his private funds at least \$10 in the improvement of his school garden, from which he has distributed much fruit among his pupils, and he is keeping a quantity of beans, tobacco, cotton, and corn for seed for the department. The graded school at Vega Baja was moved this year into a better building which has six rooms suitable for school purposes, only two of which are smaller than the regulation size. The graded schoolhouse at Toa Alta was repaired and some partitions removed, which gives us four large rooms suitable for school purposes. In a similar manner repairs were made in Vega Alta and Corozal, but the school building at Dorado is in such poor condition that without extensive repairs it will be unfit for use next year. There are some public buildings in the municipalities of Corozal, Vega Alta, and Dorado which could be used for school purposes if the money was available for necessary repairs. It is possible that the school boards may be able to negotiate loans for this purpose, but it would be better for the department to offer to these municipalities new school buildings on the basis of the department paying half the cost and the municipalities the other half. The boards have made applications for loans in order to be able to pay all of their outstanding bills. The graded schools have been supplied with filters, but the rural schools are in the same condition as last year, with the addition of slight repairs to roofs and water-closets. Many of the schools still need considerable equipment. Two of the teachers at Vega Baja, Mr. Herminio Perez and Miss Dolores García, have supplied their schoolrooms with some necessaries at their own expense. The school holidays have been celebrated, and the members of the board have usually attended. In some of the rural schools I have had a lower attendance this year than last, due to the fact that the teachers lived some distance from the schools. Both of my school boards have secured 20 per cent allotment for school funds, and in addition the school tax, but even with this amount they are inadequately supplied with funds. The teachers of English have been much overworked with the various duties assigned to them during the year, but they have performed their work as models of good will and earnest teaching. We need a second English teacher in Vega Baja. The attendance of the Porto Rican teachers at the English classes has been good, although the work required of them was much too difficult, and they were not able to cover the entire amount with satisfactory results. They should be required to review the same ground next year.

The results of the new manual for the teaching of English, furnished by the department, have been excellent, and the lower grades are showing a more rapid advance in the art of English conversation. The pupils, and their parents as well, are more anxious to learn English than Spanish, and this is true of the rural schools, where the work of the teacher is frequently spoken of with praise in proportion as he has been able to teach English well. In some of my rural schools, like that of Mr. Juan C. Rodríguez Cepero, of Vega Baja, pupils are able to make use of the English they know in a conversational way.

All the schools have been furnished with suitable programmes of work, in accordance with the instructions from the department, and these have been

followed in every detail. The teachers who have had the opportunity of attending the Insular Normal School have shown considerable improvement.

Only one night school was open in my district this year, and it was closed a month later because of the lack of sufficient attendance.

All my graded teachers took an active part in the teachers' institute held at my headquarters on March 28 and 29. Only two were absent, and they on account of illness. Only two rural teachers and one English teacher were absent from the institute, which was a success in every respect. I would advise the holding of two institutes next year.

So far as I know, there is no private school in my district.

In reference to school supplies, those furnished by the department have been entirely satisfactory, both in quantity and kind, but those which the boards are required to furnish have not been supplied as freely, by reason of the lack of sufficient funds. Expendable supplies I have distributed from time to time to secure the greatest economy in use. Permanent supplies I had distributed to the schools before the beginning of the school year.

Progress in my district this year has been excellent in both reading and writing. In arithmetic the results have not been so satisfactory. The appearance of the schoolhouses has improved, and the effect of Arbor Day in beautifying the surroundings of the school buildings has been noticeable.

Almost all of my teachers desire to take advantage of the opportunity to make the trip to the States this summer, but lack of means will prevent many of them from doing so. I expect that 18 teachers of this district will go, although 5 of these have families dependent upon them.

I beg to thank all the members of the department for their kind advice and constant assistance.

Respectfully submitted.

ANDRES RODRÍGUEZ Y DIAZ,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

SCHOOL DISTRICT No. 18.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF DISTRICT SUPERINTENDENT,
Bayamon, May 31, 1904.

SIR: I have the honor herewith to transmit my report on the public schools of this district for the school year ending June 24, 1904.

The work throughout the district has been greatly impeded by the extreme lack of furniture and other necessary equipment. In no school, either town or rural, except those built and equipped by the department of education, is there sufficient furniture to seat 50 pupils. A few rural schools have been absolutely without a piece of furniture except what has been loaned by the neighbors. It has been no unusual experience for me to find from 15 to 25 children seated on the floor. Only 9 schools have bookcases—a condition that has resulted in extravagant destruction of books, etc., by vermin.

The buildings occupied by the schools have in many cases been quite unfit for the purpose. Considerable improvement has been made in this matter during the year, but much still remains to be done. When I took charge of the district at the beginning of the school year I found 5 rural schools installed in buildings in which families lived. These have all been removed to buildings where they are by themselves. Five other schools have been removed to better buildings, and one building has been doubled in size and otherwise improved. In several of the barrios I have secured offers of gifts of land from property owners, and hope that the school board will, during the summer, be able to negotiate a loan and put up school buildings in those barrios.

The enrollment generally has not been all that could be desired. This has been due for the most part to the apathy and the indifference of the parents, though the smallness of some of the schoolrooms and the scantiness of their equipment has, in too many instances, made it impossible to enroll the full number authorized by law. Within the town limits of Bayamon, for instance, 5 schools have a total seating capacity of but 144.

At the beginning of the year the enrollment in the town schools of Toa Baja and the rural schools of Palo Seco was kept down by the unreasoning hostility to the so-called "Ley de Foete." This condition, however, soon passed

away, so that before the end of the second term parents were clamoring to enroll their children after the school capacity had been filled.

At the end of the first term I made out a detailed report showing the enrollment, the average daily attendance, and the per cent of average daily attendance in each school, and submitted it to the school board, which immediately hastened to assist me by sending to all the teachers and to the comissarios de barrio letters calling their attention to the necessity of improving both the enrollment and the attendance of their respective schools. As a result of these efforts the enrollment and the attendance for the second term showed a marked improvement.

The order of the superior board of health that no pupil should be allowed to attend school unless vaccinated, issued at the close of the second term, reduced notably the enrollment of the schools, in several cases more than twenty children being compelled to leave school. This was due to the fact that the superior board of health has made no provision for the vaccination of the children. The Toa Baja doctor was not supplied with vaccine points. In Catano time was lost for the same reason. Naranjito has no doctor, nor did any go there from Bayamon. The rural districts, of course, received no attention. I would recommend that the superior board of health be requested to make adequate arrangements for the fulfillment thereof before again issuing such an order.

In general, my experience during the school year now coming to a close has tended to confirm my belief formed two years ago that the enrollment and the attendance of the schools would be better if the school year should be changed to begin after the Christmas holidays. The fall months are the months of harvest, so that many parents refrain from enrolling their children in the schools, preferring to put them to work in the fields. Another gain would be that the Christmas holidays would form a part of the "long vacation," and not be time lost from the school year, as at present.

The teachers have, with few exceptions, done good work, especially in view of the universal discouraging lack of sufficient equipment and inadequate accommodations. They have shown particularly marked improvement in the increasing thoroughness with which they prepare themselves for the daily class-room work.

The progress of the pupils has been, as in the past, greatly impeded by the large proportion of late enrollments and the extreme irregularity in attendance. My efforts to avail myself of the compulsory-attendance section of the school laws met with little success, as the attorney-general rendered an opinion that that section was defective in that it provided no means for its enforcement. I am pleased to know that this defect was corrected at the recent extraordinary session of the legislature.

The natural, or conversational, method of teaching English has this year been adopted in the schools of the district. The result of the change from the text-book method, previously employed, has been extremely encouraging, whereas hitherto the pupils translated listlessly and unintelligently page after page of text, with little or no practice in employing the words in the expression of original thoughts, and neither pupil nor teacher gave any thought to the meaning of the passage, now all new words are introduced conversationally, and objectively so far as possible, before the lesson in the text-book is taken up.

The classes in English for the native teachers have been well attended, and marked progress has been made. Proof of the interest taken by them in this work was given on April 30, when not one failed to be present at the examination in English.

On March 28 and 29 teachers' conferences were held in Bayamon. The facts that they were held during the Easter vacation and that many of the teachers have their homes in San Juan caused the attendance to be lower than was to be desired. The papers presented by the teachers were generally good, and showed careful preparation. But few of the teachers, however, showed any signs of having studied the programme with the idea of taking part in the general discussions, and a few had evidently prepared themselves to make things disagreeable for those to whom they were unfriendly.

The practical results obtained at the agricultural school this year have left much to be desired. This has been due to adverse physical and material conditions rather than to lack of zeal on the part of the teacher. In fact, he has shown unusual interest in his work. At his own expense—the school board, through lack of funds, being unable to do anything—he has had the grounds leveled, a gate built to them, and the tool room repaired. The nearest water supply is, however, exactly one kilometer distant from the school, and the land is poor. As the major part of the field work done at the school must be the

cultivation of vegetables whose roots extend but a short distance below the surface an adequate and reliable water supply is indispensable to success. It seems to me that the work of the agricultural schools and the industrial schools is the most important that is being undertaken under the auspices of the department of education. I would, therefore, recommend that some plan be adopted for bringing the agricultural schools more directly under the supervision of the department of education as far as concerns their maintenance and equipment. Before the beginning of the next school year an artesian well should be sunk on the grounds of the school, or, if that is found to be impracticable, a cistern should be built. The value of fertilizers is little appreciated in Porto Rico. I would recommend, therefore, that a supply of fertilizers be included in the supplies that are furnished the school.

At the beginning of the third term I prepared blanks and requested the teachers and the comisarios de barrio to prepare censuses of the children of school age living within the jurisdictions of their schools. The comisarios de barrio rendered but little assistance. A few of the teachers hired horses and made careful canvasses of their barrios; a few others did little but prepare a list of the children enrolled in their schools. The majority did all that could be expected of them when it is remembered that the work was entirely voluntary and unremunerated. At best, therefore, the census must be regarded as incomplete, representing in most cases the children that live within convenient distance of the schools. In a way, such a census will be of more practical value than would be a complete one. For, not being loaded with the names of children that live in parts of the barrio whence they can not attend the present school, and where no schools can be established on account of lack of funds, it gives the actual number whose enrollment in the school can be expected and required. The results of this census appear in the following table:

	Urban.		Rural.		Total.
	Enrolled.	Unenrolled.	Enrolled.	Unenrolled.	
Bayamon	505	512	907	α 1,260	α 3,184
Catano	323	327	-----	-----	650
Naranjito	123	54	409	α 928	α 1,514
Toa Baja	91	56	286	419	852
Total	1,042	949	1,602	2,607	6,200

^aOne barrio, in which there is no school, lacking.

In conclusion, I wish to express my appreciation of the unflinching cooperation that the school board has given me throughout the year. Not once have I gone to it with a proposition looking to the betterment of the schools but it has eagerly and heartily lent me its aid. Above and beyond all, I would cordially thank you and the assistant commissioner and your corps of division chiefs for the helpful and sympathetic assistance and advice that have ever been accorded me.

Respectfully submitted.

ROGER L. CONANT,
Superintendent of Schools.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

EXHIBIT III.

REPORTS ON SPECIAL SCHOOLS AND ON SPECIAL WORK.

REPORT OF SUPERVISING PRINCIPAL OF INDUSTRIAL SCHOOLS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
INDUSTRIAL SCHOOLS,
June 1, 1904.

SIR: In presenting this my first annual report of the industrial schools of Porto Rico it gives me great pleasure to make the following statement:

We have now in fine working order four industrial schools, situated in the following cities: San Juan, Arecibo, Mayaguez, and Ponce. These schools are

well equipped with modern tools of the best make for hand work in wood. Each school has three foot-power sewing machines for the dressmaking department; the kitchens are supplied with a good assortment of utensils for work in that line, and each school is supplied with the regular Porto Rican range, as well as an American oil stove, ovens, and broilers, so that the girls receive instruction in cooking in both methods.

The introduction of dressmaking has been received with favor, and some of the girls are wearing to school every day dresses made by themselves, under the direction of this department. The work in plain sewing has been very satisfactory, and the product is something that any school or pupil might well be proud of.

The interest shown by parents and pupils in regard to the work and attendance has been very gratifying. At all of the schools we have been obliged to turn away students, largely because of lack of room to carry on the work. In three of the schools (Mayaguez, Ponce, and San Juan) it is possible to increase our shop or seating capacity by additions to the present buildings. But little can be done at Arecibo along that line.

It seems best, from the nature and character of the problem of industrial work here in Porto Rico for the first two years, to make the work along the lines of the best manual-training schools in the United States; after that to specialize for the more distinct lines of trade, with the single exception of the printing classes. They have been excused from a part of the industrial work, in order that they might spend a full half day in the printing department. After the second year, when we begin to specialize, it will be wise to follow out this plan in other departments.

One of the problems that we are combatting is the question, "The dignity of labor." It of course will be of slow growth, but I feel that it is only a question of time when our pupils will feel as the students do in the United States, that they have an advantage over other fellows who have not a like training.

At San Juan the classes in domestic science have been enlarged and are at work more days per week than last year. The work is of a higher and more practical order, and includes dressmaking and fitting, as well as the fancy work that most of the girls are experts in.

A peculiar and rather interesting fact has been brought to my attention these past few months, i. e., that at Arecibo and Ponce many of the girls are quite ignorant of the way to make any of the drawn work or embroidery. Especially is this so at Arecibo. It is interesting to me in that it proves that we have a virgin field to work in, and I feel that we can find a market for all that we can produce.

There has been a large demand for the various schools to take orders for work in wood, as well as drawn work, this past year, and as soon as the majority of the students are capable I am sure that will be a help to our problem.

We have, I feel, kept up to the regular school work of the grades we represent, as well as giving much valuable training along the lines of several industries. I would urge the transfer of the regular sixth, seventh, and eighth grades here in San Juan to the industrial school for two important reasons: First, to give more schoolroom space, that more lower grades may be put in; I understand that the classes are not very large in those upper grades; and, second, that the enrollment of the industrial school may be raised, thereby reducing the cost per capita. We can take care of all that are qualified without any additional teachers, and I feel that the majority of pupils would prefer industrial education.

At Arecibo we opened the school at the beginning of the second term and have had an enrollment of 144. Of this number 33 have been dropped for various causes—lack of room, inability to do the work, etc. Many of the students have not attended public schools for years, and it was difficult to bring them up to the standard.

I beg to acknowledge the many kindnesses extended to this school by Mr. E. Landrón, superintendent of the Arecibo district, in transferring pupils, loaning supplies, etc., and to the acting alcalde in arranging the public opening of the school. What seemed to be doubtful at first became one of the most enthusiastic at once. Doubts and criticisms have given way to praise and interest. Already we are outgrowing the present building, largely because so much space is wasted in double patios. These might be inclosed and give three more rooms. One fact speaks well for Arecibo, i. e., that nearly twenty pupils have come from surrounding towns to attend this school. In academic work we have kept up the standard set for the other schools, with the addition of our industrial work,

and expect some of the pupils of each school, i. e., eighth grade, will come up for examination for rural teachers. Considering the fact that this school has had only two terms, I feel that the results are quiet pleasing. We have thus far only three industries at Arecibo—woodwork for boys; cooking, plain sewing, drawn-work, etc., for girls. Next year we shall have forging and leather work in addition for the boys, and typewriting, stenography, basketry, and possibly pottery for both boys and girls.

At Ponce more elaborate notice was taken of the dedication of the school. February 22 was the day selected, and the visit of Governor Hunt, Doctor Lindsay, the commissioner of education, and several other gentlemen, together with parades of cavalry, firemen, entertainments in the theater, made the whole occasion a day to be long remembered. The addresses at the dedication of the building were on the value of industrial education, and the need of hand as well as mind training was dwelt upon and its value shown. These speeches were listened to by a large gathering with much interest. In this case we are also indebted to the district superintendent, Mr. Lutz, the local school board, and citizens for much of the success of the day.

The work carried on for these two terms is practically the same as that of the other schools. As long as local conditions and circumstances vary, we must vary our work a little to best suit the environment. It is the aim of all the schools to give as much of the work as possible in English. As the work advances more and more attention and time will be devoted to the industrial side of the problem and only the more vital studies taken up.

I feel that this next year there will be a large demand for night schools in all of the schools, and this will be met by giving classes in English, mechanical drawing, mathematics, stenography, and typewriting.

At Ponce one thing that deserves special mention is the making, erecting, and painting of the fence at one end of the school property. Each boy has had his part to do, and all have done it enthusiastically. It has added greatly to that end of the property, and all in all is a piece of work that any boys' school or city may feel proud of. I have great hopes of the after effects of this work on the students of to-day, and feel that practical work that has a direct bearing on the school or home life of the child will count for more than a pure theoretical training.

A more complete study of native methods of making "dulces," with a view to improving them, will be one of the things to be taken up next year and a market found for them. We have made quite a variety of jellies, jams, marmalades, etc., at the schools this year, and they have proved very satisfactory.

A leather department has been in operation at San Juan this year, and has taught us many lessons besides the making of useful articles in leather, one important lesson being the fact that it is impossible to get the finer leather here for small articles, for which there will be a ready sale. These leathers will have to be brought from the States this summer in quantities large enough to supply all the schools. Our woodwork in all the schools has progressed from the making of set models of last year to the more pretentious bits of furniture and some original models by the boys. Also a great deal of practical work has been done at all the schools, for example, the fence made at Ponce, mentioned elsewhere in this report, the moving of partitions, making of platforms, and the stitching horses for the leather department.

With the introduction of forging next year very much more can be accomplished by the combination of wood and iron.

At Mayaguez hat weaving has been a part of the regular work, and next year it would be wise to put it in all schools for a short term under instruction, my idea being thus, to employ a teacher at one school for two months and then transfer him to another. In that way all the schools could get the benefit of expert training for a time, and then the work could be carried on under the direction of one of the teachers.

The same thing could be done with pottery, which I am anxious to introduce. The island has good clays, and at the present time imports a good deal of its supply of earthenware articles, which could be made here.

The matriculation at Ponce has been 110, girls 43, and boys 67. The building is one of the finest on the island, the grounds are ample and will allow room for more shops, which must come soon.

The matriculation at Mayaguez has been 151, boys 64, and girls 87, and like the other schools we are being crowded to the walls. It is, however, possible to extend our work next year by covering the patio.

The matriculation of San Juan has been 133, boys 69, and girls 64. The aver-

age age of the San Juan school is somewhat greater than the other schools, it being 16.31. With the departure of our highest classes this year, more of the regular grade pupils will come to us, thereby reducing the average to about the same as the other schools, which is 14.50.

The work of the teachers has been very conscientious and painstaking. Many of them are quite new to this work, and another year they will see more largely the value of correlation, so that the studies and work as far as possible may be dovetailed together and all be strengthened by a union of efforts.

Much sickness has prevailed in Mayaguez, and that has handicapped the efforts of the teachers to a large degree.

I would urge the employment of specially trained teachers in all departments, so that the children may have the best possible training to fit them for the years to come. I trust that this next year may see the opening of two or three schools at other points in the island, for I think that some of the other large towns are quite ready for our line of work. The aim has been and will be to "make haste slowly" and to add new industries only as fast as the situation demands it and the pupils are ready to receive it.

I feel that we can lead our pupils to see the value, both educational and financial, of the work we are now laying the foundation of, but it is much harder to force them to take up this work as a trade.

The success of the year's work rests with the faithful teachers who have labored hard and who have in many cases placed no limit on the hours spent with their pupils.

Respectfully submitted.

FRANK H. BALL,
Supervising Principal of Industrial Schools.

REPORT OF HIGH AND GRADED SCHOOLS, SAN JUAN AND PONCE.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF PRINCIPAL OF SAN JUAN HIGH AND GRADED SCHOOL,
San Juan, May 24, 1904.

SIR: I have the honor to submit the following report on the San Juan High and Graded School for the year 1903-4, to and including May 15.

Matriculation began on Wednesday prior to September 28, on which date the regular school work was commenced. The following table shows the enrollment and movement of the pupils:

Grade.	Enrollment.	Average age in years.	Average daily membership.	Average per cent of daily attendance.	Transfers to other grades.	Withdrawals.	Reasons for withdrawal.						
							Ill health.	Misconduct and irregular attendance.	Dissatisfied.	Change of residence.	To work.	Death.	
1	60	7.96	40	93.0	3	17	1				8	3	----
2	55	9.69	39	95.5	3	12	1	3			5	1	----
3	44	11.06	28	94.8	6	10	1		4		4	1	----
4	46	12.07	31	95.4	4	13		1	3		1	4	----
5	35	13.08	25	96.3	4	6					4		----
6	28	13.37	19	95.8	1	4						1	----
7	25	13.88	21	96.5		3	1						----
8	33	15.00	28	96.5		5			1		3	1	----
9	22	15.40	11	96.7	2	5	1		3		2	1	----
10	26	16.20	23	97.9		5			1		1	1	----
11	8	15.90	6	89.7		3					1	1	1
12	5	17.80	5	99.1									----
Total	387	13.37	276	95.7	23	85	11	7	20	32	14	1	

When pupils have changed to some other public or private school they have been classed as "Dissatisfied." Any pupil attending any other public school in this city, desiring to enter this school, has invariably been required to present

written permission from the principal of the school which he wished to leave. I regret to say that some of the other schools do not have this requirement, and in several instances the first knowledge we have had of a pupil's transfer has been received through some other pupil. I think a more definite understanding should be had with regard to this, and that a pupil should not be allowed to change to some other school because of some childish dislike or because of some petty grievance. Whenever it has seemed for the best interests of any pupil, he has been encouraged to change to the industrial school or to the normal. One death occurred among the students in the accidental drowning of José Barbosa.

The spirit this year between the pupils and teachers and teachers and parents has been very friendly. With only two exceptions, parents have shown their desire to cooperate with teachers. Once, when an American father was notified that the attendance of his son was very irregular and was asked to lend his aid toward making it better, he showed his displeasure and took the boy from school. The other instance occurred when a teacher, acting upon the advice of a parent, punished a child, which punishment was resented by that parent and the girl withdrawn against her wishes and placed in a private school.

The work has moved along fairly well and has approached that outlined in the course of study. We have found difficulty in doing the prescribed work in nature study. This has been due largely to the limited knowledge of Porto Rican fauna and flora and to the lack of suitable text-books or handbooks for the use of teachers. It seems to me that considerable useless teaching is done in the grades. For example, much time is devoted to denominate numbers, reductions, and tables that probably not a single pupil will ever have occasion to use, and if he does, will have sufficient understanding to know where to look for what he needs. The same is true of unimportant details in history and geography. I think the course of study could well be modified so that the eighth grade could begin algebra, and probably Latin, or devote more time to Spanish. One reason why some teachers feel that they are hurried and crowded is because they try to exhaust a subject before the pupil has sufficient mental development. I venture to suggest that a more complete and definite course of study would be of great advantage.

To the detriment of the pupils, we have done nothing in sloyd or manual training and very little in calisthenics. The former was neglected because of want of space and a teacher; the latter, largely for similar reasons, and also because very slight exertion produces perspiration, and if pupils are allowed to resume their work without a change of clothing or a bath, no beneficial effects are obtained. The school has plainly felt the lack of a music teacher and regular instruction in music. Marked improvement is noticeable in drawing.

The course of study for the high school as modified at the beginning of the year has worked very well. Our laboratory is too inadequate to permit the required work in science to be done as it should be, and if the increased amount required in botany and physiography is to be done successfully, the equipment of the laboratory must be improved. The scarcity of reference books is also felt, especially in work in history. This want is not satisfactorily met by giving pupils permission to use the other libraries in the city where the surroundings are not conducive to study and from which books may be temporarily withdrawn by others, so that if sent to work there the student may not find the book at his disposal.

Up to this time the high school has consisted of two distinct schools, each having its separate room and its own identity. This division is no longer necessary and should be discontinued, as it tends to diminish the distinction that should exist between classes of different years, creates a need for more teachers, tends to give undue prominence to certain pupils, and minimizes the necessary high school spirit.

At the beginning of the year, the school, with the exception of the four lowest grades, was divided into four sections for the purpose of rhetorical exercises and literary work. Each section, in its turn, has prepared a programme for the last hour every Friday afternoon. In addition to this, each pupil in the high school has been expected to appear before the entire school during opening exercises in the morning not less than twice during the year. This has been made regular school work, and no pupil has been excused from it, although in several instances parents have requested that their children be relieved from taking part. Special exercises have been held on Arbor Day, Emancipation Day, and are now in preparation for Memorial Day and commencement. On December 18 an entertainment was given at the theater, at which \$266.61 was

realized. The expenses were small because of the liberal aid received from the honorable governor of Porto Rico, the honorable commissioner of education of Porto Rico, the San Juan Electric Light Company, and other friends of the school. From the proceeds of that entertainment 272 books were purchased, making in all 754 volumes in the school library, exclusive of reports, pamphlets, periodicals, and magazines.

José Capó, Julio Castro, Edward McLean, Augusto Palmer, and Rafael Vidal constitute the first class of this school to be graduated. Some of the work these young men have done this year would compare very favorably with that done in any similar school. Mr. Palmer has been a most faithful and able assistant in the library. For obvious reasons each one of them expects to be obliged to continue his studies away from Porto Rico.

I feel that some changes might be made that would be of very great benefit. One is the transferring of our lowest grades to the Emerson School in exchange for the highest grades of that school. Another is the introduction of subjects into the high school course that would attract more pupils. We have very few young women in the higher grades, largely because they do not see what benefit will be derived from a high school education, so far as making a living is concerned. A high school graduate who has never taught school is on the same footing as a pupil of the eighth grade when it comes to being licensed to teach, and those who expect to follow that profession ought to attend the normal school. The teaching of stenography and typewriting to pupils who have done no work beyond the eighth grade tends to put upon the market unskilled labor and a premium on a low grade of scholarship. It seems to me that if those subjects could be transferred to and be made a part of the high school course our graduates might hope to get into departmental or other clerical work and would recognize the value of their study and effort.

In conclusion, I wish to acknowledge the assistance and advice that the members of the department of education and every one of the teachers have rendered, to which is due the present satisfactory condition of this school.

Very respectfully, yours,

Theron Potts,

Principal of San Juan High and Graded School.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

PONCE, P. R., *June 21, 1904.*

DEAR SIR: I have the honor to submit my second annual report on the high and graded school of Ponce for the school year 1903-4.

The school opened on October 1 with a full attendance in spite of the anti-public-school demonstration of the previous day. By the end of the first week there were over 250 children on the waiting list, and since that time we have had over a hundred additional applications for admission, making a total for the year of over 350 applications for admission above the number we could accommodate, the total enrollment for the year in all grades being 387.

As all of the work of the school is conducted in English, the great demand for places would seem to indicate that the people decidedly approve of this form of instruction. In the great majority of cases parents state that they desire to place their children in the high and graded school especially for that reason.

Another very encouraging feature of the work is the fact that the school is becoming more and more thoroughly democratic in character; that its patronage is not limited to any one class in the community. While we have among our pupils quite a large representation from among the best of the laboring class, at the same time almost all the best families of the city are represented in the school by one or more children. These children all mingle freely in their work and play without any class distinctions whatever. A very commendable desire to help those not so fortunately situated as themselves has been shown by a number of the children in the organization of the Little Helpers Society, formed with the object of raising funds to purchase shoes and other clothing for children whose parents were too poor to do so and who otherwise could not remain in school. At one time during the year the society had in its treasury over \$100, and has helped quite a number of children in various ways.

There has been little change in the routine work of the school during the past year, except that it has been more thoroughly systematized in every way, so as

to make the supervision of the work of teachers and pupils much more thorough. The use of the appended forms has contributed very much to this result.

The fact that we have had to use two buildings, half a mile apart, to accommodate all the grades has rendered the work of supervision doubly difficult. While the results obtained have been, on the whole, quite satisfactory, the work has been done under the disadvantage of being compelled to use rooms which in many ways are unsuitable for school purposes and which are almost without exception too small to accommodate properly the number of pupils compelled to use them. Thus a great many of the grades were badly crowded during the entire year. Great credit is due the teachers for the excellent work they have done and for the interest and enthusiasm they have, almost without exception, shown in it. In the special branches also, music, drawing, and Spanish, a decided advance over the work of former years is to be noted.

During the first term physical culture was introduced in all the grades, under the direction of Miss Crowley. A daily drill in marching and in various movements was given them. By the end of the first term the results were quite noticeable, both in the improved discipline and in the general bearing of the pupils. Use was also made of the same teacher in individual work with backward children, with the idea of determining the value of a special teacher for such work, but her withdrawal at the end of three months prevented the continuance of the experiment.

In the high school proper we have had this year two classes, first and second year work, having, respectively, 16 and 12 members. At the present time the number of candidates for admission to the class which will enter next year exceeds the total number at present enrolled.

The work in all branches has been carried on in English, as there was practically no demand for a course conducted in Spanish, nor is there any probability that there will be any need for such a course in the future, as each class that enters is showing increased proficiency in the use of English.

Following is the work actually accomplished during the year by the high school classes:

First year.—English: Composition, grammar, and syntax. Mother Tongue No. 2. College requirements, Macauley's Life of Addison. Mathematics: Arithmetic, practical problems, college entrance examinations. A number of text-books used. Algebra, through equations of two or more unknown quantities. Text-books used, Wells's Essentials of Algebra; Fischer and Schwat's Rudiments. Latin: Thorough drill in the essentials of grammar and construction. Books used, MacMillan's Shorter Course; Smiley and Storke's Beginners' Latin Book. Science: Physical Geography. Text used, Tarr's First Book of Physical Geography. Spanish: Syntax, rhetoric, composition. History: Roman. Barnes's History of Rome. Music. Drawing.

Second year.—English: Review of History of English Literature. College entrance requirements, Macbeth, Sir Roger de Coverly Papers. Mathematics: Algebra, completed as far as logarithms. Books used, Wells's Essentials, Wentworth's New School Algebra. Geometry, first book completed and fourteen propositions in second book, Wentworth's Plane and Solid Geometry. Latin: Review of grammar; Caesar, first four books. History: Roman, completed; History of Greece. Barnes's texts used. Science: Physics, Wentworth and Hill. Spanish: Syntax, rhetoric, and composition. Music. Drawing.

There seems to be a desire that the course should be so arranged that those who are preparing to enter college may devote their time strictly to the requirements for entrance examinations. Then a broader course could be given those who do not expect to take up higher work. A commercial course, covering the last two years of the high school work, would also be very popular.

The special celebrations in which the school has taken part or observed by itself during the year have been Arbor Day, Memorial Day, and Flag Day. Attention was also given in the various grades to the observance, by special work or in other ways, of Thanksgiving Day, Christmas and Three Kings' Day, and Washington's Birthday.

One very important change in the work of the school which I feel is especially urgent is the introduction of a definite system of midyear promotions. Considering the vast difference in mental capacity which we had among children it seems unreasonable to compel the quick, intelligent child to spend the same number of years in covering a given amount of work as the duller one. Under the present system if a child is promoted during the school year it is bound to miss more or less of the work which the grade to which it has been promoted has covered. To remedy this I would suggest the adoption of the fol-

lowing plan, which I believe has been adopted in the great majority of our larger cities: Let the year's work for each grade be divided into two equal parts. The first part will then be covered in the first four months of the school year, the fifth month being devoted to a thorough review of the work of the preceding four. At the end of the fourth month all midyear promotions must be made. Thus, if a child has made sufficient progress and is advanced to a higher grade at that time, it will have the advantage of the month's review, and so will not lose any of the course of that grade. The possibility of promotion at the end of the fourth month would be a great incentive to the children to harder work, would by no means affect the thoroughness of their work, and would entirely prevent the great inequalities in grading which we always find by the end of the year.

In the lower grades we felt very much the need of some form of manual work. The transition from the kindergarten to regular grade work has hitherto been too abrupt. I would recommend the introduction of paper cutting and raffia work in the first and second grades, and a modified form of sloyd work, or more properly knife work, in the higher grades. These forms of work could be introduced at a very small cost and would add greatly to the interest in the work, and so to its efficiency in these grades, in addition to the special educative value which these forms of work have.

I have taken the liberty of making these suggestions, feeling confident that their adoption would add greatly to the efficiency of the work of the school.

Respectfully submitted.

H. O. WELLS, *Principal.*

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

TEACHERS OF PONCE HIGH AND GRADED SCHOOL, 1903-1904.

Horace O. Wells, principal, Latin and Greek; Lillian Pike, Greek and Roman History; Grace H. Wells, Mathematics; Charles H. Terry, Latin, English, Science; Anna E. Nordell, Drawing; Matilde Nadal, Music; Miguel Pou, Spanish; Lora H. Crowley, Physical Culture and Individual Work; Lillian Pike, eighth grade; Agnes A. Hall, seventh grade; Elizabeth Underwood, sixth grade; Myrtle M. Niece, fifth grade; Grace H. Wells, fourth grade; Marion L. Flickinger, third grade; F. Edith Allen, second grade; Elinore B. Kervey, first grade. Grades 1 to 7, Méndez Vigo street building; eighth grade and high school, Salud street building.

PONCE PUBLIC SCHOOLS.

1903-1904.

1. Name of pupil, _____
2. Age, _____ Sex, _____ Color, _____
3. Name of person with whom pupil lives, _____
4. Relation of this person to pupil, _____
5. Occupation, _____
6. Residence (street), _____ No. _____
7. In what grade of what school last year? _____
8. Grade this year, _____

	First term.	Second term.	Third term.
Progress.....			
Conduct.....			
Attendance.....			
Deficient in what?.....			
Cause.....		Health.	
Grade next year.....			

Report of work of _____ grade, Ponce High and Graded School. _____, teacher for month of _____ (Indicate topics studied and pages of textbooks used.)

Language, _____ Mathematics, _____ History, _____ Geography, _____
Nature study, _____ Additional notes, _____

REPORT OF SUPERVISOR OF DRAWING.

DEPARTMENT OF EDUCATION OF PORTO RICO,

San Juan, May 31, 1904.

SIR: I submit with pleasure my first annual report as supervisor of drawing for Porto Rico.

For several years special drawing teachers have been employed in the public schools of San Juan, Ponce, and Mayaguez. Each teacher has followed her own plan and arranged her schedule to suit existing conditions.

At the beginning of the present school year, in order to secure greater uniformity in the drawing work of the three cities, we decided to introduce Thompson's Shorter Course in Drawing, and to use it as a basis for a system which could in due time be adapted for use in all the schools of the island. After a fair trial and careful consideration we find that, although this course of study is simple and well planned and perhaps well suited to the use of many schools in the States, to be made of value in Porto Rican schools it would need so many changes that it would really lose its identity.

The same thing could probably be said of any of the standard courses of study in drawing. They are necessary as aids, but not as infallible guides.

In San Juan, Ponce, and Mayaguez, where special attention has been given to this subject, we find each year a very noticeable improvement in quality of work. The love of drawing is universal among Porto Rican children. No other school exercise attracts them more strongly. Again and again we are asked by pupils if they may stay after school to finish some piece of work or if they may complete it at home.

In schools where the regular teacher is interested in this branch and can devote even a small amount of time to it we find that the average of excellence is above that in many schools of the same grade in the North.

With the idea of gathering information in regard to best methods of planning work for rural schools I have visited a number of such schools. In one school visited the conditions are very unfavorable to the development of the subject. The teacher and pupils have never seen really good work, and the children come from homes where nothing exists which can stimulate a love for order and fitness. The results in these schools are not good, but the quality of work is probably no better and no worse than in schools similarly situated in many other countries. These schools are almost entirely cut off from outside influence.

The pupils make copies of pictures in text-books or of cheap, highly colored card pictures. They often make crude drawings which resemble those made by other children and which remind one of pictures made by the Indians and Egyptians.

When children draw without any help outside of themselves their work seldom shows improvement. A boy of 16 is very likely to use the same simple drawings that he learned to make at 6. The average child does not learn to draw without receiving instruction any more readily than he learns to read and spell when left entirely to his own devices.

In addition to the paper and pencils found in all the schools, we often notice that the children have colored pencils which they have bought or which the teacher has procured for them. These materials are all which we find in most rural schools, with the exception of slates and a limited amount of blackboard space. With all these drawbacks these pupils respond with delightful enthusiasm to any suggestions given them. In the lessons given the children detected the difference between good and poor drawings made by me, and in several cases gave very intelligent criticisms of poor work, telling why it was bad. A very small amount of good teaching in this subject will bring surprisingly large returns, for the reason that these children desire with all their hearts to know how to draw well. Occasionally we find in the rural schools a drawing which shows that the maker has observed for himself and has tried to record his impressions.

In one school we could not help noticing that every drawing which represented the human figure bore a marked resemblance to the teacher of the room. These pictures were made with no thought of ridicule. The children evidently tried to express what seemed to them the embodiment of excellence in physical as well as mental attributes.

In rural schools, as in all others, we find that this subject progresses and proves itself of real value exactly in proportion to the capacity of the teacher.

Wherever the teacher is interested in drawing and possesses some knowledge and skill she finds a hundred uses for it in the daily work. In such a school one usually finds life and enthusiasm which others often fail to show. The teacher does not say that she has no time for drawing, but that her use of it saves much time each day. Her work is made less wearisome to herself as well as to those under her care, and the simple drawings made by herself and pupils impress in their minds vivid pictures which are remembered long after mere words are forgotten. The dull pupil by the use of drawing may be led to feel that history, geography, arithmetic, etc., are real, live subjects and not made up of dull, lifeless words which bring no joy because they convey no image to his mind.

In January drawing work from all parts of the island were received at the department of education. Several thousand were examined and 250 selected and sent to the St. Louis Exposition as a part of the educational exhibit of Porto Rico. A large number of drawings sent in from schools outside of the large cities are copied from pictures of various kinds.

Many of them are wonderfully good as copies, but of small value when considered as part of an educational exhibit. With the exception of some maps, which are beautifully drawn, and some pictures of historic ornament, we excluded copied drawings as far as we were able to determine whether they were copied or not. The preference was given to drawings which were evidently made from nature or from objects and which were especially characteristic of the country. Could the time and effort employed in making copies of pictures have been spent in simpler elementary work and in drawing directly from nature our drawing exhibit would have been much more valuable as representing the work of the island. As it is our special drawing teachers have no reason to feel ashamed of the collection of drawings sent to St. Louis. For the most part these drawings represent the best effort of their pupils for the first half of the present school year.

Since reading a paper giving suggestions as to the teaching of drawing at the convention of district superintendents in January, I have received many questions from superintendents. Almost every superintendent manifests great interest in the subject and recognizes its importance. Several have planned courses of study in drawing for the use of their schools and report results from time to time. Nearly all unite in saying that some definite set of lessons and instructions, made out for the use of teachers, is a necessity under present conditions. I wish to thank Mr. Ayres, of the Caguas district; Mr. Conant, of the Bayamon district; Mr. Clopper, of the San Juan district, and many other superintendents for their helpful suggestions and the interest which they have manifested in this department of school supervision.

I call the attention of all teachers and superintendents to the work which is being done in the Rio Piedras Practice School. The conditions under which pupils work in the school are more conducive to good results than those found in most schools of the island. We have, however, used simpler materials in the drawing work and preferably those derived from the products of the country. For example, pieces of charcoal selected from common burning charcoal have been found to work admirably as a medium in many drawing lessons.

A doll house, made of a common wooden packing box and being furnished by the children of the first and second grades, has the floor of its sala covered with matting woven of strips of palm by the children in the room. Portieres are made of strings of beads, which are the seeds of plants growing in all parts of the island.

In the Japanese room of the doll house paper screens are made by the children and decorated with colored pencil drawings from sprays of bamboo brought in from trees growing near the school.

In the third and fourth grades some of the girls, who already possess considerable skill in needlework, have been studying and originating some good designs in cross-stitch embroidery and applying the same to collars, table covers, etc. These girls from home training understand the mechanical part of embroidery and are in the best possible condition for receiving suggestions in regard to harmonious coloring and fitness of design to the purpose for which it is intended.

In the same grade the pupils are studying the decoration of fans woven of strips of palms. They have decided that if a fan which is well constructed and badly decorated will bring 5 cents in the market, and one of the same kind with good decoration will bring 10, 15, or 25 cents, it is worth while to give a little time and thought to decoration.

In the same way they will study the decoration of gourds and other products, which are often grown, decorated, and brought to market by the same person. Tourists buy these souvenirs of the country in quantities. There is a good reason for doubting the possibility of increasing the market value of these home products if we can, through the school children, arouse a general recognition of the importance of good construction and tasteful decoration.

In the Rio Piedras Practice School comparatively little time has been given to drawing, owing to pressure of other work. The encouraging results are due largely to the enthusiasm and helpfulness of the principal, Miss Huntington, and to the grade teachers, Miss Mowry, Miss Stone, Miss Hoffman, and Miss Campbell.

In the graded schools, where special drawing teachers are employed, the special teacher needs the support, sympathy, and assistance of the regular teacher, and the regular teacher needs no less as great an amount of knowledge and skill in this branch as she can possibly acquire. She needs the knowledge not entirely for the good of the special teacher, but for her own good and for the benefit of the school.

No day passes in which the teacher who draws can not do better work than the one who does not. I am referring now to the teacher who can make simple, quick drawings and diagrams on the board or on paper for the illustration of any point which needs it, not to the one who spends several hours in making a calendar with elaborate decorations which the children admire for a few days and then ignore entirely.

Without the support of the regular room teacher any special teacher will tell you that her best efforts produce but small results. In San Juan the time and strength of the special teacher of drawing are divided among 48 schools and 1,700 children. In Ponce there is nearly as much ground to be covered, and in Mayaguez the drawing teacher has charge of both music and drawing in the public schools.

If our work is to grow and become productive of the best results the special teachers must have more time for planning and need to devote much more attention to the regular teachers, who often need assistance in acquiring knowledge of the subject and in best methods of imparting this knowledge.

Miss Miriam Wells, Miss Anna Nordell, and Miss Gertrude Spoor, the special drawing teachers in San Juan, Ponce, and Mayaguez, respectively, have, in addition to the work of teaching and directing the drawing work in these cities, given me many suggestions and much valuable assistance in the general work of supervision.

Miss Nordell is at present voluntarily conducting a series of lessons in rural schools near Ponce, for the purpose of testing the practical value of ideas which she holds in regard to drawing in ungraded schools.

Miss Wells and Miss Spoor are to spend the greater part of their summer vacation studying the subject of art instruction in the public schools under some of the foremost authorities in that line of work.

With many thanks to the department of education for consideration and helpful suggestions.

Respectfully submitted.

CHARLOTTE S. DORMAN.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

EXHIBIT IV.

REPORTS OF THE SECRETARY-TREASURER OF THE UNIVERSITY OF PORTO RICO; PRINCIPAL OF THE NORMAL DEPARTMENT; PRINCIPAL OF THE PRACTICE SCHOOL; DIRECTOR OF AGRICULTURE.

REPORT OF D. N. HANDY, TREASURER.

UNIVERSITY OF PORTO RICO,
Rio Piedras, P. R., June 1, 1904.

SIR: I have the honor to submit the following report on the work of the secretary and treasurer of the University of Porto Rico from July 1, 1903, to June 1, 1904.

For the first part of this period the office was temporarily held by Mr. James H. A. Smith. On November 1, 1903, your present secretary, having duly qualified, was installed.

During the year the routine work of the office—recording and keeping the minutes of the trustees, receiving and disbursing books and supplies, caring for the property, and receiving and paying out, on approved bills, the moneys of the institution—has been duly attended to.

The receipts and disbursements of moneys, which will be more minutely described in the treasurer's annual report, to be issued later, have been to June 1, 1904, as follows:

Treasurer's statement, July 1, 1903, to June 1, 1904.

Received from treasurer of Porto Rico (James H. A. Smith, jr.), as per legislative appropriation, 1903-4.....	\$21, 440. 00	
Paid out for salaries:		
Office of secretary and treasurer, including office expenses	\$1, 498. 25	
Normal Department—		
Normal School.....	\$7, 776. 54	
Practice School	4, 995. 13	
Agricultural School	1, 405. 00	
Janitor service.....	877. 85	
	15, 054. 52	
Contingent expenses.....	1, 875. 30	
	<hr/>	18, 428. 07
Balance of legislative appropriation, June 1, 1904.....		3, 011. 93
Received from other sources		263. 99
		<hr/>
Balance available		3, 275. 92

With the bills now outstanding and salaries payable in June deducted, it is probable that there will be a small balance of the legislative appropriation still unexpended at the end of the fiscal year.

Farm.—The completion of the transfer of the American fruit farm to the trustees of the university early in September brought to the university some 98 acres of additional land, a small part of which was under cultivation. There were on the place about 9,000 pineapple plants (Smooth Cayenne and Carbezona varieties) in fair condition; a nursery of 20,000 native sour orange trees, 200 of which was or had been budded; an unfinished farmhouse; an assortment of agricultural implements, and a storehouse containing fertilizers.

To care for this place and extend cultivation on it, a farmer was employed, whose salary was fixed at \$25 a month, with rent of that part of the farmhouse not occupied by the secretary and treasurer. Provision was also made for the employment of two day laborers at 40 cents the day, one on whole and the other on half time, and for an incidental supplies expenditure of not to exceed \$5 a month. The maximum expenditure provided for for maintaining and extending the cultivated area of the farm was \$45.60 a month. By action of the finance committee in February, afterwards ratified by the board of trustees, this amount was increased by \$5.20, by authorizing the treasurer to engage the second laborer all instead of half of the time.

Owing to the fact that the place had lain idle for two months, during the unavoidable delay incident to transferring the property, much of the initial work of the farmer consisted in clearing the land already cultivated.

Since October 19, 1903, Mr. Vail, the resident farmer, reports work done as follows:

The original pineapple patch of about one-half acre has been extended to about 2 acres; 8,200 pine suckers have been set out; the Carbezona patch has been cleared of weeds and hoed; the entire acreage in pines has been hoed and twice fertilized.

The nursery has been cleared of weeds and 150 budded orange trees have been set out among the pines, in grove form, the arrangement being in rows 15 feet apart, with 20 feet spacing between trees in the row. As the native sour orange trees had grown too large for budding when Mr. Vail began work, it was necessary to cut them all down and wait for new stalks to be sent up for budding. As these have reached the budding age they have been budded with choice Porto Rican varieties or with Florida stock. The farmhouse roof has been painted. About 100 rods of wire fence has been set. Mr. Vail's work has undoubtedly suffered from lack of proper implements to work with.

The pineapple shipments from the farm, from which the principal revenue must be derived this year, have just begun. To date about 50 crates, mostly Carbezonas, have been sent to New York. The receipts from the first consignment of 14 crates (the only one heard from at this writing) were \$49.40 gross. The net receipts were \$39.28. The total shipments for the season will probably be about 2,500 pines.

In this connection it should be stated that Carbezona pineapples, which are not regarded as good shippers by Porto Rican growers, have shipped well with us this year, and have brought very high prices. It seems that if carefully packed they can be placed on the New York market in prime condition. They are liked by the New York trade, and if got there early in the season should prove a profitable pine for Porto Rican shippers. I would recommend the extension of the present Carbezona acreage.

The farmhouse is still unfinished. If completed for two families an ell should be built on the southwestern side, parallel with the original ell, to make room for a kitchen. If no further changes are made I should say the house could be finished for \$500.

Water for household purposes, for a time at least, could be collected from the roof. There is already a cistern, and provision should be made for making it tight and serviceable. A wooden tank under the roof, resting on the timbers to which the ceiling is attached, should be taken down and set up outdoors.

The farm account is as follows (October 19, 1903, to June 1, 1904):

Receipts:

Sale of plants	\$70. 90
Sale of pineapples.....	54. 40
Sale of 1 bag nitrate soda.....	4. 50
Sale of 1 bag tobacco dust.....	1. 78
Rent of oxen.....	1. 12
Bills receivable.....	5. 00
Rent of land.....	7. 75
Total cash receipts.....	145. 45
Add value of plants set out (8,200, at \$40 the 1,000).....	328. 00
	\$473. 45

Expenditures:

Supervising farmer.....	189. 77
Labor.....	131. 20
Fertilizer (taken from stock).....	39. 00
Supplies (estimated).....	20. 00
Pineapple crates (estimated).....	8. 00
Freight.....	3. 78
Cartage.....	1. 40
Commissions.....	4. 90
Paint for house.....	22. 95

Total expended (estimated) June 1, 1904..... 421. 00

Balance..... 52. 45

From the plants now set out the suckers to be set out in 1904-5 should number at the present rate of increase about 21,000.

Leases of land.—For a time previous to the beginning of the fiscal year 1903-4 there had lived on the property of the Normal School a number of peon families. They lived in shacks belonging to themselves, but paid no rents for the lands. With the acquisition of the American Fruit Farm more families were added to this number. In February, by order of the finance committee, it was undertaken to place all squatters on the property of the institution on a rent-paying basis. Notice was served verbally, and a number of undesirable families were asked to quit, which they did. Eleven remained. A form of lease, approved by the attorney-general of Porto Rico, was presented for their signature. For the first time they were permitted to hold land under legal guarantees. The effect has been good. Occupants who formerly neglected the land are now cultivating it, and incidentally are learning valuable lessons in business methods. A clause in each lease prohibits the planting of any sugar cane or other crop requiring more than eleven months for its full maturity. The revenue derived from this source, should the present arrangement continue, will be about \$160 the year.

Library.—In October, 1903, a circular-letter asking for such printed State documents, annuals, special reports, etc., as might be for free distribution through his office was addressed by the chancellor of the University of Porto Rico to the secretary of each of the several States and Territories of the United States. Replies were received from nearly all letters sent out, and quantities of books, varying from a few pamphlets to heavy boxes full, were received from the following: Lewis C. Laylin, secretary of state, Ohio; F. I. Dunbar, secretary of state, Oregon; J. R. Burrow, secretary of state, Kansas; James G. Stoddard, secretary of state, Arizona; David Ross, bureau of labor statistics, Illinois; J. Thomas Heflin, secretary of state, Alabama; E. H. Jenkins, Ph. D., director, Connecticut Agricultural Experiment Station; H. Clay Crawford, secretary of state, Florida; George W. Martin, secretary Kansas State Historical Society; George M. Hays, secretary of state, Montana; J. W. Reynolds, secretary, New Mexico; Hugh Hastings, esq., State historian, New York; Melvil Dewey, director, State library, New York; Horace G. Tennant, second deputy secretary of state, New York; G. L. Flanders, assistant commissioner of agriculture, New York; William Grimes, secretary, Oklahoma; Lewis E. Beitler, deputy secretary of state, Pennsylvania; John W. Morton, secretary of state, Tennessee.

From the United States Government have been received copies of the reports of the Twelfth Census, full set; Employees and Wages: Reports on the Philippine Islands and Porto Rico, numbering 40 volumes; Smithsonian Institution reports, 12 volumes; reports American Historical Society, 6 volumes; Charters and Constitutions of the United States, 2 volumes; reports of Department of Agriculture, United States Commissioner of Education, etc. The whole number of bound volumes so received is about 500. Pamphlets and unbound publications, about 300.

By courtesy of the secretary of Porto Rico several hundred copies of the register of Porto Rico, 1903, were placed at the disposition of the library for exchange purposes; also current insular reports.

The library is indebted to Hon. S. M. Lindsay, Hon. W. F. Willoughby, Mr. Paul G. Miller, The American Book Company, Mr. F. M. Pennock, and Eldridge & Bros., of Philadelphia, for gifts of books.

In January, 1904, the secretary of the board of trustees was made librarian.

The money paid out on account of library has been about \$27, distributed as follows: Postage and stationery, \$5; express and cartage, \$16.46; printing, \$5.54.

Grounds.—The grounds of the university have been cared for out of an appropriation of \$600 for "additional labor and school garden," about \$450 of which will have been spent at the end of the year.

Owing to the great interest in athletics and the desirability of giving every encouragement possible to it, one tennis court and one basket-ball ground were constructed, at a cost of about \$20, during the year. A baseball ground, for practice, was also cleared, near the normal building.

Through the courtesy of the honorable secretary of the interior of Porto Rico the heavy steam road roller was for several days placed at the disposition of the university for rolling the driveway leading by the normal building. At the suggestion of the superintendent in charge of the roller, who feared that that part of the road lying between the Normal School building and the prin-

principal's house would not hold up the heavy roller otherwise, a quantity of crushed rock was placed upon the weaker parts of the road and more placed in readiness for future use before rolling was begun.

It was found, however, that the rock bed of the entire driveway between the principal's house and the Normal School was too shallow to support the roller without considerable more additions of crushed rock than were at hand, so rolling there had to be suspended. Other parts of the road were greatly improved by the work done.

The work of keeping the driveway free of weeds has proven an expensive and discouraging task, the labor of one man the greater part of the month being required to do it. Until the road is put in such condition that weeds will not grow in it, there seems to be no substitute for it.

Janitor service.—Janitor service has been performed by two head janitors and an assistant janitor, at a total cost of a little more than \$78 a month. During September and October a second assistant janitor was employed. As it seems likely that this work could be as well done by one head janitor, employing his own help, under contract with the university to do the work as it is now being done, this has been suggested for the coming year, and provision made for janitor service at a cost of \$720 the year.

Water service.—A heavy item of expense the past year has been water, which is now received from the city of San Juan. The cost to the university for supplying the Normal and Practice School buildings and the principal's house, for 1902-3, estimating the amount for May and June, bills for which have not yet been received, has been about \$275. By a careful attention to the water system the water consumption has been greatly reduced, the water bill for April being \$19.50, as against \$52.75 for February; but the bill is still very high for the quantity of water used.

Student labor.—During the year one student was employed for a part of the time under the director of agriculture. The amount paid out under this head was \$24.90.

The press.—The newspaper press of San Juan and other towns on the island has been especially friendly to the university, and by giving friendly publicity to its doings has placed the university under a debt of obligation not easily repaid. Especially are the San Juan News and the Correspondencia of San Juan to be thanked for their courteous publication of news relating to the institution.

Buildings.—The roof of both the Normal School building and the ell of the principal's house have been painted, the contract having been let in each case to the lowest bidder. The cost was \$50 and \$75, respectively.

The roof of the Practice School building has given much trouble, the leaks at times being so bad as to seriously interfere with the work of the classes below. One contract to make the roof tight was let for \$8, but the leaks are now apparently as bad as ever. The check for this work has been held up pending a satisfactory completion of the work by the contractors.

While no details are here suggested, I would like in this connection to call attention to the need of school dormitories. The provisions for board in town are doubtless as good as could be found in any village of the size, but for serious work the students need the helpful stimulus of dormitory life.

In conclusion I wish to thank those who have been associated with me, especially Mr. Miller, principal of the normal department; Mr. Pennock, of the agricultural department; Miss Huntington, principal of the Practice School, and yourself for many courtesies which I can not repay but by remembering.

Very respectfully submitted.

D. N. HANDY,

Secretary-Treasurer, University of Porto Rico.

HON. S. M. LINDSAY,
Chancellor, University of Porto Rico.

REPORT OF PRINCIPAL OF NORMAL DEPARTMENT.

UNIVERSITY OF PORTO RICO,
Rio Piedras, P. R., May 31, 1904.

SIR: I have the honor to submit the following report on the work of the normal department for the school year which will end in a few weeks:

On September 1, 1903, I entered upon my duties as principal of this school and immediately began preparations for opening the school. During the summer I

had prepared an outline of a course of study, which, although not altogether satisfactory on account of the large number of subjects to be crowded into three years, appeared to be better suited to the needs of the school than the course in force during the preceding year. Experience has shown that in a normal school the concentration of effort and attention on a few subjects for a limited time, with daily recitations, is productive of better results than pursuing a large number of subjects for a longer time with only occasional recitations.

I found that the text-books in use were in almost every case the same as are being used in common schools, and hence were too elementary in character to serve as an aid in giving students a broad, independent knowledge of the subjects they are called on to teach. Such advanced books, suited to the needs of the school, as could be secured were obtained before the opening of the school year. Many of our text-books compare favorably with those used in high and normal schools in the United States. The stationery and supplies furnished are of the same quality as those furnished for the public schools. More written work could have been demanded in the several classes if the supplies had not been so limited in quantity and if requisitions had been filled with greater promptness. However, some of the students have obviated this difficulty to a certain extent by purchasing the necessary materials for their use.

School was formally opened September 28, 1904. Although many unfavorable reports, intended to discourage the management of the school, had been made current during the vacation, 119 students presented themselves at the beginning of the school year, and all classes, with the exception of those in gymnastics, began work promptly at 8.45 a. m. of the first day. The number of students has varied throughout the year. In all, the normal department proper (not including the practice school) has given instruction to 173 students. Of this number, 97 are ladies and 76 are gentlemen. The enrollment, by classes, has been as follows: Third-year class, 13; second-year class, 29; first-year class, 60; special course for rural teachers, 71. The age of students varies from 15 to 39 years.

A more earnest and industrious body of young people can not be found in Porto Rico than the student body of the normal department. Their general bearing clearly indicates that they are here with a fixed purpose. Aside from the rural teachers enrolled for the special course, 18 of the regular-course students hold certificates as teachers. That they continue their studies after having received certificates is something new in Porto Rico. It shows that our young people no longer strive for an education merely for its commercial value, but are beginning to appreciate its real worth as a means for acquiring power. As a whole, the student body has shown a good degree of public spirit, earnestness of purpose, and a spirit of loyalty to the institution of which they form a part. Under proper guidance the students have founded and maintained a reading room, where 40 newspapers and magazines are received, many of them being contributed by publishers and other friends of the school. They have also organized the Campos Choral Society, which meets once a week for practice in vocal music. A well-organized athletic association exists in the school, managed by the students themselves. An interclass field day was held March 12, 1904, and another interscholastic meet took place May 28, 1904, between students of this department and of the San Juan High and Graded School. Although the contest was won by the young men of the high school, the normal department students carried off a majority of the first prizes. These student organizations have been of great benefit in training students to take responsibilities, and in creating a spirit of loyalty to the school.

On entering upon my duties here I found that a surprisingly low standard existed for making promotions. A minimum of only 50 per cent was required to pass in a branch, and the average was obtained by giving the class standing a value of two-thirds and the examination a rating of one-third. Thus it happened that pupils were promoted in such important branches as arithmetic, English, etc., when, as a matter of fact, in their examinations they were rated as low as 15 per cent. The class standing being rather elastic, it was an easy matter to favor pupils. Under the present standard students are required to obtain a minimum of at least 75 per cent in each study taken, approving the various branches separately, and not by years. In arriving at the average the class record counts for one-half and the examination for one-half. Attendance, promptness, and conduct are not included in any average, nor is a numerical mark given on conduct. As students of a normal school are expected to teach the subjects which they take up in their academic work, it is eminently just to the pupils they are to teach in the future that a high degree of scholarship be

demanding in preparation for this work, and hence the management feels that the present system of promotions is far more just to the educational interests of the island.

To speak of the work of the school in general terms, I wish to say that, on the whole, it has surpassed our expectations. To understand this statement correctly one must know the conditions under which both teachers and students have done their work. The absence of a good reference library and laboratories have necessarily tended to make the work narrow, although some of the teachers have helped their classes by borrowing books on their own responsibility from libraries in San Juan. Then, again, one must consider the conditions under which our students live. Rio Piedras has few houses suited for students' boarding places. To be able to devote the evenings to study in a proper manner a student should be alone, in a room of his own, with a proper light, and should not have his attention distracted by any outside influence. Here the conditions for study are exactly the opposite. As a rule, students living at the same house are seated around the dining-room table or in the sitting room. Those that do study in separate rooms often have only a candle for light. As the houses are built close to the street, students are disturbed by passing coaches, the cries of street urchins, the talk of loafers, and other promiscuous noises, to say nothing of frequent callers and distractions caused by members of the family. Considering these conditions, our students have done very commendable work. After establishing proper laboratories, a good library, and a spacious dormitory, built on the campus away from the town, we may expect far better results.

Comparing the quality of work done by the pupils of the various classes, I may say that the work of the second-year class was better than that of the third-year class, and the first-year class is doing a better quality of work than the second-year class. This condition of affairs is due, of course, to the gradual raising of the entrance requirements. The first-year class was divided into a Spanish and an English section, the latter doing their class work largely in English. Their work is not only in English, but on account of their ability to use English reference books they have done exceptionally good work in all the other classes. This English section was organized largely as an experiment to find out whether or not we are ready to place the school on an English basis. This experiment has been a success, and in making a working knowledge of English one of the entrance requirements the board has acted wisely. If English is to be generally introduced in this island, our Porto Rican teachers should be able to teach that language, and in that language, without losing sight of the importance of Spanish.

The third-year class plainly shows a lack of proper basis in their work, while the second and first year classes contain some very promising material. About one-half of the present third-year class will come back to take the work of the fourth year of the new course of study. Since the board has adopted the regular four-year course, which will go into effect next year, we have attempted to adjust the work in such a manner as to cause the slightest possible inconvenience in making the transition.

Perhaps the most important feature of the work of the school has been the practice teaching done by students of the second and third year classes in the model school. Not only have these students taught classes under proper direction, but they have been required to present lesson plans on every lesson taught, to be responsible for discipline and records. It is hoped that these students when engaged in actual work will cause superintendents little or no trouble, and that they may be good examples to those teachers who have not had the benefit of a normal school teaching. The lesson plans worked out by these practice teachers compare very favorably with those of American students in the United States.

Among the prominent features added to the work of the school allow me to make mention of the monthly rhetorical exercises, in which students of the second and third year classes have taken part, each one presenting a recitation and an original essay during the school year. This work has been of great benefit to students, not only in the cultivation of clearness and correctness of expression and independence of thought, but also in training the future teacher in habits of self-control, overcoming self-consciousness, and in giving the poise necessary to an impressive personality. This work has been given in both English and Spanish. In addition to several general programmes, Thanksgiving Day, Arbor Day, Washington's Birthday, and Memorial Day have been appropriately observed. The music on these occasions has been furnished by the student body,

and it is only just to them as well as to the music teacher to say that the chorus work has improved wonderfully during the school year.

The special course for rural teachers has not been altogether satisfactory. There are several reasons for this. While these teachers may have learned something about the common school branches, the course is too short to serve as mental discipline of permanent value. Many of these teachers evidently had never been in schools where discipline was required; hence they demanded far more attention in this respect than our regular-course students. It also appears that some of the superintendents sent teachers that were wholly incompetent. They also proved to be failures as students, and even after taking the special course could not possibly have passed the entrance examination. Of the three groups of teachers sent by the department of education, the last one contains the best material. The principal benefits gained by these rural teachers have been the new experience in attending a normal school, in observing the work of the model school, and in looking upon their profession from a new standpoint. However, I think it was wise on the part of the legislature not to have made any provision for sending teachers to this school next year.

No attempt has been made to implant a system of primary school discipline. While the discipline can be greatly improved, taken as a whole it has been good. We have no written or printed rules to guide the conduct of students. Their conduct is judged by an exhibition of the characteristics of ladies and gentlemen and the formation of good personal habits, rather than by actions determined by rules. In general, I found the students willing to do right and to respect the rights and duties of others.

Of the 13 members of the third-year class 9 will receive the diploma of the three-year course. About 40 of the students enrolled at present are planning to take the examination for securing a rural or graded certificate, and about 30 are making plans to go to the United States together with the expedition of Porto Rican teachers.

This report would not be complete without making due acknowledgment of the many favors shown the principal in managing the affairs of this school. I am greatly indebted to the members of the faculty for their hearty cooperation and for the interest they have shown in the aims and plans of the school, and in this connection I wish to say that I am especially grateful to the following teachers: Mr. Felipe Janier, the vice-principal; Miss Susan D. Huntington, Mr. F. M. Pennock, Miss Elizabeth F. Hall, Mr. Jose Janer, Miss Ruth A. Gottlieb, and Miss Lina Estella Test. I speak of the work, cooperation, faithfulness, and loyalty of these teachers in terms of unqualified praise. I am also indebted to the student body for the promptness, cheerfulness, and willingness with which our students have performed their work. I am grateful to Mr. D. W. Handy, secretary and treasurer, and especially to you for many helpful suggestions, friendly criticisms, and words of encouragement. For all of these I desire to express my sincere thanks.

Respectfully submitted,

PAUL G. MILLER,

Principal, Normal Department, University of Porto Rico.

HON. SAMUEL McCUNE LINDSAY,

Chancellor, University of Porto Rico, San Juan, P. R.

REPORT OF PRINCIPAL OF PRACTICE SCHOOL.

UNIVERSITY OF PORTO RICO,
Rio Piedras, P. R., May 31, 1904.

SIR: September last the Practice School was organized with eight grades and a kindergarten. The total enrollment is 192. No week passes without applications from parents who wish their children to enter the school, but the lower grades are always full, and many have to be turned away. The pupils have improved in regularity of attendance and show the best possible spirit in their work. The practice teachers from the normal department have observed the work of the grade teachers and they themselves have done good work, under close criticism, in teaching reading in English and Spanish, writing, arithmetic, geography, Spanish grammar, and calisthenics. They are intrusted with reports, discipline, direction of opening exercises, and are made responsible for the progress and all-around development of the pupils in their charge.

Grades I to VI follow the official course of study, taking certain subjects in English and others in Spanish. Grades VII and VIII serve to prepare pupils to enter the Normal Department. These pupils come from all parts of the island. Half of those enrolled this year have studied in the United States, so they may be expected to use fluently both Spanish and English.

Throughout the school the grading is gradually being perfected. Next year we expect all grades will be doing the work of corresponding schools in the United States. The pupils show marked ability in drawing, manual training, and language work. They are docile, attentive, and responsive. In the kindergarten promptness and obedience have been taught, and the child's natural interest in music, stories, and bright colors has been trained. Children entering the primary grades from the kindergarten are much better developed than those who have had no such training. A Young Defenders' League has been organized for the prevention of cruelty to animals, and interest in this subject has extended through all the grades. Parents' meetings have been held monthly, with an average attendance of 15. Thus the home and the school have been brought into closer touch with each other. Miss Ward can not be too highly commended for her unflinching tact, devotion, and skill.

None of the work of the school is more interesting than the classes in manual training. Grades I and II have completed a course in paper folding, and the pupils of these grades have made scrap books from pictures selected by themselves. In connection with the study of Robinson Crusoe and later in furnishing a playhouse, the children have taken up clay modeling, palm weaving, paper folding, paper cutting, designs in colors, and sewing. The girls of Grades III and IV have completed a brief course in plain sewing, and the boys of those grades have worked at paper folding, cardboard instruction, and elementary knife work. Drawing, knife work, and nature study have been correlated in making and lettering labels for a hundred varieties of trees and other plants on the school campus. Grades III and IV have cultivated school gardens, planting flowers and vegetables in individual plots, and observing the cultivation of cotton and other large crops. The budding of orange trees, the effect of parasites, and the utility of certain insects, birds and lizards have been studied in connection with this work.

School excursions have been made in connection with the courses in geography, nature study, and history of Porto Rico. These excursions serve as a basis for English composition. The pupils are interested in games and athletics. Baseball and basket ball are played on the grounds, and contests in running, jumping, and putting the shot create enthusiasm.

The school savings bank continues to prosper. Nearly every pupil is a depositor. As soon as the amount saved warrants, deposits are transferred to the Banco Popular, in San Juan, where pupils may draw interest. Praise is due to all the teachers for their hearty cooperation in all that may advance the interests of the school: Miss Mowry, Miss Stone, Miss Hoffman, and Miss Campbell of the grades; Miss Ward, Miss Ramirez, Miss Pales of the kindergarten; Mr. Pennock, Miss Dorman, and Miss Test, special teachers of gardening, drawing, and music.

Respectfully submitted.

SUSAN D. HUNTINGTON,
Principal, Model and Practice School.

HON. SAMUEL McCUNE LINDSAY,
Chancellor, University of Porto Rico, San Juan, P. R.

REPORT OF THE DIRECTOR OF AGRICULTURE OF THE UNIVERSITY OF PORTO RICO.

SIR: I have the honor to submit my report for the year 1903-4, in conformity with your recent request. For this, the first year of the University of Porto Rico, the lack of means has prevented the establishment of a course in agriculture, as provided by the charter. My duties have been the teaching, in the Normal Department, of those branches most nearly related to agriculture, namely, botany and nature study, and the school gardening given to the pupils of the Practice School, together with the supervision of the university grounds.

Nature study and botany form the natural introduction to agriculture and to scientific research, at the same time fitting the pupil to comprehend the struggles of life and how to meet them.

A part of my work during the past year has been the maintenance of the roads and walks of the campus, as well as to give advice and assistance, along agricultural lines, to the secretary and treasurer of the university on matters pertaining to the university farm.

An appropriation of \$600 was made by the board of directors to cover the various kinds of work which I was to carry on, but the contingency fund was so small that a considerable sum has been diverted to uses totally apart from agriculture.

Permanent improvements.—The portion of the university grounds lying among the Carolina branch of the American Railroad were not graded when the Practice School was built. In order to utilize this part of the campus for a playground it has been leveled at considerable expense, and there have been constructed upon it a tennis court, for the use of the young ladies of the Normal School and a basket-ball court for the girls of the Practice School. Help was also rendered by the laborers, under my direction, to the boys of the Normal School and of the Practice School, in work upon their respective base-ball grounds. A walk was constructed to facilitate the pupils of the Practice School in passing to the school garden. A considerable amount of sodding has been done to improve the lawn along the borders of the roads approaching the Normal building.

An important piece of road repairing was carried out this year which was urgently needed, and for which no other funds were available, except those which were being expended under my direction. In carrying out this work, which required most of our force for over a month, I was fortunate in discovering suitable road materials upon the university farm, near at hand, so that the total cost of this needed improvement was very moderate.

The planting of shade trees and ornamental shrubbery is a permanent improvement which has received considerable attention during the past year. It has been the policy adopted to plant small trees, carefully preparing the holes, rather than trees of a large size. The latter are more expensive to move, and it is difficult to avoid injuring their small roots, which causes permanent injury. The thrifty small tree, transplanted without material injury to its roots, will usually make the better tree of the two in a short time.

Another permanent improvement now in progress is the thinning out of the thicket to the eastward of the Normal building, where it is proposed to have a grove of native shade and timber trees. The desirable species of trees, shrubs, and vines are being left, and others will be planted from time to time.

Maintenance of grounds.—This work has been the largest expense from the agricultural appropriation. There is nearly half a mile of stone road, with stone gutters on each side, to be kept up and weeded, which, in a region having the abundant rainfall of Rio Piedras, means the constant work of one man.

The cultivation of the flower beds and the spaces around the trees and shrubs is a large and constant labor, while the cost of keeping in presentable condition the interspaces along the borders of the roads, where the horse mower can not be operated, is no inexpensive task on the extended grounds of the university. A considerable portion of the grounds are still too rough to be mowed except by the slow use of the machete.

School garden.—On account of the large amount of time I was obliged to devote to the botany and nature study work in the Normal School and to the operations upon the university grounds, the school garden has not received as much attention nor as large a share of the appropriation as its importance would warrant. A comparatively small sum will be expended on the garden this year. The propagation of fruit trees, shade trees, and decorative plants has been a feature of this work during the current year, and the amount expended in the purchase of these items among the supplies has been proportionately less than it was last year.

There are over 200 budded oranges and other citrus fruit trees in the garden nursery. The budding of these trees was utilized for instruction in all my classes in both schools. The Practice School children wrote satisfactory accounts of "How to bud an orange tree," which information they gained from observations and explanations made to them in the school garden.

The location of the garden immediately adjoining the Whittier School, which has been devoted to nature study and botany, is satisfactory in all save one respect, namely, that the land itself is extremely poor, and the results, unless high fertilization be resorted to, are sometimes discouraging to the children and to the teacher as well.

The interest in the gardening work on the part of the pupils has been

unabated nevertheless, and an increased amount of skill in the use of tools has been developed by the pupils.

Gardening is not a simple operation, and to master it, like the learning of a language or of music, requires years of patient practice.

This year I adopted the plan followed at Hampton, Va., of giving a garden to each two pupils. Every garden lesson is likely to require at least two tools and a large number of distinct operations, in which the pupils under this plan of assignment learn to cooperate in their work.

A new feature of our school gardening this year was the planting of bananas, yams, pineapples, and other valuable crops which require a long season to mature. This class of plants yield a larger return for the labor expended than short-lived crops like beans, radishes, and the like, and they are practically free from the attacks of the mole cricket.

We have made more general use in the school gardens this year of flowering plants than we did last year, the varieties chiefly employed being French cannas, vincas, cypress vines, and dracenas.

We have planted some Red Spanish pineapples, which is the variety most used in the United States, because, although small, it is the best shipper of them all. We also have the Cabezona and the Smooth Cayenne, the varieties which are now being successfully exported to New York from the university farm.

Last year we introduced the so-called "fresas," which are not a strawberry at all, but a species of raspberry. They grow in abundance near Las Piedras. Where they were set in the shade of bananas they have yielded a moderate crop of fruit, and at the same time they have furnished the botany classes with material for the careful study of the flower and fruit of the important family Rosaceæ, which is not abundantly represented in our local flora.

Disposition of the products.—The vegetables, fruits, and plants produced, other than those raised by the pupils, have been sold, and monthly settlements accompanied by vouchers have been made to the treasurer for the same. The amount of such sales, while small, about \$60 for the year, will exceed the sum paid for peon labor, paid for work upon the garden and garden nursery; while the value of the fruit and ornamental trees and the plants produced in the garden during the year is estimated at \$25.

Objects of the school garden.—School garden work aims at imparting a first-hand knowledge of the growth of plants and how to cultivate them, as well as skill in various garden operations. The school garden also furnishes plants and other natural objects for botany and nature-study lessons. School gardening is a powerful influence in overcoming the prejudice which exists in Porto Rico and in many other parts of the world against useful, honorable, manual labor.

As I am called upon for a report as director of agriculture only I shall not attempt to outline my work in nature study and botany, an idea of which may be gained from these courses as they appear in the prospectus of the Normal Department for the year 1904-5, I will simply say that in the work of these classes it has been a source of deep satisfaction to fix the attention of young minds upon the close observation and description of the common forms of life where unexpected beauty of form, of adaptation, and of relationship awaits us at every turn.

It is with regret that I shall probably relinquish this part of my work and my direct connection with the Normal Department of the university, but it is with the firm conviction that the new department in the upbuilding of which I am to have a part has within it the promise of great power in the development of the better and more prosperous Porto Rico that is to be.

Respectfully submitted.

F. M. PENNOCK,
Director of Agriculture.

The Hon. SAMUEL M. LINDSAY,
Chancellor of the University of Porto Rico.

EXHIBIT V.

REPORTS ON PORTO RICAN TEACHERS' SUMMER STUDY TRIP TO THE UNITED STATES.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, September 12, 1904.

SIR: I have the honor to submit herewith a report on the Porto Rican teachers' summer school expedition during the summer of 1904.

In accordance with a joint resolution of the Congress of the United States, approved February 12, 1904, entitled "Joint resolution for the transportation of Porto Rican teachers to the United States and return," the United States Army transports *Kilpatrick* and *Sumner* came to Porto Rico for the purpose of conveying the teachers to the United States, where summer courses had been prepared at two of the great American universities.

The expedition, composed of about 475 teachers and 25 attendants, was divided for administrative purposes into 10 sections, each approximating 50 teachers and each having at its head a superintendent known as a "section chief."

The *Sumner* arrived at Ponce Saturday, June 18, and the *Kilpatrick* about the same time at San Juan.

On Thursday, June 23, the teachers began leaving their homes for the purpose of mobilizing at Ponce and Mayaguez, where the *Sumner* took them on board for San Juan. It was intended at first to designate where each teacher should embark, but it soon became evident that this was impracticable on account of many teachers residing in places other than where they were teaching, and they were accordingly notified that they might select their own ports of embarkation.

I desire at this time to acknowledge with thanks the courtesies extended to the teachers by the railroad companies, the Ponce-Guayama Railroad furnishing transportation gratis over their road, and the American Railroad Company allowing half-fare rates over all parts of its road.

The *Sumner* left Ponce Friday morning, June 24, at 9 o'clock; Mayaguez, Saturday morning, June 25, at 9 o'clock, arriving at San Juan Saturday evening about 7 o'clock. Owing to the lack of sleeping accommodations aboard the *Sumner*, it was necessary to transfer about one hundred and fifty teachers to the *Kilpatrick*, which was anchored out in the bay, and the task was accomplished by means of the transport launch, with trailers. Twelve o'clock saw the teachers safely transferred, but it was 2 o'clock Sunday morning before the last of the trunks had been hauled from the quartermaster's wharf to the New York and Porto Rico Steamship pier, where the *Kilpatrick* was expected to dock Sunday morning.

Sunday morning dawned bright and fair, and at 10.45—forty-five minutes after the scheduled sailing time—the *Kilpatrick* left her moorings at the steamship pier, with sections 1, 2, 3, 4, 5, 6, and 10 safely on board, bound for Charlestown Navy-Yard, Boston. The *Sumner* followed with sections 7, 8, and 9, bound for New York, with Cornell as the objective point.

The crowds which stood on the wharves and watched the ships steam safely out of the harbor were probably the largest that ever wished a ship Godspeed, and many eyes were wet with tears when the insular police band, which the governor had loaned for the occasion, played the national air of Porto Rico.

After being out a few hours, the *Sumner* passed us, and I shall be obliged at this point to leave the report of the Cornell party to Mr. J. W. Zimmerman, the assistant business manager, who was in charge of same.

Before Moro Castle was out of sight the teachers began to be seasick, and Sunday afternoon saw great distress among them due to this cause. To the faithful and untiring efforts of the stewardesses on board the ship, as well as the assistance of section chiefs, interpreters, and chaperones, I attribute the improved and more satisfactory conditions which existed the following morning.

There were complaints on the part of the teachers and complaints on the part of the ship's officers, so, for the purpose of remedying these matters, I asked the section chiefs to meet me at 9 o'clock Monday morning, at which time I had a stenographer take down the complaints which they had received from the teachers and which they themselves had to make, together with any recommendations for the bettering of conditions.

This being accomplished at 10.30. I accompanied the quartermaster-captain on a tour of inspection, inviting his attention from time to time to matters which were unsatisfactory to the teachers, and receiving from him such complaints as came from the ship's officials.

From that time to the end of the trip we understood one another, we pulled together, and, aside from a few minor complaints at times, everything passed off smoothly.

Early Saturday morning we sighted land, and about 8 o'clock we were met by a delegation of Harvard students, headed by Mr. J. D. Greene, secretary to President Eliot, of Harvard University, and Mr. H. L. Blackwell, with whom I arranged the details for the landing and domiciling of the teachers.

I desire to record my appreciation of the excellent manner in which Mr. Blackwell planned and executed the work of conveying the teachers to their respective domiciles. As we had already given each teacher an expedition number, we carried out the scheme of treating with the teachers by numbers rather than by names.

For convenience in disembarking and transporting the teachers to Cambridge, to agree with the plans of the Harvard authorities, we divided each of our sections into two parts, with a subchief in charge of each group, bearing a distinctive letter. As the groups disembarked they were met by guides bearing corresponding letters, who conveyed them to special through cars, which were waiting to carry them from Charlestown Navy-Yard to Cambridge, where they were shown to their respective lodging houses.

At 6 o'clock they all assembled at Randall Hall for dinner, where they had their first real taste of American cooking on shore.

The question of baggage was rather a serious one, but it served as the first lesson in self-reliance to many of the teachers, who were either unable or disinclined to look after their own hand baggage.

The management had, of course, made arrangements to deliver the trunks belonging to teachers, but it was somewhat nonplussed when they marched forward on the ship to where the trunks were being unloaded and deposited all their hand baggage. The trunks were unloaded by sections and piled neatly on the wharf, but owing to a miniature cyclone which struck us at that time and the appearance of black clouds which threatened heavy rain, we were obliged to move the trunks close together in order that they might be covered with tarpaulins. This operation, combined with the hand baggage, which was being unloaded in slings, resulted in such a grand conglomeration of about 600 pieces of baggage that it was thought advisable to have it transported in large vans to the university. Massachusetts Hall was opened and all the trunks taken there, where the work of assorting and delivering continued until early Sunday morning.

Sunday following, and Fourth of July coming as it did on Monday, it was late Tuesday afternoon before all the baggage was delivered, and it is hardly necessary to add that the teachers carried their own hand baggage on the return trip.

At this point I shall take the work up by subjects rather than try to cover it generally until the date of departure from Cambridge.

GENERAL HEALTH.

I consider it little less than miraculous that among such a large number of teachers sojourning in a strange country there were no deaths, no cases of serious illness, and no accidents. The health of the teachers in general was excellent. Those who were ill suffered principally from colds contracted during the first few days of their stay, when a great many of them were caught out in a shower, while the weather changed rapidly from warm to cold before they could reach their homes.

It is interesting to note that the medical visitor's bill averaged about \$1 per teacher. These statistics, however, do not truthfully represent the value received from this gentleman, Dr. M. H. Bailey, who was untiring in his efforts to keep the teachers in a good condition physically.

I am happy to report that we equaled and, in fact, exceeded the record of the Cuban expedition by bringing all our teachers back who wished to come, leaving none on account of sickness, and walking everyone ashore. There was probably a slight general increase in the weight of the teachers.

LODGINGS.

These were selected and leased in private families by the Harvard committees in charge of arrangements prior to our arrival and were very satisfactory. The men were quartered in one section of the city, while the women were in another. For the purpose of lodging, the expedition was broken up into parties of from 10 to 20, which were thus afforded the comforts of an American home and an opportunity to become acquainted with American home life. The people in general opened up their houses completely, allowing the teachers access to the parlors and pianos, and, in short, seemed to look upon them more as visitors than lodgers.

Owing to the fact that several teachers who had made their contribution to the fund failed to go, we had on our hands the leases for a number of houses which were unoccupied. However, in most of these cases, the landlords were very generous, and we were usually able to compromise for about half the contract price. There were some minor complaints at first on both sides, but upon better acquaintance with one another's customs these matters arranged themselves and the participants in the differences usually became fast friends.

There were one or two cases in which houses were damaged by teachers and where claims were presented, but these, I believe, were only accidents such as are liable to happen at any time to lodgings let to students.

FOOD.

This feature of the expedition was in direct charge of the university authorities, the meals being served in Randall Hall, where our teachers ate, together with some four or five hundred regular summer school students.

As we anticipated, this was one of the features which caused us the most trouble. There was some complaint at first about the food. Some teachers did not like the American cooking; others disliked the manner of serving it, while still others suffered some inconvenience on account of ignorance of American customs in regard to ordering.

The teachers did not take kindly to American coffee, for which they can not be blamed, of course, on which account I made a request for Porto Rican coffee. This the steward succeeded in securing in Boston; but I do not believe the change was much of an improvement.

Some of the things which the teachers enjoyed as much as anything were the rice and beans which were introduced into the menus, as well as codfish occasionally.

The proposition of feeding teachers at a cost not to exceed \$3 per week was a difficult one, but the task was cheerfully undertaken by Prof. J. L. Love, secretary of the summer school, who is to be congratulated on its successful completion.

I can not express too freely my appreciation of the valuable assistance rendered by Professor Love, and to his untiring efforts to cooperate and please at all times is due to a great extent the success of the expedition while in Cambridge.

SOCIAL FEATURES.

Of these there were many, the principal ones, however, being the weekly hops given in the Hemenway Gymnasium for the Porto Rican teachers. There was always a good orchestra in attendance and two guest cards were issued to each teacher. At the close of the course the teachers were invited to listen to an address by President Eliot in Saunders' Theater and to a reception which followed. This affair not only included all of the Harvard Porto Rican teachers, but all of the regular Harvard summer school students, as well as the Porto Rican delegation from Cornell, which happened to be in the city at that time. There were excursions held every Wednesday and Saturday, which included trips to Lexington and Concord, Norumbega Park, Blue Hills Observatory, Boston and Cambridge summer schools, and the printing establishments of D. C. Heath and Ginn & Co.

Dr. and Mrs. S. M. Lindsay entertained the women teachers with a trip to Wellesley College. Mr. A. F. Estabrook entertained the men teachers with a trip to Brockton, where they had the opportunity of seeing the shoe factory of W. L. Douglass in operation. Mr. J. M. Sears also entertained the men with

an excursion to his model farm at Southboro, Mass. Many of the teachers visited Lynn, Salem, and Marblehead as guests of different people. One of the principal features of the social side of the expedition, and one of which very few people were aware, was the dividing of the entire expedition into small groups or cliques, which were entertained by corresponding cliques in and about the cities of Boston and Cambridge. Small dinner parties and week-end parties at the various summer resorts near Boston were numerous, while the people of Cambridge, through the means of small parties and various social affairs, contributed largely to the pleasure of the teachers during their stay in Cambridge. It is safe to assume that nearly every member of the expedition, either on his own responsibility or as the guest of some friend, visited the Boston Public Library and the Art Museum. Through the various social features I believe the Porto Rican teachers absorbed an education such as could not be obtained from any other source.

On August 9, at 10 a. m., the expedition left Boston on the transports *Kilpatrick* and *Sumner*, bound for Philadelphia, where it arrived Thursday afternoon at 3 o'clock. Such teachers as desired and were properly escorted were allowed to go ashore on their own responsibility for the remainder of the day.

On Friday, August 12, at 7 a. m., the expedition left the League Island Navy-Yard on trolley cars for the Broad Street Station, Philadelphia, where a special train was in waiting to convey the party to Washington.

In Washington a special programme, arranged by the citizens' entertainment committee, of which the Hon. Henry B. F. Macfarland, Commissioner of the District of Columbia, Dr. Roland P. Falkner, of the Congressional Library, and others, were members, was carried out. Special cars met the party at the Pennsylvania Railroad station upon arrival, taking them to the Capitol, where they had the opportunity to inspect the Capitol building, and afterwards the Congressional Library. At 1 p. m. the cars left the Library, conveying them to the Arlington Hotel, where a lunch was served, and from which point the party proceeded to the East Room of the White House, where they were received by the President. The President, in a speech of some length, dwelt upon the benefits to be derived from the expedition, and after closing, shook hands with each and every member of the expedition.

The party returned to Philadelphia, leaving Washington at 4 p. m., on a special train. Saturday, August 13, the party was received at the University of Pennsylvania by the vice-provost, Dr. Edgar F. Smith, and a special committee, when they were shown through the more important buildings of the university, after which they were taken on special cars of the Fairmount Park Company for a trip through the park as the guests of former Senator Charles A. Porter. Lunch was served aboard the transports at League Island, and at 3 p. m. special cars took them to Independence Hall, at Fifth and Chestnut streets, where special exercises were held, including a brief address of welcome by the mayor of Philadelphia and a few words on the historical significance of Independence Hall by the chairman of the Philadelphia reception committee, Hon. Charles Emory Smith, former Postmaster-General of the United States.

The transports left Philadelphia about 2 o'clock Sunday morning, arriving in New York early Monday morning. Here, for the purpose of transportation, the party was divided into four sections, and the principal features of the day spent in New York were the automobile trips on the "Seeing New York" automobiles, through Central Park, to Grant's tomb, and Riverside Drive, the visit to Public School Building No. 188, the largest public school building in the world, where the party was met by the Hon. Charles V. Fornes, acting mayor of New York City, and Dr. William H. Maxwell, superintendent of schools of New York City. The crowning feature of the day spent in New York was the trip to Coney Island. This spectacle, the most interesting part of which is known as "Dreamland," was so exceedingly attractive to the teachers that it was with difficulty they were collected in time to take the last boat back to New York City.

The expedition sailed from New York August 16, 1904, at 1 p. m., arriving in Porto Rico Monday morning, August 22. As soon as practicable those teachers who were bound for Mayaguez and Ponce were transferred to the *Sumner*, where I am informed they arrived safely.

Before closing, I wish to acknowledge the hearty support extended to the expedition by the Harvard and Cornell authorities, especially mentioning Prof. J. L. Love, Secretary of the Harvard Summer School, and Mr. J. D. Greene, secretary to the president of Harvard, for their assistance and cooperation, the section chiefs, interpreters, and chaperones, as well as the office force which

accompanied the expedition, and to extend to the commissioner of education the congratulations to which he is entitled as the originator of the expedition, to whom the success of the same is due.

I append herewith a financial report, showing receipts and disbursements.

Very respectfully,

T. B. WIEDMAN,

Business Manager Porto Rican Teachers' Summer School Expedition.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, July 30, 1904.

SIR: I have the honor to submit herewith a report of my visit to the Porto Rican teachers' summer school expedition at Cornell University, Ithaca, N. Y.

HEALTH.

The general health of the teachers is remarkably good. The few cases of indisposition which occur from day to day consist principally of colds, due undoubtedly to the inability of the Porto Ricans to appreciate readily the sudden changes of temperature and dress accordingly.

Located as it is on a high hill, Cornell is blessed with an abundant supply of fresh air and its location renders it naturally very healthful in general.

There have been, aside from a few cases of ptomaine poisoning, but two cases of a serious nature, one the result of an accident, being a crushed toe, the other a case of blood poisoning, as the result of an abscess on the arm. This case was undoubtedly in need more of careful nursing than anything else, and I accordingly instructed his removal to the infirmary. The poisoning cases, about 30 in number, resulted, it is supposed, from a poor quality of meat which was furnished to the men. These cases occurred only among the men, and while they were severe for about twenty-four hours, they all recovered within two or three days and are at present feeling no bad effects.

QUARTERS.

The women, about 50 in number, are provided with most excellent quarters in Sage Hall. They have separate beds and practically separate rooms and everything is comfortable and cozy; the social hall is at their disposal and they are much pleased with the arrangement in general.

The men are divided between four or five houses, about 25 to each house, just outside the university grounds. These houses, while owned and conducted by private families, have been built especially for the purpose of rental to students, and they are equal, if not superior, in every respect to the average dormitories of other universities.

Cornell has no dormitories for men, which no doubt accounts for the excellent accommodations afforded students. The rooms are well furnished; each teacher has a single bed, though in some cases two occupy the same room; the rooms are airy and light; there is a desk or two with a student lamp, and they are very complete in arrangement.

These houses have bathrooms on every floor and modern conveniences of every kind. In short, I consider the Cornell teachers, both male and female, are most excellently housed.

FOOD.

This subject is one which has caused more inconvenience to all concerned than any other feature of the expedition. Generally speaking, the teachers have not found American food to their liking. Realizing this, there has been an effort made by all parties concerned with the furnishing of meals to cater, so to speak, to their likes. Rice and beans have been especially prepared for them, as well as codfish, and though unable to secure Porto Rican coffee, they have been abundantly supplied with milk, cocoa, and tea.

Mrs. Wildman took luncheon at Sage one day and reported it very satisfactory indeed, both in quality and quantity. The Porto Ricans are subsisted in the same dining room with several hundred regular summer school women teachers,

but have three tables reserved for them. The service at Sage is excellent, and they have served meals in rooms at all times when teachers were indisposed, without extra charge. This kindness appears to have been abused in one or two cases, and if the time were not so short before leaving I should question the wisdom of continuing the custom.

The men, prior to the potamaine poisoning, were being fed by a Mr. Zimmer, but after that occurred evidence was secured to the effect that he had been buying meat no one else would use, and they were moved to the Cascadilla Dining Hall, conducted by a Mrs. Apker, at the same rate. I took luncheon there one day, and while I do not believe the meals were as good as those served at Randall Hall, Harvard, no fault could be found. I had bean soup, baked bluefish, creamed potatoes, baked beans, beets, bread and butter, stewed prunes, cakes, and coffee. Dr. De Laguna, a member of the summer teaching corps, takes his meals there as a representative of the faculty.

SOCIAL FEATURES.

Dancing until 8.30 every evening, except Saturday and Sunday, is a feature of the social life. On Saturday evening they are allowed to continue until 12 o'clock. There are one or two musicales each week to which they are welcome, and one or two have been provided for their special benefit. These are held in Sage Chapel, a beautiful edifice, with an excellent pipe organ. Shortly after the arrival of teachers they were able to secure a \$2 excursion rate to Niagara Falls, in which all participated. They have been on a number of minor excursions to local points of interest, but an all-day trip is being planned for Saturday, July 30, which will consist of a trip along Lake Cayuga, 35 miles, on a boat especially chartered for the occasion. Their lunch will be furnished by the friends in and about the university, and they are expected to furnish something even a little better than their reputation calls for. A gigantic pig roast is anticipated, not only by the teachers but their friends, as a closing feature of the social side. The people in and about the university, including the regular summer school students, have shown a great interest in our teachers and contributed a great deal in little ways toward their entertainment. They have been extremely friendly with them and a great deal of good which will be accomplished at Cornell may be attributed to the perfect harmony that exists on all sides.

GENERAL APPEARANCE.

The change in the teachers in the matter of dress is quite marked, most of them having purchased American clothing and acquired American style to such an extent that it is difficult to distinguish them from Americans. They have discarded brilliant colors, and their general appearance on the street has improved wonderfully from an American point of view.

MISCELLANEOUS.

The impression created among the college and town people is excellent. The instructors are enthusiastic over their work, the teachers are interested in their classes, and the attendance is excellent. There has been little need for medical attendance and the expenses for same are not as high as supposed. The office is established in room 12, Morrill Hall, the administration building of the university, where Mr. Zimmerman is from 9 to 12 a. m. Here money is received on deposit for safe-keeping and paid out as required, and all other business transacted.

The interpreters are busy during classes, but free during the balance of the day. The section chiefs do not have much work to perform, neither do the chaperones.

The women teachers are required to be in their rooms at 10 p. m., and they are not permitted to be accompanied by men when out, unless two are together.

In general, everything is running smoothly, the teachers are much pleased with everything, and great good will result from their sojourn at Cornell.

Very respectfully,

J. R. WILDMAN,

Business Manager, Porto Rican Teachers' Summer School Expedition.

The COMMISSIONER OF EDUCATION,
San Juan, P. R.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, _____, _____.

Á los maestros puertorriqueños.

ESTIMADOS AMIGOS: Cuando el verano pasado estuve en los Estados Unidos me decidí á dar los pasos necesarios para ver si era posible que la mayor parte de los maestros puertorriqueños, ya que no todos, pudiesen ir á aquella gran nación durante las vacaciones de 1904 con objeto de visitar algunas de las más importantes ciudades de la costa oriental, y asistir al mismo tiempo á los cursos de verano en algunos de los colegios ó universidades. Á este fin conferencé con varias de las personas que dirigen el movimiento educativo, encontrando que estaban dispuestos á conceder á nuestros maestros, con verdadera liberalidad, las facilidades que en cuestiones de enseñanza se le conceden á los maestros de los Estados de la Union en las diversas escuelas de verano establecidas en el Este. Resuelto este punto heube de ocuparme de una cuestión aún más importante, cual era la del traslado de tan gran número de personas y de los arreglos necesarios para el pago de su manutención y alojamiento, así como de los gastos incidentales que pudieran ocurrir. Hablé entonces con influyentes miembros del Congreso y solicité del Presidente Roosevelt el uso de los transportes del ejército. Por indicación del Presidente se presentó al Congreso una resolución, que acaba de aprobar ese alto Cuerpo, por la cual se ordena al Secretario de la Guerra que se nos conceda transporte gratuito para seiscientos maestros puertorriqueños y para veinticinco personas que sirvan de intérpretes ó que atiendan á los trabajos de oficina que sean necesarios durante el viaje de ida y vuelta á los Estados Unidos, con la condición de que por nuestra cuenta corran todos los demás gastos de viaje, incluyendo el pago de un dollar diario por cada persona que hay que pagar por las comidas en los transportes. Calculamos tomando en consideración todo lo expuesto, que se necesitarán de cincuenta á sesenta mil dollars para cubrir los gastos de los seiscientos maestros que como máximum fijó el Congreso, y como quiera que la Asamblea Legislativa de Puerto Rico acaba de aprobar el plan general de este viaje, pero ni se ha votado ni se puede votar la cantidad para él necesaria, será preciso obtener la cantidad señalada por medio de suscripciones entre los maestros mismos y entre personas pudientes de los Estados Unidos que tengan interés de que los maestros puertorriqueños visiten aquella nación y estudien en sus colegios. Ésta es una gran empresa, pero yo he de hacer cuanto pueda por llevarla á cabo, contando con la eficaz cooperación de las personas á quienes dirijo esta carta.

Yo presentaré este asunto ante los ciudadanos de los Estados Unidos que mayor interés se toman por el progreso de la comunidad, del mismo modo que lo presento ante vosotros, con tanta confianza en cuanto á la generosidad de aquellos como la tengo de recibir vuestra valiosa cooperación. Innecesario creo extenderme en consideraciones acerca de las ventajas que ha de proporcionar este viaje á los que se decidan á hacerlo. Que hayáis estado ó que no hayáis estado en los Estados Unidos, ello es que la estancia de cinco ó seis semanas en aquel país, la oportunidad de ver una ó más de las grandes ciudades y algunos de los sitios de mayor interés histórico, así como la de permanecer durante varias semanas dentro de la atmósfera de un colegio ó universidad americanos, habrá de significar mucho, no sólo por la adquisición de mayor número de conocimientos personales, sino también por el de los profesionales que todo maestro necesita. Allí tendréis la oportunidad de ampliar vuestro conocimiento en el idioma inglés; de ponerlos en contacto con vuestros compañeros de profesión, los maestros americanos; de apreciar el interés que por vosotros y por vuestros trabajos se toman ellos, así como de estudiar la marcha que en la enseñanza siguen y de aprender algo de los métodos que emplean. Este viaje ha de estrechar más las relaciones entre vosotros y los maestros de los Estados Unidos y de establecer el sentimiento de confraternidad que debe reinar entre los que ejercen la noble profesión del magisterio, para la cual no existen límites de lengua ó de nacionalidad.

En la actualidad no puedo presentar un programa definitivo. Nuestro primer deber es conseguir los fondos necesarios y entonces podremos más fácilmente detallar nuestro plan, del cual os iremos dando cuenta, y trazar al fin el programa definitivo, que en sus líneas generales será como sigue:

Los transportes tocarán en San Juan y Ponce, y, si es posible, en algunos otros puertos hacia el primero de Julio, partiendo para Boston, New York, ó Philadelphia con objeto de llegar á dichas ciudades en tiempo oportuno para entrar en unas de las escuelas en aquellas ciudades establecidas. Estas escuelas tienen

por lo general un curso de cinco ó seis semanas que empieza en los primeros días de Julio y termina hacia mediados de Agosto. En esas escuelas ó en residencias particulares tendréis alojamiento, en donde se espera que permanezcáis durante ese período de cinco ó seis semanas, asistiendo á las clases que para vosotros especialmente serán dispuestas.

En ese curso de verano estudiaréis Inglés, y además Geografía, Historia de los Estados Unidos, Aritmética, Pedagogía, Estudio de la Naturaleza, y al mismo tiempo los métodos de enseñar esas asignaturas en las escuelas elementales. Aunque las escuelas públicas de los centros á donde vayáis no estarán abiertas por estar entonces en vacaciones, podréis visitar los edificios escolares y tal vez asistir á algunas de las escuelas públicas que tengan un cursillo de verano. También tendréis la oportunidad de visitar los lugares históricos que estén cercanos á la ciudad en donde seáis instalados. Al terminar el curso de verano se tratará de hacer que los trasportes os conduzcan á algunos otros puntos, de modo que cada maestro pueda ver por lo menos las ciudades de Boston, New York, Philadelphia, y Washington, que son los principales centros históricos de la costa Este. El viaje de regreso a Puerto Rico se hará de modo que estéis en San Juan ó en algun otro punto de la isla antes del primero de Septiembre. Es decir, que estaréis ausentes unos dos meses, tiempo durante el cual todos los gastos de viaje, de matrícula, de manutención y de alojamiento serán pagados de fondo especial á que se ha hecho referencia. Vosotros, por vuestra parte, tendréis que pagar los gastos de viaje en Puerto Rico, desde el sitio en que os encontréis hasta el puerto de embarque, y, al regresar, desde el punto á que arrije el barco hasta vuestras casas. Asimismo tendréis que pagar todos vuestros gastos personales, esto es, los vestidos necesarios, lavado, billetes de carros eléctricos ó tranvías, etc., cuadernos y libros de texto que podáis necesitar, y cualquier otro gasto extraordinario en que podáis incurrir. Siendo económicos la suma de veinte y cinco dollars será suficiente á cubrir todos estos gastos mientras estuvieseis ausentes de la isla, á no ser que os enfermaseis y tuvieseis que pagar el médico ó que atender á cualquier otro gasto imprevisto. Además de esto deberéis calcular lo que costaros puedan los gastos de viaje en Puerto Rico á que ya hemos hecho referencia.

Probablemente irán algunas señoras para atender á las maestras. Los maestros en general serán divididos en grupos de 50 como máximo, al cuidado de los cuales estará algún Inspector de Escuelas ú otra persona que conozca el español y el Inglés, quienes los atenderán y les servirán de consejeros en caso de necesidad, para lo cual residirán en el mismo sitio que á aquellos se designe. Es probable que los 600 maestros no puedan asistir á uno solo de los centros de Instrucción, así es que seguramente serán asignados 150 ó 200 á cada uno de los tres ó cuatro colegios ó universidades que oportunamente se designarán; y es tambien muy posible que, si con anticipación lo solicitan, podamos hacer los arreglos necesarios para que los maestros que deseen estar juntos, puedan ser destinados al mismo centro educativo.

Volviendo á la importante cuestión de cuya solución depende el que se lleve ó no se lleve á cabo este viaje, he de referirme de nuevo al fondo especial de 50 ó 60 mil dollars que se necesita, y antes que nada he de preguntar si, en el caso de que V. sea elegido y se le invita á formar parte de la expedición, está dispuesto á contribuir con el sueldo de un mes para el antedicho fondo. Hasta la terminación del año escolar tenemos que pagarle á V. el sueldo de cuatro meses y una semana, suponiendo que V. siga enseñando hasta el mes de Junio, y esa suma se le pagará en las fechas siguientes:

	Semanas.
Marzo 18 -----	4
Abril 22 -----	4
Mayo 20 -----	4
Junio 24 -----	5

El maestro que desee ir á los Estados Unidos y contribuir con ese objeto al fondo especial, se servirá devolvernos por correo, á la mayor brevedad posible, la adjunta orden autorizándonos para retener y transferir al fondo especial el 25 por 100 de sus sueldos mensuales al tiempo de hacer cada uno de los cuatro pagos antedichos. El envío de esa orden significará que el maestro contribuye al fondo común con siete dollars y medio mensuales durante cuatro meses, si desempeña una escuela rural y recibe 30 dollars mensuales; que contribuye con doce dollars y medio mensuales durante cuatro meses, si desempeña una escuela graduada y recibe 50 dollars al mes; que contribuye con 15 dollars mensuales durante cuatro meses, si es un maestro graduado que sirve como "acting prin-

cipal" y recibe 60 dollars al mes, y que contribuye con diez y ocho dollars y medio mensuales durante cuatro meses si es V. un maestro principal que recibe 75 dollars al mes. Ese dinero será depositado al crédito del maestro en el fondo general, y si por cualquiera razón no es de los elegidos ó si la expedición no se puede llevar á cabo por ser imposible el conseguir los fondos necesarios en los Estados Unidos, la suma total con que contribuye le será devuelta de una vez hacia el primero de Julio. De igual modo también si la cantidad obtenida por subscripción en los Estados Unidos es suficientemente grande ó si los gastos de la expedición son menores de lo que pensamos, de modo que quede algun saldo á nuestro favor después de pagar todos los gastos en que se haya incurrido, la cantidad sobrante será distribuida entre los maestros puertorriqueños que contribuyeron para el fondo común, en proporción á la suma que adelantaron.

No debe olvidarse que sólo 600 maestros, de los 1200 que hay en Puerto Rico, podrán hacer el viaje, y que en el número de los elegidos no podrán entrar aquellos que no sean puertorriqueños. Al elegir los maestros que han de formar parte de la expedición se atenderá escrupulosamente al orden en que sean recibidas las solicitudes hechas en la forma en blanco que adjunto acompañamos, y se dará preferencia á los que crean que por sus conocimientos en inglés están en condiciones de aprovechar y de seguir sin dificultad las conversaciones sencillas ó las conferencias que se les dé en las clases.

Téngase muy presente que en el adjunto impreso hay que dar los informes necesarios acerca e estos puntos, y que dicho informe debe ser devuelto antes del 14 del mes en curso si el maestro que lo recibe desea ir á los Estados Unidos y quiere que el primer descuento se le haga en el cheque de este mes, 1 cual deberá salir e aquí el día 18.

Aunque las clases á que asistan los maestros en las escuelas de verano serán dadas en inglés, se tratará, sin embargo, de dar algunas en español, ó, por lo menos, de darlas por medio de intérpretes, para que de ellas puedan beneficiarse los que no tengan suficiente conocimiento del inglés.

Téngase en cuenta que este viaje no tiene otro objeto ni hay en él otro interés que el interés mismo de los maestros, es decir, el de que los maestros tengan la oportunidad de visitar á los Estados Unidos y de obtener algunos beneficios en sus estudios y en su experiencia personal. Esto significa algunos sacrificios por parte de ellos pero también significa mucho para su progreso y para su porvenir. Demás estar decir que ningún maestro tiene la obligación de hacer el viaje ó de contribuir para el fondo común.

Tanto lo uno como lo otro es completamente voluntario. No es preciso decir, sin embargo, las grandes ventajas que á costo de un pequeño sacrificio se le ofrecen á los maestros. En primer término podrán hacer el viaje por la tercera parte de lo que les costaría cualquier otro, aun cuando éste fuera hecho bajo las circunstancias más favorables, y en segundo lugar, de este modo podrán aprovechar las lecciones de buenos maestros y educadores de los Estados Unidos por una pequeña cantidad, cosa que no podrán nunca obtener los que aisladamente hagan el viaje y procuren un maestro siquiera regular.

Confíando en que podremos realizar este viaje y que nuestras indicaciones serán recibidas en la misma forma que las hacemos, esto es, atendiendo al interés y beneficio personal de los maestros mismos así como al progreso, bienestar y reputación de nuestro entusiasta é inteligente cuerpo de profesores de Puerto Rico de cuyas aspiraciones y fiel devoción á sus deberes yo me enorgullezco, quedo de Vds. con la mayor consideración.

SAMUEL McCUNE LINDSAY,
Comisionado de Educación.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Marzo — de 1904.

SEÑOR: Por la presente solicito que se me designe para ir á los Estados Unidos hacia el primero de Julio próximo con el fin de estudiar en algun Colegio ó Escuela normal de verano, de acuerdo con el plan general trazado en la carta circular que con fecha tres de Marzo corriente se servió Vd. remitirme, y recibo de la cual le acuso. Asimismo solicito y autorizo á Vd. para retener el 25 por ciento de mi sueldo mensual que, como maestro (1) — actualmente sirviendo en la Municipalidad de — es el de § (2) — mensuales, y acreditar aquella cantidad al fondo especial conocido con el nombre de "Fondo para Escuelas de Verano de los Maestros Puertorriqueños" en las fechas designadas

para el pago de mi sueldo durante los cuatro meses que faltan del año escolar, esto es, durante los meses de Marzo, Abril, Mayo y Junio, de modo que al terminar ese período de cuatro meses tenga depositada la cantidad de \$—— que es la correspondiente á un mes de trabajo en el corriente año escolar.

Convengo en firmar los comprobantes por la cantidad total de mi sueldo y le ruego me remita mi cheque, después de haber deducido el 25 por ciento, por el resto de la cantidad que debía recibir, á la terminación de cada mes escolar. Entiéndase, sin embargo, que en el caso de que el proyectado viaje á los Estados Unidos no se lleve á efecto, ó de que yo no sea elegido para tomar parte en él, me será devuelta hacia el primero de Julio la cantidad total deducida de mi sueldo y depositada para el fondo especial.

Deseo hacer constar que (3) —— he estado en los Estados Unidos y que mi conocimiento del idioma inglés (4) —— es bastante para poder seguir un curso elemental de conferencias ó de conversaciones sencillas en dicho idioma.

Deseo hacer constar del mismo modo que soy enteramente responsable de todas mis gastos de viaje desde el sitio en que me encuentro hasta el puerto de embarque y, al regreso de los Estados Unidos, desde el puerto de embarque hasta mi casa. Y asimismo me hago responsable de todos los gastos personales en que pueda incurrir durante este viaje, como la adquisición de vestidos, lavado, billetes de tranvías, carros eléctricos, etc., libros de texto, cuadernos, materiales de escuela, é igualmente de todos los gastos de menor importancia; entendiéndose que del fondo especial serán pagados mis gastos de viaje desde Puerto Rico hasta los Estados Unidos y viceversa, y también mi manutención y alojamiento, tanto en los transports como en los Estados Unidos, y la matrícula para el curso de verano.

De Vd. atentamente,

La anterior solicitud queda aprobada. El oficial pagador del Departamento de Educación queda autorizado para proceder á hacer las deducciones correspondientes en el sueldo del maestro, acreditando la cantidad deducida al fondo especial conocido con el nombre de "Fondo para Escuelas de Verano de los Maestros Puertorriqueños."

Fecha ——

Comisionado de Educación.

NOTAS.—Insértese aquí la palabra "Rural," "Graduado," "Principal," ó el título del puesto que actualmente desempeña.

(2) Insértese aquí la cantidad á que asciende su sueldo mensual.

(3) Insértese aquí la palabra "No," si Vd. no ha estado en los Estados Unidos.

(4) Insértese aquí la palabra "No," si Vd. no cree que pueda serle de provecho la instrucción dada en idioma inglés. En caso contrario deje el espacio en blanco.

COMISIONADO DE EDUCACIÓN,

San Juan, P. R.

HARVARD UNIVERSITY PORTO RICAN SUMMER SCHOOL.

EXCURSIONS.

A number of excursions to places of interest in the neighborhood of Cambridge have been arranged for members of the Porto Rican summer school, including three excursions for Saturdays, beginning July 16, and three excursions for Wednesdays, beginning July 20. For these excursions the members of the school will be divided into three groups:

The first group will contain sections 1 and 2.

The second group will contain sections 3 and 4.

The third group will contain sections 5, 6, and 10.

The excursions will be taken by each group in rotation, so that every member of the school will be able to take all the excursions.

The programme printed below gives the dates and the excursions assigned to each group. All the excursions except that to the Cambridge schools will start from Harvard square in special electric cars at 2 p. m. The excursions to the Cambridge schools will start from the front of the Fogg Museum at 2.30 p. m. Each excursion will return to Cambridge in time for supper at Randall Hall. Phillips Brooks House will be open on each excursion day until 7.15 p. m.

TICKETS.

Tickets for each excursion must be obtained from the section chiefs not later than the day before the excursion is to take place. The section chiefs will be in 15 University Hall from 1 to 2.30 p. m. on the day before each excursion. No tickets will be required for the visit to the Cambridge schools. The price of tickets for the Saturday excursions will be 25 cents each; for the Wednesday excursions to Boston and to the Cambridge printing houses, 10 cents each. Tickets will be required for the visit to the Boston schools on Thursday, July 21, but may be obtained free of charge from the section chiefs.

Notice of postponement on account of weather will be posted at University Hall and Randall Hall.

Programme of excursions.

[All electric-car excursions, except that of July 21, leave Harvard square at 2 p. m.]

Date.	Sections 1 and 2.	Sections 3 and 4.	Sections 5, 6, and 10.
Saturday, July 16	Norumbega Park	Blue Hill	Lexington and Concord.
Wednesday, July 20	Boston Public Library and Art Museum.	Cambridge printing houses.	Cambridge public schools.
Thursday, July 21	All sections leave Harvard square at 9 a. m. for visit to vacation schools and Mechanic Arts High School of Boston.		
Saturday, July 23	Bill Hill	Lexington and Concord.	Norumbega Park.
Wednesday, July 27	Cambridge printing houses.	Cambridge public schools.	Boston Public Library and Art Museum.
Saturday, July 30	Lexington and Concord.	Norumbega Park	Blue Hill.
Wednesday, Aug. 3	Cambridge public schools.	Boston Public Library and Art Museum.	Cambridge printing houses.

DESCRIPTION OF EXCURSIONS.

Lexington and Concord.—Starting from Harvard Square the party will follow Massachusetts avenue, passing in succession North Cambridge, Arlington, Arlington Heights, East Lexington, and Lexington, and arriving at Concord after a ride of about an hour and a half. The route from Cambridge to Lexington will be that of the British retreat on April 19, 1775, and many tablets marking points of historical interest will be seen along the way. About one hour and a quarter will be spent in Concord, where the battle ground and other points of historic interest will be visited, after which the party will retrace their way to Cambridge.

Blue Hill.—The party will go from Harvard Square to Boston by way of Massachusetts avenue and Harvard Bridge, thence through Roxbury and Dorchester, both thickly settled residential districts of Boston, to Franklin Park, whence the line runs through comparatively open country along Blue Hill avenue to the Blue Hill Reservation, a part of the system of metropolitan parks which surrounds the city of Boston. A twenty minutes' walk from the stopping place brings one to the top of Blue Hill, where a meteorological observatory is maintained. This observatory is famous for the investigations conducted by the director and his assistants by means of kites, which have been flown as high as 15,807 feet above the sea level. The kites are controlled by machinery and carry delicate meteorological instruments. About an hour and a half will be allowed for the walk up Blue Hill and back to the cars, after which the party will return to Cambridge.

Norumbega Park.—The party will go from Harvard Square by Massachusetts avenue and Harvard Bridge to Beacon street, Boston, thence along Beacon street through the suburban districts of Brookline, Chestnut Hill, and Newton to Norumbega Park at Anburndale. An hour and a quarter will be allowed for the stay at Norumbega Park, and the party will return to Boston by a slightly different route, following Commonwealth avenue on the return journey.

Boston Public Library, Art Museum, and Youth's Companion office.—The party will go by special electric cars to the office of the Youth's Companion, where the various offices and manufacturing processes will be on view; thence on foot, a five minutes' walk, to the Museum of Fine Arts in Copley Square, where the large collections of paintings, sculpture, and other works of art will be visited.

From the Museum of Fine Arts the party will cross Copley Square to the Boston Public Library, the principal objects of interest in which are the main stairway, the mural decorations of Puvis de Chavanne, Abbey, and Sargent, the reading rooms, and the room where the loaning of books is conducted. From the public library the members of the party will find their own way back to Cambridge, taking any car for Harvard Square.

Cambridge printing houses.—Through the courtesy of Messrs. H. O. Houghton & Co., of the Riverside Press, and Messrs. Ginn & Co., of the Athenæum Press, these two large printing establishments will be open to the inspection of the Porto Rican teachers. The party will take special cars at Harvard Square, one car going to the Riverside Press and the other to the Athenæum Press. Members of both parties will find their own way back to Harvard Square without difficulty. The party visiting the Riverside Press can return either on foot by Western avenue and Putnam avenue, or by taking a car toward Boston as far as Brookline street and transferring to a Harvard Square car. Harvard Square cars pass the Athenæum Press at short intervals.

Cambridge public schools.—Starting from the front of the Fogg Museum at 2.30 the party will take the five minutes' walk to the group of public school buildings which surround the Cambridge Public Library. The tour of inspection will include the English high school, the manual training school, and possibly other buildings. All who feel so disposed will then be conducted by the ordinary electric car service from Harvard Square via Massachusetts avenue to Linnæan street, where the Peabody Grammar School, one of the best equipped grammar schools in the United States, will be inspected. The ladies of the party will find it only a short walk from the Peabody School to their rooms, and all the members of the party may like to visit the botanic garden of the university, which is situated close by, at the corner of Linnæan and Raymond streets.

EXTRACT FROM REPORT OF MR. JEROME D. GREENE TO THE PRESIDENT OF HARVARD UNIVERSITY ON THE PORTO RICAN HARVARD SUMMER SCHOOL.

By the courtesy of the Boston board of health, the transport was boarded July 2 at the entrance of Boston Harbor by a reception committee having charge of the arrangements for baggage, transportation, and the assignment of lodgings. To facilitate these arrangements a number was assigned to each person and the members of the expedition were divided into sections of about 25, each with a leader. The members of each group were, so far as practicable, assigned to lodgings in neighboring houses, the men for the most part in one district to the south and east of the college grounds and the women in another district to the north of the college grounds. The assignment to lodgings and the corresponding numbering of each piece of baggage were attended to on board ship; and without further delay or difficulty the party was conveyed to Cambridge in special electric cars, the cars being taken to points as near as possible to the destination of the several groups. The housing of the entire party having been practically completed before dark, the teachers were enabled to assemble at Randall Hall in season for supper. Arrangements had been made for providing three meals a day for all members of the expedition at the summer school restaurant in Randall Hall during the whole of their stay in Cambridge at a charge of \$3 a week for each person. Lodgings had been secured at varying prices, averaging less than \$2 a week for each person. A printed form of lease was used for each house in which lodgings were taken. (See Appendix IV.) The services of the medical visitor of the university were made available for members of the expedition at the expense of the expedition.

It was decided that the session should be devoted primarily to instruction in English. For this purpose the pupils were divided into three grades—elementary, intermediate, and advanced—based on their previous acquisitions in the English language. A provisional division into grades had been made by the section chiefs before the arrival in Cambridge; and these grades were subdivided into classes, ranging in number from 16 to 38 each, the men and the women being taught in separate classes. This arrangement produced two elementary and two intermediate classes, and one advanced class of women; three elementary and three intermediate classes, and one advanced class of men. The provisional assignment to grades and classes was corrected after the instructors had had an opportunity to form an estimate of the abilities of each pupil. After the first week it was decided to form a fourth elementary

class for the men for the benefit of 12 of the most backward pupils. The names of the English instructors will be found in the appendix. (Appendix I.)

A preliminary conference of the English instructors was held on the morning of July 4 in order that the methods and scope of their work might be discussed. Each instructor was left free to determine the method to be employed in his own work; and the selection of text-books was also left in his hands. A list of the text-books will be found in the appendix. At first the instruction in English was assigned to two prescribed morning periods of three-quarters of an hour each, and one voluntary afternoon period of an hour and a half. For the afternoon work the classes met in pairs, under the charge of one teacher. As the Porto Ricans exhibited a reluctance to engage in any serious work in the afternoon, the voluntary afternoon exercise was abandoned at the end of the first three weeks, and it was arranged that in its place each teacher should take his class on occasional short excursions, which would furnish an opportunity for conversation in English as well as for sight-seeing. Though no one method was prescribed for the work in English, several features were common to the work of all the classes. After the first few days the classes were conducted almost wholly in English. In addition to the varying exercises in translation and grammar set by the different text-books, writing from dictation, conversation on familiar topics, reading of English prose, with comments and explanations, committing passages of prose and poetry to memory, and daily or weekly compositions in English formed part of the work of nearly every class. The written work was carefully corrected by the teachers and returned to the pupils, the corrected work being in many cases rewritten.

Any general characterization of the work in English is rendered difficult by the fact that the pupils exhibited wide difference in their previous acquisitions, their quickness in learning, and their diligence. The teachers found their classes interesting and responsive, and in every class there were a number of intelligent and zealous pupils who amply repaid every effort made for them. On the other hand, there were persistent absentees and laggards in nearly every class. Of the pupils as a whole it may be said that much of the strangeness of the English tongue yielded perceptibly to their five weeks' life and study in an English-speaking community, so that they not only acquired more English, but could make freer use of what they had. This overcoming of the strangeness of the tongue meant for the brightest and most zealous pupils the acquisition of a very considerable facility in conversation.

Nine courses of lectures were provided, the courses following each other in succession, and one lecture being given each morning. The subjects of the lectures and the names of the lecturers will be found in the appendix. Some of the lectures were given in Spanish and others in English, and of those given in English some were interpreted into Spanish and some were given without an interpreter. In order to make the English lectures more easily understood, a syllabus of each lecture was printed. The syllabuses were usually printed in Spanish, but some were printed in English and were used as exercises in English in preparation for the lectures. The lectures were poorly attended, and several, which had to be assigned to an afternoon hour on account of the shortening of the session from six to five weeks, had to be abandoned on account of the complete unanimity with which the Porto Ricans absented themselves.

Many of the afternoons during the session were devoted to excursions to places of interest in the vicinity of Cambridge, most of the excursions being to places which could easily be reached by pleasant electric-car rides. A list of the excursions will be found in the appendix. The expenses of the excursions were met in part by the Porto Ricans themselves, tickets being sold for each excursion at a price representing about one-half the cost for each person. The remainder of the cost was met by the expedition. Some of the most enjoyable and profitable excursions, however, were due to the generosity of private individuals, as noted in the appendix. (Appendix III.)

The following gentlemen may fittingly receive some acknowledgment of their services to the expedition:

Maj. Gen. W. A. Brancroft, president of the Boston Elevated Railway, for discount of 25 per cent on all charges for special car service and for the courtesy and precision with which the many demands for the service of his company were met by his subordinates.

Hon. W. L. Douglas, for permitting an inspection of his factory.

General Manager Brush, of the Newton and Boston Street Railway. Same as for General Bancroft.

Mr. Drake, of the Youth's Companion, for hospitality on three Wednesdays.
Messrs. Ginn & Co., for hospitality on three Wednesdays.

J. Montgomery Sears, esq. (Sears Building, Boston), for his generous provision of an excursion to his estate at Southborough and for personally taking the Porto Rican men all over his farm.

Mr. Burton L. Read, 12 Howland street, Cambridge, for his services in arranging and carrying out the three visits to the Cambridge public schools and providing refreshments at these visits.

Mr. Francis Cogswell, superintendent of schools of Cambridge, for arranging the above-mentioned visits.

Mr. James J. Storrow, for providing the excursion to the Boston Vacation Schools.

APPENDIX I.—*Porto Rican summer school officers of instruction and management.*

In charge of instruction and excursions in the absence of the president.—Jerome Davis Greene.

Teachers of English.—Elementary classes: Harriet Miriam Cutler, Mary Theresa Loughlin, Alphonse Marin La Meslee, Frederic William Morrison, Andrew Paul Raggio.

Intermediate classes: Lillian Estelle Clark, Nellie Isabel Simpson, Antonio Alfredo Capotosto, Albert Leslie Pitcher, Joseph Smith.

Advanced classes: Elizabeth Forbes, Peter Hair Goldsmith.

Lecturers.—Frederic M. Noa, six lectures on Cuba and South America; Peter H. Goldsmith, six lectures on Mexico and the Southern States; William MacDonald, three lectures on American history; Eugene Abraham Darling, three lectures on hygiene; William W. Ellsworth, six lectures on the American Revolution; Philip Sidney Smith, six lectures on American geography; George I. Aldrich, four lectures on the American educational system.

In charge of transportation, lodging, and baggage arrangements on arrival.—Howard Lane Blackwell, Harvey Nathaniel Davis, Lewis Wendell Hackett.

APPENDIX II.—*Text-books and readers.*

Class.	Teacher.	Grade.	Books.
1	Forbes	Advanced	Arnold and Kittredge's Mother Tongue II; Goldsmith's El Idioma Ingles; Irving's Sketch Book.
2	Simpson	Intermediate	Arnold and Kittredge's Mother Tongue II; Irving's Sketch Book.
3	Clark	do	The same as in Class 2.
4	Cutler	Elementary	Arnold and Kittredge's Mother Tongue I; Stories from Hawthorne.
5	Loughlin	do	Arnold and Kittredge's Mother Tongue I; Dickens's Christmas Carol.
6	Goldsmith	Advanced	The same as in Class 1.
7	Pitcher	Intermediate	Goldsmith's El Idioma Ingles, Book III; De Foe's Robinson Crusoe (abridged).
8	Smith	do	Arnold and Kittredge's Mother Tongue II; Ybarra's English-Spanish Method.
9	Capotosto	do	Carrington's Beacon Lights of Patriotism.
10	Morrison	Elementary	Ybarra's English-Spanish Method.
11	La Meslee	do	Do.
12	Raggio	do	Goldsmith El Idioma Ingles, Books I and III.
13	Sawyer	do	Arnold and Kittredge's Mother Tongue I.

APPENDIX III.—*Excursions Porto Rican summer school, 1904.*

[Tickets for Wednesday and Saturday excursions sold through section chief at prices indicated below.]

Saturday, July 16.—Norumbega Park, Concord, Blue Hill (25 cents).

Wednesday, July 20.—Youth's Companion office, Boston Museum of Fine Arts; Riverside Press, Athenæum Press; Cambridge public school buildings (10 cents).

Thursday, July 21.—Mechanic arts high school and vacation schools, Boston (gift of Mr. J. J. Storror).

Wednesday, July 27.—Youth's Companion office, Museum of Fine Arts, public library, Boston; Athenæum Press; Cambridge public school buildings (10 cents).

Thursday, July 28.—W. L. Douglas shoe factory, Brockton (for men) (gift of Mr. A. F. Estabrook); Wellesley College (for the women) (gift of Dr. and Mrs. S. M. Lindsay).

Saturday, July 30.—Norumbega Park, Concord (25 cents).

Wednesday, August 3.—Youth's Companion office, Museum of Fine Arts, public library, Boston, Athenæum Press; Cambridge public school buildings (10 cents).

Friday, August 5.—Estate of Mr. J. Montgomery Sears, Southboro (for the men), gift of Mr. Sears.

LABORATORY VISITS (FOR TEACHERS ESPECIALLY INTERESTED IN SCIENCE).

Tuesday, July 19.—Zoological laboratory.

Tuesday, July 26.—Jefferson physical laboratory.

Friday, July 29.—Chemical laboratory.

Thursday, August 4.—Astronomical observatory.

APPENDIX IV.—*Porto Rican school lease.*

CAMBRIDGE, MASS., *June —, 1904.*

I hereby agree to lease to Harvard University — furnished rooms, described below, for — Spanish, or colored, Porto Rican women or men teachers for about six weeks, beginning July 2, or on their arrival, if delayed, and ending about August 15, or a day or two earlier or later, for the sum of — per person per week, and fractions of a week proportionally.

I agree to care for these rooms satisfactorily and properly, to furnish clean linen and towels, to supply good lamps or gas, and to offer the use of bathroom and of a parlor at any time.

I further agree that I will take no { men } as lodgers during this time.
 { women }

This lease is subject to termination if any part of the above agreement be not kept or if the city inspector of plumbing shall disapprove the sanitary conditions.

Description of rooms.

Floor.	Exposure of windows.	Number of beds.	Number of occupants.

(Street and number.)

REPORT OF DR. CHARLES DE GARMO, DEAN OF FACULTY OF SUMMER SESSION OF CORNELL UNIVERSITY, TO THE PRESIDENT OF THE UNIVERSITY, ON THE WORK OF THE PORTO RICAN TEACHERS:

An event of far more than local interest was the attendance this summer at Cornell of a body of Porto Rican teachers, numbering some 153, including their supervisors and inspectors. They come first of all to meet face to face, and to understand at first hand, the people with whom they are now associated, and upon whose good will and cooperation the future welfare of the island in large measure depends. Thus far the few Americans they had known were far from home and acting in isolated capacity; but by their stay in Ithaca and by their extended journeys about the country the Porto Ricans had some opportunity to see us at home and in large numbers.

When one considers the path of the whole body of native teachers on the island came to Cornell and Harvard this summer, and that what they learned, experienced, and felt will be rehearsed in thousands of homes, and will powerfully influence the teaching in nearly all the schools, it can be predicted that the sacrifices of the teachers themselves and the self-forgetful and effective labors of Commissioner Lindsay will meet an abundant and wholesome reward in the uplift for good and the increased hopefulness for the future that will be felt throughout the island.

Secondarily, the Porto Rican teachers came among us to learn more of the English language and to comprehend better the ideals and practices of the American public schools. Thanks to the skillful efforts of Doctor de Laguna and his band of faithful assistants, much advance was made by the Porto Rican teachers in the mastery of English. Happily for this purpose Doctor de Laguna has such knowledge of Spanish that he was able at once to understand the Porto Rican's difficulties and to adopt the most effective methods of overcoming them.

Through the cooperation of Supt. F. D. Boynton and the teachers of the East Hill School, Principal Burks was able not only to explain the principles and details of American teaching, but also to have classes of children taught before the visitors.

Dr. Charles A. McMurry gave most helpful and inspiring lessons upon nature study and the more elementary types of American history stories.

I append reports from Doctor de Laguna, Principal Burks, and Doctor McMurry, which will still further elucidate what was done for the benefit of the Porto Rican teachers:

THE DEAN OF THE FACULTY OF THE SUMMER SESSION :

Instruction in English occupied ten out of the seventeen hours prescribed to the visiting Porto Ricans. Four hours a week were given to drill in pronunciation, and six to lectures on the use of literature in the elementary school and to critical reading of children's classics.

For the exercises in pronunciation the class was divided into squads of 16. About one-half the time was spent in reading and conversation and half in a systematic study of the elementary sounds and their various modes of representation. The guide to pronunciation in Webster's Dictionary was closely followed and Webster's diacritical marks were explained, in order that the pupils might be enabled to make intelligent use of this dictionary in their future study of English words.

The work in literature was based on the first three volumes of Norton's Heart of Oak Series, a sufficient number of copies of which were furnished by the insular department of education. The lectures discussed the value of pure literature in the elementary school and the material and methods proper to the beginnings of literary education. In the readings were included the best of the English nursery rhymes, some important fables, typical folk tales from English, French, and German sources, and a few art tales of Southey and Andersen.

What benefit the visitors may have derived from this latter portion of the work it is hard to estimate. They claimed to be able, for the most part, to follow the lecturer easily, and expressed great interest and pleasure in the course. The improvement in punctuation was very marked, indeed, and testified clearly to the earnest endeavors of those who had the exercises in charge.

Respectfully submitted.

THEODORE DE LAGUNA.

THE DEAN OF THE FACULTY OF THE SUMMER SESSION :

I have the honor to report upon the course in methods of primary instruction which was assigned to me in the programme of work for the Porto Rican teachers attending the summer session of the university.

The subjects considered in this course were reading, composition, arithmetic, and school excursions. My purpose was to illustrate concretely, through these subjects, some of the more important and vital principles that characterize the best American procedure in teaching. The aim was essentially practical, the scope necessarily very limited, and the method as simple, direct, and objective as circumstances would allow.

Three times each week recitations were conducted with classes of children by teachers from the public schools of Ithaca in the presence of the entire body of Porto Rican teachers. The classes utilized for this purpose were made up of children attending a vacation school of Ithaca, and the work presented for obser-

vation was, in large measure, the regular work of the respective grades. Notwithstanding the abnormal conditions under which the recitations were held, the children were remarkably free from restraint or embarrassment. Although it was impossible to avoid all of the disadvantages incident to "exhibition" work, actual class-room conditions were, in a fair measure, approximated.

After each of the illustrative recitations I undertook to discuss the most conspicuous principles of method involved. My constant effort was to keep clearly before the minds of the teachers a few simple, essential ideas of method without urging any detailed plan of procedure as necessarily applicable to all conditions or to the conditions prevailing in Porto Rico. By suggesting alternative devices and plans, and in other ways I attempted to emphasize the idea that practice in teaching can not reasonably be determined by mechanical rules, though it may be based upon elastic principles of general value. Toward the end of the course a few of these general principles were suggested and concisely formulated. A summary of the discussions was made, translated into Spanish, and, in type-written form, distributed among the teachers. This summary served as the topic for a final conference.

The Porto Rican teachers made many requests for direct and detailed application to their own special problems of the principles touched upon in the various discussions. To meet this demand a series of supplementary conferences was arranged and conducted, in the Spanish language, by several of the district school superintendents of Porto Rico. The free and spirited discussions in these conferences contributed materially to the value of the regular work of the course.

The teachers showed increasing power to follow the discussions as carried on in English. It was necessary, however, to depend very largely upon an interpreter to summarize the discussions and frequently to give complete translations during the progress of the discussions.

Through the courtesy of the superintendent of schools of Ithaca the teachers were allowed to visit the East Hill School during its morning sessions. Most of the teachers availed themselves of this opportunity, provision being made for a group of ten to visit the school each morning under a competent leader. The direct observation of an American school of excellent type in actual operation under normal conditions must have been of great value in correcting and amplifying the impressions received through the illustrative lessons. The teachers in a body visited the high school building, where they were given an opportunity to make a thorough inspection of its architectural plan, its ample equipment of furniture and apparatus, and its artistic interior decorations. Several of these excursions were discussed in detail as types of excursions possible for classes of children.

The Porto Rican teachers were uniformly attentive and eager, their officers courteous and efficient, and the authorities of the university always ready to render assistance in every possible way. To the cooperation of all these is due, in very large measure, whatever success attended the work of this course.

Respectfully submitted.

JESSE D. BURKS.

THE DEAN OF THE FACULTY OF THE SUMMER SESSION:

I have the pleasure of announcing to you the satisfactory completion of one course with the 150 Porto Ricans during our recent summer session. The lessons offered this class of 150 students were nature study and stories of American history.

The attendance was punctual and good, and the close attention and interest on their part very satisfactory. An excellent interpreter assisted greatly in explaining things to those not well versed in English.

Their ability to understand English developed perceptibly during the term, and their general acquaintance with American ideas and modes of teaching must prove of much value to them in their work as teachers.

Their attitude of alertness and interest and willingness to learn was very satisfactory.

Very respectfully,

CHARLES A. McMURRY.

ADDRESS OF WELCOME BY HON. CHARLES V. FORNES, ACTING MAYOR OF NEW YORK CITY, AUGUST 15, 1904.

On behalf of the city of New York I bid you a most cordial welcome. I sincerely hope that your visit here will not only be a recreation and a pleasure, but that you will return to your homes after traversing this country with a great deal of valuable information to impart to the young minds under your instruction and guidance. The profession of teaching is one of the noblest to which humanity can devote its energies and abilities, and it should be prosecuted with a conscientiousness no less sincere and devoted than the clergyman zealous for the salvation of his flock. "As the twig is bent the tree will incline," and the boy or girl who has been taught not only the fundamentals in a primary education, but has been grounded in the principles of morality and obedience to lawful authority, so essential to the formation of a good citizen, will not depart from them in his manhood.

Recognizing this principle, the city of New York spends annually in maintaining the department of education nearly \$22,000,000, more money than was required yearly for the maintenance of the entire Government of the United States for many years after its foundation. The perpetuity of our form of government depends upon an intelligent electorate, equal rights, and the enjoyment of liberty as propounded in the Declaration of Independence, and these can best be realized by a conscientious and educated citizenship. Other Republics have come and gone in the history of the world, but their foundations were laid in violence and bloodshed and they were extinguished in obloquy and dishonor. The Republic of the United States of America, founded on the principles that all men are endowed with inalienable rights to life and liberty and the pursuit of happiness—and they all stand equal before the law—has gone forward in a career of marvelous progress and development, and it will continue to do so if those principles are thoroughly implanted in the minds of future citizens by our teachers and public instructors. To you there is delegated a great duty and great responsibility. Teach the children who are under your charge that peace, and not warfare, is our refuge and our safety; that to follow the paths of honesty and industry at home, and not the prosecution of conquest abroad, is the purpose of our Government; that the development of our resources, the cultivation of our soil, the upbuilding of our manufactures for the uses and practices of a peaceful life are the things which silently ennoble the human character and swell the tide of human happiness. These are the things which have established and expanded this Republic, which knows how to be great without endangering its own peace at home or the internal or external peace of its neighbors.

Again, in behalf of this great municipality, I bid you a most cordial greeting.

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