

and how to begin with no capital, when Don Juan Cancio Ortiz, the mayor of Lajas and adjoining municipality and an elder in our church at that place, came up and to him I told my story of victory and defeat and plans for the future. Mr Ortiz was interested because three years before he had started a school with a similar purpose in Lajas, but for lack of leadership and money it had closed not to reopen. He offered me the buildings gratis if I would go over there and build up my school. ~~XXXXXXXXXX~~ Mr. Ortiz and I went to San Juan consulted the Attorney General and was informed that Mr Ortiz had the right to donate his school buildings to me which he did without conditions or reservation. I then proposed that we unite our work (I had nothing but plans, he nothing but empty buildings). It was agreed. But our plans in Palmarejo could not be carried out. Mr Ortiz could not rally to his former enthusiasm and personal interest in the work. After three month's of trial I had to abandon the Lajas proposition and seek elsewhere for a location for the ~~xxxxx~~ proposed school. Search was made every where but no land for sale could be found. A ~~xxxxx~~ sick friend who was supposed to be dying sent for me and offered to sell me 100 acres for our school. He expressed ^{a desire} to do something for his town before he died. He offered me the 100 acres for \$8 000.00, he himself contributing \$500.00. I was to have three months in which to pay for it. I went to New York and secured sufficient to make half payment, returned to Porto Rico to find my friend recovering his health and wishing to rescind the agreement. He offered me \$500.00 to cancel the option. I offered him a similar amount to extend the option one year more. He accepted the offer. Later I went to the States secured more funds for the purchase of the land, returned and sold two of the buildings previously given me by ~~MM~~ Mr Ortiz, to Mr Ortiz himself, for \$1000.00. But still lacked \$300.00 to make the full payment of \$8 000.00. Remember we had nothing as evidence that such an industrial school could succeed. Every other attempt had failed. We were still ~~xxxxx~~ under the shadows of the experience of Mr Ortiz' failure in Lajas. The option was up as I recall on the 3rd of January 1912. The last mail coming on Saturday before the option was due on ~~xxxxx~~ Monday brot a check from Mr E.O. Emerson Sr. of Titusville Pa. Just the exact amount that we needed to complete the entire \$8 000.00. My bones (2)

mplited in gratitude to God for His renewed assurance of our final success. The deliverance was from a most critical situation. The owner of the land Mr. Lagarde, had told me he would not sell unless I could pay cash. No one really believed the project would succeed. Two missionaries had ~~spent~~ spent some considerable time with me trying to convince me that I should continue in the active missionary work and not go off on a tangent. I am glad that both of these men are to day our most ~~harky~~ hearty supporters. One of the two, the Rev E.A. McDonald, a most consecrated man of ability, is ~~spnd~~ giving all his time as our representative ~~in the New York State~~ in New York.

On March 1st 1912 the Polytechnic Institute of Porto Rico was opened to students as an interdenominational institution with representatives from all denominations on our Board of Trustees. ~~XXXXXXXXXXXXXXXXXXXX~~ The brethren rendered very valuable and much appreciated service to the cause from the time of its formal organization ~~and~~ as a corporate body, May 1911. Special reference should be made here Of MR. A. J. Greif, Rev. E. A. McDonald, Rev. E. A. Odell, Rev. J. A. McAllister, Dr. Manuel Guzman Rodriguez, Mr. J. J. Siebert, and Don Juan Cancio Ortiz.

We started with an old house that had served its days as a home for the farmer. It had been used as a tobacco shed and for housing peons. The cobwebs hung down two feet ~~from the~~ and the ~~and~~ soot from the wood fires had left a heavy deposit of blackness over every thing. We hauled out several wagon loads of trash and vermin before we could begin to wash the walls ~~and~~. The floors below had broken through and filled up with the deposit of years. After several days work we were able to occupy the house. At first there were 8 boys and 4 girls not a single one able to pay a cent toward their keep. Those able to pay would not consent to work and live as those first were compelled to do. During the forenoon I taught them and during the afternoon we all worked on the farm, for a time. Later I secured the services of a woman to teach them in the classroom. The Summer months of 1912 were spent in cutting down trees with which we erected a shed 18 feet wide and 60 feet long for classrooms and dining room. The following year we had 35 students and two real teachers, Mr. Clarence Harris, my brother, and Miss Villanueva. 3

During the financial crisis of 1913-14 The Presbyterian Board of Home Missions took over the title of property to insure the life of the

school, yet the interdenomination feature has been preserved. The Panama
on Christian work
Regional Conference, held in San Juan, March 1916, voted unanimously the
following: "It is recommended that the Polytechnic Institute of Porto
Rico maintained by the Presbyterians at San German, be selected as the
school to be developed into the proposed Christian College."

The school owns free of debt 100 acres of land adjoining the
city of San German, a city famous for centuries as the health resort of
Porto Rico. We are in the mountains and all our land is hilly. The mountains
to the North of us gradually rise to an elevation of 3500 feet, and stretch
out from our southern entrance to the western skyline like chocolate drops
pressed close together. The main automobile road of the island and also
the American Railroad circle around our southern entrance. Every step
forward from the southern entrance gives us a new picture of nature try-
ing to outdo itself. The gorgeous flamboy⁴an loaded with the reddest of
blossoms, the ever changing mango trees, the stately royal palm with white
trunks and green tops contribute their share in the panorama of scenery
excelled in beauty of tints and shades of the coloring from the carpeted
green of earth to the golden and silvered hues of sunset, by no land. The
fresh invigorating breezes temper our days and cool our nights to a delight-
ful climate of a temperate zone. The situation is ideal.

The school has demonstrated clearly and positively that the
youth of Porto Rico will joyfully work for their education; that they are
bright, progressive and alert. They are firm and resolute in their purpose
to better themselves and to improve their beautiful island. Work with
the hands is found here to be ennobling, dignified. All students work
daily. Thus the days spent in school are not ~~x~~ lost to the world for
the student becomes an asset rather than a mere expense. In the year
1915-16 our students contributed in labor for permanent improvements
\$1,378.10 over and above the cost of current expenses and board for that
year. The students contribute muscle and ~~heart~~ enthusiasm. This institution
is being erected entirely by student labor. Our farm and gardens are tilled
by the students. Our driveways are being built thru and ~~xxxx~~
around the hills and
over the bridges by the students. The students quarry and break the rock,
sift the sand, mix the concrete by hand, set ~~x~~ the forms and fill them. ④

They have built two dormitories for students and the Ladies Home Journal bungalow ~~sakage~~ for teachers. They erected a chapel and manse for the Mission Board during Summer vacation and saved about \$400. to the Board, besides securing enough money to clothe themselves the following school year. The girls do the cooking, washing and ironing for the boys. Work is a preventative of many moral as well as physical ills. The students who works hard in manual labor never needs a tonic to make him sleep. "A good hard days work puts feathers in any old bed," as well as developing a strong body.

OUR FIELD.- Latin America with nineteen republics and part of the United States, 80 000 000 people.

OUR PURPOSE.- To set forth in a concrete example the kind of education that will help buildup ^{those} ~~sakage~~ republics into strong progressive people christian by a thorough training of the young people in the arts, sciences and the Bible.

OUR PLANS.- To give every youth who will work for it a full course in his chosen life-work that they may go out and impart ~~his~~ knowledge and vision to ~~his~~ fellow men, to uphold right, justice and peace.

OUR MEANS.- Since about 70 per cent of the youth are penniless, the most of our money must come from the benevolent people of Porto Rico and the United States. The students are not asking for a hand out but for the privilege to work for ^{it} they receive.

OUR LOCATION.- Porto Rico is the most easterly of the greater Antilles. Taking our school as the centre, ~~at~~ a semicircle marked by a radius of 1200 miles from Northwest to South would touch twelve Republics, representing 48 000 000 people. Porto Ricans are now American citizens. We can establish here the demonstration of the best kind of education the United States can produce for the help of our sister Republics in Latin America.

We have accomplished three things, generally considered impossible, viz.

1. That real hard work is popular among students. They said it was impossible to make students work in Porto Rico. No one with any 8th Grade diploma would soil his hands. We not only have high school students but ~~some~~ wealthy students working hard, students from the best families of the island.

2. Co-education as the most practicable kind of education. During the five years and more we have never had a single moral failure because of the co-educational feature.

3. That the Bible is the real and true foundation desired by all. Even missionaries ~~said~~ that it not possible to emphasize the Bible. We have found that one of the main attractions here for Catholics as well as Protestants is the Bible. This today is the lead ~~ing~~ industrial school of L.A.

WHAT \$6 000 000.00 will continue to do year after year for all time *for*
Latin America through the Polytechnic Institute of
Puerto Rico U. S. A.

The interest from
One million dollars,

will maintain the College of Academic Training, The B.A. Course.

The interest from
Two million dollars,

will maintain the college of Agriculture and Mechanical Arts.

The interest from
One million dollars,

will maintain the Professional Schools of
Law, Theology, Education and Journalism.

The interest from
One million dollars,

will provide for the development and upkeep of the whole plant and
grounds which includes creation of necessary buildings.

The interest from
One million dollars,

will maintain the Schools of Business, Commerce and Efficiency.

last
The duty of this department in addition to class-room instruction is also
to keep a field man for the study of the other Latin American countries
and to keep the Institute fully informed as to the real
needs and the kind of men and women required to fill that demand; to visit
and to study the educational institutions of Northern countries and to keep the
Institute abreast of the very best methods employed by other institutions; and to
develop and efficiency plan on practical grounds for the Polytechnic Institute
of Puerto Rico.

With the above endowment the Institute could maintain beside ~~and~~ in addition to
pay students atleast 2500 youth who would not otherwise be able to acquire a
training for life's struggle.

J.W.Harris/

San German, P.R.

1916.

400
John Harris

POLYTECHNIC INSTITUTE OF PORTO RICO

*Officers in
Porto Rico.*

Rev J. A. McALLISTER
Treasurer

J. J. SIBBERY, *Secretary*
Advisory Committee.

JAMES H. POST

SAMUEL MURTLAND, M.D.

GEORGE T. BROKAW

HON. W. S. BENNETT

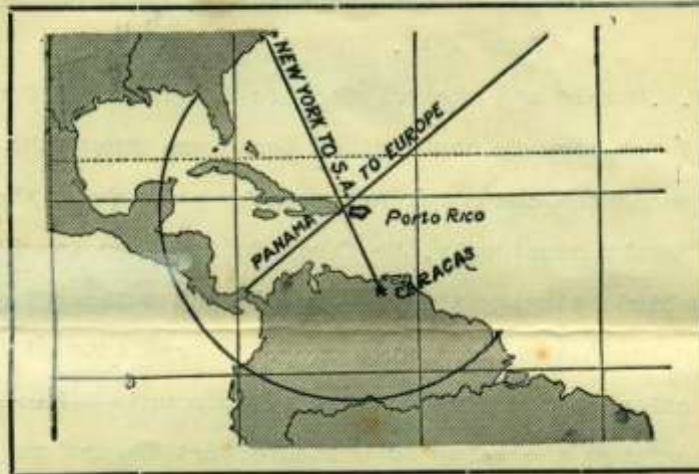
F. D. MOOREY

H. K. TWITCHELL

HARRY A. STONE

J. E. McAVEN

H. C. OLIN, *Treasurer*
156 Fifth Avenue,
New York City.



A Latin-American institution under the Home Mission Board of the Presbyterian Church, U.S.A., organized to give an industrial, mechanical and general education based on the Bible as the life-book for every student.

REV. J. W. HARRIS
*President of the
Institute*

San Germán, P. R.