

MP-1762



United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name Hostos-Ramírez de Arellano School District

Other names/site number Eugenio María de Hostos Graded School / Sergio Ramírez de Arellano School

Name of related multiple property listing Early Twentieth Century Schools in Puerto Rico
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & Number Calle San Antonio / Calle 65th de Infantería

City or town Añasco State Puerto Rico County Añasco

Not for publication Vicinity

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: national statewide local

Applicable National Register Criteria: A B C D

Carlos A. Rubio-Cancela SHPO/Director

September 1, 2017

Signature of certifying official/Title:

Date

Puerto Rico State Historic Preservation Office

State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of Commenting Official

Date

Title

State of Federal agency/bureau or Tribal Government

4. National Park Service Certification

I, hereby, certify that this property is:

- entered in the National Register.
- determined eligible for the National Register.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain):

Signature of Keeper

10-23-2017

Date of Action

Hostos-Ramírez de Arellano School District
Name of Property

Añasco, Puerto Rico
County and State

5. Classification

Ownership of Property (Check as many boxes as apply)

- Private
- Public-local
- Public-state
- Public-federal

Category of Property (Check only **one** box)

- Building(s)
- District
- Site
- Structure
- Object

Number of Resources within Property (Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2	2	Buildings
0	0	Sites
0	0	Structures
0	0	Objects
2	2	Total

Number of contributing resources previously listed in the National Register _____

6. Function or Use

Historic Functions (Enter categories from instructions.)

EDUCATION/ school

Current Functions (Enter categories from instructions.)

EDUCATION/ school

7. Description

Architectural Classification (Enter categories from instructions.)

Neo Classical Revival

Materials (enter categories from instructions.)

Principal exterior materials of the property: Brick and masonry; reinforce concrete; metal

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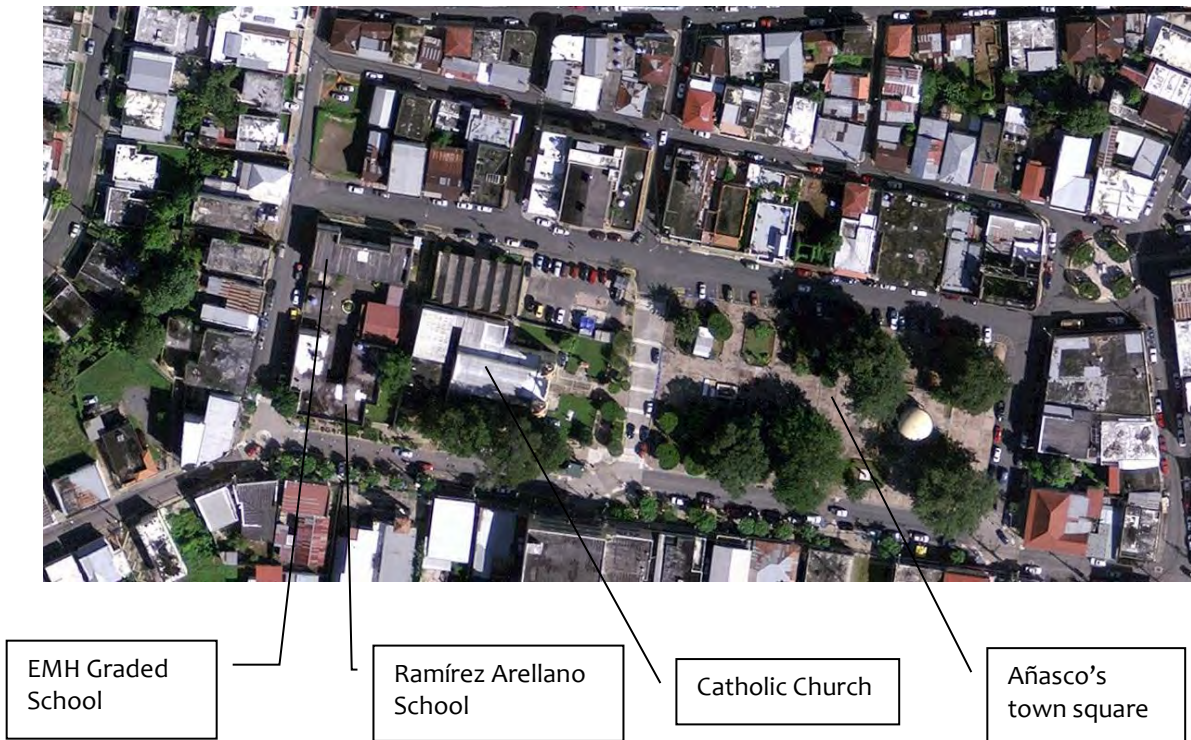
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Description

Summary Paragraph (Briefly describe the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

The **Hostos-Ramírez de Arellano School District** is composed of two contributing buildings historically and functionally associated: the **Eugenio María de Hostos Graded School** and the **Sergio Ramírez de Arellano School**. The **Eugenio María de Hostos Graded School** is a 1903, one story, four-classroom, C-shaped, brick and masonry, Neo Classical Revival, shed-with-parapet-concrete-roofed building. The **Sergio Ramírez de Arellano School** is a 1909, six-classroom, U-shaped, reinforced concrete, Neo Classical Revival, shed-with-parapet-concrete-roofed building. The two properties sit in a 2,173 square meters urban lot, located within the same block as **Parroquia San Antonio Abad**, Añasco’s main Catholic Church. (**Fig. 1**). The oldest school complex in Añasco and two of the earliest schoolhouses in the island, the resources were the first educational facilities in the municipality built under the new United States’ authorities.¹ With some changes to their original design, the two contributing resources retain every other aspect of integrity.

Figure 1. Aerial view of the **Hostos School-Ramírez de Arellano District**’s urban setting. (Source: Centro de Recaudación de Ingresos Municipales (CRIM), Catastro Digital).



¹ Prior to the **Eugenio María de Hostos Graded School**, no other undertaking was conducted by the American authorities in Añasco related to public institutional facilities such as schoolhouses, city halls, slaughter houses, hospitals, jails, etc. The building is the first civic construction in town, properly documented.

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Narrative Description (Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable.)

The **Hostos-Ramírez de Arellano School District** occupies a very significant and exclusive lot within Añasco’s urban center. Its location conveys its significance, as in the local urban development history, the spaces nearby the main Catholic Church and the main town square have been reserved for the most important properties within the urban core.

The **Eugenio María de Hostos Graded School** faces north into San Antonio Street, one of the oldest, most important roads in Añasco’s urban core. The building presents a symmetrical three-volume-unit arrangement in its elevation. The main central volume (northern façade) recedes, while flanked by two identical volumes projecting outward at each end. The main entrance is framed with a set of pilasters and a classical pediment.² Completing the main entrance composition, a corbie-stepped gable sits atop the parapet, with the year “1903” (construction date) in high relief at the gable’s center (**Fig. 2**). The flanking classrooms have independent entrances from the main façade, with a three-riser platform-concrete-steps and a two-sided metal door.

Figure 2. The **Eugenio María de Hostos Graded School**’s main façade. (Source: Juan Llanes Santos, 2014)



² For the last ten years, the main façade it’s been treated as the “rear” of the building. The main entrance was sealed with concrete blocks and a wooden panel (both removable).

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The central volume northern façade entrance has two evenly spaced aluminum jalousie windows on each side of the main entrance.³ These windows correspond to the two classrooms located in this section. Two additional sets of metal windows on the outward-projected volumes equally identify the two other classrooms.

The east and west facades are symmetrically identical with three tightly grouped windows, located at each façade’s center. A simple and austere longitudinal molding serves to properly align the fenestration openings. The only aesthetical ornament added to the building is the faux-rusticated quoins, placed along every corner angle. A masonry parapet runs along three quarters of the building’s roof. It is decorated with low-relief rectangular masonry panels. In 1919, a concrete structure over the main façade’s parapet was added to provide additional anchorage to the building’s frontal corners, damaged (especially the western wall) during the 1918 earthquake (**Fig. 3**)

Figure 3. Partial view of the western façade, with the three closely grouped windows, the faux-rusticated quoins in the foreground, and the 1919 concrete structure added over the original parapet (Source: Juan Llanes Santos, 2014).



³ Sometime during the 1960-1970s, the original wooden double sided louvered windows were replaced by the aluminum type throughout the entire building. The size of the openings of the original fenestration, however, remain the same.

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The building’s rear section (southern façade), as originally designed, presents an austere appearance, with its walls plastered, with only the openings of doors and windows breaking the walls continuity (**Fig. 4**). There is no parapet on the southern façade, as the roof slopes toward the building’s rear to allow draining by simple gravity.

Figure 4. Eugenio M. de Hostos’ rear (southern) façade. The metal door with the bars was the rear entrance to the central hallway. The metal doors on both sides were originally windows, expanded as doorways to serve the two classrooms to which they belong. (Source: Juan Llanes Santos, 2014)



When originally designed, the main entrance guided to a straight lobby that ran southerly towards the rear exit, providing access to the buildings backyard. Mid-hallway, a door at each side provided access to two symmetrically disposed, equal size rooms. Each one of the classrooms on the main volume had a doorway that allowed access to the adjacent rooms in the projecting volumes. The two rooms in the lateral wings are the largest rooms.

Sometime during the early 1990s, the main entrance at the northern façade was sealed with a wood panel, concrete blocks and a metal louvered window, as the main façade began to be treated as the building’s “rear”. The doorways from the hallway to the classrooms on the central volume were also sealed with wooden panels, making the eight feet wide vestibule a closed area, currently used as a narrow, linear office. All the changes in the hallway and main entrance are, however, reversible.

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The building's spatial layout has remained the same as in 1903. The classrooms at the projecting volumes still a perfect rectangle at forty-feet long by twenty-feet wide. The two smaller classrooms at the central volume are thirty feet long by twenty-one feet, six inches wide, with twenty inches wide masonry walls. Like in every other school building from early twentieth century, permanent changes have been made to its interior. During the 1950s, the wooden floors were replaced by an exposed polished concrete slab. Acoustic panels are used throughout the entire building. In spite of the changes in design, the ***Eugenio María de Hostos Graded School*** building still retains every other aspect of integrity and as such, its ability to convey its significance.

The other contributing resource in the district is the ***Sergio Ramírez de Arellano School*** building (**Fig. 5**). The 1909 six- classroom building, faces south towards the *65th Infantry Regiment Street*, formerly known as the *Eugenio María de Hostos Street*. The building presents a three-volume-unit arrangement in its elevation, arranged in a U-shaped layout. The central volume (southern façade), presents a symmetrical pattern with the plane organized around the main entrance and the fenestrations openings. The entrance received the most attention as it is emphasized by corbel-decorated-pilasters, topped by a sober portico, and flanked by a set of decorative cartouches. Above the portico, a longitudinal molding runs along the entire façade, also bordering the entire building, accentuating its horizontality. Adding to the main entrance's aesthetic, the name of the school is spelled-out in high relief molding letters in the central space above the portico. Completing the main entrance composition, a curved gable sits atop the parapet, decorated with a garland motif in high relief at the gable's center. While the construction year in the *Eugenio María de Hostos* is located on the gable, in the *Ramírez de Arellano (1909)* is placed at the building's base, left of the entrance. Just below the parapet top edge, a discontinuous cornice frames the space occupied by the two classrooms in this volume. These two classrooms are also defined by the sets of three-metal louvered-windows on the main façade.

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Figure 5. The *Sergio Ramírez de Arellano's* main façade. (Source: Juan Llanes Santos, 2017)



The eastern and western façades are identical, housing two classrooms each, and conforming the longitudinal axis of the U-shaped plan, a set of three metal windows corresponds to each classroom. The façades' aesthetical decorations consist of a simple and sober cornice running length wise, just below the parapet top edge (**Fig. 6**).

Figure 6. View of the western (left) and southern facades. Mural at the foreground was done by artist David Zayas, to commemorate the 60th anniversary of the *Instituto de Cultura Puertorriqueña* (Source: Juan Llanes Santos, 2017).



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A concrete-covered gallery, supported by nine concrete columns, provides access to all the classrooms within the U-shaped layout of the building's rear. The 1909 concrete gallery floor, is cover with hydraulic (native) black and white tiles in a checkered pattern. Each one of the four classrooms in the axis, have concrete slab polished floors and acoustic panel ceilings.

As the *Eugenio María de Hostos* and the *Ramírez de Arellano* buildings are located back to back (**Fig. 1**), the space in between eventually was treated as a shared courtyard. The courtyard, with a decorative water fountain in the center, is fenced-in with a combination of concrete and cyclone fence. The main access to the complex is through the *Ramírez de Arellano*. Two non-contributing buildings are located within the concrete covered courtyard. A 1970's single volume reinforced concrete building, located in the west side of the courtyard, serves as a sanitary facility. The other non-contributing building is the 1970's, reinforced concrete hipped-metal roofed mess-hall, which replaced a building constructed in 1948, used for the same purpose (**Fig. 7**).

Figure 7. View of the mess-hall at the center, with a portion of the courtyard, water fountain and southern corner of the bathroom facility (left). (Source: Juan Llanes Santos, 2017)



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8. Statement of Significance

Applicable National Register Criteria

(Mark "X" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B** Property is associated with the lives of persons significant in our past.
- C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D** Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

(Mark "X" in all the boxes that apply.)

Property is:

- A** Owned by a religious institution or used for religious purposes.
- B** Removed from its original location.
- C** A birthplace or a grave.
- D** A cemetery.
A reconstructed building, object, or structure.
- E** A commemorative property.
- F** Less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

Social History

Period of Significance

1903

1909

Significant Dates

1903/1909

Significant Person

(Complete if Criterion B is marked above.)

Cultural Affiliation

N/A

Architect/Builder

Post, Charles G. (Architect)

Homer, E.B. (Architect)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The **Hostos-Ramírez de Arellano School District** is statewide significant under Criterion A in Social History as the property is one of the earliest twentieth century schoolhouses complex built in the island. The resources were the first institutional resources built in Añasco during the early stages of the United States' administration in Puerto Rico. They exemplified the arrival in the municipality of the new metropolis' educational and social discourse. The two school buildings represent the social project undertaken by the United States in Puerto Rico to promote education and economic well-being, combined with the political project of promoting the American values and the acculturation process of the Puerto Rican society. The period of significance, 1903 and 1909, coincides with the construction period of the two contributing resources within the district.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

In 1898, as a result of the Spanish Cuban American War, Puerto Rico was transferred to the United States. The US authorities found an island with a population of 951,836 inhabitants, out of which 143,472 were able to read and write, and only 5,045 had more than an elementary education. Only 500 schools were in service by 1898, for a school-age population of 322,393. Of this last number only 25,644 pupils, a little over 8%, were enrolled in the public schools by June 30, 1898.⁴ Under Spain, not a single public schooling was conducted in a building erected to the purpose, the majority being carried on in rented buildings or in the teachers' homes, who were allowed a small sum for house rent in addition to their salaries. Some of the buildings used were fairly good, but in most cases, according to the new American administrators, they were "*miserable apologies for schoolhouses*".⁵

Other problems reported by the new authorities were the reduced number of teachers, the low number of schools in the rural area in an island where most of the inhabitants lived in the countryside and an absence of teachers able to manage the English language and the new educational methods. In addition, was the accepted practice developed by many teachers to charge a fee to the pupils attending the school. As such, the public schools became untitled properties of the instructors. Spain also kept a strict policy of separate school facilities by gender. This policy negatively affected girls the most, as the public educational facilities for females were extremely limited in number.

On matters related to education, the military government established upon the island during the first eighteen months (1898-1900) instituted sweeping reforms which had significant impact on subsequent civil administrations: schools were open to both sexes; the schoolhouse was separated and upon different premises from the teacher's residence; all fee-collecting practice was prohibited,

⁴ *Report of the Military Governor of Porto Rico on Civil Affairs*. Washington: Government Printing Office, 1902, 121.

⁵ *Report of the Governor of Porto Rico, 1901*. Washington: Government Printing Office, 1901, 354.

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making schools absolutely free to everyone between the ages of 6 and 18 years; a graded system was established in the urban schools; church doctrine and religious teaching were eliminated from the public schools; a curriculum embracing English, geography and elements of US history and civil government was adopted, among many others.⁶

During the twentieth century's first decade, the US education policy in Puerto Rico had three main objectives: the forced use of English as the main teaching language, the use of the education system as a means for acculturation of the Puerto Rican society and the establishment of an effective schoolhouses-construction program. To enforce the first objective, an aggressive campaign was conducted to recruit young teachers in the United States. Most of them came from the Northeast region: New York, Massachusetts, Pennsylvania and Ohio, among others states.⁷ As part of the acculturation efforts, a practice of sending Puerto Ricans students to the US was established as early as 1899. Initially, some sixty students were sent to the *Carlisle Indian Industrial School* (CIIS) in Pennsylvania.⁸ In 1901, under Martin G. Brumbaugh, a program was organized to send a selected group of students to other institutional facilities in the US such like Tuskegee and Hampton. A very relevant factor can be seen in the programs mentioned above. These early educational policies were built on a racial and ethnic discourse that reflected more the dominant social views in the US than the social reality of Puerto Rico. Initially, the new administrators saw the Puerto Ricans as "*Indians*", so sending the "*natives*" to Carlisle was a "*natural*" course of action. Under Martin G. Brumbaugh, Puerto Ricans began to be categorized as "*colored*", so Tuskegee and Hampton became more proper as institutional facilities to educate the inhabitants of the new territory in the Caribbean.

The actual construction of every school building served to promote the three main objectives at once. Named mostly after US' significant figures, every schoolhouse served as an opportunity to promote the American values. In his 1901 report, Dr. Martin G. Brumbaugh, the first Commissioner of Education designated under the Foraker Act, indicated that:

"Almost every school in the island has an American flag. In almost every city of the island, and at many rural schools, the children meet and salute the flag as it is flung to the breeze. The raising of the flag is the signal that school has commenced, and the flag floats during the entire sessions. The pupils then sign "America", "Hail Columbia", "Star Spangled Banner", and other patriotic songs. The marvel is that they sing these in English. The first English many of them know is the English of our national songs. The influence of this is far-reaching".⁹

⁶ *Report of the Military Governor of Porto Rico*, 126.

⁷ *Annual Report of the Commissioner of Education, 1906*. Washington: Government Printing Office, 1906, 125-126.

⁸ Pablo Navarro-Rivera, *Acculturation Under Duress: The Puerto Rican Experience at the Carlisle Indian Industrial School 1898-1918*. Centro Journal of the Hunter College Center for Puerto Rican Studies in New York City, New York.

⁹ *Report of the Commissioner of Education, 1901*. Washington: Government Printing Office, 1901, 361.

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During the initial years, because of lack of funds, the new US authorities, like Spain, continued with the same renting-building-policy. On January 2, 1901, however, a School Trust Fund was initiated for the purpose of school construction with the transfer of \$200,000 to the local Treasure Department, directly ordered by the President of the United States.¹⁰

The 1901' school fund came with the significant creation of the Division of School Extension within the Department of Education. The division had the responsibility of administering such portions of the trust fund allotted to the construction of school buildings; plans and specifications for buildings were prepared by the division; contract let; and the actual construction work was supervised by the division's inspectors. By 1902, the Department of Education initiated a new program on which it was able to enter into a contract with any municipality to build schoolhouses, especially graded-urban facilities. As a combined effort, the department agreed to furnish the funds to construct the building, while the municipal authorities would furnish the land and agree to reimburse the department half the cost of the building in monthly payments extended over a period of five years. This program was normally refer to as the half-and-half program.¹¹

From 1901, at least until 1906, the Division of School Extension was headed by architect Charles G. Post, under the title of "Inspector in Charge". During 1901-1902, with the new trust fund, the division's production was mostly oriented toward the construction of rural schools and some graded schools within urban centers. On either case, wood was the dominant construction material. However, by 1903, an improvement had been made in the general architectural features of the buildings constructed. As expressed by Post himself, these changes were based "*upon the increased experience in school construction attained in this office by the supervising architect as he has struggled to overcome the peculiar difficulties which attend all building in this climate*".¹² Guided by Post, the division adhered to the policy of constructing buildings that had more than the average permanency, avoiding expending large sums for any unnecessary features or for mere matters of adornment.

The Hostos-Ramírez de Arellano School District in Añasco

Located in the west side of the island, Añasco was founded in 1703 (**Fig. 8**). During the eighteen century, the town's economy was mostly based on a subsistence agriculture and cattle raising. By 1878, however, due to its fertile lands, irrigated by the *Añasco, Casei, Cañas, Daguei, Humatas* and *Hondo* rivers, plus more than thirty *quebradas* (streams), the town became a significant sugar and coffee producer, with 18 sugarcane haciendas and 50 coffee plantations. By 1878, as indicated in Manuel Ubeda y Delgado's work, Añasco had a population of 12,186 people. Barrio Pueblo, main urban

¹⁰ *Annual Report of the Governor of Porto Rico*, 1901. Washington: Government Printing Office, 1901, 355-356.

¹¹ *Third Annual Report of the Governor of Porto Rico covering the period from July 1, 1902 to June 30, 1903*. Washington: Government Printing Office, 1903, 177-178.

¹² *Third Annual Report of the Governor of Porto Rico covering the period from July 1, 1902 to June 30, 1903*. Washington: Government Printing Office, 1903, 152-153.

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and administrative center, had fifteen streets with Victoria Street as the main artery. The urban center was home for 507 families, dwelling in 380 houses and 74 *bohíos*. When compared to other towns, the large numbers of houses built out of solid materials (either wood or masonry), shows Añasco's economic strength. There were seven schools in the municipality, with two schoolhouses (one for boys and one for girls) in *Pueblo* and the other five in the rural wards.¹³ Until 1898, as everywhere else in Puerto Rico, all the schoolhouses in Añasco, were private properties rented by the local administration, with even the own teacher's dwellings been used as school houses.

Figure 8. Añasco's location.



By 1903, Añasco still had the same amount of schoolhouses that it had in 1878. Even with the economic hardship created by the 1899 San Ciriaco hurricane among the sugar and coffee producers throughout the island, Añasco was listed as one of the municipalities able to contribute in the half-and-half plan in the 1903 report prepared by the Commissioner of Education.¹⁴ The program provided the city with the opportunity to promptly acquire a building purposely designed as a graded school with the ownership eventually passing to the municipality, breaking with the unproductive renting-cycle. The Division of School Extension constrained to keep school construction under the simplest scale and to the simplest type of building practical for school purposes. To maximize efforts and reduce costs, Charles G. Post adopted the innovative practice of using the same building plan for equal sizes schools, regardless of their future sites. Very sober external architectural details and ornaments were used to differentiate one schoolhouse from the other, but the plan was essentially the same.

In 1904, the Commissioner of Education reported the completion of the first five new graded schoolhouses built in the island under the half-and-half program for the towns of Sabana Grande (*James Fennimore Cooper Graded School*), Cabo Rojo (*James Curry Graded School*), Guánica (*James Garfield Graded School*), Adjuntas (*Washington Irving Graded School*), and Añasco (**Fig. 9**).¹⁵

¹³ Manuel Úbeda y Delgado, *Isla de Puerto Rico, Estudio histórico, geográfico y estadístico de la misma*. Puerto Rico. Establecimiento Tip. Del Boletín, 1878, 214-216.

¹⁴ *Report of the Commissioner of Education of Porto Rico, 1903*. Washington Government Printing Office, 1903, 105-107.

¹⁵ The *James Fennimore Cooper Graded School* in Sabana Grande, the *James Garfield Graded School* in Guánica and the *Washington Irving Graded School* in Adjuntas are listed in the National Register of Historic Places.

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Figure 9. (Source: *Annual Report of the Governor, 1904*)

James Fennimore Cooper Graded School, Sabana Grande



James Curry Graded School, Cabo Rojo



James Garfield Graded School, Guánica



Washington Irving Graded School, Adjuntas

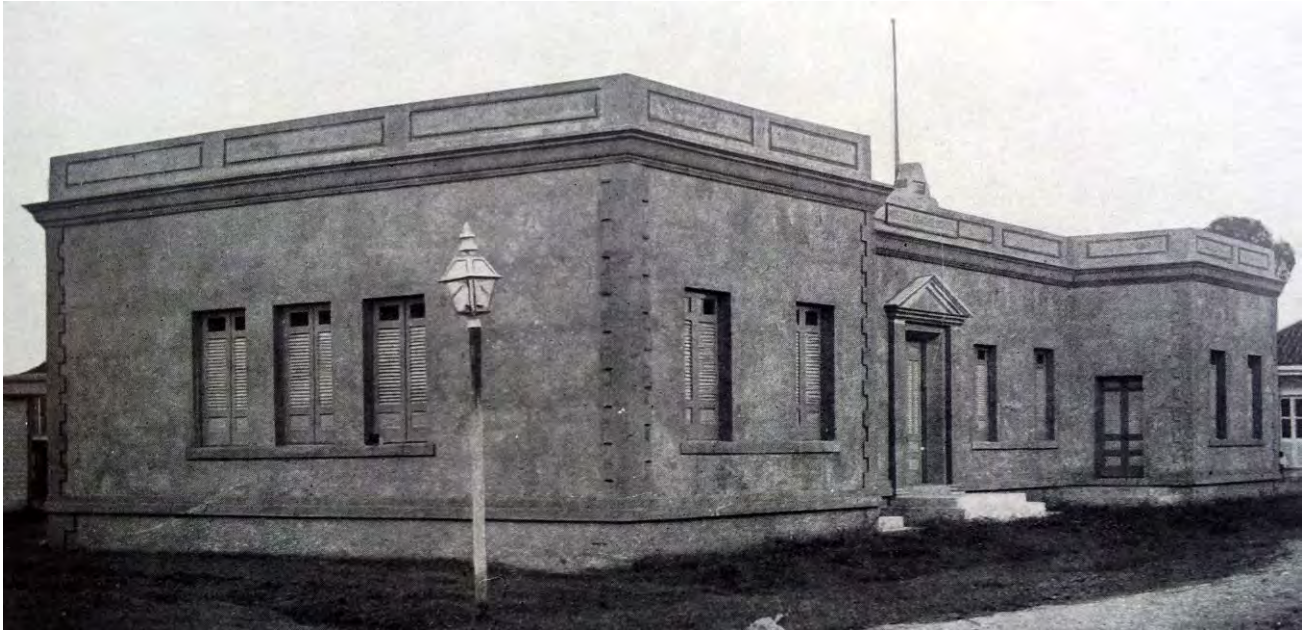


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The Añasco' school building, with four classroom made out of brick and stone, was completed by November 1903, at a cost of \$7,349.00, of which the municipality was to repay the amount of \$3,674.50, within the next five years (Fig. 10).¹⁶

Figure 10. **Eugenio María de Hostos Graded School** (Source: *Annual Report of the Governor*, 1904)



The new school building, with the single flagpole to place the *Stars and Stripe*, represented not only the new educational opportunities, but also the arrival of the new metropolitan power. The building was located in the lot adjacent to the Old Catholic church, the town square and right across from City Hall, a space historically reserved for the emblematic signs of power. The new policy makers' primary concern was the conquest of the inhabitant's conscience, as it was clearly stated by the second Commissioner of Education, Dr. Samuel McCune Lindsay:

*"Colonization carried forward by the armies of war is vastly more costly than that carried forward by the armies of peace, whose outpost and garrisons are the public schools of the advancing nation".*¹⁷

The **Eugenio María de Hostos Graded School's** location, its construction material and its prominent size, served to emphasized the schoolhouse's character as the "*outpost and garrison of the advancing nation*" in Añasco.

¹⁶ *Report of the Commissioner of Education of Porto Rico, 1904*. Washington Government Printing Office, 1904, 30.

¹⁷ *Annual Report of the Commissioner of Education, 1902*. Washington: Government Printing Office, 1902, 257.

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However, contrary to the other four schools built under the half-and-half program, Añasco's School Board took a different route when choosing a name for the new building. While the others choose names among the US' repertoire of significant persons to name their schools, Añasco baptized theirs as *Eugenio María de Hostos*. Known as "the Great Citizen of the Americas", Hostos (1839-1903), born in Mayaguez, was an educator, intellectual, lawyer, sociologist and writer. Considered the most significant nineteenth century thinker of all Latin America, Hostos was a strong advocate of the independence of Puerto Rico, first under Spain and then under the United States.

For the following six years, the *Eugenio María de Hostos* became the primary graded school in town. By 1908, however, Añasco was designated as head of a school district comprising two additional municipalities: Rincón and Moca. As the designation implied that students from those towns would be attending school at Añasco, and considering the increase in the student population in Añasco itself, the four classrooms provided by the Hostos became insufficient. The *Sergio Ramírez de Arellano School*, built within the same lot at the southern end of the *Eugenio María de Hostos*, provided the additional needed space. However, the new school was built under a different construction context.

On July 1, 1908, the Division of Public Buildings was organized under the local Department of the Interior. The new division was placed in charge of the planning, construction and maintenance of all public buildings, including school houses, replacing the Division of School Extension at the Department of Education. However, just prior to the formation of the Division of Public Buildings, the Department of Education had already entered into a contract with E. B. Homer, of the firm *Clark, Howe & Homer* of Providence, Rhode Island, to work the design of certain school buildings, the *Ramírez de Arellano* among these. The Department of the Interior honored this arrangement and built the schools following the plans done by the American firm.¹⁸ As such, while the design of the *Eugenio María de Hostos* could be attributed to Charles G. Post, the *Sergio Ramírez de Arellano* is most definitely a product of E. B. Homer. At such early period, this type of authorship is hard to establish in many occasions.

The *Sergio Ramírez de Arellano* was originally planned as a five-classroom building, with an additional, separated office for the Añasco School Board; all to be constructed in cement blocks. After its construction plan was publically announced, five well-known contractors submitted their bids by October 1908: Pedro Viera, Jacinto Perocier, F.B. Hatch, Victor Honoré and José Madera. The latter one, with a bid of \$7,470.00, secured the bid. Right after securing the contract, Madera suggested to the Department of the Interior's Chief Architect, Van Alen Harris, to change the construction material from cement blocks to reinforced, solid concrete, a suggestion that was accepted. Alen Harris also made a change to the original plan with an additional classroom, making the building a symmetrical six-classroom schoolhouse. The additional cost for the extra classroom was compensated by eliminating the School Board's office.¹⁹

¹⁸ *Annual Report of the Governor of Porto Rico, 1909*. Washington: Government Printing Office, 1910, 176.

¹⁹ Archivo General de Puerto Rico (AGPR). Fondo: Obras Públicas. Serie: Edificios Escolares. Legajo 6. Caja 986. Expediente 3.

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As the half-and-half program was no longer available by 1908, the Añasco School Board secured a loan of \$9,000 from the School Building Fund, established by the Treasury Department and administered by the Department of the Interior. The Board also secured another \$1,000 from a private moneylender for a total \$10,000.00 capital to build the **Ramírez de Arellano School**. On May 1, 1909, the Añasco School Board accepted from José Madera the sober but elegant, six-classrooms, solid concrete walls and foundation, Neo Classical Revival building with its interior flooring made out of hard pine and its windows and doors made out of clear cypress. The Department of the Interior formally accepted the new building on September 4, 1909.²⁰ The total cost for the school was \$8,551.73.²¹

In 1910, barely a year after the **Sergio Ramírez de Arellano** was completed, Lt. William Armstrong described Añasco's urban core as part of his 1909-1912 island-wide topographical survey for the United States' Army. The schoolhouses complex was highlighted in his description:

"Añasco is a sugar town situated in the center of a large sugar cane area. It is ten kilometers by rail or by road from Mayaguez. It is the gateway of all traffic in the Añasco valley. The town is important only as a sugar town. The buildings are of all kinds. There are a good many single story masonry buildings. The new school is of cement (referring to the Ramirez de Arellano). Two fine new schools, single story buildings are located in near the Catholic Church. One building contains 4 rooms of 50 each and the other 6 rooms of 50 each. The new schools now seat 500 pupils."²²

²⁰ Ibid.

²¹ *Annual Report of the Governor of Porto Rico, 1909*. Washington: Government Printing Office, 1910, 176.

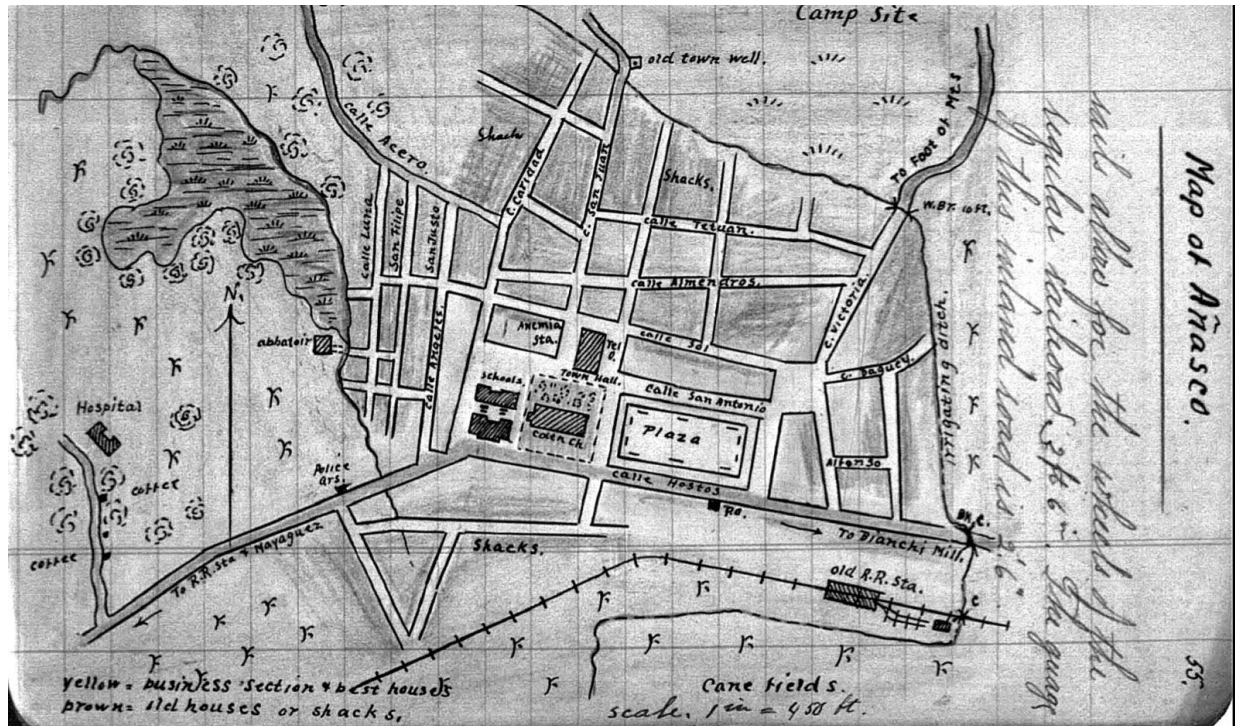
²² William Armstrong. *Manuscritos sobre algunos pueblos de Puerto Rico, 1909-1912*. Progressive Military Map of Porto Rico. Volumen 1, 51-55.

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In Armstrong’s graphical representation, the **Eugenio María de Hostos** and the **Ramírez de Arellano** complex was equally highlighted as a significant element within the built landscape of the urban core, along with the town square, the Catholic Church and the town hall (**Fig. 10**).

Figure 10. William Armstrong’s map of Añasco, 1910.



As with many other schoolhouses built in Puerto Rico during the early years of the twentieth century, the original drawings for the **Eugenio María de Hostos Graded School** and the **Sergio Ramírez de Arellano School** have not been located. However, a very useful set of blueprints were drawn in 1919 by architect Adrian C. Finlayson, working at that moment for the Department of the Interior (**Fig. 10**). On October 11, 1918, the island was hit by a 7.3 Richter scale’s earthquake that caused the death of 116 people and property damages estimated at four million dollars.²³ Many school buildings were affected. The local government and the Department of Education, quickly responded establishing a fund to help the municipalities in identifying and repairing the schoolhouses damaged by the seism. Añasco submitted a report identifying the damages to both of its urban schools. To identify the repairs and changes to be made, Finlayson prepared the blueprints, showing the buildings as they were by 1919, allowing us to glance at both resources’ historic elevation, layout and construction materials.²⁴

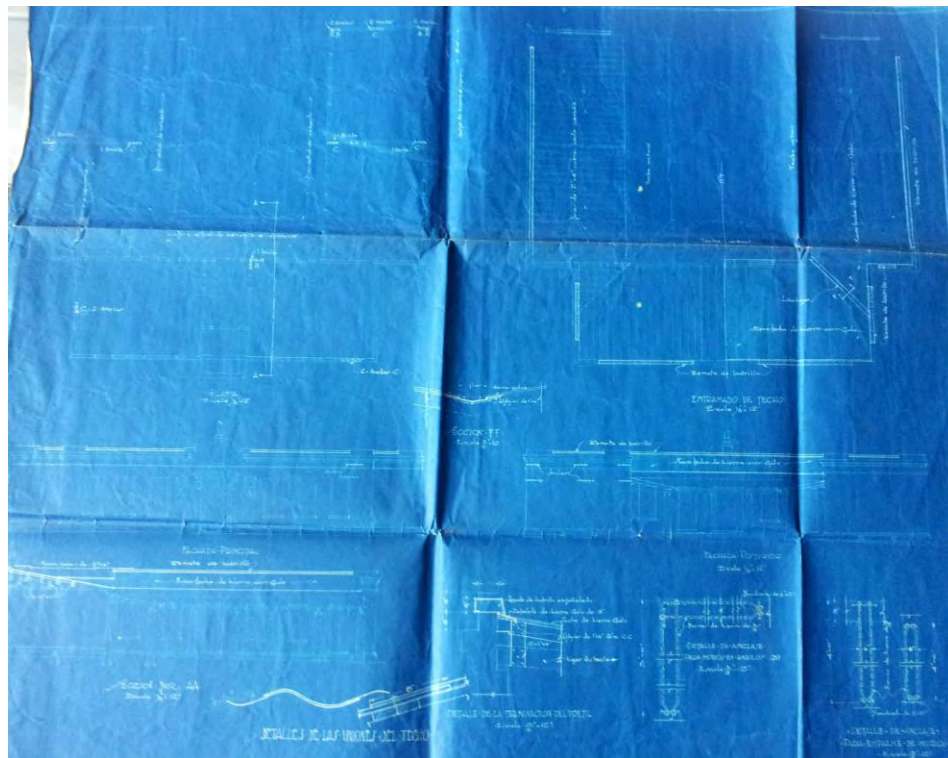
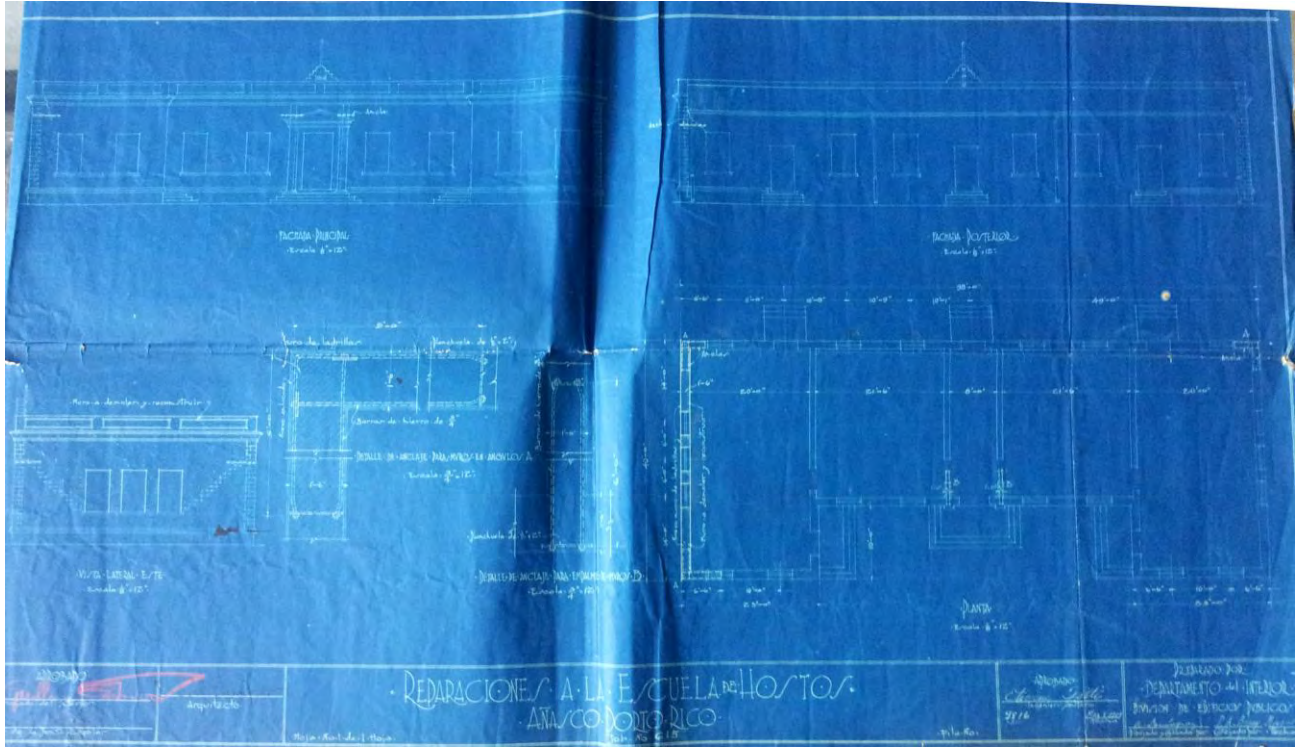
²³ Puerto Rico. Red Sísmica. <http://redsismica.uprm.edu/Spanish/informacion/terr1918.php>

²⁴ Archivo General de Puerto Rico (AGPR). Fondo: Obras Públicas. Serie: Edificios Escolares. Legajo 6. Caja 986. Expediente 3.

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Figure 10. Eugenio María de Hostos and Sergio Ramírez de Arellano’s 1919 blueprint. (Source: AGPR)



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The narrative accompanying Finlayson’s blueprints indicated the changes recommended upon the buildings, due to the earthquake. It also mention some of the original fabric of both buildings. For one, it indicated that the **Ramírez de Arellano** still had its original roof by 1919 consisting of five ply of rosin sized sheathing, paper roofing, roofing felt, with a cover of tar pitch and gravel. As suggested by Finlayson, this roof was replaced by galvanized corrugated metal sheets, supported by a wooden frame. The architect also indicated the need to replace the Arellano’s wooden gallery with a concrete slab. The height of the parapet on both buildings was elevated by the addition of a concrete segment atop the parapet, to provide additional anchorage to the building’s frontal corners.

The buildings have endured changes throughout the years: the loss of the original louvered wooden windows and doors; the loss of the wooden floors on both buildings, substituted by polished concrete slabs during the 1950s; spaces sealed to be re-used with other functions (as in the entrance hallway in the *Eugenio María de Hostos*); or the aesthetical impact upon the *Hostos* with its main façade being treated as the building’s rear.

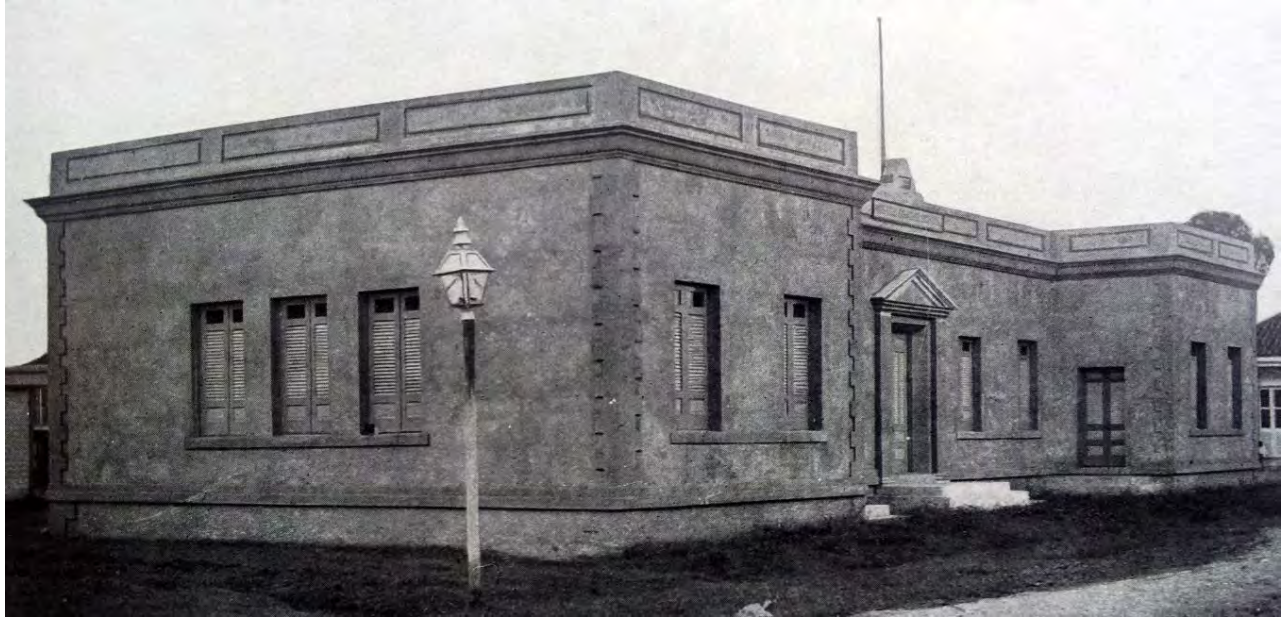
However, both property retain most of their physical features, their masses, spatial relationship, and proportion. Most important, both buildings possess most aspects of integrity like their location, setting, materials, workmanship, feeling and association. Keeping their character defining features, the physical changes and alterations have not impaired the properties’ ability to convey their individual and combined significance. The *Hostos* and *Arellano* besides been two of the oldest and best kept early twentieth century school buildings in Puerto Rico, combined, is probably the oldest educational complex island-wide. Both school houses functioned as such from their construction period until December 2016. At the moment the buildings are not been used as educational facilities and are in the process of being transferred from the Puerto Rico Department of Education to Añasco’s municipal authorities.

The **Hostos-Ramírez de Arellano School District** is of statewide significance under Criterion A in Social History, as it is one of the best examples of the early stage of the social project undertaken by the United States in Puerto Rico to promote the education, combined with the political project of promoting the American values and the acculturation process.

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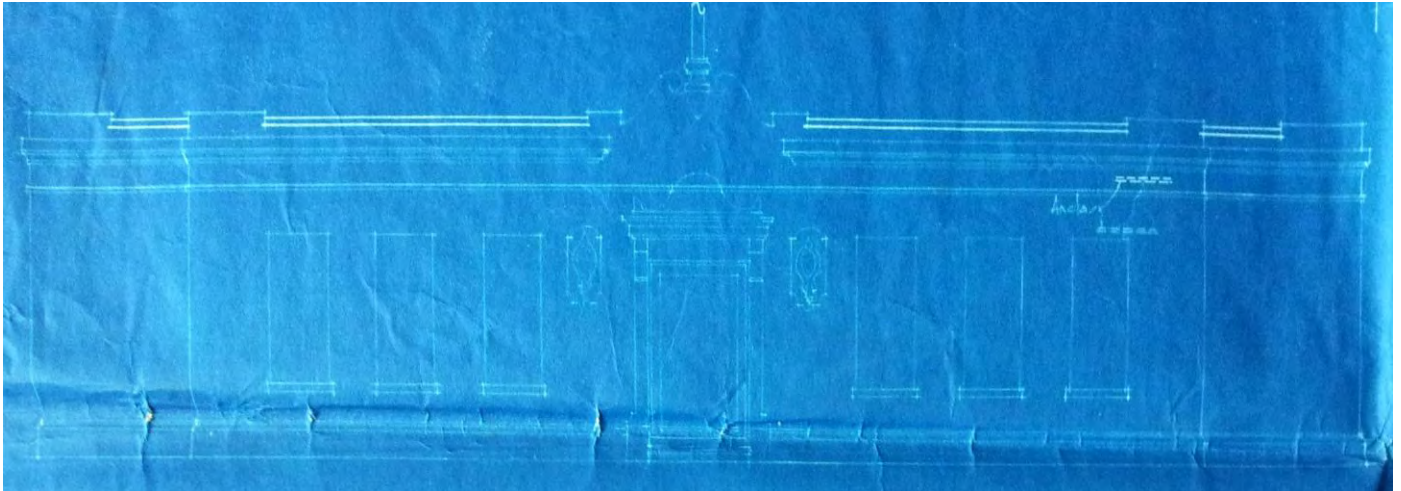
Eugenio María de Hostos Graded School, 1903/2017



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Sergio Ramírez de Arellano School, 1919/2017.



Hostos-Ramírez de Arellano School District
Name of Property

Añasco, Puerto Rico
County and State

9. Major Bibliographic References

Bibliography (Insert bibliography here – cite the books, articles and other sources used in preparing this form.)

Annual Report of the Governor of Porto Rico, 1901. Washington: Government Printing Office, 1901.

Annual Report of the Commissioner of Education, 1902. Washington: Government Printing Office, 1902.

Annual Report of the Commissioner of Education, 1906. Washington: Government Printing Office, 1906.

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Puerto Rico. Red Sísmica. <http://redsismica.uprm.edu/Spanish/informacion/terr1918.php>

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Third Annual Report of the Governor of Porto Rico covering the period from July 1, 1902 to June 30, 1903. Washington: Government Printing Office, 1903.

Úbeda y Delgado, Manuel. *Isla de Puerto Rico, Estudio histórico, geográfico y estadístico de la misma.* Puerto Rico. Establecimiento Tip. Del Boletín, 1878.

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Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey #
- recorded by Historic American Engineering Record #
- recorded by Historic American Landscape Survey #

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other (Name of repository)

Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of property Less than an acre (0.171 acres) USGS Quadrangle _____

(Use either the UTM system or latitude/longitude coordinates. Delete the other.)

UTM References

Datum (indicated on USGS map): _____

NAD 1927 or NAD 1983

- | | | | | | | |
|----|------|------------|---------|---------------|----------|----------------|
| 1. | Zone | <u>19Q</u> | Easting | <u>696441</u> | Northing | <u>2022436</u> |
| 2. | Zone | _____ | Easting | _____ | Northing | _____ |
| 3. | Zone | _____ | Easting | _____ | Northing | _____ |
| 4. | Zone | _____ | Easting | _____ | Northing | _____ |

Verbal Boundary Description (Describe the boundaries of the property.)

Lot of two thousand one hundred and seventy three (2,173) square meters, as recorded at the Centro de Recaudaciones de Ingresos Municipales (CRIM) under the number 154-088-042-01.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property includes the entire lot historically associated with the buildings.

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Map 1. Regional Vicinity Map (Scale 1: 1,800)



Hostos - Arellano School District
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19Q 696441 2022436 UTM

1:2,000

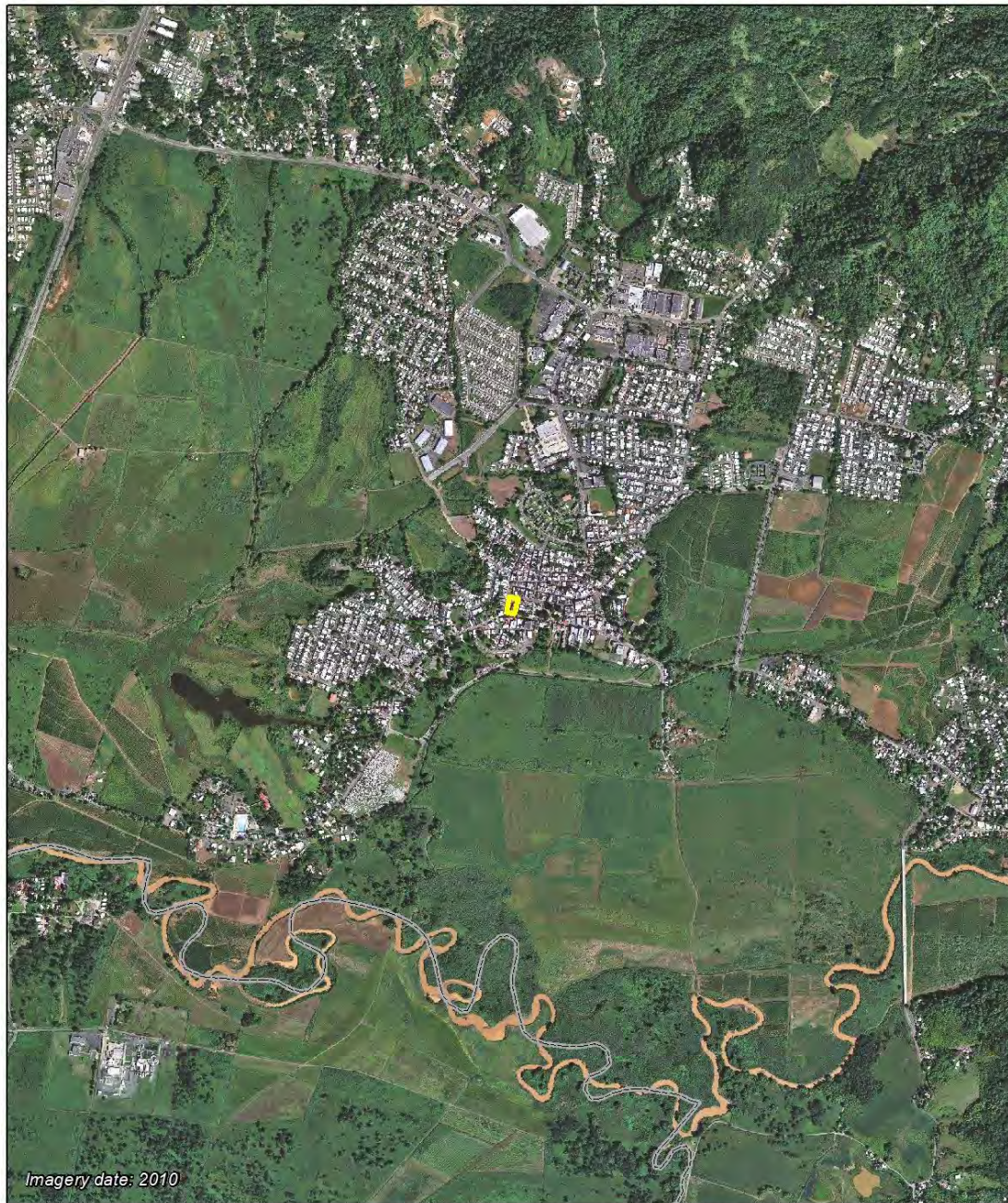
N

0 50 100 Feet

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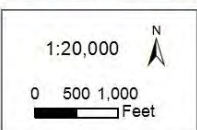
Map 2. Site Map (Scale 1: 20,000)



Imagery date: 2010



Hostos - Arellano School District
Añasco, Puerto Rico
19Q 696441 2022436 UTM



Hostos-Ramírez de Arellano School District
Name of Property

Añasco, Puerto Rico
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11. Form Prepared By

name/title Juan Llanes Santos, Historian
organization State Historic Preservation Office date September 1, 2017
street & number PO Box 9023935 telephone 787-721-3737
city or town San Juan state PR zip code 00902-3935
email jllanes@prshpo.gobierno.pr

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to map.
- **Additional items:** (Check with the SHPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property Hostos- Ramírez de Arellano School District
City or Vicinity Añasco County Añasco State Puerto Rico
December 4, 2014 /April 29,
Photographer Juan Llanes Santos Date Photographed 2017

Description of Photograph(s) and number, include description of view indicating direction of camera.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

- Photo 0001. Hostos Building's main façade; looking southwest.
Photo 0002. Hostos Building's main façade; looking southeast.
Photo 0003. Classroom at Hostos Building; looking northeast.
Photo 0004. Ramírez de Arellano Building's main façade; looking north.
Photo 0005. Ramírez de Arellano Building's western façade; looking northeast.







RAMIREZ DE
ARELLANO SCHOOL





@ZAYASART

MUSEO DE HISTORIA NATURAL

BIKE

♂

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 9/7/2017 Date of Pending List: 10/4/2017 Date of 16th Day: 10/19/2017 Date of 45th Day: 10/23/2017 Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 10/23/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria:

Reviewer Jim Gabbert Discipline Historian

Telephone (202)354-2275 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



GOVERNMENT OF PUERTO RICO
State Historic Preservation Office



September 1, 2017

J. Paul Loether

National Register Chief
Keeper of the National Register of Historic Places
National Register of Historic Places
1849 C Street NW (Mail Stop 2280)
Washington, DC 20005

SUBMISSION - (La Familia and Hostos-Ramírez de Arellano School District)

Dear Mr. Loether:

The enclosed disks contain the true and correct copies of the nominations for the mural "La Familia" and the Hostos-Ramírez de Arellano School District to the National Register of Historic Places. The properties are located in the municipalities of San Juan and Añasco, respectively, in Puerto Rico.

Should you have any questions on the nomination, please contact Juan Llanes Santos, at 787-721-3737 or jllanes@prshpo.pr.gov.

Sincerely,

Carlos A. Rubio-Cancela
State Historic Preservation Officer

CARC/GMO/BRS/JLS

