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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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NATIONAL REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

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 James Garfield Graded School

Other names/site number Escuela James Garfield

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 65th de Infantería

City or town Guánica State Puerto Rico County Guánica

Not for publication [] Vicinity [X]

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [X] 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 [X] meets [] does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: [] national [X] statewide [] local

Applicable National Register Criteria: [X] A [] B [] C [] D

Diana López Sotomayor

Diana López Sotomayor SHPO/Director — April 8 2015

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 5-26-2015 **Date of Action**

James Garfield Graded School
Name of Property

Guánica, Puerto Rico
County and State

5. Classification

Ownership of Property (Check as many boxes as apply)

[] Private
[] Public-local
[X] Public-state
[] Public-federal

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

[X] Building(s)
[] District
[] Site
[] Structure
[] Object

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

Contributing	Noncontributing	
1	0	Buildings
0	0	Sites
0	0	Structures
0	0	Objects
1	0	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.)
Neoclassical

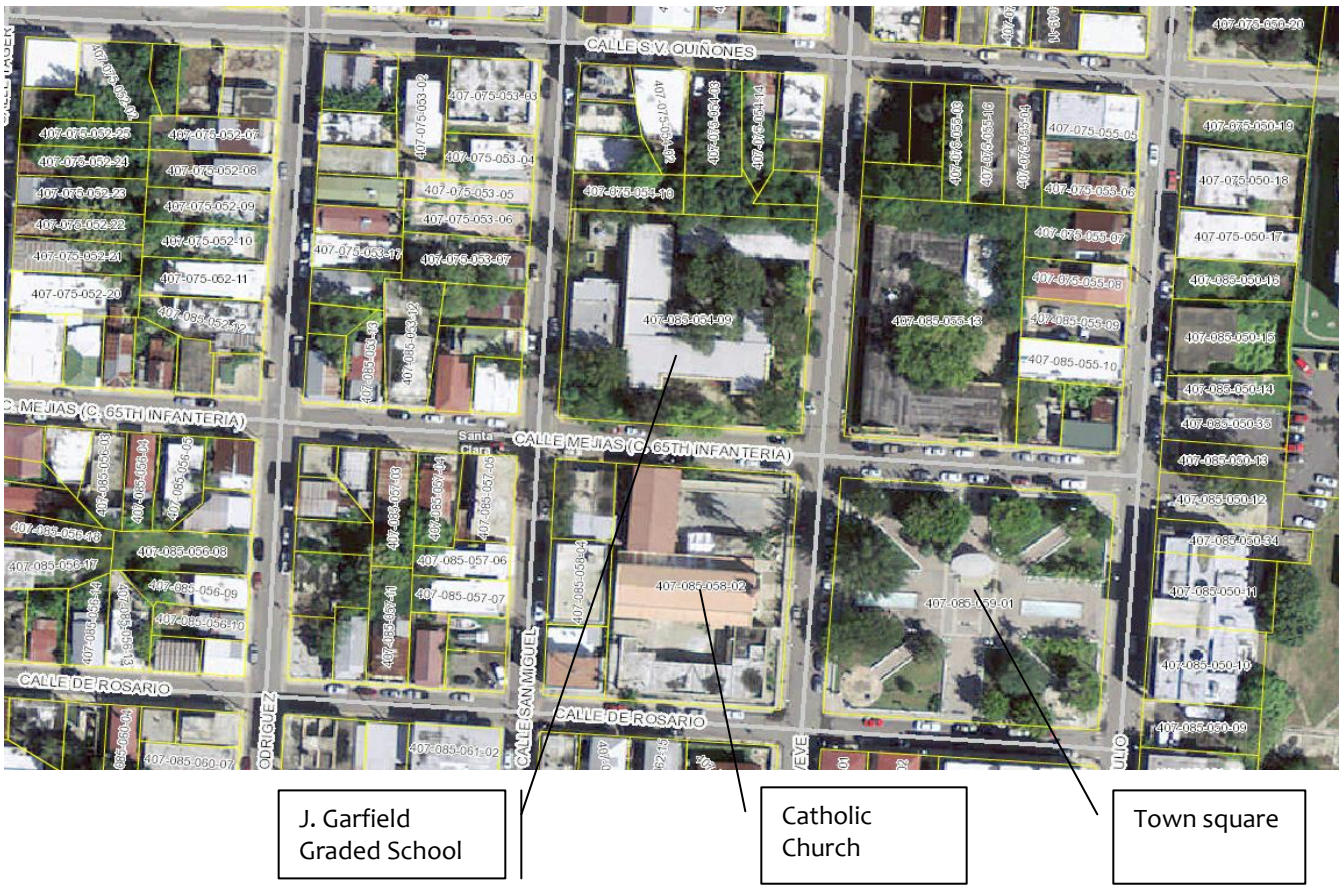
Materials (enter categories from instructions.)
Principal exterior materials of the property: Brick and masonry; concrete; metal

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 **James Garfield Graded School** is a 1903/1926, one story, seven-classrooms, L-shaped, brick, masonry and concrete Neoclassical, flat-with-parapet-metal-roofed building. The property sits in a two thousand eight-hundred and eighty (2,880) square meters urban lot, located northwest across the street from the town square and north from the main Catholic church in the municipality of Guánica (**Fig. 1**). The oldest school building in Guánica and one of the earliest schoolhouses in the island, the resource was the first institutional facility in the municipality built under the new United States' authorities.[1] With some changes in its design, the resource retains every other aspect of integrity.

Figure 1. Aerial view of the **James Garfield Graded School**'s urban setting. (Source: CRIM)



[1] Prior to the James Garfield Graded School, no other undertaking was conducted by the American authorities in Guánica related to public institutional facilities such as schoolhouses, city halls, slaughter houses, hospitals, jails, etc. The Garfield is the first civic construction in town, properly documented.

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

The **James Garfield Graded School** faces south into *Calle 65th de Infantería*, The currently nominated property is composed of the 1903 C-shaped, four classrooms, brick and masonry building; two concrete classrooms added sometime between 1910 and 1926 to the building's rear laterals; and an additional reinforced concrete classroom annexed in 1926 at the western wing (**Fig. 2**) The 1926 addition created an L-shaped layout to the building. Adding size and volume to the original building, the post 1910s classrooms have no impact upon the 1903 section public main façade.

Figure 2. James Garfield Graded School's lot.

Designed in a very sober neoclassical style, the building' southern façade (main façade) presents a symmetrical three-unit arrangement in its elevation. The main central volume is set back, flanked by two identical volumes projecting outward at each end. The main volume's entrance is framed with a set of pilasters, a keystone as ornament and a classical cornice (**Fig. 3**). Each volume of the main façade has an independent entrance, with a concrete-slab-platform as step and a wooden door. The main entrance is flanked by two flag poles, placed it at the center of two concrete jardinière.

Figure 3. The **James Garfield Graded School**. (Source: Juan Llanes, 2014)

The central volume main façade entrance has two evenly spaced aluminum jalousie windows on each side.[2] These windows correspond to the two classrooms located in this section. Two additional sets of metal windows equally spaced identify the two classrooms on the projecting volumes. Each door and window in the 1903 volume of the building, as part of the original design, is topped with a keystone as ornament.

[2] Sometime during the 1960s, the original wooden double sided louvered windows were replaced by the aluminum type throughout the entire building. The openings of the original fenestration were expanded to accommodate the new metal windows.

When designed and built in 1903, the east and west facades were symmetrically identical with three evenly spaced windows. The 1903 lateral wings were extended with two more classrooms sometime between 1910 and 1926. Even though they were built in reinforce concrete, the two added rooms continued the very same stylistic design of the original building, including the keystones moldings over the windows, the top cornice and the battlement parapet. Another 1903 element repeated through the entire building, including in the 1926 classroom, is the use of faux-rusticated quoins as decorative moldings in every corner angle (**Fig. 4**).

Fig. 4. Partial view of the eastern façade. Similar classrooms was added after 1910, annexed to the 1903 building on both ends. The addition repeated the very same architectural motives of the original building. (Source: Juan Llanes, 2014)

The elongation creating the L-shaped layout was the result of the addition of a classroom in 1926, on the building's western wing. The reinforced concrete, metal roofed, sixty-one feet long by twenty-eight feet wide classroom, was designed by the Division of Public Buildings of the local Department of the Interior to be used as an industrial arts classroom (**Fig. 5**).

Figure 5. View of the classroom added in 1926. (Source: Juan Llanes, 2014)

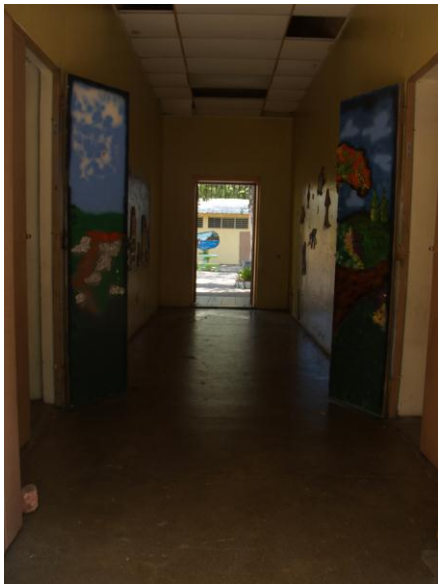
The building's rear section (northern façade), presents an austere appearance. A flat parapet runs along the building's rear. An L-shaped, exposed-concrete floor, inclined-metal-roofed gallery, provides a covered passage between all the classrooms. All classrooms have direct access to the asphalted-garden-like backyard (**Fig. 6**).

Fig. 6. View of the northern façade and backyard. (Source: Juan Llanes, 2014)

A masonry and concrete battlement parapet runs along the main and lateral facades. The roof is made of deep deck steel roofing sheets, supported by a frame of metal beams. With the exception of the 1926 classroom, which has a system of metal pipes for drainage, the rest of the building's metal roof has a gentle slope toward the building's rear for proper drainage.

The main entrance guides to an exposed concrete floor lobby that runs northerly toward another exit at the rear, providing direct access to the building's backyard. At each side of the lobby, there are two symmetrically disposed and equal sized classrooms. Each one of the classrooms on the main volume has a doorway that allows access to the adjacent rooms in the projecting volumes, conforming to the original layout in the 1903 section of the building. The two classrooms added in 1910/1926 and the 1926 addition can only be access from the gallery. Every classroom has ceramic tiles in the floor and acoustic panels in the ceiling, keeping out-of-sight the steel frame beans that support the steel roofing sheets (**Fig. 7**).

Fig. 7. View of the lobby and partial view of classroom in center volume of the 1903 building. (Source: Juan Llanes, 2014)



Through all the changes in design and additions in classrooms, the **James Garfield Graded School** still retains every other aspect of integrity, and such, its ability to covey its significance. Equally important is the fact that the property still retains its historic function, serving as a schoolhouse uninterruptedly for the last one hundred and twelve years.

James Garfield Graded School
Name of Property

Guánica, Puerto Rico
County and State

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.)

X **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.

___ **E** A reconstructed building, object, or structure.

___ **F** A commemorative property.

___ **G** 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
1903-1965

Significant Dates
1903

Significant Person
(Complete if Criterion B is marked above.)

Cultural Affiliation
N/A

Architect/Builder
Post, Charles G.

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 **James Garfield Graded School** is statewide significant under Criterion A in Social History as the property is one of the earliest twentieth century schoolhouses built in the island by the American authorities. It became the first institutional resource built in Guánica, exemplifying the arrival of the new metropolis' educational and social discourse. The property represents the social project undertaken by the United States in Puerto Rico to promote the education and the economic well-being, as well as the American values, as part of the acculturation process of the Puerto Rican society. The property is also significant under Criterion A as it construction is most definitely associated to the presence of the mighty sugar producer *Guánica Centrale* in the then rural ward of Guánica. The period of significance extends from 1903-1965, coinciding with the construction date until the fifty-year cut-off time.

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

In the words of historian Humberto García Muñiz, "*no town is more deeply ingrained in the Puerto Rican psyche than Guánica".*[3] In 1510, Guánica was the original site, although short-lived, selected by Cristóbal de Sotomayor to establish the second oldest European settlement in the island, right after Juan Ponce de León's Caparra. However, two closer-in-time events provide a stronger validation to García Muñiz's comment. On one end, on the morning hours of July 25, 1898, General Nelson A. Miles led the United States' troops landing at Guánica, spearheading a chain of events that drastically altered the island's social, cultural, political and economic life to this day. On the other, between 1900 and 1902, US capital-based *Guánica Centrale* was built near the invasion site, becoming the largest sugar factory in the Caribbean. The powerful sugar mill came to personify the United States' political rule and economic control over Puerto Rico. In a way, the US imperialistic project, with its economic expansionism, converged in the small town of Guánica.

Before its association to these significant events, Guánica had a very humble beginning and development. Since the partition of the island in two *partidos* in 1514, the area came under the political and ecclesiastical jurisdiction of San Germán. Although the ward was used and occupied since the very early years of the sixteenth century, due to his excellent bay, by the late 1700s it was described by Fray Iñigo Abbad y Lasierra as mostly inhabited.[4] In spite of its scarce occupation, our first official historian emphasized Guánica's bay, indicating that it was the best one in the island.

[3] Humberto García Muñiz, *Sugar and Power in the Caribbean. The South Porto Rico Sugar Company in Puerto Rico and Dominican Republic, 1900-1921*. La Editorial, Universidad de Puerto Rico, 2010, IX.

[4] Iñigo Abbad y Lasierra, *Historia geográfica, civil y natural de la isla de San Juan Bautista de Puerto Rico*. Nueva edición anotada en la parte histórica y continuada en la estadística y económica por José Julian de Acosta y Calbo. Estudio introductorio por Gervasio L. García. Ediciones Doce Calles, 2002, 325.

By 1829, the population in the rural ward became significant enough for a group of 33 settlers to request to be placed under the ecclesiastical jurisdiction of the town of Yauco. The petitioners claimed that San Germán was over six leagues away from Guánica, over hilly and difficult terrain, while Yauco was just one league stretch over flat, well-kept rural trails.[5] The request was accepted by the central government, creating a controversial duality within the ward as it responded to San Germán's political and economic interests, but received its spiritual support (baptism, marriage licenses, confession and last rites) from Yauco.

Throughout the following decades, Guánica slowly develop, with the settlers coming mostly from San Germán. As the population grew, a sense of belonging increased among the local, promoting the desire of separation from San Germán. The ward developed an economy based on cattle and sugar haciendas. Although the port was not properly set-up, most of the local production was for exportation, so the port was an important asset. By mid 1850s, a group of haciendas and cattle ranches owners offered the government the necessary land to properly establish the town of *Nuestra Señora del Socorro y San Vicente Ferrer de Guánica*, but the founding did not took place. The interest of the local power groups in establishing a town was such that in 1864 a site-plan was prepared to organize it eventual development. The town was to be built in lands donated by two landlords, Eduardo Quiñones Viscarrondo y Santos Arenas. Using the classic roman grid pattern, the sketch, draw by Carlos B. Fernández, outlined nine streets, forming twenty-six blocks of different sizes, each divided in lots. The center was reserved for the town square and the church. Late nineteenth and early twentieth century documents and photographs showed a still poorly urbanized Guánica, with just a main street and very few blocks properly defined. However, the Guánica of the 1930s aerial photo had most definitely followed the urban plan of the 1860s (**Fig. 8**).[6]

The failed attempts to obtain the separation from San Germán promoted a closer relationship between Guánica's power groups and Yauco's. The latest saw the annexation of Guánica as a great opportunity in gaining access to the ward's production and its unexploited resource: the best bay in the island. In 1875, after years of lobbying with San Germán and the central government, Guánica's and Yauco's proposal was accepted. On March 11, 1875, L*a Gaceta de Puerto Rico*, the government official newspaper, announced the new arrangement as the ward of Guánica came under Yauco's jurisdiction.[7]

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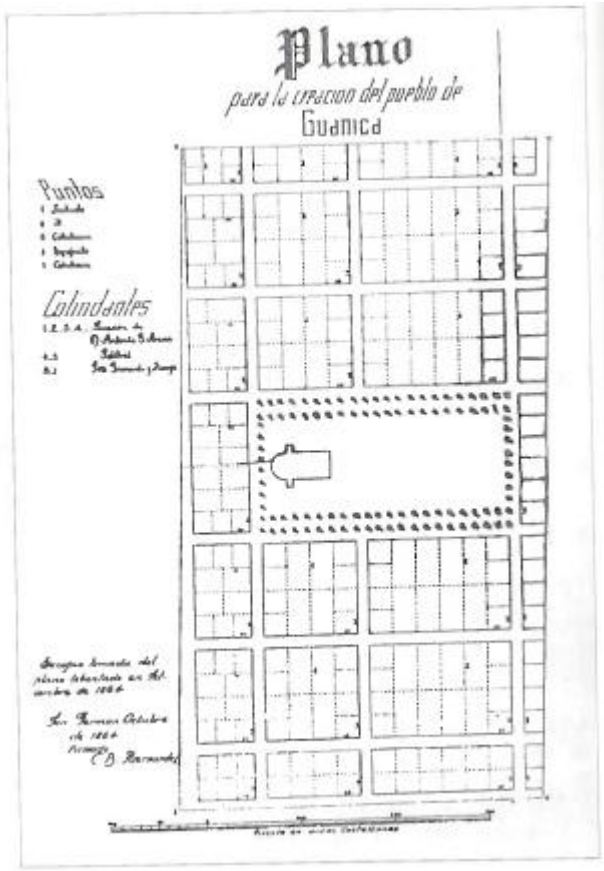
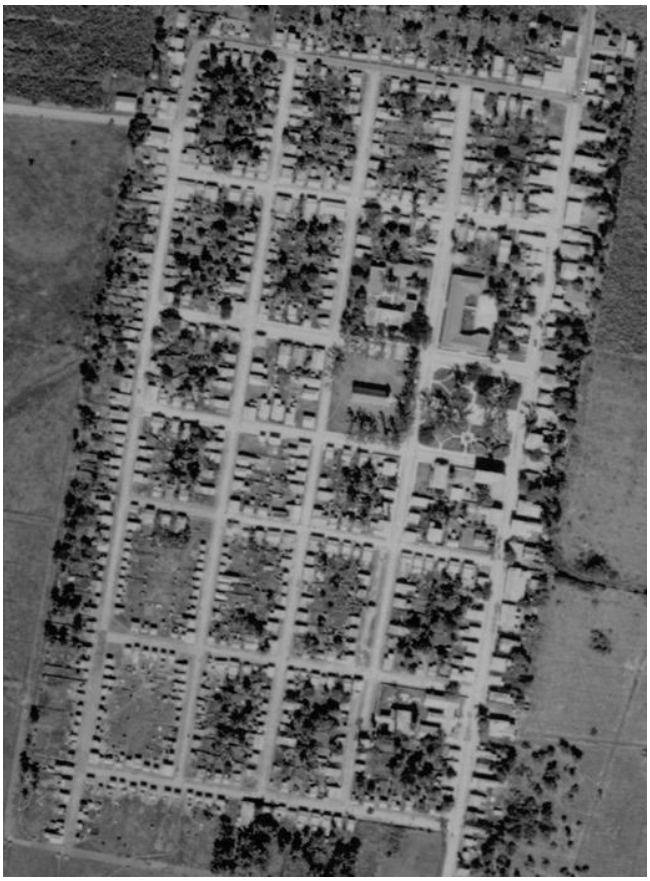
[5] Rubén Collado Salazar, *Guánica: un barrio y dos pueblos (San Germán y Yauco), 1800-1875*. Centro Cultural Isabel Santiago, 1981, 5.
[6] Arleen Pabón Charneco y Eduardo A. Regis. *Guánica: el origen de su memoria*. Oficina Estatal de Preservación Histórica, 1997.
[7] Archivo General de Puerto Rico (AGPR). Colección microfilmada de La Gaceta de Puerto Rico.

Figure 8. The 1864 site-plan and a 1936 aerial photograph.[8]





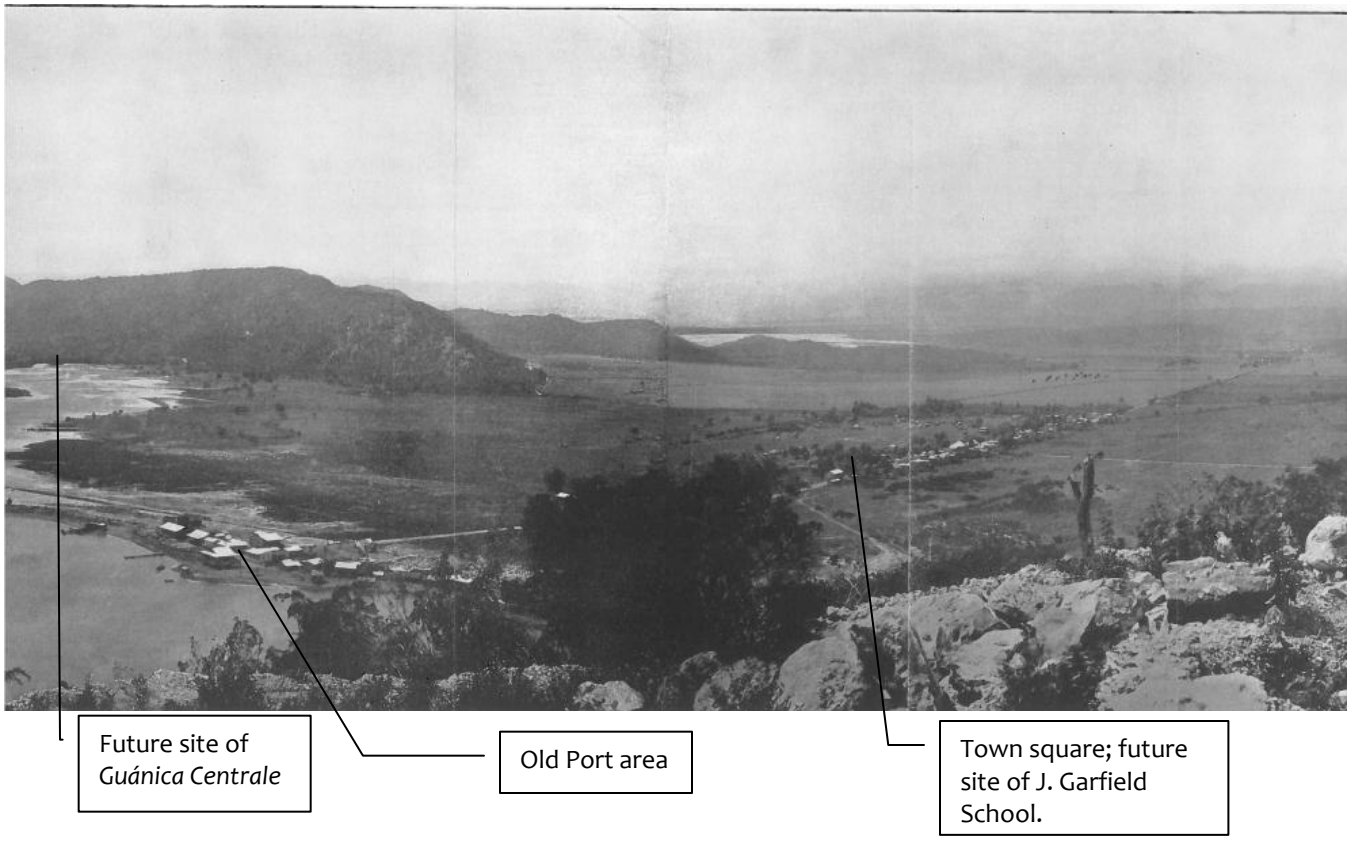
Guánica became an important addition to Yauco. By 1878, with the exception of Yauco's urban core (Pueblo), the ward was the most populous within the municipality. It had 290 families, residing in 239 houses and 33 thatched huts. The village included one fabric shop, 11 retail stores and five *ventorrillos.* It had no schoolhouses, but apparently classes were conducted at some improvised facility. The port was in use and equipped with an office for the *Capitanía del Puerto* (Harbor Master).[9]

Throughout the 19th century final decades, Guánica remained a small ward in terms of urban development, with an incipient not well-defined core. In 1898, however, due to the Spanish American War, the ward took center stage in the incoming economic, social and political events.

[8] The source of the 1864 plan was Rubén Collado Salazar, *Guánica: Notas para su historia*. Oficina Estatal de Preservación Histórica, 1983, 24. Source for the aerial photograph, Departamento de Transportación y Obras Públicas.

[9] Manuel Ubeda y Delagado, Isla de Puerto Rico. Estudio histórico, geográfico y estadístico de la misma. Puerto Rico. Establecimiento tip. Del Boletín. 1878, 236.

Figure 9. View of Guánica at the time of the US invasion in 1898. (Source: Report of Military Governor of Porto Rico)



On July 25, 1898, Guánica was awakened by the presence of the thirteen warships and transports of the US invasion fleet (**Fig.9**). The convoy carrying 3,500 troops arrived off Guánica at about 0520 hours. The *USS Glouchester* entered quietly the harbor in the early morning hours before the sun was up and dispatched a launch with thirty armed sailors and marines. They landed at a pier on the east side of the bay, occupied the small custom house on the beach, removed the Spanish flag and replaced it with the *Stars and Stripes*.[10] This scene was repeated many times throughout the island during this "*splendid little war*" until August 12, 1898, when a peace protocol was signed.

The transfer of Puerto Rico to the US opened the doors to the American investors. The United States' troops were followed by an army of capitalists that rushed into the sector of communications, construction, banking, transportation and utilities, tobacco production and cigar manufacturing, among others. Sugar production attracted the largest investment. Two US firms, *Aguirre* and *Central San Cristóbal*, started operations in the island before the 1900 Foraker Act. However, the *South Porto Rico Sugar Company*, locally known as *Guánica Centrale*, acted more cautiously. The firm, incorporated in New Jersey on November 16, 1900, waited for the approval of free trade and only then moved full force to establish the largest sugar mill ever built in Puerto Rico. The American investors that incorporated the South Porto Rico were all representatives of the sugar refining interests.

[10] Ángel Ribero, *Crónica de la Guerra Hispanoamericana en Puerto Rico*. 1972.

The establishment of *Guánica Centrale* allowed the corporate group to have a staple supply of raw sugar and prices more stable than those on the open market.[11] After inspecting sites in Sabana Grande, Yauco, and Lajas, the *South Porto Rico* selected Guánica (Ensenada Sector) for the establishment of the sugar mill. Initially, the firm acquired 435 acres on which to build the factory and port facilities. For the next two years, the labor brigades worked seven days a week embarked in a massive construction effort to establish the essential infrastructure, port area, railroad supporting elements and ground preparation for eventual harvesting (**Fig. 10**). [12]

As the number of workers and their families increased, the need for social services equally increased. *Guánica Centrale* eventually developed in Ensenada the largest company town in the island to provide for its American managers and Puerto Rican laborers. However, from the very beginning of the mill's formation, the town itself absorbed a large amount of the workers that came from all over the island to labor at the largest *central*, transforming the ward's urban morphology and its social composition.

Figure 10. Partial view of Guánica Centrale. (Source: Colección Tarjetas Postales, UPR)[13]

[11] César J. Ayala, *American Sugar Kingdom. The Plantation Economy of the Spanish Caribbean, 1898-1934*. The University of North Carolina Press, 1999.
[12] María E. Ramos, *La muerte de un gigante. Historia de la Central Guánica y el poblado de Ensenada.* Editorial Plaza Mayor, 1999, 47-50.
[13] Colección Puertorriqueña del Sistema de Bibliotecas de la Universidad de Puerto Rico. Colección de Tarjetas Postales. Tarjeta PRDH013PC00656.

Among the most urgent social needs for the rapidly increasing families in the ward were educational facilities. In 1878, it was reported by Ubeda y Delgado that a sort of schoolhouse was in used in Guánica. In 1897, Yauco had fifteen schools; by 1902, the number had increased to twenty-five.[14] As one of Yauco's rural wards, Guánica probably was a recipient of some of these schoolhouses, but like everywhere else in the island, classes were conducted in rented, non-purposely designed school buildings.

With an economy based on coffee production, Yauco found itself in a very difficult stage during the early years of the 20th century. In 1899, the island was devastated by San Ciriaco, one of the strongest hurricanes in the local recorded history, creating havoc among the coffee production for many years after. The natural disaster combined with the island's newly imposed fiscal and political reality. The United States' investors that came to the island had little interest in the coffee production; as such, it was not protected by the new tariffs, as it was the local sugar production. The transfer to the US caused also the loss of the island's European markets, main buyers of the local coffee production.

In 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, in monthly payments extended over a period of five years, half the cost of the building.[15] The half-and-half program, as it was known, became an optimal solution for municipalities that just like Yauco, were going through hard financial times.

By this time, the common schools were divided in two categories: graded and rural. The graded schools were located in the urban centers of the main towns. In then, the instruction was given from the first to the eighth grade. In the rural schools, pupils of various ages and all degrees of attainment were placed together in one class, under one teacher. The 1902 program clearly indicated that the new graded school buildings were to be located exclusively in the main urban centers. Due to the increase in population, but more than likely, due to the great influence of the economic consortium establishing *Guánica Centrale*, there were no objections from the Department of Education or the central government authorizing Yauco's request to build a new graded schoolhouse in the rural ward of Guánica.[16]

[14] *Report of the Governor of Porto Rico, 1902*. Washington: Government Printing Office, 1902, 42.
[15] *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.
[16] The US refining sugar interest group had powerful allies throughout the entire political spectrum in the new Caribbean possession. For example, William H. Hunt, the first governor of Puerto Rico (1900-1904) under the Foraker Act was a "sugar man". Hunt later became president of the all-controlling *American Sugar Refining Company*.

In 1904, the Commissioner of Education listed all the graded schools completed by June 30, 1904. The report mentioned that a four-classroom, brick and stone graded schoolhouse was built in Guánica at a cost of $8,506.67. The building was officially accepted by the Department of Education on December 25, 1903. Yauco had been allotted $9,000.00 from the School Trust Fund on January 12, 1903, to build the school and, following the half-and-half program, was to repay $4,248.00 by fiscal year 1906-1907. [17]

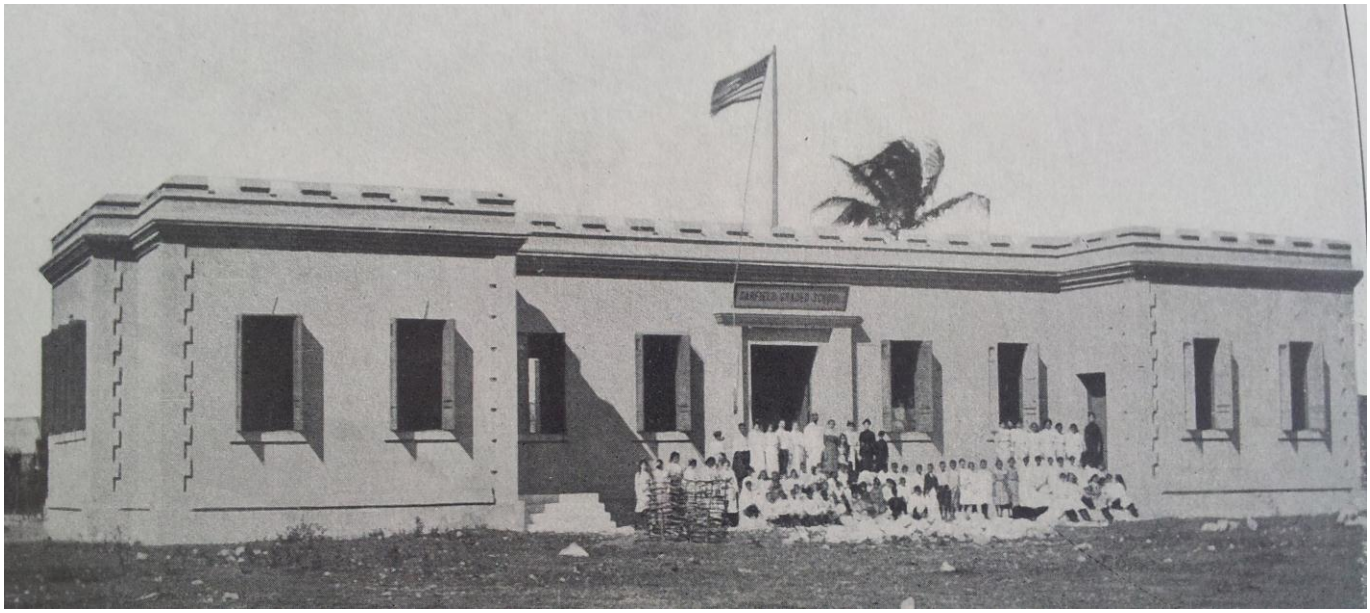
The School Trust Fund was established on January 21, 1901 for the purpose of school construction and extension with the transfer of $200,000 to the local Treasure Department, directly ordered by the United States' president.[18] The 1901' school fund came with the important creation of the Division of 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. From 1901, at least until 1906, the division 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.

By 1903, guided by Post, the division changed to the policy of constructing buildings that had more permanency, while avoiding expending large sums for any unnecessary features or for mere matters of adornment. The construction was to be kept under the simplest scale and to the simplest type of building practical for school purposes, permanent and enduring in the service. To maximize efforts and reduce costs, Post and the Division of School Extension 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 layout was essentially the very same. Guánica's 1903 **James Garfield Graded School** was designed and built under these guidelines (**Fig. 11**).

The **James Garfield Graded School** building was strategically located nearby the Catholic Church and the town square, a space historically reserved for the emblematic signs of power. The building exemplified not only the political and social project of the new metropolis, but the powerful new economic forces materialized nearby in *Guánica Centrale*. The schoolhouse was built the very same year of the mill's first harvest.

[17] *Report of the Commissioner of Education of Porto Rico to the Secretary of the Interior*, USA, 1904. Washington: Government Printing Office, 1904, 226-227.
[18] *Annual Report of the Governor of Porto Rico*,1901. Washington: Government Printing Office, 1901, 355-356.

Figure 11. The 1903 **James Garfield Graded School**, Guánica. (Source: Report of the Commissioner of Education, 1904)



The school became an immediate distinguish landmark among the ward's humble urban landscape. In 1910, Lt. William Armstrong described Guánica as part of his 1909-1912 island-wide topographical survey for the United Sates' Army, highlighting the schoolhouse and including a sketch of the town (**Fig 12**):

> *"There is but little to say about Guánica town. It is in Guánica bay but has no landings. There is but one main street, from the highway to the water edge. All other streets, although laid out are but dirt roads where the greater part of the illiterate negroes live. The plaza is a large open area just laid out in the center of which is anew concrete Catholic church. Besides this church there is a modern concrete school building of 4 ground floor rooms. It is the best building in the town".*[19]

[19] William Armstrong. *Manuscritos sobre algunos pueblos de Puerto Rico*, 1909-1912. Volumen 1, 26-34. Armstrong wrongfully described the school as a concrete building.

Figure 12. William Armstrong' sketch of Guánica.

In his description of the ward, Armstrong mentioned also certain facts that reflected the enormous influence of *Guánica Centrale* upon the town's urban and social transformation. The ward developed as a dependent satellite orbiting around *Guánica Centrale*, which, by the time Armstrong was in town, has become the second largest sugar factory in the world:

> *"The lack of stores in town is probably due to the fact that there is a very large store at the Guánica Mills where most of the working natives trade…There are no factories or shipping carried on. Most of the natives of the town are employed at the Guánica Sugar Mill. There is no doctor in the town. When is needed is called from the mill…"*[20]

The economic and social impact of *Guánica Centrale* was such, that by 1906, the town's officials decided that the ward had developed enough to become a separate municipality. Finally, in March 13, 1914, Governor Arthur Yager signed into effect Law Number 9, formally creating the Municipality of Guánica. According to the establishing statutes, the municipality was to be guided by an elected mayor and a city council. It was indicated that the Mayor was to consult all his actions regarding the municipality with the Council. The *Guánica Centrale*'s control over the new town was guaranteed, as the statutes clearly established that the *Centrale*'s Administrator was to be named President of the City Council.[21]

As the ward's inhabitants increased, the **James Garfield Graded School** building was expanded accordingly. In 1910, Armstrong described the schoolhouse still as a four-classroom building. In the historic documents pertaining to the construction of the 1926 industrial art classroom, it is mentioned that the school was a six-classroom building.[22] By deduction, although no documentation has been located, the two classrooms added to the 1903 building's laterals, were built between 1910 and 1926. These three classrooms had no adverse effect upon the original building. Their purpose and construction period make these additions a contributing element.

The building has endured changes, as every other schoolhouse from the period. The louvered wooden windows were replaced sometime during the 1960s. Tiles were placed on the exposed concrete floors during the early 2000s. Every classroom has a false ceiling made of acoustic panels, which hides the modern deep deck steel roofing sheets, supported by a frame of metal beams.

The property retains most of its physical features, its mass, spatial relationship, and proportion. Most important, it possesses most aspects of integrity like its location, setting, materials, workmanship, feeling and association. The changes and alterations have not impaired the property's ability to convey its significance. Very important is also the fact that the property still serves as a schoolhouse, retaining its historic function uninterruptedly for the last one hundred and twelve years.

[20] Ibid.
[21] Rubén Collado Salazar, *Guánica: Notas para su historia*, 39-41.
[22] AGPR. Fondo: Obras Públicas. Serie: Edificios Escolares. Caja 1124. Ampliación Escuela Garfield. The 1926's blueprints were signed by well-known architect Rafael Carmoega.

The **James Garfield Graded School** is of statewide significance under Criterion A in Social History, as a great example of the schoolhouses' building effort undertaken by the United States to promote the education in its new territory. It is also statewide significant under Criterion A in Social History, as the construction of the schoolhouse was determined by the presence in Guánica of the *South Porto Rico Sugar Company*, the largest and most powerful sugar factory in the island.

9. Major Bibliographic References

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

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Armstrong, William. *Manuscritos sobre algunos pueblos de Puerto Rico*, 1909-1912. Volumen 1. Colección Puertorriqueña, Universidad de Puerto Rico, Recinto de Río Piedras.

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Ribero, Angel. *Crónica de la Guerra Hispanoamericana en Puerto Rico*. 1972.

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.

Ubeda y Delagado, Manuel. *Isla de Puerto Rico. Estudio histórico, geográfico y estadístico de la misma*. Puerto Rico. Establecimiento tip. del Boletin. 1878.

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):

James Garfield Graded School — Guánica, Puerto Rico
Name of Property — **County and State**

10. Geographical Data

Acreage of property Less than an acre (0.711 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 X NAD 1983

1.	Zone 19Q	Easting	721489	Northing	1988448
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 eight-hundred and eighty (2,880) square meters, as recorded at the Centro de Recaudaciones de Ingresos Municipales (CRIM) under the number 407-085-054-09.

Boundary Justification (Explain why the boundaries were selected.)

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

James Garfield Graded School
Name of Property

Guánica, Puerto Rico
County and State

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

James Garfield Graded School
Guánica, Puerto Rico
19Q E721489 N1988448 UTM

1:1,800
N
0 50 100
Feet

James Garfield Graded School
Name of Property

Guánica, Puerto Rico
County and State

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

James Garfield Graded School
Guánica, Puerto Rico
19Q E721489 N1988448 UTM

1:20,000
N
0 500 1,000
Feet

James Garfield Graded School — Guánica, Puerto Rico
Name of Property — **County and State**

11. Form Prepared By

name/title Juan Llanes Santos, Historian
organization State Historic Preservation Office date April 6, 2015
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 **James Garfield Graded School**

City or Vicinity Guánica County Guánica State Puerto Rico

Photographer Juan Llanes Santos Date Photographed September 19, 2014

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

1. Main façade; looking northwest. Photo 0001
2. Main façade; looking northeast. Photo 0002
3. Original school bell; looking south. Photo 0003
4. West façade; looking north. Photo 0004
5. Building's rear (north façade) and backyard; looking south. Photo 0005
6. Building's rear, with 1926's classroom on the right; looking southwest. Photo 0006
7. Classroom in the 1903's building west east; looking northeast. Photo 0007

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.