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. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Walter Mc K. Jones School

other names/site number Escuela Walter Mc Kown Jones, La Mc Jones

2. Location

street & number 28 Luis Muñoz Rivera Street (across from the Ismael Zaragoza Meléndez Public Transportation Station) ☐ not for publication

city or town Villalba ☒ vicinity

state Puerto Rico code PR county Villalba code 007 zip code 00766

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

Carlos A. Rubio Cancela
Signature of certifying official

Date

State Historic Preservation Officer
Title

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 or 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 the Keeper

_____
Date of Action

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	district
0	0	site
0	0	structure
0	0	object
1	0	**Total**

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

Early XXth Century Schools Puerto Rico, 1900-1930

Number of contributing resources previously listed in the National Register

N/A

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, Spanish Revival, Prairie Style

Materials
(Enter categories from instructions)

foundation:	Concrete
walls:	Concrete
roof:	Concrete
other:	Brick, Faience tiles

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

The *Walter Mc Kown Jones School* is located at 28 Luis Muñoz Rivera Street, across from the Ismael Zaragoza Meléndez Public Transportation Station in the Municipality of Villalba, Puerto Rico. The resource, built in 1926 on a 12,756 square meters, trapezoidal lot, is a one story, reinforced concrete building, erected at the heart of town, an urban block north of the town's main plaza. It was originally constructed to house eight (8) rooms on a one level *"U"*-shaped building, with an arcade at a central volume that connects to two wings on either side of it. Nearly twenty years later after it was built, in 1947, four additional classrooms were added for the current total of twelve (12). Architectural features – well preserved to this day – make "*La Walter Mc Kown Jones"* (as it is called) one of the most representative schools built by the local government during the early 20th century.

Narrative Description

The *Walter Mc Kown Jones School* is located in the Municipality of Villalba, in the central, mountainous region of Puerto Rico. The town sits northeast of Juana Díaz, south of Orocovis, and west of Coamo. With over 26,000 residents or *villalbeños*, the municipality spreads throughout eight wards including *Barrio Pueblo*, the urban area where the resource stands. The school lies at the heart of the town, one block from the main public square, at approximately 500 feet. The school's main elevation faces Luis Muñoz Rivera Street [Road 149R]. The property is one in a sequence of local civic buildings, all hierarchical in terms of scale and program along Villalba's main public artery. Across the road on which the resource sits, lies the *Ismael Zaragoza Meléndez* Public Transportation Station. South of the transport hub raises the *Adrián Rosado Guzmán* Performing Arts Center. To the north, the Public Library lies adjacent to the school at the corner of Muñoz Rivera and Luchetti Streets, where the institutional sequence culminates and scales down to private residences. These are one and two stories high, built in concrete. To the south side of the school, San Cristóbal Hospital can be adumbrated between trees. To the east, the school grounds reach up to *Barriada La Cooperativa*, made up mainly of wooden houses. At a distance, in each of the cardinal points, the mountainous landscape constitutes a green backdrop to the urban settlement.

Nowadays, the school is part of a multi-building campus comprising thirteen buildings.[1] Even though the site integrates multiple structures, the resource remains the name bearer and the most hierarchical building on campus. The school's footprint extends 1,360 square meters, about 10.6% of the total site area that embraces 12,756 square meters of a varied topography. The highest point of the site is located to the north, while its lowest lies south; the sloping terrain transition is tiered in three "terraces". At the highest level, a covered basketball court and an accessory building containing classrooms, restrooms and a storage area are located. The intermediate level houses the original building of *La Walter Mc Jones*, a playground and five (5) additional buildings accommodating supplementary classrooms and sanitary facilities. The lowest level lodges six (6) additional school buildings, including the cafeteria. The latter area also incorporates other playground areas. From west to east, the plot is elevated 5'-6" above street level. The mound-like topographical condition and a seventy foot (70'-0") front setback underline the school's prominence among other buildings in the area. The school's property has one main entrance and two additional accesses. The primary entry is located on the west side, providing an axial pedestrian access from Luis Muñoz Rivera Street towards the main structure. **(FIG. 01)** Located to the northwest of the site, an additional pedestrian access connects the municipal library with the Mc Kown Jones School; while in the northeast corner, a vehicular gate provides access to a small parking area and scattered parking spaces throughout the grounds.

The applicable land zoning classification for the site nowadays pertains to DT-G (*Distrito Dotacional General*) as defined by the Puerto Rico Planning Board.[2] The site flood zone designation is established as "X", being as it is an area of moderate flood hazard, at least from the main source of flooding in the locality.[3] In light of the site's propensity for flooding, the school's design incorporated a low base to raise the first level several feet above ground level and, as such, prevent damage to the property in case of inundation. On the south facade of the resource, a gap in the terrain enables access to a crawl space and storage area underneath the structure not used today, but abandoned instead. The aforementioned design strategy of lifting the floor slab likewise operated as a passive cooling system delaying direct heat transmission to the floor slabs, guaranteeing lower temperatures in Puerto Rico's tropical climate. This concern was so prevalent in the early 20th century that many building codes at the time required a separation between ground and first floor to allow for airflow.[4] The original ventilators are still visible throughout the school's base, still sporting the same iron grilles provided upon construction. This constitutes just one of many details credited to the original design of the school, a building whose architectural merits are both plentiful and practical.

Low to mid-height concrete walls fence off the school's property. The west fence is made up of wall segments built in concrete masonry units and concrete columns with cap beams between them. The wall segments step along the slope of the terrain along the Muñoz Rivera Street. The structural elements remain visible because the block wall (CMU) thickness is narrower than the posts. Each column is capped by a pyramidal hip finial and displays along its mast a rectangular sunken bas-relief finished in an exposed aggregate surface. The beam's saddle copings slope downward from a central

[1] All buildings, except two, were placed on site in an arbitrary manner, without being part of an organized expansion plan. Only two buildings, built circa 1947, were conceived as an annex to the right and left wings of the original building, likewise extending the courtyard and the building's U shape.

[2] Puerto Rico Planning Board, Geolocalizador: Interactive Map of the Land Registry, http://gis.jp.pr.gov/GeoLocalizador/Internet/ for plot number – 294-072-032-03.

[3] Federal Emergency Management Agency Map, Panel 1140J (Revised November 18, 2009). Map no. 72000C1140J.

[4] As discussed by Jorge Rigau, in "La posible felicidad del país: Optimismo, pragmatismo y responsabilidad social en la reglamentación finisecular puertorriqueña relacionada a la construcción", Revista del Instituto de Cultura Puertorriqueña, Núm. 98, 1991; also in *Puerto Rico 1900: Turn-of-the-century Architecture in the Caribbean* (New York: Rizzoli, 1992).

ridge towards the sides. All elements have been cement-plastered and painted over. The north enclosure is also built in concrete masonry units with concrete columns and beams. The wall segments have been finished with cement-plaster while the columns, projecting slightly one (1) inch forward from the CMU segments, have been stuccoed over. On top of the wall, a continuous and slim, flat coping is also finished in stucco. The east fence is built in concrete masonry units and concrete columns as well, while on the south, the boundary is defined by chain-link fence.

Dating from 1926, the Walter Mc Kown Jones School originally accommodated eight (8) classrooms distributed symmetrically at either side of a central axis on a one level, *"U"* shaped building; two classrooms at the center, and three classrooms on each wing. In 1947, four (4) additional classrooms were added in a two-story rectangular building to expand the total number of classrooms to twelve (12). Consequently, the floor plan composition changed from a *"U"* to an *"O"* [5] **(FIG. 02).** Both buildings were erected in reinforced concrete. However, contrasting aesthetics (massing, details, and architectural style) of each resource allow for a clear distinction between the original building and the expansion. Currently the two buildings total eleven (11) classrooms, a library, a computer lab, a small archive/exhibition room, an administrative office, four (4) storage areas, two (2) restrooms, a pair of stairways, corridors and an enclosed patio, all bounded within a 144 feet by 136 feet perimeter. The school's exhibition space focuses on Walter Mc Kown Jones, one of the town's founding fathers, also Villalba's first mayor [1917-1919], representative to the State Legislature [1922-1928], and the first principal of the school that bears his name.[6] The museum is one of the most visited places in the town, often quoted by locals as a place of interest to tourists.[7] In spite of the provision of additional classrooms, the original one-storey massing prevails. Placed further back of the school grounds, and not noticeable from the street, the additions do not detract from the public appreciation of the school's imposing architectural character along Luis Muñoz Rivera Street. To this day, the scale of the property continues to overwhelm its adjacent urban elements. However, size and bearing are not its only distinguishing features; materiality and craftsmanship are equally distinguishing traits, given the spare, pragmatic tectonics that pervade the surrounding context.

The spatial sequence is formal, given the property's symmetrical composition and perpendicular alignment in relation to Luis Muñoz Rivera Street. Upon approaching the school from the sidewalk, an iron grille gate grants pedestrians access to the resource. At each side of the entrance raise two, forty-two (42") inches-high, retaining walls that flank a straight-run of set of steps **(FIG. 03)**. Left of these, an improvised, very steep ramp extends. The stairs are 7'-4" wide, built in reinforced concrete. Both steps and ramp mediate the height difference between the sidewalk and the School's patio. The stair risers are cement-plastered with paint while the treads, as well as the ramp and access path from entrance towards the building, are covered with concrete pavers. The pavers extend a few inches from the riser, as in a bull nose. Galvanized steel, round tube guardrail provides security and support only to the left, where the stairway meets the access ramp. None of these transitional elements comply with current applicable regulations pertaining to the American Disabilities Act (ADA) as amended. A fourteen feet (14'-0") wide, concrete pathway, covered with

[5] AGPR, Fondo: Obras Públicas; Serie: Edificios Escolares; Caja 1096, Legajo 104, Exp. 1. Unless otherwise noted, documents mentioned from the AGPR all refer to this source.
[6] Traditionally, José Ramón Figueroa and Walter McKown are acknowledged as founders of Villalba.
[7] See related websites: http://padondevoypr.net/component/mtree/pa-disfrutar/museos/museo-walter-Mck-k-jones, http://travelandsports.com/espanol/museo-walter-Mck-k.-jones-puerto-rico-wmkjm766.php, http://portacaribe.com/puertorico/index.php?option=com_content&task=view&id=26&Itemid=66, http://gandulerosdevillalba.wordpress.com/villalba/ and http://www.eluniversal.com.mx/articulos/55870.html among others.

concrete pavers in a running bond pattern[8], leads perpendicularly to the main volume. Ornamental *Adonidia (*Christmas Palm, *Adonidia merrillii)* line each side of the central entranceway.

Frontal gardens flank the paved path to further reinforce the central axis that culminates in the school's forward facade. Originally designed as a *parterre*, these green areas mediate between the urban context and the school's main building. Each green area incorporates cross-shaped concrete paths. One path is parallel to the main entryway, runs east to west, and extends the full length of the front yard. The other, shorter and perpendicular, interlaces the first, articulating the area in four spaces or quadrants. Most of the individual green areas are enclosed by metal-chains, hanging from 2'-0" high posts. On the northeast & west quadrants of the northernmost garden, the original planting beds remain, containing a line of over thirty feet high palm trees. On the southeast quadrant, an 1850 bell originally intended to hold the ashes of Walter Mc Kown Jones is on display **(FIG. 04)**. On the northwest quadrant in the southernmost garden, a bronze bust commemorates Mc Kown J ones' lifetimes and his importance to the town of Villalba **(FIG. 05)**. Eighteen-inch high, circular planters covered with one-inch square mosaic tiles are found at each intersection where concrete paths cross each other. On the northernmost garden, the planter holds a Cypress-pine (*Pinophyta*) over the remnants of what was once a water fountain, while a non-working, small water feature lies at center on the southern garden **(FIG. 06)**. Various trees and shrubs of various species[9] are located along the green area in front of the lot, amidst decorative plants like: *Cruz de Malta (Jungle geranium, Ixora coccínea)*, *Amapola (China rose, Hibiscus rosa-sinensis)*, *Croton (Croton, Codiaeum variegatum)* and *Bromelia (Bromelia, Bromeliaceae).*

In terms of massing, the school underlines a tripartite arrangement on its west (front) elevation. A main, central volume is slightly set back and flanked by two identical volumes projecting outwards at each end of it. In general, horizontality prevails. The central volume is symmetrical in composition. It measures seventy-five feet (75'-0") long by twenty feet (20'-0") high and is raised on 1'-0" high base. The predominantly open surface incorporates an arcade containing seven Roman arches - each supported by paired, round columns - spaced in araeostyle[10] intercolumniation **(FIG. 07)**. Stylistically, the *Walter Mc Kown Jones School* evidences many affinities with the Prairie Style, including brick detailing on certain transitional elements like the archways and other openings, as well as, strong horizontal lines established by broad cornices that seem to stretch the building. Grouped vertical windows and in proximity to flat lintels and lower moldings read as horizontal bands in the overall building composition. Thin concrete columns often separate one window from the other, to the point of seemingly becoming mullions, instead of being perceived as full wall segments **(FIG. 08)**. The repetition and alignment of medallions and scuppers help emphasize the horizontal direction.

Past the colonnade, a 9'-6" wide covered portico provides, simultaneously, shelter from climate, a gathering place for students and teaching staff, and access to the interior spaces of the school building; also highlighting the school's main entrance. Access is granted trough a 35'-0" wide two-steps stoop on center, corresponding to three center arches. A ramp and a low planter in concrete are placed symmetrically with regards to the steps. The ADA compliant ramp runs along the two northernmost arches. The last arch has been closed off by iron-grille banister with an abstract,

[8] Running bond is the most common brick pattern, as it is easy to lay, with little waste. It is entirely composed of stretcher bricks, set in rows (or "courses") that are offset by half a brick.
[9] At the school's premises, grow trees and plants of varied species: Roble blanco (White Cedar, *Tabebuia heterophylla*), Roble amarillo (Yellow Ipe, *Tabebuia chrysantha*), Palma real (Royal Palm, *Roystonea regia*), Almendro (Almond, *Prunus dulcis*), Pinos (Cypress-pine, *Pinophyta*), among others.
[10] The term refers to an intercolumniation equivalent to the sum of four (or more) diameters of the shaft of the columns.

floral pattern. Similar banisters impede access through the last two openings of the arcade. All of these elements constitute later additions, not original to the entrance archway.

Tuscan order, twin columns that share a common base and impost support the archway **(FIG. 09)**. From the ground up, the columns are plain and at its base a single torus molding[11] sits above the plinth. The shafts are unfluted and tapered, also slightly bulky and ill proportioned. Around the upper part of the column, but below the capital (it's necking), four (4) pentagonal shaped ornaments adorn each quadrant. The capital consists of a plain astragal[12] or *taenia* beneath its plain cap. The thick, extruded, imposts skew-slant outward; they are decorated with a series of raised squares ornaments, seven (7) on its long side and four (4) on the short one. Archivolts decorated with trims that replicate brick *voussoirs*[13] spring from the impost **(FIG. 10)**. Medallions placed at forty-five degree (45°) angle from the center of the arch and aligned (at center) with the top of the *extrados*[14] embellish the spandrels between the arches. The center of each round motif displays an undetermined coarse finish surrounded by faience tiles arranged in a concentric pattern framed by an astragal molding.[15]

Reinforced concrete flat slabs now replace the original roof. Scattered structural elements of what might seem the original roof are still visible throughout the parapet. Also, markings pertaining to where the galvanized decks met the concrete walls are left, showing the sloping "scar" of the original cover. At roof level height, a wide, extruded cornice mounted over an *ovolo* molding skews and slants inward. It extends throughout the main elevation and portions of the side volumes granting unity to all components and motifs in the façade. From above, on the upper part of a solid parapet, six (6) concrete scuppers project out, each aligned vertically with the medallions on the façade spandrels. A *congé*[16] molding serves as bracket for the wide, "U"-shaped concrete drains. The scuppers are only decorative and non-functioning as they are above roof level height, a few inches below the parapet top. The school's name appears at center of the main elevation, above the cornice and below the scuppers. Symmetrically laid, the school's banner is laid out in individually cut, steel capital letters, anchored with bolts/pins to the wall, spelling *WALTER Mc K. JONES SCHOOL* **(FIG. 11)**.

The central volume is house to the school's library and the small archive and exhibition room **(FIG. 12)**. They occupy space formerly devoted to two classrooms. These shared wooden, accordion doors. These folding partitions opened up to provide the school with an extended assembly area the size of two classrooms together. Performances, graduations, and other activities were held here. Comparable strategies for flexibility were incorporated in other schools of the period.[17] The original folding dividers - drawn in detail in the plans for construction - are no longer in place.

In contrast to the openness granted to the central volume by the arcade, the 26'-0" wide wings display more solidity. At both ends of each side volume, the corner elbow rooms project slightly more than the rest of the wing, reinforcing local symmetry in this segment of the elevation. These corners

[11] A large convex, semicircular molding commonly found directly above the plinth of the base of a classical column.

[12] A convex molding of semicircular section.

[13] A ***voussoir*** is a wedge-shaped element, typically in stone or brick, used in the construction of an arch.

[14] The exterior curve, surface, or boundary of the visible face of an arch.

[15] A small convex molding, usually semicircular in section.

[16] A concave molding having the form of a quadrant, curving away from a given surface, and terminating perpendicular to a fillet parallel to that surface.

[17] For example, the *Rafael Balseiro Maceira School*, in Barceloneta; the José Fontán, in Morovis; *Eugenio María de Hostos School* at Las Marías; *María Dávila Semidey School* in Patillas; and the *Daniel J. Webster School*, in Peñuelas, among others.

are articulated by projecting diagonally forward 3'-0", all in emulation of "french buttresses"[18]. Each wing has a two-tier, low base at each wall. At center, a single opening incorporates three windows that conform an A-B-A arrangement (2'-0" x 8'-0", 3-8" x 8'-0", 2'-0" x 8'-0") articulated by engaged round columns set over two 8" x 8" concrete piers. The opening is framed by a half round[19] backband[20]. Windows are in aluminum, the operable jalousie type. Iron-grille security bars cover the northernmost windows, both of which have window-mounted air conditioning units. The windowsill projects forward a few inches. Its upper surface is sloped to shed rainwater. A groove cut on the sill's underside prevents the capillary flow of rainwater to the wall. Above the window opening, flanking each side, are located two pairs of saw tooth profile brackets. These, in turn, are adorned with triangular sunken panels bearing an exposed aggregate concrete texture. The brackets support a thin, flat concrete slab eave. Above this cantilever, three four-level sunken, tables,[21] bearing exposed aggregate concrete texture in the inner panel appear in alignment with the windows below the awning. **(FIG. 13)** The square panels extend and visually strengthen the vertical composition of the fenestration and frame below. At each wing, the aforementioned roof-height cornice is interrupted abruptly before reaching the square panels. Furthermore, a necktie shaped ornament (overlapped by three horizontal band moldings) flanks either side of the window. This detail extends from the cornice down until aligning with lower portion of brackets. What appear to be inlaid panels lined with faience tiles at either side of the "necktie" ornament are painted over. A flat, stepped parapet crowns each wing above.

In contrast with the ornamental treatment of the school's main elevation, side facades are unadorned and defined primarily by pragmatic needs. Compositional and physical emphasis on the more public face of institutional buildings was a common practice at the time of construction. Several buildings obstruct visibility to the north and south facades, not visible from Luis Muñoz Rivera or Luchetti Streets. These lateral elevations share a similar architectural treatment but, at the southern side, the terrain slopes southward, a condition that allows for a 5'-0" high, wall base with cast iron ventilation grills and several openings to ventilate a crawl space beneath the finish floor. **(FIG. 14)** Several of these sub-floor openings have been sealed with concrete block, wood panels or poured concrete. However, their locations remain clearly evident as "shadowed" by several recesses few inches away from the wall surface. In the lateral elevations, the aforementioned elbow corner rooms project over a foot from the main volume, measuring 12'-2" wide and 26'-0" long in plan view; they also protrude a few inches taller in elevation than the rest of the building. Their hierarchical character is furthered by their programmatic contents: on the north side, they lodge the administration and the principal's office. In the south, they house offices for the social worker and a facilitator. The wide wrap around cornice reappears, also an ornamental scupper. At center, two vertical windows are grouped close together and integrated by a single arch with an overextending label molding[22]. The original openings have been partially filled in to accommodate smaller, louvered window units. On the south corner wall base, two iron-grille ventilators echo window openings above.

[18] The term "French buttress" refers to an exterior mass of masonry set at an angle into a wall which it strengthens or supports.
[19] A molding having a semicircular cross section.
[20] A molding surrounding the trim at the top and sides of a door or window.
[21] A raised or sunken rectangular panel on a wall distinctively treated or ornamented.
[22] A molding or dripstone over a door or window, especially one that extends horizontally across the top of the opening and vertically downward for a short distance at the sides.

Originally, each lateral façade included eighteen (18) windows; fifteen (15) arranged in three sets of five, each group corresponding to a classroom. A single window unit provided light and ventilation to the restrooms. Two windows served the offices. At an unknown point of time, the middle opening on each classroom group was sealed up with cement masonry units. Unlike at the office windows, all openings are framed by a connecting/continuous label molding that steps back twice, once as a broad band, the other as a thin strip above the latter. Each unit is underscored by individual windowsill that projects forward twice, once as a broad band, the other as a lean strip below the wide one. On both side elevations, PVC pipes, air conditioning wall units, electrical conduits, electrical service entrance conductors, watt-hour meters and security cameras have been attached carelessly on the surface.

Alongside the corner offices, mirror spatial conditions of the three classrooms and restrooms at each side of the building's axis reinforce the overall symmetrical layout. Hallways incorporate eight arches perpendicular to the entry sequence and are instrumental for reaching all classrooms, thus echoing the prevailing axial disposition in plan. Seven arches on either side have a solid concrete parapet, while an eighth one allows access to the courtyard. **(FIG. 15)** Six of them include a concrete cornice molding on the ledge, except for one that remains bare probably as the result of an alteration or change. The main circulation corridor lays one step below the floor height inside the classrooms. It is finished in polished concrete finish, sporting a concrete slab ceiling. Most classrooms have batten doors, iron-grille gates and - in air-conditioned spaces - aluminum screen doors with plastic inserts. In most classrooms, original door transoms in wood have been removed and sealed. They used to allow air-light in. All classrooms have a concrete slab roof and fluorescent lighting. Floor finishes consist of twelve by twelve inch ceramic red tiles and polished exposed concrete, used alternately.

Facing east and north - and not noticeable from the street - the 1947, two-story, later addition does not detract from the public's enjoyment of the historic architecture of the *Walter Mc Kown Jones* School along Luis Muñoz Rivera Street, from where it is best perceived. The repetitive rhythm and placement of the architectural details and massing make evident the boundaries of the original building and those of the later annex. While the addition's mass emphasizes primarily plain wall surfaces and pragmatic needs, the rectangular volume of the 1926 wings is distinguished by its ornamentation and style.

The addition is attached to both wings of the original "U" and measures 25'-0" wide, almost 30'-0" high on the north, and 35'-0" on the south, projecting 5'-6" out from the school's original side elevations. This is the only articulation between the annex and the main building. On the north and south elevations of the addition, three windows are grouped and centered with the protruding classroom volume on each floor. Thin, flat, mullion-like, concrete columns separate each window. A flat, concrete overhang shelters each of three-window groupings. The eaves add depth and horizontality to an otherwise bare façade.

A single classroom constructed in the 1980's stands out above the eastern end of the north wing **(FIG. 16)**. Built without any design intention beyond fulfilling pragmatic needs, the addition contrasts sharply with the rest of the building's volume, including its tectonic treatment. The space is 30'-0' wide, while its height varies as a result of its shed-like roof and an overextending concrete eave. Its walls awkwardly rise from the original parapet. Two wide window openings are equally spaced and centered, providing natural light and ventilation. On the other side, looking into the interior patio, the classroom presents a single, longitudinal opening that incorporates five aluminum windows.

The east elevation is the least visible. This two-story façade (of the later addition) is articulated into three (3) volumes: a main, larger one, flanked by a pair of smaller, identical bodies at each side. The one at center is rectangular, measures 61'-0" along its longitudinal axis, and projects forward 5'-6". Each one of the flanking volumes measures 38'-0" wide. Considering all three volumes together, the building's total length adds up to 137'-0" on this side. The height varies due to the sloped terrain. Fenestration and eaves constitute the only articulation to wall surfaces. All aluminum jalousies are rectangular and vertical. Sets of four windows are closely spaced together. Concrete overhangs consolidate each window group as a unit. At the main volume, four groups of four windows each (two per floor) are laid out symmetrically. The identical volumes adjoining the main body of the *Walter Mc Kown Jones School* are also bare. They include one group of four windows on each level. Aligned with the interior hallways, at the connection point between the central and lateral bodies, secondary accesses are to be found. An open-air, straight-run staircase in reinforced concrete reaches the building itself at the left side. Six feet (6) wide, the straight-run stair raises six (6) steps. With flat, unadorned concrete railings at each side, the stair also includes two (2) tubular handrails over the railings. The stair treads, risers and railings vary inconsistently in depth and height and, as such, are non-compliant with current applicable building codes. At the northeastern corner, a ramp provides access to the resource while connecting it with other buildings located on the eastern end of the site. The ramp does not fulfill ADA codes. An iron grill gate controls access to both entrances. Above these, at the second level, a rectangular, vertical opening allows light into the interior hallway. Both openings include security iron-grilles for protection from vandalism. Below said openings, one outdoor light fixture, also for security reasons projects out from both flanking volumes. Exposed electrical conduits, drainage pipes, and air conditioning wall units appear at random, seemingly having been added taking into account only pragmatic, immediate considerations. Also incorporated to this corner of the building is the school's bell, with exposed wires and mechanisms.

All around the *Mc Kown Jones School*, windows are in aluminum, operable jalousie type. Original window openings have been partially blocked, where needed, to fit the size and proportions of the more contemporary, metal fenestration. Doors, however, keep their original proportioning, but are now in solid metal. Some doors retain their original, ventilation transom, but - as mentioned before - most have been temporarily blocked off to control air conditioning. All walls are finished in smooth concrete; floors are in polished concrete, but some have been paved over with ceramic tile and/or vinyl. Wall bases are in concrete. Exposed electrical equipment and conduits, telephone lines (dead or in use) as well as, plumbing and air conditioning pipes appear haphazardly all throughout the School's facades. Some A/C condensing units are bracket mounted on the walls, or surface mounted on the ground, next to the building. Cement stucco – original, but mostly pertaining to repairs - is coming off at some walls. Paint is peeling off, in most instances, due to the weight of one coat applied over another without use of any primer or without the removal of previous material. All of these improvised interventions and omissions can be removed and improved without any damage to the existing structure.

Impact of time

Built 86 years ago, the Walter Mc Kown School remains a productive, practical public educational facility. Continued use throught the decades - without dramatic programmatic changes - grants the school building a joint sense of permanence and pertinence. As a whole, changes additions, and repairs have further reinforced its preeminent role as a key academic facility in Villalba, and one of its paramount architectural resources.

The most important changes relate to the suppression of wooden elements pertaining to: the roof, some floors, and mostly, fenestration. The roof originally included wood rafters and joists sized 2” x 8”, spaced evenly at 2’-0”. Corrugated galvanized iron sheets protected against rain. They were sealed with metal flashings and counter flashings “*Tabloncillo*”, a local wood installed in tongue-and-groove assembly (“*machihembrado*”) was used for ceilings at the time of construction and until the 1950’s, when a concrete slab roof substituted them. With the provision of air conditioning units, the use of acoustic tile systems followed. As can be expected, these have been substituted more than once, but many remain damaged and/or moldy. Fluorescent lighting fixtures substitute incandescent ones. Electrical and mechanical systems have undergone alterations, additions, and substitutions, and most of them are visible in the school’s facades. Some wall surfaces have been damaged. Careless paint jobs detract from the architectural details.

The 1947 addition that lies east underlines the original composition by adhering to the basic axial, symmetrical disposition. To that effect – and even though it raises two stories - instead of openly defying the existing building, the annex strengthens the designer’s originally formal treatment of the property by providing additional spatial definition to the patio space. Other minor alterations include: air conditioning units at walls and windows; security iron grills; access ramps; and cornices and moldings. The wooden partitions that allowed turning two classrooms into a single assembly room have been eliminated. This was a common feature of spatial flexibility at many schools of the period.

. 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.
- [x] 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 owed by a religious institution or used for religious purposes.
- [ ] B removed from its original location.
- [ ] C a birthplace or grave.
- [ ] D a cemetery.
- [ ] E a reconstructed building, object, or structure.
- [ ] F a commemorative property.
- [ ] G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance
(Enter categories from instructions)

Architecture

Period of Significance

1926-1962

Significant Dates

1926

1947

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

Cultural Affiliation

N/A

Architect/Builder

Carmoega Morales, Rafael

Period of Significance (justification)

The period of significance of the property starts when the building was constructed in 1926, and closes at the 50-year cut-off date (1962).

Criteria Consideratons (explanation, if necessary)

N/A

Statement of Significance Summary Paragraph (provide a summary paragraph that includes level of significance and applicable criteria)

The *Walter Mc Kown Jones School* is significant statewide under *Criterion C* (Architecture), constituting a foremost example of school models that are distinguishing of early 20th-century, institutional architecture in Puerto Rico. Because of its design and stylistic bearing, the resource is a noted example of eclectic composition, featuring Neoclassical, Spanish Revival, and Prairie vocabulary. Its architect was Rafael Carmoega, a Puerto Rican designer who played a pivotal role in the construction of schools in the 1920's and 1930's.

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

The *Walter Mc Kown School* stands as a community icon of myriad significance. First and foremost, its architectural bearing continues to impress users and visitors alike. Secondly, ornamental details speak of a design sophistication unmatched elsewhere in Villalba. And finally, "Mr. Mc K. Jones" casts a long shadow as an example of selfless commitment to public service; no wonder the school keeps a museum honoring his life and contributions. Rafael Carmoega Morales was the

designer, simultaneously working as Chief Architect for the Division of Public Works of Puerto Rico's Department of the Interior. Carmoega was one of the most influential Puerto Rican architects at the time the school was erected. He is credited for many public projects of the period, including important academic buildings on the Island that followed Neoclassical, Spanish Revival and the Prairie School Style, often in hybrid pursuit.

Presently, *La Mc Jones or La McK. Jones,* as it's referred to*,* is in good preservation state and, as such, an example of architectural and historic integrity. The set back from the street and its parterre gardens underline its presence and urban primacy. Its location and backdrop still maintain a considerable bearing on the town's urban landscape. The property's profile and massing still cut a distinctive silhouette against the sky, and the stout Roman arches of the entrance arcade add a timeless character to it. Architecturally well preserved in terms of composition and ornamentation, the property bespeaks its period of construction's pledge to specific building typologies, one of the most characteristic being the U-shaped plan used for Villalba. *La Mc Jones* is also noteworthy as an example of the early use of concrete in Puerto Rico. Within it, materials and workmanship regarding different trades demonstrate the aesthetic values of the period, revealing at the same time, technological and decorative practices and principles endorsed then by local government agencies and thus made accessible to the general public. Architectural integrity and the extended use of the property as a school until today, mutually foster feeling and association in everyone, whether experiencing the building from afar or from within. Many students and faculty are knowledgeable of the school's history, and the life and deeds of its promoter, founder and first director, Walter Mc Kown Jones. Inevitably, this underlines further – and humanizes - the property's incontestable historic qualities.

Developmental history/additional historic context information (if appropriate)

On October 12, 1921, the Municipality of Villalba requested governmental support for the construction of a school building within its town limits, but was expediently informed about the lack of funds for it.[23] On May 2, 1922, however, the Commissioner of Education notified his department's representative in Villalba that monies had become available for the project.[24] At the same time, the municipality was urged to contact the Commissioner of the Department of the Interior to request the construction (and plans) of the school. Villalba's local government had already identified the municipal property in which the school could be built, but its approval and surveying delayed. On January 8, 1924 – almost two years after – the Commissioner requested $8,000.00 from the Auditor of Puerto Rico in San Juan "*for the construction of a school in the town of Villalba*". These monies would be added to $18,000 already set aside for school construction… "*that together…will form a total of $26,000 to be used in the construction of a 7-room school building*".[25] Eight days later, the Municipal Secretary writes the Commissioner of the Interior, providing an improvised land survey, in lieu of a more professional plan to that effect.[26] On the same letter, the secretary refers to "*Mr. Mc K. Jones*" as "*our representative*".

[23] AGPR: Letter dated October 18, 1921 from the Sub Commissioner of the Department of the Interior to Juan B. Angulo, Municipal Secretary of Villalba.
[24] AGPR: Letter dated May 2, 1922 from the Commissioner of Education to the Municipal Commissioner of Education in Villalba.
[25] AGPR: Letter dated January 8, 1924 from the Commissioner to the Auditor of Puerto Rico.
[26] AGPR: Letter dated January 18, 1924 from the Municipal Secretary to the Commissioner of the Interior.

Nine days after, Villalba's Special Commissioner of Public Service is sent construction plans for the project.[27] Said plans pertained to another project previously built by the Department of the Interior in Río Piedras. These plans had been "*adopted as a model*" for the school at Villalba, which had to verify if the dimensions stated in the construction documents "*would fit*", and approve the design. "Mr. Mc Jones" himself selected the Río Piedras school as model and gathered approval from the town's decision makers.[28] The project was bid on March, 1924, and announced in newspapers like *La Democracia, El* Mundo, *La Correspondencia*, and *El Tiempo*. At the Department of the Interior, architect Rafael Carmoega was in charge of procedures. Walter Mc Kown Jones followed the process closely from the beginning, whether requesting copies of the building plans[29] or anxiously inquiring about the bid outcome.[30] The same day that bid results were made official, architect Carmoega informed the decision to Mc Kown Jones.[31] The project was awarded to Antonio Ferré, the second lowest bidder at $21,052.59.[32] Mc Kown Jones' persistence continued. By April 24 he is writing Carmoega, urging the architect to send project documentation to Ferré, apparently to expedite beginning of construction. Carmoega replies the next day to assuage his concern. Walter's insistence, but also the importance awarded to his follow up communications by high echelon government officers attest to the man's weight in the process.

Nevertheless, on May 21, 1924, Juan B. Huyke, Commissioner of Education, refused to consider any construction contract for the Villalba school, decrying "*there is no evidence in our records that we have approved any design for this project*". Huyke also complained about the municipal choice of site, which was not without legal gravamen, as originally stipulated by the agency.[33] The Municipal Commissioner of Education in Villalba promptly replied to his superior.[34] In a respectful, apologetic tone, he explained how, in haste, an original site had to be discarded, replaced, and funded. Among the many assets of the new location, one is highlighted: the site's adjacency with other municipal grounds soon to be used as an agricultural farm ("*Granja Agrícola*") by the Department of Agriculture. Regarding the building plans, the Municipal Commissioner claimed to have sent them for the Education Department's approval. The Commissioner of the Interior writes Huyke to further underline he was in knowledge of all procedures and that he had previously approved the plans for Río Piedras, to be replicated at Villalba.[35] Nevertheless, the bureaucratic power play continued back and forth.

Apparently, construction started that summer, before any contract was formalized to that effect. On July, Walter Mc Kown Jones telegraphed Guillermo Esteves, Commissioner of the Interior, and urgently requested that a project inspector certify work performed to date…"*We lack funds. Impossible to continue work under such circumstances. Answer me*."[36] At the end of the month, architect Carmoega sent Antonio Ferré his contract for construction, simultaneously requesting him to

[27] AGPR: Letter dated January 17, 1924 from the Sub Commissioner of the Department of the Interior to the Special Commissioner of Public Service in Villalba.
[28] AGPR: Letter dated February 7, 1924, from the Municipal Secretary of Villalba to the Commissioner of the Interior.
[29] AGPR: Telegram dated March 18, 1924, from "M MCK JONES" to Don Rafael Carmoega, Department of the Interior.
[30] AGPR: Telegram dated April 9, 1924, from "W MCKJONES" to Guillermo Esteves, Comisionado del Interior.
[31] AGPR: Letter labeled 6-017./ (no date) from Rafael Carmoega to Walter Mc Kown Jones: "*Contract school building awarded to Ferré*".
[32] AGPR: Memorandum dated April 10, 1924, to the Bid Board from Rafael Carmoega.
[33] AGPR: Letter dated May 21, 1924, from Juan B. Huyke, Commissioner of Education to the Commissioner of the Interior.
[34] AGPR: Letter dated May 27, 1924, from the Municipal Commissioner of Education in Villalba to the Commissioner of Education.
[35] AGPR: Letter dated May 27, 1924, from the Commissioner of the Interior to the Commissioner of Education.
[36] AGPR: Telegraph dated July 28, 1924, from W MCK JONES to Guillermo Esteves, Commissioner of the Interior.

report the date when work was to begin.[37] Said request was, probably, academic. On July 31st, Commissioner Esteves ordered Manuel Liaño, Resident Engineer at Villalba, to certify work already performed at the school.[38] In less than a week, the Commissioner of Education in San Juan was receiving a copy of Certification for Payment #1, in the amount of $6,046.42 "*for work carried out until August 1, 1924*".[39] If this first certification was equivalent to 28% of the contract cost, much work must have been performed before the contractor first received his contract from the Department of the Interior.

Early in August, Antonio Munet was named project inspector.[40] Immediately, Munet had to come to terms with two issues. The school's construction had begun long before his arrival and, moreover, although all documents described the school as a seven classroom one, the contractor was building eight of them.[41] By September 1924, one foreman, four masons, six carpenters, two painters, and 27 peons were building the school.[42] Monthly personnel on site averaged 30-40 people. Claiming his many travel obligations kept him away from the Island, Antonio Ferré delegated the completion of the school to Francisco Grevi.[43] By January 1925, Project Inspector Antonio Munet had been transferred to another location, and substituted by Julio Rivera, from Ponce.[44] Walter Mc Kown Jones had recommended to the Department of the Interior that a single project inspector be hired to tend to the school (about to be finished) and the agricultural farm underway.[45] In parallel to these events, on January 12, 1925, the municipal assembly decides to name the school building after Mc Kown Jones, in gratitude for his past contributions to Villalba and in appreciation for his efforts to get the school built.[46]

The project's final inspection was entrusted to Herminio Saldaña, who found both defective and uncompleted work as detailed in a punch list he prepared to that effect.[47] By May 20, 1925 the school had yet to be finished and the Department of the Interior put pressure in the contractor.[48] On July 18, 1925, Blas C. Silva Boucher, from Mayaguez, but established in Yauco at the time, was designated Special Inspector to approve substantial completion of the school.[49] By July 31st, Silva had prepared a comprehensive report to that effect, listing all tasks pending to be executed or repeated and including photographs illustrating the most important conditions.[50] These photos depict exterior and interior spaces and finishes. As such, they constitute an important visual document of the school, but also of construction methods and materials of the period.[51] By the end of August 1925,

[37] AGPR: Letter dated July 31, 1924, from Rafael Carmoega to Antonio Ferré, c/o Francisco Grevy.
[38] AGPR: Letter dated July 31, 1924, to Manuel Liaño, Resident Engineer from Guillermo Esteves, Commissioner of the Interior.
[39] AGPR: Letter dated August 6, 1924, from the Sub Commissioner to the Commissioner of Education.
[40] AGPR: Letter dated August 8, 1924, from Rafael Carmoega to the Mayor of Villalba.
[41] AGPR: Letter dated August 15, 1924, from Antonio Munet, Inspector, to Rafael Carmoega.
[42] AGPR: Weekly Report of the Project Inspector dated September 20, 1924.
[43] AGPR: Letter dated September 24, 1924 from Antonio Ferré to Guillermo Esteves, Commissioner of the Interior.
[44] AGPR: Letter dated January 22, 1925, from Germán Ramírez de Arellano, Interim Architect at Puerto Rico's Department of the Interior to Julio Rivera, Inspector.
[45] AGPR: Letter dated January 22, 1925 from Walter Mc Kown Jones to C. V. Vega at the Department of the Interior.
[46] AGPR: Resolution of Villalba's Municipal Assembly dated January 26, 1925.
[47] AGPR: Memorandum to the Commissioner of the Interior from the Architect, dated March 20, 1925.
[48] AGPR: Letter dated May 20, 1925 from the Architect to Antonio Ferré, contractor. See also, letter dated June 11, 1925 from the Commissioner of the Interior to Antonio Ferré.
[49] AGPR: Memorandum to the Commissioner of the Interior from architect Rafael Carmoega, dated July 18, 1925, and endorsed by the Commissioner of the Interior.
[50] AGPR: Report dated July 31st, 1925 from Blas G. Silva to the Department of the Interior.
[51] Silva's report referenced above mentions a set of accompanying photos labeled from 24 to 30, but these are not included in the documentation at the *Archivo General de Puerto Rico*. However, copies of these photos can be found at

architect Carmoega refused to accept substantial completion of the school, requiring Antonio Ferré to carry out all required repairs and any unfinished business on the premises.[52] Blas Silva returns to inspect on September 9, finding many, but not all, items had been corrected and "*professors and children were invading the building in order to hold classes…*"[53] By October 10, the contractor had not addressed the tasks pending.[54] Moreover, it was not until April 22, 1926,that the Division of Public Works at the Department of the Interior received officially the project as completed, even though the school had been in use for a year.[55]

Twenty years later - in 1947 - a project to expand the school went up for bids, adding four classrooms to accommodate 58 students "*as an extension to the Walter Mc Jones School*".[56] Existing facilities were insufficient to handle the increasing number of high school-level students in Villalba, forcing many of these to attend Ponce High School.[57] Funds to build became available through the "School Construction Program for 1946-47". The four new classrooms were attached to the original property in a two story building whose circulation hallway was linked to the original arcaded corridors in order to grant continuity to the school's flow. Restrooms and stairs were included in a symmetrical arrangement. Plans were prepared by the Department of the Interior, being Commissioner Jesús Benítez Castaño.[58] The contractors were José Correa Alvarez and Carlos V. Cabiya.[59] Further repairs were carried out in 1953, including the substitution of its wooden roof and construction of a detached school auditorium to the east.[60]

---

the "*Colección de documentos arquitectónicos, documentos textuales, fotografías y artefactos*" donated by the engineer's family to the *Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico*, AACUPR. For information on Silva, see http://aacuprinvestigacion.blogspot.com/2009/12/bsi-coleccion-blas-silva.html

[52] AGPR: Letter dated August 25, 1925 from architect Rafael Carmoega to Antonio Ferré, contractor.

[53] AGPR: Follow-up report dated September 9, 1925 from Blas G. Silva to the Department of the Architect of the Department of the Interior.

[54] AGPR: Letter dated October 10, 1925 from the architect Carmoega to Antonio Ferré, contractor.

[55] AGPR: Memorandum dated April 22, 1926, to the Commissioner of the Department of the Interior from Camilo González, Special Inspector. See also, letter dated May 12, 1925 from the Sub commissioner to Antonio Ferré, contractor.

[56] AGPR, Fondo: Obras Públicas; Serie: Edificios Escolares, Caja 1204, Legajo 350, Exp. 1. Bid Announcement dated March 7, 1947 from the Division of Public Works of the Department of the Interior. See also, letter dated February 7, 1947. From Orlando R. Méndez, Commissioner of the Interior to Louis Sturcke, Jr., Administrator and Secretary, Committee on Design of Public Works.

[57] Ibid., *Proposed Program for 4 Urban Senior High School Classrooms at Villalba*, submitted by Mariano Vázquez, planner, dated September 27, 1946. This document acknowledges that the purpose of the addition was to accommodate fifty-eight (58) more high school students.

[58] Ibid., Bid Advertisement, Division of Public Buildings and Municipal Projects, Board of Public Works, Department of the Interior, Government of Puerto Rico, dated March 7, 1947.

[59] Ibid., Letter dated April 1, 1947 from contractors José Correa Alvarez and Carlos V. Cabiya to Jesús Benítez Castaño, Commissioner of the Interior.

[60] Ibid., Memorandum dated August 5, 1953 from Luis González, Chief, Division of Public Buildings, to José L. Costa, Chief, Division of Public Property. See also, Memorandum to Roberto A. Sánchez Vilella, Secretary of Public Works, from Justo Varela, District Engineer of Ponce.

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form)

Primary Sources

Archivo General de Puerto Rico (AGPR)

Fondo: Obras Públicas; Serie: Edificios Escolares; Caja 1096, Legajo 253, Exp. 1.
Fondo: Obras Públicas; Serie: Edificios Escolares, Caja 1204, Legajo 350, Exp. 1.

Federal Emergency Management Agency Map, Panel 1140J (Revised November 18, 2009). Map no. 72000C1140J.

Puerto Rico Planning Board, *Geolocalizador*: Interactive Map of the Land Registry, http://gis.jp.pr.gov/GeoLocalizador/Internet/ for plot number – 294-072-032-03.

Secondary Sources

Carley, Rachel. *The Visual Dictionary of American Domestic Architecture* (New York: Henry Holt and Company, 1994).

De la Cruz Figueroa, Jorge. *Villalba: Notas para su historia* (San Juan: Oficina Estatal de Preservación Histórica, 1986).

Rigau, Jorge. *Puerto Rico 1900: Turn-of-the-century Architecture in the Caribbean* (New York: Rizzoli, 1992).

Magazines/Articles

Rigau, Jorge. “La posible felicidad del país: optimismo, pragmatismo y responsabilidad social en la reglamentación finisecular puertorriqueña relacionada a la construcción”, *Revista del Instituto de Cultura Puertorriqueña*, Núm. 98, 1991.

Figures

Archivo General de Puerto Rico
Jorge Rigau
Guillermo Marrero

Internet

http://aacuprinvestigacion.blogspot.com/2009/12/bsi-coleccion-blas-silva.html
http://gandulerosdevillalba.wordpress.com/villalba/
http://padondevoypr.net/component/mtree/pa-disfrutar/museos/museo-walter-Mck-k-jones,
http://portacaribe.com/puertorico/index.php?option=com_content&task=view&id=26&Itemid=66
http://travelandsports.com/espanol/museo-walter-Mck-k.-jones-puerto-rico-wmkjm766.php
http://www.eluniversal.com.mx/articulos/55870.html

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 # _____

Primary location of additional data:

____State Historic Preservation Office
__x__Other State agency
____Federal agency
__x__Local government
____University
__x__Other
Name of repository: Municipality Villalba

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property Less than one acre (.21)
(Do not include previously listed resource acreage)

UTM References
(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing		Zone	Easting	Northing
1	19	765382	2006346	3			
2				4			

Verbal Boundary Description (describe the boundaries of the property)

The boundaries are indicated on the accompanying base map, and are shown as the dotted line on the accompanying map. See continuation sheet, section 10.

Boundary Justification (explain why the boundaries were selected)

The nominated property includes the entire lot historically associated with the Walter Mc K. Jones School.

11. Form Prepared By

name/title Arq. Jorge Rigau, FAIA
organization Jorge Rigau Arquitectos date July 21, 2009
street & number #67 calle Los baños, 1er piso telephone (787) 982-0002
city or town San Juan state Puerto Rico Zip Code 00911
e-mail _rigau@jorgerigau.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.
- A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Continuation Sheets**

- **Additional items:** (Check with the SHPO or FPO for any additional items)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **West elevation looking east. The mound-like topographical condition and a seventy foot (70'-0") front setback underline the school's prominence among other buildings in the area. Low to mid-height concrete walls fence off the school's property. Dating from 1926, the Walter Mc Kown Jones School originally accommodated eight (8) classrooms distributed symmetrically at either side of a central axis on a one level, *"U"* shaped building; two classrooms at the center, and three classrooms on each wing. In 1947, four (4) additional classrooms were added in a two-story rectangular building to expand the total number of classrooms to twelve (12). Consequently, the floor plan composition changed from a *"U"* to an *"O".***
7. **#1**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **West elevation looking southeast. In terms of massing, the school underlines a tripartite arrangement on its west (front) elevation. A main, central volume is slightly set back and flanked by two identical volumes projecting outwards at each end of it. In general, horizontality prevails. The central volume is symmetrical in composition. It measures seventy-five feet (75'-0") long by twenty feet (20'-0") high and is raised on 1'-0" high base. The predominantly open surface incorporates an arcade containing seven Roman arches - each supported by paired, round columns - spaced in araeostyle intercolumniation.**
7. **#2**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **West elevation looking east. Tuscan order, twin columns that share a common base and impost support the archway.**
7. **#3**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **Close up view looking northwest. Past the colonnade, a 9'-6" wide covered portico provides, simultaneously, shelter from climate, a gathering place for students and teaching staff, and access to the interior spaces of the school building; also highlighting the school's main entrance.**
7. **#4**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **North elevation looking south. Corner rooms project over a foot from the main volume, measuring 12'-2" wide and 26'-0" long in plan view; they also protrude a few inches taller in elevation than the rest of the building. Their hierarchical character is furthered by their programmatic contents: on the north side, they lodge the administration and the principal's office. In the south, they house offices for the social worker and a facilitator.**
7. **#5**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Álbum de Obras Municipales, Puerto Rico 1919-1928**
4. **Accessed on March 09, 2012**
5. **Archivo General de Puerto Rico**
6. **West elevation, looking northeast. Main facade during construction in the town of Villalba, Puerto Rico. Many of the obstructions that hinder visibility from the street weren't originally present.**
7. **#6**

1. **Walter Mc Kown Jones School**
2. **Villalba, Puerto Rico**
3. **Guillermo Marrero**
4. **June 01, 2012**
5. **Jorge Rigau Arquitectos, San Juan Puerto Rico**
6. **Interior courtyard view looking east. Seven arches on either side have a solid concrete parapet, while an eighth one allows access to the courtyard. Six of them include a concrete cornice molding on the ledge, except for one that remains bare probably as the result of an alteration or change. The main circulation corridor lays one step below the floor height inside the classrooms. It is finished in polished concrete finish, sporting a concrete slab ceiling. Most classrooms have batten doors, iron-grille gates and - in air-conditioned spaces - aluminum screen doors with plastic inserts. In most classrooms, original door transoms in wood have been removed and sealed. They used to allow air light in. All classrooms have a concrete slab roof and fluorescent lighting. Floor finishes consist of twelve by twelve inch ceramic red tiles and polished exposed concrete, used alternately.**
7. **#7**

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:) _____

for Edson W. Beall
Signature of the Keeper

1.29.13
Date of Action

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	district
0	0	site
0	0	structure
0	0	object
1	0	**Total**

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

Early XXth Century Schools Puerto Rico, 1900-1930

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION/ School

Current Functions
(Enter categories from instructions)

EDUCATION/ School

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc. Kown Jones

Villalba, Puerto Rico

Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

Additional Documentation Photographs

FIG. 1: Walter Mc Kown Jones School west elevation, looking northeast, in Villalba, Puerto Rico. The primary entry is located on the west side, providing an axial pedestrian access from Luis Muñoz Rivera Street towards the main structure. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc. Kown Jones

Villalba, Puerto Rico

Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

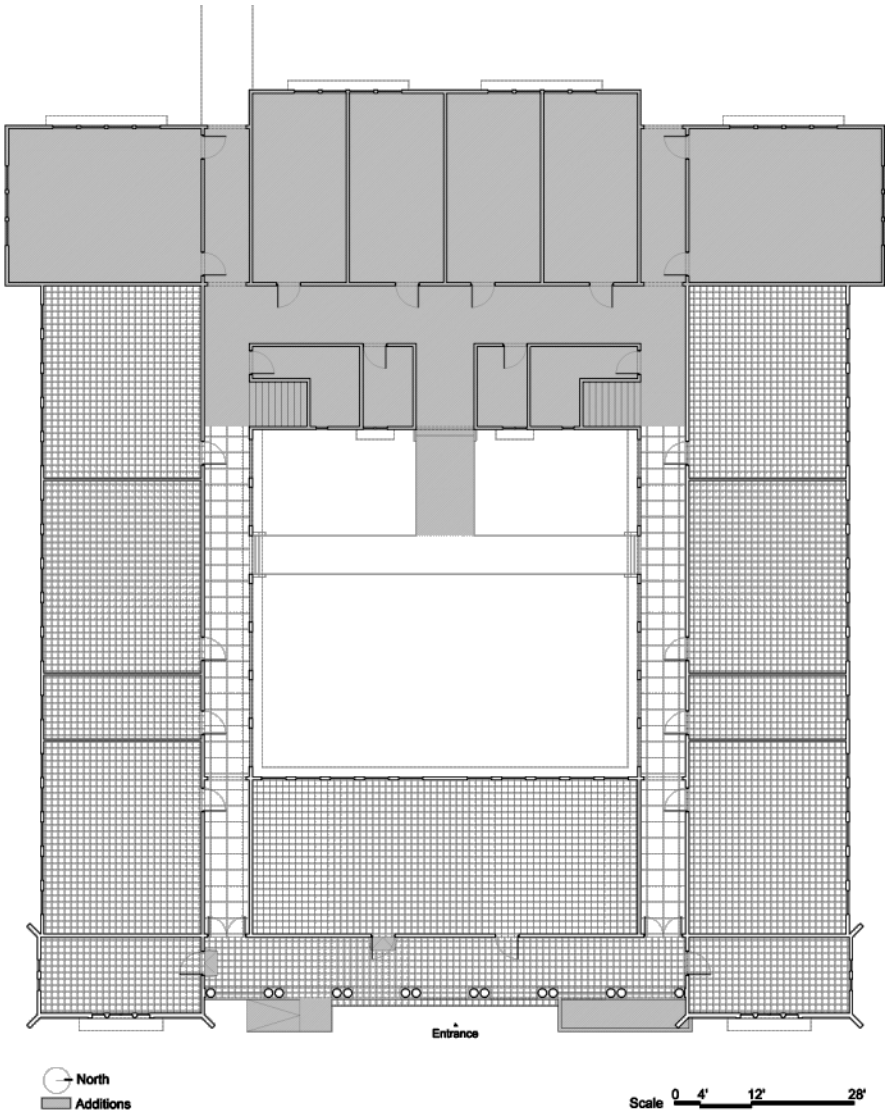


FIG. 2: Walter Mc Kown Jones School, ground level floor plan, in Villalba, Puerto Rico, Dating from 1926, the Walter McKown Jones School originally accommodated eight (8) classrooms distributed symmetrically at either side of a central axis on a one level, *"U"* shaped building; two classrooms at the center, and three classrooms on each wing. In 1947, four (4) additional classrooms were added in a two-story rectangular building to expand the total number of classrooms to twelve (12). Consequently, the floor plan composition changed from a *"U"* to an *"O".* Drawing: Guillermo Marrero, July 331, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc. Kown Jones

Villalba, Puerto Rico

Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

FIG. 3: Walter Mc Kown Jones School west elevation, looking east, in Villalba, Puerto Rico. The stairs are 7'-4" wide, built in reinforced concrete. Both steps and ramp mediate the height difference between the sidewalk and the School's patio. The stair risers are cement-plastered with paint while the treads, as well as the ramp and access path from entrance towards the building, are covered with concrete pavers. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc. Kown Jones

Villalba, Puerto Rico

Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

FIG. 4: Mc Kown Jones School west elevation, looking east, in Villalba, Puerto Rico. On the southeast quadrant, an 1850 bell originally intended to hold the ashes of Walter McKown Jones is on display. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 5: Mc Kown Jones School west elevation, looking southeast, in Villalba, Puerto Rico. On the northwest quadrant in the southernmost garden, a bronze bust commemorates McKown Jones' lifetimes and his importance to the town of Villalba. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 6: Mc Kown Jones School west elevation detail, looking east, in Villalba, Puerto Rico. Eighteen-inch high, circular planters covered with one-inch square mosaic tiles are found at each intersection where concrete paths cross each other. A non-working, small water feature lies at center on the southern garden. Various trees and shrubs of various species are located along the green area in front of the lot, amidst decorative plants. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc. Kown Jones

Villalba, Puerto Rico

Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

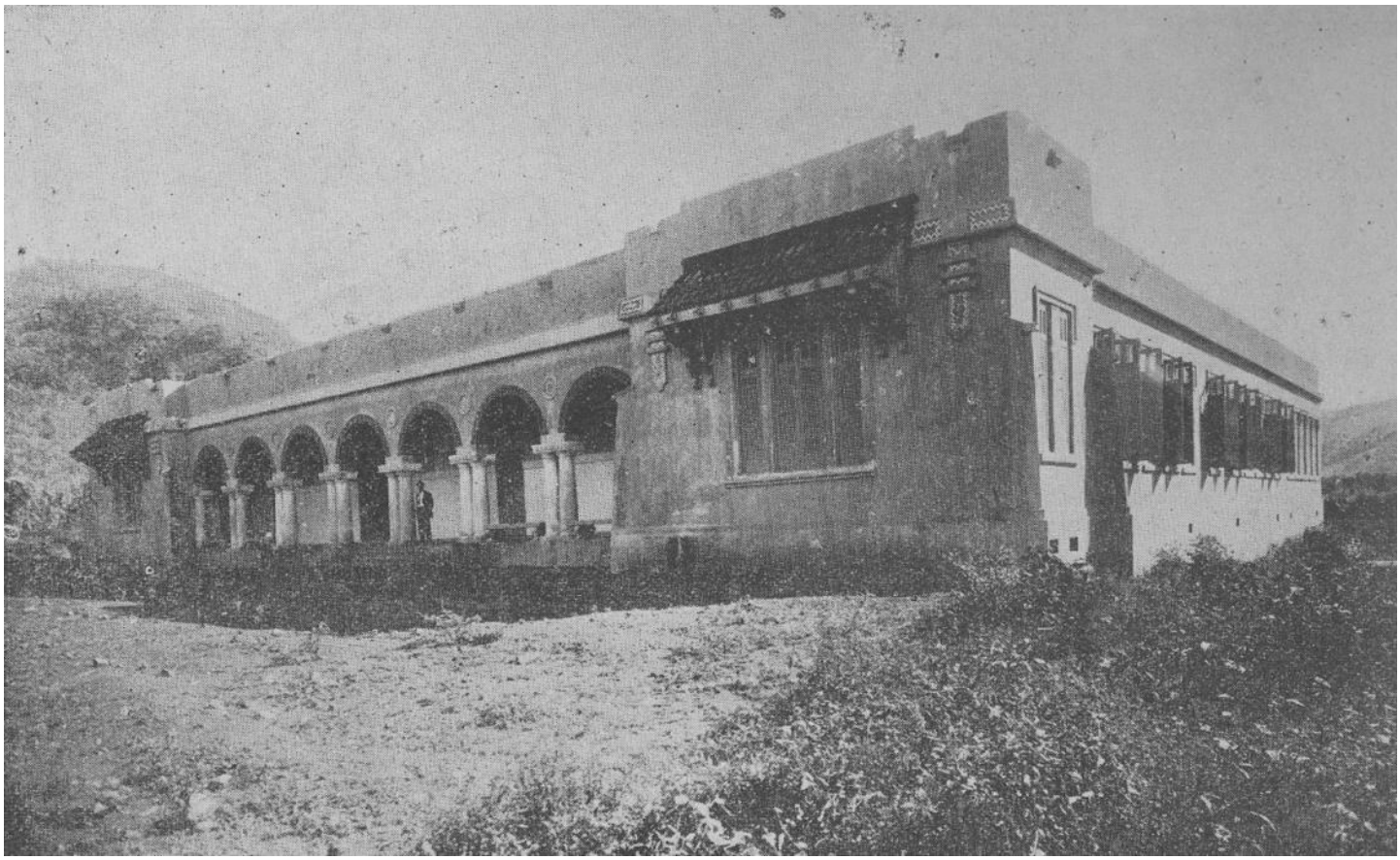


FIG. 7: Mc Kown Jones School west elevation detail, looking northeast, in Villalba, Puerto Rico. The predominantly open surface incorporates an arcade containing seven Roman arches - each supported by paired, round columns - spaced in araeostyle intercolumniation. Source: Unknown.

FIG. 8: Mc Kown Jones School west elevation, looking east, in Villalba, Puerto Rico. Stylistically, the *School* evidences many affinities with the Prairie Style, including brick detailing on certain transitional elements like the archways and other openings, as well as, strong horizontal lines established by broad cornices that seem to stretch the building. Grouped vertical windows and in proximity to flat lintels and lower moldings read as horizontal bands in the overall building composition. Thin concrete columns often separate one window from the other, to the point of seemingly becoming mullions, instead of being perceived as full wall segments. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 9: Mc Kown Jones School west elevation, looking east, in Villalba, Puerto Rico. Tuscan order, twin columns that share a common base and impost support the archway. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 10: Mc Kown Jones School closeup view, looking northwest, in Villalba, Puerto Rico. Archivolts decorated with trims that replicate brick *voussoirs* spring from the impost. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 11: Mc Kown Jones School west elevation, looking east, in Villalba, Puerto Rico. From above, on the upper part of a solid parapet, six (6) concrete scuppers project out, each aligned vertically with the medallions on the façade spandrels. A *congé* molding serves as bracket for the wide, "U"-shaped concrete drains. The scuppers are only decorative and non-functioning as they are above roof level height, a few inches below the parapet top. The school's name appears at center of the main elevation, above the cornice and below the scuppers. Symmetrically laid, the school's banner is laid out in individually cut, steel capital letters, anchored with bolts/pins to the wall, spelling *WALTER Mc K. JONES SCHOOL*. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 12: Mc Kown Jones School interior room elevation, looking north, in Villalba, Puerto Rico. The central volume is house to the school's library and the small archive and exhibition room. They occupy space formerly devoted to two classrooms. These shared wooden, accordion doors. These folding partitions opened up to provide the school with an extended assembly area the size of two classrooms together. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 13: Mc Kown Jones School closeup detail view, looking southeast, in Villalba, Puerto Rico. Above the window opening, flanking each side, are located two pairs of saw tooth profile brackets. These, in turn, are adorned with triangular sunken panels bearing an exposed aggregate concrete texture. The brackets support a thin, flat concrete slab eave. Above this cantilever, three four-level sunken, tables, bearing exposed aggregate concrete texture in the inner panel appear in alignment with the windows below the awning. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 14: Mc Kown Jones School east elevation, looking northeast, in Villalba, Puerto Rico. In contrast the side facades are unadorned and defined primarily by pragmatic needs. Several buildings obstruct visibility to the north and south facades, not visible from Luis Muñoz Rivera or Luchetti Streets. These lateral elevations share a similar architectural treatment but, at the southern side, the terrain slopes southward, a condition that allows for a 5'-0" high, wall base with cast iron ventilation grills and several openings to ventilate a crawl space beneath the finish floor. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 15: Mc Kown Jones School interior elevation, looking northeast, in Villalba, Puerto Rico. Seven arches on either side have a solid concrete parapet, while an eighth one allows access to the courtyard. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

FIG. 16: Mc Kown Jones School north elevation, looking south, in Villalba, Puerto Rico. Originally, each lateral façade included eighteen (18) windows; fifteen (15) arranged in three sets of five, each group corresponding to a classroom. A single window unit provided light and ventilation to the restrooms. Two windows served the offices. At an unknown point of time, the middle opening on each classroom group was sealed up with cement masonry units. Unlike at the office windows, all openings are framed by a connecting/continuous label molding that steps back twice, once as a broad band, the other as a thin strip above the latter. Each unit is underscored by individual windowsill that projects forward twice, once as a broad band, the other as a lean strip below the wide one. On both side elevations, PVC pipes, air conditioning wall units, electrical conduits, electrical service entrance conductors, watt-hour meters and security cameras have been attached carelessly on the surface. A single classroom constructed in the 1980's stands out above the eastern end of the north wing. Photo: Guillermo Marrero, June 01, 2012. Source: Jorge Rigau Arquitectos, San Juan Puerto Rico.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Walter Mc K. Jones School

Villalba, Puerto Rico

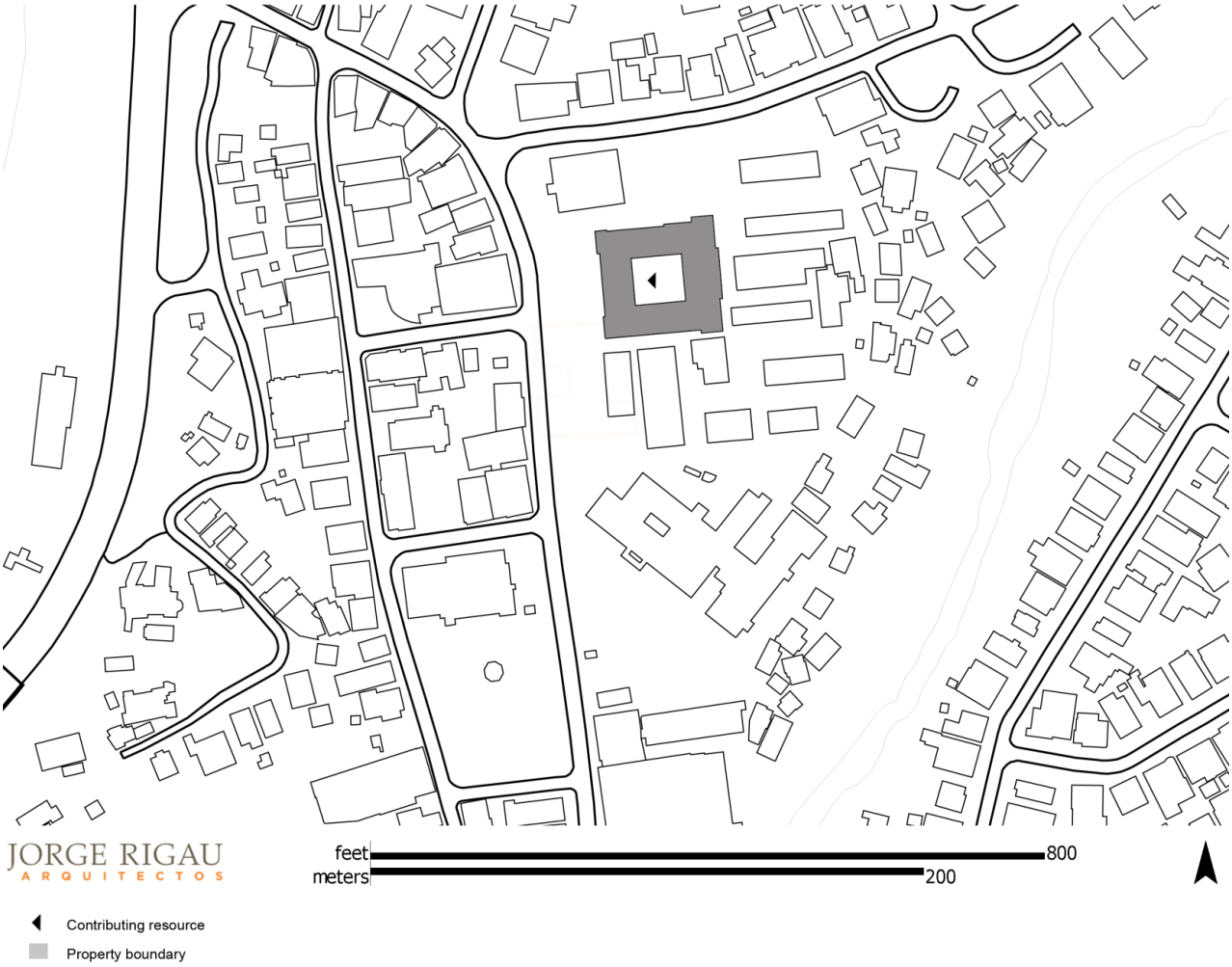
Name of multiple property listing (if applicable)
Early XXth Century Schools Puerto Rico, 1900-1930

10. Geographical Data

The boundaries are indicated with gray shading. Map shows the contributing resource. The limits were obtained from the official boundaries map provided by the Puerto Rico Planning Board.

WALTER MC KOWN JONES SCHOOL, VILLALBA, PUERTO RICO

Location: Calle Luis Muñoz Rivera, Puerto Rico 00766
UTM Reference: 19, 765382, 2006346
Acreage of Property Less than one acre (0.21 acre)



The limits of the plot were obtained from the official boundaries map provided by the Puerto Rico Planning Board. The boundaries of the nominated resource are identified by an outline. Image taken from Google Earth.

WALTER MC KOWN JONES SCHOOL, VILLALBA, PUERTO RICO

Location: Calle Luis Muñoz Rivera, Puerto Rico 00766
UTM Reference: 19, 765382, 2006346
Acreage of Property Less than one acre (0.21 acre)

JORGE RIGAU
ARQUITECTOS

feet 800
meters 200