

Sistema de riego de las tres haciendas

Name of Property

Santa Isabel, Puerto Rico

County and State

Boundary Justification (Explain why the boundaries were selected.)

The boundary corresponds to the area where the physical components of the district are located with a 3 m-wide easement.

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Figure 2: Location of Tres Haciendas Irrigation System in 2016 Aerial Photo (GoogleEarth)

Sistema de riego de las tres haciendas

Santa Isabel, Puerto Rico

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Figure 3: Location of Tres Haciendas Irrigation System in USGS 7.5' Topographic Quadrangles

Sistema de riego de las tres haciendas

Santa Isabel, Puerto Rico

Name of Property**County and State****11. Form Prepared By**

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Photo Log

[Refer to Figures 21 & 22 for photographs key]

Name of Property **Sistema de riego de las tres haciendas**

City or Vicinity Santa Isabel

County Santa Isabel

State Puerto Rico

Sharon Meléndez, Samuel Figueroa,

Photographer Vanessa Rivera

Date Photographed 16 June 2016

(All but photograph 033. See below.)

1. General view of the dam area on the Coamo river; looking northwest; 0001
2. General view of the water modules and dam on the Coamo river; looking west; 0002
3. Partial view of the dam on the Coamo river; looking northwest; 0003
4. Detail view of the dam fabric; looking north; 0004
5. General view of supply channel, water modules and dam on the Coamo river; looking north; 0005
6. Partial view of low and seasonal water modules; looking north; 0006
7. Partial view of low waters module and storm water intake; looking northeast; 0007
8. General view of waters module easternmost masonry wall, and storm water intake; looking north; 0008
9. General view of low and seasonal waters module; looking southwest; 0009
10. Partial view of the storm water intake; looking south; 0010
11. View of the northern limit of the easternmost masonry wall; looking south; 0011
12. General view of rounded-crown masonry wall on the east bank of the Coamo river; looking west; 0012
13. Broken section of the storm waters intake, looking north; 0013
14. Arched entrance to the supply channel from the storm water intake, looking west; 0014
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16. Detail view of the entrance of the supply channel from the seasonal waters module; looking south; 0016
17. View of the dam and water modules on the Coamo river; looking northeast, 0017. In the background, the highway bridge; 0017
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19. Detail view of the supply channel exterior, on the eastern bank of Coamo river; looking southwest; 0019
20. Supply channel manhole in front of residence at La Olla Community; looking northeast; 0020
21. Supply channel manhole in front of a vacant yard at La Olla Community; looking west; 0021
22. Detail of supply channel manhole shaft, at La Olla Community; looking down; 0022
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Sistema de riego de las tres haciendasSanta Isabel, Puerto Rico**Name of Property****County and State**

25. Open segment of the supply channel in a backyard, partially filled with dirt; La Olla Community; looking south; 0025
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31. Distribution module site; looking northeast; 0031
32. Detail of sluice gate at southern bend of Santa Isabel channel; looking southeast; 0032
33. Left, Detail of Santa Isabel channel interior wall; looking northeast. Right, Open raised section of Santa Isabel channel over arch; looking north; 0033. Photographer: Marisol Meléndez Maíz; 2011.
34. View of Destino channel route, covered by vegetation; looking east; 0034
35. Detail view of Destino channel segment; looking north; 0035
36. Detail view of Florida channel segment, covered by vegetation; looking southeast; 0036
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Figure 22: Aerial photograph with photo locations

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Figure 23: Drawing of dam and module areas with photo locations

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).**

Title

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 Edison H. Beall
Signature of the Keeper

2-7-11
Date of Action

5. Classification

Ownership of Property
(Check as many boxes as apply)

<input type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input checked="" type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

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

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	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)

Number of contributing resources previously listed in the National Register

Early 20th Century Schools in Puerto Rico

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)

foundation: Brick masonry; concrete

walls: Brick masonry/ concrete

roof: Concrete

other: Steel, aluminum

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 **Martin G. Brumbaugh Graded School** is composed of two historically significant units, arranged as a single building. Located at # 114 State Road 153, in the municipality of Santa Isabel, the main unit is a U-shaped, Neoclassical, one story, flat with parapet roof, brick masonry and reinforced concrete building. The second unit is a rectangular reinforced concrete, flat with parapet roof, one story auditorium annexed to the east wing of the main unit, conforming a single continuous volume. The school is located two blocks north of the town square in an urban setting. The buildings sit in a five thousand one hundred and eighty-three (5,183) meter lot, with the main façade facing east to SR 153, locally known as *Eugenio María de Hostos* Street. The **Martin G. Brumbaugh Graded School**, one of the oldest early twentieth century educational facilities, combined three historically significant construction periods in one single volume, as it consists of a 1906 brick and masonry four-classroom section, a 1913 concrete four-classroom addition and a 1932 auditorium.

Narrative Description

The **Martin G. Brumbaugh Graded School** sits in what is today a city lot, originally in the outskirts of town, reached by a low income suburban growth many years ago. The school sets back from the street side-walk, retaining and projecting its object-like character, with a 1930s concrete frontal fence and surrounding greenery. Built in 1906, the frontal façade section is symmetrically arranged around a very subtle entrance-way. The ornamentation is down to the very basic essentials of the Neoclassic style: flat pilaster with cornices and frieze. Presently painted in black, the words *Brumbaugh Graded School* are subtly embedded in bass-relief, just as the construction year is shown in high-relief. The six frontal windows, equally distributed with three on each side of the entrance, are capped with a cornice. The window openings, formed by lowly projecting molds, include sills. Aluminum louvered windows replaced the original wooden shutters fenestration (**Fig. 1**)

Past the iron-gate from the street, a sidewalk flanked by four concrete 1940s-1950s benches, guides toward the school entrance. A planter added during the 1940s along the main façade axis flanks the entrance, along with two flagpoles.¹ A small set of steps provide access to the vestibule of the original brick and masonry 1906 section of the building. This section had, and still has, a symmetrically C-shaped lay-out, housing four classrooms and two offices, proportionally divided with two classrooms and one office of equal sizes on each side of the vestibule, creating a mirror effect (**Fig. 2**)

¹ Originally, there was only one flagpole at the roof for the US flag, directly above the entrance, as Puerto Rico didn't have an officially authorized flag.

The vestibule, with its floor covered with hydraulic tiles with geometric motives, runs westerly leading to the arcade and the interior yard. The arcade, which is a 1932 addition, provides access to the four-reinforced- concrete- classrooms that face the inner patio. These four classrooms were added in 1913, converting the original C-shaped into a U-shaped building (**Fig. 3**). As part of the 1913 changes, two bathrooms were built at the end of each wing, the patio ground was covered with cement and a wooden-framed galvanized-metal roof was added over the patio (**Figs. 4-5**).²

The other historically significant addition to the school is the 1932 Auditorium building. It was built at the western end, adjoining the existing building, converting the patio into an enclosed interior yard. The Auditorium is a seventeen-meter long and twelve-meter wide reinforced concrete building, with a parapet flat concrete roof. Originally, it had an open lay-out, with wooden-boards over concrete floor, a wooden-floored raised stage at the western end, and two rooms at the opposite ends of the stage. All these elements are still present; but the floor and the stage were rebuilt in concrete during the 1950s (**Fig. 6**).

As part of the 1932 changes, the wooden roof placed over the patio in 1913 was removed and left it open as it was in 1906. This provided ventilation and natural light to the yard and the classrooms. At the same time, the removal of the patio's roof facilitated the visibility to the Auditorium's façade with the word AUDITORIUM in high-relief and the construction year embedded in bass-relief (**Fig. 7**). In later years, removable metal bars were installed over the open patio for security cautions.

In 1932, the entire school's roof was changed into a concrete roof as well. The eaves over the 1913 classrooms were extended toward the interior yard, creating an overhead roof supported by twelve columns, establishing the present arcade (**Fig. 8**).

The **Brumbaugh Graded School** and the **Auditorium** buildings share the lot with other three buildings (**Fig. 9**). Each one of those is one story, reinforced concrete building, sitting in proximity, but at a distinguishable distance from the historic building. At a farther distance to the south and in a differently identified lot number, a two- story, reinforced concrete building was added in the early 1990s as part of the school complex.

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)

- | | | |
|--|---|--|
| <input checked="checked" type="checkbox"/> | A | Property is associated with events that have made a significant contribution to the broad patterns of our story |
| <input type="checkbox"/> | B | Property is associated with the lives of persons significant in our past. |
| <input checked="checked" type="checkbox"/> | 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. |
| <input type="checkbox"/> | D | Property has yielded, or is likely to yield, information important in prehistory or history. |

² The bathrooms are still located in the same place and the interior patio remained covered with concrete.

Criteria Considerations

(Mark "x" in all the boxes that apply)

Property is:

<input type="checkbox"/>	A	owned by a religious institution or used for religious purposes.
<input type="checkbox"/>	B	removed from its original location.
<input type="checkbox"/>	C	a birthplace or grave.
<input type="checkbox"/>	D	a cemetery.
<input type="checkbox"/>	E	a reconstructed building, object, or structure.
<input type="checkbox"/>	F	a commemorative property.
<input type="checkbox"/>	G	less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

Architecture

Social History

Education

Period of Significance

1906-1960

Significant Dates

1906, 1913, 1932

Significant Person

(Complete only if Criterion B is marked above)

Cultural Affiliation

Architect/Builder Finlayson,

Adrian (architect) Porrata Doria,

Federico (architect) Silva, Blas

(engineer / contractor)

Period of Significance (justification)

Criteria Considerations (explanation, if necessary)

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

The **Dr. Martin G. Brumbaugh Graded School** is of statewide significance under Criterion C in Architecture as the property represents the early twentieth century methods of construction applied to educational facilities in Puerto Rico. It's also significant in the architectural field as the building exemplifies the harmonic combination of three distinctively construction periods, where the original technology and building material can still be appreciated. The property is a great example of the transitional construction trend from the use of wood/ brick masonry to concrete, combining both, and as such, becoming a living document of those significant changes. The property is of statewide significance under Criterion A in Social History as well, as it represents the early stage of the social project undertaken by the United States in Puerto Rico to promote the education and the economic well-being, combined with the political project of promoting the American values and the acculturation process of the Puerto Rican society.

Developmental history/additional historic context information

When Puerto Rico was transferred to the United States in 1898 as consequence of the Spanish Cuban American War, the US government found an Island with approximately 500 schools and an illiteracy rate estimated between 79 and 85 percent. The census of 1899, taken about a year after the American occupation, showed that out of 951,836 persons questioned, 143,472 stated they were able to read and write; while only 5,045, claimed to have more than an elementary education. The same source gives the number of children between the ages of 5 and 17 in 1899 as 322,393. Of this number only 25,644 pupils, a little over 8%, were enrolled in the public schools by June 30, 1898.³

Under Spain, the school gradation into elementary or superior existed only in name, the instruction throughout being about the same for all grades. Not a single public schooling was conducted in a building erected or adapted to the purpose, the majority being carried on in rented buildings or in the teachers' homes, who were allowed a small sum for house rent in addition to their salaries. Some of the buildings used were fairly good, but in most cases, according to the new American administrators, they were "*miserable apologies for schoolhouses*". Not only were the buildings of poor quality, but the facilities as a whole were detrimental to the educational process. The delegation that inspected the schools reported that the water supply for many schools was inadequate and impure, combined with a lack of sanitary provisions. Many schools were close-down at the time because the outbuildings were found to be small, foul and unfit for use.⁴

As the teachers' salaries came directly from the municipalities taxing resources, the new American authorities found teachers whose salaries were years overdue. An accepted practice developed for teachers to charge a fee to every pupil attending the school. As such, the public schools became untitled properties of the instructors. Spain also kept a strict policy of separate school facilities by gender. This policy negatively affected girls the most, as the public educational facilities for females were extremely limited in number. Other serious problems for the American authorities was the reduced number of teachers, the low number of schools in the rural area in an island where most of the inhabitants lived in the countryside and what they consider to be an absence of teachers able to manage the English language and the new educational methods.

As an educational policy for the newly acquire territory was consider essential, great efforts were put in understanding the shortcomings of the local situation: commissions composed of Puerto Ricans and Americans intellectuals were created; special committees were established; American educators were brought to the Island to research and recommend. An educational project evolved out of these studies.

One of the most important studies was conducted by the reverend Dr. Henry K. Carroll, sent by President William McKinley personally, and who produced an impressive document that it's known simply as the *Carroll Report*. Carroll listed some of the problems and solutions: sanitary public buildings, a more efficient corps of teachers, more schools (particularly in the rural districts), among many others. Although most of Carroll's political and social recommendations were not followed by the policy makers, some of his insights and comments reflected what would it become the guiding goal of the new educational trend:

³ *Report of the Military Governor of Porto Rico on Civil Affairs*. Washington: Government Printing Office, 1902, 121.

"The great mass of Puerto Ricans is as yet passive and plastic. Their ideals are in our hands to create and mold. If the schools are made Americans and the teachers and the pupils are inspired with the American...the island will become in its sympathies, views and attitudes toward life and toward government essentially American".⁵

Another significant study, which recommendations did become institutional policy, was the 1899 Insular Commission's report. According to the Commission, the schools visited would not be regarded as being worthy of the name in the United States. The report emphasized the buildings poor conditions, the lack of schools, the lack of teachers, the absence of school facilities in the rural areas and the reduced opportunities for young girls to acquire an education. But just as important are the Commission's points of view about the purpose of the education system in Puerto Rico:

"We believe that the public school system which now prevails in the United States should be provided for Porto Rico and that the same system of education and the same character of books now regarded most favorable in this country should be given to them...The teachers in these schools should, in a great part, be Americans who are familiar with the methods, system, and books of the American schools, and they should instruct the children in the English language...Put an American schoolhouse in every valley and upon every hilltop in Porto Rico, and in these place the well-fitted and accomplished American school-teachers, and the cloud of ignorance will disappear as the fog flies before the morning sun. At present only one out of ten persons in the island can read and write...Why therefore should we attempt to teach the other nine Spanish instead of English? The question of good citizenship and education can be more easily settled through the public schools than by any other method."⁶

Carroll's words, as much as the Insular Commission's suggestions, became the agenda of the educational policy installed during the imposed military government, which lasted for 19 months. The same ideas did continue as policy during the first decades of the civil government that commenced on May 1, 1900. That agenda could be summarized into three major objectives: wide extension of the American school system in the Island, the forced use of English as the main teaching language and the acculturation or "Americanization" of the Puerto Rican society.⁷ Fusing these three objectives, the educational policy primary's concern was most definitely the conquest of the inhabitant's conscience, as it was clearly stated by the second Commissioner of Education, Dr. Samuel McCune Lindsay:

"Colonization carried forward by the armies of war is vastly more costly than that carried forward by the armies of peace, whose outpost and garrisons are the public schools of the advancing nation".⁸

On matters related to education, the military government instituted sweeping reforms which had significant impact on subsequent civil administrations. During May-April 1899, a new set of school laws were enacted. Some of the provisions were of great importance: schools were open to both sexes; the schoolhouse was going to be entirely separate and upon different premises from the teacher's residence; all fees were prohibited, making schools absolutely free to all residents between the ages of 6 and 18 years; a graded system was established in the urban schools; church doctrine and religious teaching was eliminated from the public schools; a curriculum embracing English, geography and elements of US history and civil government was adopted, among many others.⁹

⁴ Report of the Governor of Porto Rico, 1901. Washington: Government Printing Office, 1901, 354.

⁵ Henry K. Carroll. Report on the Island of Porto Rico: Its population, civil government, commerce, industries, productions, roads, traffic and currency with recommendations. Washington: Government Printing Office, 1899, 180.

⁶ War Department. Division of Custom and Insular Affairs. Report of the United States Insular Commission to the Secretary of War upon investigations made into the civil affairs of the island of Porto Rico. Washington: Government Printing Office, 1899, 53.

⁷ Aida Negrón de Montilla. Americanization of Puerto Rico and the Public School System, 1900 – 1930. Editorial Universitaria. Universidad de Puerto Rico, 1975.

⁸ Annual Report of the Commissioner of Education, 1902. Washington: Government Printing Office, 1902, 257.

⁹ Report of the Military Governor of Porto Rico, 126.

The policy began under the military government became, with some slight variations and trends, the general objectives of the first five Commissioners of Education under the disposition of the Foraker Act: Martin G. Brumbaugh (1900 -1901), Samuel L. Lindsay (1902 – 1904), Roland P. Falkner (1904 – 1907), Edwin G. Dexter (1907 – 1912), Edward M. Bainter (1912 – 1915) and Paul G. Miller (1915 – 1921).

Throughout the early years of the twentieth century the Commissioners dealt with different problems and worked-out different solutions. Due to the lack of local teachers able to properly instruct in English, an aggressive campaign was conducted to recruit young teachers in the United States. The numbers changed through the initial years, but they steadily increased. During the school year 1905-06 (during the time the **Dr. Martin Brumbaugh Graded School** was built) the Department of Education employed 158 American teachers. Of this number 127 had served as English teachers or grade teachers, 25 in High and Industrial Schools and 6 as special teachers. Most of the American teachers came from the Northeast region: 39 from New York, 29 from Massachusetts, 16 from Pennsylvania, 11 from Ohio, and others states.¹⁰

As part of the acculturation efforts, a practice of sending Puerto Ricans students to the US was established as early as 1899. Initially, some sixty students were sent to the *Carlisle Indian Industrial School* (CIIS) in Pennsylvania.¹¹ Later on, under Martin G. Brumbaugh, a program was organized to send a selected group of students to other institutional facilities in the US. Brumbaugh recommended that the local legislature establish scholarships to send 45 students to study in the United States each year. By 1901, twenty five males were sent to preparatory schools and universities and a second group of twenty males and females received scholarships of \$250 each per year to study in institutes such as Carlisle, Tuskegee, and Hampton.

One important factor that conformed the educational policy during this early stage, and that merits further examination, can be seen in the program mentioned above. The educational policy was built on a racial and ethnic discourse that reflected more the dominant social views in the US than the social reality of Puerto Rico. Initially, the new administrators saw the Puerto Ricans as “*Indians*”, so sending the “*natives*” to Carlisle was a “*natural*” course of action. Under Martin G. Brumbaugh, Puerto Ricans began to be categorized as “*colored*”, so Tuskegee and Hampton became more proper as institutional facilities to educate the inhabitants of the new territory in the Caribbean.

Most impressive were the efforts to have a school “*in every valley and upon every hilltop*” in Puerto Rico. Although there was no financial resources to build schools until 1901 when an annual amount of \$200,000 was assigned by law to the construction of schools, from the very start there was an increased in school facilities through the renting of buildings for that purpose, as it shown in the table below:

Number of Public Schools in Puerto Rico, 1902¹²

Municipalities	# Schools in 1897 (under Spain)	# Schools in 1902
Adjuntas	6	13
Aguadilla	8	21
Arecibo	11	39
Barranquitas	4	10
Bayamón	10	30
Cayey	8	14
Ciales	7	17
Guayanilla	5	9
Hatillo	6	12

¹⁰ *Annual Report of the Commissioner of Education, 1906*. Washington: Government Printing Office, 1906, 125-126.

¹¹ Pablo Navarro-Rivera, *Acculturation Under Duress: The Puerto Rican Experience at the Carlisle Indian Industrial School 1898-1918*. Centro Journal of the Hunter College Center for Puerto Rican Studies in New York City, New York.

¹² *Report of the Governor of Porto Rico, 1902*. Washington: Government Printing Office, 1902, 42. Only a portion of the municipalities were listed in this table. To see entire list refer to the cited document.

Maricao	4	7
Quebradillas	4	10
Sabana Grande	5	12
Salinas	3	6
San Sebastian	8	14
Toa Baja	4	8
Trujillo Alto	4	8
Utua	9	20
Vega Alta	5	7
Yauco	15	25

During these early years, with the public schools seeing as “*outpost and garrisons of the advancing nation*”, the construction of every school served as an opportunity to promote the American values. In his 1901 report, the first Commissioner of Education designated under the Foraker Act, Dr. Martin G. Brumbaugh, indicated that:

*“Almost every school in the island has an American flag. In almost every city of the island, and at many rural schools, the children meet and salute the flag as it is flung to the breeze. The raising of the flag is the signal that school has commenced, and the flag floats during the entire sessions. The pupils then sing “America”, “Hail Columbia”, “Star Spangled Banner”, and other patriotic songs. The marvel is that they sing these in English. The first English many of them know is the English of our national songs. The influence of this is far-reaching”.*¹³

A key historic significance of these early schools, especially the ones built as school and not rented –existing buildings, is the introduction of new architectural vocabulary and typology. Spain left no public school buildings legacy in Puerto Rico. As such, the typology was introduced by the American schoolhouses. The architectural styles selected for these buildings were diverse and eclectic. The new administration did not seem to favor one style above another. Diversity in styles, in construction materials, in sizes, ornamentation, and sophistication were indistinctively applied to the new schools (**Fig. 10**). During this early development of the educational policy, the location (urban or rural), the expected number of pupils to be serviced, the importance of the town or city where the school was going to be built and the available funds, had more weight than any artistically architectural consideration.

Regardless the diversity in style, size, material, rural or urban, there was a clear policy for the new schoolhouses. They were to be located and facing main streets (or main access routes in the rural area) and integrated into the town's configuration. This practice helped in establishing the civic presence and social relevance of the new American buildings. Their proximity, in the urban setting, to the Spaniards inherited church and city hall buildings, served to affirm the existence of the new social and political force in the island. The **Dr. Martin G. Brumbaugh Graded School** exemplifies this whole historical process.

The Dr. Martin G. Brumbaugh Graded School

The school is located in the municipality of Santa Isabel, two blocks north of the town square. The building faces State Road 153, the most important road within the urban center by the time the school was built in 1906. From the very beginning, the building established its presence as a new civic force, not only for its location, but also for its construction materials. Although buildings of brick and masonry were very common in Puerto Rico, that was not the case in Santa Isabel.

The small town was officially founded in 1842. Throughout most of the nineteenth century, agriculture was the main economic activity in Santa Isabel. By 1878, thirty years after its foundation, the urban center, with the highest population density, was barely occupied by 116 families residing in 51 wooden houses and 55 *bohios*. The only civic

¹³ *Report of the Commissioner of Education, 1901*. Washington: Government Printing Office, 1901, 361.

building of relevance was city hall, which was located in a rented wooden house around the town square, violating the central government ordinance that the city hall buildings were to be of solid materials. The church, the other important public building around the town square, was still in construction, after the cornerstone was officially placed in 1870.¹⁴ The church was finished in 1899, and city hall remained a wooden building until the 1920s.

By the beginning of the twentieth century, Santa Isabel remained a small town. In 1899, its population was 4,858 inhabitants, with 878 of them in the urban center. By 1910, the urban population reached 1,290.¹⁵ By that time, the history of Santa Isabel was already tight to the history of the sugarcane industry in Puerto Rico. The urban center developed a dominant proletarian character, as most of the working-class members lived within the traditional urban core. The small and humble wooden houses with galvanized metal roof dominated the built landscape within the urban center, reflecting the social status of its occupants.

In 1906, when the **Dr. Martin G. Brumbaugh Graded School**¹⁶ was built, the property became, besides the Catholic Church, the most significant building within the humble neighborhood. Being the first building erected in town by the American authorities, the school became “*the outpost and garrison*” of the island's new administrators and the visible arrival of the institutions and values “*of the advancing nation*” in Santa Isabel. The American flag at the top of the building personified the entering of the US educational policy and the US sociopolitical project into the small town.

The 1906 brick and masonry four-classroom building was designed by the Division of Schools’ designing department, which produced anonymously many schoolhouses drawings. The construction was finished on August 1906, at a cost of \$7,665, and put into operation at the beginning of that school year in September (**Fig. 11**). In 1907, an American teacher was assigned to the **Dr. Martin G. Brumbaugh Graded School** as the main instructor, precisely when the English-only policy was enforced.¹⁷

In 1912, due to the increase in population in the urban center, the well-known engineer Blas Silva received the contract to build four additional classrooms. The drawings for this addition were signed by architect Adrian Finlayson, whose name is attached to many public buildings constructed during that period. The contract signed by Blas Silva and the Department of Education in 1912 specified that not deviations were allowed from the accepted drawings. It specified the quality of the material to be used in the construction, the size of the four concrete classrooms to be added and the construction of two additional rooms to be used as bathrooms. Silva was also required to build an Assembly Hall, which was formed covering the interior patio with concrete and adding a wooden-framed galvanized metal roof over it. In 1913, Silva completed his work.¹⁸ In 1918, a windmill was mounted on a forty-foot tower to provide running water for the school and the bathrooms.¹⁹

In 1932, an Auditorium was built annexed to the western end of the existing building. The building entrance faced and enclosed the patio, making it an interior courtyard, and at the same time, an extension of the auditorium. The building was designed by the well-known architect Francisco Porrata Doria.²⁰ Originally, the auditorium had an open lay-out, with wooden-boards over concrete floor, a wooden-floored raised stage at the western end, and two rooms at the opposite ends of the stage. As part of the 1932 intervention, the wooden metal roof placed over the patio in 1913 was removed, to allow for sunlight and ventilation, creating a wonderfully comfortable courtyard that serves as open extension of the Assembly Hall (Auditorium). The eaves over the 1913 classrooms were extended towards the patio to create the arcade that facilitates the movement in this area.²¹

¹⁴ Manuel Ubeda y Delgado. *Isla de Puerto Rico. Estudio histórico, geográfico y estadístico de la misma*. Puerto Rico. Establecimiento tip. del Boletín, 1878. Academia Puertorriqueña de la Historia, 1998, 245-246.

¹⁵ Thirteenth Census of the United States taken in the year 1910. Washington: Government Printing Office, 1913.

¹⁶ The school was named, as already stated, after the first Commissioner of Education. The naming of schools was also a tool used to promote the American's figures and heroes among the locals. Most of the schools during the early years had names like McKinley School, Longfellow School, Peabody School, Washington School, Lincoln School, Jefferson School, Roosevelt School, among others.

¹⁷ *Annual Report of the Commissioner of Education*, 1907, Washington: Government Printing Office, 1907, 125.

¹⁸ Archivo General de Puerto Rico. Fondo: Obras Públicas. Serie: Edificios Escolares. Santa Isabel. Legajo 64b, Caja 1066.

¹⁹ *Ibid.* After electricity was installed in the school, the windmill was removed, and a bell was placed in the tower. Most of the people in town refer to the still standing structure as the bell tower, but there is not collective memory of the previous use as a windmill tower.

²⁰ *Ibid.*

²¹ *Ibid.*

The **Dr. Martin G. Brumbaugh Graded School** is one of the oldest and best kept early twentieth century schools in Puerto Rico (**Fig. 12**). The property retains most of its physical features, its mass, spatial relationship, proportion and construction materials. It possesses all aspects of integrity: location, design, setting, materials, workmanship, feeling and association, and as such, its ability to convey its significance. The **Dr. Martin G. Brumbaugh Graded School** is of statewide significance under Criterion C in Architecture as the property represents the early twentieth century methods of construction applied to educational facilities in Puerto Rico, harmonically combining three distinctively construction periods. Just as important, the property is of statewide significance under Criterion A in Social History, as it is one of the best examples in the early stage of the social project undertaken by the United States in Puerto Rico to promote the education combined with the political project of promoting the American values and the acculturation process in every part of Puerto Rico.

9. Major Bibliographical References

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Dr. Martin G. Brumbaugh Graded School
Name of Property

Santa Isabel, Puerto Rico
County and State

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
☐ Other State agency
☐ Federal agency
☐ Local government
☒ University
☐ Other
Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.3 acres
(Do not include previously listed resource acreage)

UTM References

(Place additional UTM references on a continuation sheet)

1 19 774853 1988625
Zone Easting Northing

3 _____
Zone Easting Northing

2 _____
Zone Easting Northing

4 _____
Zone Easting Northing

Verbal Boundary Description (describe the boundaries of the property)

Lot of five thousand one hundred and eighty-three (5,183) meters, recorded at the Centro de Recaudación de Ingresos Municipales (CRIM) under number 415-096-007-14.

Boundary Justification (explain why the boundaries were selected)

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

11. Form Prepared By

name/title Juan Llanes Santos / Historian
organization Puerto Rico State Historic Preservation Office date _____
street & number PO Box 9066581 telephone 787-721-3737
city or town San Juan state PR
e-mail jllanes@prshpo.gobierno.pr

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.

Name of Property: Brumbaugh Graded School

City or Vicinity: Santa Isabel

County: Santa Isabel

State: Puerto Rico

Photographer: Juan Llanes Santos

Date Photographed:

Description of Photograph(s) and number:

1 of ____.

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Fig. 1. Dr. Martin G. Brumbaugh Graded School, 2010



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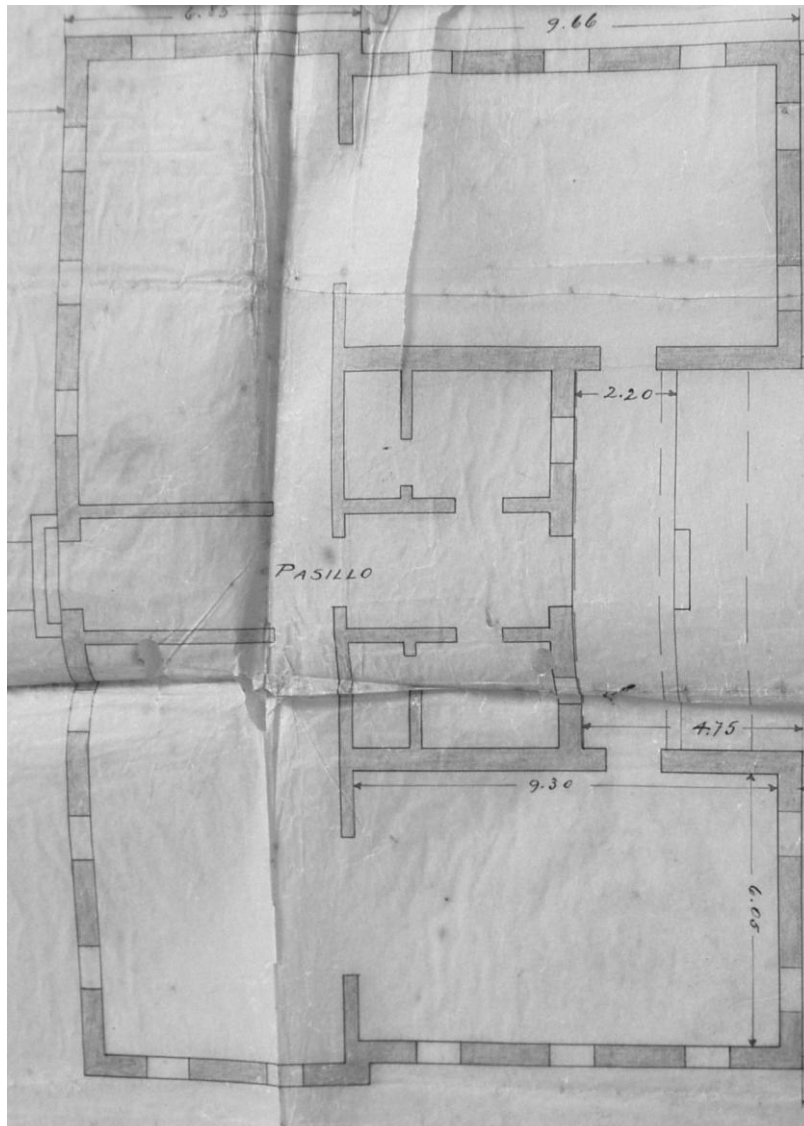
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Fig. 2. The 1906 lay-out drawing. (Source: Archivo General de Puerto Rico Fondo: Obras Publicas Serie: Edificios Escolares)



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Fig. 3. Drawing of the 1913 addition. (Source: Archivo General de Puerto Rico Fondo: Obras Publicas Serie: Edificios Escolares)



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Fig. 4. The four-classrooms and two bathrooms addition with 1906 building on background, 1913. (Source: Archivo General de Puerto Rico Fondo: Obras Públicas Serie: Edificios Escolares)

