

# National Register of Historic Places Registration Form

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

## 1. Name of Property

Historic name Federico Degetau Consolidated Rural School

Other names/site number Escuela Segunda Unidad Federico Degetau

Name of related multiple property listing Early Twentieth Century Schools in Puerto Rico

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

## 2. Location

Street & Number Carretera #662 Km. 68

City or town Arecibo

State Puerto Rico

County Arecibo

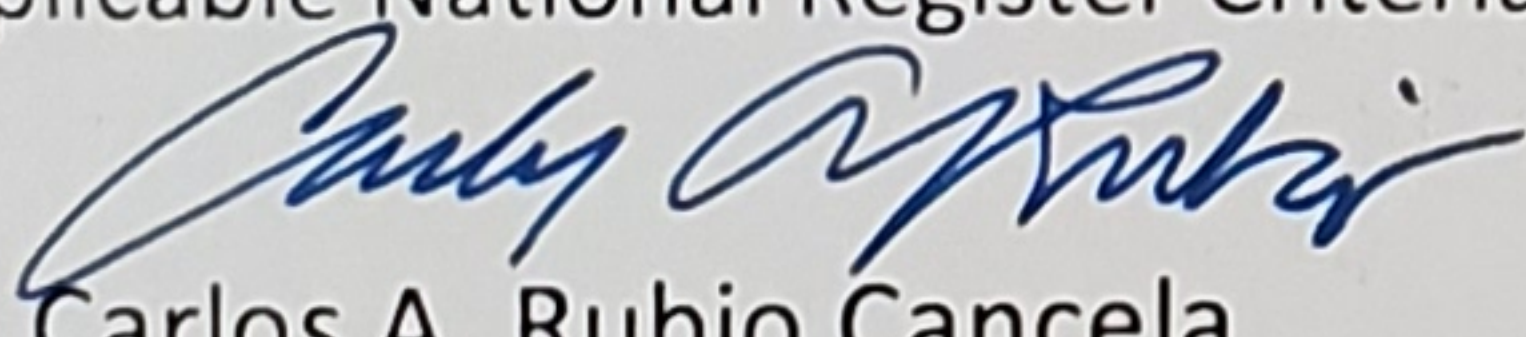
Not for publication  Vicinity

## 3. State/Federal Agency Certification

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

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

Applicable National Register Criteria:  A  B  C  D

  
Carlos A. Rubio Cancela

SHPO/Director

April 3, 2020

Signature of certifying official/Title:

Date

Puerto Rico State Historic Preservation Office

State or Federal agency/bureau or Tribal Government

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

Signature of Commenting Official

Date

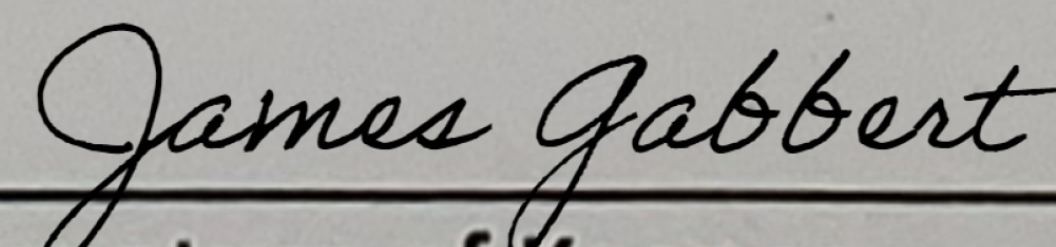
Title

State of Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I, hereby, certify that this property is:

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

  
Signature of Keeper

May 26, 2020

Date of Action

Federico Degetau Consolidated Rural School  
**Name of Property**

Arecibo, Puerto Rico  
**County and State**

**5. Classification**

**Ownership of Property** (Check as many boxes as apply)

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

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

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

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

Contributing	Noncontributing	
<u>1</u>	<u>11</u>	Buildings
<u>0</u>	<u>0</u>	Sites
<u>0</u>	<u>0</u>	Structures
<u>0</u>	<u>0</u>	Objects
<u>1</u>	<u>11</u>	Total

**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.)

Egyptian Revival  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials** (enter categories from instructions.)

Principal exterior materials of the property: Reinforced concrete, metal

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## Description

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

The **Federico Degetau Consolidated Rural School** or Segunda Unidad Federico Degetau is a schoolhouse built in 1917. The property is a reinforced-concrete, single-story, flat roof with parapet building, that consists of six (6) classrooms, three additional (office) spaces and a basement. The building has an asymmetrical shape of the letter U, where the eastern wing is longer than the western side. Originally in a rural setting, the property is located at Carretera #662, km. 68, in the Santana Ward, in Arecibo. Surrounded by a group of non-contributing buildings that are part of the school complex, the **Federico Degetau Consolidated Rural School's** building occupies seven hundred and sixty-eight (767.67) square meters, within a sixteen thousand, one hundred and twenty-eight (16,128) square meters lot. The **Federico Degetau Consolidated Rural School** was designed by architect Adrian C. Finlayson in a Neo-Egyptian Revival Style, making the building a unique schoolhouse in Puerto Rico. Except for the altered setting, the property retains all other aspects of integrity.

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

The **Federico Degetau Consolidated Rural School** is one of the oldest school buildings of Arecibo, and its Egyptian Revival is unique in any schoolhouse in the island. The school was developed in 1917 as part of the program "consolidate schools", where the students, in a single-centered building, besides the traditional core of classes, received hands-on-training in subjects like agriculture, industrial arts and home economics. After 102 years of existence, the building continues to serve its original purpose, with a very similar curriculum, offering educational services to hundreds of students, preparing them to become professionals, generation after generation.

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As a response to the population growth, the **Federico Degetau Consolidated Rural School** grew as an educational facility, with additional buildings which construction's periods range between the 1940s and 1970s. The Puerto Rico Department of Education assigned the name of *Segunda Unidad (S.U.) Federico Degetau* to the entire complex. The added buildings are mostly oriented to the east and north of the nominated resource and have their principal facade distant from the 1917 building, which faces south towards Carretera 662 (**Fig.1**).



Figure 1. An aerial view of the *Segunda Unidad (S.U.) Federico Degetau*. The white line shows the boundary of the 16,128 square meters that comprise the entire complex. The red line marks the 768 square meters footprint of the **Federico Degetau Consolidated Rural School's** building.

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The main entrance of the **Federico Degetau Consolidated Rural School** recedes approximately sixty (60) feet from Road #662. A concrete wall, with pedestrian and vehicle access to the school site, separates the street from the school facility. This concrete wall obstructs most of the visibility of the school's main façade (**Fig. 2**)



Figure 2. Detail of the concrete fence, showing the pedestrian entrance gate and front sidewalk.

Entering the pedestrian walkway, there is a small concrete building used as office for the security officer, where school visitors are registered (**Fig.3**). Between the concrete wall and the school building, there is a parking lot for the school employees. Back in 1917, this was a complete open space.



Figure 3. Guard shack.

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Once you enter the school premises, the original details and ornaments designed by Finlayson in the Neo-Egyptian Revival Style in the building's main (southern) facade, captures immediately the observer. At the frontal parapet, it has the name of the school, *Federico Degetau Consolidated Rural School*, embossed in concrete. Just below the parapet, it follows a line of forty-nine (49) concrete mosaics, currently painted in blue, but originally were in different bright colors. They are proportionally distributed among four (4) large, rectangular mosaics, and there are forty-five (45) small mosaics in a symmetrical arrangement. Perpendicular to the four big mosaics, there are four (4) mosaics in shape of an arrow, between the windows in the front walls of the building. Originally, the mosaics were multicolor, but have been covered many times with different colors by policies wrongfully determined by the Department of Education. All the mosaic tiles are currently painted blue.

The main facade contains fourteen (14) aluminum windows symmetrically distributed with five (5) in the west side, five (5) in the east section and two (2) sets flanking the main entrance. All the windows have their respective lintels and ledges painted blue. As it is recollected, sometimes during the late 1960s, these metal windows replaced the original ones, which were brown in color, made of wood, and opened outwards. Nowadays, and due to safety issues, the windows are protected with security grids painted in blue. At the main entrance, stands out a portico, above the lintel there is an Egyptian winged sun disk symbol made of concrete. Next to each door jamb or doorway pillar, there are two original amphoras or vases with Egyptian mosaics made of concrete, replicating the arrows in the wall. In front of the facade, there are two planters: one in the left side and another one in the right. In front of the building, there are also walkways and ramps with their respective handrails for people with disabilities. Currently, the facade is painted light gray and blue, but in the past, the original colors were beige in the plastered walls and "Shingle Stain" green for all the wooden parts. Furthermore, all the mosaic tiles displayed multiple colors (**Fig. 4**).

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Figure 4. Details of the Neo-Egyptian concrete mosaic's ornaments in the building's main façade.

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Originally all windows were made from wood. Today, in the main façade, the five metal windows in each side, in the west wing, correspond to the library and the one in the east wing, to the administration office. Originally, these were two regular classrooms. The two sets of metal windows flanking the main entrance on both sides, correspond to the social workers offices. When Finlayson designed the building in 1917, these two spaces had different functions. The space on the left (west side) was the library and the one on the right (east side) was the School Principal Office. This is better understood when we look at Finlayson’s original drawing of the school’s floor plan.

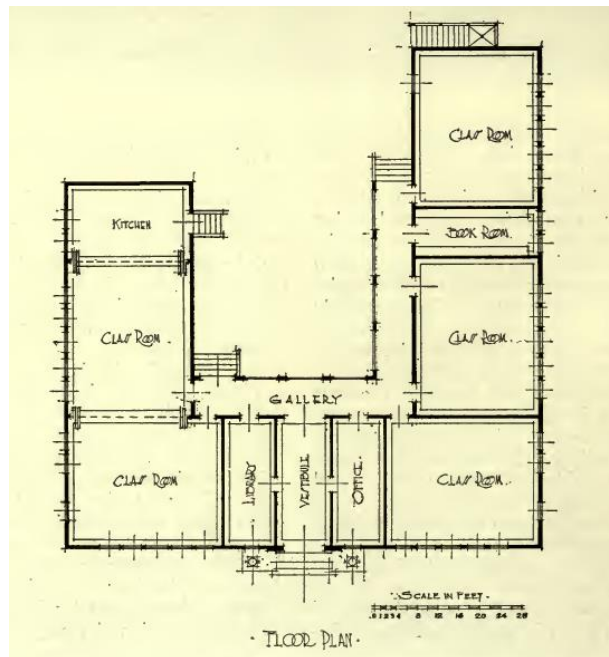


Figure 5. Finlayson’s floor plan.<sup>1</sup>

The uses of the spaces have been switched from the original plan, but the educational and administrative purposes still the same. What it was originally the Home Economics Classroom identified as “Kitchen” is now the Physical Education Classroom. The other two classrooms in the west wing are now used as the school library and the school nurse office. The east wing, the largest “leg” of the U-shape layout, counts with four (4) spaces, occupying the Principal’s Office the first one, followed by the Faculty Room, a storeroom (the old book room) and ending with the Special Education classroom (**Fig. 5**).

<sup>1</sup> Sylvester Baxter, Recent Civic Architecture in Porto Rico. Adrian C. Finlayson, Architect for the Insular Department of the Interior. *The Architectural Record*. Vol. XLVIII. No. 2. Serial No. 263. New York: August 1920, 137 – 158.

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At the center of the main façade, a vestibule provides access to the building's rear. The access to the vestibule is guarded by a cast iron gate. This gate is an original piece, depicted in Finlayson's 1916 drawings (**Fig. 6**).



Figure 6. Detail of the cast iron gate and Finlayson's drawing.<sup>2</sup>

Finlayson concentrated the use of the mosaics and Egyptian motifs in the main façade (southern façade). The east and west façades were designed very plain, with their surface interrupted mostly by the windows' openings (**Fig. 7**).



Figure 7. Partial views of the western façade (left) and eastern façade (right).

<sup>2</sup> Archivo General de Puerto Rico (AGPR). Fondo: Obras Públicas, Serie Edificios Escolares. Municipio Arecibo-Arroyo. Legajos: 7a, 7b y 8 Caja: 987.

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Besides losing its wooden windows and doors, the most important change to the building's physical appearance is the change done to the gallery. The rear gallery or balcony can be accessed through a vestibule at the main entrance or just walking around the building towards the rear. As seen in Finlayson's drawings and documents, originally the gallery had concrete floorings, with a galvanized iron roof, and it extended two thirds of the building's interior U-shaped yard (see Fig. 5). Currently the gallery has a concrete floor with ceramic tiles and a concrete roof supported by concrete columns. At an undetermined time, the gallery was extended the full length of the U-shape, providing shade, safeguarding the classrooms from the rain and allowing for a continuous movement flow between the classrooms. An elevated platform was added to the northern side of the gallery, creating an elevated, open terrace. The terrace has two stairs on either side (**Fig. 8**)



Figure 8. Views of the gallery and the elevated platform.

Right under what is today the Special Education Classroom, originally the Manual Training Room, there is a basement currently used as a storage room. The basement is part of Finlayson's original plan and it was designed to store agricultural implements, when agriculture was part of the curriculum. The basement covers the same footprint as the classroom above, 24 feet wide, 30 feet in length and 12 feet high (**Fig. 9**).

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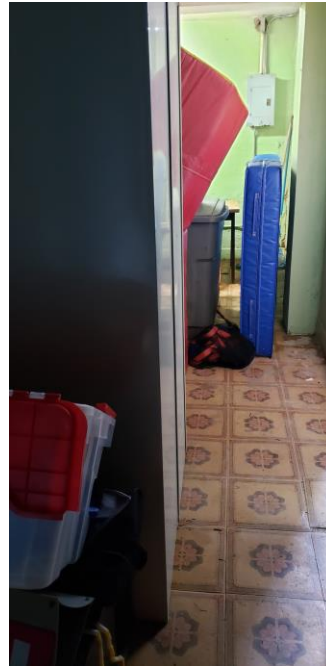


Figure 9. View of the staircase that provides access to the basement and partial view of the basement itself.

The following pictures show that the **Federico Degetau Consolidated Rural School** still accomplishes its original purpose, with its still original layout, construction materials, location and design (**Fig. 10**). Except for the classroom identified as “Kitchen” in the original drawing, all the classrooms are the same sizes as planned by Finlayson: 24 feet wide, 30 feet in length and 12 feet high.



Figure 10. Partial view of two classrooms.

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Other changes that had an impact upon the **Federico Degetau Consolidated Rural School** is the addition of other school buildings in the lot (**Fig. 11**).



Figure 11. Non-contributing buildings (at this moment) that share the lot with the **Federico Degetau Consolidated Rural School**, representing different construction periods.

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However, all these building are placed away from the 1917 building, which still the one that receives every visitor and every student with its unique Neo-Egyptian Style (**Fig. 12**).



Figure 12. The **Federico Degetau Consolidated Rural School's** historic building.

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**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

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

**Areas of Significance**

(Enter categories from instructions.)

Architecture

Social History

**Period of Significance**

1917

**Significant Dates**

1917

**Significant Person**

(Complete if Criterion B is marked above.)

**Cultural Affiliation**

**Architect/Builder**

Finlayson, Adrian C.

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

The **Federico Degetau Consolidated Rural School** is statewide significant under Criterion A, in the area of Social History, for it was one of the first schools in the rural area of Arecibo, bringing educational opportunities to a segment of the population that was usually forgotten. The experimental application of consolidating domestic, agricultural and academic education under one “home school” in one single building, also sustain the social significance of the **Federico Degetau Consolidated Rural School**. The school used to receive students to teach them how to read and write, but they also learn the principles of agriculture, while the girls were taught domestic economic. The students attending the school would receive a more organized education under the administration of the United States government. The school is also significant under Criterion C in the area of Architecture, for two main reasons. First, the property is associated to the production of one of the most significant architects in the island during the early twentieth century, Adrian C. Finlayson. Second, the architectural elements of the Neo-Egyptian style applied by Finlayson in the building, made the **Federico Degetau Consolidated Rural School** a unique property in the entire island.

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

By the early 20th century, there were many people that didn’t know how to read or write. Most of the island’s inhabitants were either small farmers or regular unskilled workers, whose jobs were related to the agricultural production. Parents used to leave their children working at home in agriculture and helping in different tasks to support the family, since they were very poor. Despite their poverty, some parents wanted their children to learn how to read and write. This was the main reason for which the School Board of Arecibo authorized teachers to provide lessons in their own homes or rented houses.

Due to the increasing number of parents in the rural areas interested in providing their children an opportunity to attend school, the Arecibo School Board decided to build a Consolidated Rural School in the Santana ward. The word “*Consolidated*” in the school’s name showed that the proposal of the School Board was an educational experiment in many ways. They were attempting to

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consolidate in one single schoolhouse, the possibility of teaching not only the normal curriculum, but adding the teachings of domestic economy for the female students, and basic agriculture principles for male students. Considering that most of the expected students would come from families of farmers, the social benefits of the new school were going to reach well beyond the enclosed walls.

The first step towards reaching this goal was acquiring the land for the future schoolhouse. Early in 1916, the School Board bought one acre of land from Mr. Ramón Álvarez, at the present site. After the acquisition of the land, the Board took quick actions. In a letter dated March 1, 1916, the Arecibo School Board requested from the Commissioner of the Interior the preparation of the blueprints for the construction plan for a concrete school of four (4) classrooms in Santana, with the following specifications:

*“The four classrooms will have the dimensions of 24’ x 30’. It is required that two wooden johnny houses, with a concrete base, at a convenient distance from the building are constructed, so they do not obstruct the future development of the building. A wooden shed with a concrete base should be built, at a relative distance from the building to store agricultural tools. This School Board requests every classroom to have two cabinets where school property and class books can be stored. It also states on the record that all the expenses and costs of the school building will be charged to the Treasury of the School Board of Arecibo.”<sup>3</sup>*

Although the local authorities, including the Department of Education, had the right to erect their own civic buildings, they prefer to delegate the designing and execution to the central authority, meaning the Department of the Interior. At the time of Arecibo’s request, the Insular Department of Education, organized with uniform standards for the entire island, was highly centralized under the Commissioner of Education, appointed by the President of the United States. In 1916, the Commissioner of Education was Dr. Paul H. Miller. All plans for school buildings, although designed and executed by the Department of the Interior, had to be approved by the Insular Department of Education.

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<sup>3</sup> Archivo General de Puerto Rico (AGPR). Fondo: Obras Públicas, Serie Edificios Escolares. Municipio Arecibo-Arroyo. Legajos: 7a, 7b y 8 Caja: 987. Plano de la escuela #19.1-19.7. Título: Proyecto, Contrato, Certificaciones, Correspondencia. Autor (Contratista): Arabia, Francisco. Cantidad Contrato: \$14,800. The information and blueprints pertaining the school construction explained in this section comes mostly from this archival source.

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The Commissioner of the Interior assigned the school design to architect Adrian C. Finlayson, a native of the United States and a graduate of the Syracuse University, in New York.<sup>4</sup> By the time of his designation to the new schoolhouse for Arecibo, Finlayson had work in a great diversity of projects: schoolhouses (urban and rural), institutional buildings, city halls, market houses, hospitals and even bridges (**Fig. 15**).

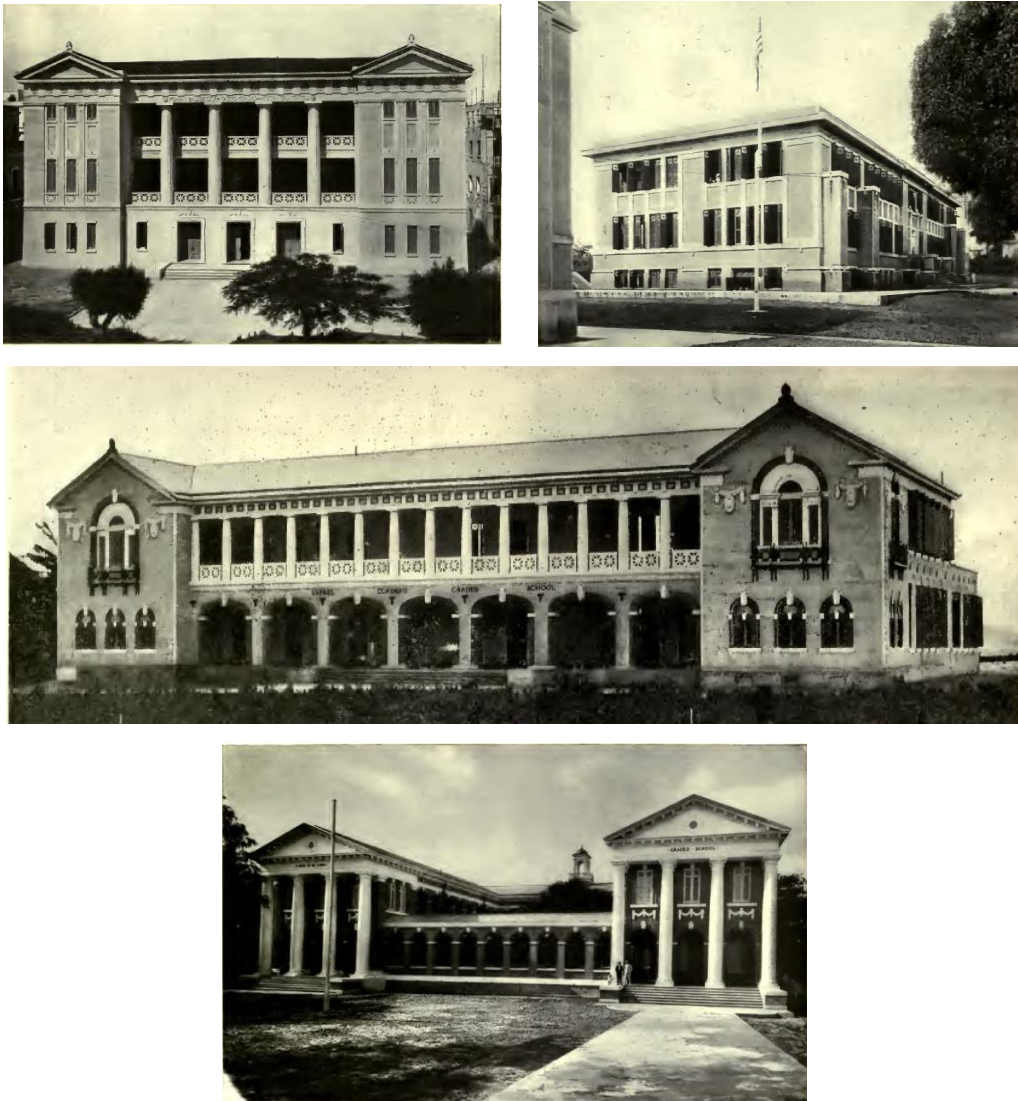


Figure 15. Some of the monumental schools designed by Finlayson in Puerto Rico: From top, left to right: *Roman Baldorioty de Castro Graded School* in San Juan; *High School* in Mayaguez; *Rafael Cordero Graded School* in San Juan and the *Rafael M. de Labra Graded School*, also in San Juan.<sup>5</sup>

<sup>4</sup> Sylvester Baxter, Recent Civic Architecture in Porto Rico. Adrian C. Finlayson, Architect for the Insular Department of the Interior. *The Architectural Record*. Vol. XLVIII. No. 2. Serial No. 263. New York: August 1920, 137 – 158.

<sup>5</sup> *Ibid.* 137-158.

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Finlayson's blueprints for the **Federico Degetau Consolidated Rural School** were approved and signed by both the Department of Public Instruction and the Department of the Interior in September 8, 1916. In a letter dated September 25, 1916, the Commissioner of Education, Mr. Paul Miller, notified the Commissioner of the Interior that the Arecibo School Board planned to extend the land of the future school. On October 9, 1916 a second acre of land was bought from Mr. Ramón Álvarez and two more lots of land of half of an acre, were bought from Mr. Agustín Caballero.

On November 10, 1916, the request for proposal bids for the construction of the schoolhouse in the neighborhood of Santana, was published in different newspapers: "*El Regionalista*", "*El Tiempo*", "*La Voz de la Patria*" and "*El Águila de P.R*" with a due date of December 4<sup>th</sup>, 1916. In a letter dated December 6, 1916, the Commissioner of the Interior declared deserted auction and asks the Arecibo School Board if they want to announce the auction again. On December 19, 1916, it was published once again in the newspaper: "*El Boletín Mercantil*" and on December 20, it was also published in the newspapers "*La Bandera Americana*" and "*El Regionalista*" with a due date of January 10, 1917.

In a letter dated January 16, 1917, the Commissioner of Education, Mr. Miller, announced to the Commissioner of the Interior, that only one proposal was presented for the construction of the school, from Mr. Francisco Arabia, for the total amount of \$14,800.00. He explained also that they accepted the proposal although the amount was greater than expected, indicating that they would be able to pay it with a leftover money in Education.

On January 20, 1917 the contract was signed with Mr. Francisco Arabia and on January 31<sup>st</sup>, 1917, it was finally approved. In February 26, 1917, Mr. Sebastián J. Astor was designated by the Department of the Interior to be the inspector on-site of the school's construction. Regularly, Mr. Astor submitted reports indicating the construction progress, many of them revealing interesting facts about the process. For example, in March 10, 1917, the inspector indicated that the excavations and foundation's work was completed with the presence of one foreman, one mason, four carpenters and fourteen construction workers. By April 21, 1917, the excavation for the "Johnny Houses" (latrines) was completed. By July 4, 1917, the concrete floor in the gallery was poured, while the zinc roof was

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completed. It was indicated that the gallery's roof was to be painted graphite green. Transfer pipes were placed to collect water from the rain in filters container, located under the gallery. This water was to be used in the Home Economics class and for drinking purposes. In July 13, 1917, Astor received a message from architect Adrian C. Finlayson indicating that the colors to be used for painting the school were light beige without gloss for the panels and "Shingle Stain" green for the wooden components.

On August 24, 1917, the Arecibo School Board notified the Commissioner of the Interior, that they wanted an additional contract with Mr. Arabia, to produce in cement the embossed letters for the schoolhouse' name (the very same letters today located at the building's main façade), a column to place a bell, and one hundred and forty three (143) reinforced concrete posts and 12 rolls of wire netting, to fence the school area. The concrete letters "'Federico Degetau Consolidated Rural School", prepared by Arabia, were placed on the building's facade in September 27, 1917.

The new building for the **Federico Degetau Consolidated Rural School** was accepted by the Commissioner of the Interior, on September 28, 1917. On December 19, 1917, the Commissioner of the Interior, Manuel Domenech, sent a letter congratulating the contractor Francisco Arabia for his beautiful work:

*"I have been informed by the architect that the construction has been built according to the design, and that the work has been concluded in a perfect way, as it was to be expected from a competent and thorough builder as you. I hope you have obtained a good profit from this project, but also you have the pride and the additional satisfaction of having executed very well a project that will provide a splendid public service. By thanking you for your services, I wish to congratulate you for a job well-done."*

The new school building received instant compliments. In the 1918 *Annual Report of the Governor of Porto Rico* it was indicated that:

*"Although rural school buildings, as a rule, are constructed of lumber, a considerable number of consolidated rural schools have been erected of brick or concrete. The rural-school building which offers the best facilities for instructional purposes is the Federico Degeatu Consolidated Rural School, erected by the Arecibo School Board, in barrio Santana. It consists of five classrooms, an office for the principal, a storeroom for books and supplies, a kitchen, a storeroom for tools, and facilities for manual training, and has a site of 3 acres of level ground for carrying on work in agriculture".<sup>6</sup>*

<sup>6</sup> *Report of the Governor of Porto Rico to the Secretary of War. 1918. Washington Government Printing Office, 1918, 546.*

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The **Federico Degetau Consolidated Rural School** embodied from the very start, the best example of the consolidated rural schools' program for the rural areas. The new schoolhouse also became rapidly known for its unique stylish design and the use of reinforced concrete, as rural schools were usually wooden constructions. The use of reinforced concrete on a rural school, showed not only a new technique in construction's processes. It also reflected a new social trend in understanding the need in providing the rural population with dignified educational facilities.

*"These rural schoolhouses, standing along the highways all through the island, are for the greater part cheap, wooden affairs, hardly above the grade of shacks. In various sections of Puerto Rico, advances have been made. An admirable example is the five-room schoolhouse built by the municipality of Arecibo—in population the fourth city of the island—for its outlying barrio of Santana. The Arecibo consolidated rural school at the barrio Santana offers in its design an excellent illustration of how well concrete construction lends itself to the employment of Egyptian motives—in this example, the liberal space devoted to window openings conveying an effect of cheerfulness that bars any suggestions of the mausoleum-like character so commonly associated with Egyptian architecture".<sup>7</sup>*

In his designs, Finlayson didn't used prototypes or generic models. Instead, the architect took careful considerations in making each one of his works a very special property, designing not only functional buildings, but architecturally memorable as well. The **Federico Degetau Consolidated Rural School** is one of the best examples on Finlayson's work philosophy. The building represented not only new constructions techniques and new educational and social initiatives. Its unique design brought recognition and pride to the rural ward of Santana for his schoolhouse.

That pride still shows in the local school authorities' struggles in keeping the property's historical integrity (**Fig. 16**), and its survival as an educational facility. In the last four years, the Puerto Rico Department of Education has closed many schools throughout the island. The **Federico Degetau Consolidated Rural School** was in the list of schools to be shutdown. It remained in service today due to the resistance of the local families, the local authorities, but specially, due to the school' students and professors' public actions in making the history of the property to be known. This nomination document is part of that collective struggle, as the nomination is the result of the combined effort of a

<sup>7</sup> Sylvester Baxter, Recent Civic Architecture in Porto Rico. Adrian C. Finlayson, Architect for the Insular Department of the Interior. *The Architectural Record*, 155.

Federico Degetau Consolidated Rural School

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selected group of eight-graders and two teachers from the **Federico Degetau Consolidated Rural School**.<sup>8</sup>

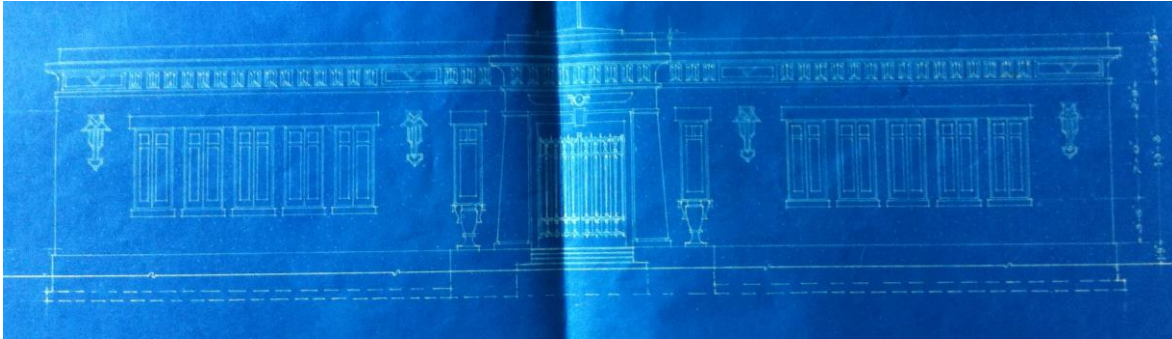


Figure 16. Partial views of the **Federico Degetau Consolidated Rural School** front elevation through different time periods: Finlayson's 1916 drawing; a 1920 picture; and a current 2020 photograph.

<sup>8</sup> This nomination document was researched and prepared by the following students: Antwan O. González Bonet, Zoeris Y. González Rivera, Mabel Ramos Vélez, Christopher Reyes Gabriel, Zabdiel Santiago González, Ingrid S. Rodríguez Orta and Zulimar Santiago López. The students were guided and assisted by professors Luis René Rivera Rosado and Karen Serrano Cruz.

Federico Degetau Consolidated Rural School  
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**County and State**

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## 9. Major Bibliographic References

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

“Actas del Cabildo de San Juan”, San Juan, 22 de diciembre de 1733. Biblioteca del Centro de Estudios Avanzados de Puerto Rico y el Caribe.

Archivo General de Puerto Rico

Fondo: Obras Públicas, Serie Edificios Escolares. Municipio Arecibo-Arroyo. Legajos: 7a, 7b y 8 Caja: 987. Plano de la escuela #19.1-19.7. Título: Proyecto, Contrato, Certificaciones, Correspondencia. Autor (Contratista): Arabia, Francisco. Cantidad Contrato: \$14,800

Baxter, Sylvester, “Recent Civic Architecture in Porto Rico: Adrian C. Finlayson, Architect”, The Architectural Record, Vol. XLVIII, No. 2, Serial No. 263, August 1920, pages 137-155

Lugo, María E. “Breves datos Históricos de la educación en Santana”, Boletín informativo de la Secretaria de Instrucción. Investigación y publicación que se realizó en el 50 aniversario de la escuela.

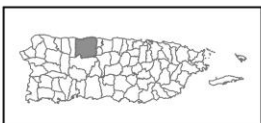
*Report of the Governor of Porto Rico to the Secretary of War. 1918. Washington Government Printing Office, 1918.*



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



**Federico Degetau Consolidated Rural School**  
Arecibo, Puerto Rico

19Q E746571 N2041101 UTM

1:1,800

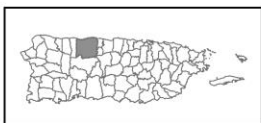
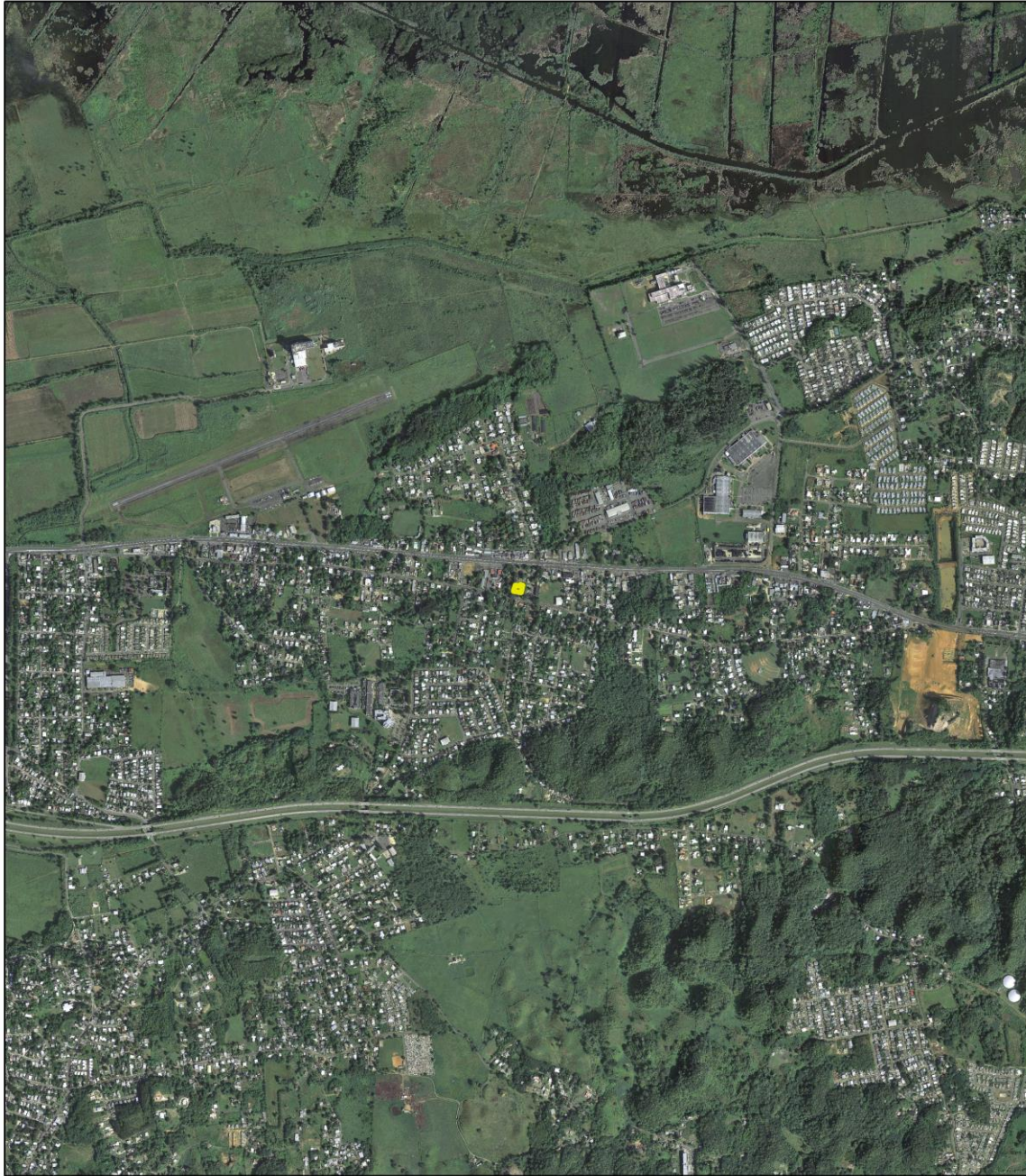
0 50 100 Feet



Federico Degetau Consolidated Rural School  
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Map 2. Site Map (1: 20,000)



**Federico Degetau Consolidated Rural School**  
Arecibo, Puerto Rico  
19Q E746571 N2041101 UTM

1:1,20000  
0 650 1,300 Feet  
N

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**County and State**

**11. Form Prepared By**

Antwan O. González Bonet, Zoeris Y. González Rivera, Mabel Ramos Vélez, Christopher Reyes Gabriel, Zabdiel Santiago González, Zulimar Santiago López, Ingrid S. Rodríguez Orta, Luis René Rivera Rosado and Karen Serrano Cruz.

name/title \_\_\_\_\_  
organization Escuela Segunda Unidad Federico Degetau date March 13, 2020  
street & number Carretera #662 Km. 68 telephone 787-721-3737  
city or town Arecibo state PR zip code 00612  
email [jllanes@prshpo.pr.gov](mailto:jllanes@prshpo.pr.gov)

Submit the following items with the completed form:

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

**Photographs**

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

**Photo Log**

Name of Property Federico Degetau Consolidated Rural School  
City or Vicinity Arecibo County Arecibo State Puerto Rico  
Photographer Luis René Rivera Rosado Date Photographed January, 2020

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

1. Photo 0001. Schoolhouse' front elevation, looking northeast.
2. Photo 0002. Partial view of the building's southern (rear) façade, looking southeast.
3. Photo 0003. Detail of Egyptian motifs above main entrance, looking north.
4. Photo 0004. Close-up of one of the Egyptian ornaments in the main façade shows the concrete mosaics still identifiable underneath the layers of paint, looking north.
5. Photo 0005. Partial view of the gallery at the building's rear, looking south.
6. Photo 0006. Partial view of the Library, looking southwest.

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

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



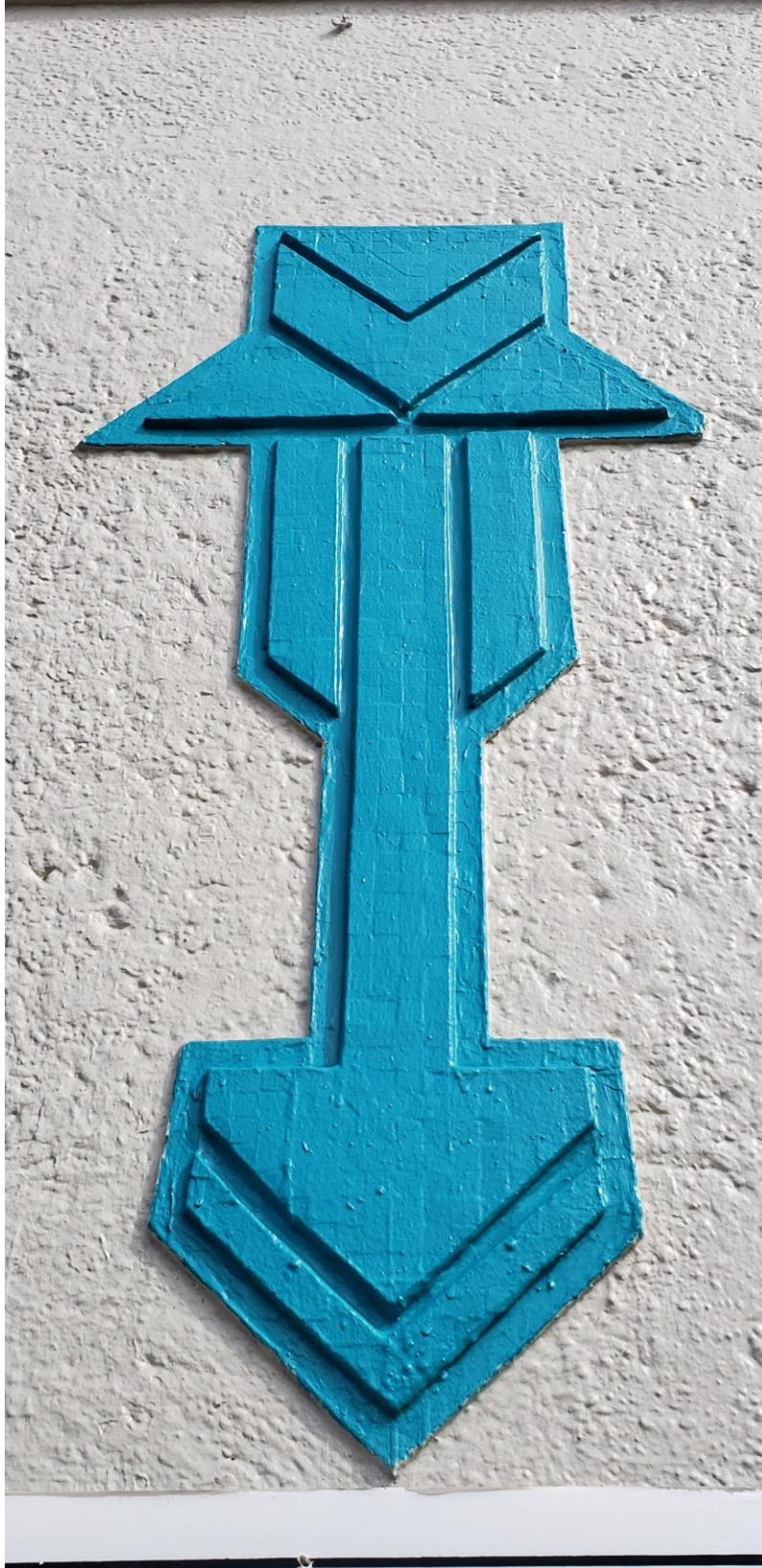
PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0001



PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0002



PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0003



PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0004



PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0005



PR\_Arecibo\_Federico Degetau Consolidated Rural School\_0006