



City of Las Cruces[®]

PEOPLE HELPING PEOPLE

Council Action and Executive Summary

Item # 9

Ordinance/Resolution# 15-025

For Meeting of _____
(Ordinance First Reading Date)

For Meeting of August 18, 2014
(Adoption Date)

Please check box that applies to this item:

QUASI JUDICIAL LEGISLATIVE ADMINISTRATIVE

TITLE: A RESOLUTION TO ENDORSE THE NOMINATION OF THE FRANK O. PAPEN COMMUNITY CENTER TO THE STATE REGISTER OF CULTURAL PROPERTIES AND THE NATIONAL REGISTER OF HISTORIC PLACES.

PURPOSE(S) OF ACTION:

Endorse historic designation.

COUNCIL DISTRICT: 2		
<u>Drafter/Staff Contact:</u> Carol McCall	<u>Department/Section:</u> Community Development/ Planning & Neighborhood Services	<u>Phone:</u> 575-528-3209
<u>City Manager Signature:</u>		

BACKGROUND / KEY ISSUES / CONTRIBUTING FACTORS:

Mesilla Park Elementary School was built in 1907 and served the community until 1975. It was designed by the El Paso architectural firm of Trost and Trost, a firm which was both prolific and renowned throughout Texas, New Mexico and Arizona. Further additions of brick, concrete and adobe continued to utilize design elements of the original structure.

After the City of Las Cruces took possession of the structure, it remained a central part of the community and continues to be an iconic site in the Mesilla Park neighborhood. As the Frank O. Papen Community Center, it currently houses recreational programs and a hot lunch program for seniors. The renaming of the building pays tribute to Frank O. Papen, former State Senator and a dynamic force in the growth of Las Cruces and New Mexico during the 20th century. Papen was born the same year the school was built.

NMSU graduate student Frannie Cochran, working with Dr. Beth O'Leary in the History Department, has prepared a nomination to the State Register of Cultural Properties and the Nation Register of Historic Places which will complete her requirements for a Master's Degree in Public History. Submission of the nomination requires permission to do so by the owner of the

property, the City of Las Cruces. This Resolution would endorse the nomination and serve as the proper documentation for permission in the nomination packet.

There are potential pros and cons related to a successful listing on the registers:

Pros:

- There may be opportunities to seek grant money from the NM Cultural Properties Restoration Fund.
- The designation would support the City's commitment to protecting historic and cultural heritage.
- The designation furthers the recommendations of the Historic Preservation Ad Hoc Committee.
- Such exposure may also increase tourism interest to the community.
- Historic designation supports goals and policies of the City's Comprehensive Plan 2040.

Cons:

- The historic designation would obligate the City to repair, rehabilitate or add on to the structure in a manner that complies with the guidelines published by the National Park Service, the *Secretary's Standards for Historic Preservation of Historic Structures*. Before any change greater than ordinary maintenance is made to a registered cultural property, the owner must submit a description of the proposed change to the New Mexico Cultural Properties Review Committee to approve or disapprove any changes, offer guidance and suggest alternatives. This process would add a step before the City makes any proposed changes, would require thorough documentation of the process, and may result in increased costs to perform the change.

Once the nomination is submitted, the review process at the state level takes about 90 days and at the national level, at least 45 days.

No additional funds are required for this nomination.

SUPPORT INFORMATION:

1. Resolution.
2. Attachment "A", Draft nomination form.

SOURCE OF FUNDING:

Is this action already budgeted? N/A			
	Yes	<input type="checkbox"/>	See fund summary below
	No	<input type="checkbox"/>	If No, then check one below:
	<i>Budget Adjustment Attached</i>	<input type="checkbox"/>	Expense reallocated from:
<input type="checkbox"/>		Proposed funding is from a new revenue source (i.e. grant; see details below)	
<input type="checkbox"/>		Proposed funding is from fund balance in the _____ Fund.	
Does this action create any revenue? N/A			
	Yes	<input type="checkbox"/>	Funds will be deposited into this fund: _____ in the amount of \$ _____ for FY ____.
	No	<input type="checkbox"/>	There is no new revenue generated by this action.

BUDGET NARRATIVE

N/A

FUND EXPENDITURE SUMMARY:

Fund Name(s)	Account Number(s)	Expenditure Proposed	Available Budgeted Funds in Current FY	Remaining Funds	Purpose for Remaining Funds
N/A	N/A	N/A	N/A	N/A	N/A

OPTIONS / ALTERNATIVES:

1. Vote "Yes"; this will endorse the nomination.
2. Vote "No"; this will not endorse the nomination.
3. Vote to "Amend"; this could allow Council to modify the Resolution or nomination form as deemed appropriate.
4. Vote to "Table"; this could allow Council to postpone consideration of the Resolution to endorse the nomination and direct staff accordingly.

REFERENCE INFORMATION:

The resolution(s) and/or ordinance(s) listed below are only for reference and are not included as attachments or exhibits.

1. N/A

RESOLUTION NO. 15-025**A RESOLUTION TO ENDORSE THE NOMINATION OF THE FRANK O. PAPEN COMMUNITY CENTER TO THE STATE REGISTER OF CULTURAL PROPERTIES AND THE NATIONAL REGISTER OF HISTORIC PLACES.**

The City Council is informed that:

WHEREAS, the City of Las Cruces is committed to preserving historic and cultural resources in the community; and

WHEREAS, preservation of historic properties can produce significant benefits, including enhanced civic pride and neighborhood identity and the recognition that the accomplishments and challenges faced by earlier residents may be relevant now and in the future; and

WHEREAS, Mesilla Park Elementary School, built in 1907, served the community as a public school until 1975 and as the Frank O. Papen Community Center, remains a central part of the community and an iconic, historic structure housing City of Las Cruces recreation and senior programs; and

WHEREAS, the renowned El Paso architectural firm, Trost and Trost Architects, designed the original building, which was ahead of its time due to choice of materials and the style of architecture; and

WHEREAS, a nomination to the State Register of Cultural Properties and the National Register of Historic Places has been prepared for the Frank O. Papen Community Center, which requires a statement affirming the City's commitment to pursue or endorse the site designation as a historic structure; and

WHEREAS, this Resolution serves as said endorsement.

NOW, THEREFORE, be it resolved by the governing body of the City of Las

Cruces:

(I)

THAT the nomination of the Frank O. Papen Community Center to the State Register of Cultural Properties and the National Register of Historic Places is hereby endorsed.

(II)

THAT City staff is hereby authorized to do all deeds necessary in the accomplishment of the herein above.

DONE AND APPROVED this _____ day of _____, 2014.

APPROVED:

Mayor

ATTEST:

City Clerk

(SEAL)

Moved by: _____

Seconded by: _____

VOTE:

Mayor Miyagishima:	_____
Councillor Silva:	_____
Councillor Smith:	_____
Councillor Pedroza:	_____
Councillor Small:	_____
Councillor Sorg:	_____
Councillor Levatino:	_____

APPROVED AS TO FORM:



City Attorney

National Register of Historic Places Registration Form

DRAFT 23 July 2-14

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: Mesilla Park Elementary School
Other names/site number: Frank O. Papen Recreation Center
Name of related multiple property listing: N/A
Enter "N/A" if property is not part of a multiple property listing

2. Location

Street & number: 304 Bell Avenue
City or town: Las Cruces State: New Mexico County: Doña Ana
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

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of certifying official/Title:	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> State or Federal agency/bureau or Tribal Government	

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Signature of commenting official:	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Date
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> Title :	
State or Federal agency/bureau or Tribal Government	

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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
- Public – State
- Public – Federal

Category of Property

(Check only one box.)

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	_____	buildings
_____	_____	sites
<u>1</u>	_____	structures
_____	_____	objects
<u>2</u>	_____	Total

Number of contributing resources previously listed in the National Register _____

6. Function or Use
Historic Functions

(Enter categories from instructions.)

Education/education related housing

Current Functions

(Enter categories from instructions.)

Recreation/Community Center

Outdoor Recreation/Playground and Picnic area

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7. Description

Architectural Classification

(Enter categories from instructions.)

Mission Revival

Prairie School

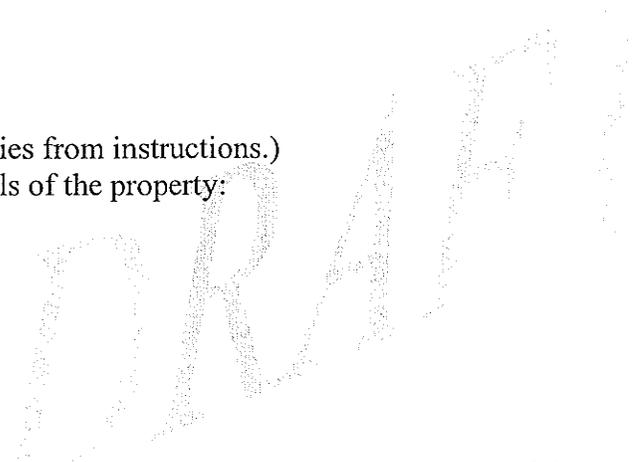
Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: Concrete

Roof: Shingles

Walls: Brick



Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes 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.)

Summary Paragraph

Mesilla Park Elementary School is located at the intersection of Linden and Bell Avenue in Mesilla Park, New Mexico. The building consists of brick, adobe, and framed stucco construction and with all additions measures approximately _ sq feet. It was originally used as a school building and is currently owned by the City of Las Cruces, who uses it as a community center. The style is a mixture of Mission Revival and Prairie School, which are both common designs by Henry Trost. Mesilla Park retains its historic integrity of location, feeling, architecture, and importance to the evolution of the community of Mesilla Park.

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Narrative Description

Exterior Description

The original Mesilla Park Elementary School, built in 1907, is a one-story, yellow brick building with an arched entryway, and is representative of the Mission Revival Style that architect Henry C. Trost was known for in the early 1900s. There have been several additions to the building that reflects the growing population of the area from 1907 to 1973 and the evolution of education in Mesilla Park and generally in New Mexico. The school is located about two miles from New Mexico State University on the northeast corner of Bell Ave and Linden Ave just east of Main St.

Mesilla Park Elementary School has rectangular floor plan, measuring approximately 80 feet wide by 50 feet long¹. The overall shape of the building is a rectangular form with a slanted, shingled roof. The building was constructed using a light shade of yellow brick with adobe around the crawl space area. The building contains 16 classrooms presently, along with an auditorium, cafeteria, and game room. Originally, the principal's office was in the main front, original corridor however, it was just a partitioned corner, but the partitions were removed. The stains on the hardwood floor are still visible where the partitions once stood. The front of the building had a set of five windows on each side of the front door, each window measured three and one half feet each (see Photo 1). The windows each have a one foot space between them and they begin four feet above the crawl space. In the original photo you can see the school bell was mounted on the top of the building (see Photo 2). However, the original bell is no longer located on top of the building, it is kept in the auditorium. From the curb, a concrete sidewalk leads to the front entryway to a plain wood entry door, about forty feet (the original stairs are no longer there to make it ADA compliant). Also, near the street there are two benches. These benches were a gift from the graduating class of 1939 and have each of the student's signatures written on them in concrete and are considered a contributing structure.

Beginning in 1916, three additions were made to the school to add more rooms and an auditorium. Two of the additions mirrored each other on the north and south ends of the original building. They were each 30 feet wide by 60 feet long. These two additions also had the same five window design as the original, each was three and one half feet with a one foot space between them. These additions added an additional five feet on the front and the back of the building that makes it wider. The auditorium was added to the rear of the building and measured 50 feet by 50 feet. Keeping with the original style of the building all of these additions were brick; these two wings added to each end were built using a dark red brick and the auditorium was a light shade of red brick. With these additions the building took on more of a T shape, with the classrooms facing the street the auditorium placed in the back on the building.

In 1934, two more additions were added to the north and south ends. Like the additions in 1916 these two mirrored each other and were added to each end of the building, attaching to the 1916 additions. Each addition was approximately 35 feet wide by 80 feet long. On each side there are also 10 windows running the length of the 80 feet additions and these twenty windows also measured three and one half feet and were separated by one foot spacing. These additions unlike the previous additions were built using framed stucco construction.

¹ Frances Cochran field notes used for all measurements

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In 1943, a new auditorium was built and it attached directly onto the existing auditorium. The new auditorium measured 50 feet wide and 80 feet long. The back wall of this new addition contained 4 windows that were three and one half feet wide with one foot spacing and stood eight and one half feet tall. This addition was built using adobe and has a pitched, shingled roof.

The last addition to the school came in 1963 when a modern cafeteria and kitchen were added southwest side of the school. This addition measures 75 feet wide by 42 feet long. The back wall of this addition contains three windows that measure five feet wide by three feet tall. Just like the previous addition this one is also a light tan colored frame stucco building. Also, directly behind this addition is the parking lot where vehicles have access to the building off Linden Ave (see Photo 3).

In the rear of the building, there is a playground area that contains picnic areas and equipment for children to play on. The entire building is also surrounded by a sidewalk that allows community members to walk around the building for exercise. The landscaping is minimal and includes a few shrubs by the front door of the building and pine trees lining the back boundary of the property. The entire lot that the property sits on is approximately 4.4 acres.

Interior Description

The interior of the original building contains the original hardwood floors and blackboards in the classrooms that were installed in 1907. As soon as you walk through the front door you are greeted by marks on the hardwood that were once the location of the principal's cubical. Directly towards the rear of the building as you enter from the front door, there is a boarded up doorway that once led to a basement that teachers used as their storage room. The hallways and classrooms also house the original ornate cast-iron registers (see photo 4). These furnaces sit in their original places but, are no longer used to heat the building. Also, the original school bell and its mounts are located in the auditorium awaiting a decision as to where it will be placed. Currently, there are talks of mounting it out in front of the building, however, others would like to see it placed back in its original location on top of the original building.

The original part of the building, constructed in 1907, originally held four classrooms that each measure around 30 feet by 21 feet with 12 foot high ceilings. The main foyer in this section of the building is 20 feet by 20 feet with 16 foot high ceilings. The hallways measure 8 feet in this part of the building. The two wing additions in 1916 added four additional classrooms of equal size to the building to house more students. In the same year, the auditorium addition added a large open area for children to put on productions and to house community meetings. In 1934, the two additional wings were added, creating eight more classrooms. The 1943 addition of a new auditorium created a larger space for student productions with a stage area. After this addition, the old auditorium was turned into a large classroom and later storage space. In 1963, a cafeteria was added with a modern kitchen so the staff could have a reliable place to provide school lunches. The cafeteria is the only part of the school that contains tile instead of hardwood flooring and serves as a community center.

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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.)

- A. Owned 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

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Areas of Significance

(Enter categories from instructions.)

Evolution of Education

Architecture/Work of a Master

Period of Significance

1907-1974

Significant Dates

1907

1916

1934

1943

1963

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Henry C. Trost of Trost and Trost Architecture

DRAFT

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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.)

Initially constructed in 1907, Mesilla Park Elementary School represented the community's desire for educational growth and change in the beginnings of the 20th century. Starting in the late 1890s to the early 1900s the Mesilla Park community saw considerable population growth in areas due to factors such as the railroad, growth of agriculture, and the expansion of New Mexico College of Agriculture and Mechanical Arts (New Mexico State University). A one-room adobe school that, was built in 1900, in Mesilla Park and now demolished, was no longer adequate for the community needs. The community, with help from Rev. Lewis, commissioned Henry C. Trost's Firm in El Paso, Texas to design a new, more modern school that would fit the needs of the community. Built in the same year that Las Cruces was incorporated as a city, Mesilla Park Elementary School, with its modern construction, was intended to make Mesilla Park stand out. Within a matter of seven years, the one-room school had become too small for the growing community. To address this problem the school had additional rooms added and an auditorium. The school building continued to grow reflecting the community's needs over the next six decades. Even after it ceased to be a school in 1974, the City of Las Cruces still utilizes the building as a recreation center and senior meal program center, now known as the Frank O. Papen Center, named after the late New Mexico Senator, in 2012.

The former Mesilla Park Elementary School is eligible for listing in the National Register of Historic Places in the area of education, representing how Mesilla Park grew within the expanding scope of education in the 1900s. It is also eligible under the area of Architecture, because it is an excellent example of a suburban school that continued to expand as the surrounding neighborhood grew and increased in popularity and status. Mesilla Park Elementary School brought a new style of building, a mix between Prairie School and Mission Revival, to the neighborhood and was designed by architect Henry C. Trost. In 1907, Mesilla Park was composed primarily of farms. The buildings located in the community were adobe structures, very few contained brick. The construction of a brick elementary school was an influence on the evolution of architecture in Mesilla Park. Mesilla Park Elementary School was also a significant contributing factor to community planning and development. The neighborhood itself is ethnically mixed between Anglos and Hispanics, it appears to have had the same makeup during the period of significance. According to oral tradition, the neighborhood demographics were slightly different when the school was constructed.² By the early 1900s Mesilla Park became the primary location for professors and educators moving to the area due to the college's growth. There were also large farms in the area during this time. Presently, the neighborhood is not largely populated by college professors and many of the farms are gone and the area has residential blocks. The block where the school is located contains numerous residential dwellings, the residential buildings were built surrounding the school. The architecture of the

² Personal conversations with Clarence Fielder, Chair of Phillips Chapel Steward and Trustee Boards and local historian of the Las Cruces African American community.

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surrounding residences is a mixture of styles, many adobe, dating to the early 1900s but, others are more elaborate and indicate a growth of social classes. Mesilla Park Elementary School is still the largest building in the community, a landmark to residents new and old.

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

Criteria A Significance: The Evolution of Education in a Growing Community

Mesilla Park Elementary School is significant at the local level under National Register of Historic Places Criteria A in the area of education because the school shows progression in learning, community, and social interaction. Children at the school were given the opportunity to learn English if they did not speak it as a first language, the school expanded to meet community needs, and the teachers strived to provide a higher level of public education. The Pre-First class of the school was designed to teach English helped Hispanic students to better integrate into the school system and gave them the tools they needed to succeed. The many additions to the school to make sure that there were more teachers and classes were not overcrowded ensured that students had a suitable learning environment.

“Mesilla Park was known as being a ‘wealthy school’ where those who came from an education and higher class background attended school.”³ The evolution of education in Mesilla Park occurred due to many factors. Education laws were changing both nationally and locally during the early 1900s. New laws were being created that required children to attend school such as the Compulsory Attendance Law and new taxes were being created that were used to maintain public education, such as agriculture or prohibition taxes. Also, the growth of New Mexico College of Agriculture and Mechanical Arts (New Mexico State University), established 1888, led to professors and their families moving into the Mesilla Park area. These professors wanted a better education and facilities for their children, which made the community rally even more for the Mesilla Park Elementary School. The Reverend Hunter Lewis began to rally the community to help build a larger, nicer school that would be a better fit for the neighborhood. He also contacted friends and family from his hometown back east and began asking for any donations they could spare to get the project up and running.⁴

The progress of education moved slowly before Statehood, in 1912, during the Territorial period. When New Mexico became part of the United States Catholic Church organizations such as the Sisters of Loretto, founded in 1870, became the primary avenue of education. Then in 1855, the first laws regarding New Mexico schools were passed. These laws primarily dealt with

³ Personal conversations with Clarence Fielder, Chair of Phillips Chapel Steward and Trustee Boards and local historian of the Las Cruces African American community, July 16, 2013.

⁴ Lee Priestley, *Journeys of Faith* (Las Cruces, Arroyo Press, 1992): 47.

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how people would be taxed to support a public school system. It seems this law was overturned less than a year after it was enacted and all monies collected were returned to their payee. Shortly after, in 1860, another law was passed through legislature to have a person appointed annually by each territorial precinct that would "teach children the first rudiments of learning."⁵ The law included stipulations that each parent pay for their child's textbook and each day they were to send a stick of firewood to school with their child. In 1884, the face of public education would make great strides when legislation was passed to support taxation for public schools to be managed by a school board. During these early times it was stated, "The United States have neglected the education of our people, and we have been left to work out our own salvation as best we might under peculiar and difficult circumstances."⁶ The legislation was amended in 1891, creating the Territorial Board of Education. This board was led by the governor and was comprised of the superintendent of instruction and the presidents of St. Michael's College, the University of New Mexico, and the Agriculture College at Las Cruces (New Mexico State University). This group was responsible for creating the territory's entire school system and managing how it was ran.

This legislation was extremely important to small communities such as Mesilla Park and Las Cruces because it allowed them to have a voice in organizing their school districts. Each ward had two members who would report to the primary Territorial Board of Education. These members were responsible for overseeing the schools, raising taxes for construction and maintenance, and ensuring the curricula being taught was of the appropriate content

The original Mesilla Park Elementary School was a one-room adobe building that was built in 1901, which may have housed around 25 students. The quick growth of the community led to the enrollment at the small school to soar to fifty students in a matter of four years.⁷ This created the need for a larger, more suitable school to house the town's children. By this time the town had a railroad station, a hotel, shops, a downtown area, and enough residents that could be taxed to create the revenue for the new school.

In the 1920s, a new political climate made changes to the way schools in southern New Mexico were operated. Jim Crow laws made their way into New Mexico and began a period of segregation for public schools. Only schools in the southern part of the state, east of Deming, were segregated during the 1920s, including those in Las Cruces, Hobbs, and Alamogordo.⁸ Section 1201 of the legislation states:

... Provided that where, in the opinion of the County School Board or Municipal School Board and on the approval of said opinion by the State Board of Education, it is for the best advantage and interest of the school that separate rooms be provided for the teaching of pupils of African descent, and said rooms are so provided, such pupils may not be

⁵ Simon P. Nanninga, *The New Mexico School System* (Albuquerque: University of New Mexico Press, 1942): 11.

⁶ Manuel C. De Baca, *Report of the Superintendent of Public Instruction for the Year Ending December 31st, 1899* (Santa Fe, New Mexican Printing Co., 1899): 9.

⁷ Lee Priestley, *Journeys of Faith*, 52.

⁸ Soledad C. Chacon, Secretary of State. *Laws of New Mexico*. (Albuquerque, Valliant Printing Co, 1925): 109.

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admitted to school rooms occupied by pupils of Caucasian or other descent. Provided further, that such rooms set aside for the teaching of such pupils of African descent shall be as good and as well-kept as those used by pupils of Caucasian or other descent, and teaching therein shall be as efficient. Provided further, that pupils of Caucasian or other descent may not be admitted to the school rooms so provided for those of African descent.⁹

Las Cruces School District proceeded to segregate in 1924 and did not integrate until 1954 when the Supreme Court made its ruling in the case of Brown v. Topeka Board of Education.

In Las Cruces, the African American children attended the segregated school that is Phillips Chapel CME Church for elementary school and later Booker T. Washington Elementary. Although, segregation is directed at blacks, Hispanics too were discriminated against. Over time, even though prohibited by law, it seems a self-selection took place in Mesilla Park and the surrounding areas. In places like Lordsburg, Hispanic children were actually forced to attend segregated schools in the 1920s and 1930s.¹⁰ According to some former residents of Mesilla Park and students of the school, they can recall the Hispanic students being sent to school at Tortugas which, would have been a longer walk for many of them. However, there are a few stories of Hispanic students attending Mesilla Park Elementary because their parents wanted them to go there to better themselves since the school was known for having all of the professor's children. According to Stuart Meerschidt he recalls his friend Eddie tell him, "My father told me to walk to Mesilla Park and to not speak Spanish on the playground there."¹¹ While Mesilla Park may have not been an entirely segregated school, it did fall prey to the prejudice of the time which led some to self-select a different school to avoid the heated political climate.

Pleasant Memories Associated with the School

During the early 1900s, school systems across the nation faced many hurdles that created hostility and anxiety. Students attended school in a time of segregation, integration, and many different types of racial animosity. The Pre-First program helped to reduce educational anxiety for Hispanic students and that the environment was so open to them that Anglo students did not even realize there was a difference between themselves and the other students. "Education is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual, and moral states which are demanded of him by both political society as a whole and the special milieu for which he is specifically destined."¹² From the oral histories that I collected from former students of the school from 2013-2014, it appears to me that the Hispanic students were not harboring

⁹ Chacon, Soledad C. Secretary of State (prepared by) Laws of New Mexico. Albuquerque, NM: Valient Printing. (1925) as cited in Terry Moody, *Phillips Chapel CME Church*, (State Register of Historic Places, 2003): 15.

¹⁰ John W. Murphy, *Old Lordsburg High School*, (State Register of Historic Places, 2013): 17.

¹¹ Personal conversation with Stuart Meerschidt, resident of Mesilla Park and former student of Mesilla Park Elementary School.

¹² Levinson, B. A. *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, Md.: Rowman & Littlefield Publishers. 2000: 61.

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negative feelings towards other races or ethnicities and relate that back to the adult generations. Learning is a tough obstacle for some but even Mrs. Delgado had fond memories of learning at Mesilla Park and she didn't speak English on her first day! When speaking with her she recalls "being very serious" and "loving to attend school."¹³ Other students like Merle Osborn spoke about how he enjoyed the food and "being a typical boy and getting knocked down and then knocking someone else down," it is the simple things about the school that the former students seem to remember the most.¹⁴ Even the students who could not remember a lot about the building when they attended school could tell me about their best friend and the games they would play at recess. Dorothy Wray spoke fondly of many of her teachers that she still remembered by name and class, she also spoke about having Valentines and Christmas parties.¹⁵ It is memories like these that people remember fifty or sixty years later that make the school such an important landmark in Mesilla Park.

Race, Ethnicity, and Language

The seven oral histories I collected were very interesting to analyze when the topic of segregation was mentioned. Literally, everyone had a different point of view about segregation in the neighborhood. When I spoke with Dorothy Wray she stated, "There were no black children in the neighborhood, so that wasn't a problem."¹⁶ However, when I spoke with Clarence Fielder, he actually remembered having friends from Mesilla Park who had to be brought to Phillips Chapel and later Booker T. Washington to attend school.¹⁷ The racial segregation of black students comes as no surprise, it was a national issue during this period. I was more interested in how people remembered Hispanics in their daily life at Mesilla Park Elementary School. Dorothy Wray recalls, "I think most friends were with Anglos and Anglos and Hispanics with Hispanics."¹⁸ When speaking with Merle Osborn he stated, "I don't remember even thinking about that. We just all kicked around the soccer ball or whatever. But, the guys didn't play with girls."¹⁹ My oral history with Dora Delgado was much more racially charged than the others, unfortunately she was my only Hispanic student so I cannot make assumptions if that was solely the cause for this. Dora remembers the racial tension in Mesilla Park coming from another Hispanic family. It is her belief that they looked down upon her family for being onion pickers and coming to Mesilla Park and taking their jobs. Dora recalls, "I hung around with Anglos, I didn't hang around with Tortugas people, I don't know why I thought I was any better. I didn't start getting involved with the Tortugas people until high school. Even at Lynn Junior High I had

¹³ Personal communication with Dora Delgado, former student of Mesilla Park Elementary School. February 28, 2014.

¹⁴ Personal communication with Merle Osborn, former student of Mesilla Park Elementary School. February 8, 2014.

¹⁵ Personal communication with Dorothy Wray, former student of Mesilla Park Elementary School. January 29, 2014.

¹⁶ Ibid. January 29, 2014.

¹⁷ Personal conversations with Clarence Fielder, Chair of Phillips Chapel Steward and Trustee Boards and local historian of the Las Cruces African American community, July 16, 2013.

¹⁸ Personal communication with Dorothy Wray former student of Mesilla Park Elementary School. January 29, 2014.

¹⁹ Personal communication with Merle Osborn former student of Mesilla Park Elementary School. February 8, 2014.

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Anglo friends.”²⁰ I found this very interesting that she actively tried to hang around Anglos and separate herself from other Hispanic students. She did fondly remember going to school though and she is still friends with some of her childhood schoolmates.

Neighborhood Demographics/Views on Education

Public school systems are very much “Americanized,” furthering the lack of cultural identity.²¹ The economic and political transformations that accompany the use of capitalism in the Southwestern United States have profoundly shaped U.S.-Mexican households. In the early learning process, socialization and education are two fundamentally different processes that shape the mind. The students of Mesilla Park were more socially and educationally prepared because they had the tools available to them to work on their socialization and education. They had interaction with children from not only their neighborhood but, also Tortugas, a mixed Native American and Hispanic community to the south. This commitment to educational excellence wasn’t the norm everywhere. Also, all of the professors in town helped guarantee the level of education they were receiving was above and beyond that of what other public school students were getting. I feel the exposure to other cultures and attitudes made a big difference in how these children were shaped into adults. It goes back to how education is shaped by adults for the children and these adults perceived they were doing it correctly. The value placed on education at Mesilla Park Elementary School was the key to creating a successful community school. The adults of the neighborhood taught a lifelong value of education to their children.

It seems that everyone I interviewed had a view of education that placed it high on the list of important aspects of life. Dorothy Wray followed in the footsteps of her older sister who set the bar high, so she had to strive to make her own achievements to make her parents proud. Then, there was Merle Osborn, whose father worked at the school he attended. Many of his memories are focused on the fact that anytime he messed up he was sent to see his father and immediately punished. Dora Delgado held education to such a high standard of importance that she feels like she let her childhood slip away. She remembers, “I was always told I was too serious.”²² In addition to going to school, Dora Delgado had to go around town and pay bills for her family and translate for her father because even though he could speak some English, he was not sufficiently fluent to conduct a business transaction. She gave me the feeling that she had to grow up too early and became an adult to help her family when they moved to Las Cruces. Her father also held a high value on education and that was one of the primary reasons they moved to Mesilla Park and he got a permanent non-farm working job.

The thought that education is shaped by adults for children to succeed is exactly how Mesilla Park operated. Dora’s father believed that if she went to school and learned English she would succeed and not be an agriculture worker like he was. Merle’s father felt that if his son

²⁰ Personal communication with Dora Delgado, former student of Mesilla Park Elementary School. February 28, 2014.

²¹ Levinson, B. A. (2000). *Schooling the Symbolic Animal: Social and Cultural Dimensions of Education*. Lanham, Md.: Rowman & Littlefield Publishers.

²² Personal communication with Dora Delgado, former student of Mesilla Park Elementary School. February 28, 2014.

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behaved and was the perfect role model of how a teacher's son should act he would succeed. Dorothy felt that if she followed in her sister's footsteps and made the same good grades then she would also have the success that her sister achieved. These are all the same story with a different twist, it is how the adults portrayed education to their children. In Mesilla Park, the adults were all holding the value of education above all other things to their children to ensure they took school seriously and had the best chance for success.

A Social and Civic Center

In addition to serving as the school for the children of Mesilla Park, the school served as a gathering place for adults on many occasions. Soon after the school opened its doors, it began allowing the community to share its space when needed. In October 1908, the local Presbyterian choir practice at Mesilla Park Elementary School.²³ A Demorest contest was held at the school and student, Lillian Bruce, won the prized medal.²⁴ A Demorest contest was a contest held by "schools and Sunday schools sponsored the recitation competitions to train students in public speaking, instill in them the principles of temperance and call attention to temperance."²⁵ Between 1910 and 1911, there were many meetings about the "Good Road" plan. This plan was basically to make a decent road to travel from Mesilla Park into Las Cruces because it was a very rough road to travel. When community members wanted to gather, they utilized the space at Mesilla Park Elementary School. In 1940, Mesilla Park Elementary even hosted a Naturalist speaker, Charles Bowman Hutchins, for the university.²⁶ In the late 1940s, Mesilla Park Elementary School also became the voting center for the District. Allowing the community to utilize the school for meetings, voting, and recreational activities kept the building in the center of the community's attention. This could potentially be a primary reason as to why the school was maintained well, which gave it the ability to retain its significance throughout the years.

Criteria C Significance: Henry C. Trost, Work of a Master

Born in 1860, Henry Charles Trost was the son of German immigrants who settled in Ohio. Trost attended art school and worked for three years as a draftsman in Toledo. Following this he spent 10 years living in Chicago, influenced by the Chicago school of architecture. The Chicago style of architecture was influenced, largely by Frank Lloyd Wright, who brought a modern European feel to his designs.²⁷ In 1903 Henry C. Trost established Trost & Trost with his brother Gustavus Adolphus Trost, in El Paso, Texas. Their architectural firm became one of the leading firms in the Southwest by mastering Mission Revival style among many others. Trost was first commissioned to work in New Mexico in 1905 on the campus of the Agriculture

²³ "Scratch Pad", *The Round Up*, (New Mexico State University, 1908): 4.

²⁴ "Demorest Contest in Park School House," *The Round Up* (New Mexico State University, 1909): 4.

²⁵ TITLE OF WEBSITE

<http://www.hal.state.mi.us/mhc/museum/explore/museums/hismus/special/memory/belong/prohibit.html>. Accessed July 22, 2014.

²⁶ "Naturalist Will Lecture Here Friday," *The Round Up*. (New Mexico State University, 1940): 2.

²⁷ Lloyd C. and June-Marie F. Engelbrecht, *Henry C. Trost: Architect of the Southwest* (El Paso: El Paso Public Library Association, 1981): 53).

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College (later NMSU) and after that built many prominent buildings.²⁸ Buildings are designed based on their environment, taking into account the climate, terrain, and materials available. It is evident that Trost took these factors into mind when he designed Mesilla Park Elementary School based on the choice of brick and structural design. The original one room school was an adobe building, but for the new more modern four room building, Trost chose brick. Trost is also known for his other works in New Mexico like Lordsburg High School and in Texas for his designs for the University of Texas, El Paso Campus.

School commissions, large and small, became a bread-and-butter source of income for Trost and Trost Architects, designing more than 250 elementary, high school, and college and university buildings.²⁹ In 1907 Henry C. Trost was commissioned to design Mesilla Park Elementary School.³⁰ He designed the school to be a grand school for its time. The school in Mesilla Park evidences architectural influence from as far away as Chicago. The community, influenced by the views and funds of Reverend Hunter Lewis wanted to hire Trost because of his use of modern techniques and designs. The residents of Mesilla Park probably chose Trost because his work was seen as prestigious and they wanted to show that they had the money to build a school ahead of its time. That is exactly what Trost gave Mesilla Park. The school was ahead of its time, even bigger than needed for the fifty students that were enrolled upon its completion. Buildings in the early 1900s were generally adobe constructions with lower ceilings, Trost designed Mesilla Park Elementary with brick and high ceilings. The school continued to grow and stay current with the needs of the community.

In 1952, Tom Riddle, Director of Research and Statistics for the New Mexico Department of Education, gave a speech on his report, "Our Children and Our Buildings," that stated most of New Mexico's schools were inadequate. In his estimation it would take 480 new elementary and 325 secondary school classrooms to relieve New Mexico's overcrowding.³¹ Naturally, this research showed exactly what the people of communities like Mesilla Park already knew and that was, "the school population is far beyond our present ability to adequately house it."³² It is this exact reason that Mesilla Park commissioned what would have been considered a state of the art school for its time in 1907 and continued to revamp and add to it for the growth of the community.

The Old Lordsburg High School, Lordsburg, New Mexico, shares many similarities with Mesilla Park Elementary School. The Lordsburg School was constructed in 1916, nine years after Mesilla Park Elementary School. Both schools were utilized as schools until the early 1970s. In addition, both the buildings were designed by Henry Trost and had additions, by various architects. The schools share a similar Mission Revival style with arching entry ways and

²⁸ Karen Van Critters, New Mexico State University, National Register Nomination (not submitted), 2009.

²⁹ Lloyd C. and June-Marie F. Engelbrect, *Henry C. Trost: Architect of the Southwest*, 1.

³⁰ Unknown author, *El Paso Herald*, 1907.

³¹ "Lordsburg Lucky to Have New School," *Lordsburg Liberal* (May 21, 1952): 1.

³² "School Buildings in New Mexico Since 1950," *New Mexico School Review* (April 1953): 17.

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modern brick design.³³ In 2013, the Lordsburg High School was in far worse shape than Mesilla Park when it was nominated as a historic property to the State Register of Cultural Properties.

Cloudcroft Municipal School, in Cloudcroft, New Mexico seems to demonstrate similar qualities to Mesilla Park Elementary School. The school was built in the early 1900s by Trost and Trost. The buildings seem to share the same design of arching entryways and Mission Revival style of construction. Windows that comprise the front of each of the schools share the same characteristics; they are all wooden and appear to be double hung.³⁴ The town of Cloudcroft even shares similarities to Mesilla Park; they both grew from a new railroad being built that linked them to cities such as El Paso. It has also been listed on the State Register of Historic Places, in 1989.

Phillips Chapel CME Church has been serving the black community of Las Cruces since 1911 as a church and a community center. During segregation, 1925-1954, it was a school for colored children to attend because they were no longer allowed to attend the regular public schools. The period of segregation is the same period of significance that Phillips Chapel and Mesilla Park Elementary share. However, Phillips Chapel only housed the black students of the area while Mesilla Park was predominately for the white students. Both buildings were of modest size and Phillips Chapel continued to function as a church.³⁵ Phillips Chapel is listed on the National Register of Historic Places under its significance to religious and social setting for the African American community and the evolution of education. These schools are helpful to the Mesilla Park Elementary nomination because they provided education to the Southern New Mexico communities during the same period of significance and can be compared to Mesilla Park Elementary School.

A Growing Neighborhood of Educated Citizens

From the first day the railroad reached Mesilla Park in 1881, nothing would ever be the same for the small community that had once served as the capital of the Arizona Territory.³⁶ The railroad brought a new architectural boom to town with the ability to acquire building materials that were not available previously. The train, about one block from Mesilla Park Elementary School, deposited a whole new set of residents off on the doorstep of Mesilla Park. The railroad station is located south from the site of the Mesilla Park Elementary School. These newcomers crowded hotels and bars with big ideas and plans for this new town that held a gleam of hope for them.

In 1900, the Mesilla Park Community was served by a small, single-room school on Oak Street that was quickly being outgrown with the rapid population growth of nearby New Mexico

³³ John Murphy, National Register of Historic Places Nomination, Old Lordsburg High School New Mexico, National Register #Pending

³⁴ Marie Wuersching, National Register of Historic Places Nomination, Cloudcroft Municipal School, 1989.

³⁵ Terry Moody, *Phillips Chapel CME Church*, (State Register of Historic Places, National Register of Historic Places 2003).

³⁶ Lee Priestley, *Journeys of Faith* (Las Cruces, Arroyo Press, 1992): 35.

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State University. The adobe school that was on Oak Street has since been destroyed (c. 1911). The growth rate of the community led Reverend Hunter Lewis, pastor at St. James Episcopal Church, to approach the community about the construction of a school that would better serve the community. Reverend Lewis believed that Mesilla Park needed a more modern and upscale school that fit the social class of people, mainly professors and their families, who lived in the community. "Mesilla Park School was easily the most exciting place in the village."³⁷ Reverend Lewis played a large part in the Mesilla Park community from his arrival in 1905 until his death on November 13, 1948.³⁸ The Reverend Lewis was the pastor at St. James Episcopal Church, which sits south of Mesilla Park, about three blocks from Mesilla Park Elementary School. "By 1948 the preacher had become known nationally."³⁹ Rev. Lewis was an activist for the entire community of Mesilla Park, he seemed to see something in the community that pushed him to want to better it as a whole.

For the four-month term in 1906 Preacher taught at the school in Mesilla Park. 'The school was needed,' he wrote back home, 'for Las Cruces is too far away down a rough and rutted road.' As he had begun, so he continued being a teacher as well as a preacher. When he was not actually in the classroom he kept aware of the needs of the fledgling school system. When the enrollment rose to fifty, he campaigned to secure a four-room building.⁴⁰

THE GROWTH OF NEW MEXICO STATE UNIVERSITY

Mesilla Park also benefitted from many local businessmen who rallied to grow the community and make it better. One such example is George Bowman and his interest in establishing a college in the heart of Mesilla. Bowman along with other landowners pushed for the legislature to form the college. In 1889, as part of an Act of Congress, the Las Cruces College opened its doors to college prep students and business students in a two-room adobe building.⁴¹ Soon thereafter in 1890, it merged with New Mexico College of Agriculture and Mechanic Arts, a land grant college. Eventually, the college became New Mexico State University. In 1907, the college hired well-known architect, Henry C. Trost to design a campus plan. "Trost's Spanish Renaissance Revival style represents the largest number of historic buildings on today's camp."⁴² The growth of Mesilla Park (c. 1900-1965) can be attributed to many factors such as agriculture, mining, railroad connections, WWI and WWII, New Mexico State University, White Sands Missile Range, and Statehood (1912).

The Mesilla Valley flourished with a variety of agricultural crops up until the area became ravished by flooding and droughts. In the early 1900s Mesilla Park was a series of farms.

³⁷ Lee Priestley, *Journeys of Faith*, 52.

³⁸ *Ibid.*, 183.

³⁹ *Ibid.*, 181.

⁴⁰ *Ibid.*, 51.

⁴¹ Karen Van Critters, New Mexico State University, National Register Nomination (not submitted), 2009.

⁴² *Ibid.*

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In 1903, the Bureau of Reclamation proposed the building of Elephant Butte Dam to manage the water allotment to the area. This new allotment of water allowed farmers to switch from cotton to growing vegetables, pecans, and chiles. These new crops brought a whole new variety of ethnic and cultural groups to the Mesilla Park area for the opportunities it had to offer.⁴³ In 1909, W.J. Stahmann left Wisconsin to move to the southwest and try his hand at farming. He settled near El Paso until 1926 when he bought 2,900 acres in Mesilla and another 1,100 acres in 1932. His pecan empire of 4,000 acres had 150 homes for workers, a store, health clinic, processing plant, and a church. Agriculture was depressed during the Great Depression when the price of cotton dropped to four cents per pound, from the previous price of eight to ten cents per pound, and the government actually paid farmers to not raise a crop in hopes of raising the cotton prices once again.⁴⁴ The rise of agriculture in Mesilla brought new students to Mesilla Park Elementary school due to immigration to the area and often had an effect on the demographics of the students.

World War II and post-World War II was another of the greatest periods of growth in Mesilla Park. During this time more students were entering the college, more people were moving to the area for military related jobs, and the need for education was expanding at a tremendous rate. The growth during this period created a need for more additions to Mesilla Park Elementary School. In 1945 barrack style classrooms were brought in to house overflow students.⁴⁵ These barrack style classrooms eventually burned down in a fire, in the 1960s. Scientists and military personnel flooded neighborhoods like Mesilla Park. More families in the area meant a greater need for a bigger and nicer school. Additions to the school are in response to such influx of children in the neighborhood.

At 3,200 square miles White Sands Missile Range (WSMR) is the largest testing facility of its kind. As early as 1939 it had a massive growth of personnel that brought heavy traffic to the Las Cruces and Mesilla areas.⁴⁶ The scientists and military personnel moved to neighborhoods like Mesilla Park. More families in the area meant a greater need for a bigger and nicer school. Additions to the school are in response to such influx of children in the neighborhood. After the strike on Pearl Harbor in 1941 troops flood from Fort Bliss to WSMR for training.⁴⁷

Mesilla Park Elementary School functioned as a community school from 1907 until 1974. It served the communities families, took in immigrants, and withstood the test of time. Still today, the building functions as a community center that is still the central meeting place of the community when the need arises. Mesilla Park Elementary School has maintained its integrity and displays significance under Criteria A and C.

⁴³ Ibid.

⁴⁴ New Mexico State University, National Register Nomination (not submitted), 2009.

⁴⁵ Personal conversation with Janet Clements, Chair of Mesilla Park Revitalization Committee.

⁴⁶ New Mexico State University, National Register Nomination (not submitted), 2009.

⁴⁷ <http://www.newmexicohistory.org>

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Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 4.4

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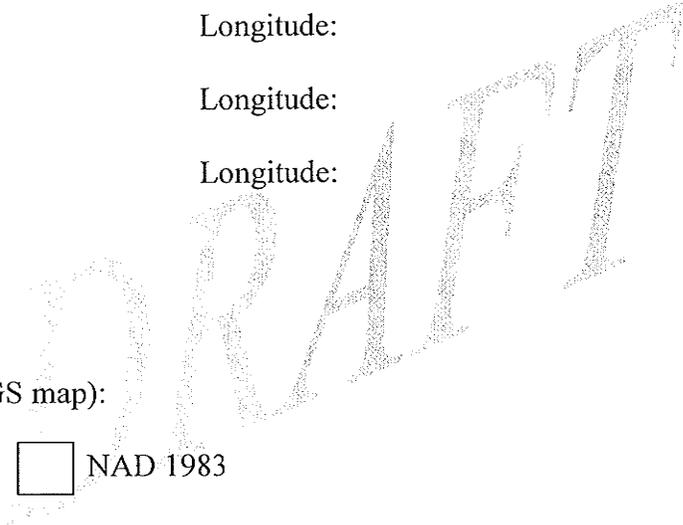
Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- 1. Latitude: 32.274742 Longitude: -106.770394
- 2. Latitude: Longitude:
- 3. Latitude: Longitude:
- 4. Latitude: Longitude:



**Or
UTM References**

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- 1. Zone: Easting: Northing:
- 2. Zone: Easting: Northing:
- 3. Zone: Easting: Northing:
- 4. Zone: Easting : Northing:

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

The front façade of Mesilla Park Elementary School faces Bell Avenue, with Linden Avenue running parallel. In front of the building along Bell Avenue there is a brick wall running the length of the property, with benches near the street. Behind the building there is a large yard with outdoor equipment for children. To the north of the building there is also a small

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parking lot. Along the back edge of the property, near Bowman Avenue, the property line is lined with trees. The property in its entirety is 4.4 acres.

Boundary Justification (Explain why the boundaries were selected.)

The building sits on the original lot where it was built, 4.4 acres. The lot where the school sits is currently owned by the City of Las Cruces. (See Photo 5).

11. Form Prepared By

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Telephone: 575-644-1668
E-mail: boleary@nmsu.edu

Additional Documentation

Submit the following items with the completed form:

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

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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: Mesilla Park Elementary School

City or Vicinity: Las Cruces

County: Dona Ana

State: New Mexico

Photographer: Francis Cochran

Date Photographed: 5-25-2014

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

Photograph 1 is of the front façade of Mesilla Park Elementary School as of 2014, camera facing north.

1 of 4.

Name of Property: Mesilla Park Elementary School

City or Vicinity: Las Cruces

County: Dona Ana

State: New Mexico

Photographer: Francis Cochran

Date Photographed: 5-25-2014

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

Photograph 2 is of the front façade of Mesilla Park Elementary School as of 1907, camera facing north.

2 of _4_.

Name of Property: Mesilla Park Elementary School

City or Vicinity: Las Cruces

County: Dona Ana

State: New Mexico

Photographer: Francis Cochran

Date Photographed: 5-25-2014

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

Photograph 3 is a labeled google image with all of the detailed dates of additions made to Mesilla Park Elementary School.

3 of _4_.

Name of Property: Mesilla Park Elementary School

City or Vicinity: Las Cruces

County: Dona Ana

State: New Mexico

Photographer: Francis Cochran

Date Photographed: 5-25-2014

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

Photograph 4 is an interior photo of Mesilla Park Elementary School detailing the ornate registers.

4 of _4_.

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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.

DRAFT