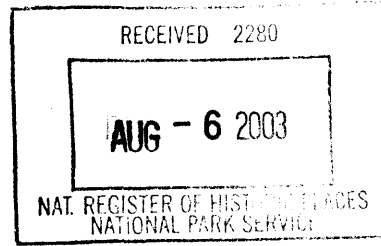


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NATIONAL REGISTER OF HISTORIC PLACES  
MULTIPLE PROPERTY DOCUMENTATION FORM

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

New Submission  Amended Submission

A. Name of Multiple Property Listing

Homestead and Ranch School Era Roads and Trails of Los Alamos, New Mexico

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Homestead Roads of Los Alamos, 1887-1943  
Ranch School Trails of Los Alamos, 1918-1943

C. Form Prepared by

Name/title Dorothy Hoard

Organization N/A

Date February 2003

Street & number 11 Los Arboles

Telephone 505-662-2662

City or town Los Alamos State NM

Zip code 87544

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. ( See continuation sheet for additional comments.)

Katharina Seibel, SHPO  
Signature and title of certifying official

2/09/03  
Date

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Edson H. Beall  
Signature of the Keeper

9/20/2003  
Date of Action

**Table of Contents for Written Narrative**

Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form (National Register Bulletin 16B)*. Fill in page numbers for each section in the space below.

	<b>Page Numbers</b>
<b>E. Statement of Historic Contexts</b> (If more than one historic context is documented, present them in sequential order.)	<b>3</b>
<b>F. Associated Property Types</b> (Provide description, significance, and registration requirements.)	<b>9</b>
<b>G. Geographical Data</b>	<b>13</b>
<b>H. Summary of Identification and Evaluation Methods</b> (Discuss the methods used in developing the multiple property listing.)	<b>14</b>
<b>I. Major Bibliographical References</b> (List major written works and primary location of additional documentation: State Historic Preservation Office, other State agency, Federal agency, local government, university, or other, specifying repository.)	<b>15</b>
<b>J. Addendum</b>	

**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. 470 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 120 hours per response including the 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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**E. Statement of Historic Contexts**

**Summary:** This Multiple Property Documentation Form describes a transportation system of wagon roads and horse trails accessing a remote and rugged plateau, Parajito Plateau, in north-central New Mexico. This system includes the remaining segments of two separate road and trail networks developed between 1887 and 1943 by Hispanic and Anglo occupants of what would become Los Alamos.

The first network served a homestead-type lifestyle, primarily farming in a rugged landscape with a severe winter climate. From Parajito Plateau, the Hispanic homesteaders developed a biannual migration to permanent homes at a lower elevation nearer to population centers. For access to the summer area on the plateau, the settlers built a series of wagon roads up steep canyon walls and across rugged drainages. They used the roads for their annual migration in March, to access water, visit neighbors, haul products to market, herd stock to grazing land, and move back to the winter homes in valley in November.

The Los Alamos Ranch School constructed a second network of horse and access trails to and from their campus. Started in 1918, by a group of Midwest and Eastern industrialists, the Ranch School was an exclusive secondary school for boys emphasizing an academic and outdoors skills curriculum. As part of the "learning by doing" philosophy, students constructed numerous horse trails, many displaying sophisticated dry-laid stone embankments and retaining walls. The students used these trails primarily for recreational use and to access camp sites and other resources.

The two cultures coexisted well, but remained distinct. The school bought farm products, provided some employment for local settlers, and built better access roads. In a largely barter economy, the school provided a means to earn cash to pay property taxes on the homesteads.

However in 1943, the lifestyles of both cultures came to an abrupt end. The U.S. Army requisitioned the school and the surrounding homestead area to develop an atomic bomb under the Manhattan Project. Homesteaders were summarily evicted. For the most part, homesteads and roads were abandoned or used for access by project personnel. Over the years, the community of Los Alamos expanded over the fields and obliterated most signs of the former homestead lifestyle. Little else but portions of the wagon roads remain as witness to the rugged life of the early settlers. Aside from the Ranch School lodge, little remains, save the trails, illustrating the school's educational philosophy.

**Setting:** Los Alamos is located in north-central New Mexico, approximately 25 air miles northwest of Santa Fe. The community lies on a high tableland, the Pajarito Plateau, cut by deep, steep-walled canyons. Between the canyons are level mesas gently sloping from west to east. On the west are the sharp ridges of the Jemez Mountains with peaks to 3,050 meters high. On the east, the mesas end in precipitous cliffs 150 to 220 meters

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high. Below the cliffs are breaks and badlands sloping to the Rio Grande. The valley of the Rio Grande below Los Alamos is wide, with a gentle terrain more suitable for settlement. Access up the cliffs to Los Alamos has always been difficult.

With a mean elevation of 2,140 meters, weather is moderate in summer, with a pattern of summer thundershowers beginning in early July and extending into September. Daytime temperatures range above 80 degrees Fahrenheit, with evenings most often falling to 60 degrees. Except for periods of drought, the summer conditions are suitable for dry farming. Winter weather usually brings snow; temperatures often drop below zero degrees Fahrenheit. Diurnal fluctuations of as much as 50 degrees promote daytime thawing, allowing moisture to soak into the soil.

The mesas of Los Alamos provide resources amenable to settlement. Soils are deep and water, while not plentiful, is available from springs and canyon streams as well as the summer thundershowers. The upper (western) areas were once covered in ponderosa pine forest that provided structural lumber. Lower areas were covered with piñon pine and scrub oak favored for firewood. Game was plentiful, and adult children of homesteaders often mention deer and turkeys as once readily available.

### Settlement and Transportation Patterns

The Pajarito Plateau has long been used as a seasonal resource area. Since the mid-twentieth century archaeologists have found isolated occurrences of Paleo-Indian (BC 9500 to BC 8000) and Archaic (BC 2000 to AD 600) projectile points; occasional Archaic lithic scatters and small hearths indicate short-term use. Prehistoric use between AD 600 and 1150 was also seasonal. Only between 1150 and 1550 did pueblo people build and occupy small farmsteads and large pueblos on the plateau, relying largely on agriculture with supplemental hunting and gathering. Archaeological evidence indicates that the Puebloan Indians had abandoned the area by 1600, probably due to protracted drought (Powers 1999). During that time, the inhabitants created a network of narrow trails over the plateau connecting large pueblo settlements (Snead 2002). Arrival of the Spanish in 1592 apparently had little impact on the isolated mesas; Spanish journals do not mention the plateau, nor do archaeologists find evidence of European use of the area. The pueblo land grant awarded to nearby San Ildefonso Pueblo, while encompassing a portion of the lower badlands, did not extend to the mesa tops. Resource extraction by the Pueblo Indians during Spanish rule undoubtedly occurred, but is poorly documented; there is no evidence of habitation. Despite the award of a Spanish land grant in the area—the Pedro Sanchez (Ramon Vigil) Grant in 1742—habitation appears to have been minimal until the middle of the nineteenth century.

Conquest of New Mexico by the United States in 1846 marked the beginning of permanent activity on the Pajarito Plateau. The U. S. Army built at least one road across the area prior to 1851 to access extensive

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grasslands in the Jemez Mountains to support livestock on its base in Santa Fe. Sheep and cattle grazing was extensive in the area by the mid-1800s. The mapping expeditions of Lieut. George Wheeler recorded only two significant routes when it passed through in 1876. The railroad came to the area in 1880 and opened northern New Mexico to extended markets. The demand for railroad ties created logging activities throughout the region. At the turn of the twentieth century, when logging interests developed roads up the cliffs to access timber at the upper (western) sections of the plateau, homesteaders followed (Sanchez vs. Fletcher 1903). The Jemez National Forest, a unit of the U.S. Forest Service, was established in 1905. The homesteads were embedded in the forest matrix; existing homesteads and those undergoing proof were grandfathered into the Forest system.

**Homestead Roads of Los Alamos, 1887-1943**

Beginning in 1887, under the provisions of the Homestead Act of 1862, families began to settle on Pajarito Plateau. These homesteaders came primarily from small agricultural or mining communities in northern New Mexico. The Hispanic homesteaders were indigenous and arrived from communities in the Rio Grande Valley near San Ildefonso Pueblo or Pojoaque. Even after receiving homestead patents, most Hispanic settlers retained their valley homes and considered their plateau holdings as *ranchos* for summer use only. They retained voting registration in the valley and sent their children off the plateau to school before the harvest season ended. Many Hispanic families were related directly or by marriage. Although there were a few non-Hispanic permanent residents, seasonal use Hispanic homesteaders dominated settlement on the plateau.

Application for the earliest homestead in present Los Alamos County was submitted in 1887 and patented in 1892. The last application was submitted in 1921. The settlers were farmers who cleared the level mesas for dry farming. They maximized the usefulness of every acre; their patents covered irregularly shaped plots of land designed to encompass only the level, arable land of the mesas, where they grew corn, beans, wheat and other cereal grains, peas, and truck crops. The farmers typically kept only a few head of cattle, sheep, pigs, or goats at the ranches, as the local terrain was not conducive to large-scale ranching. However, many families owned cattle that they grazed by permit on the national forest or by permission on the Ramon Vigil Grant.

It is unclear who built the first homestead roads into the Los Alamos area. By the turn of the twentieth century, logging was well established in the Jemez Mountains, resulting in the development of temporary logging roads to and from timber stocks. Documented army routes and stock drive trails were located on the Ramon Vigil Grant to the south, but nothing indicates governmental interest developing a transportation network in the area. Given their termini at individual homesteads, it is assumed that homesteaders constructed the wagon roads individually or collectively to give access to their holdings. Additionally, testimony from a 1903 lawsuit concerning the Ramon Vigil Grant indicated that area homesteaders were skilled in road building and were hired as laborers for that purpose. Although these roads were located on Forest Service land following forest designation in 1905, the Forest Service did not appropriate money for road development and maintenance until

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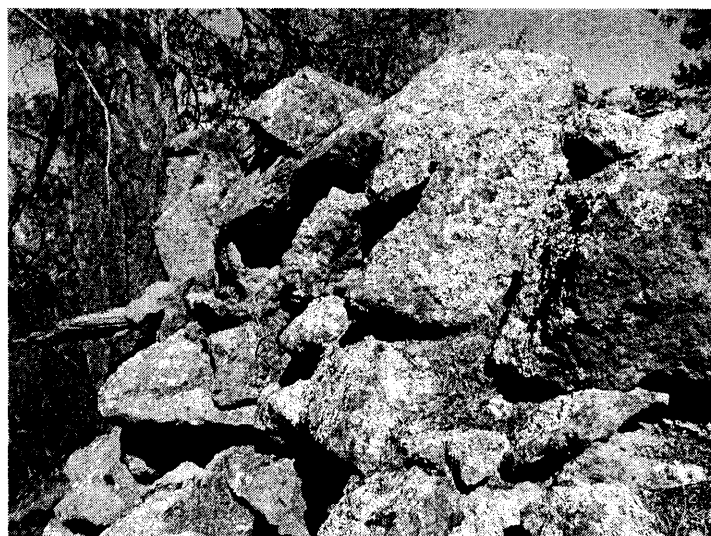
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1913. Even then, there is no evidence that the Forest Service built or maintained small, local roads serving individual families.

For their biannual migration, the homesteaders developed a serviceable road system. Workmanship on the roads was utilitarian but adequate, built to accommodate wagons. There were few turnouts for passing on the steep sections of road, possibly implying exclusive one-way use by a particular family. Many roads led to only one homestead, or at most, adjacent homesteads on the same mesa.



**Construction details of homestead roads.**

Embankment work to shore up the outside margins of the roads was adequate but not refined. The log shown protruding in the right photo is embedded in the rockwork; and is unusual for a homestead road, as wood cribbing was rarely used in local road construction.

**Ranch School Trails of Los Alamos, 1918-1943**

The Los Alamos settlement was a mix of local Hispanics and of Anglos drawn to the region for a variety of reasons. Mining at the nearby Cochiti Mining District attracted some; others came to the tuberculosis sanitarium in Santa Fe. In general, the Anglos lived on the plateau year round and built more substantial homes and had a more diversified economic base.

In 1918, eastern industrialists financed the establishment of the Los Alamos Ranch School, an exclusive secondary school for boys. The school evolved from the homestead and horticultural endeavors of Harold H. Brook, who homesteaded on Los Alamos Mesa in 1908 and subsequently acquired several surrounding homesteads. Some members of homestead families worked for the school, a welcome source of outside income

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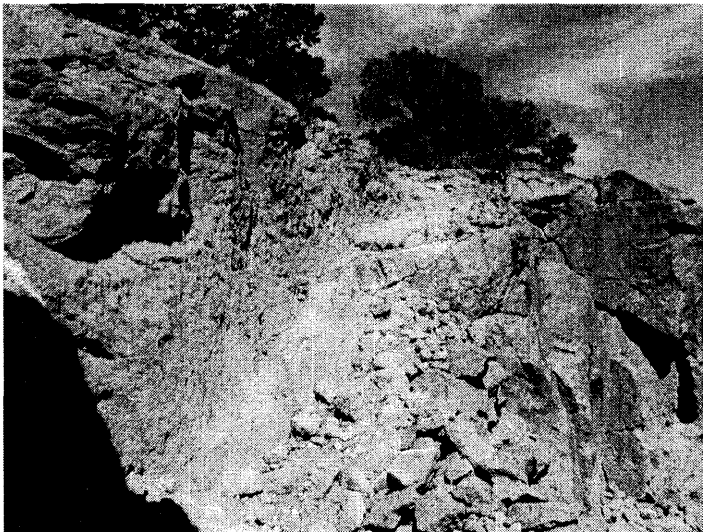
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for a subsistence community. The school became the center of the community with its post office, commissary, and an elementary school set up for children of local employees. While the three population segments, Hispanic, Anglo, and Ranch School had separate and distinct cultures and traditions, all indications are that they tolerated each other well and were mutually supportive.

Los Alamos Ranch School maintained a rigorous academic schedule designed as preparation for college. The teaching staff, called *masters*, consisted of recent college graduates, primarily from Yale University. However, an equally rigorous and demanding outdoor schedule was an integral part of the curriculum. Accordingly, the school set up work programs to teach and encourage community involvement for these future community leaders. As part of this philosophy, students provided labor on projects to improve the local infrastructure. Under the direction of the masters, the students built or improved trails into the canyons, primarily for recreational use by the school. The program emphasized craftsmanship and workmanship; the dry-laid stonework embankments of the ranch school trails are substantial engineered works. Roads and trails were also built through the canyons to connect the surrounding mesas with the centralized school. With its more substantial resources, the school built major roads in its areas of influence. It contracted with construction companies to build an access road from the Rio Grande Valley to its facilities on Los Alamos Mesa. The Ranch School roads later became the template for a transportation network for the post-Manhattan Project community of Los Alamos.



**Construction details of Ranch School trails.**

Embankment work on Ranch School trails shows more care and craftsmanship than that of the homestead roads. The stone blocks were often shaped to fit. The boys carved more elaborate bank cuts, often from sheer cliffs.

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**End of the Homestead Era:** The world of the two communities came to an abrupt end on May 10, 1943. The U.S. government had engaged University of California physicist J. Robert Oppenheimer to establish a program to develop an atomic bomb for the effort to end World War II. Among the first tasks was to find a place to build the design facility. Oppenheimer, whose family owned land in the nearby Pecos area, was familiar with the Los Alamos Ranch School and surrounding mountains. He personally chose the Ranch School location. As part of the Manhattan Project, the government authorized the U.S Army to acquire all properties on the plateau either by purchase or condemnation. When the United States filed condemnation proceedings, the Army quickly evicted all residents and denied access to their former homes and fields. Although legal battles and appeals to subsequent Congressional delegations ensued through generations, the homesteads were never returned to their original owners. Some old wagon roads were paved to become part of the major arterial system or occasionally used for security patrols, but most were abandoned.

Following World War II, the federal government established a permanent scientific laboratory in Los Alamos. Population of the community grew from a few thousand workers and their families to a stable community of approximately 18,000. As years went by, the fields on the level mesas were developed for housing. While facilities of the Ranch School were conserved and cherished by the community, what little remained of the homestead dwellings and infrastructure was largely obliterated. Because of their isolated locations on rugged terrain, only pieces of the homestead roads and Ranch School trails remain testament to the early eras of homesteading and outdoors life education.

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**F. Associated Property Types**

**Property Type: Homestead and Ranch School Era Roads and Trails**

**Description:** This context discusses two property types: homestead wagon roads and Ranch School horse trails. The surviving homestead roads and Ranch School trails are located in canyons and on slopes unsuitable for other uses. Construction details are similar, however design often differs. Builders of both features used local soil and rock and rarely employed wood to construct the roads and trails. For the most part, the trails and roads are narrow, one-lane, transit routes. Structural elements, such as rock embankments, were built where needed. As most of these transportation features cross steep slopes, the roadbeds have eroded, but structural details remain and are clearly visible. The majority of trails and roads are currently used for hiking, biking, and horse riding trails.

**Homestead Roads**

The homestead roads were constructed to accommodate wagons. A number of physical attributes are common to all and serve as the character-defining features of National Register eligibility:

- Surviving roads are located on steep slopes, generally on the north-facing sides of canyons; south-facing walls are generally sheer cliffs.
- Roads are approximately 3-5 meters wide, with few turnouts for passing.
- Road grades are steep, up to 18 percent in short sections.
- Evidence of wagon use is revealed with carved ruts in the roadbed. Most ruts have been widened and deepened by horse, foot, and bicycle traffic.
- Inside walls were excavated with no shoring or erosion control.
- Large boulders or bedrock often had to be cut to accommodate roads. The cuts were made with metal picks; characteristic fluting formed by the parallel pick marks is common along the roadsides.
- Homesteaders built crude rock embankments on the outside edges of the roads along the canyon sides. Most embankments show low course work. Where banks became steep and high, better grades of coursed rock walls were built.
- There is occasional evidence of wood cribbing, indicating an awareness of the technique.

In general, the homestead roads were utilitarian structures showing mere leveling in areas of moderate terrain, but ranging to substantial embankment work where terrain became more challenging. Unfortunately, several roads show little sign of having been properly maintained. Therefore, on the steep hillsides, the roadbeds have somewhat eroded, often up to a meter below the original surface. Subsequent horse, foot, bicycle, and occasional wheeled traffic has added to the erosion. However, the original alignment, contours, and structural

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features of the roads are clearly visible. On some roads, the bed was scraped to bedrock. Here, the original contours are intact. Associated features, such as fence lines and small dams for stock ponds, occasionally occur beside the roads, although subsequent residents have by and large obliterated these features.

### Ranch School Trails

The Ranch School trails were built as horse trails accessing recreational areas of interest to the school. A number of physical attributes are common to all and serve as the character-defining features of National Register eligibility:

- Trails generally traverse difficult and previously inaccessible terrain, such as narrow canyons and steep cliffs. Some were built down south-facing cliffs.
- Constructed terraces and rock cuts are common features.
- Elaborate dry-laid rock walls were constructed to stabilize and shore up the trail bed.
- Trail grades are generally moderate, usually below a 10 percent grade. To accomplish this, builders often constructed elaborate sets of switchbacks.
- Trails were built for specific destinations and targeted specific grades; some were intended for freshman and sophomore students, others for the junior and senior grades. The school also built roads to destinations to carry camping gear.

The Ranch School trails were constructed as horse trails that primarily led to recreational destinations reserved for the boys. A few were located such that they were useful for cross-mesa travel and undoubtedly received more general use. Most school trails were built on steep, almost precipitous cliffs; construction required considerable engineering skills supplied by the master teachers. The trails were narrow and unsuited for vehicles. The Ranch School did build substantial vehicular roads. These major routes were used for subsequent Los Alamos infrastructure and are not included under this context.

**Property Type Significance:** Because the desire to own land is a basic human attribute, the transfer of public land to private ownership is a central concept in the settlement of rural areas. The Homestead Act of 1862 was a defining piece of legislation in the settlement of the Midwest and the western United States. In New Mexico, land had been awarded to individuals under the Spanish Land Grant system for centuries before the U.S. conquest, primarily as reward for service to the crown. Local inhabitants were familiar with the concept, but ordinary individuals rarely had the opportunity to gain land. Within 25 years of the passage of the act, local Hispanic residents adopted the U.S. variation of land transfer and adapted it to suit their needs in a marginal agricultural and economic area. With the establishment of the U.S. Forest Service, additional laws were enacted to accommodate homesteading on forest lands.

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The Homestead Era in the Los Alamos area represents a unique lifestyle developed by Hispanic residents of the Española/San Ildefonso region. While established New Mexico families generally found U.S. land management practices onerous and restrictive (i.e., limited use of the national forests), some readily used the Homestead Act to acquire and own land. The land they chose was close by and they invested considerable labor in access and upkeep. The homesteads, referred to as their *ranchos*, were a source of pride for the owners. They used the roads for the biannual move to and from the valley, to access water, to transport agricultural products, to move lumber products (primarily railroad ties in this area) to market.

Settlement was complete by 1921 when all patents for the level mesas were proved. Of the 35 homesteads established in the Manhattan Project area, only one may have been abandoned prior to 1943. It is difficult to say if the lifestyle would have continued. U. S. Army records indicate that many properties were still owned by the families of the original homesteaders, although some were delinquent in their taxes. Although the Manhattan Project primarily occupied infrastructure of the Los Alamos Ranch School, the old homesteads were gradually incorporated in building the new community. Laboratory sites and community residential areas were built on the cleared fields; a golf course today occupies several homestead fields. Subsequent development consumed most of the homestead land. Portions of the old roads became thoroughfares; several were incorporated formally into a county trail network in 1994.

Although memories of the old homestead lifestyle are fading with the passing of the homesteaders and their children, family stories of the era pass down through the generations. The government takeover generated an ambivalence that continues to hang over the town and its valley neighbors. Only the homestead roads remain to remind those who care of the hard but congenial life of the former Hispanic homestead community. For this reason, homestead roads meeting registration requirements are eligible under Criterion A, Transportation, Ethnic Heritage/Hispanic, and/or Exploration/Settlement, at the local of significance.

The Ranch School trails were built to traverse inaccessible terrain and provide direct access between mesa tops and canyons. The Ranch School trails, distinctive and unmistakable, were built for the most part by the students as part of their outdoors life curriculum. The work often included construction of elaborate dry-laid masonry walls and engineered switchbacks. The condemnation of land equally affected the Ranch School, closing down the school permanently in 1943. Though evidence of the Ranch School exists in the form of restored buildings, these buildings have taken on new uses and do not demonstrate the "learning by doing" educational philosophy of the school. For this reason, Ranch School trails meeting registration requirements are eligible under Criterion A, Transportation and Education, at the local of significance.

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**Property Type Registration Requirements:**

To meet registration requirements under Criterion A, each road must appear on a period map and/or lead directly to a patented homestead or have a direct association with the Los Alamos Ranch School.<sup>1</sup> Both homestead roads and Ranch School trails must retain tangible evidence of their construction details and a high degree of integrity as to location, design, materials, setting, feeling, and association. Given the change of use and a consistent lack of maintenance, some trails and roads show evidence of erosion along the center of the roadbed. This however does not affect their eligibility if the transportation feature retains the majority of its original design of alignment, road width, materials, and can clearly communicate an association with the Homestead/ Ranch School era of Los Alamos.

Ten roads/trails are recommended for nomination under this context:

- Bayo Canyon Road*, a major access road serving the level area between Pueblo and Rendija canyons;
- Beanfield Mesa* and *Beanfield Notch* roads, serving a short-lived agricultural field north of Rendija Canyon;
- Camp Hamilton Trail*, a Ranch School horse trail from Los Alamos Mesa into lower Pueblo Canyon;
- Dot Grant Road*, serving the Grant farm and connecting two major access roads;
- Gonzales Road*, a short spur serving Barranca Mesa. This road has an adjacent stock dam;
- Homestead Crossing*, a road crossing Pueblo Canyon and connecting two settlement areas;
- Lujan Road*, serving the Lujan Homestead on North Mesa;
- Ranch School Trail*, a horse trail from Los Alamos Mesa into Pueblo Canyon;
- Roybal Road*, a short spur serving Barranca Mesa.

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<sup>1</sup> An additional criterion used for this context is that a homestead road appears (in stereo view) on aerial photographs taken in 1935 under contract to the U.S. Soil Conservation Service. Ranch School trails lead to recreation spots and are documented or remembered by former students and are rarely visible on aerial photos.

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**G. Geographical Data**

The geographical area encompasses Pajarito Plateau, the eastern flank of the Jemez Mountains in north-central New Mexico. With the exception of the Camp Hamilton Trail, which is in adjacent Santa Fe County, a few hundred meters of the county line, all properties recommend for National Register listing are located in Los Alamos County. The geographical area encompasses three jurisdictions: United States Forest Service, Los Alamos County, and the United States Department of Energy. Los Alamos National Laboratory occupies most of the Department of Energy land, much of which is closed to public use.

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**H. Summary of Identification and Evaluation Methods**

The multiple property listing of historic roads and trails was initially identified in the course of developing the Los Alamos County Trails Management Plan. The plan, adopted by the Los Alamos County Council in July 1994, incorporated the historic routes into its overall trail system.

In several surveying episodes, including National Environmental Policy Act (NEPA) surveys for cultural resources, each historic route was documented for the New Mexico Laboratory of Anthropology (LA) and assigned a unique LA number. Included in the documentation packets were LA forms, photographs, UTM coordinates, and maps. For this context, the informants, Dorothy Hoard and Janie O'Rourke, walked all routes with global positioning systems (GPS) and logged the tracks into commercial mapping software. The GPS coordinates of features of interest were also recorded and mapped. As part of the information required by the LA, the nominators assembled a large collection (presently more than 150) of area maps dating from 1779 to 1954. Road and trail information was entered into a database for access. Except for the Beanfield Mesa roads, all roads proposed for nomination appear on these maps prior to 1943. The Los Alamos area contains more roads of the same character as those as described in this context. However, because those roads do not appear on period maps or directly access homesteads or are associated with the Ranch School activities, were excluded.

Historic information came primarily from the archives of the Los Alamos Historical Society. The archives include a complete set of local homestead applications and patents; reminiscences and tapes of interviews with former residents or their descendents, former ranch school personnel and students; photographic collections (although the Hispanic homesteaders are not well represented), and newspaper/magazine clippings. The surveyors conducted interviews whenever knowledgeable people could be found; they also used notes and letters both had acquired over the years. Several published books provided information. Other sources of information were found at the New Mexico State Archives and land records of Sandoval County; additional genealogical information was located on the Internet.

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