

SC-1716

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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



1. Name of Property

Historic name: Lincoln Jackson School

Other names/site number: N/A

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: 206 Alphon Street

City or town: Clovis State: NM County: Curry Zip Code 88101

Not For Publication: Vicinity: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 X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

 national X statewide local

Applicable National Register Criteria:

X A B C D

 <hr/> Dr. Jeff Pappas, New Mexico State Historic Preservation Officer Signature of certifying official/Title:	8/15/17 <hr/> Date
<hr/> State or Federal agency/bureau or Tribal Government	
In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria.	
<hr/> Signature of commenting official:	<hr/> Date
<hr/> Title :	<hr/> 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:)

Ray Elson H. Beall
Signature of the Keeper

10-4-17
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>2</u>	<u>1</u>	buildings
<u>1</u>	<u>0</u>	sites
<u>0</u>	<u>1</u>	structures
<u>0</u>	<u>0</u>	objects
<u>3</u>	<u>2</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: school

Current Functions

(Enter categories from instructions.)

Education: school

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7. Description

Architectural Classification

(Enter categories from instructions.)

Modern Movement: International Style

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, Stucco

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

The Lincoln Jackson School is a sprawling one-story International Style school located on the southwest side of Clovis in Curry County in eastern New Mexico. The L-shaped buildings on West Grand Avenue and Alphon Street, constructed from 1952 to 1965, gradually replaced smaller, wood-frame school buildings on the racially segregated campus. The gymnasium, built in 1952, is the earliest building on campus. Located at the corner of Alphon and West 2nd streets, the gym is a plain, stucco-clad building with clerestory windows, which have been filled. The interior includes a stage, wood floor, and open-steel trusses. On the opposite corner is the classroom building, constructed in 1954. This modern school is a one-story concrete-block building clad in brick veneer, with a flat roof and no ornament. The large, metal windows were later filled. The double-loaded corridor features six, large classrooms with concrete-block walls. In 1956, a classroom and restroom were added to the south side. In 1961, two classrooms, designed in the style of the 1954 building, were added to the east side. The next year, 1962, a single-file of classrooms was added to the east side, which completed the block of West Grand Avenue between Beta and Alphon streets. In 1965, the last and largest addition, built along Alphon Street, featured service spaces, such as the cafeteria, kitchen, main office, and an additional restroom. Later, an enclosed breezeway was constructed that links the school building

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to the gymnasium. A historic ballfield, constructed as early as c.1956, and a nonhistoric playground structure complete the block.

Narrative Description

The Lincoln Jackson School is a sprawling one-story International Style school located on the southwest side of Clovis in Curry County in eastern New Mexico. The campus is bounded by Alphon, Beta, and West 2nd streets and West Grand Avenue. The earliest classroom buildings line West Grand Avenue. The gymnasium and the 1965 addition, which includes the main entrance, were built on Alphon Street. A large ball field and playground are located in the reentrant angle behind the L-shaped school building.

The Alphon Street campus was established in 1938 as a racially segregated school for African American children in Clovis. The campus featured small, wood-frame buildings, including a U-shaped barracks building and three dwelling-type buildings. A substantial building campaign to modernize the school and accommodate increasing enrollment was begun in 1952 with the construction of the gymnasium. The gymnasium, which is the earliest extant building on campus, is located at the corner of Alphon and West 2nd streets (photo 6). The gym is a plain, two-story stucco-clad building with clerestory windows, which have been filled. The interior includes a stage, wood floor, and open-steel trusses (photos 19-21).

In 1954, on the corner of West Grand Avenue and Beta Street, the Clovis School Board built a modern classroom building (photos 1-2). The school is a one-story concrete-block building clad in beige-brick veneer, with a flat roof and no ornament. *Brise soleil* (sun screen) sheltered the large banks of windows along the west and north sides. The large, metal windows were later filled for energy efficiency and the classrooms are illuminated with fluorescent lights. The original window openings remain visible.

The interior includes six classrooms along a double-loaded corridor (photos 12-14). The classrooms are plain with concrete-block walls. In 1956, a classroom and restroom were added to the south side (photo 11) and in 1961 two classrooms, designed in the style of the 1954 building, were added to the east side (photo 2, leftmost large window; 8-9, 15). These classrooms appear as a single bank of windows on the north and south facades. The next year, 1962, a single-file of classrooms was added to the east side, which completed the block of West Grand Avenue between Beta and Alphon streets (photo 2, leftmost addition; 16). This addition continued the architectural style of the earlier buildings, with brick veneer, banks of large windows, and a flat roof. The corridor is illuminated by a bank of ribbon windows.

In 1965, the last and largest addition, built along Alphon Street, featured service spaces, such as the cafeteria, kitchen, main office, and an additional restroom. Later, an enclosed breezeway was constructed that links the school building to the gymnasium (photos 3-5, 10, 17-18). This flat-roofed addition is clad in stucco with aluminum clerestory windows. The addition of the main office made it possible to reorient the main entrance from Beta Street to Alphon Street.

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The historic landscape includes a ball field, constructed in c.1956, and three large elm trees, two near the main entrance and one on the playground (photos 7-8).

Historic Integrity

The Lincoln Jackson School retains a high level of historic integrity. Its plan is mostly unaltered and its exterior facades maintain their historic appearance. Characteristics of the International Style have been retained, including the plain, basic geometric forms, flat roof, clear expression of modern materials, no references to past architectural styles, and no ornament. The most significant loss of integrity is the removal of the large classroom windows, a character-defining feature of mid-20th-century modern schools. However, the original windows openings remain and are clearly visible. The decorative tilework around the entrance, completed c.2006, is a minor changes to the school's appearance and do not diminish the school's overall historic integrity.

Contributing and Noncontributing Resources

School building, constructed 1954 to 1965, is counted as one contributing building.
Gymnasium is counted as one contributing building.
The ball field is counted as one contributing site.

The temporary classroom along Beta Street is counted as one noncontributing building.
The playground structure and canopy is counted as one noncontributing structure.

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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.)

Ethnic Heritage: Black

Social History

Education

Period of Significance

1952-1965

Significant Dates

1952—Gymnasium constructed

1954—Classroom building completed; School Board desegregates Lincoln Jackson School

1965— Kitchen/Dining/Office addition along Alphon Street

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Schafer and Merrell (architectural firm)

Schafer, Merrell, and Pendleton (architectural firm)

Buran, Jim (architect)

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

The Lincoln Jackson School is significant at the state level under National Register Criterion A in the areas of black ethnic heritage and social history because the school—the gymnasium and the 1954 classroom building—is an important example of a school built in the last years of racial segregation in eastern New Mexico. The school served as a predominantly African American elementary school from 1954 to 1965. The Lincoln Jackson School in Clovis, New Mexico, is

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eligible for listing at the state level under National Register Criterion A in the area of education because the racially segregated campus was the only school in Clovis that provided primary, middle, and secondary education for African American children from 1938 until the Clovis school system desegregated its schools in 1954. The campus was established as a racially segregated school in 1938, but the earliest buildings were moved to make way for the existing building. The Lincoln Jackson School retains its historic exterior appearance from the so-called “Jim Crow” period of racial segregation when nine school boards along the Texas border in eastern and southern New Mexico segregated their schools in accordance with a state law passed in 1925. School boards in the communities of Alamogordo, Artesia, Carlsbad, Clovis, Hobbs, Las Cruces, Roswell, Tucumcari, and Vado built six separate elementary schools and two high schools for African American children.

Racial segregation in New Mexico remained distinct from Southern states in which Jim Crow laws affected every aspect of life for African Americans. In New Mexico, segregation manifest differently in each community, but was sometimes limited to self-selected school systems. In some counties African Americans continued to enjoy lives integrated with the white community. Additionally, black schools in the South were mostly underfunded, substandard, and often overcrowded. Racial segregation began in the state with the passage of New Mexico Statute 55-1201, which permitted municipal and county school boards to adopt racially segregated schools so long as the accommodations for African Americans equaled those of white children. As a result, segregated schools in New Mexico built for African American children were often solidly built, as indicated by the brick-and-concrete Dunbar School in Vado and the modern Lincoln Jackson School in Clovis. Racial segregation ended roughly 1954, with the Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas*, which overturned the separate but equal doctrine. The Lincoln Jackson School is among a very small number of segregated schools built in the state and is a landmark in the history of segregation and in the history of African Americans in New Mexico.

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

Education for all children in New Mexico is enshrined in its Constitution. Adopted on January 21, 1911, the New Mexico Constitution provides in Section I of Article XII that, “A uniform system of free public schools, sufficient for the education of, and open to, all the children of school age in that state shall be established and maintained.” The day-to-day details for the establishment and maintenance of the schools were left to the state legislature. After Southern states had long adopted the “separate but equal” doctrine, New Mexico children were educated together, regardless of race or ethnicity.

By the 1920s, many Americans felt unsettled by the massive immigration from Europe that had begun in the late 19th century. The newcomers, they believed, threatened traditional American values. In 1915, the Ku Klux Klan was revived with an updated message of racial and religious opposition tailored to each region of the country. Paid speakers railed against Catholics in the

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northeast, Jews in Eastern cities, Hispanics in California, and African American in the South. The Klan, with its white robes and methods of violence and intimidation, tapped into existing American sentiments so successfully that by the mid-1920s, Klan membership reached three million. The Klan exerted its influence in local and state elections, and in 1925 and 1928, thousands of Klansman in full Klan regalia marched down Pennsylvania Avenue in Washington, D.C.

In Texas, an adjacent state that fought with the Confederacy, Jim Crow laws were embraced to ensure racial segregation for both blacks and Hispanics. Segregation embraced all aspects of life for minorities, including separate schools, churches, residential districts, and most public places, such as restaurants, theaters, and barber shops. Most communities in Texas included a "Negro quarter" and a "Mexican quarter." Black citizens could not attend sports or cultural events, eat at better restaurants, or get lodging at the finer hotels unless these facilities provided separate accommodations. Schools for African Americans uniformly suffered from inadequate funding and poor facilities.

After an influx of white residents from Southern states, New Mexico adopted Jim Crow laws. In 1925 legislators passed New Mexico Statute 55-1201, a law regarding segregated schools, which stated:

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 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.

As a result of the 1925 school segregation law, school boards in communities along the eastern and southern borders with Texas—Alamogordo, Artesia, Carlsbad, Clovis, Hobbs, Las Cruces, Roswell, Tucumcari, and Vado—embraced racially segregated schools. Almost immediately, counties built six separate elementary schools and two high schools for African American children.

Racial segregation in New Mexico was limited to the self-selected school boards and the level of intensity varied among cities. In Las Cruces, racial segregation did not encompass all aspects of life as it did in Texas and other Southern states. Historian Clarence Fielder is quick to point out that segregation in Doña Ana County departed from widespread practices in the South by being

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largely confined to the classroom. In Doña Ana County, Fielder recalls, “Blacks lived all over Las Cruces, the same way with Hispanics, and they had good relations, although you didn’t go to school with themWhen you went home in the afternoons, those are the kids you played with out in the street. We didn’t have a swimming pool. We’d go swimming in the irrigation ditches. Those are the kids you’d pal around with, that you’d go to the movies with.”¹ Vado Historical Society Board members, John and Espy Holguin, relish similar memories. They remembered thinking as children how crazy it was to have sleep-overs, catch crawdads in the drains, and play together all weekend [with white children], and then attend separate schools come Monday morning.

In Tukumcari, where the school board built a small one-room elementary school for African Americans with hand-me-down textbooks and furniture from the white and Hispanic school, segregation encompassed all aspects of life for blacks as it did in the American South. African Americans in Tukumcari could not swim in the public pool and were required to sit in balconies to watch movies. They could not register at the city’s finer hotels and could eat in restaurants only in designated sections for blacks. As in most public accommodations, blacks were required to enter from separate, usually rear entrances. Rather than accept these day-to-day humiliations, many African Americans chose to self-segregate and avoid the local movie theater, restaurants, and hotels. In 1952, black parents requested that African American students be permitted to attend the local high school, rather than send them eighty-five miles on a bus to the Lincoln Jackson High School in Clovis. The Tukumcari school board relented and desegregated its schools in 1952.²

Racial segregation in New Mexico ended mostly in 1954 with the *Brown v. Board of Education of Topeka, Kansas* decision. In New Mexico, unlike most Southern states, compliance with the Supreme Court ruling occurred either immediately or within a few years of the decision. The New Mexico legislature repealed New Mexico Statute 55-1201, the school segregation law, in 1967.

Developmental history/additional historic context information

The Lincoln Jackson School campus was established at the corner of Alphon Street and West Grand Avenue in 1938 with classes held in a frame barracks building and three small domestic-type buildings. The current Lincoln Jackson School was begun with the gymnasium in 1952 and the modern classroom building constructed in 1954 at the northwest corner of West Grand Avenue and Beta Street. Between 1954 and 1965, four more additions were added along West Grand Avenue and Alphon Street, which formed an L-shaped building that connected the 1954 building and gymnasium at opposite corners of the block. A ball field and playground were located along Beta and West Second streets.

¹ Kent Paterson, “Blacks in a Border County,” *Frontera NorteSur* (New Mexico State University, September 22, 2011), [3-4]. fnsnews.nmsu.edu/blacks-in-a-border-county

² Bruce A. Glasrud, ed., *African American History in New Mexico: Portraits from Five Hundred Years* (Albuquerque: University of New Mexico Press, 2013), 190-195.

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Known originally as the “Colored School,” the segregated school for African Americans was organized in 1924 and classes were held at Patterson Chapel CME Church located at 609 West First Street in an industrial area along the rail yard in Clovis, New Mexico. The first year started with two students and one teacher, Marjorie Ford from Temple, Texas. In 1926, classes were moved to Bethlehem Baptist Church at First and Calhoun streets. In that year, Ida O. Jackson, the school’s namesake, began her twenty-eight-year teaching career in Clovis. She taught five students in her first year. In 1929, the Clovis school board acquired the school, which became part of the Clovis school system. Known as “Clovis Colored School,” the school for African American children remained at Bethlehem Baptist church until 1930. That year, the school system purchased a one-room house and two lots at 104 and 106 Merriwether Street to serve as the school for African American children in Clovis. By 1935, enrollment reached thirty-five students and James Williams served as principal.

In 1938, the Clovis school system, in need of a larger campus, purchased the block bounded by Alphon, Beta, and West Second streets and West Grand Avenue. The site comprised four wood-frame buildings: a U-shaped barracks building, and three small domestic-type buildings. In 1941, the school was named Lincoln Jackson School in honor of former teacher Ida O. Jackson and President Abraham Lincoln. In 1945, two new teachers were hired and the school adopted the Yellow Jackets mascot for girls’ athletics and Tigers for the boys. Team sports included girls’ basketball and boys’ basketball and boxing.

By 1948, the student population reached 122 students. In 1949, the school system added 12th grade to the curriculum and the school was renamed Lincoln Jackson High School. In 1950, five teachers taught 154 students with “no biology equipment, and the school subscribed to no magazines or periodicals for its spare library.”³

The current campus began to take shape in 1952, with the construction of the gymnasium. The masonry gymnasium, which was designed by the Clovis architectural firm Schaefer and Merrell, was built to serve the growing student population. The gym includes a stage for student performances.

In April 1954, architect Jerry M. Schaefer completed plans for a modern blonde-brick classroom building designed to serve as the classroom building for Lincoln Jackson High School. Plans were completed one month before the *Brown v. Board* decision. In view of the Supreme Court decision, the Clovis school system converted Lincoln Jackson High School to a racially integrated elementary school. African American students attended the newly desegregated Clovis Junior High and Clovis High School.

In 1956, Clovis architect Jim Burran designed a small one-classroom addition and restroom on the south side of the 1954 classroom building. In 1961, Schaefer, Merrell, and [Warren] Pendleton were selected to design an addition on the east side of the 1954 building, along West Grand Avenue. This modern-style addition comprised two classrooms and a nurse’s office.

³ “Condition at Area Schools during Segregation ‘Shameful,’” *Clovis Journal*. May 16, 2004.

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In 1962, Burran designed a modern, east classroom addition, which included four classrooms on a single-loaded corridor. This addition completed the block of West Grand Avenue between Alphon and Beta streets, and required that one barracks building be moved to make room for the addition. Later additions required that the other wood-frame classroom buildings were moved.

In 1965, architect Warren Pendleton designed the large Kitchen/Dining/Office addition along Alphon Street. This addition formed an L-shaped plan with the school building along both West Grand Avenue and Alphon Street. Later an enclosed breezeway connected the 1965 addition to the gymnasium. This addition also reoriented the main entrance to Alphon Street.

The school remained a mostly African American elementary school through 1965. After 1970, the school included Hispanic children. In 2001, the school was converted to a magnet school called the Lincoln-Jackson Arts Academy, and in 2006 the building was rededicated as the Lincoln-Jackson Family Center, which serves as a Pre-School and Family Center for the community. The school hosts Spanish classes, family leadership and Literacy classes, and GED courses.

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9. Major Bibliographical References

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

Clay, U. Douglas. Interview with Joyce Pollard. Clovis, New Mexico, n.d.

Clovis Municipal School District. Historical Archive. Minutes of the Clovis School Board, 1952-1986. Clovis, New Mexico.

“Condition at Area Schools during Segregation ‘Shameful.’” *Clovis Journal*. May 16, 2004. cnjonline.com/2004/05/16/condition-at-area-schools-during-segregation-shameful

Glasrud, Bruce A., ed. *African American History in New Mexico: Portraits from Five Hundred Years*. Albuquerque: University of New Mexico Press, 2013.

Paterson, Kent. “Blacks in a Border County,” *Frontera NorteSur*. New Mexico State University, September 22, 2011, [3-4]. fnsnews.nmsu.edu/blacks-in-a-border-county

Pollard, Bruce. Interview with Joyce Pollard. Clovis, New Mexico, n.d.

Pollard, Joyce. State and National Register Preliminary Questionnaire. 2016. On file at the Historic Preservation Division, Santa Fe, New Mexico.

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

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Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreeage of Property Approximately 1.78 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 34.400138 Longitude: -103.225998

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 nominated property is indicated by a heavy black line on an attached map drawn to scale and corresponding to the point of latitude and longitude.

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Boundary Justification (Explain why the boundaries were selected.)

The nominated boundary includes the intact parcel historically associated with the Lincoln Jackson School.

11. Form Prepared By

name/title: Bruce and Joyce Pollard
organization: Lincoln Jackson Alumni Association
street & number: 1912 Echols Avenue
city or town: Clovis state: New Mexico zip code: 88101
e-mail: pollardjoyce14@yahoo.com
telephone: (575) 762-2752 or (575) 799-4941
date: September 1, 2016

State Historic Preservation Office

name/title: Steven Moffson, State and National Register Coordinator
organization: New Mexico Historic Preservation Division
street & number: 407 Galisteo Street, Suite 236
city or town: Santa Fe state: New Mexico zip: 87501
telephone: 505.476.04444
date: March 15, 2017

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.)

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,

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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: Lincoln Jackson School

City or Vicinity: Clovis

County: Curry

State: NM

Photographer: Steven Moffson

Date Photographed: December 14, 2016

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

- 1 of 21. 1954 classroom building in foreground, photographer facing southeast.
- 2 of 21. 1954 classroom building in foreground, photographer facing southeast.
- 3 of 21. 1965 addition (left of entrance); 1962 addition (right), photographer facing west.
- 4 of 21. Main entrance, photographer facing west.
- 5 of 21. 1965 addition, photographer facing northwest.
- 6 of 21. Gymnasium, photographer facing northwest.
- 7 of 21. School complex, photographer facing northeast.
- 8 of 21. School complex photographer facing north.
- 9 of 21. 1961 addition (left and center); 1962 addition (right), photographer facing northeast.
- 10 of 21. 1965 addition (left); gymnasium (right), photographer facing east.
- 11 of 21. Interior, 1956 addition, entrance, photographer facing south.
- 12 of 21. Interior, 1954 classroom building, Room 15, photographer facing northwest.

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- 13 of 21. Interior, 1954 and 1961 additions, photographer facing east.
- 14 of 21. Interior, 1954 classroom building, Room 11, photographer facing southeast.
- 15 of 21. Interior, 1961 addition, corridor, photographer facing south.
- 16 of 21. Interior, 1962 addition, corridor, photographer facing east.
- 17 of 21. Interior, 1965 addition, corridor, photographer facing south.
- 18 of 21. Interior, 1965 addition, cafeteria, photographer facing southwest.
- 19 of 21. Interior, Gymnasium, stage, photographer facing southwest.
- 20 of 21. Interior, Gymnasium, detail of stage, photographer facing west.
- 21 of 21. Interior, Gymnasium, bleachers, photographer facing east.

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.).

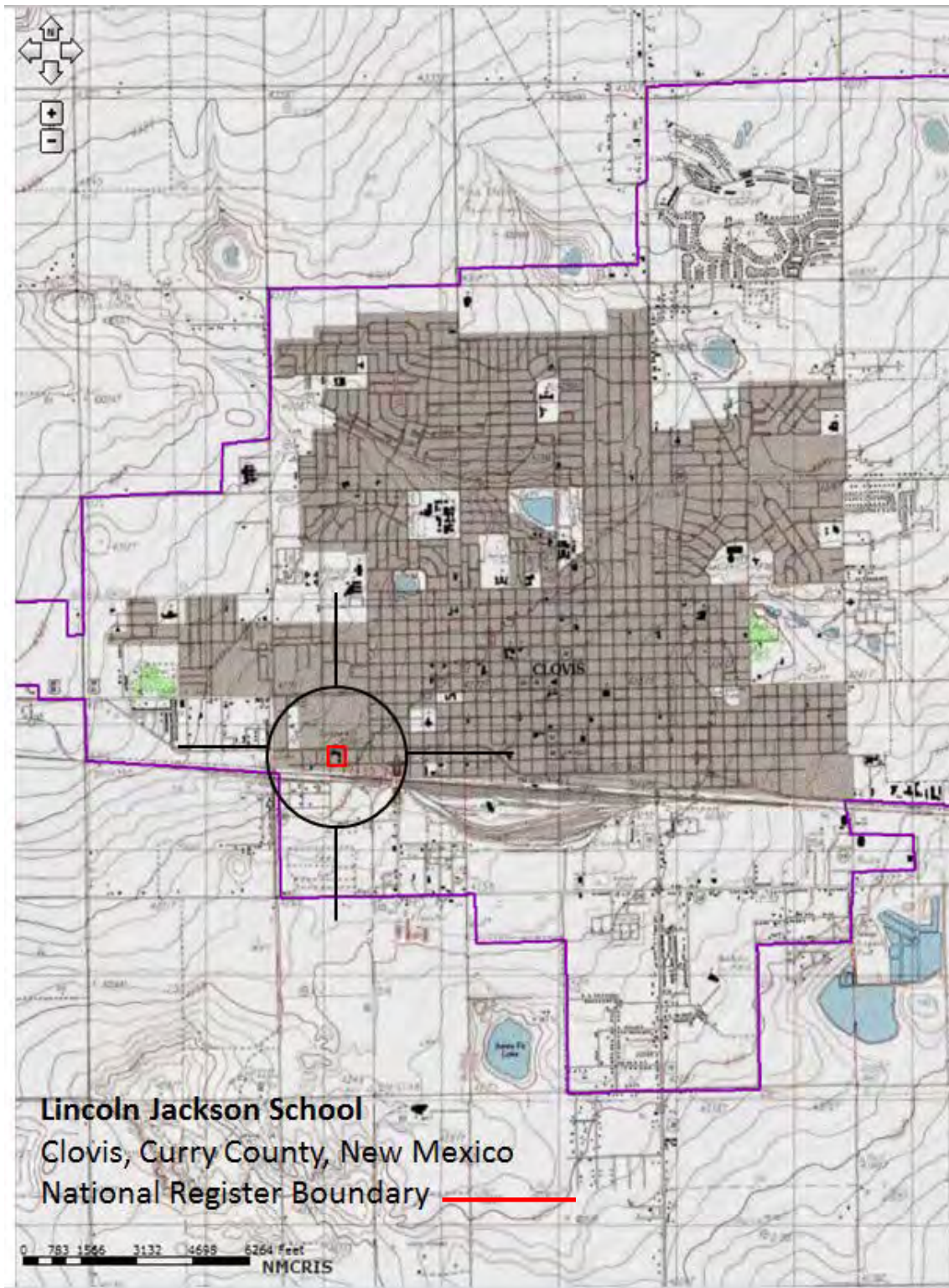
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Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding 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.

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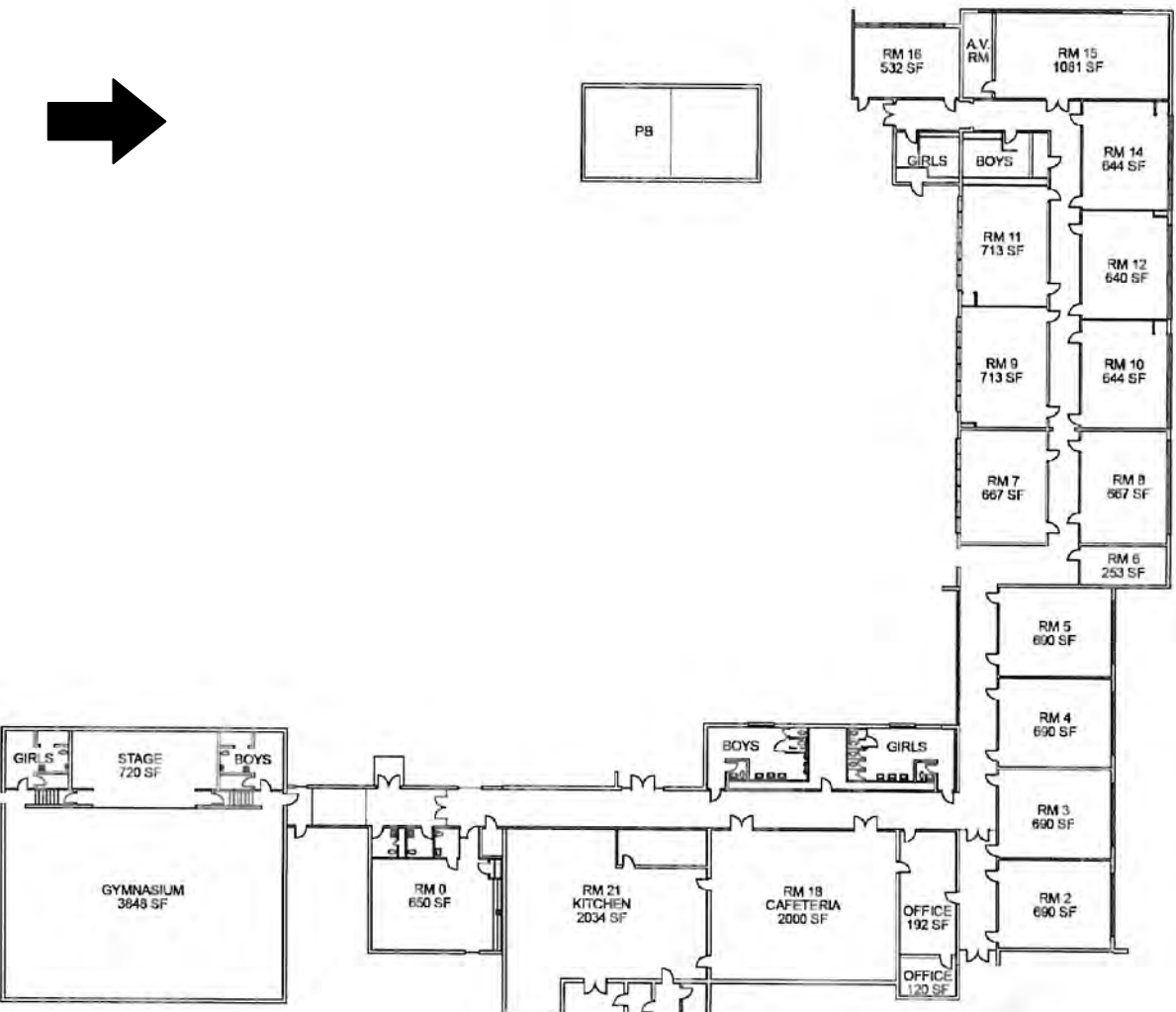
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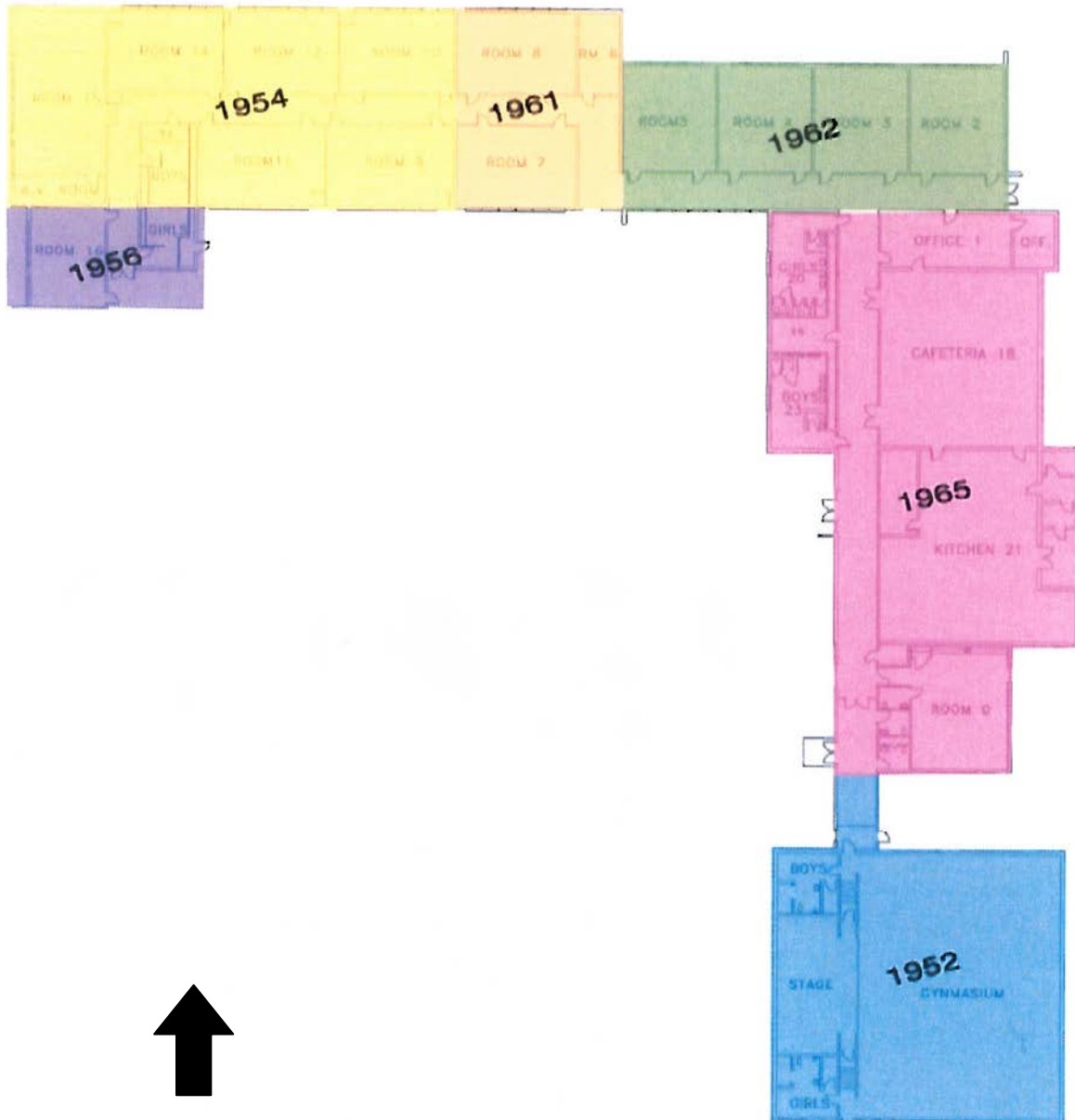


Lincoln Jackson School
Clovis, Curry County, New Mexico

Floor Plan
No Scale

Lincoln Jackson School
Name of Property

Curry, New Mexico
County and State



Lincoln Jackson School
Clovis, Curry County, New Mexico

Dates of Construction

No Scale

Lincoln Jackson School
Name of Property

Curry, New Mexico
County and State



Figure 1. Lincoln Jackson School, c.1956. View toward southwest.



Figure 2. Lincoln Jackson School, c.1965. View toward southwest.

Lincoln Jackson School
Name of Property

Curry, New Mexico
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Figure 3. Ida O. Jackson.

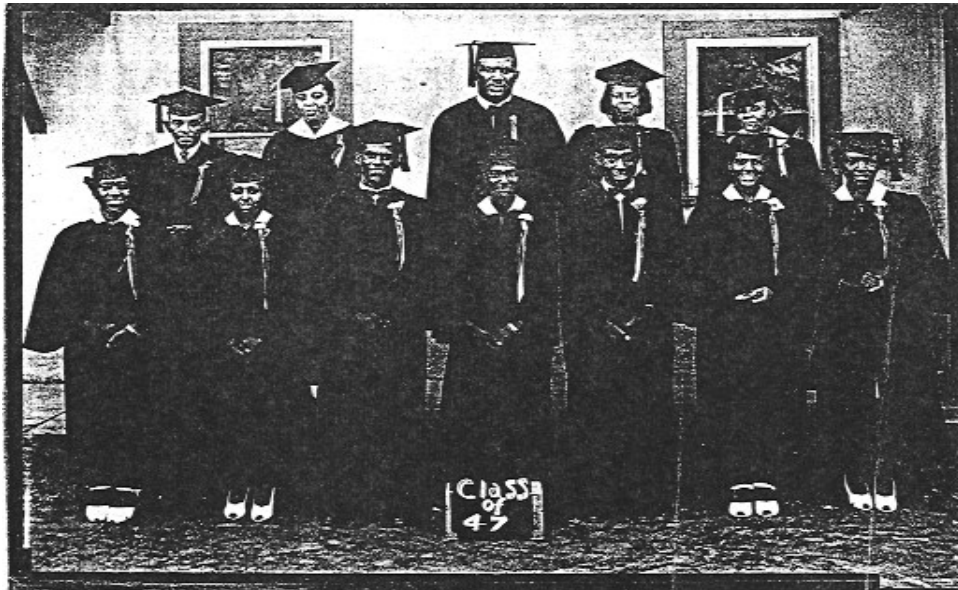


Figure 4. Graduating Class of 1947.

Lincoln Jackson School
Name of Property

Curry, New Mexico
County and State

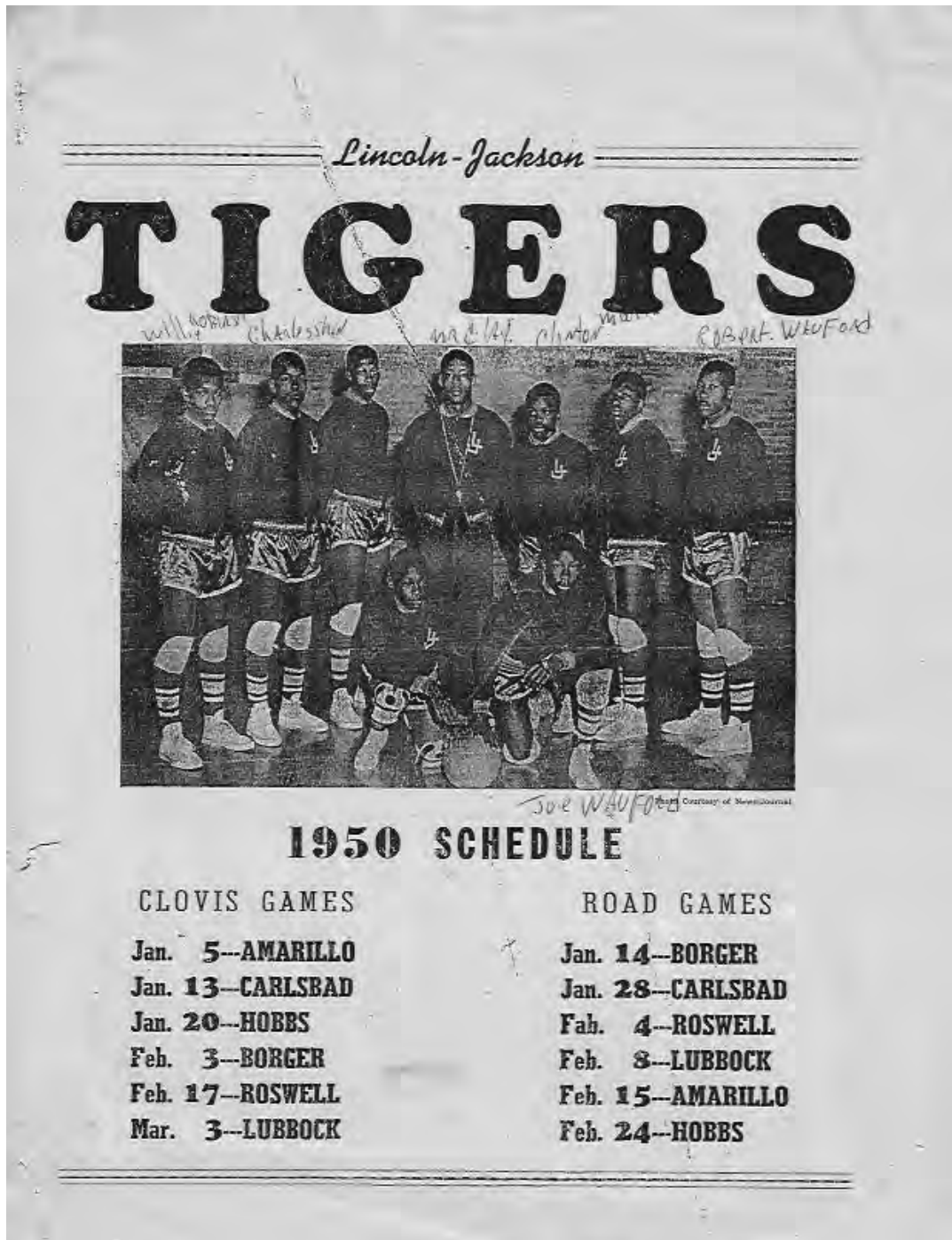


Figure 5. Tigers Basketball Schedule for 1950.

Lincoln Jackson School
Name of Property

Curry, New Mexico
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Figure 6. Basket Ball Team, 1940s.

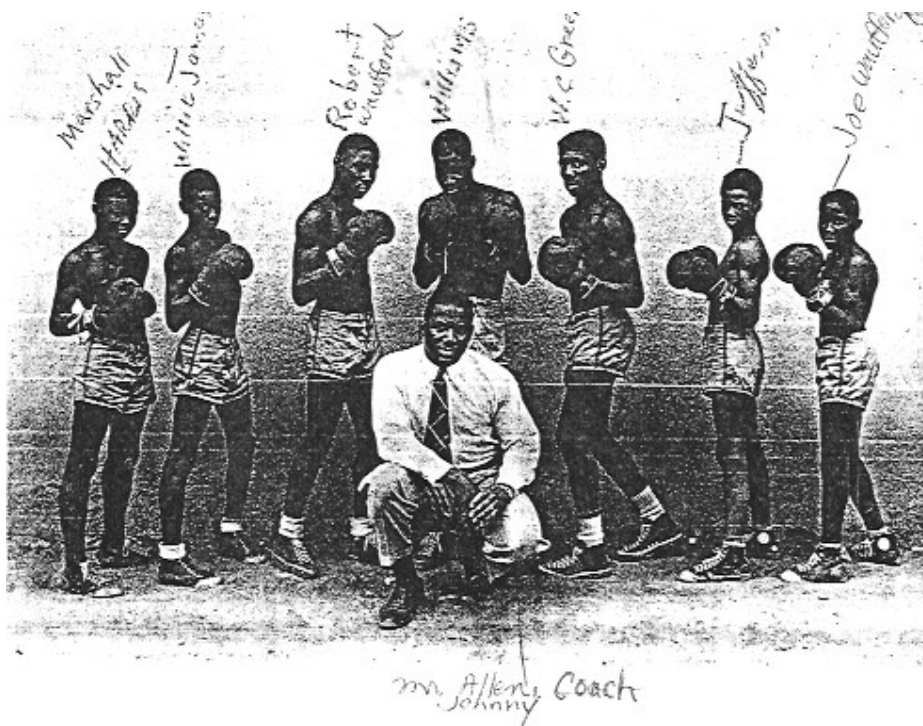


Figure 7. Boxing Team, 1940s.

Lincoln Jackson School
Name of Property

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Photographs



1 of 21. 1954 classroom building in foreground, photographer facing southeast.



2 of 21. 1954 classroom building in foreground, photographer facing southeast.

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3 of 21. 1965 addition (left of entrance); 1962 addition (right), photographer facing west.



4 of 21. Main entrance, photographer facing west.

Lincoln Jackson School
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5 of 21. 1965 addition, photographer facing northwest.



6 of 21. Gymnasium, photographer facing northwest.

Lincoln Jackson School
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7 of 21. School complex, photographer facing northeast.



8 of 21. School complex photographer facing north.

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9 of 21. 1961 addition (left and center); 1962 addition (center-right), 1965 addition (right) photographer facing northeast.



10 of 21. 1965 addition (left); gymnasium (right), photographer facing east.

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11 of 21. Interior, 1956 addition, entrance, photographer facing south.



12 of 21. Interior, 1954 classroom building, Room 15, photographer facing northwest.

Lincoln Jackson School
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13 of 21. Interior, 1954 and 1961 additions, photographer facing east.



14 of 21. Interior, 1954 classroom building, Room 11, photographer facing southeast.

Lincoln Jackson School
Name of Property

Curry, New Mexico
County and State



15 of 21. Interior, 1961 addition, corridor, photographer facing south.



16 of 21. Interior, 1962 addition, corridor, photographer facing east.

Lincoln Jackson School
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County and State



17 of 21. Interior, 1965 addition, corridor, photographer facing south.



18 of 21. Interior, 1965 addition, cafeteria, photographer facing southwest.

Lincoln Jackson School
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19 of 21. Interior, Gymnasium, stage, photographer facing southwest.



20 of 21. Interior, Gymnasium, detail of stage, photographer facing west.

Lincoln Jackson School
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Curry, New Mexico
County and State



21 of 21. Interior, Gymnasium, bleachers, photographer facing east.



Traffic light pole with a '15' speed limit sign and a '15' street sign.





SPEED LIMIT
15

SPEED
LIMIT
15

BETA
W GRAND

DAVID JACKSON
Educator
(1894-1980)



LINCOLN-JACKSON

Family Center





LINCOLN-JACKSON

Every Child is an Artist
the problem is recognizing
an Artist once he

Art does not reproduce
the Visible, rather
it makes it Visible















EXIT



ENLACE TUTORIAL

WANTED: The Key to Success! Reward: The Good Life!

Calendar or schedule chart

Checkered chart or poster

MRS. ELIZABETH WELCOME TO SPEECH THE BEST PLACE TO BEE!

Welcome Speech and Language Development Chart

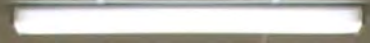
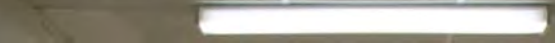
Grades 10th - 12th

Grades 5th - 6th

Handwritten notes on a table

Whiteboard on the right wall

12



I See

I Think

I Wonder

LOOK WHAT WE DID

Art
THE
MIO

Toys & Games
Juguetes y Juegos



Twelve Days of Christmas
HOLLY
WINTER
The Wild Christmas Reindeer
IAN BRETT
God's Many Children
Celebrating Christmas Around the World
Chapter 1 Room 8
The Gingerbread Man



EXIT









FAMILY LEADERSHIP INSTITUTE
INSTITUTO PARA LIDERAZGO DE FAMILIA

Increasing Access & Success in Education
ENLACE
Aumentando Acceso y Éxito en Educación

BRUTE

EXIT

PEPSI







UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 8/25/2017 Date of Pending List: 9/19/2017 Date of 16th Day: 10/4/2017 Date of 45th Day: 10/10/2017 Date of Weekly List: 10/5/2017

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 10/4/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

Telephone _____ Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



STATE OF NEW MEXICO
**DEPARTMENT OF CULTURAL AFFAIRS
HISTORIC PRESERVATION DIVISION**

BATAAN MEMORIAL BUILDING
407 GALISTEO STREET, SUITE 236
SANTA FE, NEW MEXICO 87501
PHONE (505) 827-6320 FAX (505) 827-6338



Susana Martinez
Governor

August 14, 2017

J. Paul Loether
National Register of Historic Places
Mail Stop 7228
1849 C St, NW
Washington, D.C. 20240

Dear Mr. Loether:

The enclosed disk contains the true and correct copy of the nomination for the Lincoln Jackson School in Curry County, New Mexico to the National Register of Historic Places.

- Disk of National Register of Historic Places nomination form and maps as a pdf
- Disk with digital photo images
- Physical signature page
- Sketch map(s)/attachment(s) in hard copy
- Correspondence

COMMENTS:

- This property has been certified under 36 CFR 67
- The enclosed owner objection(s) do do not constitute a majority of property owners.
- Special considerations: Note that this property is significant at the national level.

Sincerely,

Steven Moffson
State and National Register Coordinator

Enclosures