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United States Department of the Interior  
National Park Service

RECEIVED 2280

AUG - 7 2015

# National Register of Historic Places Registration Form

Nat. Register of Historic Places  
National Park Service

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

### 1. Name of Property

historic name Lordsburg High School

other names/site number Lordsburg Junior High School; Old Lordsburg High School; SR 1994

### 2. Location

street & number 209 Penn Street

not for publication

city or town Lordsburg

vicinity

state New Mexico code NM county Hidalgo code 023 zip code 88045

### 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          statewide      X local



7/29/15

Signature of certifying official/Title

Date

Dr. Jeff Pappas, New Mexico State Historic Preservation Officer

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

### 4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

determined eligible for the National Register

determined not eligible for the National Register

removed from the National Register

other (explain:)



9.17.15

Signature of the Keeper

Date of Action

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State

**5. Classification**

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

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

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

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

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

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

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

**Number of contributing resources previously listed in the National Register**

N/A

0

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

**Current Functions**  
(Enter categories from instructions.)

Education/secondary school  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Vacant/Not in Use  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

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

Late 19<sup>th</sup> and 20<sup>th</sup> Century Revival: Mission Revival  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

foundation: Concrete  
walls: Brick  
roof: Asphalt  
other: \_\_\_\_\_

**Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Lordsburg High School  
Name of Property

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## Summary Paragraph

Lordsburg High School is a two-story, flat roofed, red brick building with a T-shaped plan. It is situated on a city block west of downtown Lordsburg. The school was constructed in 1916 and included a major expansion of classroom wings and an auditorium, which was designed by Henry C. Trost and built in 1927. Lordsburg High served as the city's high school for nearly 37 years. In 1953, a new campus was constructed and the older building became the town's first junior high school. It served this purpose until 1971, when it became the short-lived Enrichment Center. The building finally ceased instructional use in the late 1970s. Mothballed for over 30 years, the school building is now boarded up. Overall, it has maintained its exterior architectural character, including an array of original windows. The nominated property consists of the former high school building and adjacent sidewalks constructed by the Works Progress Administration in 1938.

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## Narrative Description

The Lordsburg High School sits on a minimally landscaped city block west of downtown and south of the old highway in this rural community in southwest New Mexico. It is situated between Central Elementary School to the east and the Maverick Stadium that serves the 1950s high school to the west. The streetscape to the north and south consists of small adobe and frame houses. The school is located near the east end of the parcel and faces east toward the back of the elementary school. A lawn and mulberry trees flank a concrete sidewalk leading to its main entrance. Framing the campus on the east, north and south sides are narrow concrete sidewalks constructed by the Works Progress Administration in 1938. These are considered a contributing structure to the nomination. The grounds behind the school are graded earth with no landscaping or playground equipment.

## The School Building

The high school is a two-story (ground-story-over-basement), T-shaped building constructed of non-reinforced masonry walls and containing approximately 20,000 square feet of floor space. It sits on continuous concrete foundation located several feet below grade. The masonry walls are made of three wythes of brick laid in a running bond pattern. The Mission Revival style is evident in the massing of the classroom block, fenestration pattern, drip molds, and the curvilinear parapet above the main entrance. When the school was remodeled in the late 1920s, as the style was waning, the revival elements were reduced in favor of functional elements of the design.

The main (east) façade features a ground floor, which starts approximately four feet below grade so that the windows appear to rise from the ground. This portion of the "T" contains the original core of the Mission Revival-style school, designed by J. O. Michaud in 1916. Henry C. Trost designed classroom wings added to the north and south ends and a large auditorium in 1927. To harmonize the additions to the older building, Trost used the same fenestration pattern and introduced brick lintels to the façade. The "T" holds the classrooms and offices along a double-loaded corridor. To the rear, forming the stem of the "T," is a tall rectangular mass rising above the classroom wing that forms the auditorium. The flat roofs include raised parapets, cast-stone coping, and crickets, which direct rain water to downspouts.

The ground floor of the main façade features four banks of windows with four windows in each bank. The banks of windows, which flank the central entrance, contain four-over-four-light double-hung sashes. The first floor also includes four banks of windows with four six-over-six double-hung sash windows in each bank. The first-story windows are protected by brick drip molds and supported cast-stone sills, which form a belt-course that wraps around the main block. The main entrance is approached by concrete steps and is crowned by a rounded parapet, the most distinctive feature of the late Mission Revival style. The two-door entrance includes sidelights and transom and is set in a recessed opening with a brick drip mold. The main façade includes the continuous brick dentil cornice, brick panels above the entrance, and brick quoins at corners of the main block. The attic is vented by square-shaped louvers on the main facade and oculi on the remaining elevations and auditorium.

The west (rear) elevation of the classroom section maintains roughly the same fenestration of the façade, but is broken by the auditorium. Windows on this façade include concrete lintels and sills. The north and south elevations served as side entries to the school. These elevations mirror each other and consist of ground-level entrances composed of wood-panel-and-glass doors and two large one-over-one double-hung sash windows above on the first floor. Completing the composition is a triangular-shaped pediment along the parapet.

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The auditorium is taller than the classroom block. Its north and south elevations feature a regular pattern of openings set between pilasters. The ground floor shows a pattern of four banks of windows that include two six-over-six double-hung sash windows. These are surmounted by heavy cast-stone lintels. Above these are three groupings of two tall six-over-six double-hung sash windows with divided transoms and cast-stone lintels. To the west of these windows are two exit doors and two shorter six-over-six double-hung sash windows at the stage level. A cast-stone belt-course runs across all three elevations of the auditorium. The west elevation of the auditorium contains two double-windows at the back stage area on the first story, with a window and an entrance door at ground level.

## Floor Plan

The classroom block is divided into two levels. The lower level, referred to historically as the ground floor, contains six classrooms, two restrooms, and a storage room. Several large rooms below the auditorium served as the domestic science and manual arts departments. These were later converted into the junior high kitchen and cafeteria. The boiler room contains a Spencer "Type A" cast-iron steam boiler. The classrooms, which are arranged along a double-loaded corridor, square in plan, with concrete floors, plastered walls and ceilings, and chalkboards and metal light fixtures. The classrooms are entered through five-panel wood doors with transoms. The bathrooms contain porcelain sink stands and toilets and changing areas with clothes hooks and lockers. At each end of the hallway is a dogleg staircase leading to the first floor. The staircases mirror each other and feature decorative turned-wood balusters and square newel posts.

Classrooms on the first floor are arranged along a double-loaded corridor with a wood floor. Like the ground floor, the first floor holds six classrooms. The first floor additionally held an office and library. The classrooms include tongue-and-groove wood floors, cast-iron radiators, and chalkboards. The classrooms are accessed through wood-panel-and-glass doors with operating transoms. The library and principal's office flank the entrance to the auditorium.

The auditorium, arranged on axis with the main entrance, is entered through two sets of double doors. This approximately 3,565-square-foot double-height space includes a full-size stage and a small balcony. It provided space for school assemblies, performances, movies community events, and later study hall. It features oak floors, glass-and-metal Acorn-type light ceiling lights, tall double-hung sash windows. The stage occupies the west wall and is framed by a wood proscenium designed in the classical order. The stage is plain and includes a performance area and the fly gallery.

## Historical Integrity

After it ceased to be used for educational purposes in the late 1970s, maintenance of the building declined. This resulted in the deterioration of the roof. Water infiltration followed, which damaged the plaster ceiling and wood flooring on the first floor. In most rooms, water damage has pulled away the plaster, leaving exposed—and in some places completely rotted—wall lathe. Water has worked its way through the first-story wood floors to also affect rooms on the ground floor. The school's original wood windows and doors are currently obscured by plywood. An informal survey found most of the windows intact, retaining their muntins and glazing. These windows could be rehabilitated. A small percentage of windows are damaged, with missing sashes and glass. While this has deteriorated the classroom block, the overall design and many character-defining features remain. The stage and proscenium are remarkably intact.

Despite the effects of water damage, a 2010 New Mexico State University study of the building's structural integrity concluded that it "is sufficiently intact to justify preservation and restoration."<sup>1</sup> While windows are boarded over, the exterior of the school retains its historical appearance, with no additions or major alterations made after 1927. As a whole, the building retains aspects location, design, setting, materials, workmanship, feeling and association, and continues to communicate its historical and architectural significance.

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<sup>1</sup> "The Enrichment Center (Lordsburg, New Mexico)" (New Mexico State University, 2011): 8.

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**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or 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.

**Areas of Significance**

(Enter categories from instructions.)

Education

Architecture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Period of Significance**

1916-1952

\_\_\_\_\_

**Significant Dates**

1916—Lordsburg High School constructed.

1927—Major additions to Lordsburg High School.

1952—Lordsburg High School closed.

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation**

N/A

\_\_\_\_\_

**Architect/Builder**

Michaud, J.O. (architect)

Heather, Jack (contractor), 1916

Trost & Trost (architectural firm)

Trost, Henry C. (architect) 1927

\_\_\_\_\_

**Period of Significance (justification)**

The period of significance begins in 1916 with the construction of the original high school building and ends in 1952, the last year it was used as a secondary school.

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**Criteria Considerations (explanation, if necessary)**

N/A

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

The Lordsburg High School is a two-story brick school building in Lordsburg, the seat of Hidalgo County in southwest New Mexico. The school was built in 1916, with additions completed in 1927. Lordsburg High School is eligible for listing in the National Register at the local level under National Register Criterion A in the area of education because the school represents the efforts by the local school board and city residents to provide a secondary education to students as the newly formed state began to enact reforms in education in the early to-mid-20<sup>th</sup> century. Lordsburg High School is eligible for listing in the National Register at the local level under National Register Criterion C in the area of architecture because it an excellent example of an early 20<sup>th</sup> -century rural school and because of the additions designed by master-architect Henry C. Trost in 1927. Lordsburg High School was listed in the New Mexico State Register of Cultural Properties on June 21, 2013 because of its significance in the areas of architecture and education.

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

Initially constructed in 1916 as Lordsburg's first high school, the school represented the community's aspirations and growth during the first three decades of the 20<sup>th</sup> century. Starting in the 1910s, the city saw considerable population growth tied to a mining boom. In short succession, the community commissioned and funded new brick buildings on adjacent city blocks to hold separate elementary and high schools. Built during the year of the town's incorporation in 1916, Lordsburg High School was considered modern and a credit to the growing community. Lordsburg's curriculum and design followed national and statewide trends, as high schools everywhere became mass democratizers and caretakers of youth. Within a decade, the population outgrew the high school. The school board hired El Paso architect Henry C. Trost to expand the original building in 1927, adding more classrooms and a large auditorium. The high school continued to serve the community until the 1950s, when another population boom required the construction of new high school. Still, it continued to be used as the town's first separate junior high school for almost two decades. Lordsburg High School is eligible for listing in the National Register at the local level under National Register Criterion A in the area of education because the school represents the efforts by the local school board and city residents to provide a secondary education to students as the newly formed state began to enact reforms in education in the early to-mid-20<sup>th</sup> century.

Established in c.1903 in El Paso by Henry C. Trost and his brother Gustavus Adolphus Trost, Trost & Trost Architects became one of the most prominent architectural firms in the Southwest during the first half of the 20<sup>th</sup> century. Henry Charles Trost (1860-1933), an architect steeped in the Chicago School tradition, in El Paso, became a master of the Mission Revival style of the region, but also perfected other idioms—Prairie, Pueblo Revival, Classical Revival and Art Deco—each adapted to the arid climate of the Southwest. School commissions, large and small, became a consistent source of income for Trost & Trost Architects, designing more than 250 elementary, high school, and college and university buildings. The firm's work included new construction as well remodeling and additions, some of which have their own inherent significance. The 1927 Trost-designed Lordsburg High School commission expanded the original building on the north and south elevations, increasing the number of classrooms to 12, and created a large two-story auditorium to the rear. Lordsburg High School is eligible for listing in the National Register at the local level under National Register Criterion C in the area of architecture because it an excellent example of an early 20<sup>th</sup> -century rural school and because of the additions designed by master-architect Henry C. Trost in 1927.

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**Developmental history/additional historic context information** (if appropriate)

Lordsburg High School

Name of Property

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### **A Proud Population of 500 Intelligent and Progressive Citizens**

*Say, stranger, let me tell you of a sunny spot in the land of 'Poco Tiempo,' a land long and dreamy and fallen into decay, fallen from the estate of energy it enjoyed even in the sixteenth century, until the Southern Pacific railroad came in 1880 to regenerate and reclaim the region to civilization and modern usefulness.* --H. A. Fuller, Lordsburg booster, 1895

With the arrival of the railroad in 1880, Lordsburg (or, as it was originally called, Lordsborough, after an engineer with the Southern Pacific Railroad) progressed along the same boomtown trajectory as thousands of railroad-made communities across the West. But though it was characterized by its boosters as being populated only by “knee-high grass, cactus and luxuriating coyotes” before the train’s arrival, this did not reflect accurately its proximity to the already-established communities of Shakespeare and Pyramid City.<sup>2</sup> Also missed in the description was the well-established Chiricahua Apache territory, ranging through the area and into Mexico.

The discovery of silver in 1870 in the nearby Pyramid Mountains ushered a mining boom. With the arrival of the first locomotive on October 18, 1880, the area experienced its second boom, resulting in an instant tent city. Within a few weeks, Lordsburg took on the typical environment of a railroad boomtown—it had saloons, hotels, lunch counters, mercantile stores, land offices, and four years later, its first school.

By 1884, Lordsburg’s population had increased to 500. The Lordsburg School System organized that same year, with its first schoolhouse. Built by James Costello, a carpenter and first-generation Irish-American who came to Lordsburg from Massachusetts with his Irish-born wife, Eliza, it was a long gabled shack made of recycled planks. It opened on March 13, 1884, for a short three-month term. Miss May Davenport of Silver City became its first instructor, earning \$50 a month.<sup>3</sup>

Lordsburg’s first school coincided with an 1884 change in territorial school laws, which established the office of county superintendent of public schools and authorized the creation of school districts overseen by district directors. During this period, Lordsburg and nearby Deming were under the control of Grant County.<sup>4</sup> The law laid out a list of mandatory courses to be taught: orthography, grammar, reading, writing, arithmetic, geography and United States history.<sup>5</sup>

Immediately after becoming part of the United States in 1848, New Mexico’s education—what little was available—came primarily through the Catholic Church and was supported by private contributions. This included the Academy of Our Lady of Light, started in Santa Fe in 1853 by the Sisters of Loretto. The Christian Brothers opened the territory’s first institution of higher learning, St. Michael’s College, at Santa Fe in 1859. With the American occupation came Protestant missionaries. Several denominations established mission schools, most notably in Albuquerque, with the Presbyterian Menaul School, the Congregationalist Rio Grande Industrial School, and the Methodist Harwood Industrial School.

New Mexico’s first school laws were passed in 1855-1856, and created the means for a tax-supported public school system. But, of the voters of Rio Arriba, Taos, Santa Ana, and Socorro counties, only 37 out of 5,053 voted in favor for public school taxation.<sup>6</sup> While the law operated in other parts of the territory, the 1856 legislative assembly repealed the law ten months after it was enacted, returning all the collected taxes and fines.

Four years later, the legislative assembly passed a new school code on January 27, 1860, mandating that the justice of peace of each precinct of the territory annually appoint a person who would “teach children the first rudiments of learning.”<sup>7</sup> The law required parents to pay for textbooks and each student to deliver daily one stick of firewood to the schoolhouse. Subsequent laws refined the Code of 1860, including an amendment in 1863 that created the Office of Territorial Superintendent of Schools.<sup>8</sup>

<sup>2</sup> “Lordsburg. Its Resources, Its Prospects, Its Men of Merit,” *Western Liberal* (December 13, 1895): 2.

<sup>3</sup> Emma Marble Muir, *Pioneer Schools* (Santa Fe, Rydal Press, 1957): 4.

<sup>4</sup> Deming became part of the newly-formed Luna County in 1901, and in 1919 Lordsburg became part of Hidalgo County.

<sup>5</sup> “Report of the Superintendent of Public Instruction of the Territory of New Mexico” (Santa Fe: New Mexican Printing Co., 1898): 75.

<sup>6</sup> Simon P. Nanninga, *The New Mexico School System* (Albuquerque: University of New Mexico Press, 1942): 11.

<sup>7</sup> *Ibid.*, 12.

<sup>8</sup> There is confusion over the chronology of the territorial school laws, as to when they passed and what they consisted of. Various superintendents of public instruction give at times conflicting chronologies of the laws in their annual reports. Conflict also arises between these reports and the few secondary source accounts of this period. As example, Manual C. de Baca, superintendent of public instruction, claims in his 1899 report that the 1884 legislature created the county superintendent position, while Simon P. Nanninga, writing in 1942, puts the creation of this position as part of a law passed in 1867.

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In 1884, the legislature passed the first meaningful law to establish public schools supported by taxation and managed by a board of school supervisors. But the territory had limited taxable property, limited federal funding, and all expenditures were controlled by county supervisors. In the end, as characterized by Manuel C. de Baca, Superintendent of Public Instruction in the late 1890s, “the lack of funds was a very serious difficulty.”<sup>9</sup> Of the early Territorial period, Manuel C. de Baca wrote, “[T]he 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 circumstance.”<sup>10</sup>

The first effective public school law came during Governor L. Bradford Prince’s administration in 1891, when legislative action amended and expanded the 1884 law, which created the Territorial Board of Education. This board, composed of the governor, the territorial superintendent of public instruction, the presidents of St. Michael’s College, the University of New Mexico, and the Agriculture College at Las Cruces (New Mexico State University), was given far-reaching powers to create and manage the territory’s school system.

This legislation additionally created the first superintendent of public instruction. At the local level, the amendment provided for school boards, which enabled cities and towns to organize their schools. Comprised of two members from each ward, the school board’s duties included overseeing schools and their curricula, as well as raising taxes for teacher salaries and for the construction and maintenance of school buildings. Only with the passage of the 1891 law could far-flung communities, such as Lordsburg, make progress in public education.

One of Lordsburg’s earliest school directors, W. H. Marble, arrived as a teamster, traveling from Virginia City to Lordsburg to ranch. There followed a series of directors, some qualified, others not. One, Doc Simpson, described as the “Southwest’s best expert on gunshot wounds,” directed the school for a short time.<sup>11</sup> Later, Stephen Dunagan, a sheep rancher, and Delila, his wife, managed it. Its 50 or so pupils were taught by two sisters, Emma and Ella Marble, daughters of the former director. Emma, the principal at the time, had attained a teaching degree as part of the third graduating class from the New Mexico Normal School in Silver City.<sup>12</sup> By then, the school term had expanded to eight months. Emma Marble was paid \$70 a month, which she divided between herself and her sister.<sup>13</sup> By 1897, the schoolhouse had become so crowded that the school board rented a building across the street to accommodate the overflow.

In 1900, a second, more permanent schoolhouse was constructed on a site located across the street from the future high school. Built of brick by Horace L. Gammon, a Maine-born mechanic, the school was designed with an L-shaped plan, limestone trim, and a prominent bell tower. Its design, with its Eastern-influenced classical style, responded to the expectations of the territorial government, and was designed similarly to schools in Carlsbad, Deming, Santa Fe, and Las Vegas.

According to a 1905 newspaper account, the school’s population expanded to 135 students. Some pupils were put in the assembly hall. As reported, the town recognized that it was “necessary to add to our school.”<sup>14</sup> By 1913, the one-story brick schoolhouse had reached its capacity, as Lordsburg, the self-proclaimed “Town with a Future,” swelled to a population of 1,500.

On March 20, 1913, the school board voted to finance a new two-room schoolhouse with a basement, “toilets included.”<sup>15</sup> The board provided J. A. Pitts of San Simon, Arizona, with \$150 to draw up plans.<sup>16</sup> On May 2, 1913, the board voted to use his design, and approved advertising for construction bids. But 25 days later, having reviewed the bids, the board found Pitt’s design too expensive. At their May 27 meeting, the board moved to have the school designed by the Trost & Trost architectural firm of El Paso.<sup>17</sup>

Established in c.1903 in El Paso by Henry C. Trost and his brother Gustavus Adolphus Trost, Trost & Trost Architects became one of the most successful architectural firms in the Southwest during the first half of the 20<sup>th</sup> century. Henry Charles Trost (1860-1933), an architect steeped in the Chicago School tradition, in El Paso, became a master of the

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

<sup>10</sup> *Ibid.* 8.

<sup>11</sup> Emma Marble Muir, *Pioneer Schools*, 5.

<sup>12</sup> *Ibid.*, 12-13.

<sup>13</sup> *Ibid.*

<sup>14</sup> [editorial], *Western Liberal* (October 13, 1905): 3.

<sup>15</sup> “Minutes,” Lordsburg School Board (March 20, 1913): 27.

<sup>16</sup> No biographical information could be found for this architect.

<sup>17</sup> “Minutes,” Lordsburg School Board (March 20, 1913): 29.



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Mission Revival style of the region, but also perfected other idioms—Prairie, Pueblo Revival, Classical Revival and Art Deco—each adapted to the arid climate of the Southwest.

Trost's prominent works in El Paso include the Hotel Paso del Norte (1912), the Anson Mills Building (1911), the O. T. Bassett Tower (1930) and El Paso High School (1916). His commissions in New Mexico started as early as 1905, and include the New Occidental Life Insurance Building (1917), the First National Bank Building (1922), and the Sunshine Building (1923-24) in Albuquerque; the Val Verde Hotel (1918-19) in Socorro; the Palace Hotel (1928) in Silver City; and the La Caverna Hotel (1928) in Carlsbad.<sup>18</sup> The firm's work encompassed not only new construction, but remodeling and additions, some of which have gained their own significance.

The firm is thought to have designed over 500 buildings, many of them schools. In the late 1890s, Henry C. Trost worked as an architect in Tucson, designing his first educational building, the South Hall of the University of Arizona, circa 1898. In 1907, Trost received a large commission to design the campus of the New Mexico College of Agriculture and Mechanic Arts (New Mexico State University), presenting a horseshoe drive flanked by terra cotta-roofed Mission Revival-style buildings. School commissions, large and small, became a consistent source of income for Trost & Trost Architects, designing more than 250 elementary, high school and college and university buildings.<sup>19</sup> Known Trost-designed schools in New Mexico include buildings in Ancho, Deming, Hatch, Hurley, Estancia, La Mesa, Albuquerque, Hillsboro, Picacho, Roswell, San Jon and Santa Rosa.<sup>20</sup> Trost had already worked in nearby Deming to develop the Mahoney Building (1912) and the Armory (1915). After his Lordsburg school commission, Trost designed what became the town's signature building, the Hotel Hidalgo (1928).

The school Trost designed for Lordsburg represented an economical interpretation of the Mission Revival style. A 1909 publication sponsored by the Territorial Superintendent of Public Instruction had suggested the use of this regional style to ornament New Mexico's public schools.<sup>21</sup> Characteristic of the style were the half-rounded or curvilinear parapets mimicking a mission roof; the use of clay red tiles; wide eave overhangs; and square porch supports. For the new elementary school, Trost reduced the style down to a centered entry topped with a half-round parapet, a simplification of the traditional Mission Juan San Capistrano edifice. Other than this ornamentation, the two-room school was modern, with tall, double-hung windows to provide light and ventilation.

### The First High School

*There is no longer any reason to send their children away to school. Our educational progress and advancement is all that could be asked for any city of this size.* —Western Liberal, 1916

Two years after their decision to build the new schoolhouse, the school board held a similar discussion about the need for a separate high school building. Under state law, any school district with 20 or more 8<sup>th</sup>-grade graduates enrolled in a high school curriculum could establish a separate building for this purpose. At a May 8, 1916 meeting, the school board agreed to secure an architect to design a high school. Less than a week later, J. O. Michaud, a Deming-based architect, presented the board with a design for the school, which they approved.<sup>22</sup> A month later, a contract was awarded to the Ed Moran Company of Deming for approximately \$820.00 to build the structure.<sup>23</sup> The bid included only a basement and first floor, but, contingent on additional funds, the building would be completed in 1917. The contractor apparently was not able to finish the project. Jack Heather, a Lordsburg contractor who had built the elementary school, took over construction on July 24 with a revised budget of \$14,000.<sup>24</sup>

Michaud's design was similar to Trost's plan for the elementary school: a brick, rectangular-plan, hipped-roof building. Over its center entry projected a half-round parapet, which was more curvilinear than Trost's design. The building included, above ground, two large classrooms, a principal's office and an assembly hall. Below were rooms for domestic arts and manual training departments and a heating plant. The project concluded on November 20, 1916. Students filled the unfinished classrooms a week later. The *Western Liberal* proclaimed with the finished school, despite "working under

<sup>18</sup> "Henry C. Trost," bibliographic entry, Boyd C. Pratt, *Directory of Historic New Mexico Architects* (October 1988): 105-106.

<sup>19</sup> Lloyd C. and June-Marie F. Engelbrecht, *Henry C. Trost: Architect of the Southwest* (El Paso: El Paso Public Library Association, 1981): 1.

<sup>20</sup> "Trost and Trost Buildings in New Mexico," typed list created by the El Paso Public Library, no date.

<sup>21</sup> Johnston Brothers, *Plans and Specifications for Small School Buildings* (Santa Fe: New Mexican Printing Co., 1909).

<sup>22</sup> No biographical information could be found for this architect.

<sup>23</sup> "Contract awarded for high school," *Western Liberal* (June 16, 1916): 1.

<sup>24</sup> "New High School Building Started," *Western Liberal* (July 28, 1916): 1.

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stinted finances,” the school board received “excellent values in every way.”<sup>25</sup> The paper went on to predict that with the “fine new building . . . Lordsburg will rank A 1 as concerns public schools.”<sup>26</sup>

The completion of the high school coincided with one of Lordsburg’s best periods of economic growth. With the outbreak of World War I, the price of metals and other raw goods needed by the Allied forces increased steadily, leading to a war-boom economy for many areas of the United States. As it was at the center of two copper mining districts, Lordsburg profited from this national trend. With at least 12 mines in production in 1916, the Lordsburg area saw a nearly 50% jump in copper production from the year before, with its mines producing an estimated 186,000 tons of high-grade siliceous ore, valued at approximately \$2,100,700.<sup>27</sup> During this boom, the town debated whether to incorporate as a city. An April 14, 1916 editorial in the *Western Liberal* called incorporation a rite of passage, where “in the transition men and their fortunes are sometimes lost and ruined, but the transition comes nevertheless and the new order will in time prevail.”<sup>28</sup> A week later, Lordsburg participated in its first city elections.

Lordsburg building stock reflected its prosperity and new status as a city. Four hotels, two department stores, an electric plant and water works, and an array of new bungalows lined its tidy residential streets. The newspaper could accurately boast “Lordsburg is prospering and advancing rapidly.”<sup>29</sup> Yet less than a month later, the same paper worried about the price of copper falling after the war, though in typical booster fashion concluded that only the “proverbial ‘confirmed pessimist’ can find anything but optimism in the outlook for the copper market for many years to come.”<sup>30</sup>

Many Mexican nationals, attracted to the prospering city, crossed the border to work in the mines or their associated businesses. Historian Samuel Truett documented a transnational copper mining boom in Arizona. This period represented a time before the divided borderlands, when, as Truett writes, “Arizonans [and by extension, New Mexicans] viewed their neighbors to the south as siblings in an interlocking family history.”<sup>31</sup> Mexicans settled primarily in the town of Valedon to work at the 85 Mine, but others moved directly to Lordsburg. There they congregated in a community north of the railroad, called Chinatown after the Chinese laborers in residence there. Others lived south of the railroad in an area they dubbed *Perros Bravos* (wild or mad dogs), or the Dog Patch, as Anglos called it.<sup>32</sup>

Over time, either by self-selection or in response to prejudice, Hispanics carved out their own space in the community. A separate elementary school north of the railroad tracks catered to Hispanic students. As described by the newspaper, the school’s December 1920 opening made it “unnecessary for a large number of children to cross the railroad tracks.”<sup>33</sup> While prohibited by New Mexico’s constitution, according to local memory, Hispanic children were forced to attend the school during the 1920s and 1930s, when it functioned as a *de facto* segregated school. Local memory also recalls Hispanics excluded from several Lordsburg businesses as well as civic organizations. By 1931, Hispanics represented 51% of Hidalgo County students.<sup>34</sup>

The completion of the new high school building corresponded with major changes taking place in the standardization of New Mexico’s high schools.<sup>35</sup> The first public high schools in New Mexico were established in 1903 in Albuquerque, Roswell, and Raton. The number of new public high schools increased rapidly after statehood, from 23 in 1912 to 96 by 1924.<sup>36</sup> In 1916, the New Mexico Department of Education made its first inroad toward standardization of its high school curriculum when it was admitted into the North Central Association of Colleges and Secondary Schools. A membership

<sup>25</sup> “Lordsburg’s New High School is Finished and Occupied,” *Western Liberal* (November 24, 1916): 1.

<sup>26</sup> *Ibid.*

<sup>27</sup> “In the Lordsburg Mining Camps,” 1916-17 *Western Liberal Mining Review* (December 22, 1916). 3.

<sup>28</sup> “Incorporation for Our Town’s Good,” *Western Liberal* (April 14, 1916): 3.

<sup>29</sup> “Facts about Lordsburg,” “Lordsburg Progress,” a supplement to the *Western Liberal* (December 22, 1916): 1.

<sup>30</sup> “Copper to Stay High,” *Western Liberal* (January 5, 1917): 4.

<sup>31</sup> Samuel Truett, *Fugitive Landscapes* (New Haven: Yale University Press, 2008): 5.

<sup>32</sup> Information on Hispanics in Lordsburg came from several emails from Edmund V. Saucedo, who informally interviewed locals of their memory and experience during the period.

<sup>33</sup> “New School House Ready to Occupy,” *The Lordsburg Liberal* (December 23, 1920); 1.

<sup>34</sup> “School Census Distribution in N. M. for 1931,” *New Mexico School Review* (January 1932): 18. While sources are limited, it appears Lordsburg schools did not come into controversy in regard to issues of bilingual and “Hispano”-cultured education, as experienced by schools in the north. This may be due to the fact that Lordsburg’s Spanish-speaking students were predominantly Mexican and not native New Mexico Hispanics. See Lynne Marie Getz, *Schools of Their Own* (Albuquerque, University of New Mexico, 1997). The treatment of border area Mexican students, in regard to the 1912 constitutional mandate to not discriminate against Spanish speakers, is an avenue for future research.

<sup>35</sup> New high school buildings were additionally completed in 1916 at the nearby 85 Mine camp and Hachita.

<sup>36</sup> Isabel Lancaster Eckles, *Thirty-Third and Thirty-Fourth Annual Reports of the State Superintendent of Public Instruction to the Governor of New Mexico* (Santa Fe: New Mexican Printing Co.): 17.

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organization started in 1895, the association served as an accreditation program, orienting the curricula of secondary schools, and later colleges. Writing of the state's admission, then State Superintendent of Public Instructions, Jonathan H. Wagner stated with hyperbole its "approval is a letter of introduction to all colleges, universities and professional schools in the land."<sup>37</sup> During the first year, 15 New Mexico high schools were accredited; Lordsburg, recently organized, was not one of them.<sup>38</sup> In fact, of the 15 accredited high schools, only one—the Luna County High School at Deming—represented the southwest section of the state. Lordsburg's high school would gain accreditation in the early 1920s.

New Mexico's membership in the North Central Association resulted in the creation of a standard course of high school study. Curriculum requirements included 15 units, of which each unit was equivalent to five recitation periods of no less than 40 minutes each per week, for a term of no less than 36 weeks.<sup>39</sup> Of the 15 mandatory units, three were to consist of English; two of a foreign language; two of mathematics; and one-and-a-half from history, science, civics, or industrial education.<sup>40</sup> Aside from these mandatory classes, a student could use the remaining two to four units for additional core classes, or select elective units, which could include chemistry, botany, drawing, elocution, orchestra, political economy, zoology, and geology.<sup>41</sup> In 1923, the State Board of Education adjusted the accreditation standards to allow for the inclusion of school programs addressing the needs of local communities.

During its first year, Bess Clark, a graduate of Oregon University, taught history and science at the high school. Math and Spanish were instructed by Ada Harvey, an Occidental College graduate and a former resident of Santa Fe. Only one teacher, the instructor of the Domestic Economy Department, had been re-elected to the faculty from the year before.<sup>42</sup> Like many rural schools, Lordsburg suffered from low teacher retention. As indicated in statistics gathered for a 1920 study, Hidalgo County had the highest turnover rate of 72%, followed only at a distance by Lea County at 52%.<sup>43</sup>

The state's desire to accredit its high schools, and the accompanying hope that a percentage of students would go on to college, sometimes conflicted with the reality that some pupils were better served with a practical education. The friction between these competing goals would heat much of the education battles of the 1920s, both nationally and in New Mexico. As posited by historian Edward A. Krug, the 1920s would see a shift from the earlier ideal of academic training to the concept of high school as a "universal custodian," with an emphasis on courses that perpetuated "social efficiency" over academics.<sup>44</sup> In the emerging period of industrialization and immigrant populations, "high schools could no longer be permitted the luxury of academic exclusiveness," as Krug writes, but instead were pushed to a custodianship role, "with an emphasis on schooling as a force of national unity and cohesion."<sup>45</sup> Traditional academic subjects such as Latin and Greek—and even for some social efficiency advocates, math—fell out of favor for an emphasis toward vocational or industrial training.

This tension between practical and academic education complicated a pre-existing problem in New Mexico. This concerned the decision to spend the state's limited resources primarily to fund city and secondary education over rural and primary schools. At the turn of the 20<sup>th</sup> century, Superintendent of Public Instruction J. Franco Chavez found the territorial funding of city schools "top-heavy." Calling the system "entirely unfair," Chavez hoped to realign the Territory's educational goals, so that "our public schools work closer to the hearthstones of the great mass of the people—those of the soil who are struggling for the light."<sup>46</sup>

The dual tension continued to play out through early statehood. New Mexico took advantage of the Smith-Hughes National Vocational Education Act of 1917, which provided federal dollars to train students for future work on the farm, in trades and industry, or for home making. High schools located in rural communities, such as Lordsburg, taking advantage of the Smith-Hughes program, often emphasized practical education over academics, with departments specifically devoted to domestic economy and the manual arts. Throughout the 1920s, and during the Depression, Lordsburg High School—like many rural secondary schools across the country—emphasized its custodian role, educating the pupil for the greater social efficiency rather than higher education.

<sup>37</sup> Jonathan H. Wagner, *Report of the State Superintendent of Public Instructions, State of New Mexico* (Santa Fe, 1918) 15.

<sup>38</sup> A later governmental report indicates only five high schools were initially accredited.

<sup>39</sup> Ibid.

<sup>40</sup> Ibid., 16.

<sup>41</sup> Ibid.

<sup>42</sup> "Faculty Complete for Local School," *Western Liberal* (June 9, 1916): 1.

<sup>43</sup> Isabel Lancaster Eckles, *Thirty-Third and Thirty-Fourth Annual Reports of the State Superintendent of Public Instruction to the Governor of New Mexico*, 53. Similar statistics for other years were not presented regularly in previous or following reports.

<sup>44</sup> Edward A. Krug, *The Shaping of the American High School: 1920-1940* (Madison: University of Wisconsin Press, 1972): 4.

<sup>45</sup> Ibid., 8 and 9.

<sup>46</sup> Ibid., 11.

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### School Bonds Carry

*The good sense of Lordsburg has again triumphed, and our splendid schools will keep right on moving upward.*  
--The Lordsburg Liberal, 1927

At exactly 10:30 am on September 24, 1927, after circling Lordsburg's airfield seven times as part of his *Spirit of St. Louis* tour, Colonel Charles Lindbergh "came down as gracefully as a swan and skimmed up to within fifty feet of the uniform line of humanity extending nearly a mile."<sup>47</sup> Following a long speech by the chairman of the reception committee, Lindbergh, as directed, shook the hands of the "pretty school teachers," as the crowd moved in. Despite the fact that Lindbergh had landed in over 80 communities during his three-month Guggenheim Tour, *The Lordsburg Liberal* promoted the visit "printing across its masthead, "Lordsburg Sets Example... for the United States."<sup>48</sup>

In the late 1920s, Lordsburg looked again at a bright future. While the boom-time mining period of the first war had declined, Lordsburg found itself as the midpoint between Texas and Arizona on several transcontinental highways. For the first time, businesses catering to travelers outnumbered those devoted to mining. Like many communities in the Southwest, the town braced for "Big Oil Development." And it found itself in the enviable position of the only town in southern New Mexico with a federal aviation field—a facility the community would later dedicate to Colonel Lindbergh. "Any man with half an eye can see prosperity ahead for Lordsburg," Willard Holt, head of Lordsburg's chamber of commerce and its biggest booster, predicted.<sup>49</sup>

The largest class in Lordsburg's history graduated in 1926. That year, the size of the audience necessitated a commencement at the Star Theatre. For the next year, the incoming 7<sup>th</sup> grade would be taught in a space next to the principal's office, and the 8<sup>th</sup> grade was housed in the assembly room. And starting in 1925, due to crowded conditions, the school moved its Manual Training Department to a rented building.

The school board initially considered financing a new elementary school, but approved funding instead for the construction of an expanded high school, as explained, "on account of its growth."<sup>50</sup> With an initial price tag beyond what the state's school levy could pay for, Lordsburg put the school expansion to the voters as a \$50,000 ten-year bond. On April 8, 1927, Lordsburg, a "wide-awake, patriotic, progressive community," voted in favor of the bond, with only four votes against the measure.<sup>51</sup>

The school board turned again to Trost & Trost Architects for a design. Unlike the first high school, it would not be an entirely new construction, but would incorporate the existing building with the addition of classrooms and a large auditorium at the rear. The watercolor rendering Trost provided for the school board shows a building extended at its north and south ends with brick additions that continue the fenestration of the original structure. Crowning its center is an elaborate, multi-stepped Mission Revival-style parapet terminated with globed finials.

The project opened for bid on May 19, 1927. The contract went to George Wieland, an El Paso builder. Completed in October, the project underwent a final inspection from Henry C. Trost on October 22. Like the watercolor rendering, the building expanded north and south, increasing the number of classrooms to 12, two less than originally desired. Perhaps due to budget or a change in tastes, the parapet had been simplified to a half-round arch, and the flanking finials were omitted. The newspaper touted the remodeled building a "credit to the state," impressed with the auditorium that included a full-size stage equipped with indoor and outdoor scenery, fabricated by a company in Oklahoma.<sup>52</sup> The next week, the school opened for instruction. A year later, as part of an annual inspection, State High School Inspector J. W. Diefendorf found it to have a well-equipped library, a "commendable program in music," the "faculty doing good work," and generally a "fine spirit about the school," though he found the amount of equipment in the science laboratory lacking.<sup>53</sup>

The debate over practical versus academic high school programs continued to during the 1920s. Through a review of statistics gathered by the federal Department of Education, historian Edward A. Krug found that between 1922 and 1928

<sup>47</sup> "Perfect Day and Record Crowd Here," *The Lordsburg Liberal* (September 27, 1927):1.

<sup>48</sup> Ibid.

<sup>49</sup> "Prosperity for Lordsburg," *The Lordsburg Liberal* (January 21, 1926): 2.

<sup>50</sup> R. B Ownby, "School Bond issue to be Voted April 8," *Lordsburg Liberal* (March 21, 1927): 1. The new elementary school, Central School was constructed in 1930.

<sup>51</sup> "Schools bonds carry More than 24 to One," *The Lordsburg Liberal* (April 14, 1927): 1.

<sup>52</sup> "New High School is a Credit to the State," *The Lordsburg Liberal* (October 27, 1917): 1.

<sup>53</sup> "Lordsburg High School Rates High Accredited," [J. W. Diefendorf's February 27, 1927 letter is reprinted as part of the article], *The Lordsburg Liberal* (April 3, 1928): 1.

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enrollment in foreign language courses dropped from 55% to 47%; algebra from 40% to 35%; and various topics in history from 51% to 47%; as well as significant declines in other traditional courses of study.<sup>54</sup> Conversely, non-academic fields increased during this period; most notably business subjects, which grew in enrollment from 41% to 54%.<sup>55</sup> New Mexico's high schools continued to improve academically, with, by the mid-1920s, 64% of students attending a secondary school accredited by the North Central Association. Yet the availability of federal aid for practical instruction, according to the state superintendent of public instruction, helped educators "keep in harmony with a trend in educational philosophy that at the present time, is worldwide in its influence."<sup>56</sup>

The remodeled high school building coincided with a curriculum change made to meet North Central Association requirements and the goals of Lordsburg schools superintendent, C. Avery Houser, a graduate of the Ohio State University of School of Administration and author of, *Reorganization of a Public School*. Changes included the introduction of a half-hour period of physical education and hygiene, as well as an hour each day devoted to extracurricular activities. These could include dramatics, tableaux, readings, operettas, glee, or chorus clubs.<sup>57</sup>

Introduced along with the rising concern for the student as an individual was the "socialized recitation," in which a student led a discussion of a selected topic, with the teacher acting as a guide rather than the "taskmaster and educational autocrat," as in previous times.<sup>58</sup> The superintendent described the instructor's role as "no more than a guide to the pupil's self-expression and activities." During this period of expression, the high school introduced its first annual, "The Maverick," and students organized The Dramatic Club and the Spanish Club (*El Club Español*). But even as student's individualism emerged, high school was still viewed as an "instrument of society," meant to move the students through directed study programs so they could successfully cope "with the problems in a world of intense competition."<sup>59</sup>

In this new world, pupils were encouraged to join student government, upon which would "rest the policy, discipline and morale of the school."<sup>60</sup> It is not known how obediently Lordsburg students marched to this new order. In his graduation speech to the Class of 1929, which included nine students, Dr. James E. Congdon, Jr., of the First Presbyterian Church of El Paso delivered a commencement address titled the "Path to Mastery." In his address, Dr. Congdon dismissed the new generation's tendency to use profanity and smoke as trivial acts of rebellion. He instead turned his attention to the message of persistence: "Anything that you have and enjoy you must pay for with hard and persistent toil and patient struggle."<sup>61</sup>

## Hard Times

*The children of the depression must not be crippled and curbed because of a situation they did not create.*

--G. L. Fenlon, president New Mexico Educational Association, 1933

As in many small and rural communities across the country, the Great Depression affected Hidalgo County and Lordsburg in ways that both weakened and strengthened the region. Like many communities in New Mexico, Lordsburg received its share of assistance once federal relief programs were activated during Franklin D. Roosevelt's first term. But before the advent of these New Deal programs, Lordsburg had begun to address the problems of the Depression on its own.

The closing of several mines in the early 1930s left families stranded, resulting in what the superintendent of Lordsburg Public Schools identified as a problem of "undernourished children."<sup>62</sup> Working together, representatives of the Parent-Teachers Association, Woman's Club, Lions Club, and the local chapter of the Red Cross formed a child-relief committee, with the chief goal of serving "one good meal a day to school children" of unemployed parents.<sup>63</sup> Contributing to the program were girls from the high school's Domestic Arts Department, who collected dishware and prepared food for the

<sup>54</sup> Edward A. Krug, *The Shaping of the American High School*, 55-56.

<sup>55</sup> Ibid. 56.

<sup>56</sup> Isabel Lancaster Eckles, *Thirty-Third and Thirty-Fourth Annual Reports of the State Superintendent of Public Instruction to the Governor of New Mexico*, 20.

<sup>57</sup> During this period the school initiated a student newspaper, "The Maverick," which appeared as a column in *The Lordsburg Liberal*. Its various short articles provide a glimpse into the social and thought life of Lordsburg's high school students.

<sup>58</sup> "Schools Organized Faculty Complete," *The Lordsburg Liberal* (August 19, 1926): 4.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

<sup>61</sup> "Splendid Program Marks Closing of Public Schools," *The Lordsburg Liberal* (May 21, 1929): 1.

<sup>62</sup> Rufus A. Palm, "Lordsburg Child Relief Work," *New Mexico School Review* (November, 1932): 14.

<sup>63</sup> Ibid.

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children. These same girls also collected clothes, which could be repaired and distributed to the needy. In these early years, home economics teachers, according to Vina R. Gardner, the State Supervisor of Home Economics Education, adapted "their work to the present economic conditions . . . [to assist] community projects."<sup>64</sup>

At the national level, it became clear that high schools during the Depression would stand in as primary caretakers for youth. Enrollment swelled with youth who, during more prosperous times, would have been working. Four years into the Depression, the national high school population had increased by nearly 2 million, but it operated with \$65 million less in funds, illustrated by the national per-pupil cost, which reached a high point in 1929-1930 at \$90.22, then plummeted by 1933-1934 to \$65.53 per student.<sup>65</sup>

Exacerbating the effects of the Depression, were, according to G. L. Fenlon, president of the New Mexico Educational Association, a "dollar minded" group of advocates, who "tried to create a condition of hysteria," in their opposition to tax-supported public schools, all "in the interest of the economy."<sup>66</sup> The national campaign to slash school funding had its advocates in New Mexico. In the mid-1930s, the Taxpayers' Federation of New Mexico led a successful effort to put a limit on property taxes collected for public schools and other expenditures. Former governor H. J. Hagerman, a leader in the movement, complained that state expenditures were too high for highway construction and education, an area which he described as plagued by "overly-ornamental school buildings and overloaded curricula."<sup>67</sup>

On September 19, 1933 voters approved an amendment to the state constitution that capped the taxes collected on property at \$20 million. In an address to the annual convention of the New Mexico Educational Association in early November 1933, Fenlon warned that an "emergency is truly upon us," predicting New Mexico schools would have to spend estimated \$2 to 3 million shortfall resulting from the constitutional change.<sup>68</sup>

It is unclear how this change in public school financing affected Lordsburg High School. Lordsburg schools opened on September 3, 1930, as reported by the newspaper, with "considerable" new equipment.<sup>69</sup> The high school updated its chairs, tables, benches, typewriters, and other equipment. And unlike other school districts, which, due to the lack of resources, closed their elementary schools during the 1931 school year, Lordsburg kept all of its schools open. For the fiscal year of 1932-1933, the Hidalgo County Board of Education claimed no outstanding debt for the school system, but admitted "much is yet to be done."<sup>70</sup> Much of the "to be done" would be accomplished through various relief programs initiated under President Roosevelt's New Deal.

Lordsburg got its first taste of Roosevelt's interest when the president's 22-year-old son, Elliott Roosevelt, pulled into town on the morning of March 14, 1933, in a late-model Plymouth. En route to Arizona, Roosevelt was contemplating resettling there. He had recently left his advertising position in New York City because of the "embarrassment my connection causes to the firm, clients and myself."<sup>71</sup> He agreed to sit at the regular Tuesday Lion's Club lunch, singing along with the club songs in his "fine baritone". Eschewing politics, he nevertheless told the assembled guests that it pleased him "to see all the people backing up my father in what he is trying to do for the country."<sup>72</sup> After lunch he visited Central School, where the entire faculty and school body had assembled. There, Roosevelt, at six-feet-one, 215 pounds, and dressed in an ill-fitting double-breasted suit, told the assembled crowd: "I understand you are noted for good athletics, and hope next year you invite me over to play football, as I used to play that, some." Roosevelt never returned to play football, but help from his father soon arrived.

Three months after Elliott Roosevelt's visit, the president signed the National Industrial Recovery Act into law on June 16, 1933, a bill that attempted to stimulate economic recovery, promote fair competition, and establish a Public Works Administration. Controversial, the Act's merits were debated nationally as well as locally. But by late summer, Lordsburg claimed to be 100% behind the Act. Lordsburg businesses lined up to sign the so-called National Recovery Act (NRA) pledge. Its then-mayor, Harry Rosenstein, the local in charge of the National Recovery Administration, said the community had "taken off our coats, rolled up our sleeves and we have pledged to the Administration in Washington to work to the

<sup>64</sup> Vina R. Gardner, "Economics Departments Meet Depression Emergencies," *New Mexico School Review* (March 1932);16.

<sup>65</sup> Edward. R. Krug, *The Shaping of the American High School*, 208.

<sup>66</sup> "The Financial Crisis in the Schools," speech delivered to the annual convention of the New Mexico Educational Association, November 1-4, 1933, reprinted in *The Lordsburg Liberal* (November 10, 1932): 2.

<sup>67</sup> "Realtors Want Extra Session of Legislator to Reduce Tax," *Albuquerque Journal* ( June 21, 1932): 1.

<sup>68</sup> "The Financial Crisis in the Schools," *The Lordsburg Liberal*, 2.

<sup>69</sup> "Public Schools Open Tuesday Sept. 3," *The Lordsburg Liberal* (August 29, 1930): 1.

<sup>70</sup> "County Schools Have No Outstanding Debts," *The Lordsburg Liberal* (June, 30, 1933): 1.

<sup>71</sup> "Land Salesmen Pester Son of F. D. Roosevelt," *El Paso Herald-Post* (March 13, 1933): 1.

<sup>72</sup> "Elliott Roosevelt Guest at Lions Club Luncheon," *The Lordsburg Liberal* (March 17, 1933): 1.

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limit of our ability to get every working man and working woman in Lordsburg back to work.”<sup>73</sup> Soon after, the distinct NRA eagle mascot, clutching a gear and a cluster of electricity bolts, began to appear in store windows and on the masthead of *The Lordsburg Liberal*.

By December, just one month after its creation, the Civil Works Administration, first of the public works programs, had employed 130 men from Hidalgo County’s relief rolls.<sup>74</sup> And soon after, the many “alphabet agencies” of Roosevelt’s New Deal funneled aid into Hidalgo County and Lordsburg, with several of the programs directly contributing to Lordsburg’s schools.<sup>75</sup>

Although Deming was selected as the administrative headquarters of the Works Progress Administration’s southwest district, Lordsburg became the recipient of over 35 WPA projects. These included financing of a new town hall, a combination city-county library, and the laying of several miles of concrete sidewalk, with one section constructed around the school in 1938.

Initiated in 1937, a program to build a new athletic field and stadium at the high school provided a regulation-size football field with a quarter-mile track. It came with four 1,500-watt lights and a grandstand, built of rock, to hold 1,000 spectators. Other WPA school-related projects included tennis courts at the high school. Another WPA project repaired approximately 2,000 books, spread between Lordsburg’s three schools. By 1937, the WPA had constructed 257 new school buildings, 54 playgrounds, 15 gymnasiums, and remodeled 56 schools statewide.<sup>76</sup>

New Deal programs used Lordsburg’s high school for events and exhibitions. On March 15, 1935, the auditorium played host to a Civilian Conservation Corps (CCC) program directed toward the public schools. Enrollees of the area CCC camps entertained students with scenes from *Julius Caesar*, poems, classical pieces played by a small string orchestra, and a “Mexican Duet.”<sup>77</sup> At other times the high school held educational exhibits sponsored by New Deal relief programs.

During the Depression, a small portion of students were employed by the National Youth Administration (NYA). A New Deal program started in 1935 under the direction of Eleanor Roosevelt, the NYA employed high school and college students of families on relief through work demonstrating “an educational value.” In 1936, over a dozen high school boys were working on several projects in Lordsburg, including installing landscaping around the high school and developing a cactus garden at the city’s highway underpass. Girls were equally employed by the NYA, assisting the county health nurse, repairing books at the library, and working in the WPA sewing room. The high school students worked up to 50 hours a month, making a maximum salary of \$14.00 per month.<sup>78</sup>

Despite the tough times, the high school expanded its athletics program to not only include the baseball and basketball squads of the 1920s, but also football. The Lordsburg football team, the Mavericks, raised enough money in 1937 to purchase new suits for its 21 members. Sometimes winning, many times losing, the Mavericks could afford to travel to games in Deming, Silver City, Hurley, Hatch, Las Cruces, Hot Springs (Truth-or-Consequences) and Duncan and Wilcox, Arizona. Cheering them on, the Zontos, a pep squad in black and orange uniforms, marched onto the field during half-time to rouse the crowd with its “snake” and “wheel” dances, or marching to form the letter “L”. While the football team maintained an uneven record, the school’s basketball squad, officially called the Mavericks, but commonly the “Orangemen,” played decidedly better, winning the state championship in 1939. Led by triple baton twirlers, the Lordsburg High School Band, decked out in contrasting black-and-orange capes and driven by a huge bass drum, tuba, and portable xylophone, marched down Lordsburg’s Railroad Avenue to raise spirits before home games.

Finally, while home economics classes had been tapped earlier to aid the poor, by the end of the decade, high school girls—besides learning to cook, preserve and entertain, were being instructed in “how to pick the color of cosmetics best suited to the complexion.”<sup>79</sup> The country’s mood was beginning to lift.

<sup>73</sup> “Local Business Houses Signing NRA Pledges,” *The Lordsburg Liberal* August 11, 1933): 1.

<sup>74</sup> “130 Hidalgo Co. Men Work CWA,” *The Lordsburg Liberal* (December 1, 1933): 1.

<sup>75</sup> Because no history has been developed on the subject, the impact of several of the New Deal programs that directly or indirectly effected education in New Mexico, such as the Federal Emergency Relief Administration and Reconstruction Finance Corporation, is not known.

<sup>76</sup> Simon P. Nanninga, *The New Mexico School System*, 111. Though the program’s specific contributions have not been documented, the Public Works Administration, a New Deal federal loan program, is thought to have financed the construction of over 50 school buildings New Mexico.

<sup>77</sup> “Big Audience Enjoys CCC Program at High School,” *The Lordsburg Liberal* (March 15, 1935): 1.

<sup>78</sup> “Valuable Work Done by NYA in Hidalgo County,” *The Lordsburg Liberal* (October 16, 1936): 1.

<sup>79</sup> “Home Economics News,” *The Lordsburg Liberal* (December 10, 1937): 2.

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## War comes to Lordsburg

*For boys, the expectation was going into the service.* --Leon Speer, Class of 1944

Lordsburg residents listened to their radios on October 29, 1940, as the blindfolded Henry L. Stimson, the Secretary of War, picked the first draftee under the Selective Service Act. It was the first time a draft had taken place during peacetime. Over "Radio Lordsburg," well past midnight, announcers intoned an endless list of names of young men, each name in a little blue vial drawn from a tall glass container. By the end of the night, 38 Hidalgo County men had been picked. Like the Depression, World War II arrived in Lordsburg slowly. But with the announcement of the first draft, the world's crisis came to the town's doorstep, taking young men, some still in high school, to a conflict thousands of miles away.

The rise of patriotism and the influence of the "Home Front" movement became part of everyday life in Lordsburg, working their way into the classroom. As students participated in blackouts and scrap drives, high school education moved out of the shadow of the Depression and left two decades of focus on practical education behind. Student clubs flourished in the 1940s, moving beyond home economics to organizations devoted to the passions of model airplanes, cameras, bowling, drama, and journalism.

During this period, use of the high school's auditorium expanded from programs provided solely to high school students to events sponsored by the city and attended by adults. In June 1940, it hosted the New Mexico Cattle Growers Association's annual convention, and in October 1941, it hosted the location for the annual convention of the Southwestern New Mexico Educational Association. It became Lordsburg's primary venue for performances of traveling musical groups.

The auditorium accommodated a variety of uses. Previously used as a study hall, starting in the fall of 1940 the auditorium became the location for weekly assemblies. Carried over from the opening exercises of the 19<sup>th</sup>-century high schools, assemblies experienced a renaissance in the 1920s as an expression of school unity and the "town meeting of the school."<sup>80</sup> A teacher was appointed at Lordsburg's high school to direct the assembly programs. In response to the rising patriotism of the period, "God Bless America" became the program song for the assemblies. Teachers gave talks, such as a short presentation on the Bill of Rights, along with pantomimes and plays put on by students.

On other occasions, the school participated in a "national assembly," featuring a touring speaker or celebrity who would entertain and enlighten students for a small fee. In April 1942, cartoonist Robert Wood, famous then for his "Dramatic Adventures in Chalk," appeared in the auditorium to sketch images of presidents and create age-enhanced portraits of a few "prominent Lordsburg boys," as he quoted poetry and demonstrated lighting effects on his drawings.<sup>81</sup>

Although far removed from the front lines, Lordsburg, like thousands of communities across the country prepared for invasion and participated in Home Front activities. As part of Civil Defense precautions, four men patrolled the quiet streets of the town from 9:00 pm to 6:00 am. At a national defense meeting at city hall in February 1942, E. M. Brickley, the town's aircraft spotter, suggested "a number of expert shots should be prepared for possible invasion of parachutes."<sup>82</sup> Another participant suggested fingerprinting all school children "in case of separation of parents."<sup>83</sup> While the invasion never took place, Lordsburg soon held an internment camp, which, by one estimation, pumped a weekly \$50,000 payroll into the community.<sup>84</sup> In accord with other towns, Lordsburg participated in Home Front activities such as buying war bonds; donating material to the Victory Book Campaign; collecting iron and steel for scrap drives ("Bomb em' with Junk," as one Lordsburg drive was called); and for farmers and ranchers, selling their surplus seed sacks to the government.

During the war, Lordsburg High School students did their part. Girls volunteered for the Red Cross, sewing garments to send to soldiers overseas. The school band played at patriotic events such as the May 17, 1942, "Glad I'm an American Day," or entertained soldiers at the local service club.

Many male students thought it their patriotic duty to leave high school before graduation to join the service. The urge to enlist whipped the young men of Lordsburg into such a frenzy that the school's newspaper column, "The Maverick," encouraged students to graduate: "You can serve your country by joining one of the branches of the service sure enough;

<sup>80</sup> "Assembly Program," *The Lordsburg Liberal* (September 12, 1940): 3.

<sup>81</sup> "Assembly," *The Lordsburg Liberal* (April 24, 1942): 2.

<sup>82</sup> "The National Defense Meeting Huge Success," *The Lordsburg Liberal* (February 6, 1942): 1.

<sup>83</sup> Ibid.

<sup>84</sup> Pressler, Millie, "The Lordsburg Internment POW Camp," *La Cronica de Nuevo Mexico* 6 (July 1978): 3.



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but you can serve it better by staying in school and preparing yourself. . . .So come on boys stay in school and lick those Japs, instead of leaving school and being saps."<sup>85</sup>

Others joined Civil Defense and were trained to spot airplanes or control traffic. Male students filled the void left by older men who were at war. Leon Speer, a three-year member of the football squad, joined the volunteer fire department during the war, leaving class at the sound of the siren perched above city hall.

Like adults, students were swept up in the patriotism of the times. After the April 17, 1942, Doolittle Raid bombings on Japan, the student newspaper reported that "many a heart was thrilled. . . that Tokyo and several cities were bombed."<sup>86</sup> The school news column published patriotic poems, "A Toast to the Flag," as well as ditties for the war effort: "Buy Defense Stamps/For profit or fun/They will buy/Some soldier a gun."<sup>87</sup> But students continued to be students. The newspaper that printed wartime propaganda, polled students on their favorite movie stars, including Bette Davis, Pat Lane, Mickey Rooney, and James Cagney, and published the names of the latest jitterbug contest winner.

It was during the war years that Lordsburg High School's most notable student attended for one year. The future first female justice of the Supreme Court, Sandra Day O'Connor, grew up on the sprawling Lazy B Ranch, west of Lordsburg, near Duncan, Arizona. Until eighth grade, she attended the private Radford School for Girls in El Paso. Feeling homesick for the ranch, she asked her parents if she could go to a school closer to home and her parents permitted her to attend Lordsburg High School. This meant a daily commute over rutted ranch roads to the border, where she waited at the port-of-entry station for a school bus to take her to Lordsburg, an hour distant. After a year of these long days, O'Connor decided to return to El Paso for schooling. "The long commute to school was not something I wanted to repeat, even for the privilege of staying at the ranch," she recalled in her autobiography.<sup>88</sup>

Just as Lordsburg had become involved in the war by listening to the live broadcast of the first draft, the town learned of its conclusion on the radio. After President Truman announced the Japanese surrender, Lordsburg streets rang with pandemonium: "Whistles, bells of every description, including 19 locomotives... a 'thousand' auto horns, the cars running in all directions, and every kind of noise making instrument that could be unearthed anywhere, joined in the general hubbub."<sup>89</sup> Lupe Alvarez, a former Mavericks football player, enlisted in the 78<sup>th</sup> Army Air Forces Unit, predicted a week earlier that "the atomic bomb would in all probability bring an end to the war."<sup>90</sup>

By the end of the 1940s, the high school had returned to normalcy. Football continued to reign supreme, and now included an annual "Football Queen" and her attendants. Off the gridiron, girls made strides in sports, though these were veiled as P.E. teams. The faculty more than doubled from the beginning of the decade, and while home economics, commercial, and shop courses were still offered, courses in algebra, physics, biology, and social science represented a return to academics, with the expectation that some students would advance to college.<sup>91</sup>

## **A High School with the Latest Equipment**

In October 1952, at the annual New Mexico Education Association meeting in Albuquerque, Tom Riddle, Director of Research and Statistics for the New Mexico Department of Education, quoted from his report "Our Children and Our Buildings," a federally funded study that found most New Mexico schools inadequate. According to his research, 62% of the state's schools were "unsatisfactory. . . and should be abandoned as soon as possible." Riddle's research found that New Mexico, like much of the country, was experiencing a population boom, with more students entering the school system and maintaining a higher average daily attendance than in previous periods, swelling "the school population far beyond our present ability to adequately house it."<sup>92</sup> In his estimation 77,000 school children in New Mexico attend classes in obsolete buildings and it would take 480 new elementary and 325 secondary school classrooms to relieve New Mexico's

<sup>85</sup> "Whip the Japs—Stay in School," *The Lordsburg Liberal* (March 27, 1942): 2.

<sup>86</sup> "The Present Day War Situation," *The Lordsburg Liberal* (April 24, 1942): 2.

<sup>87</sup> "Defense Stamps," *The Lordsburg Liberal* (March 27, 1942): 2.

<sup>88</sup> Sandra Day O'Connor and H. Alan Day, *Lazy B* (New York: Random House, 2002): 119.

<sup>89</sup> "Lordsburg Celebrates Victory over Japan," *The Lordsburg Liberal* (April 17, 1945): 1.

<sup>90</sup> "Lordsburg High School Men with Armed Forces," [presumed paraphrased quote], *The Lordsburg Liberal* (August 17, 1945): 2.

<sup>91</sup> *The Maverick* (1949 yearbook).

<sup>92</sup> "School Buildings in New Mexico Since 1950," *New Mexico School Review* (April 1953): 17.

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overcrowding.<sup>93</sup> Lordsburg had already reached this conclusion in 1951, when city voters approved a \$395,000 bond to build new schools.

Replacing the multiple-story, “monstrously huge high school of the 1920’s” as described by a special report on the White House Conference on Education, was to be “a group of separated buildings, to reintroduce warm human values into school architecture.”<sup>94</sup> The ideal new high school campus linked separate buildings holding various functions of the school, including classrooms, a gymnasium, an auditorium, shops, administrative offices. The larger footprint of this plan required more acreage and landscape development. As in earlier periods, the ideal school was to be fireproof, with optimal ventilation, climate control, and full of light, now accomplished with skylights and continuous glass window walls.

Lordsburg erected an ideal high school in 1951-1952, at a cost of \$356,894. West of the earlier campus, the new high school was designed by the Schaefer & Merrell architectural firm of Clovis, and took over several city blocks for a main building and expanded athletic facilities. Made of concrete with a steel-framed roof and a large amount of glass, the building included within its 32,600 square feet eight of classrooms, a study hall, a library and separate rooms devoted to economics, commerce, science, music, and vocational departments.<sup>95</sup> The national *American School Board Journal* featured the high school in its November 1952 edition and the April 1953 issue of the *New Mexico School Review* included the building on its cover. The Lordsburg newspapers said the community was lucky to have a high school “with all the latest equipment,” though it stated the older school buildings “are also in excellent condition and kept in first class repair.”<sup>96</sup>

The old high school building was soon converted into Lordsburg’s first junior high school. From its inception to its replacement, the old high school served grades seven through 12, representing the junior-senior high school or 6-6 plan. As part of the conversion, the rooms that once housed the home economics and manual arts departments were converted to a kitchen and cafeteria. The junior high school occupied the building until the early 1970s, after which it briefly served as the Enrichment Center, a program to accommodate the overflow from the Central School. The construction of a new smelter in the area had brought with it an influx of population.

The Enrichment Center’s program was based on the-then popular “Open Classroom” philosophy, where students of varying aptitudes and skill levels were taught in one classroom. During this period, the building housed a 5<sup>th</sup>-grade class in the auditorium and special education classes and art instruction in other rooms. It ceased operating as the Enrichment Center c.1977, leaving only a few administrative functions in the building. It later served as a storage area for the school district.

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<sup>93</sup> “Lordsburg Lucky to have New School,” *The Lordsburg Liberal* (May 21, 1952): 1.

<sup>94</sup> Committee for the Whitehouse Conference on Education, “What Makes a Good School Building?” reprinted in *Schools for the New Needs*, (New York: F. W. Dodge Corporation, 1956): xxi.

<sup>95</sup> “New High School Building is Under Construction,” *The Lordsburg Liberal* (May 15, 1951): 1.

<sup>96</sup> “Lordsburg Lucky to Have New School,” 2.

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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: Center for Southwest Research, UNM, ABQ, NM

Historic Resources Survey Number (if assigned): N/A

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**10. Geographical Data**

**Acreage of Property** 1.6 acres  
(Do not include previously listed resource acreage.)

**Latitude/Longitude References**  
(Carry Lat/Long coordinates six decimal places to the right)

<u>A</u>	<u>32.349838</u>	<u>-108.711733</u>	<u>B</u>	<u>                    </u>	<u>                    </u>
	Latitude	Longitude		Latitude	Longitude
<u>C</u>	<u>                    </u>	<u>                    </u>	<u>D</u>	<u>                    </u>	<u>                    </u>
	Latitude	Longitude		Latitude	Longitude

**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 represents the legal boundary of the property.

**Boundary Justification** (Explain why the boundaries were selected.)

The selected boundary includes the historic resource and its immediate setting, including the 1938 WPA-built sidewalks, which are nominated as a contributing structure. Other resources once associated with the high school, such as the 1930s athletic field and grandstand, are no longer extant or within the legal property boundary.

**11. Form Prepared By**

name/title John W. Murphey / Architectural Historian  
organization Hidalgo County Heritage Society date March 2014  
street & number 324 Railway Boulevard telephone 575-542-9716  
city or town Lordsburg State NM zip code 88045  
e-mail hheritagesociety@yahoo.com

**State Historic Preservation Office**

name/title Steven Moffson / Historian  
organization Historic Preservation Division date                       
street & number 407 Galisteo Street, Suite 236 telephone 505-476-0444  
city or town Santa Fe state NM zip code 87501  
e-mail steven.moffson@state.nm.us

**Additional Documentation**

Submit the following items with the completed form:  
*See recent changes to mapping requirements posted on the National Register website.*

- USGS map (7.5 minute) Albuquerque West, NM.
- Sketch Map with National Register boundary.

Lordsburg High School  
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**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 6 megapixels measuring 3000x2000 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.  
*See recent changes to photographic requirements posted on the National Register website.*

Name of Property: Lordsburg High School

City or Vicinity: Lordsburg

County: Hidalgo

State: New Mexico

Photographer(s): Brenda Hood (Interior photos by John Murphey in June 2014)

Date Photographed: April 2014

Description of photograph(s) and number: 8

1 of 8: Main façade, photographer facing northwest.

2 of 8: Main entrance, detail, photographer facing northwest.

3 of 8: Main, and south facades, photographer facing north.

4 of 8: North side and rear addition, photographer facing south.

5 of 8: South side and rear addition, photographer facing northeast.

6 of 8: Interior, lobby, photographer facing southeast.

7 of 8: Interior, auditorium, photographer facing east.

8 of 8: Sidewalk with "WPA 1933" stamp, photographer facing southeast.

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**Property Owner:**

(Complete this item at the request of the SHPO or FPO.)

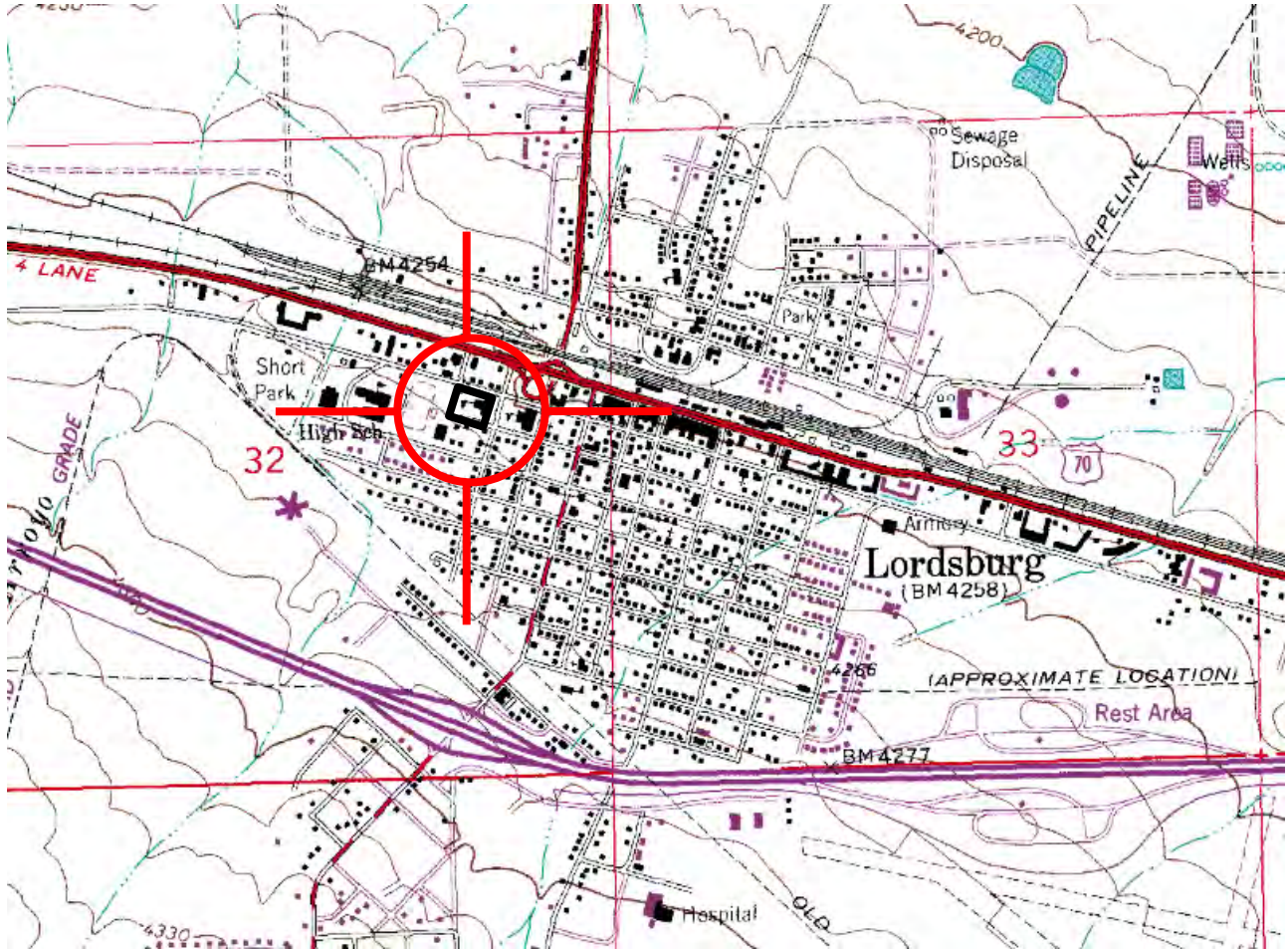
name Lordsburg Municipal Schools  
street & number 501 West Fourth Street telephone 575-542-9361  
city or town Lordsburg state NM zip code 88045

**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 18 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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## Lordsburg High School

Lordsburg, Hidalgo County, New Mexico

Location Map

Scale: 1 inch = 1,200 feet

National Register boundary 

USGS Quadrangle: *Lordsburg, N. Mex* NAD 27



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## Lordsburg High School

Lordsburg, Hidalgo County, New Mexico

Sketch Map

Approximate Scale: 1 inch = 85 feet

National Register boundary 





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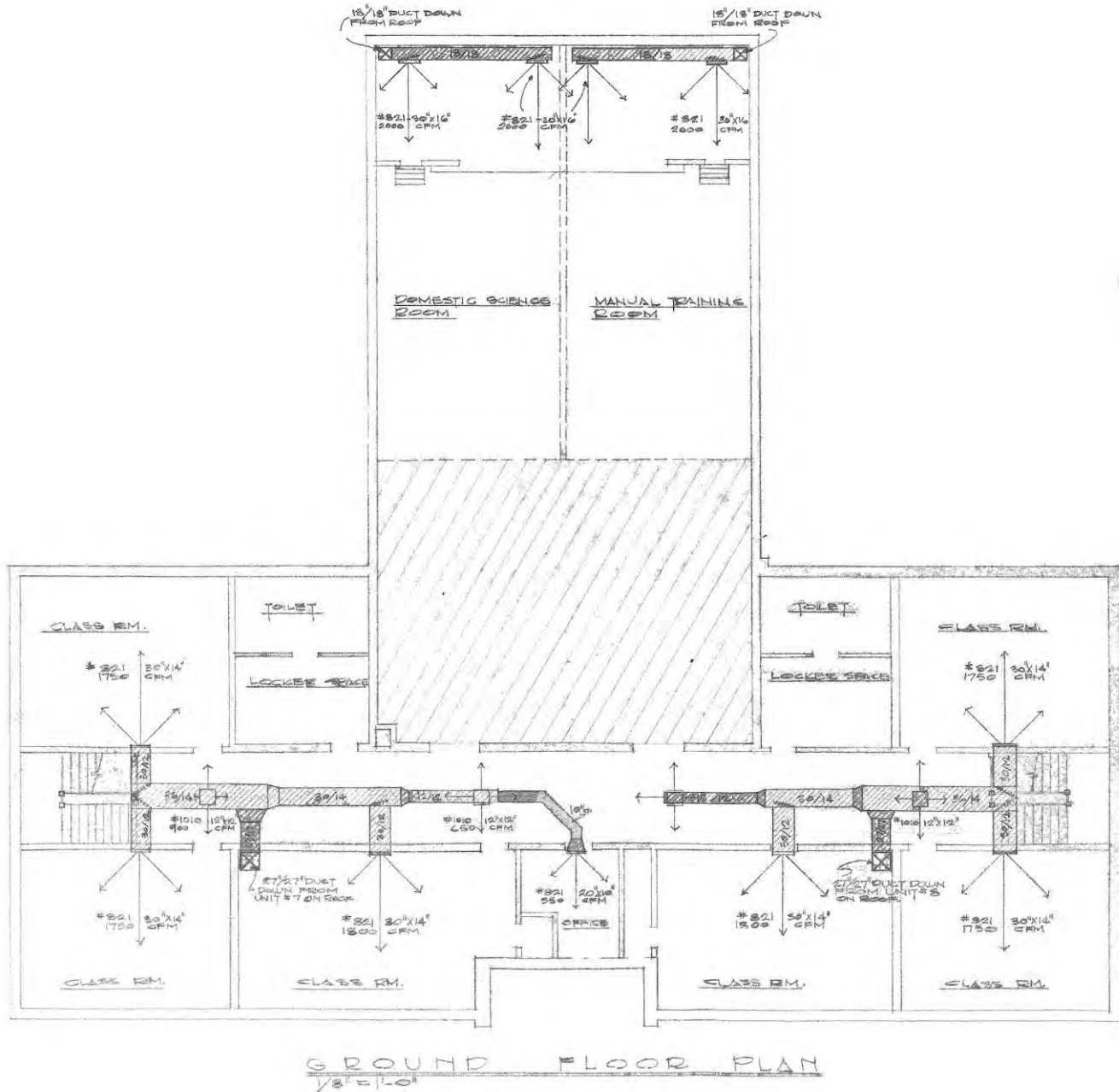


Figure 2. Ground Floor Plan, c.1950s Ductwork Project

Lordsburg High School  
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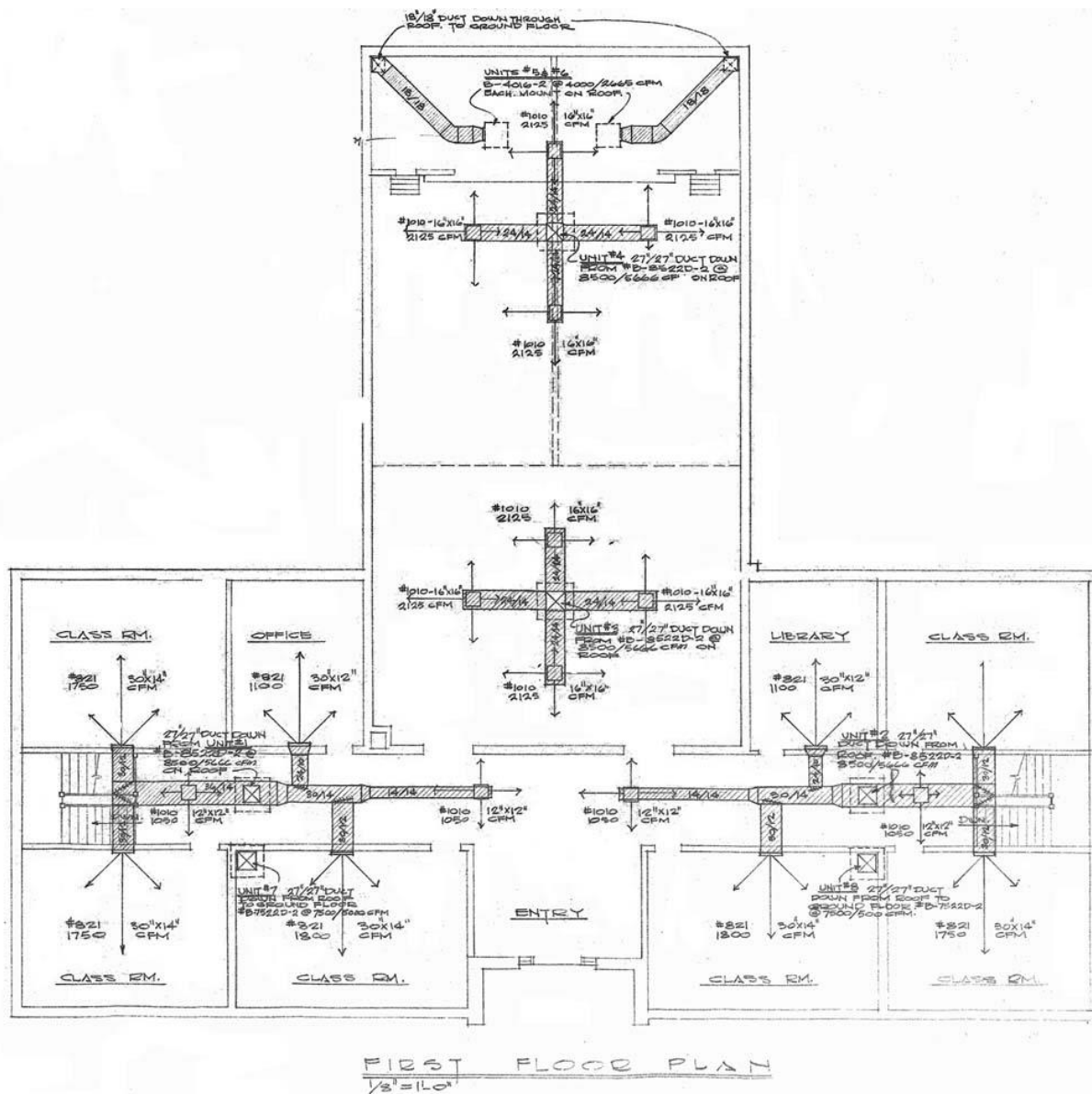


Figure 3. First Floor Plan, c. 1950s Ductwork Project

Lordsburg High School  
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County and State

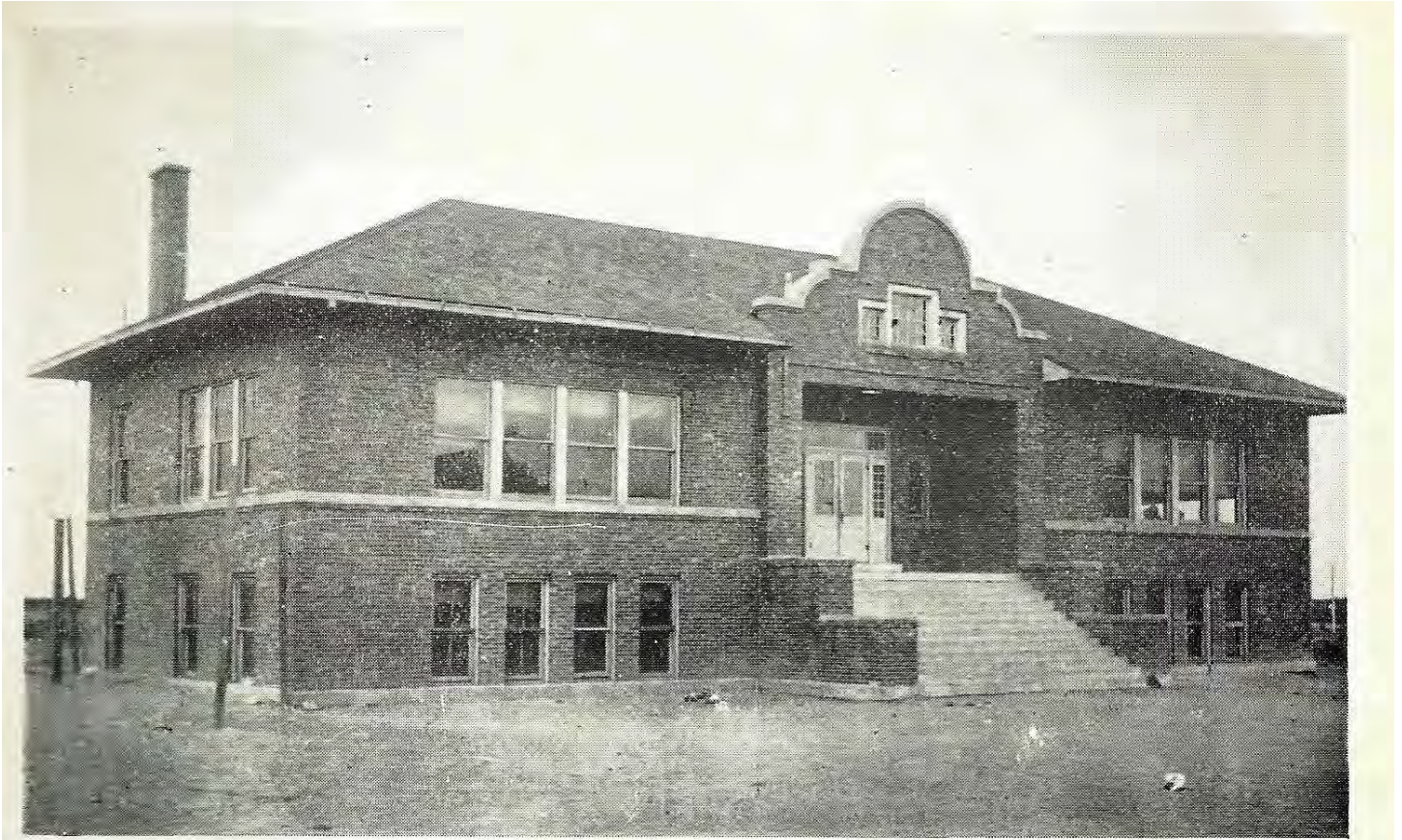


THE PRIMARY BUILDING

Figure 4. Elementary School (not Lordsburg) designed by Trost & Trost Architects

Lordsburg High School  
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OLD HIGH SCHOOL BUILDING

Figure 5. Lordsburg High School deigned by J. O. Michaud

Lordsburg High School  
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County and State

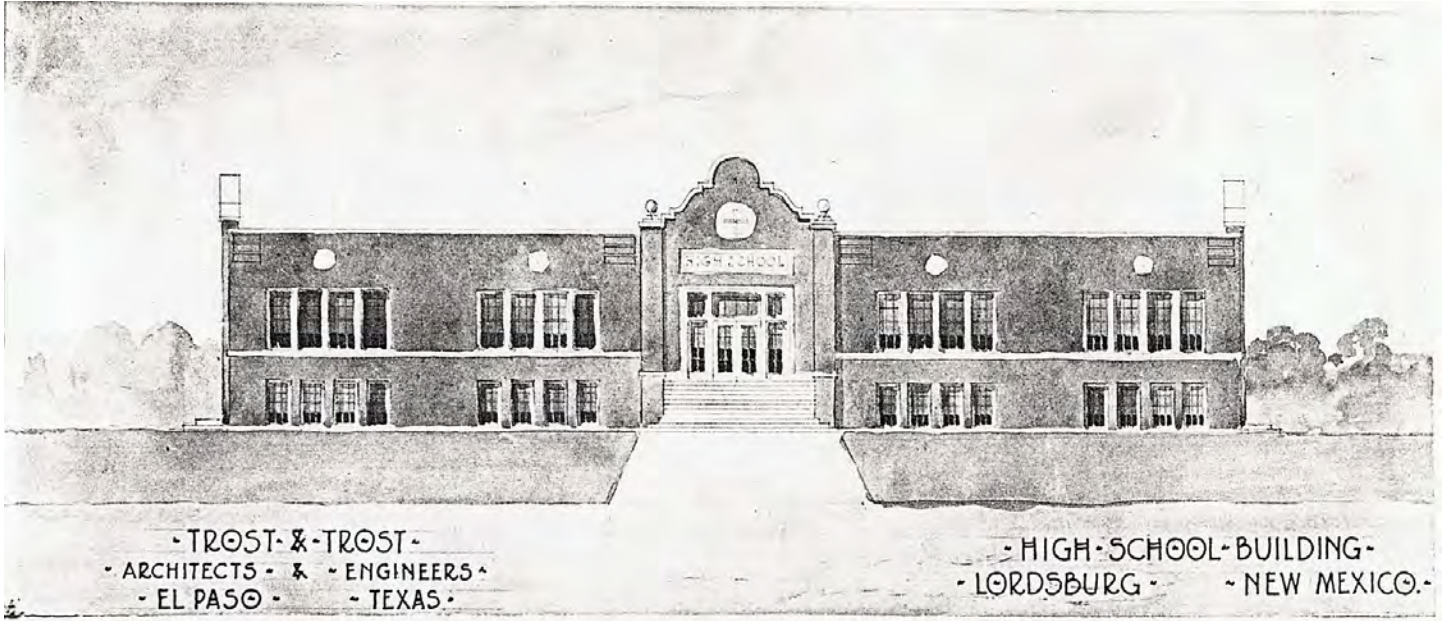


Figure 6. Trost & Trost Watercolor Rendering of Lordsburg High School Remodeling, c.1927

Lordsburg High School  
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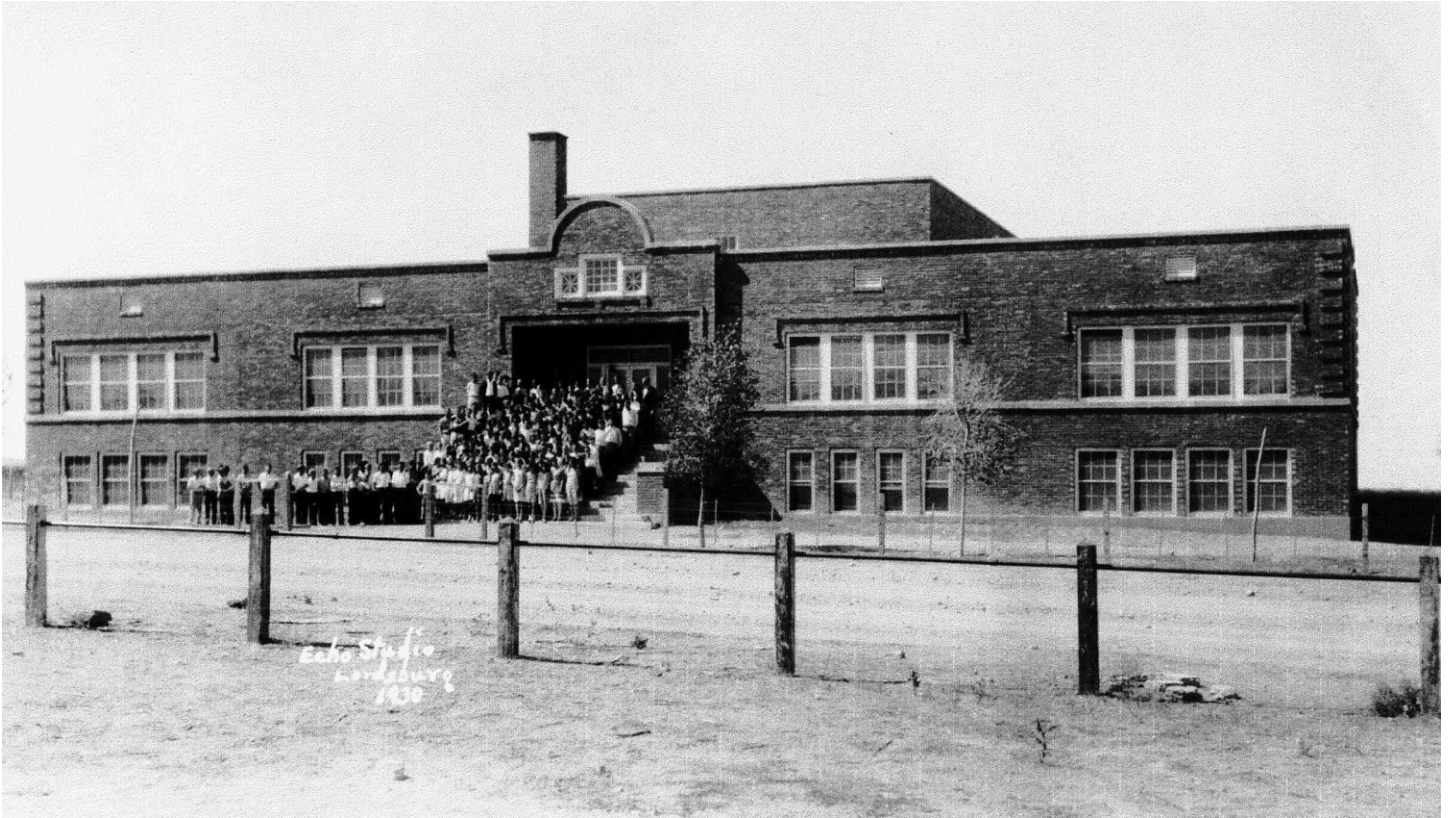


Figure 7. Lordsburg High School, 1930

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Figure 8. School Play, c.1920s

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EL CLUB ESPANOL

Figure 9. Spanish Club, 1927



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Figure 10. Elliott Roosevelt's visit on March 14, 1933

Lordsburg High School  
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Figure 11. "Zontos" Pep Squad, 1939

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NEW MEXICO STATE CHAMPIONSHIP BASKETBALL TEAM  
1939

Figure 12. Maverick's—State Basketball Champions, 1939

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Figure 13. "Football Queen" and Her Court, 1949

Lordsburg High School  
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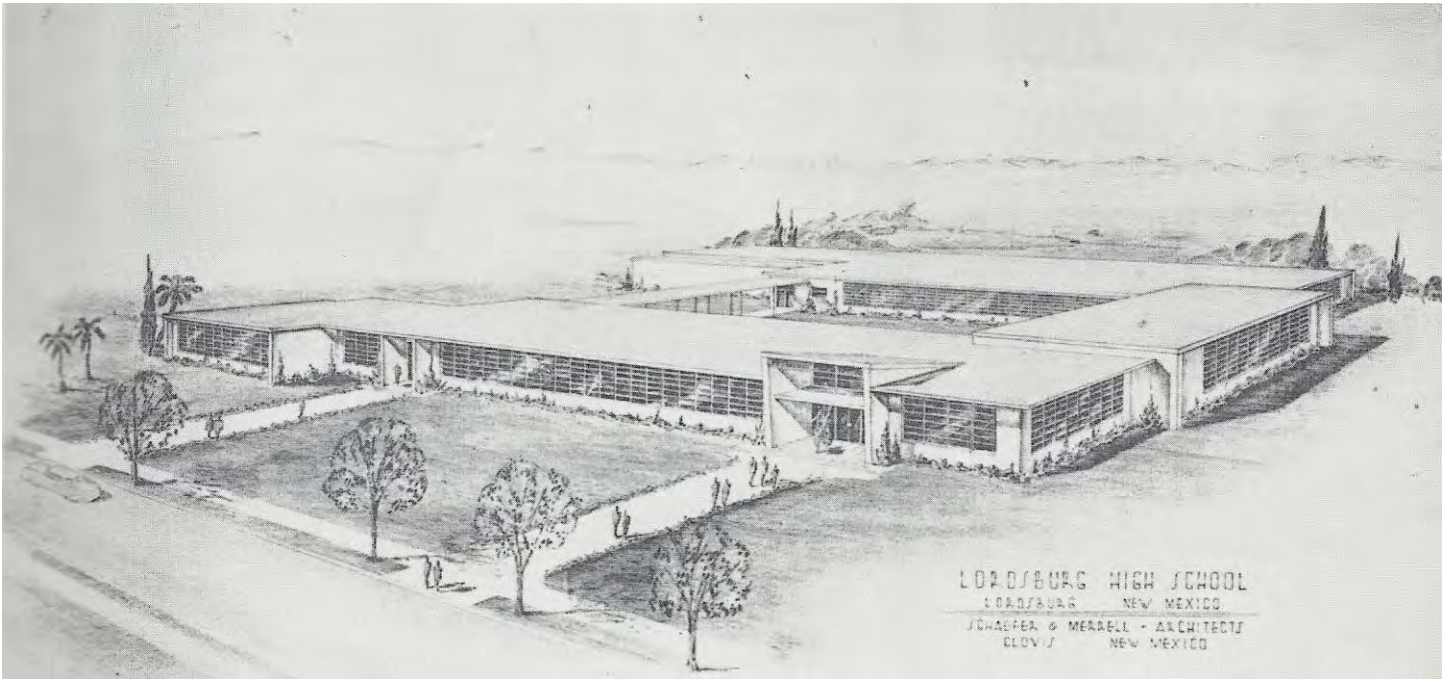


Figure 14. Rendering of New Lordsburg High School, 1952

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Figure 15. Junior High Cafeteria, c.1950s

Lordsburg High School  
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Photographs



1 of 8. Main façade, photographer facing east

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



2 of 8. Main entrance, detail, photographer facing northwest.



Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



3 of 8. Main, and south facades, photographer facing north.

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



4 of 8. North side and rear addition, photographer facing south.

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



5 of 8. South side and rear addition, photographer facing northeast.

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



6 of 8. Interior, lobby, photographer facing southeast.

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



7 of 8. Interior, auditorium, photographer facing east.

Lordsburg High School  
Name of Property

Hidalgo, New Mexico  
County and State



8 of 8: Sidewalk with "WPA 1933" stamp, photographer facing southeast.





NO  
SKATE BOARDING  
OR  
BICYCLE RIDING  
ON SCHOOL  
PROPERTY















WPA  
1933

National Register of Historic Places  
Memo to File

# Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Lordsburg High School  
NAME:

MULTIPLE  
NAME:

STATE & COUNTY: NEW MEXICO, Hidalgo

DATE RECEIVED: 8/07/15 DATE OF PENDING LIST: 8/28/15  
DATE OF 16TH DAY: 9/14/15 DATE OF 45TH DAY: 9/22/15  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 15000606

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N  
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N  
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT  RETURN  REJECT 9.17.15 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in  
The National Register  
of  
Historic Places

RECOM./CRITERIA \_\_\_\_\_

REVIEWER \_\_\_\_\_ DISCIPLINE \_\_\_\_\_

TELEPHONE \_\_\_\_\_ DATE \_\_\_\_\_

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.





**Lordsburg Municipal Schools**  
501 West 4<sup>th</sup> Street  
P.O. Box 430  
Lordsburg, NM 88045  
Telephone (575) 542-9361  
Fax (575) 542-9364  
<http://www.lmscd.org>

99124  
**SUPERINTENDENT**  
Randy Piper  
**DIRECTOR OF SUPPORT SERVICES**  
Don C. Smith

April 25, 2014

RECEIVED  
APR 30 2014  
HISTORIC PRESERVATION DIVISION  
2:38

Steven Moffson  
State and National Register Coordinator  
Historic Preservation Division  
Department of Cultural Affairs  
407 Galisteo Street, Suite 236  
Santa Fe, NM 87501

Re: Old Lordsburg High School National Register of Historic Places Nomination

Dear Mr. Moffson:

The Lordsburg Municipal Schools, owner of the Old Lordsburg High School, does not object to the listing of the property on the National Register of Historic Places.

Sincerely,

Randy Piper  
Superintendent  
Lordsburg Municipal Schools

**BOARD OF EDUCATION**

- |  |                                    |
|--|------------------------------------|
| <b>Manuel D. V. Saucedo, President</b> | <b>Ruben Gomez, Vice-President</b> |
| <b>Maria Sanchez, Secretary</b>        | <b>Ali Salinas, Member</b>         |
| <b>Tina Hayes, Member</b>              |                                    |

## **Moffson, Steven, DCA**

---

**From:** Randy Piper <rpiper@lmsed.org>  
**Sent:** Thursday, July 03, 2014 4:20 PM  
**To:** Moffson, Steven, DCA  
**Subject:** Listing on National Register

Good afternoon Mr. Moffson,

I wanted to follow up with an email regarding the listing of the "Lordsburg High School" on the National Register of Historic Places. After our construction meeting on Monday the 30<sup>th</sup> of June and visiting with the architect it was mentioned that the "Lordsburg High School" would be the first priority on our District's renovation and construction timeline. As I mentioned, the 2008-2013 5 year facility master plan stated " Due to the poor condition and structural danger of the Old HS structure by Central Elementary School, the demolition and site clearing of this facility is recommended." This sentiment was also conveyed in the Board approved 2014- 2019 5 year facility master plan in March of 2014 which states, "The building is 20,764 square feet. The building is in extremely bad condition. The roof has fallen in and all building systems have failed. The five year master plan calls for the building to be removed." All members of the Board were present and the plan passed unanimously.

At this time I do not think listing the building on the National Register of Historic Places would be appropriate.

If you have any more questions, please do not hesitate to call.

Sincerely,

Randy

Randy Piper  
Superintendent  
Lordsburg Municipal Schools  
575-542-9361

*Every door open for every child to choose their future, be competitive and successful for college and the workforce market.*

July 21, 2014

Randy Piper  
Superintendent  
Lordsburg Municipal School  
501 West 4<sup>th</sup> Street  
Lordsburg NM 88045

Re: Lordsburg High School, Hidalgo County, New Mexico.

Dear Mr. Piper,

I am writing in response to your recent email to Steven Moffson, State and National Register Coordinator. I have an obligation, which derives from state statute, to consider properties for listing in the State and National Registers. However, per your wishes, we will remove the Lordsburg High School nomination from the August meeting agenda of the Cultural Properties Review Committee (CPRC). Instead, the CPRC will have a discussion item on listing properties without owner consent.

The National Register nomination for Lordsburg High School, prepared by John Murphey, is an excellent nomination and, perhaps can help raise community awareness for a building that has significant historical associations with the Lordsburg community. In my work in New Mexico, I have seen many buildings, whose poor condition makes rehabilitation seem hopeless, restored successfully for new uses.

As you know, the CPRC meeting on August 8 is open to the public. I invite you to attend. The chair will give you an opportunity to address the committee, if you wish. If you cannot attend you may send me a statement to be read into the minutes of the meeting. If you have any questions, please do not hesitate to contact me at (505) 827-4222 or [jeff.pappas@state.nm.us](mailto:jeff.pappas@state.nm.us)

Sincerely,

Jeff Pappas  
New Mexico State Historic Preservation Officer



**Lordsburg Municipal Schools**  
501 West 4<sup>th</sup> Street  
P.O. Box 430  
Lordsburg, NM 88045  
Telephone (575) 542-9361  
Fax (575) 542-9364  
<http://www.lmsed.org>

**SUPERINTENDENT**  
Randy Piper  
**DIRECTOR OF SUPPORT SERVICES**  
Don C. Smith

August 5, 2014

To Whom it may concern,

I will not be able to attend the meeting in Santa Fe on August 8<sup>th</sup> as I have prior obligations in the District that day. In my absence I would request that the following statement to be submitted into the minutes of the August 8<sup>th</sup> meeting on the nomination for Lordsburg High School to the National Register. The content of this statement is from a previous email sent to Mr. Moffson.

On July 3<sup>rd</sup>, 2014 an email was sent to Mr. Moffson regarding listing the "Lordsburg High School" on the National Register of Historic Places. I mentioned that the 2008-2013 5 year facility master plan stated " Due to the poor condition and structural danger of the Old HS structure by Central Elementary School, the demolition and site clearing of this facility is recommended." This sentiment was also conveyed in the Board approved 2014- 2019 5 year facility master plan in March of 2014 which states, "The building is 20,764 square feet. The building is in extremely bad condition. The roof has fallen in and all building systems have failed. The five year master plan calls for the building to be removed." All members of the Board were present and the plan passed unanimously.

The current "Detailed Programming" supplied by the architects has the demolition of the Old High School scheduled in the current district renovation plans.

Sincerely,

Randy Piper  
Superintendent  
Lordsburg Municipal Schools  
575-542-9361

*Every door open for every child to choose their future, be competitive and successful for college and the workforce market.*

**BOARD OF EDUCATION**

**Tina Hayes, President**      **Ruben Gomez, Vice-President**  
**Maria Sanchez, Secretary**      **Manuel D. V. Saucedo, Member**  
**Ali Salinas, Member**

## **Moffson, Steven, DCA**

---

**From:** Moffson, Steven, DCA  
**Sent:** Monday, June 08, 2015 4:50 PM  
**To:** Piper, Randall  
**Subject:** RE: Review Committee Meeting June 12

Mr. Piper,

There are six members on the committee. There is not an established time limit for interested parties to speak. The committee decides that at each meeting based on how many wish to speak and how much business is before the community. I have never seen any cut off and you likely be given sufficient time since you're coming from Lordsburg.

My suggestion is for you to provide me with written comments that I can forward to the committee. They will read your comments in advance of the meeting and be better prepared to discuss the issues with you. This will allow you to focus your comments at the meeting on the issues you think most important.

Let me know if you have additional questions.

--Steven

Steven Moffson  
State and National Register Coordinator  
NM Historic Preservation Division  
407 Galisteo Street, Suite 236  
Santa Fe, NM 87501  
(505) 476-0444  
[steven.moffson@state.nm.us](mailto:steven.moffson@state.nm.us)

**From:** Randall Piper [<mailto:rpiper@lmsed.org>]  
**Sent:** Monday, June 08, 2015 3:24 PM  
**To:** Moffson, Steven, DCA  
**Subject:** Re: Review Committee Meeting June 12

How many members are on the committee and how long will I have to speak. I don't want to take too much time.

Thank you,

Randy

On Mon, Jun 8, 2015 at 11:29 AM, Moffson, Steven, DCA <[Steven.Moffson@state.nm.us](mailto:Steven.Moffson@state.nm.us)> wrote:

Mr. Piper,

I am pleased you are able to attend meeting and speak about your objections to the Lordsburg High School nomination. After I make a presentation on the history and significance of the school, any one in support or who objects to the nomination will have an opportunity to address the Cultural Properties Review Committee.

Safe travels. See you Friday.

Best regards,

Steven

Steven Moffson

State and National Register Coordinator

NM Historic Preservation Division

407 Galisteo Street, Suite 236

Santa Fe, NM 87501

(505) 476-0444

[steven.moffson@state.nm.us](mailto:steven.moffson@state.nm.us)

**From:** Randall Piper [mailto:[rpiper@lmsed.org](mailto:rpiper@lmsed.org)]

**Sent:** Thursday, June 04, 2015 2:31 PM

**To:** Moffson, Steven, DCA

**Subject:** Review Committee Meeting June 12

Good afternoon,

I would request to be on the agenda of the June 12, 2015 NM Cultural Properties Review Committee meeting in Santa Fe. Please let me know if this is possible, or if there is a procedure to make public comments.

Additionally, I would like to formally object to the placement of the "Lordsburg High School" on the National Register of Historic Places by the New Mexico Cultural Properties Review Committee. This objection is based on the fact that the building has been scheduled for removal since 2008, and is so documented in School District documents and Board Minutes. If there are special forms that need to be filled out for this purpose I would also like to request those.

Respectfully,

Randy Piper, Superintendent

--

**Randy Piper**

**Superintendent, Lordsburg Municipal Schools**  
**[575-542-9361](tel:575-542-9361)**

--

**Randy Piper**

**Superintendent, Lordsburg Municipal Schools**  
**575-542-9361**

# City of Lordsburg

409 W. Wabash Street  
Lordsburg, New Mexico 88045  
Phone 575-542-3421  
Fax 575-542-3507

For Living  
Fine Climate  
For Business

In the Land  
of  
Enchantment

June 7, 2015

Department of Cultural Affairs  
Historic Preservation Division  
Attn: Steven Moffson  
Bataan Memorial Building  
407 Galisteo Street, Suite 236  
Santa Fe, NM 87501

RECEIVED  
JUN 09 2015  
HISTORIC PRESERVATION DIVISION

101572

Dear Mr. Moffson,

I write this letter as Mayor of the City of Lordsburg and the City's Chief Public Safety Official. My office does not support the consideration of placing the Old Lordsburg High School into National Register of Historic Places for the following reasons:

First, let me say I went to school at the old High School and have many good memories but as Mayor I have to put the citizens of Lordsburg and the visitor's safety first.

In recent years the Lordsburg Schools, City of Lordsburg and Hidalgo County had several public meetings on this building and an average of two citizens showed up. There was not public support in saving the building.

All three local government budgets cannot support rebuilding and supporting the old school. In visiting with Mr. Piper, Lordsburg Schools Superintendent and member of the Board of Education, the schools budget will not support the continuing insurance premiums and the State Board of Education urges them to use the funds on education for the youth of Lordsburg.

The building has been neglected for over 40 years and is an environmental nightmare with all the asbestos inside. As shown in the picture, the building has no roof and has exposed the atmosphere to the asbestos and pigeon droppings are blowing all over the city. The fire hazards are at their worst and the life of anyone who were to get inside are extra worrisome.

I have not brought up to the Lordsburg City Council the condemnation of the old building because the local Board of Education has voted twice on their 5 year plan to tear down the building, but plan to do so as to show the public that the City of Lordsburg has put public safety first.

As mentioned to me by one of our citizen's to install a chain link fence around the building is not acceptable as the environmental, fire and liability would only be at its worse over time.

My support is for public safety and I support the Lordsburg Schools on the demolition of the old school and in spending our time and limited funds on preserving the old Central School.

Sincerely,



Arthur Clark Smith,  
Mayor

Councillors:  
Glenda Greene  
Irene Galvan  
Ernest N. Gallegos

Mayor-Arthur Clark Smith  
City Clerk-Jeannie Palacios  
Finance Officer-Patricia deNaranjo

Councillors:  
Alex DeLaGarza  
Manuel D.V. Saucedo  
Mayor Pro Tem Morelos



10/6/02

Hidalgo County Heritage Society  
324 West Railway Boulevard  
Lordsburg, NM 88045

June 8, 2015

JH

Dr. Rick Hendricks, Chairman  
New Mexico Cultural Properties Review Committee  
c/o New Mexico Historic Preservation Division  
Department of Cultural Affairs  
407 Galisteo Street, Suite 236  
Santa Fe, NM 87501

ION

Re: Lordsburg High School – National Register Nomination

Dear Dr. Hendricks and Members of the Committee:

We are pleased that you are considering the old Lordsburg High School for National Register of Historic Places designation at the upcoming June 12 Cultural Properties Review Committee meeting.

The Hidalgo County Heritage Society believes the school – originally constructed in 1916 with an addition that included an auditorium and stage designed by architects Trost & Trost in 1927 – is eligible for listing in the National Register for its inherent significance and its historical meaning to Lordsburg and Hidalgo County. This is one of three important buildings in the county, and is a potent symbol for the community and alumni.

Members of the public have tried to work positively with the school district over the years to bring attention to the building. In 2011, local citizens organized a committee to preserve the building, which resulted in the creation of the Hidalgo County Heritage Society, a 501(c)(3) non-profit organization. During that year, 379 citizens and former students responded in the affirmative to a survey on saving the building and suggested numerous ideas on how the building could be used.

In 2012, the Society received permission from the school district to nominate the former high school to the State Register of Cultural Properties, which was accomplished in June 2013. National Register designation is now being sought to bring further recognition to the historic building.

Our hope is that the school district will relinquish the building to a private or non-profit owner, allowing an entity like ours to partner with state, federal and/or non-profit organizations, to work toward its preservation and reuse.

-2-

We have also supported explorations of possible adaptive reuse strategies for the building and a preliminary structural study prepared in 2010 by Dr. Sonya Cooper, Associate Dean of the College of Engineering at New Mexico State University. Dr. Cooper's study concluded that the building is structurally sound and sufficiently intact to justify preservation and restoration.

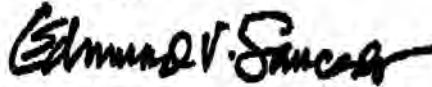
The building represents decades of educational progress in Lordsburg and Hidalgo County. Hundreds of former students went on to higher education and distinguished careers. The school's most notable student was former U.S. Supreme Court Justice Sandra Day O'Connor, who attended her 8<sup>th</sup> grade in the building.

Despite the interior deterioration caused by the school district's years of neglect and lack of maintenance, the building has maintained its exterior architectural character and retains its historic integrity.

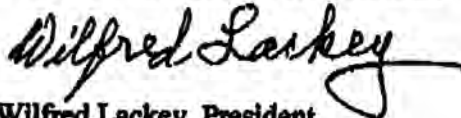
We hope the Cultural Properties Review Committee will recognize this importance and vote favorably to list the building on the National Register of Historic Places. The preservation and reuse of the school is of great importance to the Society and many citizens of Lordsburg and Hidalgo County.

The Hidalgo County Heritage Society thanks you for your time and consideration in this matter.

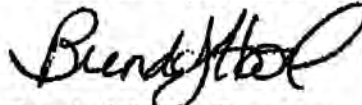
Sincerely,



Edmund V. Saucedo, Vice President



Wilfred Lackey, President



Brenda J. Hood, Treasurer

cc: Dr. Jeff Pappas, NM State Historic Preservation Officer  
Steven Moffison, State and National Register Coordinator

**MANUEL D. V. SAUCEDO, Esq.**  
**Post Office Box 416**  
**Lordsburg, New Mexico 88045**  
***mdvsaucedo@gmail.com***  
June 15, 2015

TO: State of New Mexico  
Cultural Properties Review Committee  
Attention: Dr. Rick Hendricks, Chairman

Re: Lordsburg High School building National Register Nomination

I serve on the Lordsburg Municipal School District Board of Education; however, please permit me to be very clear that I send this letter solely on my personal part. I do not speak for the Board. Also, I must be truthful and state that, in fact, I voted for the District's 5 Year Plan which included demolition of the original Lordsburg High School building ((LHS). Even though a majority would have prevailed, how I regret that vote. At the time I honestly did not believe the State of New Mexico would expend that amount to demolish a building with many other pressing needs in the education field.

In the 1980s, a group of us proposed to the then Board of Education to convey the building to Hidalgo County with a vision of converting it into a judicial complex. The administration did not recommend it and that was that.

All this being said, please accept my sincere gratitude for proceeding to nominate LHS to the National Register. Far too much of our community's history has already been demolished and we now have many "new" buildings which will not stand the test of time. Your nomination was the right thing to do.

The "Preliminary Project Budget" (24 July 2014) for the proposed LHS demolition is **\$469,768.04**. As you can clearly see, the District could insure the building for almost 40 years at the current annual \$12,000.00 premium. While the amount may not be much in the overall State budget, surely half a million dollars could be better spent toward our children's education OR towards finding an appropriate use for a fine "old building".

Once more, many thanks for a job well done.

Respectfully submitted,

Manuel D. V. Saucedo, Esq.

c: Cultural Properties Review Committee members  
Dr. Jeff Pappas, State Historic Preservation Officer  
Mr. Steven Moffson, State Coordinator



STATE OF NEW MEXICO  
DEPARTMENT OF CULTURAL AFFAIRS  
HISTORIC PRESERVATION DIVISION

RECEIVED 2280

AUG - 7 2015

Nat. Register of Historic Places  
National Park Service

Susana Martinez  
Governor

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

July 28, 2015

J. Paul Loether  
National Park Service  
National Register of Historic Places  
1201 "I" (Eye) Street, N.W. 8th floor  
Washington, D.C. 20005

Dear Mr. Loether:

The enclosed disk contains the true and correct copy of the nomination for the Lordsburg High School in Hidalgo 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)
- Correspondence
- Other:

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 nominated at the national level of significance.

Sincerely,

Steven Moffson  
State and National Register Coordinator

Enclosures