

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name: Orogrande School

Other names/site number: N/A

Name of related multiple property listing: Historic and Architectural Resources of the New Deal Resources in New Mexico, 1933-1942

2. Location

Street & number: 1158 Carroll Street

City or town: Orogrande State: NM County: Otero Zip Code: 88342

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

___ national ___ statewide X local

Applicable National Register Criteria:

X A ___ B X C ___ D

_____ Signature of certifying official/Title:	_____ Date
_____ 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	

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>1</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>1</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: school

Current Functions

(Enter categories from instructions.)

Recreation and Culture: auditorium

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7. Description

Architectural Classification

(Enter categories from instructions.)

Late 19th and 20th Century Revivals: Pueblo

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Stucco, Wood, Glass

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Orogrande School is an excellent example of a Mission Revival-style school in rural Otero County. The school is located at the south end of the Tularosa Basin, roughly forty miles northeast of El Paso, Texas, and west of Highway 54 in the village of Orogrande. The school faces east and is on-axis with the unpaved Alabama Avenue. The village, founded in 1905, supported mining operations to the north in the Jarilla Mountains. The one-story school is built of concrete block and covered in stucco with a flat roof. The main façade features a center entrance and bank of five wood sash windows. The windows on the south side were filled and covered with stucco. The arched entrance contains wood double doors. Vigas project on the east side but are missing above the northerly sash windows. The parapet includes a tall bellcote with the original bell above the entrance and Mission-style front corner towers. A sign panel is located above the entrance. The north and west facades include filled doors and windows. The south side includes two banks of three wood sash windows. A brick stringcourse lines the parapet on all sides of the building. The interior plan comprises two classrooms divided by a central corridor. Classroom 1 spans the depth of the building and includes a stage at the west end. The smaller Classroom 2 includes two blackboards. The northwest corner includes the kitchen, book room, and office and a north-south corridor that provides access from a door on the north side. Restrooms are located at the end of the main corridor along the west wall.

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Narrative Description

The Orogrande School is a Mission Revival-style school in rural Otero County. The school is located at the south end of the Tularosa Basin, roughly forty miles northeast of El Paso, Texas, and west of Highway 54 in the village of Orogrande. The village is surrounded by Fort Bliss on the east, west, and south sides. Highway 54 (Main Street) is a four-lane road that passes north-south through the community. The village was planned with hundreds of parcels but remained mostly undeveloped. The unpaved, dirt streets serve roughly three-dozen one-story houses and commercial buildings. The school faces east on axis with the unpaved Alabama Avenue. Alabama Avenue also runs south of the school and a unpaved road curves around the north side of the school. The school property includes discarded items, such as tables, lumber, and other building materials. A Nonhistoric concrete-block wall extends northwesterly from the northwest corner of the school.

The one-story school is built of concrete block and covered in stucco with a flat roof. The once symmetrical main façade now appears out of balance because the south bank of windows was filled before 1954. The double doors are protected by a deep arched entrance. To the north is a bank of five wood sash windows. Vigas project on the east side but are missing above the northerly sash windows. The parapet includes a tall bellcote with the original bell in the center, above the entrance. The ends are marked with small Mission-style corner towers, which also serve as flues for the stoves that heated the two classrooms. A belt course is located below the vigas and incorporated a panel above the entrance. The belt course extends to the north and south sides, although it is interrupted by alterations to the building.

The north and west facades include roof vents and doors and windows, which have been either filled or blocked. The doors and windows include concrete lintels and brick sills. The south side includes two banks of three wood sash windows. A brick stringcourse lines the parapet on all sides of the building.

The interior plan comprises two classrooms divided by a central corridor in the northwest corner. Classroom 1 spans the depth of the building and includes a stage at the west end. The smaller classroom 2 includes two blackboards. The northwest corner includes the kitchen, book room, and office and a north-south corridor that provides access from a door on the north side. Restrooms are located at the end of the main corridor along the west wall. The school includes hardwood floors throughout.

The main corridor includes a small foyer that measures approximately 12 feet x eight feet. Entrances to the two classrooms are located at the east end of the main corridor. The west end includes two doors marked "Girls" and "Boys" to designate student and faculty bathrooms. A water fountain is located on the north wall of the corridor.

Classroom 1, located at the southeast corner, includes a stage at the west end. The side wings are used for storage and for staging musical and dramatic productions. This classroom is well-lit

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with two banks of sash windows. on the south side. Chalkboards line the east and north walls. Classroom 2, which occupies the northeast corner of the building includes chalkboard along its north, west, and south walls. The back corridor serves three rooms: a narrow office, a book room, and a kitchen. The kitchen includes a stove and refrigerator, both date from the 1950s. It currently serves as a food preparation area for community functions.

Contributing and Noncontributing Resources

The school is counted as one contributing building

The concrete-block wall is counted as one noncontributing structure.

Integrity

The Orogrande School retains a high level of integrity. The school is in its historic location and its desert setting remains, although it may have had more houses and businesses in its vicinity. The school retains its historic design in its exterior elevations and its interior plan. The asymmetry of the main façade was created when the south bank of windows was removed and replaced with stucco. This is a historic alteration that reflects the changing needs of teachers who needed more wall space for blackboards. Lesser changes to the building include stucco window hoods on the east and south sides, a steel-frame window added to the rear, west side, and the loss of vigas above the windows on the main façade. Historic materials and workmanship is evident throughout. The Orogrande school retains the aspect of feeling because its finely executed Mission Revival style make a clear link to the early 20th century when schools were often designed in regional or broadly popular architectural styles. The school retains the aspect of association because its design with large banks of sash windows provides a clear connection to early 20th century school design and the theme of education.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Politics/Government

Period of Significance

1935-1959

Significant Dates

1935 – Orogrande School opens to students

1959 – Orogrande School closes

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Works Progress Administration

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

The Orogrande School is eligible for listing under National Register Criterion A at the local level in the area of education because the school provided the children of the rural community of Orogrande with education from first through eighth grades. The Orogrande School is significant at the local level under National Register Criterion A in the area of politics/government because the school was made possible as a part of the federal government's efforts to stimulate the nation's depressed economy through a massive public works program. The school is a good example of how the New Deal's public works projects affected the welfare of a local community by creating much-needed jobs improving the community's educational facilities. The Orogrande School is eligible for listing under National Register Criterion C at the local level in the area of architecture because it is an excellent example of a small, rural school in the Mission Revival style and because it is a good example of the plans, methods of construction, materials and workmanship New Deal projects employed in carrying out hundreds of school construction projects in New Mexico.

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

In 1921, the Otero County School Board published, "The Rural Schools of Otero County, New Mexico." Photographs of the twenty-four school districts in the publication illustrate that only four schools were built of masonry blocks. Nine schools included only one or two rooms. The school in the Derbyshire District is described as a "deserted claim shack and is an example of inequality of educational opportunity." Similarly, the school in the Lulu District, which appears like a Shotgun house, is described as "quite small." Several schools were housed in churches. Teachers described some schools as "modern." The Newman District, which includes Orogrande, includes a masonry block building (which was replaced by the WPA school) with sash windows and a flat roof. The teacher notes, "The boys have . . . mended the screens before the toilets and attended to other repairs as they have been needed during the year."¹

Most schools in Otero County were built after the Second World War. The Orogrande School is among the earliest surviving schools in the county. The masonry school was the most substantial building in the community, more solid than the wood-frame houses and surviving ranch buildings and more consequential than the mining structures north of the village. The school provided an education and hot lunches to children in one of the most remote places in the State of New Mexico. Alamogordo High School was a large two-story brick building, but most schools in Otero County were smaller with smaller student populations.²

¹ Otero County School Board, "The Rural Schools of Otero County, New Mexico." 1920-1921, pp. 5-15.

² "It All Began in a Tent School in 1898." *Alamogordo Daily News* (August 15, 1975): 4.

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The Orogrande School was built as part of the Works Progress Administration (WPA) efforts in New Mexico during the Great Depression. The Multiple Property Submission, "Historic and Architectural Resources of the New Deal Resources in New Mexico, 1933-1942," documents the emphasis on school construction by the WPA:

Schools were an essential part of the WPA program in New Mexico. Rural schools across the state reeled under the Depression, curtailing sessions and neglecting repairs in overcrowded and unsafe buildings. As the scope of WPA programs appeared in June 1935, Senator Dennis Chavez wrote to the governor urging him to consider advocating school construction and low-cost irrigation projects as his priority for the new federal program. Both types of projects, noted Chavez, were labor intensive and both would enable local sponsors to provide materials such as earth for dams and adobes and vigas as a way of completing projects "at a very reasonable cost," thus permitting many New Mexicans to "again become self-sufficient and independent of relief" (Chavez Papers Box 2#35:6/25/35).³

This goal of improving the state's school system remained a subject on which the two leaders agreed even after they split on other issues. Within weeks Tingley informed Chavez that he would pursue a program of "building rural schools" and that he had written to all county school superintendents urging them to survey their school needs and to work with county WPA administrators to prepare project applications. Two years later, Chavez reminded Tingley of their goal "to take the lead in the building of schools" so that "before the WPA is through....it shall have constructed a modern school house in every rural district in New Mexico" (Chavez Papers Box 2#34:5/11/37).⁴

Historian David Kammer writes, "Records suggest that Tingley made good on his promise to modernize the state's schools. Of its total WPA funds, the 26% that New Mexico spent on public buildings is the highest percentage among all states, and the 361 schools constructed with WPA funds is the seventh highest" (WPA Final Report 1947:113,135).⁵ Kammer explains Governor Tingley's hands-on approach to the WPA:

Tingley's involvement with the school construction program, as well as with other WPA projects, was immediate and direct. Although the state's WPA administration was a separate entity, he understood the potential it held for the state and felt that it was his role as governor to aid his constituents in realizing its potential. His inquiry about each county's school needs that he sent to

³ David Kammer, "Historic and Architectural Resources of the New Deal Resources in New Mexico, 1933-1942." Historic Preservation Division, Santa Fe, New Mexico, September 30, 1995, E34.

⁴ Ibid., E34-E35.

⁵ Ibid., E35.

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superintendents in July, 1935, reveals his direct approach. Opening by noting that "hundreds of rural schools are in-- deplorable condition," he announced that under the WPA he hoped to rebuild these schools "at a minimum cost to the community," noting that "in practically all communities where new buildings are needed, adobes for walls and vigas for roofing can easily be obtained." Asking the superintendents to survey their needs and to "lay before the Works Progress Administrator of your county the details of your school needs," Tingley closed, prophetically noting that "there will never be an opportunity like the present to correct the conditions now existing" in many of the state's school districts (Tingley WPA Correspondence 1935). His inquiry produced a series of lengthy replies to the governor.⁶

The result of Tingley's insistence on improved schools and the work of the WPA was that schools of high quality were built throughout the state:

These school plans were consistent with the standards used across the nation during the 1930s. Commenting on the schools, Tingley noted that they were not "just buildings that are being put up to house the children" but that they met the State Board of Education standards and fire regulations pertaining to size, cloakrooms, number of fire exits, ventilation and heating units and seating with seat's paralleling windows that were "at least one sixth the floor area of the buildings" (NMEMA 10/18/35:8). Additional projects were often undertaken to supply other amenities to enrich education. Landscaping projects led to playgrounds enclosed by walls and the beautification of grounds with shrubs and trees, sidewalks and terraces. In several communities such as Springer, Roswell, Raton and Clayton, enclosed football stadia with grandstands were also constructed. Often school construction projects also included a gymnasium with a stage at one end permitting it to serve also as an auditorium and community meeting hall. Sometimes these facilities were included in the school project, included as an integral part of the school design; in other instances, they were constructed as separate projects, even standing independently from the school building.⁷

The Works Progress Administration employed millions of jobseekers to carry out public works projects, including the construction of public buildings and roads. At its peak in 1938, it supplied paid jobs for three million unemployed men and women. Between 1935 and 1943, the WPA

⁶ Ibid.

⁷ Ibid., E36.

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employed 8.5 million people. The WPA employed, in addition to laborers, musicians, artists, writers, actors, and directors in arts, drama, media, and literacy projects.⁸

The architectural staff employed in New Mexico by the WPA consisted of Willard Kruger as architectural engineer, John Windsor as his assistant, and Frank Standhardt, Kenneth S. Clark and William Lumpkin as architectural draftsmen. Willard and his staff developed standardized plans that could be used throughout the state.⁹ Kruger and his team intended to supply modern school facilities while making the best use of the sometimes-limited resources that school possessed. As a result, many schools employed modest elements of the Spanish-Pueblo Revival Style. Adobe bricks and locally obtained stone were often used for battered walls; vigas, often described as "cut in nearby mountains" were used as roof beams.

Associated Property Types

The Multiple Property Submission states that "the New Deal property type in New Mexico is necessarily a broad one and may include buildings, sites, structures, objects, districts, or any combination of these resources. The properties within this type share a common associative attribute in that they were created under the auspices of one of the various New-Deal agencies, including the CWA, PWA, WPA, and CCC . . . between 1933 and 1943."

As discussed in the historic context, the physical attributes of the New Deal property type vary depending on the purpose of the particular property. The buildings, sites, structures, and objects reflect the types of buildings and landscapes associated with New Deal projects in New Mexico. They reflect the labor-intensive workmanship characteristic of programs designed to create jobs for the unemployed, and many buildings were inspired by traditional regional architectural styles. These common attributes reflect the reliance of local authorities in many small towns on plans provided by the state's WPA architect and his staff who offered standardized plans to numerous communities for schools, auditoriums, gymnasiums and other public buildings.

As a result, many New Deal buildings exhibit similar patterns of workmanship in hand labor, the use of local materials and similar construction methods, and ornamentation drawn from regional architectural styles, particularly the Spanish-Pueblo Revival and Territorial Revival Styles. Even those buildings built in other styles, such as the Art Deco or Moderne, reflect many of those same standardized plans, construction methods, and workmanship. Sites and historic districts also possess physical attributes that readily identify them with the New Historical districts

⁸"Works Progress Administration," *Wikipedia*.

[https://en.wikipedia.org/wiki/Works_Progress_Administration#:~:text=The%20Works%20Progress%20Administration%20\(WPA,of%20public%20buildings%20and%20roads.](https://en.wikipedia.org/wiki/Works_Progress_Administration#:~:text=The%20Works%20Progress%20Administration%20(WPA,of%20public%20buildings%20and%20roads.)

⁹ Kruger's papers, on file at the John Gaw Meem Collection at the University of New Mexico, do not include plans, but letters sent to school districts show that Kruger and his staff had "typical plans filed in the local [WPAJ] office for rural schools from one to eight rooms, and a typical gymnasium plan" (Tingley WPA Correspondence 1935).

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encompass areas with a concentration of contributing buildings, structures or sites constructed through New Deal programs and united through a common function as a planned complex.

Property Type Significance

Resources built under New Deal programs in New Mexico are important for their direct association with an unprecedented federal initiative to stimulate the nation's depressed economy through an aggressive public works program. In their effort to promote the welfare of American society through public works projects from 1933 to 1943, these programs significantly affected the social history of the nation for decades to come. In New Mexico the results of these programs were especially profound. Projects designed to promote the well-being of the unemployed in rural and urban locations resulted in a significant expansion of public buildings, structures and sites. Schools are significant because they reflect the progress in education in New Mexico's school systems under the New Deal programs.

Property Type Registration Requirements

To be eligible under Criterion A a property must have been created under the auspices of a New Deal program that carried out engineering, construction, or conservation projects in New Mexico. Properties must qualify under one or more of the areas of significance that include social history, recreation, education, or politics/government. To be eligible under Criterion C a property must exhibit a high degree of integrity based upon the aspects of location, design, setting, materials, workmanship, feeling, and association.

The Orogrande School meets the registration requirements outlined in the Multiple Property Submission because it was constructed under the auspices of the WPA, a program of the New Deal and, because of its high level of integrity, conveys significance in the areas of education, politics/government, and architecture.

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Developmental history/additional historic context information

The Tularosa Basin is difficult for human settlement because of the lack of water. The basin has no internal drainage and rainwater quickly becomes brackish. The Sacramento River at an elevation of 8,000 feet provides water to the basin in flood and during snowmelt. Cattle ranchers in the second half of the nineteenth century settled in the basin. Rancher Oliver Lee owned one million acres in the basin and nearby Sacramento Mountains. Ranchers were successful until mining operations began to draw the water they needed. In the early 1900s, when turquoise, iron, copper, gold, silver, and lead were discovered in the Jarilla Mountains, north of Orogrande, numerous claims were patented and mined. Later, smelting and refining were added to the operations. In 1902, railroad magnate Charles Eddy completed service to the Orogrande Mining District, hauling away ore and bringing fresh water.¹⁰

By the early 1910s, the mines began to play out. First, gold disappeared, then the other ores. Miners enjoyed peaks in production, for example, in 1924, 1928-1929, and 1953. The mine never achieved the success it had in the early 1910s. The significance of the mines on the local economy was vast, but short-lived.¹¹

The village of Orogrande survived because of ranching and residual mining and because it was a stop on the El Paso & Rock Island Railroad. During the height of the Great Depression, the WPA provided funds for a school in Orogrande. The parcel on the north side of town that was selected included a sandy ball field, where students played baseball, softball, and track and field events. The school also included a stage for student performances, which community together. The school provided an education for students in grades first through eight, and it included a kitchen that prepared hot lunches.¹² Before 1954, teachers determined that more space for blackboards was needed and had a bank of windows on the main façade removed. This is the most substantial alteration to the building since its construction in 1935.

The Orogrande School was built in 1935 and provided an elementary grade education to village children until the school closed in 1959. That year, the Alamogordo School District consolidated rural schools in Otero County, including Cienga, High Rolls, La Luz, Orogrande, Pinon, and Weed. Orogrande School was then selected for closure. Since the school closed, the building has served the community as a place for polling, potluck dinners, community fundraisers, dances, meetings, and bingo. Currently, the school building serves as a community center.

¹⁰ William A. Dodge, *Watering Orogrande: The Story of a Pipeline and its Reservoirs in Southern New Mexico*. (Directorate of Public Works, Environmental Division Conservation Branch, Fort Bliss, Texas, 2009), 21-29.

¹¹ *Ibid.*, 32.

¹² Clif MacDonald, Interview with author, Orogrande, New Mexico, 2021.

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9. Major Bibliographical References

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

Alamogordo News: April 7, 1938; January 3, 1952; April 15, 1954; and August 19, 1954.

Alamogordo Daily News: December 5, 1957; November 5, 1958; March 23, 1959; December 15, 1971; June 21, 1979; and December 14, 1981.

Dodge, William A. *Watering Orogrande: The Story of a Pipeline and its Reservoirs in Southern New Mexico*. Directorate of Public Works, Environmental Division Conservation Branch, Fort Bliss, Texas, 2009.

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

Flynn, Kathryn. *Public Art and Architecture in New Mexico 1933-1943 -A Guide to the New Deal Legacy*. Santa Fe: Sunstone Press, 2012.

_____. *Treasure on New Mexico's Trails, Discover New Deal Art and Architecture*, Santa Fe: Sunstone Press, 1994.

Dodge, William. *Watering Orogrande-The Story of a Pipeline and its Reservoirs in Southern New Mexico*. Albuquerque: Van Citters Historic Preservation, 2009.

“It All Began in a Tent School in 1898.” *Alamogordo Daily News* (August 15, 1975): 4.

Kammer, David. “Historic and Architectural Resources of the New Deal Resources in New Mexico, 1933-1942.” Historic Preservation Division, Santa Fe, New Mexico, September 30, 1995.

MacDonald, Clif. Interview with author, Orogrande, New Mexico, 2021.

Milburn, Donna. “Jewels From the New Deal in the Tularosa Basin,” Alamogordo, New Mexico: Tularosa Basin Historical Society, 2023

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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreeage of Property Less than one acre

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 32.380944 Longitude: 106.093611
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

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

The National Register boundary appears on the sketch map as a red line drawn to scale and corresponding with the point of latitude and longitude in Section 10.

Boundary Justification (Explain why the boundaries were selected.)

The National Register boundary includes the intact property historically associated with the Orogrande School.

11. Form Prepared By

name/title: Mike Gaba
organization: Tularosa Basin Museum of History
street & number: PO Box 397
city or town: Los Lunas state: New Mexico zip code: 87031
e-mail: N/A
telephone: N/A
date: April 6, 2024

State Historic Preservation Office

name/title: Steven Moffson, State and National Register Coordinator
organization: New Mexico Historic Preservation Division
street & number: 407 Galisteo Street, Suite 236
city or town: Santa Fe state: New Mexico zip: 87501
telephone: 505.476.04444
date: July 1, 2024

Additional Documentation

Submit the following items with the completed form:

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

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- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

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

Photo Log

Name of Property: Orogrande School

City or Vicinity: Orogrande

County: Otero State: New Mexico

Photographer: Mike Gaba

Date Photographed: April 6, 2024

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

- 1 of 12. Orogrande School on Alabama Street, photographer facing west.
- 2 of 12. Main façade, photographer facing west.
- 3 of 12. Main façade and north side, photographer facing southwest.
- 4 of 12. North side, photographer facing south.
- 5 of 12. Northside (left) and rear, photographer facing southeast.
- 6 of 12. North side (left) and rear, photographer facing south east.
- 7 of 12. Rear (left) and south side, photographer facing northeast.
- 8 of 12. South side, photographer facing north.

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9 of 12. Interior, classroom 2, photogrpaher facing northwest.

10 of 12. Interior, classroom 1, photogrpaher facing southeast.

11 of 11. Interior, classroom 1, stage flanked by wings, photographer facing southwest.

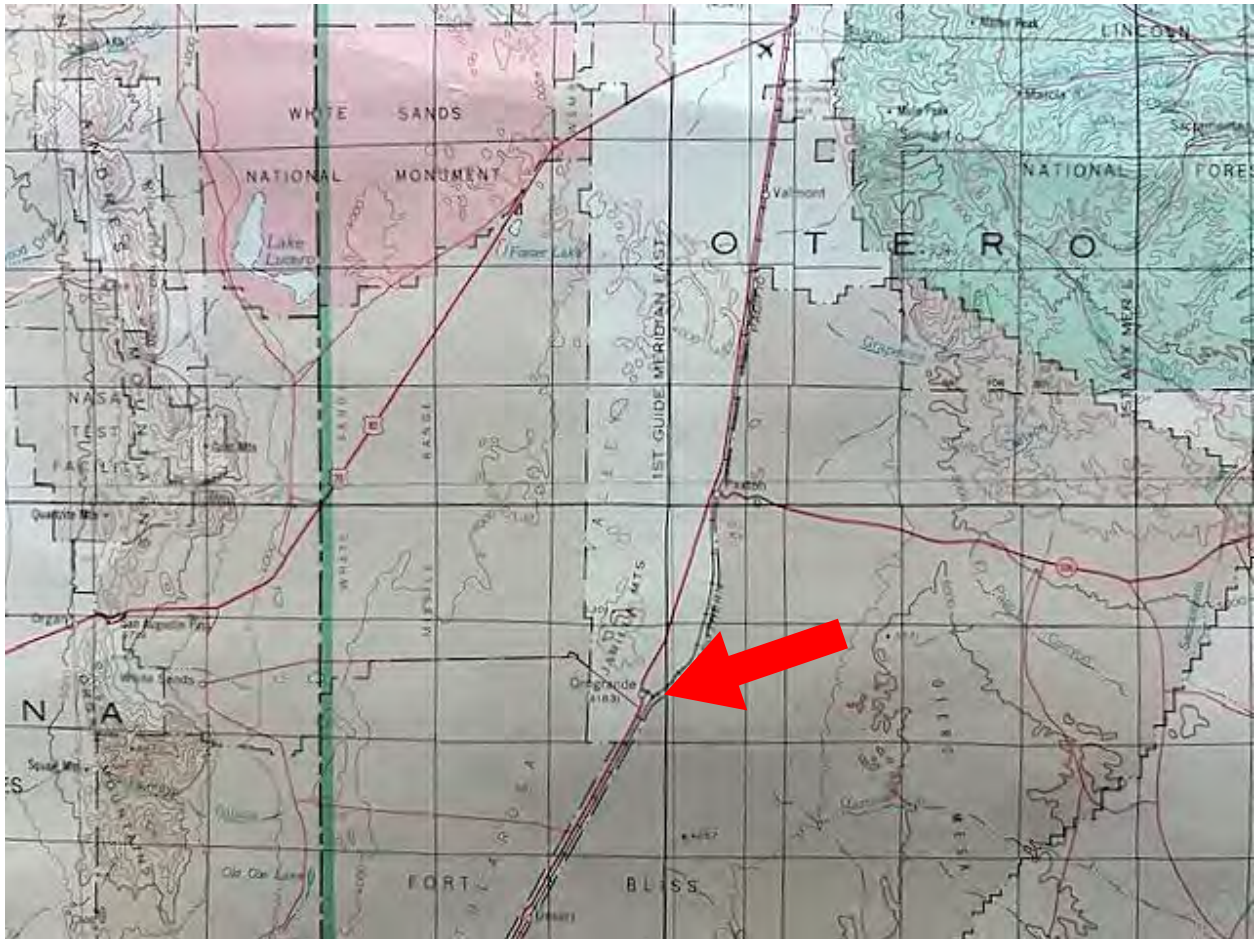
12 of 12. Interior, main corridor, boys' and girls' restrooms, photographer facing west.

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

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

Orogrande School
Name of Property

Otero, New Mexico
County and State



Orogrande School
Otero County, New Mexico

Location Map

Scale: One inch = 500,000 feet




Orogrande School
Name of Property

Otero, New Mexico
County and State



Orogrande School
Otero County, New Mexico

National Register Boundary 

Scale: One inch = 125 feet

Orogrande School
Name of Property

Otero, New Mexico
County and State



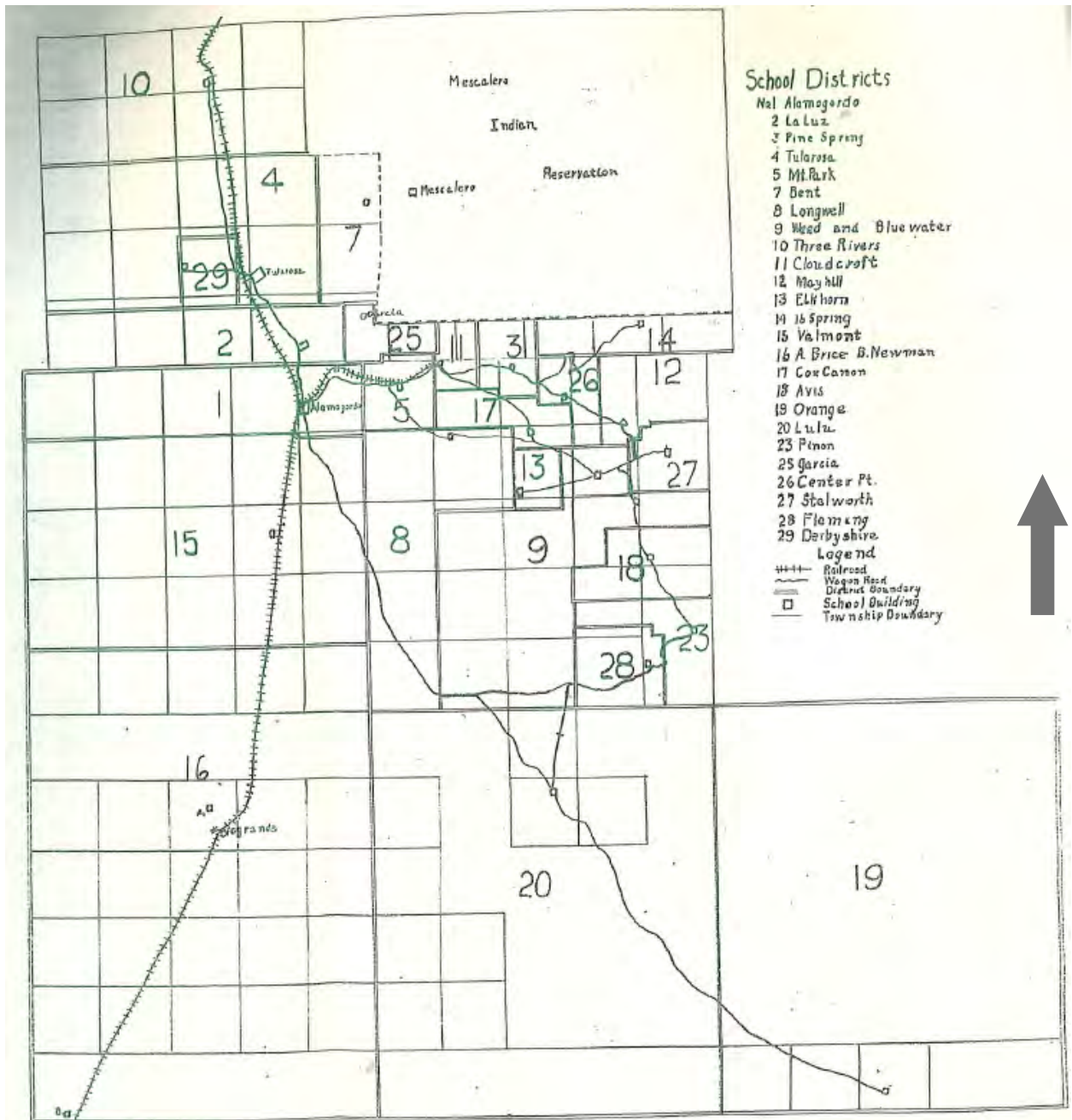
Orogrande School
Otero County, New Mexico

National Register Boundary 

Scale: One inch = 100 feet

Orogrande School
 Name of Property

Otero, New Mexico
 County and State

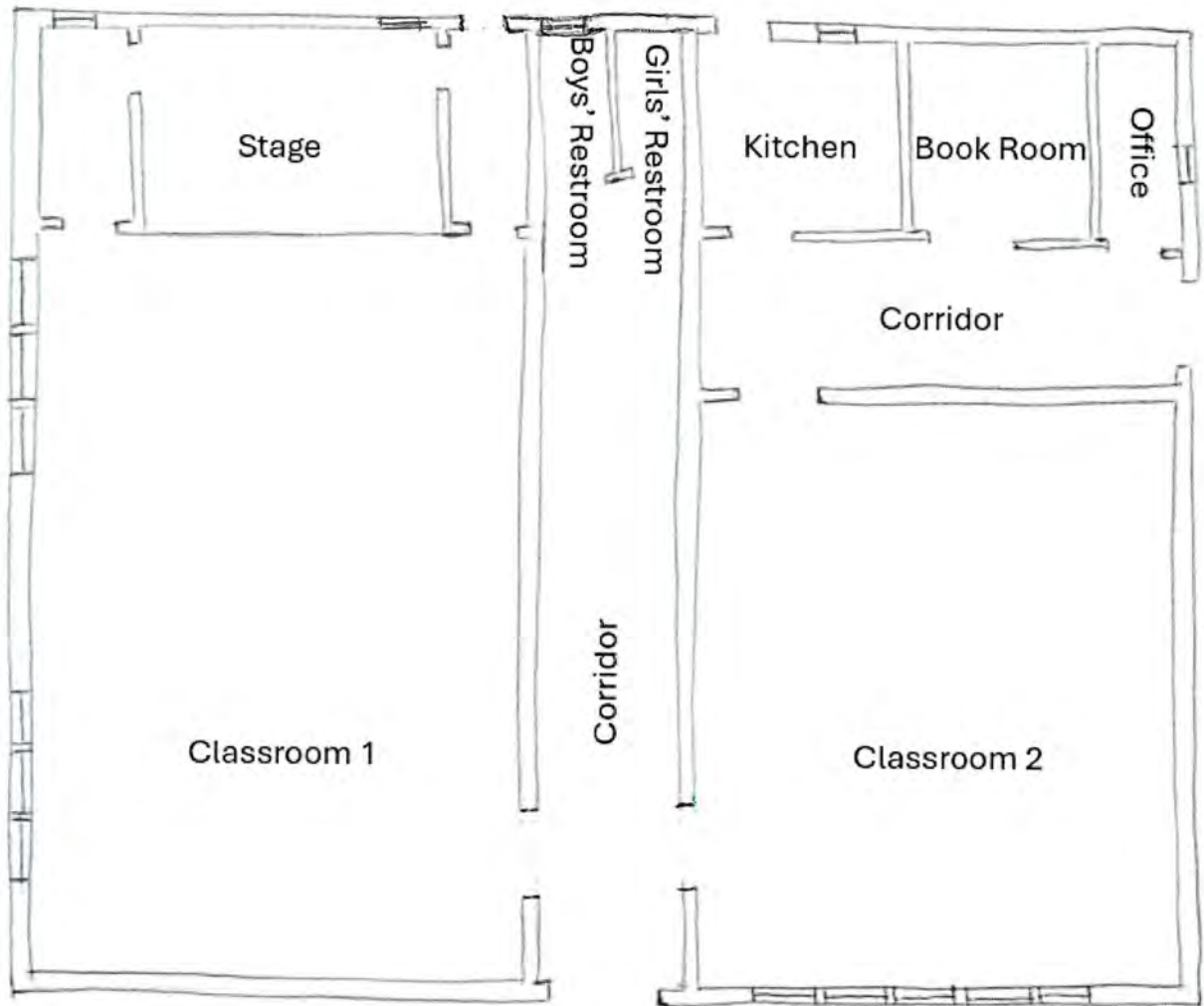


Otero County School Districts, 1921
 (Otero County Board of Education, "The Rural Schools of Otero County, New Mexico, 1920-1921.")

Scale: one inch = 14 miles

Orogrande School
Name of Property

Otero, New Mexico
County and State



Orogrande School
Otero County, New Mexico

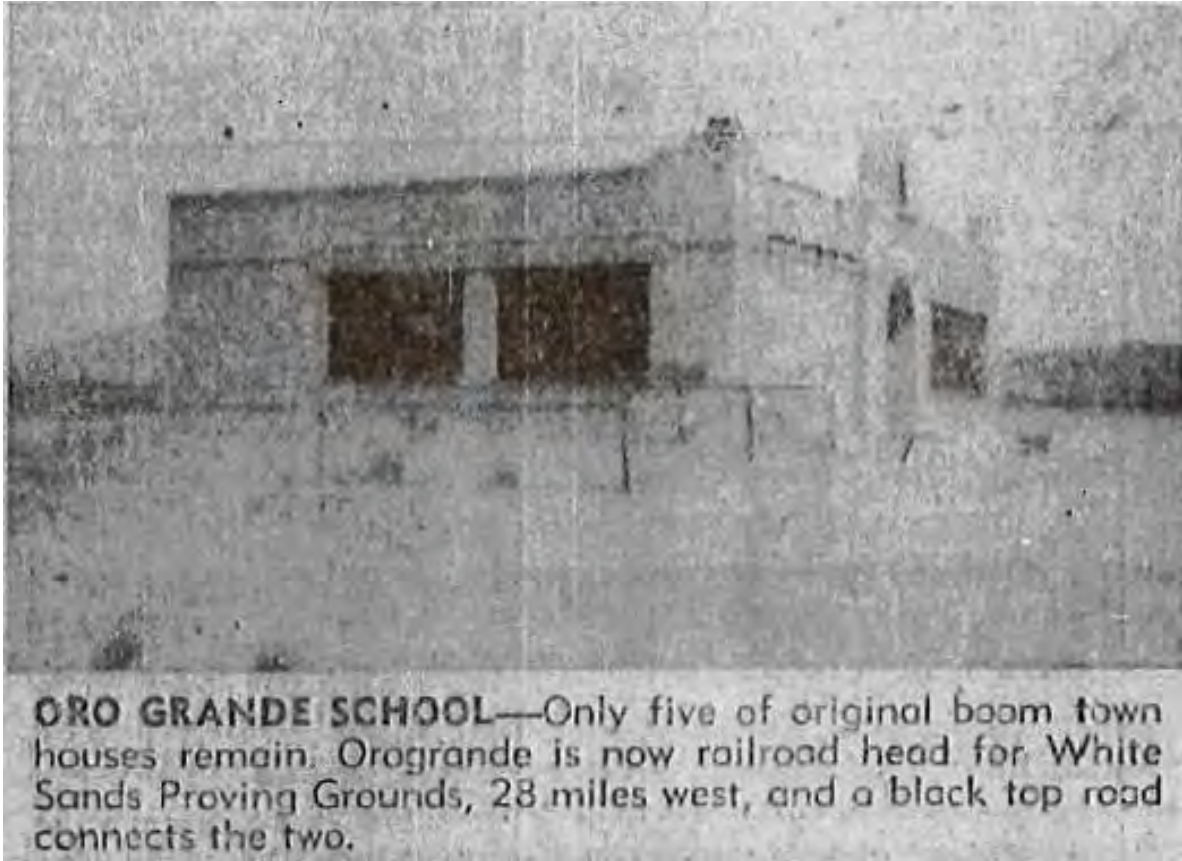
Floor Plan

No scale



Orogrande School
Name of Property

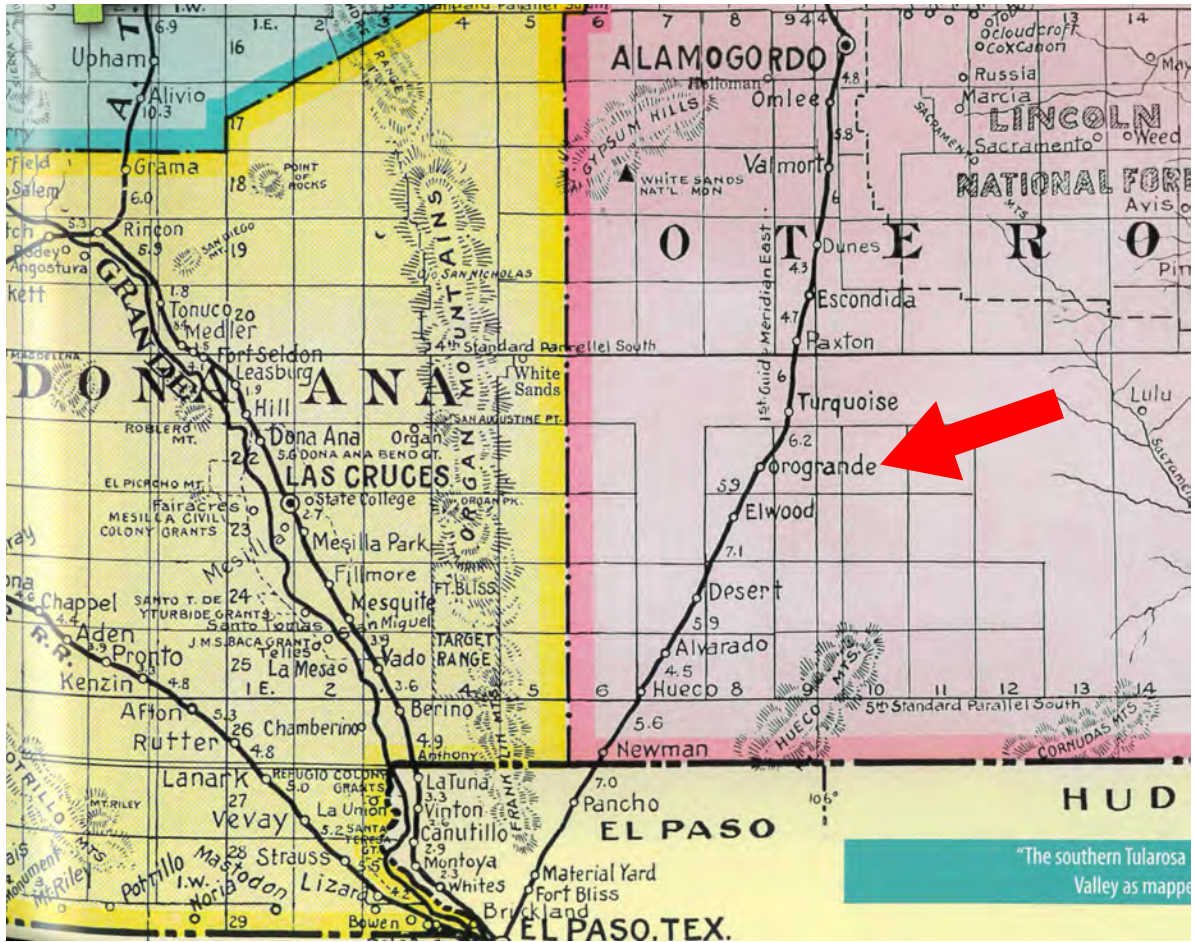
Otero, New Mexico
County and State



Orogrande School, photographer facing northwest. *Alamogordo News*, August 19, 1954.

Orogrande School
Name of Property

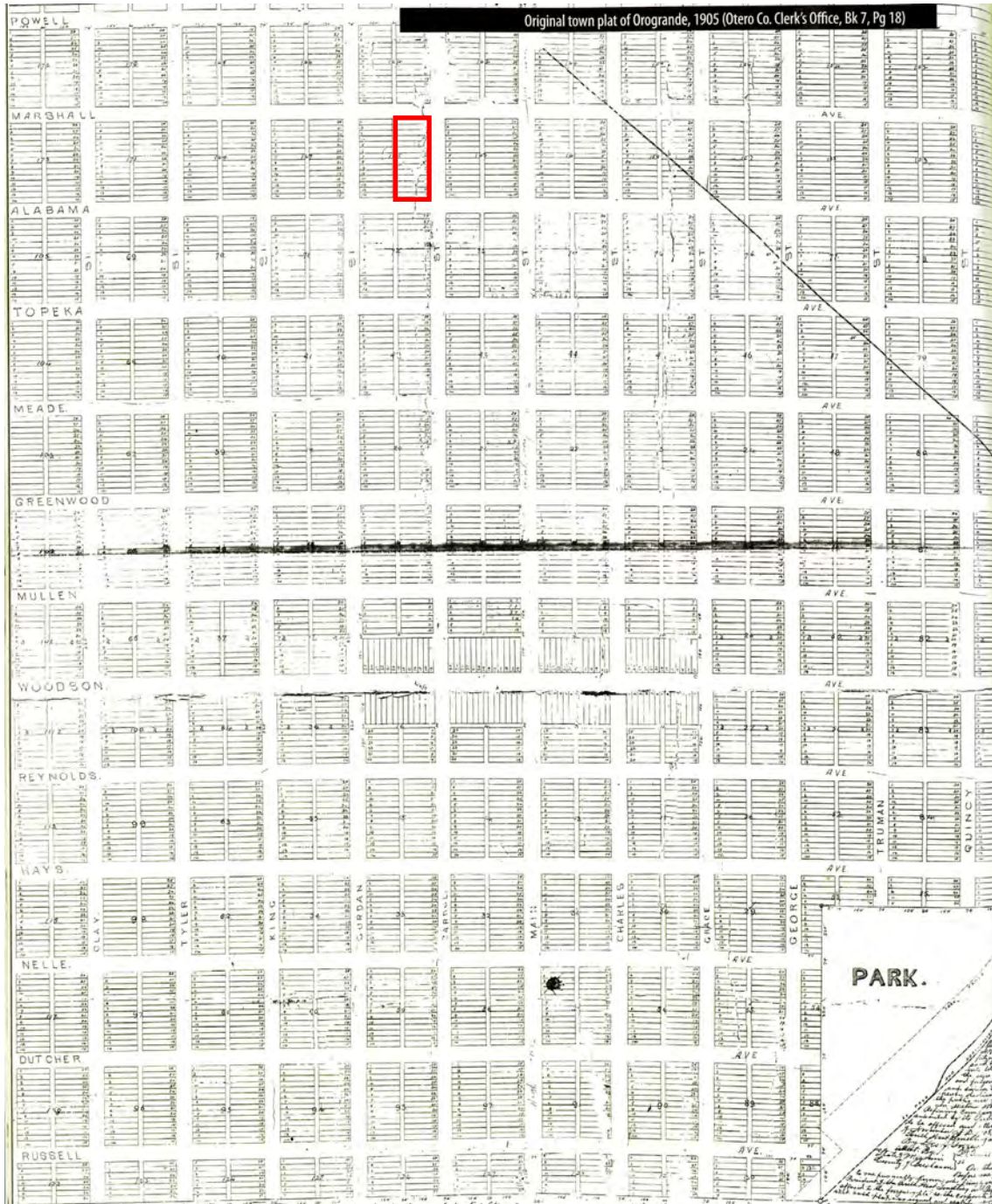
Otero, New Mexico
County and State



Southern Tularosa Basin and Rio Grande Valley, early 1940s.

Orogrande School
Name of Property

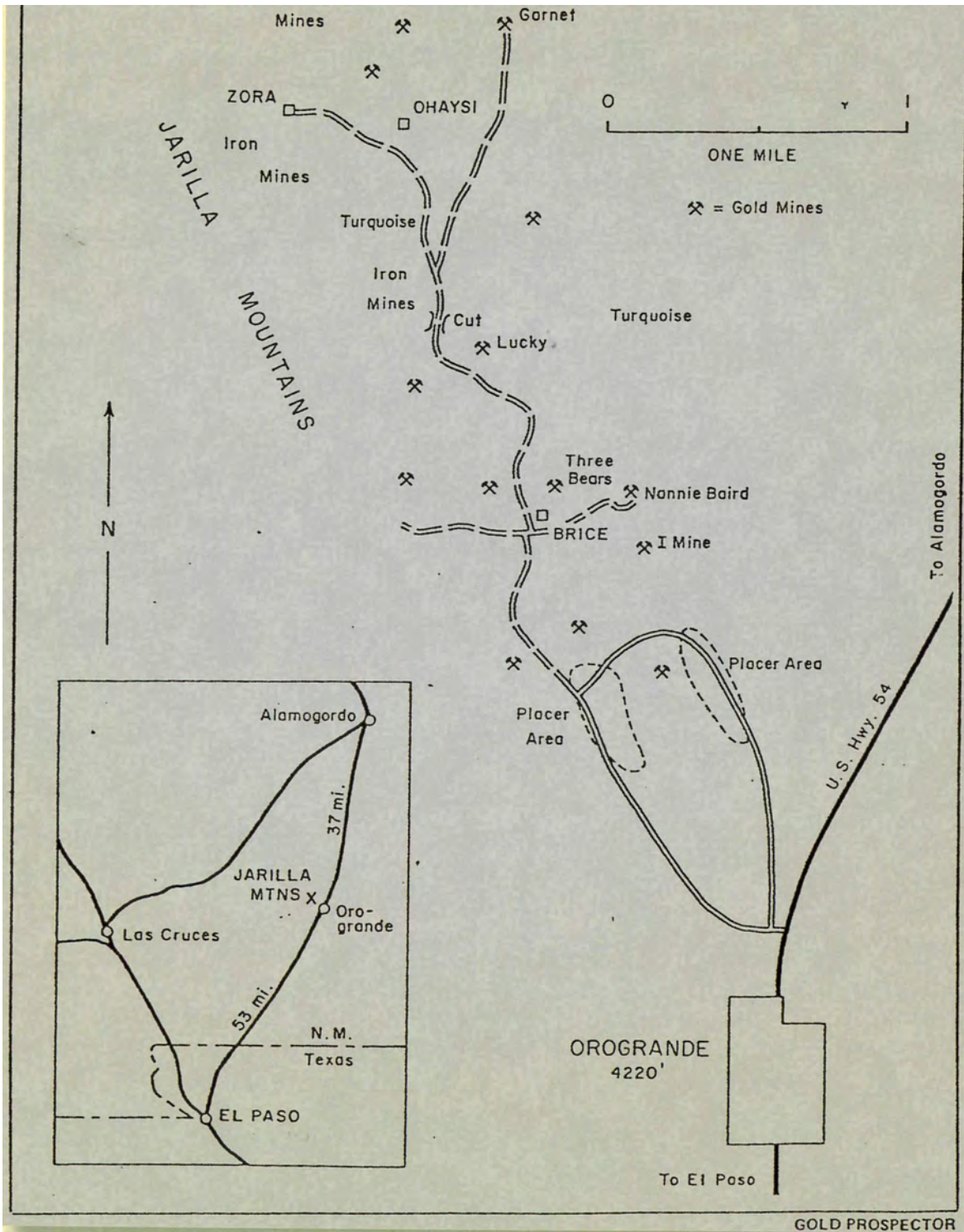
Otero, New Mexico
County and State



Original Town Plat of Orogrande, 1905, with location of Orogrande School in red.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Orogrande and the mines to the north in the Jarilla Mountains

Orogrande School
Name of Property

Otero, New Mexico
County and State



A GROUP OF MINERS AT ONE OF THE MINES AT OROGRANDE, NEW MEXICO.

Miners in the Jarilla Mountains, ca.1912-1914.

Orogrande School
Name of Property

Otero, New Mexico
County and State

Photographs



Orogrande School on Alabama Street, photographer facing west.



Main façade, photographer facing west.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Main façade and north side, photographer facing southwest.



North side, photographer facing south.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Northside (left) and rear, photographer facing southeast.



North side (left) and rear, photographer facing south east.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Rear (left) and south side, photographer facing northeast.



South side, photographer facing north.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Interior, classroom 2, photographer facing northwest.



Interior, classroom 1, photographer facing southeast.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Interior, classroom 1, stage flanked by wings, photographer facing southwest.

Orogrande School
Name of Property

Otero, New Mexico
County and State



Main corridor, boys' and girls' restrooms, photographer facing west.