

New Mexico Primary Sources

From the National Archives

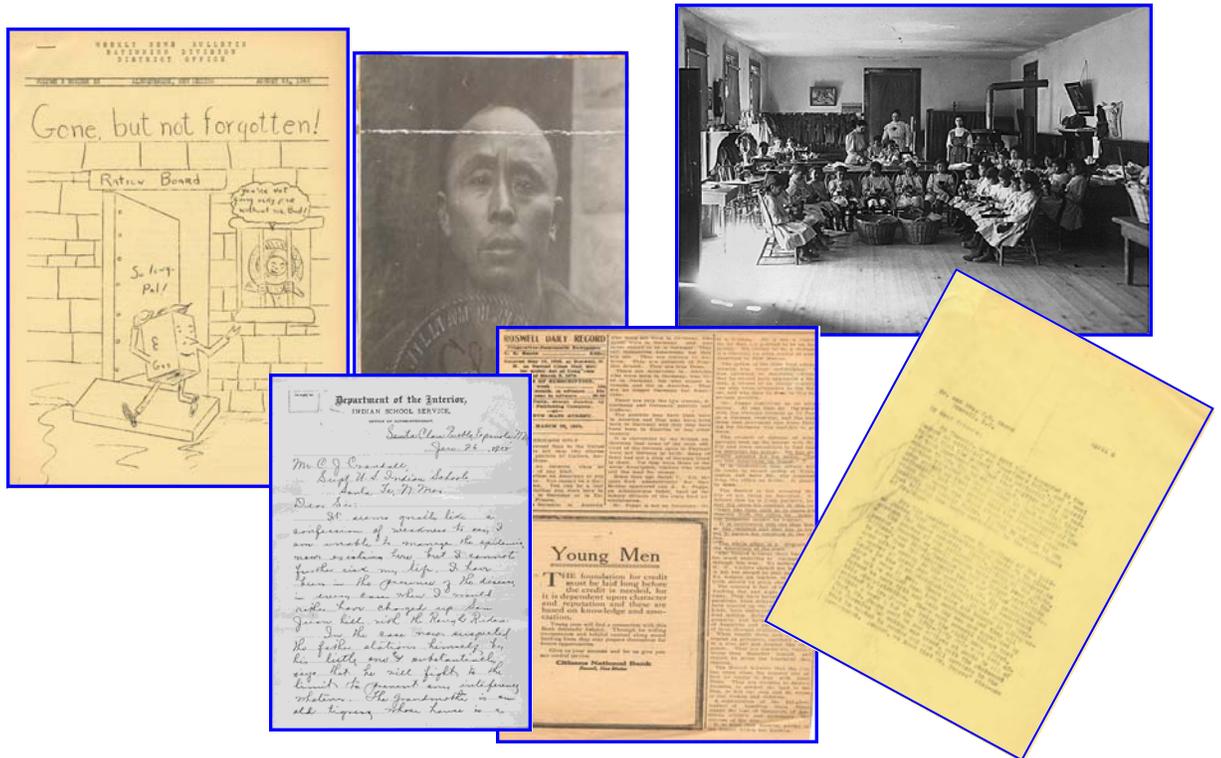
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This volume contains primary source documents—all from New Mexico—that relate to various topics in American history. Each “lesson” includes one or more documents, correlations to National History Standards and New Mexico History Standards, background information about the document(s), and a few suggested teaching activities that can be easily incorporated into your existing curriculum.

We welcome feedback concerning the lessons and documents contained in this volume. Please send your comments to: Lori Cox-Paul, Education Specialist, lori.cox-paul@nara.gov

New Mexico Primary Sources

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Lesson 1: “Until You are Dead, Dead, Dead!”

The Taos Revolt of 1847

Documents:

Letter from Juan Antonio Garcia (undated)
Letter from Jesus Tafolla, January 20, 1847
Indictment, March 9, 1847
The Sentence of the Court, March 16, 1847

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 21, Records of the U.S. District Courts of the United States, New Mexico Territory, Records of the First Judicial District, Santa Fe, New Mexico, Criminal Case Files, 1847-1865, (also known as Entry 2), Criminal Case Number 4, *United States of America v. Antonio Maria Trujillo*.

Standards Correlations:

This lesson correlates to the National History Standards:

Era 4: Expansion and Reform (1801-1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Standard 1C: The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Standard 2E: The student understands the settlement of the West

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

In 1821 Mexico won independence from Spain, and New Mexico became a territory of Mexico. The United States declared war on Mexico in 1846, and General Stephen Watts Kearny entered Santa Fe on August 18, 1846, and took possession of New Mexico. General Kearny proscribed a new set of laws under which New Mexico was to be governed. Charles Bent was appointed as governor.

Rumors soon began to circulate that this newly-formed government was going to be taken over through a coup by native New Mexicans. In an effort to thwart the coup, several of the suspected leaders of the resistance movement were arrested, but on January 19, 1847, Charles Bent was murdered along with other government officials in Taos. The ensuing events would become known as the “Taos Revolt of 1847.” Those in the resistance took over the San Jeronimo Church in Taos, and a two-day battle ensued. However, the Americans were successful in quashing the resisters. Many New Mexicans were arrested and put on trial.

The National Archives-Rocky Mountain Region is home to several small, incomplete court files relating to these treason and murder trials. The documents in this lesson relate to one of them.

Suggested Classroom Activities:

- One of the biggest challenges for students in using older primary source documents is deciphering the handwriting. First pass out one or more of the original documents to students. Have them read through the documents and attempt to transcribe the handwriting. Then produce the transcript and have them do a comparison.
- Ask the students to analyze one or more of the documents using the Document Analysis Worksheet.
- This case file contains two letters which were used as exhibits in the court case against Trujillo and allegedly showed Trujillo’s traitorous activities. Have students examine these letters. Do they show that Trujillo was a traitor against the U.S. Government? Why or why not? What sorts of words are used by the authors

of these letters which show what side they are on? (One of the letters calls the United States Government a “foreign government.”)

- Consider the Indictment. While this document has a rather complicated legal structure to it, ask students to highlight the key elements in the document. What crime(s) is Trujillo charged with?
- From reading the sentence of the court, what can we infer about Antonio Maria Trujillo? What is his age? What does the court say about his personality? Consider carefully the language of the court. What sorts of words does the court use when describing Trujillo’s crime? Does the court demonstrate bias?
- What is a traitor? What sorts of actions are considered treasonous today?
- Have students debate the issue of sovereignty and take positions from varying viewpoints—native New Mexicans, Native Americans, and the U.S. Government.
- There are a number of interesting people associated with the events surrounding the Taos Revolt. Have students pick a person—Governor Charles Bent, General Stephen Watts Kearny, Governor Manuel Armijo, or General Sterling Price, and do a short biographical report.

Additional Online Resources:

There is a related lesson available from “Teaching With Documents” on the National Archives website. You may find it at:

<http://www.archives.gov/education/lessons/guadalupe-hidalgo/>

By the order of
~~With respect to~~ the Inspector of Arms
Don Antonia Maria Trujillo

I herewith send you this dispatch (or order) that the moment
this comes to hand you will raise all of the forces, together
with all the inhabitants that are able to bear arms connecting
them ^{also} with persons in San Juan Delos Caballeros, by to morrow
counting from the 22nd day of the present month and not later than
8 o'clock in the morning

We have declared war with the American and it is now
time that we ^{all} take our arms in our hands in defence of our
abandoned country that we may try if possible to regain the
the liberty of our unhappy country

You are held responsible for the execution of the
above order

or you will be held responsible if you fail in the
execution of the above order

Juan An^{to} Garcia

Sor,

J. J. Pedro Pizil

Transcript of Letter (undated)

By the order of

~~With respect to~~ Don Antonia Maria Trujillo the Inspector of Arms

I herewith send you this dispatch (or order) that the moment this comes to hand you will raise all of the forces, together with all the inhabitants that are able to bear arms Connecting them also with persons in San Juan De los Caballeros by tomorrow counting from the 22nd day of the present month and not later than 8 o'clock in the morning[.]

We have declared war with the American[s] and it is now time that we all take our arms in our hands in defence [defense] of our abandoned Country that we may try if possible [possible] to regain the liberty of our unhappy Country[.]

You are held responsible [responsible] for the execution of the above order[.]

Or you will be held responsible [responsible] if you fail in the execution of the above order[.]

Juan Anto. [Antonio] Garcia

For: Sr. [Senor] Don. Pedro Vigil

To the defenders of their Country
With the end to shake of the yoke bound
on us by a foreign Government

and as you are Military inspector General
appointed by the legitimate commander
for the supreme Government of Mexico which
we proclaim in favour of: the moment
that you receive this ^{communication}, you will place in
readiness all the companies under your Comm-
-and - Keeping them ready for the 22nd day
of the present month so that the forces may
be on the day mentioned at that point
take the precaution to observe if the forces of
the enemy advance any towards those points
and if it should so happen appoint a
courier and dispatch him immediately so
that exertions may be doubled -
understanding that there must not be
resistance or delay in giving the answer to
the bearer of this official document

January 20th - 1847 Jesus Tafolla

Senr. inspector
Ant. Maria Trujillo

Transcript of Letter dated January 20, 1847

To the defenders of their Country

With the end to shake of [off] the yoke bound
on us by a foreign government

And as you are Military inspector General
appointed by the legitimate commander
for the supreme Government of Mexico which
we proclaim in favour of the moment
that you receive this communication you will place in
readiness all the companies under your comm-
and – Keeping them ready for the 22nd day
of the present month so that the forces may
be on the day mentioned at that point
take the precaution to observe if the forces of
the enemy advance any towards those points
and if it should so happen appoint a
courier and dispatch him immediately so
that exertions may be doubled—

Understanding that there must not be
resistance [resistance] or delay in giving the answer to
the bearer of this official document.

January 20th – 1847

Jesus Tafolla

Sen. [Senor] enspector
Anto. [Antonio] Maria Trugillo

United States of America }
District of New Mexico }

The Grand Jurors for the District of New Mexico on the part of the Government of the United States on their oath present, that Antonio Maria Trujillo or Trujillo of the plaza de los Sueros in the County Del Rio Arriba, ^{in the Territory of New Mexico} being a citizen of the United States of America, not regarding the duty of his allegiance but disregarding the same and wholly withdrawing the allegiance, fidelity & obedience which every true & faithful citizen of the United States should & of right ought to bear towards the said government, on the said 20th day of January in the year of our Lord eighteen hundred and forty seven, with force & arms, in the County aforesaid & Territory aforesaid, together with divers other false Traitors, to the Jurors aforesaid unknown, armed & arrayed in a warlike manner, that is to say, with guns, pistols, swords and other weapons, being then and there unlawfully, maliciously and traitorously assembled and gathered together against the said Government of the United States, most wickedly and traitorously did levy and make war against the said Government of the United States and did then and there maliciously and traitorously attempt and endeavor by force and arms to subvert and destroy the constitution and laws of the Government aforesaid: In contempt of the Constitution & laws of the Government aforesaid, to the evil example of others in like case offending contrary to the duty of the allegiance of him the said Antonio Maria Trujillo or Trujillo and against the peace & dignity of the Government of the United States.

And the Jurors aforesaid, on their oath aforesaid, do further present, that on the said Twentieth day of January in the year of our Lord 1847, and before & sometime afterwards an open rebellion was prosecuted &

carried on against the said Government of the United States of America by divers false Traitors to the Jurors aforesaid unknown, to wit, at the place aforesaid in the County & Territory aforesaid, and that the said Antonio Maria Trujillo or Trujillo, a citizen of the United States, then and there being, well knowing the premises, but not regarding the duty of his allegiance and wholly withdrawing the allegiance, fidelity and obedience, which every true and faithful citizen of the said Government of the United States should and of right ought to bear towards the said Government, and contriving and with all his strength intending to aid & assist the Traitors aforesaid so being the enemies of the Government of the United States as aforesaid, in the prosecution of the said rebellion against the Government of the United States, heretofore and during the said rebellion, to wit, on the said 20th day of January in the year last aforesaid & on divers other days as well before as after, with force and arms, at the place aforesaid in the County & Territory aforesaid, maliciously and traitorously by was adhering to, and aiding and comforting the Traitors aforesaid, so being then & there the enemies of the said Government of the United States as aforesaid, And that in the prosecution, performance and execution of his treason and traitorous adhering aforesaid, he the said Antonio Maria Trujillo or Trujillo, during the said rebellion, to wit, on the said 20th day of January in the year last aforesaid & on divers other days as well before as after did maliciously & traitorously hold communication with the said Traitors being the enemies of the Government of the United States as aforesaid, sending them intelligence & information and otherwise aiding & giving comfort to the Traitors, ^{aforesaid} so being then & there the enemies of the said Government of the United States as aforesaid, in contempt of the said Government, to the evil example of all others in like cases offending, contrary to the duty of the allegiance

of him the said Antonio Maria Trujillo or Trujillo &
against the peace & dignity of the Government of the
United States

A True Bill

[Signature]
James G. Lane

J. P. Blair Jr
U.S. District Atty

Transcript of the Indictment, March 9, 1847

[Page One]

United States of America

District of New Mexico

The Grand Jurors for the District of New Mexico on the part of the Government of the United States on their oath present, that Antonio Maria Trugillo or Trogillo of the plaza de los Luceros in the County Del Rio Arriba in the territory of New Mexico being a citizen of the United States of America, not regarding the duty of his allegiance but disregarding the same and wholly withdrawing the allegiance, fidelity, and obedience [obedience] which every true & faithful citizen of the United States should & of right ought to bear toward the said government, on the said 20th day of January in the year of our Lord eighteen hundred and forty seven, with force & arms, in the county aforesaid & Territory aforesaid, together with divers[e] other false Traitors, to the Jurors aforesaid unknown, armed and arrayed in a warlike manner, that is to say, with guns, pistols, swords and other weapons, being then and there unlawfully, maliciously and traitorously assembled and gathered together against the said Government of the United States, most wickedly and traitorously did levy and make war against the said Government of the United States and did then and there maliciously and traitorously attempt and endeavor by force and arms to subvert and destroy the constitution and laws of the Government aforesaid. In contempt of the constitution & laws of the Government aforesaid, to the evil example of others in like case offending contrary to the duty of the allegiance of him the said Antonio Maria Trugillo or Trogillo and against the peace and dignity of the Government of the United States.

And the Jurors aforesaid, on their oath aforesaid, do further present, that on the said twentieth day of January in the year of our Lord 1847, and before & sometime afterwards an open rebellion was prosecuted &

[Page Two]

carried on against the said Government of the United States of American by divers[e] false Traitors to the Jurors aforesaid unknown, to wit, at the place aforesaid in the county & Territory aforesaid, and that the said Antonio Maria Trugillor or Trogillo, a citizen of the United States, then and there being well knowing the premises, but not regarding the duty of his allegiance and wholly withdrawing the allegiance, fidelity, and obedience [obedience], which every true and faithful citizen of the said Government of the United States should and of right ought to bear toward the said Government, and continuing and with all his strength intending to aid & assist the Traitor aforesaid so being the enemies of the Government of the United States as aforesaid, in the prosecution of the said rebellion against the Government of the United States, heretofore and during the said rebellion, to wit, on the said 20th day of January in the year last aforesaid & on divers[e] other days as well before or after, with force and arms, at the place aforesaid in the county & Territory aforesaid, maliciously and traitorously was adhering to, and aiding and comforting the Traitors aforesaid, so being then & there the enemies of the said Government of the United States as aforesaid. And that in the prosecution, performance and execution of his treason and traitorous adhering aforesaid, he the said Antonio Maria Trugillo or Trogillo during the said rebellion, to wit, on the said 20th day of January in the year last aforesaid & on divers[e] other days or well before or after did maliciously & traitorously hold communication with the said Traitors being the enemies of the Government of the United States as aforesaid, sending them intelligence & information and otherwise aiding & giving comfort to the Traitors aforesaid, so being then & there the enemies of the said Government of the United States as aforesaid, in contempt of the said Government, to the evil example of all others in like cases offending, contrary to the duty of the allegiance

[Page Three]

of him the said Antonio Maria Trugillo or Trogillo &
against the peace & dignity of the Government of the
United States.

F.P. Blair, Jr.
U.S. District Atty.

A True Bill
R Campbell
Foreman G[rand] Jury

Antonio Maria Trujillo. A jury of twelve
Citizens after a patient and careful
investigation. pending which. all the safe
guards of the law managed by able and
indefatigable Counsel have been afforded
you, have found you guilty of the high
crime of treason against your Government
What have you to say ~~Why~~ the Sentence of
death should not be pronounced against
you?

Your age and grey hairs have excited
the sympathy of both the Court and the
Jury. Yet while each and all ^{were} not only
willing but anxious that you should have
every advantage placed at your disposal
that their highly responsible duty under the
law to their Country would permit. Yet here
you have been found guilty of the Crime alleged
to your charge. It would appear that old
age has not brought you wisdom nor
purity or honesty of heart. While holding
out the hand of friendship to those whom
Circumstances have brought to rule over
you. You have nourished bitterness and
hated in your soul. You have been found

secondly the acts of a band of the most
~~of the most~~ traitorous murderers that
ever blackened with the recital of their
deeds the annals of history.

Not content with the peace and security
in which you lived under the present
government. ~~But~~ ^{Secure all} your personal rights
as a Citizen. in property. in person and in
your religious rights. You gave your name
and influence to measures intended to
effect a universal murder and pillage
the overthrow of the Government and
one ~~universal~~ ^{widespread} scene of bloodshed in the
land. For such foul crimes, an
enlightened and liberal jury have been
compelled from the evidence brought
before them and by a sense of their stern
but unmistakable duty to find you guilty
of treason against the government under
which you are a Citizen. and there only
now remains to the Court the painful duty
of passing upon you the sentence of the law
which is, that you be taken hence to prison
there to remain until Friday the 16th day of
April next. and that at 2 O'clock in the
afternoon of that day you be taken thence
to the place of execution and there be hanged
by the neck. till you are dead. ^{! dead! dead!}

and may the Almighty God have mercy on
your soul

And now I have the pleasure to inform you of your
Citizens after a patient and complete
investigation, finding which all the safe
guards of the law managed by all the
independent Courts have been observed
you have found you guilty of the crime

of what I have you to say by the virtue of
the law should not be pronounced against
you.

Your age and perhaps have excited
the sympathy of the Court.

But while you are in the Court
I have had a great deal of pleasure
in the study of the law.

you have found guilty of the crime of
to your charge. It would appear that
you have not brought your widow's
property or honesty of heart while holding
out the hands of friendship to those who
Circumstances are here brought to me over
you. You have made a better man
rather in your soul. You have been found

account of what I have
more

more of the Court
more

more of the Court
more

Transcript of the Sentence of the Court, March 16, 1847

[Page One]

Antonio Maria Trujillo. A jury of twelve citizens after a patient and careful investigation pending which all the safe guards of the law managed by able and indefatigable counsel have been afforded you, have found you guilty of the high crime of treason against your government. What have you to say why the sentence of death should not be pronounced against you?

Your age and grey hairs have excited the sympathy of both the Court and the Jury. Yet while each and all were not only willing but anxious that you should have every advantage placed at your disposal that their highly responsible duty under the law to their country would permit yet have you been found guilty of the crime alleged to your charge. It would appear that old age has not brought you wisdom nor purity or honesty of heart while holding out the hand of friendship to those whom circumstances have brought to rule over you. You have nurished [nourished] bitterness and hatered [hatred] in your soul. You have been found

[Page Two]

seconding the acts of a band of the most
of the most traitorous murderers that
ever blackened with the recital of their
deeds the annals of history.

Not content with the peace and security
in which you lived under the present
government, secure in all your personal rights
as a citizen, in property, in person and in
your religion ~~rights~~, you gave your name
and influence to measures intended to
effect a universal murder and pillage,
the overthrow of the government and
one ~~universal~~ wide spread scene of bloodshed in the
land. For such foul crimes, an
enlightened and liberal jury have been
compelled from the evidence brought
before them and by a sense of their stern
but unmistakeable [unmistakable] duty to find you guilty
of treason against the government under
which you are a citizen. And there only
now remains to the Court the painful duty
of passing upon you the sentence of the law
which is, that you be taken hence to prison
there to remain until Friday the 16th day of
April next. And that at 2 o'clock in the
afternoon of that day you be taken thence
to the place of execution and then be hanged
by the neck till you are dead! dead! dead!

[Page Three]

and may the Almighty God have mercy on
your soul.

Lesson 2: “After having a consultation whether they
should take our lives. . . .”

Surveying Territorial New Mexico

Document:

Letter dated July 10, 1859, written by R. E. Clements to William Pelham, Surveyor General of New Mexico

Document Citation: National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 49, Records of the Bureau of Land Management, New Mexico, Letters Received by the Surveyors General of New Mexico, 1854-1907 (also known as Entry 1).

Standards Correlations:

This lesson correlates to the National History Standards:

Era 4: Expansion and Reform (1801-1861)

Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

Standard 1B: The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

Standard 2E: The student understands the settlement of the West.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-B—United States: Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Document:

The transfer of the public domain to private ownership has had a lengthy legislative history that can be traced back at least to the Ordinance of 1785. The Land Act of 1796 (1 Stat. 464) established the position of Surveyor General. Surveyors general were to be officers of the Treasury Department, appointed by the President, and were authorized to hire and supervise their own assistants or deputy surveyors. The first Surveyor General, appointed in 1796, was “to survey . . . the lands lying northwest of the river Ohio, and above the mouth of the river Kentucky, in which the titles of the Indian tribes have been extinguished.” The Surveyor General was authorized to issue contracts to deputy surveyors for the execution of survey work in the field. The “contract system” of providing for the performance of U.S. public land surveys remained in effect until 1910. In 1803 Congress authorized a similar position for the lands south of the Tennessee River. As the frontier moved westward, surveyors general were appointed for western districts until eventually there was one for each public land Territory or State.

Ceded to the United States by Mexico with the signing of the Treaty of Guadalupe Hidalgo on February 2, 1848, New Mexico had achieved Territorial status under the terms of an act approved on September 9, 1850 (9 Stat. 446). Originally parts of Arizona, Colorado, and Nevada were included in the Territory. The Gadsden Purchase from Mexico in 1853 increased its area, while the establishment of the Colorado and Arizona Territories in 1861 and 1863, respectively, brought it within its present-day boundaries.

Section 1 of an act of July 22, 1854 (10 Stat. 308), created the office of the “Surveyor General for New Mexico.” Although the surveying district encompassed the entire Territory, most of the early survey work done under the Surveyor General was conducted on lands within the boundaries of the present state of New Mexico.

President Franklin Pierce appointed William Pelham to become New Mexico’s first Surveyor General, with tenure to begin August 1, 1854. Pelham arrived in Santa Fe on December 28 and began to set up operations for the coming year.

The actual surveying process began when John Garretson was awarded the first survey contract on March 9, 1855. Indian and Civil War hostilities combined with arid field conditions to retard the progress of surveys in the Territory, with Indian interference ceasing only after 1885. Inaccuracies in a number of surveys done during the 1870s and 1880s prompted the resurvey of some locations.

The National Archives-Rocky Mountain Region houses numerous letters received by the office of the Surveyor General in New Mexico. This letter details the experience of one contractor—R. E. Clements—whose surveying party was held hostage by a band of Comanche Indians. After promising that they would not resume the survey, the surveying team was released. Clements did not resume the survey in 1859. Interestingly, Clements' survey work in New Mexico Territory is still called into question today. His name appears in several recent lawsuits which denounce his surveying work as inaccurate.

Suggested Teaching Activities:

- Pass out copies of the letter to students and ask them to analyze it using the National Archives Document Analysis worksheet.
- Have students locate the area the surveyors were working on a map. If possible locate a map from the time period the letter was written.
- Why was it necessary to do land surveys? Ask students to research some of the other important surveys done of the West, such as the Wheeler Survey, Hayden Survey, and Powell Survey. How were these surveys different from the work being done in New Mexico? How were they similar?
- We do not have any documents to show the perspective of the Comanche Indians. It is clear from the letter that the Indians did let the men go without harm, with the promise that the men would not return. It is also clear from history that eventually the survey work resumed. This letter might serve to prompt further research and investigation into the relationship between the Government, incoming settlers, and the Comanche. Ask students to write an essay from the perspective of the Comanche that would give their views on the encroachment of white settlers into their land.

Hatch's Ranch
Santa Fe July 10th 1857.

Sir:

Under our contract of May 31st we proceeded to the Canadian Fork of the Arkansas River to execute the surveys contracted for. On the 30 inst. the Comanche Indians came to our camp, took all our men prisoners and possessed themselves of all our provisions clothes &c. After having held a consultation whether they should take our lives also, they determined to liberate our party on condition that we would leave the country in one hour, and not return to do any more work. This promise we were compelled to make in order to save our lives.

We deem it to be extremely dangerous at the present time to continue working at the place required by our contract and therefore respectfully request that you will allow us to relinquish the portion of it which has not yet been completed.

Very Respectfully,

R. E. Clements.
William Pelham Sur. G. J. Archer
of New Mexico. Sup. Sur.

Transcription of letter from R. E. Clements dated July 10, 1859

Hatch's Ranch

~~Santa Fe~~ July 10th 1859

Sir:

Under our contract of May 31st we proceeded to the Canadian Fork of the Arkansas River to execute the surveys contracted for. On the 3d inst. The Comanche Indians came to our camp, took all our men prisoners and possessed themselves of all our provisions clothes &c. After having held a consultation whether they should take our lives also, they determined to liberate our party on condition that we would have the country in one hour, and not return to do any more work. This promise we were compelled to make in order to save our lives.

We deem it to be extremely dangerous at the present time to continue working at the place required by our contract and therefore respectfully request that you will allow us to relinquish the portion of it which has not yet been completed.

Very respectfully,

R.E. Clements
T. Archer [?]
Dep. Sur. [Deputy Surveyor]

William Pelham Surv. Gl. [Surveyor General]
of New Mexico

Lesson 3: “I will henceforth faithfully support, protect, and defend the Constitution of the United States. . . .”

Confederate Sympathizers in New Mexico During the Civil War

Documents:

Indictment, August 13, 1862

Arrest Warrant, December 30, 1862

Oath of Patrick McAteer, July 8, 1864

Second Oath of Patrick McAteer, July 8, 1864

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 21, Records of the U.S. District Courts of the United States, New Mexico Territory, Records of the First Judicial District, Santa Fe, New Mexico, Criminal Case Files (Treason Trials), August 13, 1862, (also known as Entry 3), Criminal Case Number 1, United States of America v. Patrick McIntier/McAteer.

Standards:

This lesson correlates to the National History Standards:

Era 5: Civil War and Reconstruction (1850-1877)

Standard 2: The course and character of the Civil War and its effects on the American people.

Standard 2B: The student understands the social experience of the war on the battlefield and home front.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

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5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

When studying the Civil War, the events which took place west of the Mississippi River are often overlooked or given little attention. New Mexico Territory was the site of one of the larger battles in the Civil War—the Battle of Glorieta. Often referred to as the “Gettysburg of the West,” Glorieta was a decisive victory for Union troops that led to the expulsion of Confederate forces for the remainder of the war.

How did the citizens of New Mexico feel about the issues that led to the Civil War? Did they identify with the Confederate or Union side? What were their feelings about slavery?

Many of the answers can be found in the history of New Mexico’s attempts to become a state. The first try, in 1848, was unsuccessful because New Mexico Territory went on record as being opposed to slavery. Southern members of Congress blocked the statehood effort. The Compromise of 1850 which admitted New Mexico into the Union had no restrictions on slavery, meaning persons could own slaves in New Mexico Territory. In reality, according to the 1860 federal census, there were very few slaves in New Mexico Territory.

The population of New Mexico Territory, like the nation, was divided in their loyalties. Many felt tied to the Union. When the Civil War began, the southern portion of the Territory defected to the South. After Confederate troops were driven from the area, those who had been loyal to their cause faced charges of treason.

The National Archives-Rocky Mountain Region is home to several court cases involving charges of treason against Confederate sympathizers in New Mexico. The suggested teaching activities in this lesson use documents from one such case.

Suggested Teaching Activities:

- One of the biggest challenges for students in using older primary source documents is reading the handwriting. First pass out one or more of the original documents to students. Have them read through the documents and attempt to transcribe the handwriting. Then produce the transcript, and have them do a

comparison. Ask students to complete the Document Analysis Worksheet for one or more of the documents.

- Consider the Indictment. With what crime(s) was McIntier/McAteer charged? The Indictment essentially says that the Devil was responsible for McIntier/McAteer's actions. What does the use of this term imply? Would such a term be used in court papers today?
- This case is somewhat similar to that in Lesson 1. What is a traitor? Were those who believed in and fought for the Confederacy traitors?
- While the court file does not have the verdict of the court, it can be inferred from the loyalty oaths signed by the defendant that he either plead guilty or was convicted. What does he promise to do in the loyalty oaths? What references are there to slavery in these oaths?
- One of the oaths makes mention of a Presidential Proclamation issued by Lincoln on December 8, 1863. A copy is provided. Ask students to read the Proclamation. What does this Proclamation do? (Essentially it grants pardons to anyone who takes a loyalty oath.)

Additional Online Resources:

There are additional Civil War related lessons available from "Teaching With Documents" on the National Archives website. You may find them at:
<http://www.archives.gov/education/lessons/civil-war-reconstruction.html>

United States of America,
Territory of New Mexico,
1st Judicial District Court,
of the United States.

In the United States
District Court for the county of Santa Fe in the 1st Judicial
District of the Territory of New Mexico, August term, A.D. 1862.

The Grand Jurors for the United States impaneled, sworn
and charged to inquire within and for the body of the First
Judicial District of the Territory of New Mexico, and the county
of Santa Fe, United States of America, upon their oath do
present that Patrick McIntier, late of said County and Dis-
trict, being a citizen of the United States of America, not
regarding the duty of his allegiance to the Government of the
said United States, nor having the fear of God in his
heart, but being moved and instigated by the Devil, as a
false traitor to the Government of the United States of
America, and wholly withdrawing the allegiance, fidelity
and obedience, which every true and faithful citizen of said
Government should and of right ought to bear toward the same,
on the twenty-fifth day of March, A.D. 1862, at the county
of Santa Fe and 1st Judicial District of the Territory afove-
said, together with other false traitors to the Jurors afove
said unknown, armed and arrayed in warlike manner,
that is to say with guns, muskets, rifles, pistols, swords,
bayonets, pikes, and other weapons, being then and there
maliciously and traitorously assembled and gathered to-
gether against the said Government of the United States
of America, most wickedly, maliciously, and traitorously
did levy and make war against said Government of the
United States of America, within the jurisdiction of the said
Government of the United States of America, to wit, within
the said Territory of New Mexico and county of Santa Fe

and did then and there maliciously and traitorously attempt by force of arms to subvert and destroy the Constitution and Government of said Government of the United States of America, as in solemn Convention adopted by the people of the said United States of America by their representatives by them chosen for that purpose in contempt of said Government, Constitution and Laws, contrary to the allegiance of him the said Patrick McIntire against the Constitution of said Government of the United States and its Statutes in such case made and provided, and against the peace and dignity of the Government of the United States aforesaid

J. Houghton
U. S. District Atty
Acting

Transcript of the Indictment dated August 13, 1862

United States of America,
Territory of New Mexico
1st Judicial District Court
of the United States

In the United States

District Court for the county of Santa Fe in the 1st Judicial
District of the Territory of New Mexico, August term, A.D. 1862.

The Grand Jurors for the United States impaneled [impaneled], sworn and charged to inquire within and for the body of the First Judicial District of the Territory of New Mexico, and the county of Santa Fe, United States of America, upon their oath do present that Patrick McIntier, late of said county and District, being a citizen of the United States of America, not regarding the duty of his allegiance to the Government of the said United States, nor having the fear of God in his heart, but being moved and instigated by the Devil, as a false traitor to the Government of the United States of America, and wholly withdrawing the allegiance, fidelity and obedience, which every true and faithful citizen of said Government should and of right ought to bear toward the same, on the twenty-fifth day of March, A.D. 1862, at the county of Santa Fe and the Judicial District of the Territory afore said, together with other false traitors to the Jurors afore said unknown, armed and arrayed in warlike manner, that is to say with guns, muskets, rifles, pistols, swords, bayonets, pikes, and other weapons, being then and there maliciously and traitorously assembled and gathered together against the said Government of the United States of America, most wickedly, maliciously, and traitorously

did levy and make war against said Government of the United States of America, within the jurisdiction of the said Government of the United States of America, to wit, within the said Territory of New Mexico and county of Santa Fe

[Page Two]

and did then and there maliciously and traitorously attempt by force of arms to subvert and destroy the Constitution and Government of said Government of the United States of America, as in solemn convention adopted by the people of the said United States of America by their representatives by them chosen for that purpose in contempt of said Government, Constitution and Laws, contrary to the allegiance of him the said Patrick McIntier against the Constitution of said Government of the United States and its Statutes in such case made and provided and against the peace and dignity of the Government of the United States aforesaid.

J. Houghton
U.S. District Atty. [Attorney]
Acting

The President of the United States of America.
To the U.S. Marshal for the Territory of New Mexico. Greeting;

You are hereby commanded to arrest and
take the body of Patrick Mc. Patten and him safely keep
so that you have him before our District Court within
and for the County of Santa Fe, Territory of New Mexico,
at their next March term, to be begun and held at the
Court house in said County on the first Monday of March
1863, to answer to the Charge of Treason.

Witness the Hon. Kirby Benedict, Chief Justice
and presiding judge of the 1st Judicial
District Court of the Territory of New Mexico,
and the seal of said Court, at Santa Fe,
this 30th day of December A. D. 1862.

Saml. Ellison, Clerk



Transcript of the Arrest Warrant, December 30, 1862

The President of the United States of America,
To the U.S. Marshal for the Territory of New Mexico. Greetings:

You are hereby commanded to arrest and
take the body of Patric McAtier and him safely keep
so that you have him before our District Court within
and for the county of Santa Fe Territory of New Mexico,
at their next March term, to be begun and held at the
courthouse in said county on the first Monday of March
1863, to answer to the charge of Treason.

Witness the Hon. Kirby Benedict Chief Justice
and presiding judge of the 1st Judicial
District Court of the Territory of New Mexico,
and the seal of said court at Santa Fe,
this 30th day of December A.D., 1862,

Saml [Samuel] Ellison, clerk

United States of America, County of Santa Fe,
Territory of New Mexico } Santa Fe, July 8th 1864,

J. Patrick McAtter, indicted in the District Court for the first Judicial District of said Territory of New Mexico, County of Santa Fe, for the crime of Treason, by the name of Patrick McAtter, do solemnly swear in presence of Almighty God, that I have never been a Civil or Diplomatic Officer or Agent of the so called Confederate government, that I have never left any Judicial station under the United States, to aid the rebellion, that I am not nor ever have been a military or naval officer of said so called Confederate government, above the rank of Colonel in the Army or Lieutenant in the Navy, that I did not leave a seat in the United States Congress, to aid the rebellion and that I did not resign a commission in the Army or Navy of the United States, and afterwards aid the rebellion, and that I have not engaged in any way in treating colored persons, or white persons, in charge of such, otherwise than lawful prisoners of war which persons may have been found in the United States service as soldiers, seamen or in any other capacity, and make this affidavit for the purpose of obtaining amnesty and pardon, under the Proclamation of the President of the United States of date 8th of December A. D. 1863.

Signs: - 'Patrick McAtter'

Sworn to and subscribed before me this 8th day of July A. D. 1864. Witness my hand and official seal.

[Signature]

[Signature] Saml. Wilson Dist. Ct.

1st Div. Dist. Court, N. M.

Transcript of the Oath of Patrick McAteer, July 8, 1864

United States of America, County of Santa Fe,
Territory of New Mexico, Santa Fe, July 8, 1864

I, Patrick McAteer, indicted in the District Court for the first Judicial District of said Territory of New Mexico, County of Santa Fe, for the crime of Treason, by the name of Patrick McIntier, do solemnly swear in presence of Almighty God, that I have never been a civil or Diplomatic Officer or Agent of the so called Confederate government, that I have never left any Judicial station under the United States to aid the rebellion, that I am not nor ever have been a military or naval officer of said so called Confederate government, above the rank of Colonel in the Army or of Lieut. [Lieutenant] in the Navy. That I did not have a seat in the United States Congress, to aid the rebellion, and that I did not resign a commission in the Army or Navy of the United States, and afterwards aid the rebellion, and that I have not engaged in any way in treating colored persons, or white persons, in charge of such, otherwise than lawful as prisoners of war which persons may have been found in the United States service as soldiers, seamen, or in any other capacity, and make this affidavit, for the purpose of obtaining amnesty and pardon, under the Proclamation of the President of the United States of date 8th of December A.D. 1863.

Signs – Patk.[Patrick] McAteer [McAtier?]

Sworn to and subscribed before me this 8th day of July A.D. 1864. Witness my hand and official seal.

(Signs) Saml [Samuel] Ellison Clerk
1st Div. Dist. Court, N.M.

United States of America, County of Santa Fe,
Territory of New Mexico, } Santa Fe, July 8th 1864,
I, Patrick M^cAtur, do solemnly swear in
presence of Almighty God, that I will hereunto faith-
fully support, protect and defend the Constitution of the
United States, and the Union of the States thereunder; and
that I will in like manner abide by and faithfully
support all acts of Congress passed during the existing
rebellion with reference to slaves, so long and so far
as not repealed, modified or held void by Congress
or by decision of the Supreme Court; and that I will
in like manner abide by and faithfully support
all proclamations of the President made during
the existing rebellion having reference to slaves, so
long and so far as not made modified or declared
void by decision of the Supreme Court, So help me
God -

(Signed) Patrick M^cAtur.

Sworn to and subscribed before me this 8th day of
July A. D. 1864. Witness my hand and official seal,

(Signed) Samuel Ellison, Clerk
United States of America } 1st L^{td}. Dis. Court. N. Mex.
Territory of New Mexico } Clerk's office, 1st L^{td}. Dis. Court. N. Mex.
} Santa Fe. July 9th 1864,

S. Samuel Ellison, Clerk of said court do
hereby certify that the above and foregoing is a true
copy of the oath taken by Patrick M^cAtur

In testimony whereof I hereunto set my hand
and the seal of said court, at Santa Fe the 9th day of July A. D. 1864

Samuel Ellison Clerk
1st L^{td}. Dis. Court. N. Mex.

Transcript of the Second Oath of Patrick McAteer, July 8, 1864

United States of America, County of Santa Fe,
Territory of New Mexico, Santa Fe, July 8, 1864

I, Patrick McAteer, do solemnly swear in presence of Almighty God, that I will henceforth faithfully support, protect and defend the Constitution of the United States, and the Union of the States thereunder; and that I will in like manner abide by and faithfully support all acts of Congress passed during the existing rebellion with reference to slaves, so long and so far as not repealed, modified or held void by Congress or by decision of the Supreme Court, and that I will in like manner, abide by and faithfully support all proclamations of the President made during the existing rebellion having reference to slaves, so long and so far as not made modified or declared void by decision of the Supreme Court, so help me God.

(Signed) Patk. [Patrick] McAteer

Sworn to and subscribed before me this 8th day of
July A.D. 1864. Witness my hand and official seal,

(Signed) Saml [Samuel] Ellison, Clerk

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA:
A PROCLAMATION.

WHEREAS, in and by the Constitution of the United States, it is provided that the President "shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment;" and

Whereas, a rebellion now exists whereby the loyal state governments of several states have for a long time been subverted, and many persons have committed, and are now guilty of, treason against the United States; and

Whereas, with reference to said rebellion and treason, laws have been enacted by congress, declaring forfeitures and confiscation of property and liberation of slaves, all upon terms and conditions therein stated, and also declaring that the President was thereby authorized at any time thereafter, by proclamation, to extend to persons who may have participated in the existing rebellion, in any state or part thereof, pardon and amnesty, with such exceptions and at such times and on such conditions as he may deem expedient for the public welfare; and

Whereas, the congressional declaration for limited and conditional pardon accords with well-established judicial exposition of the pardoning power; and

Whereas, with reference to said rebellion, the President of the United States has issued several proclamations, with provisions in regard to the liberation of slaves; and

Whereas, it is now desired by some persons heretofore engaged in said rebellion to resume their allegiance to the United States, and to reinaugurate loyal state governments within and for their respective states: Therefore—

I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known to all persons who have, directly or by implication, participated in the existing rebellion, except as hereinafter excepted, that a full pardon is hereby granted to them and each of them, with restoration of all rights of property, except as to slaves, and in property cases where rights of third parties shall have intervened, and upon the condition that every such person shall take and subscribe an oath, and thenceforward keep and maintain said oath inviolate; and which oath shall be registered for permanent preservation, and shall be of the tenor and effect following, to wit:—

"I, _____, do solemnly swear, in presence of Almighty God, that I will henceforth faithfully support, protect, and defend the Constitution of the United States and the Union of the States thereunder; and that I will, in like manner, abide by and faithfully support all acts of Congress passed during the existing rebellion with reference to slaves, so long and so far as not repealed, modified, or held void by congress, or by decision of the Supreme Court; and that I will, in like manner, abide by and faithfully support all proclamations of the President made during the existing rebellion having reference to slaves, so long and so far as not modified or declared void by decision of the Supreme Court. So help me God."

The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy; all who left seats in the United States Congress to aid the rebellion; all who resigned commissions in the army or navy of the United States and afterwards aided the rebellion; and all who have engaged in any way in treating colored persons, or white persons in charge of such, otherwise than lawfully as prisoners of war, and which persons may have been found in the United States service as soldiers, seamen, or in any other capacity.

And I do further proclaim, declare, and make known that whenever, in any of the States of Arkansas, Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, and North Carolina, a number of persons, not less than one tenth in number of the votes cast in such state at the presidential election of the year of our Lord one thousand eight hundred and sixty, each having taken the oath aforesaid, and not having since violated it, and being a qualified voter by the election law of the state existing immediately before the so-called act of secession, and excluding all others, shall re-establish a state government which shall be republican, and in nowise contravening said oath, such shall be recognized as the true government of the state, and the state shall receive thereunder the benefits of the constitutional provision which declares that "the United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or the executive, (when the legislature cannot be convened,) against domestic violence."

And I do further proclaim, declare, and make known that any provision which may be adopted by such state government in relation to the freed people of such state, which shall recognize and declare their permanent freedom, provide for their education, and which may yet be consistent as a temporary arrangement with their present condition as a laboring, landless, and homeless class, will not be objected to by the National Executive.

And it is suggested as not improper that, in constructing a loyal state government in any state, the name of the state, the boundary, the subdivisions, the constitution, and the general code of laws, as before the rebellion, be maintained, subject only to the modifications made necessary by the conditions hereinbefore stated, and such others, if any, not contravening said conditions, and which may be deemed expedient by those framing the new state government.

To avoid misunderstanding, it may be proper to say that this proclamation, so far as it relates to state governments, has no reference to states wherein loyal state governments have all the while been maintained. And, for the same reason, it may be proper to further say, that whether members sent to congress from any state shall be admitted to seats constitutionally rests exclusively with the respective houses, and not to any extent with the Executive. And still further, that this proclamation is intended to present the people of the states wherein the national authority has been suspended, and loyal state governments have been subverted, a mode in and by which the national authority and loyal state

governments may be reestablished within said states, or in any of them; and while the mode presented is the best the Executive can suggest, with his present impressions, it must not be understood that no other possible mode would be acceptable.

Given under my hand at the city of Washington the eighth day of December, A.D. one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-eighth.

ABRAHAM LINCOLN.

By the President:

WILLIAM H. SEWARD, *Secretary of State*.

U.S., *Statutes at Large, Treaties, and Proclamations of the United States of America*, vol. 13 (Boston, 1866), pp. 737-39.

Lesson 4: “. . . said prisoner Henry Antrim, alias “Kid” be conveyed to the custody of the Sheriff of Lincoln County. . . .”

The Reality Behind the Billy the Kid Legend

Documents:

Record Book entry for criminal case against Billy the Kid (and others), dated April 6, 1881

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 21, Records of the U. S. District Courts, Third Judicial District, Albuquerque and Las Cruces, New Mexico, Record Books, 1871-1912, Volume B, 1880-1887, Pages 76-77.

Standards Correlations:

This lesson correlates to the National History Teaching Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Document:

Henry McCarty, also known as Henry Antrim, also known as William Bonney, was better known as “Billy the Kid.” Born in New York City in 1859, he eventually moved with his family to New Mexico. His criminal pursuits began with petty larceny, but he moved onto become a horse thief and murderer. He is perhaps most well known for his involvement in the Lincoln County War. It was said that at the time of his death at the age of 21, he had killed one man for each year of his life. This, however, was not true. Historians have determined that “The Kid” was responsible for killing four men on his own and was involved in the killing of five others. At the time of his death, he was on the run, having recently escaped from jail after being convicted of murder. “The Kid” was one of the most notorious outlaws of the Wild West. However, much of the information that is presented in books and movies about him is misleading or wrong. It is the job of historians and students of history to separate fact from fiction.

The National Archives-Rocky Mountain Region has a few early court docket and record books which mention Henry Antrim, also known as “Billy the Kid.” Many of the entries refer to him as “The Kid,” or just “Kid.” The document in this lesson is from one such record book.

This entry in the Record Book B of the Court gives the ruling of Judge Warren Bristol that he (and the federal authorities) was releasing “The Kid” from his jurisdiction and turning him over to county authorities to face other murder charges. The case Bristol released “The Kid” from involved the murder of a man named Buckshot Roberts, who had been killed on an Indian reservation, thus placing the case in the jurisdiction of federal authorities.

Interestingly, Judge Bristol also served as the judge for the Doña Ana County Court case when Billy was finally found guilty and sentenced to hang. He was turned over to Lincoln County authorities, where he escaped from jail. Eventually, Sheriff Pat Garrett tracked Billy down at Fort Sumner and killed him on July 14, 1881.

Suggested Teaching Activities:

- Some students may find the legal language used in this document confusing. Go over the document with the students and the transcript. Ask students to sort out the legal language summarize what the document is really saying. Use the Document Analysis Worksheet.
- Discuss what happened to “Billy the Kid” after this ruling by the Court. Ask students to speculate about his fate had the Court not ruled this way. Would he have stayed alive longer had he been kept in custody of the Federal authorities? Or was it only a matter of time before “the Kid” met his fate?
- Many people who lived in the mid to late nineteenth century have fascinating stories that are associated with them. Why is it that the legends seem more

interesting than the actual facts? Assign students to research other “Wild West” personalities such as Buffalo Bill Cody, Calamity Jane, Wild Bill Hickok, Jesse James, and Wyatt Earp. What legends have grown up around these people?

- Not all historians share the same viewpoint of Billy the Kid. Have students consider these two works and ask them to compare and contrast the author’s viewpoints:

Utley, Robert. *Billy the Kid: A Short and Violent Life*. Lincoln: University of Nebraska Press, 1991.

Wallis, Michael. *Billy the Kid: The Endless Ride*. New York: W.W. Norton, 2007.

- Have students attempt to research the life of Billy the Kid using only the internet. Ask them to locate three to five different websites and evaluate them using the following questions:
 1. Who is the author of the website? Does the webmaster/author have a biased or an opinion that they wish to convey?
 2. Is the site trustworthy? Why or why not? How can they determine if the site has factual errors?
 3. What is lacking or missing from the site?
 4. Where can a researcher go to find more trustworthy information?

Court met pursuant to adjournment

Present as of yesterday

The United States

vs. Murders and accessories to Murders
Charles Bowdry, Doc Scudlock, Henry Brown
Henry Antrim alias "Kid" John Middleton, Stephen Shavers
John Scroggins, George Lee and Frederick Waite.

And the Defendant Henry Antrim alias "Kid" now comes in his own proper person attended by his counsel, Ira S. Leonard, Esq. and also comes the United States by Sidney M. Barnes Esq. then attorney and files a demurrer to Defendant's plea to the jurisdiction of this court and the case upon the demurrer to said plea being submitted to the Court and argued by the counsel both for the United States and for the Defendant. Whereupon the Court took said matter under advisement, and after being fully advised upon the matters arising upon said demurrer to said plea overruled said demurrer and sustains said Defendant's plea to the jurisdiction of this Court. It is therefore considered by the Court here that said indictment be and the same hereby is quashed and that said Defendant Henry Antrim, alias "Kid" as to said indictment go hence without day. And in further appearing to the Court that said Defendant, Henry Antrim, alias "Kid" has been indicted for another crime of murder under the laws of the Territory of New Mexico and that such indictment is now pending and for trial in this court for the county of Doña Ana. It is therefore ordered that the U.S. Marshal for the Territory of New Mexico, now having said Henry Antrim, alias "Kid" in custody do surrender him to the custody of the Sheriff of said County of Doña Ana and that said Sheriff do take such prisoner Henry Antrim alias "Kid" into his custody for the purposes of trial under the indictment last aforesaid. It is further ordered that subject to the purposes of the trial last aforesaid, said prisoner Henry Antrim, alias "Kid" be conveyed to the custody of the Sheriff of Lincoln County in said Territory and there to remain to answer any indictment for the crime

Smith Day, April 6th A.D. 1881

of murder mentioned and specifically described in the Indictment first above mentioned that may be found against him by the Grand Jury for the next ensuing term of the District Court in and for said Lincoln County and to so remain in such custody until discharged by authority of law.

And now the United States by S. M. James Esq., U. S. Attorney therefor ~~and~~ say they will not further prosecute their said suit herein as to all the other defendants in said cause but dismisses the same. This therefore considered by the Court here ~~also~~ that said cause be and the same is hereby dismissed and that the Defendants Charles Bowdry, Doc Scurlock, Henry Brown, John Middleton, Steven Stevens, John Scroggins, George Coe and Frederick Haite as to this Indictment go hence without day.

Whereupon Court adjourned until tomorrow morning at 10 o'clock

Wm. Bristol
Judge

Transcription of record book entry dated April 6, 1881

Present as of yesterday

The United States

vs. Murder and accessory to Murder

Charles Bowdry, Doc Scurlock, Henry Brown,
Henry Antrim alias "Kid," John Middleton, Stephen Stevens,
John Scoggins, George Coe, and Frederick Waite

And the Defendant Henry Antrim alias
"Kid" now comes in his own proper person attended
by his counsel, Ira E. Leonard, Esq. [Esquire] and also comes the
United States by Sidney M. Barnes, Esq., her attorney
and files a demurrer to Defendant's plea to the juris-
diction of this court and the case upon the demurrer
to said plea being submitted to the Court and argued
by the counsel both for the United States and for the
Defendant. Whereupon the Court took said matter
under advisement, and after being fully advised upon
the matters arising upon said Demurrer to said plea over-
ruled said Demurrer and sustains said Defendants'
plea to the jurisdiction of this Court. It is therefore
considered by the Court here that said Indictment be
and the same hereby is quashed and that said Defendant Henry
Antrim, alias "Kid" as to said Indictment go hence without
day. And it further appearing to the Court that said
Defendant, Henry Antrim, alias "Kid," has been Indicted
for another crime of murder under the laws of the Terri-
tory of New Mexico and that such Indictment is now pend-
ing and for trial in this court for the county of Dona Ana.
It is therefore ordered that the U.S. Marshal for the Territory

of New Mexico, now having said Henry Antrim, alias “Kid” in custody do surrender him to the custody of the Sheriff of said County of Dona Ana and that said Sheriff do take such prisoner Henry Antrim alias “Kid” into his custody for the purposes of trial under the Indictment last aforesaid. It is further ordered that subject to the purposes of the trial last aforesaid, said prisoner Henry Antrim, alias “Kid” be conveyed to the custody of the Sheriff of Lincoln County in said Territory and there to remain to answer to any indictment for the crime

[Page Two]

of murder mentioned and specifically described in the Indictment first above mentioned that may be found against him by the Grand Jury for the next ensuing term of the District Court in and for said Lincoln County and to so remain in such custody until discharged by authority of law.

And now the United States by S. M. Barnes, Esq., U.S. Attorney therefore ~~and~~ say they will not further prosecute their said such “herein” as to all the other defendants in said cause but dismisses the same. It is therefore considered by the court here ~~also~~ that said cause be and the same is hereby dismissed and that the Defendants— Charles Bowdry, Doc Scurlock, Henry Brown, John Middleton, Steven Stevens, John Scroggins, George Coe, and Frederick Waite as to this Indictment go hence without day.

Whereupon Court adjourned until tomorrow morning at 10 o’clock.

Warren Bristol
Judge

Lesson 5: Analyzing Photographs

Indian Education and the Albuquerque Indian School

Documents:

Photograph of boys in uniforms, Albuquerque Indian School

Photograph of girls in sewing class, Albuquerque Indian School

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 75, Records of the Bureau of Indian Affairs, Records of the Albuquerque Indian School, General Correspondence of the Albuquerque Indian School, 1881-1936.

Standards Correlations:

This lesson correlates with National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and the United States foreign policy after the Civil War.

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates with New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

The first off-reservation Indian boarding school was opened in 1879 when the Carlisle Indian School was opened in Pennsylvania. The school was the brainchild of Captain Richard H. Pratt, a retired Army officer who had no previous experience in education. Pratt had many ideas about Indian education. He espoused a belief that it was important to “kill the Indian, save the man.”

As a part of the Pratt’s beliefs, Indian students were forced to cut their hair, wear military-style uniforms, speak only English, and be taught that the ways of the white man were superior to those in native cultures. Students received both vocational and manual training. The concept of off-reservation Indian boarding schools soon became official U.S. Government policy. By 1900 thousands of students were enrolled at 150 schools around the country. Most followed the same practices as the Carlisle school.

The Albuquerque Indian School was established in 1881 at Duranes, New Mexico Territory, and moved a year later to its present site at Albuquerque. The school was initially operated by the Presbyterian Home Mission Board. In 1886 the Bureau of Indian Affairs assumed control of the operation of the school. By 1912 the school had eight grades and over 300 students. Eventually grades through twelfth were added, and by 1925, 813 pupils attended the school.

Oftentimes students were sent to boarding schools far from their homes and were seldom allowed home. Many students suffered terribly at these schools; however, some students have stated that they benefited from their education and experiences at the off-reservation boarding schools.

The National Archives-Rocky Mountain Region holds thousands of documents relating to off-reservation boarding schools. The photographs used in this lesson represent only a small fraction of the material available for study.

Suggested Teaching Activities

- Ask students to analyze the photograph of the boys. Use the Photo Analysis Worksheet from the National Archives. Why are the boys dressed in uniforms? What is the goal of the educators by having students dress alike? What about the length of their hair? Why are they holding American flags? What race is their teacher?
- Many students today are required to wear uniforms to school. What are the reasons? Are the reasons different or the same as those for the Indian schools?

Have students discuss/debate whether wearing uniforms as school is a good idea or not.

- Ask students to analyze the photograph of the girls. Use the Photo Analysis Worksheet from the National Archives. As a part of their training, the female students were educated in then “traditional” roles of women. They received training in cooking, sewing, and other domestic skills. How does this photograph demonstrate that?
- How have schools for Native Americans changed today? Ask a member of the Native community to come to your school and speak about Indian education.
- We don’t know exactly when these photographs were taken. Are there clues in both of these photographs which would help someone pinpoint the time period they were taken? (For example, the number of stars on the U.S. flag; the service flag and Red Cross flag in the windows; the dress of the teachers; the types of sewing machines being used by the girls.)

Additional Online Resources:

There are other digitized documents relating to the Albuquerque Indian School and other Indian schools on the National Archives Website in the Archival Research Catalog (ARC). Go to: <http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Albuquerque Indian School”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 25 “hits” of documents.

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Carlisle Indian School”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 18 “hits” of documents. Note in particular ARC Identifiers: 593347 and 593352. These two images show the “before” and “after” effects of the “civilization” process on the students.

For a more general search:

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Indian School”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 326 “hits” of documents.





Lesson 6: “I am unable to manage the epidemic now existing here.”

The Santa Clara Indian School in 1903

Document:

Letter dated January 26, 1903, written by Clara True to Mr. C.J. Crandall, Superintendent of U.S. Indian Schools, Santa Fe, New Mexico

Document Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 75, Records of the Bureau of Indian Affairs, Santa Fe Indian School, Letters Received from Day School Teacher Clara D. True, 1902-1907.

Standards Correlations:

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 4: Federal Indian policy and the United States foreign policy after the Civil War.

Standard 4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

9-12 Benchmark I-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Document:

The Santa Fe Indian School was opened in November 1890 to provide off-reservation industrial training for children from Indian reservations in Arizona and New Mexico. In 1900 the Santa Fe Indian School superintendent was assigned responsibility for the Indians and day schools in a variety of pueblos, including Santa Clara.

Miss True served as day school teacher at Santa Clara day school from September 1901 through December 1907. Her letters were kept separately from other correspondence, possibly because of the volume. The letters she wrote pertain to routine school matters, but, like most letters received from day school teachers, they also include descriptions of Indian problems and reports of conversations with Pueblo governors and other Indians.

The National Archives-Rocky Mountain Region has 186 letters written by Clara True. They have been digitized and are available on our website. (See below.)

Suggested Teaching Activities:

- Ask students to read the letter (a transcript is provided) and analyze it using the Document Analysis Worksheet.
- In this letter Miss True refers to a diphtheria outbreak. What is diphtheria? Have students research this disease. What are the causes? What are the treatments? Does it still exist?
- What details are revealed about life at the Santa Clara Pueblo from her letter?
- Miss True's letter reveals that many of the Indians are afraid and suspicious of receiving medicine for the illness. Why would they feel this way?
- What is revealed about Miss True in her letter? What are her feelings towards the Indians? What are her feelings about herself and her handling of this situation?
- Have students read additional letters written by Clara True (see instructions below).

Additional Online Resources:

There many other letters written by Clara True on the National Archives Website in the Archival Research Catalog (ARC). Go to: <http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Clara True”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 186 “hits” of documents. If you re-sort the results by date, you can have students locate additional letters from January and February 1903 which specifically refer to the diphtheria epidemic.

In reply to:

Department of the Interior,
INDIAN SCHOOL SERVICE,

OFFICE OF SUPERINTENDENT.

Santa Clara Pueblo, Espanola, N.M.
Jan. 76, 1902

Mr. C. J. Crandall,
Supt. U. S. Indian Schools,
Santa Fe, N. Mex.

Dear Sir:

It seems greatly like a confession of weakness to say I am unable to manage the epidemic now existing here, but I cannot further risk my life. I have been in the presence of the disease in every case when I would rather have charged up San Juan hill with the Rough Riders.

In the case now suspected the father stations himself by his little one ^{and} substantially says that he will fight to the limit to prevent any interference whatever. The grandmother is an old tigress whose house is a

den of iniquity resorted to by
low class Indians ^{and} Mexicans.

I must give the Governor
^{and} all respectable Indians of both
parties here credit for being
ashamed of the resistance. The
Governor told the patient's father
yesterday that it was an
outrage to oppose your will in
any way when you have been
the only friend they ever had.

The Governor is really
afraid to tell us to go ahead
I think because the people we
have to deal with are utterly
mean ^{and} somebody would be
pretty sure to get hurt.

I have done everything
I consider my duty. I don't
feel it necessary to get a
broken skull or to break one,

which is about the only way out
of our difficulty here.

A number of Indians
from Santa Clara went to
San Ildefonso. Indians from
pueblos north of here went,
taking in Santa Clara en route
both ways.

It seems impossible to
enforce adequate measures
though we keep up something
that passes for quarantine. The
chief difficulty is that food
is very scarce now ^{and} the people
cannot be shut off from going
to Espanola to trade pottery, work,
^{and} beg their daily apology for food.
The infected district is under
as rigid quarantine as I can
get enforced.

The Doctor is faithful. He

is nearly moon out. However,
with Diphtheria everywhere.
It appears to be universal
in this valley, in a virulent
form.

It is more than likely
that I have floundered in this
case as I am a new
hand at this sort of thing. I
am ready to take whatever
of blame that is due me
uncomplainingly as I guess
I have bungled somewhere.
If there is anything that I
failed to do, it was the
result of ignorance.

Very respectfully,
Clara D. True

Transcript of letter written by Clara True dated January 26, 1902

Santa Clara Pueblo, Espanola, NM

Jan. 26, 1902

Mr. C. J. Crandall

Supt. [Superintendent] U.S. Indian Schools

Santa Fe, N. Mex.

Dear Sir:

It seems greatly like a confession of weakness to say I am unable to manage the epidemic now existing here, but I cannot further risk my life. I have been in the presence of the disease in every case when I would rather have charged up San Juan hill with the Rough Riders.

In the case now suspected the father stations himself by his little one and substantively says that he will fight to the limit to prevent any interference whatever. The grandmother is an old tigress whose house is

[Page Two]

a den of iniquity resorted to by low class Indians and Mexicans.

I must give the Governor

and all respectable Indians of both parties here credit for being ashamed of the resistance. The Governor told the patient's father yesterday that it was an outrage to oppose your will in any way when you have been the only friend they ever had.

The Governor is really afraid to tell us to go ahead I think because the people we have to deal with are utterly mean and somebody would be pretty sure to get hurt.

I have done everything I consider my duty. I don't feel it necessary to get a broken skull nor to break one,

[Page Three]

which is about the only way out of our difficulty here.

A number of Indians from Santa Clara went to San Ildefonso. Indians from pueblos north of here went, taking in Santa Clara en route both ways.

It seems impossible to enforce adequate measures though we keep up something that passes for quarantine. The chief difficulty is that food is very scarce now and the people cannot be shut off from going to Espanola to trade pottery, work, and beg their daily apology for food. The infected district is under as rigid a quarantine as I can get enforced.

The Doctor is faithful. He

[Page Four]

is nearly worn out, however, with Diphtheria everywhere. It appears to be universal in this valley, in a virulent form.

It is more than likely that I have blundered in this case as I am a new hand at this sort of thing. I am ready to take whatever of blame that is due me uncomplainingly as I guess I have bungled someway. If there is anything that I failed to do, it was the

result of ignorance.

Very respectfully,

Clara D. True

Lesson 7: “I was born in San Francisco.”

Chinese Exclusion in New Mexico

Documents:

Statement of Chin (Ching) Jung aka Ching Chang, July 28, 1908
Order of Deportation, April 17, 1909

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 21, Records of the District Courts of the United States, New Mexico Territory, Records of the Third Judicial District, Albuquerque and Las Cruces, New Mexico, Mixed Civil Case Files, 1900-1911 (also known as Entry 31), Case No. 58 1/2 , the United States of America vs. Ching Jung, alias Ching Chang.

Standards Correlations:

This lesson correlates to the National History Standards:

Era 6: The Development of the Industrial United States (1870-1900)

Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

Standard 2A: The student understands the sources and experiences of the new immigrants.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

9-12 Benchmark I-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

9-12 Benchmark I-B—United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

Congress passed the Chinese Exclusion Act in 1882, which excluded Chinese laborers from entering the country. It also prohibited the naturalization of Chinese. This Federal policy was the result of concerns over the large numbers of Chinese who had come to the United States in response to the need for inexpensive labor, especially for construction of the transcontinental railroad. This and other restrictive laws remained in effect until 1943.

As the United States began to “crack down” on illegal immigrants, numerous court actions were heard. The documents in this lesson relate to one such person, Chin Jung. At issue in this case was whether or not Chin Jung had been born in the United States, as he asserted, or whether he was born in China and later immigrated to the United States as the Government asserted.

The San Francisco earthquake of 1906 had a direct impact on those persons who were fighting the Chinese Exclusion Laws. Because the Hall of Records was destroyed, vital records including births, marriages, and deaths were gone. Because these records were destroyed, a legal Chinese resident who requested permission from the INS to return to China to bring back his family might claim to have more children than he actually did. He would receive the paperwork allowing their immigration, use what he needed for his own family, and use or sell the extra “places” to bring in non-immediate family members. These individuals became known as “paper sons.” Was Chin Jung one of these paper sons? Had he immigrated illegally after the 1906 earthquake? Or was he born in the United States as he claimed and any records that may have existed to prove his statements had been lost in the earthquake? The answer will never be known, but either way, the impact of a natural disaster on records has a profound and devastating impact on both individuals and the government.

The National Archives-Rocky Mountain Region holds several court cases similar to Chin Jung’s.

Suggested Teaching Activities:

- Have students read the statement of Chin Jung and use the Document Analysis Worksheet. Is his statement credible? Are there disadvantages to having to use an interpreter to make a sworn statement?

- Ask students to consider how they would prove that they were American citizens if there was a fire which destroyed all of their birth records.
- Ask students to read the order of deportation. What does it direct happen to Mr. Jung?
- Encourage a class debate/discussion on the issue of legal and illegal immigration in the United States today. Are there similarities to the issues the United States is facing today and those that occurred during the late nineteenth and early twentieth centuries? Have students find articles in the newspaper or online and give short oral reports on their findings.

Additional Online Resources:

There are numerous digitized documents relating to both the Chinese Exclusion Acts and the 1906 San Francisco fire and earthquake on the National Archives Website in the Archival Research Catalog (ARC). Go to: <http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Chinese Exclusion Act”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 408 “hits” of documents.

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “San Francisco earthquake”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 187 “hits” of documents.

There is a related lesson available in “Teaching with Documents” on the National Archives website. You may find it at:

<http://www.archives.gov/education/lessons/chinese-boycott/>

There is also an online exhibit about the San Francisco earthquake and fire on the National Archives website. You may find it at:

<http://www.archives.gov/exhibits/sf-earthquake-and-fire/>

July 28, 1908.

Chales Quong sworn as ineterperter.

Ching Jung being duly sworn deposes and says, I talk english a little, I am thirty years now, I was thirty years old this year, in U S it was in May of this year the third day of May, in chinee it would be April, I was born in San Francisco the chinee year four the american year it would be thirty ~~xxxxxx~~ six or thirty seven years ago, I lived in San Francisco up to the earthquake, the earthquake was the year before the month of March or April, the earthquake happen about three years ago, I went over to Oakland and staid a few days and then came here I came from Oakland to Silver City direct, at that time on the Southern Pacific Railroad they did not have to pay the ~~fair~~ fare, by that time all the people in San Francisco did not have to pay any fare, I arrived at Los Angeles I did not pay any fare from Los Angeles I had to pay fare, I think I came from Los Angeles I came on the Southern Pacific I think I paid thirty dollars, at the same time I got onto the train at Deming and came up to Silver City, in San Francisco some one told me that this was a good town, my friends told me this was a good town, about eight or ten of my friends told me that this was a good town, Joe Sing: I do not remember the names of the other eight that told me who were my friends Joe Sing has never been in Silver City, none of my friends have ever been in Silver City I paid fare from Deming to Silver City one dollar and ninety cents, in chinees that was about three years ago, it is not quite three years in american, I left Oakland form Silver City in chinees April three years ago, the reason that I did not learn to talk english was that my father was sick all the time and I got no chance to learn english, my father died in San Francisco about fifteen or sixteen years ago, my mother died about the same time, my fathers name was Ching Fook and his mothers was Masse, I did not have any brothers and sisters, I got this paper in San Francisco a friend of my fathers gave it to me, his name was Ching Jung and my name Ching Gan, the way he gave me this paper by that time my father was in business with him, they were all in business together when Ching Jung gave me the paper, I have had the paper about three years, my father died about 14 or 15 years ago, my father dided long before Ching Jung gave me this paper, this paper is that I was born in this country, Wong Fang Gee signed the paper, Fock Sim Tang, signed the paper Myers signed the paper also, he was an american, I have been acquainted with Myer ever since I was a kid he is an old man about sixty years he at the theatre in the Sing Hing Theatre, it is located at Jackson Street I saw Myers sign the paper I went over with him to sign it, I do not know his first name I saw him sign the paper but I do not know his first name, he signed Myer that is all I do not know whether he signed his first name to the paper those two chinaman and the Myers signed it no one else I was with them when they signed the paper, I know that no one else signed it, I was on the cheep car next to the baggage car. I have no witnesses here to testify for me nothing but this paper, I know the interperter ever since I came here that is three years ago last May.

Charles Qung being first duly sworn deposes and says I do not know how long I have known him, the first I have known of him was down at the American Kitchen, I have lived here about twenty three years since last November there is about sixty chinaman, I have known the defandant about six months

UNITED STATES OF AMERICA
v.
CHIN JUNG.

58 1/2 Appeal.

The above cause coming on to be heard this seventeenth day of April, A. D., 1909, and it appearing to the court that on the 28th day of July, A. D., 1908, the said defendant was tried before William H. Newcomb, United States Commissioner within and for the Third Judicial District of New Mexico, on the charge of being unlawfully within the United States;

And it further appearing to the court that on the said 28th day of July, 1908, at the trial aforesaid, the said defendant was, by the said United States Commissioner, William H. Newcomb, adjudged to be unlawfully within the United States, and was ordered to be deported therefrom to China;

And it further appearing to the court that the said defendant appealed to this court from the decision of the said United States Commissioner;

And it further appearing to the court that more than three days have elapsed since the beginning of the present term of this court and that said appeal was not docketed by the defendant nor in his behalf within the time provided by law, but that same has this day been caused to be docketed by the United States Attorney for the Territory of New Mexico, and on motion of said United States Attorney,

It is hereby ordered and adjudged that the judgment of the court below be affirmed.

It is therefore ordered by the court that the said Chin Jung be, and he is hereby remanded to the custody of the United States Marshal for the District of New Mexico, and the said United States Marshal shall take the said Chin

Jung to the City of San Francisco, State of California, in the United States of America, and there deliver him to the Collector of Customs at the port of San Francisco, to be by said Collector of Customs deported in accordance with law to the Empire of China, from whence he came, and this order shall be his authority for so doing.

And for the purpose of enforcing this order, the Marshal of the United States in and for the said District of New Mexico, is ordered to take the said Chin Jung into his custody, and him safely keep until this order shall be fully executed.

Signed Frank W. Parker,

Associate Justice, Judge etc.

UNITED STATES OF AMERICA)
Third Judicial District) as.
Territory of New Mexico)

I, William E. Martin, Clerk of the United States District Court of the Third Judicial District of the Territory of New Mexico, do hereby certify that the above and foregoing is a true and correct copy of an order made, signed by the Presiding Judge of said Court and entered of record on the 17th. day of April, A. D. 1909.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the SEAL of said Court this, 30th. day of April, A. D. 1909.

William E. Martin
U.S. District Clerk



Lesson 8: “There are only two classes of citizens,
patriots or traitors, Americans or Huns.”

Civil Liberties During World War I

Documents:

Editorial from the *Roswell Daily Record*, March 26, 1918
Letter in response to editorial dated April 8, [1918]

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 4, Records of the U.S. Food Administration, New Mexico State Food Administration, General Correspondence, 1917-1919.

Standards Correlations:

This lesson correlates to the National History Standards:

Era 7: The Emergence of Modern America (1890-1930)

Standard 2: The changing role of the United States in world affairs through World War I.

Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

9-12 Benchmark I-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

9-12 Benchmark I-B—United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

The U.S. Food Administration was created by an Executive order of August 10, 1917, to assure the supply, distribution, and conservation of food during World War I. Federal food administrators were appointed for each state to implement the Administration's programs.

The World War I period was also one marked by fear and sometimes hostility towards German aliens living in the United States and even U.S. citizens of German heritage.

Following the onset of hostilities during World War I, non-naturalized "Enemy Aliens" by definition, were required to register with United States authorities as a national security measure. Under the provisions of a Presidential Proclamation of April 6, 1917, non-naturalized female aliens were likewise registered as an additional national security measure that included those women of American birth that were married to enemy aliens.

The two documents in this lesson bring together the bureaucracy of the U.S. Food Administration system and the fear towards "enemy aliens."

The National Archives-Rocky Mountain Region houses the records of the U.S. Food Administration offices for the states of Colorado, Montana, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

Suggested Teaching Activities:

- Have students read the editorial and use the Document Analysis Worksheet. Have them carefully consider the language used by the writer. Is it inflammatory? Cite some specific examples. [For example, the author refers to I.W.W. traitors. Have students investigate the I.W.W. (Industrial Workers of the World)]
- After discussing the editorial, then pass out the follow-up letter from the New Mexico Food Administration official. After reading this letter, does it change their reaction to the newspaper editorial?
- Whose voice is missing from these two documents? [Mr. Pappé, the baker appointed to the head of the bakery division of the New Mexico Food Administration.] How could students find out if there are any documents which would show his viewpoint?

Additional Online Resources:

There are numerous digitized documents relating to the U.S. Food Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “U.S. Food Administration.”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 315 “hits” of documents.

There are also numerous digitized documents relating to “enemy aliens” during World War I on the National Archives Website in the Archival Research Catalog (ARC). As mentioned above aliens were required to complete paperwork and register with the government as “enemy aliens.” A few of these documents from Kansas and Arizona survive. Go to:

<http://www.archives.gov/research/arc/>

- - Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words “Enemy Alien Registration Affidavit”
- Set the limit to 1000.
- Check the box that will bring up digital images only.

You should get 299 “hits” of documents.

The series contains original affidavits of registration that record personal information about each registrant, their photograph affixed to the majority of documents, and the registrants fingerprints.

ARC Basic Search - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Media

Address http://arcweb.archives.gov/arc/servlet/arc.ControllerServlet?pg=1&tn=0&nw=y&rn=0&nh=299&st=b&p=digital

NARA ...ready access to essential evidence...

[Tips to Improve Your Speed](#) [Help](#)

ARC Basic Search

Search for [descriptions of Archival Materials](#) containing the following keyword(s):

energy alien registration affidavit

Limit Results to 100 1000 2000

Filter Your Search:

[Descriptions of Archival Materials](#) linked to [digital copies](#)

[Archival materials dated](#) between MM DD YYYY and MM DD YYYY

Location of Archival Materials:

- All Locations
- Cartographic and Architectural Records LICON, Special Media Archives S...
- Center for Legislative Archives
- Civilian Records LICON, Textual Archives Services Division

Type of Archival Materials:

- All Types
- Architectural and Engineering Drawings
- Artifacts
- Data Files

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Digital Copies Summary - Microsoft Internet Explorer

Address: <http://arcweb.archives.gov/arc/servlet/arc.ControllerServlet?pg=1&si=0&st=b>

NARA ...ready access to essential evidence...

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ARC Digital Copies Search Results

299 hit(s) retrieved for keywords "enemy alien registration affidavit" with filters applied.

See Hierarchy Printer-Friendly Version Refine Search New Search

Displayed 1 - 6 of 299 hit(s), Page 1

Jump to Page Go

Sorted By: Relevancy Ranking Date Creator Location Record Group/Collection

[Adjust Your Monitor](#)



1 ARC Identifier: 289064.
[Enemy Alien Registration Affidavit for Albert Sockland](#),
04/19/1918

[All Images](#)



2 ARC Identifier: 286238.
[Enemy Alien Registration Affidavit for Fanny Miesler](#),
04/19/1918

[All Images](#)



3 ARC Identifier: 286541.
[Enemy Alien Registration Affidavit for Rosa Middendorf](#),
1917 - 1921

[All Images](#)

There are also hundreds of additional digitized documents in ARC for the U.S. Food Administration. Have your students do a search using the term “U.S. Food Administration” and see what they can find.

There are additional lesson plans available on the “Teaching With Documents” website. You may find them at: <http://www.archives.gov/education/lessons/modern-america.html>

ROSWELL DAILY RECORD

Progressive-Democratic Newspaper
C. E. Mason Editor

Entered May 19, 1902, at Roswell, N. M. as Second Class Mail Matter under Act of Congress of March 3, 1879.

TERMS OF SUBSCRIPTION.

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TUESDAY, MARCH 26, 1918.

AMERICANS ONLY

At the present time in the United States there are only two classes of citizens, patriots or traitors, Americans or Huns.

There is no between class no other class of any kind.

You are either an American or you are a German. You cannot be a German-American. You can be a real American whether you were born in America or in Germany or in England or in France.

There are Germans in America

who were not born in Germany, who never were in Germany and who never expect to be in Germany. They call themselves Americans, but they are not. They are traitors to America. They are imitators of Benedict Arnold. They are true Huns.

There are Americans in America who were born in Germany, who lived in Germany, but who expect to remain and die in America. They are no longer Germans but Americans.

There are only the two classes, Americans and Germans, patriots and traitors.

The patriots may have been born in America and they may have been born in Germany and they may have been born in America or any other country.

It is chronicled by the British authorities that some of the most efficient of the German spies in England were not German in birth; many of them had not a drop of German blood in them. Yet they were Huns of the worst description, traitors who would sell the land for money.

Some time ago Ralph C. Ely, the state food administrator for New Mexico appointed one A. A. Pappe, an Albuquerque baker, head of the bakery division of the state food administration.

Mr. Pappe is not an American. He

is a German. He is not a traitor, for he does not pretend to be an American. He claims to be a German, is a German, an alien enemy of every American in New Mexico.

The action of the state food administrator was most astonishing. It was revolting to American citizens that he should have appointed a German, a citizen of an enemy country, one who owes allegiance to the Kaiser, and who says he does, to this important position.

Mr. Pappe registered as an alien enemy. At one time he registered with the German counsel at El Paso as a German reservist, and the only thing that prevented him from fighting for Germany was inability to get there.

The council of defense of Albuquerque took up the matter with Mr. Ely and were astonished to find that he defended his action. He has evidently adopted for his motto "Put all but Americans on Guard."

It is understood that efforts will be made to secure action at Washington and have Mr. Ely removed from the office he holds. It should be done.

The Record is not accusing Mr. Ely of not being an American. We believe that he is truly patriotic, but just the same his conduct in this instance has been such as to cause his removal from the office he holds. His judgment cannot be trusted.

It is understood that the Hun baker has resigned and that Ely is trying to secure his retention in the office.

The whole affair is a disgrace to the Americans of the state.

The Record believes there has been too much paltering to Germans all through this war. We believe the I. W. W. traitors should not be placed in jail but should be shot as traitors. We believe all traitors of whatever birth should be given short shrift.

The country is full of men who are working day and night to aid Germany. They have hampered war preparations, have delayed ship building, have messed up our war plans of all kinds, have destroyed almost a hundred million dollars of American property, and have caused the loss of hundreds and perhaps thousands of lives through explosions and fires.

When caught these men are being treated as prisoners, carefully placed in a nice jail and treated like royal guests. They are murderers, traitors worse than Benedict Arnold, and should be given the treatment they deserve.

The Record believes that the time has come when the country can afford no longer to fool with these Huns. They are working to destroy America, to subject the land to the Hun, to kill our men and do worse to our women and children.

A continuation of the kid-glove method of handling these Huns means the loss of thousands of American soldiers and endangers the success of the war.

It is time that America awoke to the danger within her borders.

Young Men

THE foundation for credit must be laid long before the credit is needed, for it is dependent upon character and reputation and these are based on knowledge and association.

Young men will find a connection with this Bank decidedly helpful. Through its willing co-operation and helpful counsel along sound banking lines, they may prepare themselves for future opportunities.

Give us your account and let us give you our cordial service.

Citizens National Bank
Roswell, New Mexico

April 8

Mr. and Mrs. C.E. Mason
Roswell, N.M.

My dear friends:

On Tuesday, March 26th there appeared in the Record an editorial on "Americans Only", and I want to say that the spirit of the editorial is a spirit of true Americanism. But that portion of it in reference to Mr. Ely is very unjust. I know that that portion referred to was written in just exactly the same spirit as that which inspired the balance of the editorial, but I am sorry that the information upon which you based the Lappe story was not only misleading, but wholly false. I wish to relate to you just briefly the facts pertaining to the appointment of Mr. Pappe.

Mr. Ely decided to move the offices of the United States Food Administration from Santa Fe to Albuquerque for three reasons. First, because Albuquerque was the center of the railroad facilities of the State, second, because we could secure more ample room for the offices, and third, because we had a larger population to draw from for department heads and office assistants. Soon after coming to Albuquerque, Mr. Ely considered a number of local men for the positions of department heads in the Food Administration. In the Bakery Division we were at sea. There were six bakers in Albuquerque and we called them into conference and they all agreed to work with and help any one man appointed by this Administration. There were several things that pointed to Mr. Pappe as being the right man. First, within a week after the fifty-fifty rule went into effect, Mr. Pappe sent to our offices at Santa Fe all of his formulas for making war bread, with the statement that he wanted to render any and all services to the Government. Second, we knew that Mr. Pappes' step-son

Mason -2-

was in the army at Fort Riley,. Third, we had knowledge that they had purchased Liberty Bonds and were members of the Red Cross, but unfortunately, we did not know that Mr. Pappe was registered as an alien enemy, neither did we know that he had registered with the German Consul at Dnever at the beginning of the war. We considered Mr. Pappes' appointment from the standpoint of efficiency and from the apparent evidence that he was an American citizen, but before the appointments, any of them, were made, Mr. Ely called into conference several Albuquerque business men and in each instance was the appointment made through the combined judgment of these men. When the question of Mr. Pappes' appointment came up, Mr. Ely also had a conference with these men, and upon my personal suggestion, he called into conference Mr. Paul Hedington, City Manager, and also member of the County Defense Council, and after a very careful consideration and many conferences, Mr. Pappe was appointed. There is'nt any question but what every man who endorsed Mr. Pappe was as ignorant as Mr. Ely as to his true status, all believing him to be an American citizen.

Within ten days after the appointment was made, two complaints were made with out office, saying that Mr. Pappe had not shown full loyalty at all times and soon after that, within an hour or two, we secured the information that Mr. Pappe had registered as an alien enemy and also registered with the German Consul at Denver. Mr. Ely called me into conference, and within thirty minutes, we prepared a telegram, stating the facts to the Washington office. When the telegram was sent, I called Mr. Pappe up over the telephone, and at my suggestion he came to the office and we made a plain statement of the facts to him and he in turn admitted that he was registered at Denver. The things he had to say and the excuses he made are immaterial for the reason that Mr. Pappe then and there tendered his oral resignation and upon my suggestion, went home and put that resignation into writing. So you see that the matter

Mason -3-

was handled here in this office just as any other patriotic Government organization would have handled it, and just as quickly as you or any other just man or woman would have disposed of it. I am merely stating these facts to you because I know that you would not wilfully mis-represent or unjustly attack any man who was devoting himself to Government work at this time of the Government's great need. This office is not only loyal to the Government of the United States, but we are in hearty accord with all sentiment which has for the elimination of German spies, German propoganda, and German influences in this country.

The records of our office pertaining to the appointment of all men are clear and open to inspection, particularly so in the Faape case. May I say in conclusion that many of us are having some of the experiences, you, my friends, went through in your ten-year's fight for the cleanliness of your town, and may we hope that all people who are interested in the welfare of this Government and in winning this war against the common enemy to Democracy, will lay aside their personal dislikes and political preferences, and stand back of every agency, both State and Federal, that is striving for victory. Will you give these facts the same publicity which you gave to the unjust story upon which your editorial was founded?

Sometimes in our zeal to serve our Government, we may over-do the matter and play into the hands of our enemies, by unjust attacks on some State or Federal agency, that is doing its best to help win the war. With very best personal regards, to you, I am

Yours very respectfully,

JHT/BM

Field Secretary

Lesson 9: “Share Your Car – Conserve Gas * Tires * Autos”

Rationing During World War II

Documents:

- “Gone, but not forgotten!” newsletter dated August 25, 1945
- “Signs of the Times” newsletter dated July 28, 1945
- “If You Want to Ride . . . Recap in Time” newsletter dated July 14, 1945
- “Sugar: You are Going to Take a Very Long Journey” newsletter dated June 9, 1945
- “Meat is a Material of War!” newsletter dated June 2, 1945
- “Berlin . . .Where We’ve Been and Where We’re Going. . . Tokyo” newsletter dated May 19, 1945
- “Share Your Car—Conserve Gas*Tires*Autos” newsletter dated May 12, 1945
- “They Say Things Are Getting Really Tough Back Home” newsletter dated April 7, 1945

Documents Citation:

National Archives and Records Administration, Rocky Mountain Region, Denver, Colorado. Record Group 188, Records of the Office of Price Administration. OPA Region VII. Rationing Department. Albuquerque (New Mexico) District Office. General Records, 1942-1945.

Standards Correlations:

This lesson correlates to the National History Standards:

Era 8: The Great Depression and World War II (1929-1945)

Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

Standard 3C: The student understands the effects of World War II at home.

This lesson correlates to the New Mexico Social Studies Standards:

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

9-12 Benchmark I-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.

9-12 Benchmark I-B—United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.

5-8 Benchmark I-D—Skills: Research historical events and people from a variety of perspectives.

9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

About the Documents:

The Office of Price Administration (OPA) originated in the Price Stabilization and Consumer Protection Divisions of the Advisory Commission to the Council of National Defense on May 29, 1940, and in their successor, the Office of Price Administration and Civilian Supply, created in April 1941 and redesignated the Office of Price Administration by an Executive order of August 28, 1941. The OPA was given statutory recognition as an independent agency by the Emergency Price Control Act of January 30, 1942. Under this legislation the OPA attempted to stabilize prices and rents by establishing maximum prices for commodities (other than agricultural products which were under the control of the Secretary of Agriculture) and rents in defense areas. It also rationed scarce essential commodities and authorized subsidies for the production of some goods. Most of the price and rationing controls were lifted between August 1945 and November 1946.

Many different items were rationed during World War II including rubber, gasoline, meat, and sugar. War Ration Books containing stamps were issued to each family and dictated how much could be purchased of any rationed commodity. One of the main reasons for rationing gasoline was actually to conserve tires, as the Japanese army had cut the U.S. off from its chief supply of rubber in the Far East.

For gasoline, there were different rationing classifications. Each classification came with a sticker that was to be placed in the front windshield of the car. An "A" classification was for persons whose use of their cars was considered nonessential. This classification entitled the holder to four gallons of gasoline a week. A "B" classification was for those persons whose work was deemed essential to the war effort--for example, persons who worked in a war industry. The "B" sticker was worth about eight gallons a week. A "C" sticker was reserved for people like doctors, ministers, and mail carriers. There was also

an "X" classification that was reserved for politicians and other V.I.P.'s. To get a classification and rationing stamps, citizens appeared at the OPA office in person. Theoretically, each gallon of gasoline sold was accounted for. The buyer surrendered his stamp at the point of purchase, and the vendor forwarded the records to the OPA. Gas rationing began on a nationwide basis on December 1, 1942. It ended on August 15, 1945.

The National Archives-Rocky Mountain Region houses records from Region 7 of the Office of Price Administration which includes records from the states of Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming.

Suggested Teaching Activities:

- Pass out the documents and a copy of either the "Written Document" or the "Poster" analysis worksheet from the National Archives and ask students to complete it. (While these newsletter cover pages are not posters, their design and visual impact is similar to a poster.)
- Make a list of rationed commodities during World War II. Ask students if these same items would be difficult to live without today. Then ask students to make a list of the "commodities" they use on a daily basis. Ask them to rank in order which would be the most difficult to live without.
- Have students design a World War II-era poster to encourage rationing of sugar, meat, tires, or gasoline. Or have them design a poster that could be used today to encourage recycling.

Additional Online Resources:

There are numerous digitized documents relating to the Office of Price Administration on the National Archives Website in the Archival Research Catalog (ARC). Go to:

<http://www.archives.gov/research/arc/>

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the word "rationing"
- Set the limit to 100.
- Check the box that will bring up digital images only.

You should get 21 "hits" of documents.

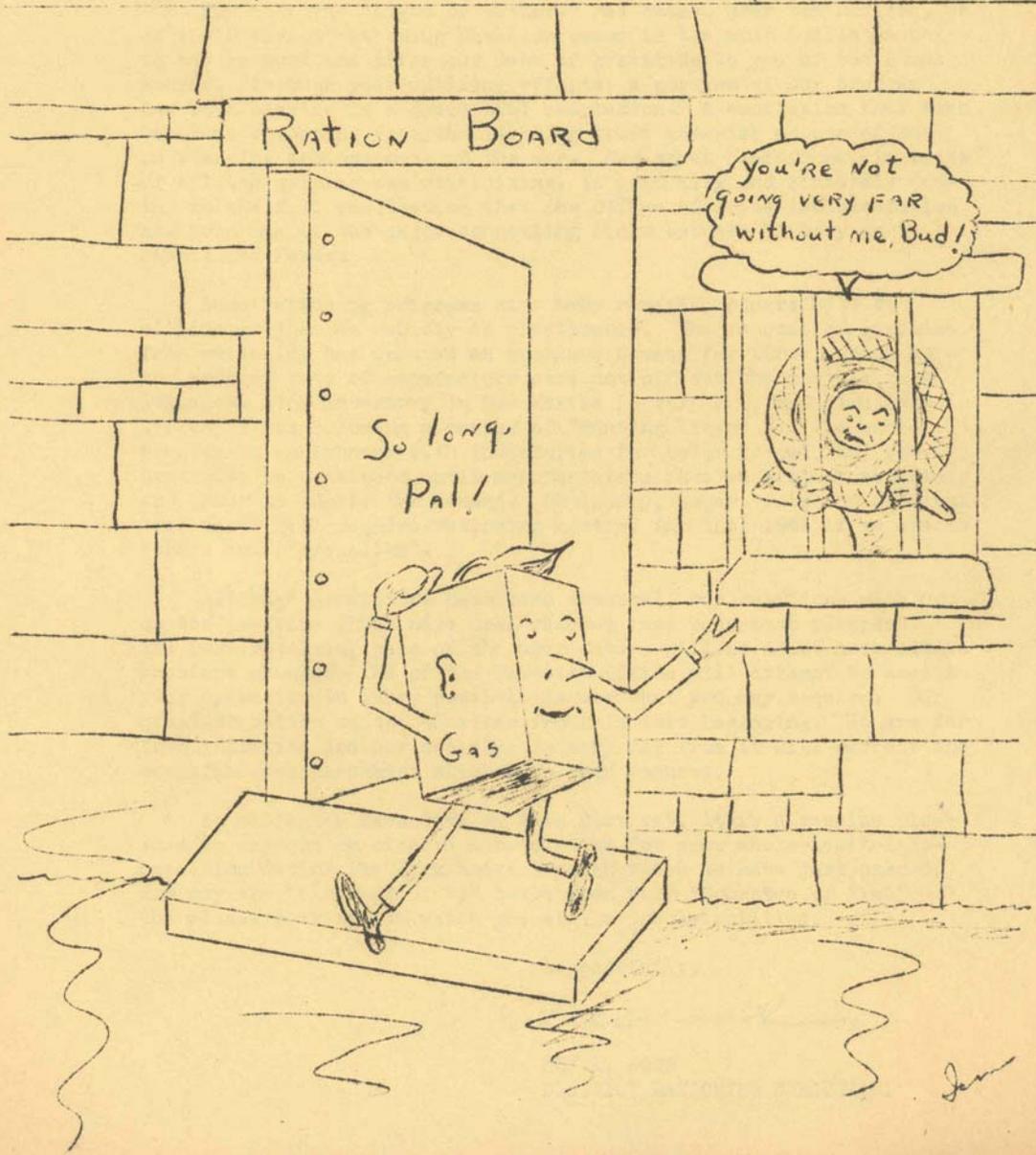
Students can also search using terms relating to specific commodities that were rationed.

- Click on the Yellow Search Button which appears on the left-hand side of the screen.
- In the Search window type in the words such as “sugar,” or “tires,” or “gasoline”
- Set the limit to 100.
- In the dates boxes ask it to search for documents dated between 1940 and 1945.
- Check the box that will bring up digital images only.

There are additional World War II era related lessons in “Teaching With Documents” on the National Archives website. You may find them at:

<http://www.archives.gov/education/lessons/depression-wwii.html>

Gone, but not forgotten!



WEEKLY NEWS BULLETIN
RATIONING DIVISION
DISTRICT OFFICE

VOLUME 3 NUMBER 29

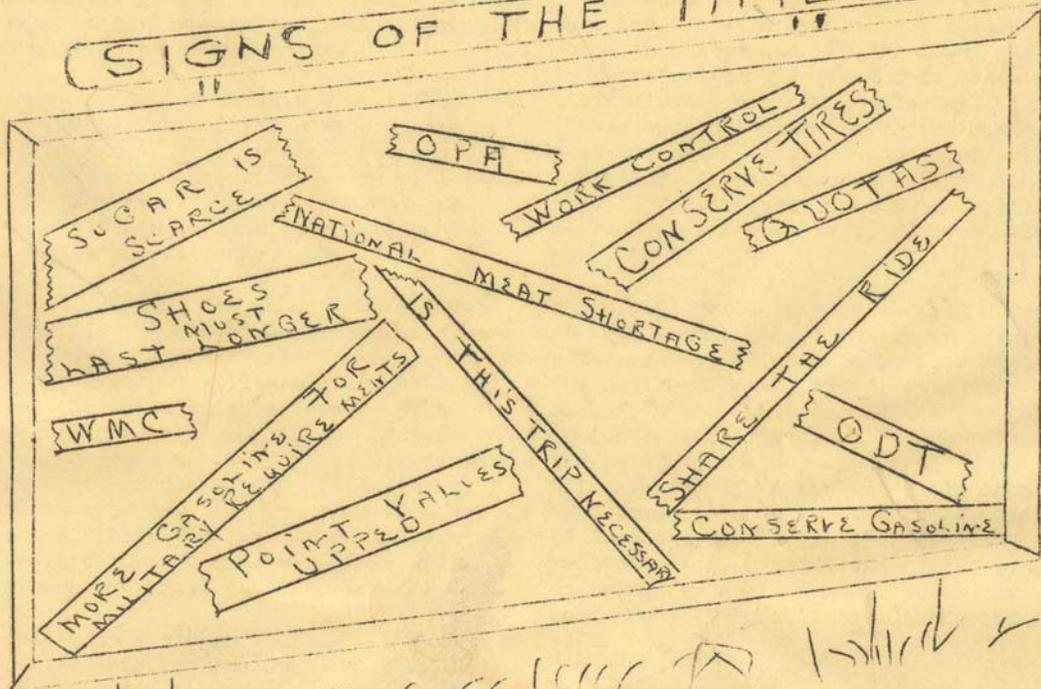
ALBUQUERQUE, NEW MEXICO

JULY 28, 1945

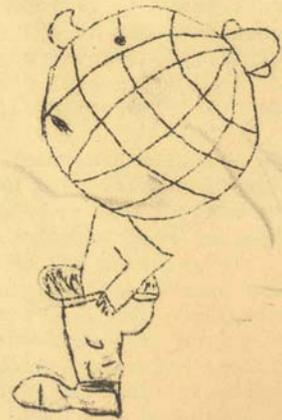
311
286
25

Alma Boney
4

SIGNS OF THE TIMES



AS VIEWED
by the
WORLD

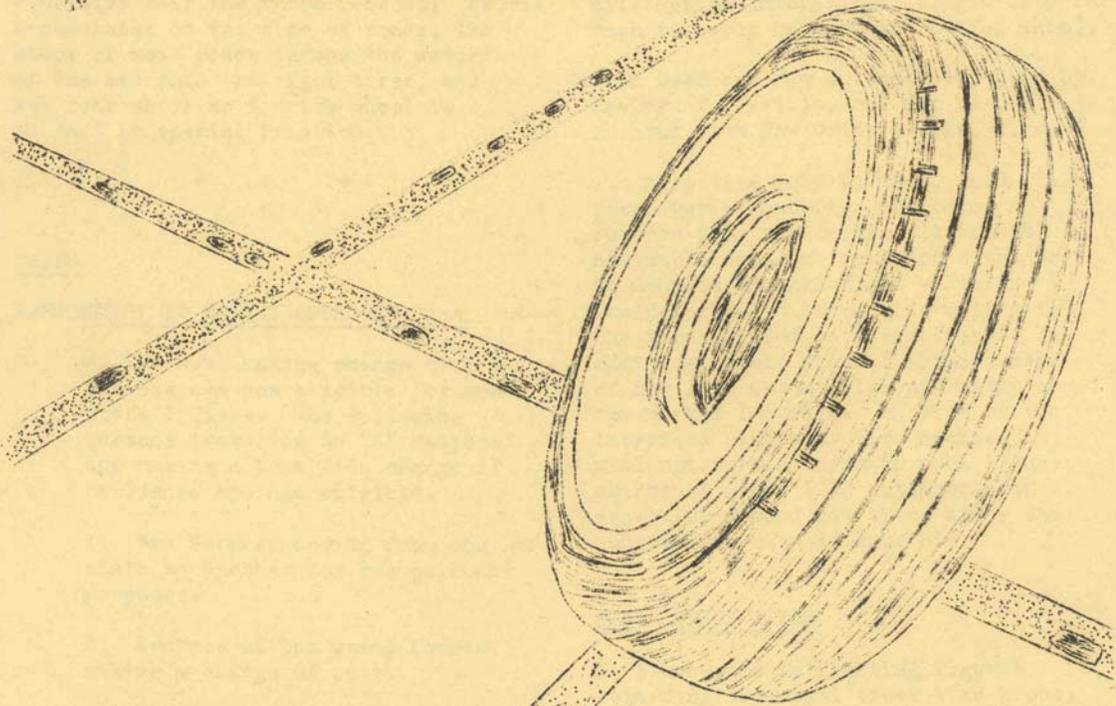


WEEKLY NEWS BULLETIN
RATIONING DIVISION
DISTRICT OFFICE

VOLUME 3 NUMBER 27

July 14, 1945

if you want to ride...



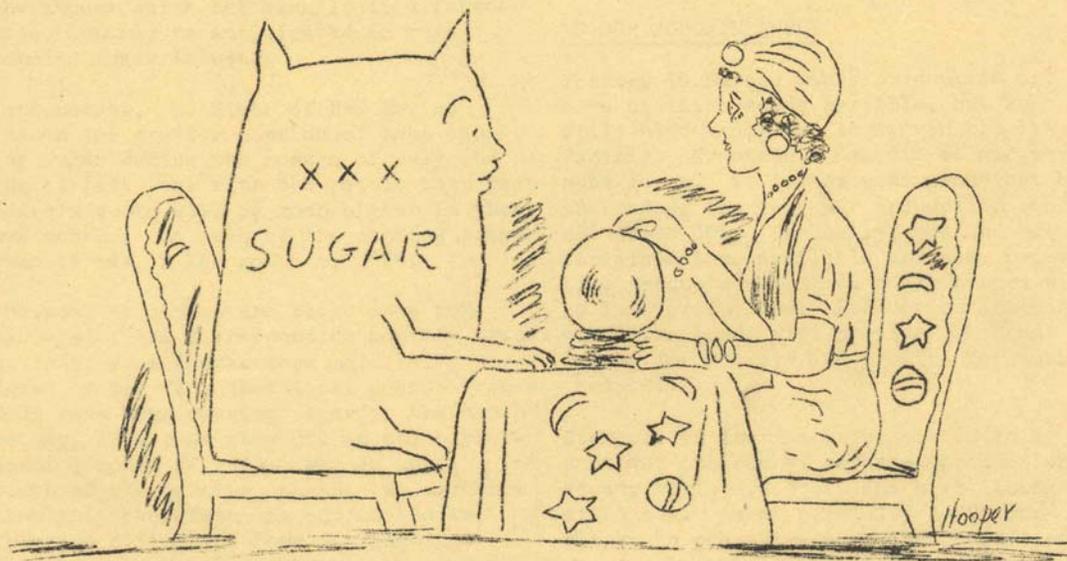
recap in time

WEEKLY NEWS BULLETIN
RATIONING DIVISION
DISTRICT OFFICE

VOLUME 3 NUMBER 23

ALBUQUERQUE, NEW MEXICO

JUNE 9, 1945



"You are going to take a very long journey."

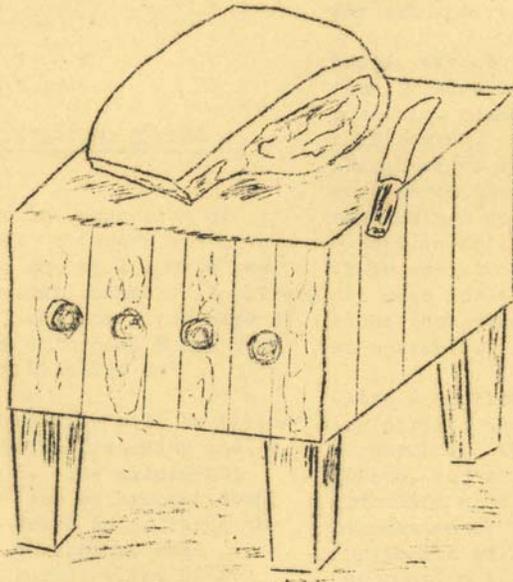
THESE DAYS THE FUTURE OF ANY SUGAR SACK IS HARD TO FORETELL; IT'S GOING TO HAVE TO GO A LONG WAY.

BUT HERE'S A QUESTION NO CLAIRVOYANT CAN ANSWER: WILL OUR PRESENT STOCK OF SUGAR LAST LONG ENOUGH?

YOU CAN HELP SUPPLY THE ANSWER - BY HANDLING EVERY POUND AS THOUGH IT WERE IMPOSSIBLE TO REPLACE, AS CAREFULLY AS THOUGH VICTORY ITSELF DEPENDED ON THAT ONE POUND.

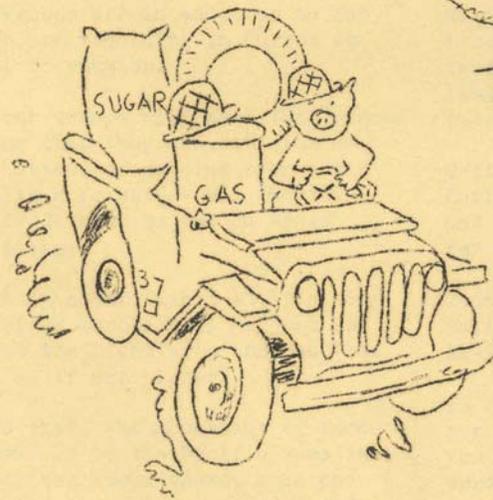
WEEKLY NEWS BULLETIN
RATIONING DIVISION
DISTRICT OFFICE

*My Dreams
are getting better
all the time*



MEAT ...

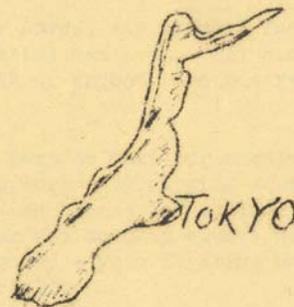
is matériel of war!



where we've
BEEN

and

where we're
GOING



WEEKLY NEWS BULLETIN

RATIONING DIVISION

DISTRICT OFFICE

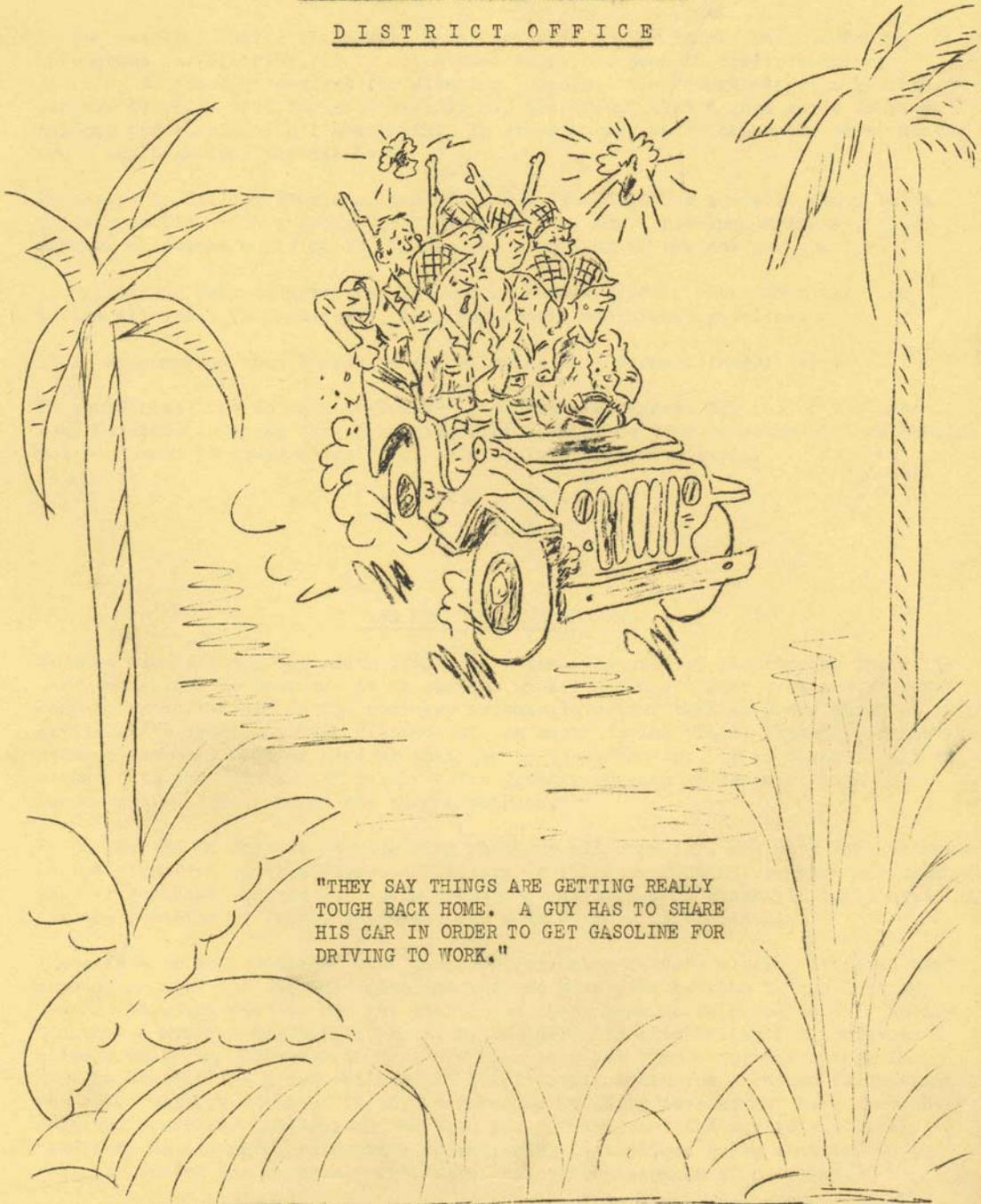
VOLUME 3 NUMBER 19

ALBUQUERQUE, NEW MEXICO

MAY 12, 1945



WEEKLY NEWS BULLETIN
RATIONING DIVISION
DISTRICT OFFICE



"THEY SAY THINGS ARE GETTING REALLY TOUGH BACK HOME. A GUY HAS TO SHARE HIS CAR IN ORDER TO GET GASOLINE FOR DRIVING TO WORK."

Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="radio"/> Newspaper</td> <td><input type="radio"/> Map</td> <td><input type="radio"/> Advertisement</td> </tr> <tr> <td><input type="radio"/> Letter</td> <td><input type="radio"/> Telegram</td> <td><input type="radio"/> Congressional Record</td> </tr> <tr> <td><input type="radio"/> Patent</td> <td><input type="radio"/> Press Release</td> <td><input type="radio"/> Census Report</td> </tr> <tr> <td><input type="radio"/> Memorandum</td> <td><input type="radio"/> Report</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement											
<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record											
<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report											
<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other											
2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Interesting Letterhead</td> <td><input type="checkbox"/> Notations</td> </tr> <tr> <td><input type="checkbox"/> Handwritten</td> <td><input type="checkbox"/> "RECEIVED" stamp</td> </tr> <tr> <td><input type="checkbox"/> Typed</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Seals</td> <td></td> </tr> </table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>												

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**

Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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