# ALTERNATIVE CONCEPTS FOR COMMEMORATING SPANISH COLONIZATION

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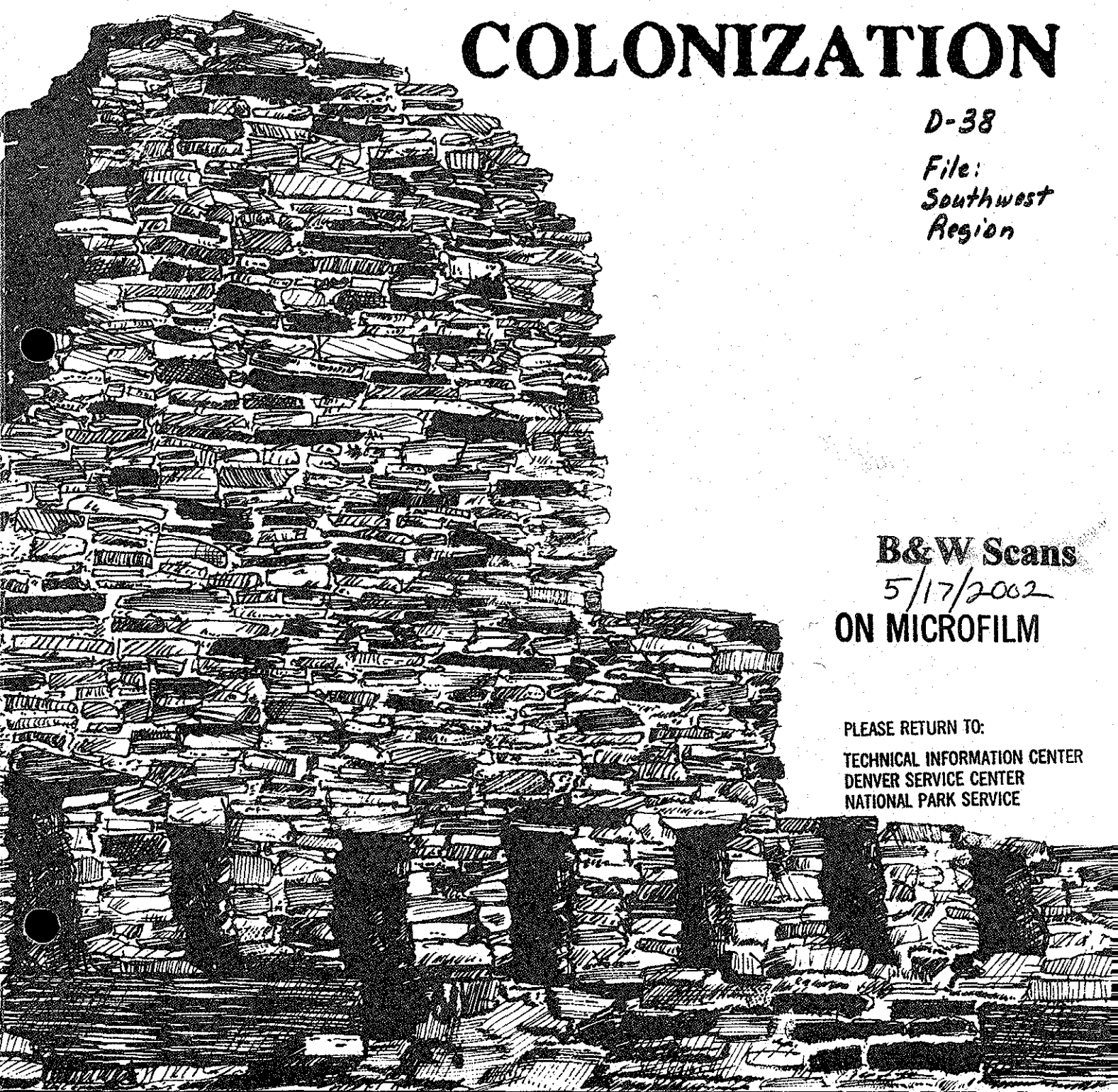

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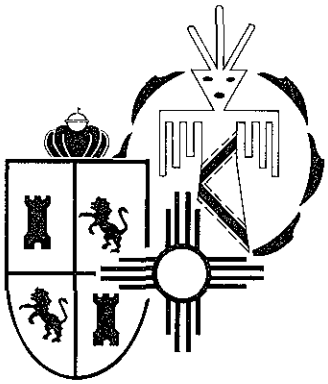
# Alternative Concepts for Commemorating Spanish Colonization

February 1991



**SPANISH COLONIZATION STUDY • NEW MEXICO**

UNITED STATES DEPARTMENT OF THE INTERIOR / NATIONAL PARK SERVICE

# SUMMARY AND MAJOR FINDINGS

At the direction of Congress, the National Park Service is studying alternative concepts for commemorating Spanish colonization in New Mexico. Much is already happening in New Mexico at the federal, state, and local levels to commemorate and interpret the period of Spanish colonization. However, several important aspects of the story are not currently represented, and many important resources are at risk. Action is needed to ensure that this important part of our nation's history is appropriately commemorated.

This study identifies

> the themes considered by scholars of Spanish colonization to be the most important ideas to be conveyed to the public
>
> a preliminary list of 22 sites that the National Park Service, in consultation with scholars, has found to be the best representations known to date of the various elements of the Spanish colonization story
>
> seven alternative concepts for commemorating Spanish colonization in New Mexico

The sites included in this study range from archeological ruins of pueblos, mission churches, and Spanish civil settlements to contemporary Hispanic communities and Indian pueblos. Considerably more study is needed to complete the survey and documentation of Spanish colonial sites. The state of New Mexico has expressed an interest in conducting this study. In addition, the National Park Service should undertake a separate Spanish colonial theme study.

Some of the alternative concepts analyzed in this study emphasize the preservation and/or interpretation of Spanish colonial sites, and some of the alternatives describe other ways, independent of existing resources, for commemorating Spanish colonization.

The concepts have not been developed into actual plans. Specific proposals for sites, programs, facilities, and related costs have been deferred pending the completion of the resource data base and more extensive coordination with property owners and local communities. Even though this is a National Park Service study prepared for Congress, it includes alternatives that would involve only limited federal government action. Spanish colonization could be commemorated by federal, state, or local governments, ethnic communities, private organizations, or any combination of these entities, and this range of alternatives is included in this study for consideration by Congress.

The success of any of these concepts will depend on direction, support, and assistance from local New Mexico communities. It is recommended that a task-directed committee or commission be established to enter into a dialogue with these communities to define a course of future action. Once a general concept or concepts have been selected, more focused planning can be conducted by the appropriate involved entities. Facility needs and cost estimates can most appropriately be developed at that time.

The seven alternatives described and analyzed in the study are summarized below. No alternative is preferred over the others at this time.

**Conduct a comprehensive research program:** The National Park Service, possibly in cooperation with the state of New Mexico, would contract with academic institutions to inventory, document, and study Spanish colonial resources remaining in New Mexico. Research would be conducted with the consent of the existing landowners.

**Coordinate a comprehensive interpretation program:** The National Park Service would develop a comprehensive interpretation program to increase public understanding of the Spanish colonization of New Mexico and its importance to U.S. history. Owners of Spanish colonial sites that are open to the public could choose to participate in the interpretation program.

**Develop a commemorative center:** A local or state entity, perhaps with federal assistance, would develop a commemorative center, which could include museums, a research center, cultural events, and interpretation. The center would give communities the opportunity to celebrate their heritage and to share their culture with the visiting public.

**Interpret a Spanish cultural heritage scene:** A local or state entity, perhaps with federal assistance, would re-create a multi-faceted Spanish cultural heritage scene to allow the interpretation of the complete story of Spanish colonization at a single site.

**Identify state tour routes:** The state of New Mexico would incorporate Spanish colonial themes into the state highway tour program.

**Establish new units of the national park system:** The National Park Service would add one or more units to the national park system to allow for more complete representation and interpretation of the entire story of Spanish colonization.

**Enhance state programs and assistance to local sites:** The federal government would allocate funds to the state of New Mexico specifically for the study, preservation, and interpretation of Spanish colonial resources at the state and local levels.

Some alternatives, including the alternative of establishing new units of the national park system, would require further federal legislation. Many of the alternatives could be financially supported through cooperative public/private partnerships with or without new congressional funding. Some of the alternatives, such as the commemorative center, the re-creation of a cultural heritage scene, and state tour routes, would be primarily state or local government or private initiatives, with minimal or no involvement by the National Park Service.

The alternative concepts were reviewed by the public in August 1990. Most people commenting on the study supported some form of further action to commemorate Spanish colonization in New Mexico. Some supported an alternative emphasizing either research, resource protection, or interpretation, but most saw a need to combine alternatives.

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# SPANISH COLONIZATION STUDY

## STUDY BACKGROUND

In 1598, almost a decade before the first permanent English settlement was established at Jamestown, Spanish colonists moved into New Mexico, beginning more than two centuries of dominion and enculturation that would indelibly mark the character of the American Southwest. In recognition of this distinctive contribution to American culture, the U.S. Congress has directed the National Park Service to study alternatives for commemorating Spanish colonization of the American Southwest, Spanish colonial frontier culture, and Spanish colonialism in New Mexico.

The Spanish Colonization Commemorative Act of 1988 (Public Law 100-559, reprinted in appendix A) specifies that the study of alternatives should make recommendations regarding preservation and interpretation of resources associated with the Spanish colonization of the Southwest. The legislation further stipulates that the study include specific analysis of the San Gabriel National Historic Landmark and the Los Luceros Hacienda to determine their significance to the Spanish borderlands story.

Consistent with the legislative emphasis on New Mexico, this study will be limited to resources within that state, even though historically the province of New Mexico extended from El Paso into Colorado and from the Hopi pueblos in northeastern Arizona to central Kansas. Indeed, the Spanish claim at one time extended from Florida to Alaska, and the complete history of all the Spanish provinces would require the study of resources in many states.

## STUDY PURPOSE AND SCOPE

The Spanish colonization study has two purposes: The first is to identify the major elements of the story of Spanish colonization in New Mexico and the places, structures, landmarks, and other resources that appear to best represent that story. The second purpose is to analyze a wide range of alternative strategies for commemorating this important part of American history.

Much is already happening in New Mexico at the federal, state, and local levels to commemorate and interpret the period of Spanish colonization. For example, pueblo/mission complexes and other Spanish colonial resources are preserved and interpreted for the public at several national parks and monuments and a state monument (described later in this report). Federal, state, and local agencies are currently considering designation of a number of tour routes involving Spanish colonial resources, including the Camino Real and a Coronado trail. The National Park Service's Spanish Colonial Research Center, managed in cooperation with the University of New Mexico, is working to increase understanding of Spanish colonization nationwide. Through this center and the Southwest Regional Office in Santa Fe, the National Park Service provides technical assistance to other owners and managers of Spanish colonial resources interested in enhancing their protection or interpretation. The city of Santa Fe and many other New Mexico communities retain structures and plazas dating from the colonial period. Santa Fe interprets its Spanish colonial history at the Palace of the Governors museum. The city of Española is planning a commemorative plaza to

celebrate the Spanish colonial and other aspects of its cultural heritage. The Rio Arriba County Commission has passed a resolution to erect a monument and visitor center to commemorate the founding of the first Spanish colony in the Southwest. El Rancho del las Golondrinas near Santa Fe, managed privately by the Colonial New Mexico Historical Foundation, interprets reconstructions representing the Spanish colonial period.

If no further action was taken as a result of this study, most of the programs described above, including the National Park Service's technical assistance program, would continue as currently operated or planned. However, despite the overall quality of the existing programs, important opportunities would be missed for preserving and interpreting a comprehensive representation of the Spanish colonial period. To date the documentation and preservation of Spanish colonial resources has been very limited. Several important aspects of the story of Spanish colonization are not represented by any protected or interpreted sites, and many important resources are at risk as a result of ongoing community and private development, vandalism, erosion, and other factors. The information compiled through this study will help define the direction for a new initiative intended to ensure that this important part of our nation's history is appropriately commemorated.

Although this study included the most systematic and comprehensive survey of New Mexico's Spanish colonial sites conducted to date, considerably more research will be required to complete the survey and documentation of Spanish colonial resources. The state of New Mexico has expressed an interest in conducting this survey but lacks the necessary funding. The state has indicated that approximately $100,000 will be adequate to develop a survey and data base. Additional funding will be required for appropriate documentation for the National Register of Historic Places. In addition, the National Park Service should undertake a separate Spanish colonial theme study, which will result in national landmark nominations for appropriate sites.

The alternatives described and analyzed in this study are broad concepts and have not been developed into actual plans. Limitations in the available data base make it inappropriate to link possible actions with specific sites or costs at this time. Also, because the implementation of many of the concepts would depend on direction, support, and assistance from local communities, private property owners, and state or local agencies, considerable coordination with all the potential participants would have to precede specific proposals.

Although this study is being conducted by the National Park Service for Congress, it includes alternatives in which the federal government would not participate or would play only a minor role. Spanish colonization could be commemorated by federal, state, or local governments, ethnic communities, private organizations, or any combination of these entities, and this range of alternatives is included in this study for consideration by Congress.

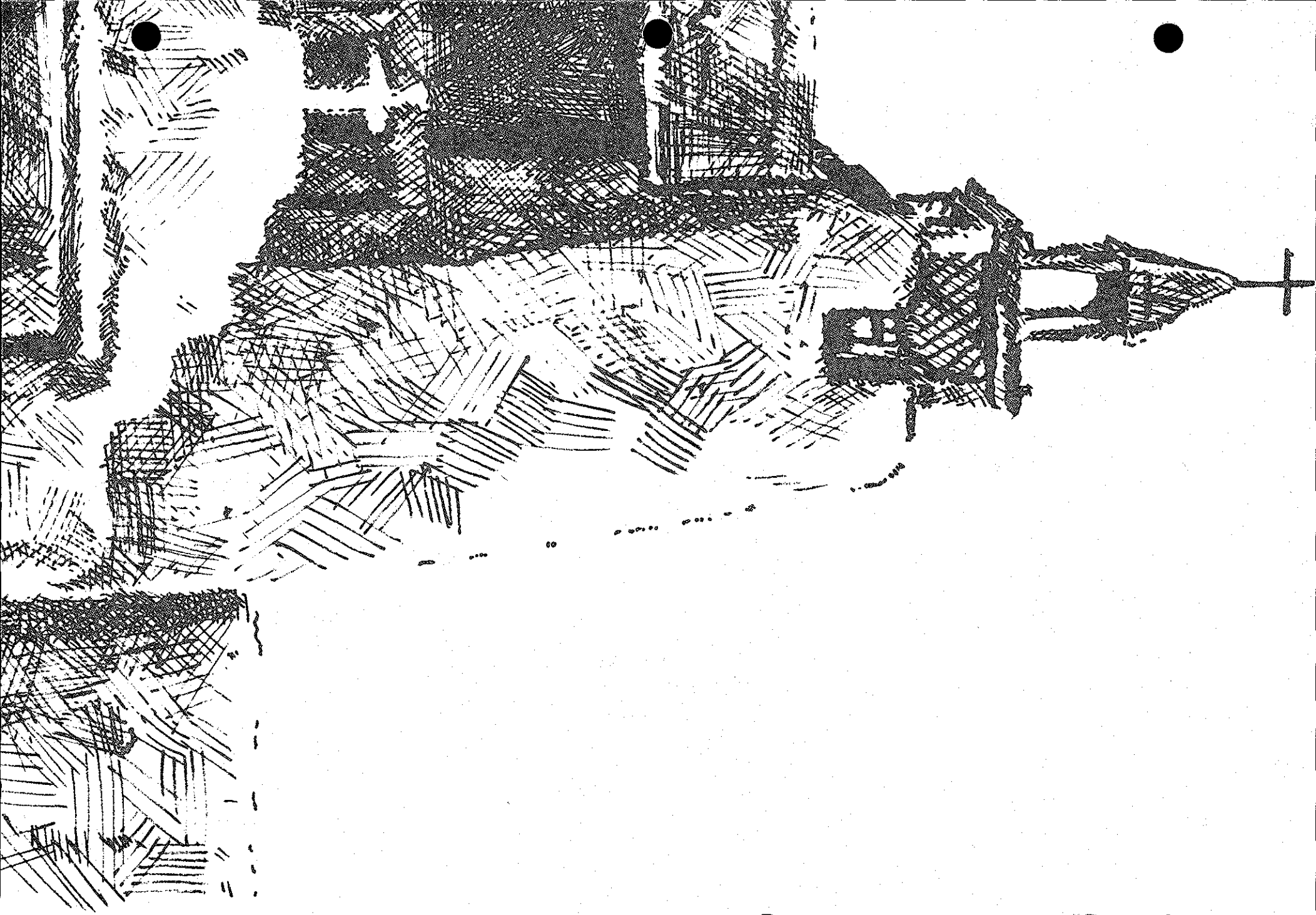
The success of any of these concepts will depend on direction, support, and assistance from local New Mexico communities. Prior to selecting one or more of these concepts, it is recommended that a task-directed committee or commission be established to enter into dialogue with these communities to define a course of

future action. This group, which should include Hispanic, American Indian, and Anglo representatives, could be established administratively or legislatively for a specified term, possibly for one year.

Once a general concept or concepts have been selected, additional focused resource studies will be conducted. Specific facility needs and cost estimates will be developed as part of this more detailed planning. A lead agency or other entity should be assigned responsibility for directing this planning effort, but it should involve all the property owners, local communities, and other agencies and organizations with an interest in the project.

## PUBLIC INVOLVEMENT IN THIS STUDY

Because of the importance of local involvement and support in this project, a particularly high priority has been placed on gathering information and comments from people interested in the commemoration of Spanish colonization. The National Park Service has held meetings and discussions with subject-matter specialists, provided information through newsletters, and requested comments through the mail. More than 450 people, including specialists, community leaders, site managers, and other interested individuals are included on the mailing list for this project. More specific information about public involvement in the various parts of this study is included in the appropriate sections of this report.



# PART ONE: THE STORY

# OVERVIEW OF SPANISH COLONIZATION IN NEW MEXICO

## INTRODUCTION

*Webster's Dictionary* defines a colony as "a body of people living in a new territory but retaining ties with the parent state." Spain colonized most of the Western Hemisphere, and the northern limits of its colonization extended across the North American continent. In the context of the northern frontier of New Spain, colonization may be defined as the process of expansion of the Spanish Empire into areas inhabited by other cultures. The expansion proceeded by means of the establishment of Hispanic settlements, called colonies, in these areas.

The Spanish colony of New Mexico met all the usual characteristics of a colony:

> There was a cultural difference between the colony and the local inhabitants.
>
> The colony's culture was a distilled version of the colonists' home culture.
>
> The colony had a set of methods by which it maintained itself in the colonized area. These consisted of military, religious, economic, and political pressures and inducements used to influence the local culture.
>
> The economic relationship with the parent state frequently had a strong influence on the success of the colony. Usually, the benefits that accrued from the colony's existence had to exceed its maintenance cost for it to continue.
>
> As time passed, the colony became more like its home culture, but because of separation and the influence of the local culture, always retained characteristics peculiar to the area.

## MAJOR STORY ELEMENTS

Two distinct periods of Spanish colonization occurred in New Mexico. The first period began in 1598, when the first colony was established, and continued until the Pueblo Revolt in 1680. The second period began with the return of the Spanish to New Mexico in 1692 and continued until Mexico gained independence from the Spanish Empire in 1821. The two colonial periods in New Mexico were significantly different as a result of changing policies within the government of the Spanish Empire.

### First Colonization

After 1492 Spain moved to settle the lands in this new addition to its empire. The fall of Tenochtitlán in 1521 gave Spain a dominant position on the North American mainland. From there, conquest expanded westward toward the Pacific coast.

As the period of conquest came to an end, exploration and pacification of areas to the north became a priority. Francisco Vásquez de Coronado led a large expedition into New Mexico in 1540. Settlement toward the north lagged behind exploration. In 1548 silver miners along the Mexican Plateau were still opening the lands directly north of Mexico City for new

economic activities including ranching, farming, and trading. By the latter 16th century, Santa Barbara in present day Chihuahua and Saltillo in Nuevo Leon represented the northernmost Spanish settlements. With the settlement of the extensive Mexican Plateau, the stage was set for the next phase of the Spanish frontier movement.

The Pueblo Indians along the northern borderlands of New Spain belonged to several important Indian cultures, all of which formed powerful, close-knit, sophisticated societies. The Indians, however, no matter how capable and aware, had only the resources of a few thousand acres of farmland, forest, and plains and a few dozen towns to draw on. Worse, there were strong political divisions between various pueblos, as well as clear linguistic differences, making it very difficult for the pueblos to act as a unified force in opposing colonization.

In 1598 Juan Pérez de Oñate led a large wagon train northward to the Indian pueblos of New Mexico. Oñate and his settlers established their headquarters at the pueblo of San Juan, beyond the confluence of the Rio Chama and Rio Grande. Two years later Oñate moved the headquarters to a new site near the confluence of the two rivers, which he named San Gabriel. From there the Spanish extended their farms north and south along the Rio Grande. By 1610 the settlers had established a permanent headquarters at the new Villa de Santa Fe.

The New Mexico colony was intended to serve several purposes. It was to convert the Indians to Christianity and indoctrinate them into Spanish culture. It was also, hopefully, to provide more material wealth for the Spanish Empire. Finally, it was to act as a northern defensive establishment, to prevent French and English expansion into the southwestern part of the North American continent.

The Spanish Empire used specific institutions to carry out its colonization process. One of these, the *encomienda,* supported the military component of the Spanish colonial system. The encomienda operated by granting particular persons, called *encomenderos,* the right to take tribute in the form of foodstuffs, salable goods, and sometimes labor from an Indian village. In return, the encomenderos maintained a military force available for the needs of the region. In New Mexico, as in other parts of the empire, this force defended and policed the colony and the pueblos. Following the Pueblo Revolt of 1680, the encomienda was not reintroduced into New Mexico.

Although there was no legal provision for it, there was a strong relationship between the encomienda and landownership. The eminent historian Silvio Zavala has written of the "tendency of the encomendero's family to convert itself . . . into the proprietor of lands contained within the jurisdiction of the encomienda towns." Encomenderos were among the principal landowners of New Mexico during the first century of settlement, and they established ranching and farming properties called *estancias* in the rich river valleys unoccupied by Indian pueblos. These estancias generally consisted of a centralized group of buildings, frequently fortified, that served as administrative headquarters and the residence for the staff, surrounded by lands used for herding and farming. An estancia produced great quantities of corn, wheat, and sheep for the subsistence of the province and for trade with other provinces. They must have depended on

the labor of Indians as well as of Spanish settlers who could not afford independent landholdings of their own.

The second major colonial institution was the mission. The Spanish crown saw conversion to Christianity as a means of securing the cooperation of the Indians. The missionaries, supported by a stipend from the king, placed missions at major villages of the local residents. Here the missionaries attracted Indians to the acceptance of Christianity and European civilization through the inducements of European crops, domestic animals, and subsistence methods. The Spanish used the missions as schools to teach the Indians new technologies and new agricultural and livestock methods, as well as Catholicism, the Spanish language, and Spanish culture. The missionaries also operated estancias in the valleys of the Rio Grande and its tributaries, using the open land for herding and farming.

Both the encomenderos and the missionaries depended on Indian pueblos for their wealth and power. They both used Indian labor, sometimes forced, sometimes voluntary, and sometimes compensated, under a complex system referred to as the *repartimiento*. Because they competed for Indian labor and open lands, the missionaries and the encomenderos were potential enemies. On the whole, however, they maintained relatively amicable relations. It was more common for both groups to see the governor, a short-term administrator from outside the province who was inevitably interested in political power and quick profit, as the enemy.

The colony had a hierarchical government structure headed by the provincial governor. Under the governor, chief magistrates managed the various jurisdictions within the province. Indian villages within each jurisdiction had local magistrates who were answerable to the chief of the jurisdiction. Each village controlled an area of influence, called a district, that extended several miles from the village center. The magistrate of the district had authority over the nearby Spanish estancias and associated settlements. Within this hierarchy the provincial governor had direct control over both the missionaries and the encomenderos. The encomenderos answered to him, and under certain circumstances he could revoke an encomienda and regrant it to a person of his choice. The governor also had specific powers over the missionaries and their pueblos, although how these powers could be exercised was a topic of bitter controversy between the governor and the church through the first century of colonization in New Mexico.

The colony was supported by the world-spanning network of the Spanish Empire and the population and production power of Europe. The individuals arriving in New Mexico, however, brought only a limited selection of the rich and complex Iberian cultures and material

technology. The colony had to produce goods of interest to Spain or to other colonial regions so that it, in turn, could purchase the products it could not produce locally. New Mexico lacked mineral wealth, but it was located relatively near major mining operations, which created a ready market for its beef, mutton, leather, textiles, piñon nuts, and especially salt. As a result of these markets, New Mexico was a viable economic unit of the Spanish Empire. Both the wealthier colonists and the missions dealt in the marketable goods of the province. Most of the settlers lived on farms and raised subsistence crops, cattle, and sheep. The missions raised corn, wheat, and livestock on Indian land or in large ranching and farming estancias of their own. The Indian population hauled salt, tanned hides, gathered piñon nuts, wove textiles, herded sheep, and rounded up cattle, all of which were traded to Mexican markets by the settlers and missions.

The pueblos were the first source of wealth and power in the province of New Mexico and were of tremendous economic importance to the colony. When a pueblo was abandoned because of famine or conflict, the impact on New Mexico's economy was severe. It resulted in the loss to the church of a portion of the produce of mission fields and pastures managed by Indian staff, the loss of Indian tribute to one or more encomenderos that maintained the defense of the province, and a cutback on Indian labor for the collection of natural resources.

The economic importance of the pueblos lessened somewhat through the first century, as the Spanish established their own farming and ranching complexes in the open river valley lands. In some other ways, however, the pueblos' importance to the colony increased. One expression of this was the increasing use of Pueblo Indian auxiliaries in military expeditions against outside Indian groups such as the Apaches. By the 1670s, as many as 300 pueblo auxiliaries were commonly included in retaliatory strikes.

Centuries of dealing with each other and neighboring tribes had given the Pueblo Indians sophistication in politics. Each pueblo, like a Greek city-state, used kinship and social ties, alliances, threats of or the actual use of force, and economics to achieve dominance over other pueblos. The Pueblo Indians quickly learned the dynamics of the Spanish system and proved to be masters in the use of the system against itself. Not until epidemics of European diseases and famine began to seriously reduce their population did the Pueblo Indians begin to prepare for a provincewide revolt. After several abortive attempts, in 1680 the pueblos succeeded in throwing off the yoke of the Spanish Empire for the next 12 years.

### Second Colonization

In 1692 the Spanish returned and began to reestablish the province of New Mexico, but not under the same conditions as before. As part of the second colonization, the Spanish allowed the Pueblo Indians much greater religious freedom. The Indians, for their part, were more amenable to the presence of the Spanish because they realized that they and the Spanish could work together to survive the increasing onslaughts of the Apaches and other Indians.

The economic and political structures of the second colonial period also differed from the first. Political power became more centralized, and the encomendero

system was discontinued. Since the Pueblo Indians no longer had to pay tribute to encomenderos, most of the goods sent out of the province in trade were produced by Spanish and mestizo settlers. The governor encouraged the expansion of the settled area of the province by granting land to individuals or groups. Several towns grew from the ruins of estancias that had been established during the first colonization and pueblos that had been abandoned during the revolt or the intervening years.

Missionaries exercised much less power, both economically and socially, during the recolonization. Missions were no longer principal sources of goods and produce. New churches were built from the ruins of the first colonization buildings where possible, resulting in smaller, more primitive buildings.

With the cessation of the encomienda system, professional soldiers assumed the burden of the defense of the province. The crown established a presidio in Santa Fe, and military patrols and detachments originated from it. However, individual towns depended on local militia as their first line of defense, and militia auxiliaries, either Spanish or Indian, aided in the patrols and guard duties along the frontiers of the province.

During the second colonial period the pueblos had a lower level of influence and political activity than during the first colonial period. A tacit balance or standoff between the Indians and the colonists seems to have been established. The missionaries made few attempts to increase the Hispanization of the Indians, and the Indians made few attempts to rebel against the presence of the Spanish. Apparently both groups had learned a certain fear of the other as a result of the revolt of 1680. At the same time, both groups were threatened by outside forces. They turned to each other for mutual protection from the Apaches in the early decades of the 18th century and from added threats by other groups, principally the Comanches, during the second half of the century.

## SPANISH AND ENGLISH COLONIZATION: A COMPARISON OF METHODS

The Spanish colonial method, although similar to the English approach, differed from it in several important ways. Initially, some of the English colonies were largely mercantile ventures carried out by individual companies that acquired charters from the English crown. A charter granted a company the right to trade and exploit resources within a given territory; however, the companies exercised little direct control over the actions or the daily lives of the colonists. The English considered native Americans to be a source of resources and goods from outside the area of English settlement, but English entrepreneurs looked on them as competitors for land and as potential or de facto enemies. The companies had no official policy to "civilize" the natives or to protect them from colonial incursions and offenses.

The Spanish colonies, however, relied on a different system to maintain them in the New World. The direct authority of the Spanish crown established and controlled each colony. An important part of the responsibilities of a colony was to bring European civilization to the native Americans in the area colonized. The Spanish Empire legally recognized native Americans as human beings and protected them by laws guaranteeing their rights in the Spanish Empire. Individual colonists

frequently abused these rights, but the Indians had a court of law to which they could appeal and which would protect them from or compensate them for any offense. The Spanish considered the Indians to be a conquered people and usually accorded them legal respect as subjects of the king. The Spanish incorporated the Indians into the colonial society, while the English kept them separate as outsiders. The Spanish believed that if a good relationship was achieved, the sedentary populations of the pueblos and the semisedentary groups of the vast surrounding territories could be a major source of goods and products for the Spanish economy. However, they found that these native Americans could be formidable opponents if antagonized.

The different methods of colonization used by the two Empires directly affected the survival of native American cultures in each colonial region. In areas colonized by the English, the Indians have virtually disappeared, and those few groups left have kept little of their heritage. In areas colonized by the Spanish, many of the Indian groups remain. In many cases their heritage survives largely intact. The Spanish colony of New Mexico made a determined attempt to incorporate Pueblo Indians into the new Hispanic society of the frontier. Ultimately, however, the Spanish Empire collapsed and gave way to Mexico and finally to the United States, while the Pueblo Indian cultures have persisted despite waves of acculturation by Spain, Mexico, and the United States.

A careful examination of the process of expansion of the English and Spanish colonies suggests that the two methods of colonization affected more than the native Americans living in the colonial areas. The different approaches of the two empires appear to have directly influenced the successful growth of their colonies and the expansion of their frontiers. Among the many factors involved, several are of particular note here. During the conquest period Spanish expansion was rapid and English expansion was minimal. After the first two centuries, however, the Spanish colonial movement languished, while the Anglo expansion became more aggressive. (Anglo expansion gained momentum after the English colonies won their independence and thus was an American rather than a British phenomenon.) The more mercantile approach of the Americans seems to have encouraged expansion, while the centralized "wealth and souls" orientation of the Spanish Empire, with a lower emphasis on individual profit, discouraged the growth of the Spanish colonies.

## THE SIGNIFICANCE OF THE HISPANIC SOUTHWEST

American culture derives from both an English and a Spanish colonial heritage. The Spanish colonization created a colonial culture in the American Southwest just as English colonization created an English colonial culture in the eastern United States. From English colonization developed many of the basic cultural elements of America today. In the same way, from Spanish colonization developed a Hispanic culture that characterizes the American Southwest. Spanish colonization is not a historical curiosity that occurred far in the past with no pertinence to the American Southwest of today; rather, that colonization is the principal source of this distinctive Southwestern culture.

The Spanish colonization of the south, from Georgia and Florida on the east

coast to California on the west, established European culture in that region of the continent. English traits dominate the culture of the United States as a result of the expansion of the English colonies until they acquired all of North America north of Mexico. In other colonial areas outside of the original thirteen English colonies, however, the Anglo traits are overlaid on the cultural traits of the other Old World nations who established their colonies in these areas. The colonial cultures of Spain and France were effectively erased from New England and the southeastern states by British expansion and conquest. After the American Revolution, the conquest of Florida and the West by the United States eventually resulted in the Anglicization of these areas, but in a more superficial way.

Upon acquiring the Hispanic colonial territories, the United States established a legal structure derived from English law. The laws were modified, however, to incorporate local practices derived from Hispanic tradition and law. This resulted in conflicts, especially in the areas of water management and land tenure, where the practices of Anglo and Spanish cultures strongly differ.

Because of the flow of history and the natural topography, New Mexico was and has remained an unusual area of the Spanish borderlands. It began as a colony separated from the rest of the northern frontier by a considerable distance, causing unusual hardships for the settlers. As a result of its isolation, New Mexico changed more slowly than the core settlements to the south and retained archaic colonial remnants of custom, language, and attitudes. Even the overlay of Anglo culture was thinner in the mountains of northern New Mexico that elsewhere, leaving a stronger Spanish colonial presence there than may be found anywhere else in the southeastern or southwestern United States. A large percentage of southwestern families maintain Hispanic lifeways, traditions, kinship patterns, settlement and land-use patterns, social interaction, and language. Spanish towns, laid out according to the Laws of the Indies formulated by a Spanish king, dominate the countryside, Spanish place names are common, and even among Anglo families, innumerable Spanish words are used in everyday speech.

## CONCLUSIONS

The Spanish colonization of the American Southwest was part of the great expansion of western European culture across the world in the 15th and 16th centuries. This expansion had a tremendous effect on all world cultures. The United States itself was a product of the expansion, and as it grew, this nation acquired colonies established by other European powers, producing an American culture distinct from any individual European culture. The Spanish colonies were a major contributor to American culture, and this study seeks to recognize that contribution.

# MAJOR INTERPRETIVE THEMES

At the beginning of the project, the planning team consulted with more than 30 scholars of Spanish colonization in New Mexico in two day-long meetings, one in Albuquerque and one in Santa Fe. While the scholars were naturally concerned with the preservation of sites and resources, they were particularly concerned about how the story of Spanish colonization would be presented to the public. They cautioned the team about past mistakes that have resulted in the perpetuation of stereotypes, myths, and misconceptions about this period of American history. To help ensure a sound basis for this study, the scholars reviewed and helped revise the preliminary draft of the overview of Spanish colonization presented in the previous section of this report.

In addition, because of the strength and validity of their concerns, these experts were asked to help develop a set of theme statements that could be used in the future to guide the preparation of interpretive programs and media. Each of the scholars was asked to provide the planning team with a list of those ideas he or she considered the most important to convey to the public. The team categorized and consolidated the ideas received and used them to prepare interpretive themes.

Interpretive themes are statements of the principal ideas that must be conveyed to help people understand the significance of Spanish colonization in New Mexico. Themes are the framework from which a complete interpretation program can be developed.

The interpretive themes prepared by the planning team were returned to the scholars for review, corrections, and confirmation of the team's understanding of the ideas. The theme statements that follow are the result of that process. They are the ideas considered essential for the public to know in order to have an accurate understanding of Spanish colonization in New Mexico and will be the foundation for interpretation in any alternative.

## UNITED STATES HISTORY

Spanish colonization in New Mexico is not foreign history but rather an integral part of United States history.

> The first Europeans in North America were Spanish, or at least represented Spain. Long before the English settled in North America, the Spanish were permanently established in Florida and New Mexico.
>
> The American Southwest retains a hispanic character, which has evolved from the Spanish colonial period.
>
> Spanish colonization of New Mexico was followed by United States colonization of New Mexico.

Spain provided considerable support to the American Revolution in the form of supplies and money. Without this aid there might not have been a United States today.

## CONQUEST

*Conquest of one group by another,* whether ultimately perceived as positive

or negative, has occurred repeatedly throughout history and throughout the world. The Spanish conquest of New Mexico was no exception.

Each of the conquering nations that colonized portions of North America used different methods, which resulted in different effects on native populations.

> Unlike the other European conquerors of the New World, Spain emphasized the conversion of Indians to Christianity.
>
> Unlike other colonizing powers of the time, Spain early established specific legal regulations (Laws of the Indies) protecting the property rights and civil rights of the native people.
>
> The Pueblo Indians were able to keep some parts of their own culture. Thus, they continue to have their languages and their native religions.

## COLONIAL INSTITUTIONS

The Spanish Empire used specific institutions to carry out its colonization process.

> Hispanic colonists in the Southwest had little economic exchange with Spain and only infrequent commerce with Mexico. As a result, the colonists became part of the existing aboriginal trade networks to acquire bond servants, food, hides, and other items needed for their domestic lives.
>
> Missions were a major institution of colonization. Through them, the Pueblo Indians, who resisted coercion, were attracted to acceptance of Christianity and European civilization through the inducements of European crops, domestic animals, and subsistence methods.
>
> The encomienda system, another institution of colonization, granted certain individuals the right to take taxes in the form of food, goods, and labor from an Indian village. In return, a military force was maintained for the needs of the area. The encomenderos became the principal landowners, settling on river bottom lands unoccupied by the Indians.
>
> Unlike the missionaries, encomenderos and other civil settlers were prohibited from utilizing pueblo lands, although some still did in violation of the law. Both missionaries and encomenderos sought and competed for open lands to establish estancias.

## PUEBLO REVOLT AND SUBSEQUENT ACCOMMODATION OF CULTURAL DIFFERENCES

The colonization of New Mexico is a prime example of Spanish-Indian intercultural reaction and adjustment.

The attempt to dominate the Pueblo Indians backfired on the Spanish.

> Following a short period of contact and the initial intrusion of Spanish settlers, the Spanish and Pueblo Indian cultures, unfamiliar with each other's way of life, clashed over differences in attitudes, religion, and economics, which led to the expulsion of the Spanish in 1680.

The Pueblo Revolt resulted from a combination of causes, including the Pueblo Indians' alarm over the serious population losses from European diseases; diametrically opposed assumptions about politics, religion, and culture; excesses within the repartimiento and encomienda systems; and a widespread famine resulting from the long drought of the 1660s.

After the Pueblo revolt the repartimiento and encomienda systems declined and there was more accommodation than strife.

Better understanding and mutual needs for survival resulted in a period of readjustment on the 1700s frontier.

## CULTURAL INTERCHANGE

The distinctive multiethnic culture of New Mexico, manifested in its architecture, its foods, and its languages, is a direct reflection of the accommodations and changes that Hispanic, the many native American, and later Anglo cultures have had to make.

The Spanish experience in New Mexico offers a case study of how one group of emigrant people adapted to a distinctive environment and different native American cultures.

Spanish colonial society was complex and included a diversity of people in terms of class, education, race, and other factors. To lump all these people together and to stereotype modern-day Hispanics on the basis of false generalities so generated is not only misleading, but unfair to both the historic population and their descendants.

Cultural exchanges took place through marriage, religion, etc. For example, the *matachines* ritual is a cultural trait borrowed by the native population, while the Spanish population learned to use the local corn, beans, and squash. The Spanish brought the adobe model that revolutionized adobe architecture. The so-called kiva fireplace and the horno may be of Moorish origin.

Indian cultures have persisted despite waves of acculturation by Spain, Mexico, and the United States.

Even though the Pueblo Indians adopted elements of Spanish religion and culture, a tightly knit community structure and strong sense of independence allowed them to retain their own languages and religions over the long term.

The pueblos of today are not an accurate ethnographic analogy of the pueblos as they were in late prehistory. Colonization had an impact on aboriginal population size and distribution, and on the corresponding social and economic organization of the pueblos.

# PART TWO: RESOURCE EVALUATION

# EVALUATION METHODOLOGY AND CRITERIA

A major task for the planning team was to determine what Spanish colonial resources remained in New Mexico and which of them were most appropriate to include in the study of alternatives. The steps leading up to this determination are described briefly below. The list of Spanish colonial resources identified in this report should not be considered definitive because of a number of limitations inherent in the study methodology. Only readily available information was used; thus, some important sites may not have been considered. The variable quantity and quality of site data made it impossible to consistently and comprehensively address the sites that were known. All the work that predated the analysis in this document is summarized in the "Study Team Progress Report" on file at the Denver Service Center and the Southwest Regional Office in Santa Fe.

**Step 1: Identify all registered resources related to Spanish colonization in New Mexico.**

As a starting point, the study team conducted computer searches through the archeological records management system data base of the Laboratory of Anthropology Records Center in Santa Fe and requested printouts of recorded archeological sites in all Hispanic and Pueblo Indian categories.

Using this printout of approximately 660 sites, the team began to sort out sites having little relevance to the study. Sites were eliminated from this preliminary list if they did not represent the Spanish colonial time period or if they did not contain Spanish colonial elements. This process, using only information found in the data base, resulted in a list of approximately 200 sites.

Next, all sites that had not been evaluated for the New Mexico State Register or the National Register of Historic Places were eliminated because of the general lack of information about them. The scope of this study did not allow for original research; therefore, only documented sites could be considered. A few exceptions were made by professional NPS historians who, based on their knowledge and consultation with other scholars, added back to the list some potentially important sites that had not previously been evaluated for register status.

This step resulted in a working list of about 120 mostly registered sites related in some way to the story of Spanish colonization in New Mexico. These sites are listed in appendix B. Other sites need to be identified and added to the list in the future.

Given this small number of sites and the significance of Spanish colonization in New Mexico, it is evident that all Spanish colonial sites deserve at least some degree of care and attention.

**Step 2: Identify the major story elements and the resources that best represent each of those elements.**

For purposes of this study, the Spanish colonization story was defined to include events and developments from 1540, when the Coronado expedition arrived in New Mexico, to 1821, when Mexico gained independence from

Spain. National Park Service historians consulted with Spanish colonization scholars in developing the historical overview of this period presented in part one of this document. The major elements of this story, outlined in table 1, provided the framework for determining the range of resources needed to fully represent and commemorate this period of American history.

**TABLE 1: ELEMENTS OF SPANISH COLONIZATION IN NEW MEXICO**

**First Colonization**
Exploration
Pueblos
First settlements
Provincial system of government
Institutions of colonization (encomienda system and missions)
Economic production
Defense
Lifeways

**Pueblo Resistance**
Cultural conflict
Pueblo Revolt of 1680
Reconquest

**Second Colonization**
Pueblos
Provincial system of government
Institutions of colonization
Economic production
Defense
Lifeways

These story elements fit into the NPS thematic study, *History and Prehistory in the National Park System and the National Historic Landmarks Program,* under theme II: European Colonial Exploration and Settlement; subtheme A: Spanish Exploration and Settlement; facet 3: Southwest. Because no further definition exists for the Spanish colonization theme, it is suggested that the story elements presented above be considered as an extension of the NPS thematic framework. Various resources related to the Spanish colonization story also are representative of other themes, such as Cultural Developments (theme I), Agriculture (theme XI), Architecture (theme XVI), and American Ways of Life (theme XXX); however, the comprehensive story of Spanish colonization can only be told within the framework provided by theme II.

After identifying the story elements, the planning team analyzed the 120 sites on the preliminary resource list to determine which sites best represented each of the story elements. Factors considered to be important included how well the resources represented one or more elements of the story, whether they retained visible fabric from the colonial period, and whether they retained historical integrity. The information used in making these determinations was assembled from the Laboratory of Anthropology files, national and state register forms, national historic landmark forms, and consultations with NPS and private-sector Spanish colonization historians and archeologists in the United States and Mexico.

Twenty-two sites, listed in table 2, appeared to provide the best representation of the various elements of the story of Spanish colonization in New Mexico. Some of these sites represent more than one story element, and some of the story elements are represented by more than one site. The sites are arrayed according to which story elements they represent in appendix C. Some of the sites are actually groups of sites closely related by historic function and proximity.

This list of sites was published in a newsletter for public review in August

1990. Several people noted that the church and townsite of Santa Cruz de la Cañada had not been included. The site has since been added to the study and is evaluated in the next section of this report.

**Table 2: Best Representations of Spanish Colonization in New Mexico**

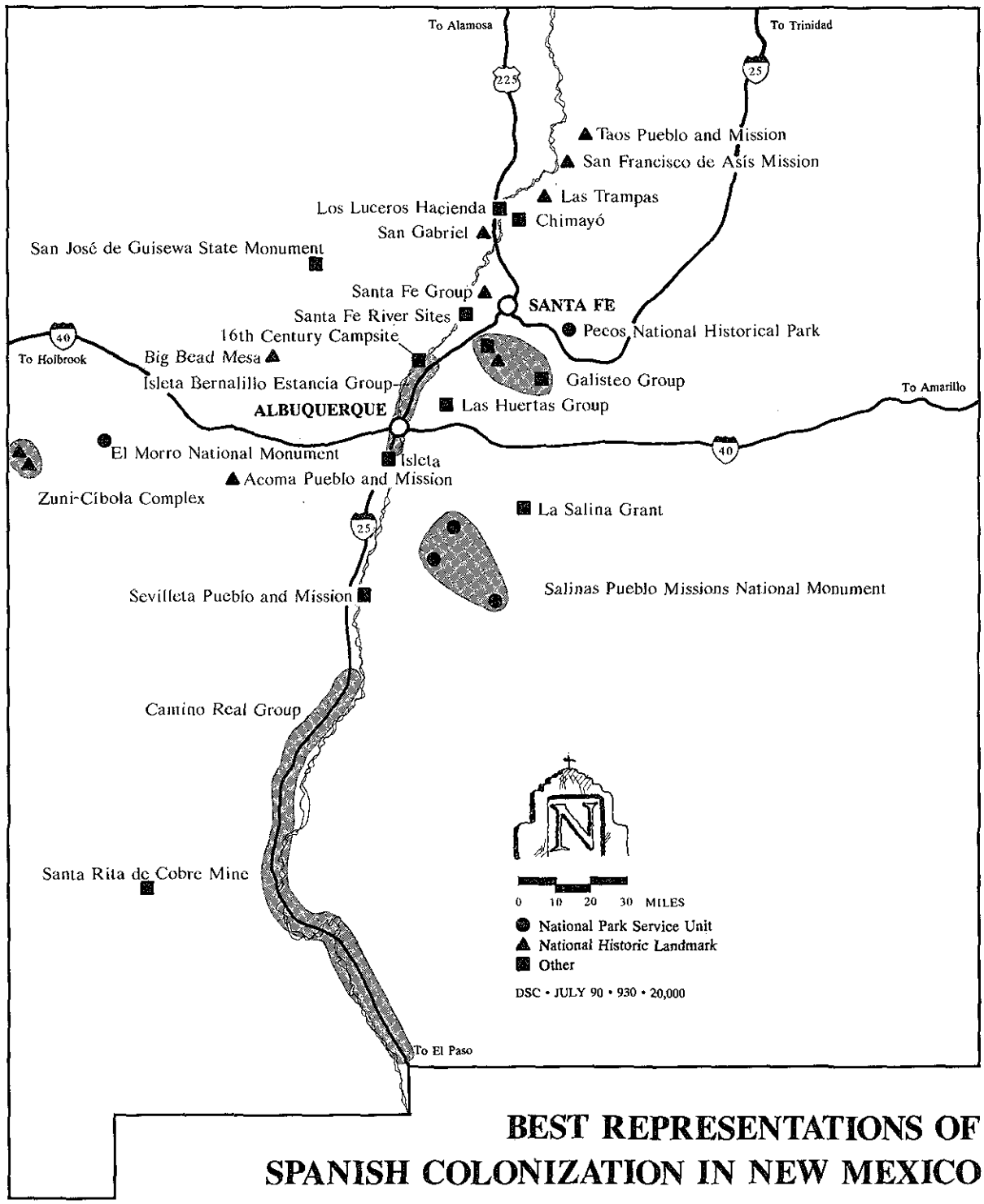
Acoma Pueblo and Mission
Big Bead Mesa
Camino Real group
Chimayó
El Morro National Monument
Galisteo group
Isleta-Bernalillo Estancia group
La Salina Grant
Las Huertas group
Las Trampas
Pecos National Historical Park
Salinas Pueblo Missions National Monument
San Francisco de Asís Mission
San Gabriel
San José de Guisewa State Monument
Santa Fe group
Santa Fe river sites
Santa Rita de Cobre Mine
Sevilleta Pueblo and Mission
Taos Pueblo and Mission
Zuni-Cíbola complex
16th century Spanish campsite

### Step 3: Determine significance

Four of the sites or groups of sites identified above are units of the national park system, and eight others are designated national historic landmarks. The other 11 sites were analyzed to determine whether or not they meet the National Park Service criteria for national significance. Determinations of national significance are based on criteria established in the NPS *Management Policies*, adopted in 1988 (see appendix D). To be considered nationally significant, a resource must meet the following criteria. It must

> be an outstanding example of a particular type of resource
>
> possess exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage
>
> offer superlative opportunities for recreation, public use, and enjoyment or for scientific study
>
> retain a high degree of integrity as a true, accurate, and relatively unspoiled example of a resource

All but one of the sites appear to meet all of these criteria. The details of this analysis for the sites that are not already formally designated as nationally significant are included with the site descriptions, below.




# BEST REPRESENTATIONS OF SPANISH COLONIZATION IN NEW MEXICO

# SITE DESCRIPTIONS AND ANALYSES

The following sites and groups of sites are the resources considered to be most important to the interpretation of the story of Spanish colonization in New Mexico. The alternatives included in part three of this study will focus on these sites, although the alternatives may also include additional sites if they are considered important to the visitor experience.

## UNITS OF THE NATIONAL PARK SYSTEM

Three sites important to the Spanish colonization story are national parks. These sites, described below, have all been determined to be nationally significant. *History and Prehistory in the National Park System and the National Historic Landmarks Program* classifies these NPS units under theme II: European Colonial Exploration and Settlement; subtheme A: Spanish Exploration and Settlement; facet 3: Southwest.

### El Morro National Monument (Vicinity of Ramah, McKinley County)

El Morro (Inscription Rock) is a massive soft sandstone monolith on which are carved hundreds of inscriptions, including those of 17th and 18th century Spanish explorers and settlers. Spanish explorers described this site in 1582, and Juan de Oñate in 1605 was the first European to inscribe his name on the rock. Most major expeditions after Oñate recorded their passing by making similar inscriptions on the face of El Morro. Other expeditions camped near this landmark and took water from the site but did not inscribe their names. These included the expeditions of Pedro de Alvarado (part of the Coronado expedition) in 1540; Antonio de Espejo, who gave El Morro its colonial place name of *El Peñol* (the Rock), in 1582; and Gaspar de Villagra in 1600.

President Theodore Roosevelt proclaimed El Morro a national monument in 1906.

### Pecos National Historical Park (Vicinity of Pecos, San Miguel County)

Indians established Pecos Pueblo in the first half of the 15th century. In 1540 the Coronado expedition visited the pueblo, followed by other Spanish explorers and settlers, including Juan de Oñate. Franciscans had established a mission and convento there by 1617. The Pecos Indians destroyed the church during the Pueblo Revolt of 1680. Diego de Vargas reconquered the pueblo and reestablished the mission in 1693. Pecos Indians participated in a minor revolt in 1696. The Indians built a third church under Spanish supervision in 1707. Attacks from the Comanche Indians from the plains and European diseases (which decimated the Indian population) plagued the Spanish and the Pueblo Indians throughout the 18th century. The last resident priest left the mission in the 1770s, and the mission became a *visita* (periodically visited outlier of another mission). The Spanish abandoned the visita entirely in 1782. In 1839, the 17 Indian survivors left their pueblo to live with their kinsmen at Jemez Pueblo.

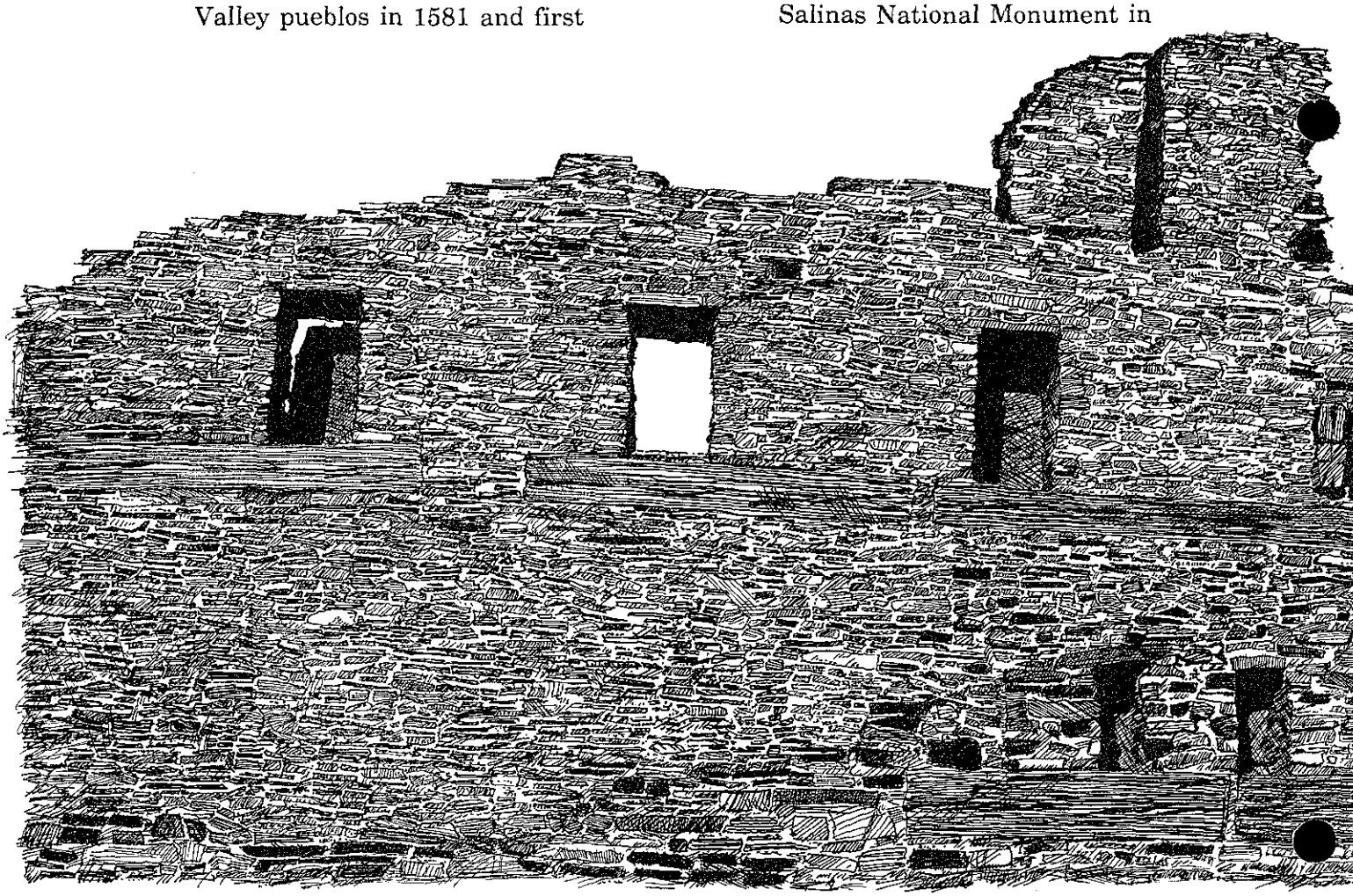
The secretary of the interior designated the site a national historic landmark in 1960, and Congress established Pecos National Monument in 1965. The monument was enlarged and designated a national historical park in 1990. Resources include ruins of pueblos, churches, a convento, a chapel, a shrine, and defensive works.

**Salinas Pueblo Missions National Monument (Vicinity of Mountainair, Torrance and Socorro Counties)**

Salinas Pueblo Missions National Monument comprises three separate units:

**Quarai Pueblo.** The Spanish first made contact with the Salinas Valley pueblos in 1581 and first occupied them in 1598. Effective missionization of the Salinas pueblos began in 1613, and Quarai received its first missionary in 1626. The construction of the church and convento of the mission of Purísima Concepción de Quarai began the same year. Famine and an increase in Apache raiding on the pueblo forced the Spanish and Christianized Indians to abandon the mission about 1677. Quarai was reoccupied by Spanish settlers in the early 19th century. These settlers built fortified ranches near the mission ruins and cultivated the valley. Descendants of these settlers still live in the area.

Quarai became a national historic landmark in 1962 and a unit of Salinas National Monument in



1981. The name was changed to Salinas Pueblo Missions National Monument in 1988. Resources include a pueblo, Spanish mission ruins, and Spanish reoccupation building ruins.

**Abó Pueblo.** The Spanish knew of Abó Pueblo as early as 1581, when the first recorded Spanish visit occurred. Governor Juan de Oñate assigned a part-time missionary to the pueblo in 1598, but this missionary apparently never visited Abó. Later missionaries supervised the construction of a church, San Gregorio de Abó, beginning in 1622. Like Quarai, Abó was the scene of events that reflected the business of the Spanish Empire. Abó was also associated with early Spanish exploration. In 1582 the pueblo was visited by Antonio de Espejo, and in 1598 by Vicente de Zaldivar, a legendary frontiersman from Zacatecas (who first recorded the name of Abó), and Ganear de Villagua, the colonial poet who wrote the epic history of the founding of New Mexico with mention of the Salinas pueblos. Abó was visited by Governor Oñate in 1598 and by several other colonial governors of New Mexico. In 1668 one of New Mexico's better-known victims of the Holy Office of the Inquisition, Bernardo Gruber, was jailed at Abó. The missionaries and Christianized Indians abandoned the pueblo about 1673 as a result of the same famine and Apache raids that forced Quarai to be abandoned a few years later.

Abó became a national historic landmark in 1962 and a unit of Salinas National Monument in 1981. Resources include a pueblo and Spanish mission ruins.

**Gran Quivira.** The largest of the Salinas pueblos was Gran Quivira, known during the early Spanish colonial period as Las Humanas. It was an important center of trade between the Pueblo Indians and the Plains Indians, particularly the Apaches from *Los Siete Ríos* (The Seven Rivers) in the Carlsbad area. The Spanish began missionary efforts in 1627 and converted part of the pueblo complex into a church and convento. A church was constructed between 1627 and 1640, and was named San Buenaventura. Construction on a second church began in 1660, but was given up in 1668 because of the famine afflicting the area. The Humanas Indians, Spanish clerics, and civilians abandoned Las Humanas about 1671.

President William Howard Taft proclaimed Gran Quivira National Monument in 1909. In 1980 the monument was enlarged by the addition of Quarai and Abó and renamed Salinas National Monument. This name was changed to Salinas Pueblo Missions in 1988. Resources include pueblo and mission ruins.

## NATIONAL HISTORIC LANDMARKS

Nine sites or groups of sites important to the commemoration and interpretation of the Spanish colonial period have been designated as national historic landmarks. These sites have been determined to be nationally significant and are being managed and protected by someone other than the National Park Service.

The existing NPS theme classifications of the landmark sites are listed below:

*History and Prehistory in the National Park System and the National Historic Landmarks Program* classifies San Gabriel, Taos Pueblo, the Zuni-Cíbola complex, and some of the Santa Fe group (the Palace of the Governors) under theme II: European Colonial Exploration and Settlement; subtheme A: Spanish Exploration and Settlement; facet 3: Southwest.

The remainder of the Santa Fe group and the churches at Acoma Pueblo, Las Trampas, and Rancho de Taos are classified under theme XVI: Architecture; subtheme A: Colonial (1600-1730). Part of the Santa Fe group (the Barrio de Analco) is also classified under theme XXX: American Ways of Life; subtheme E: Ethnic Communities (including Immigration).

The outline classifies Las Trampas under theme XXX: American Ways of Life; subtheme B: Farming Communities; and subtheme E: Ethnic Communities (including Immigration).

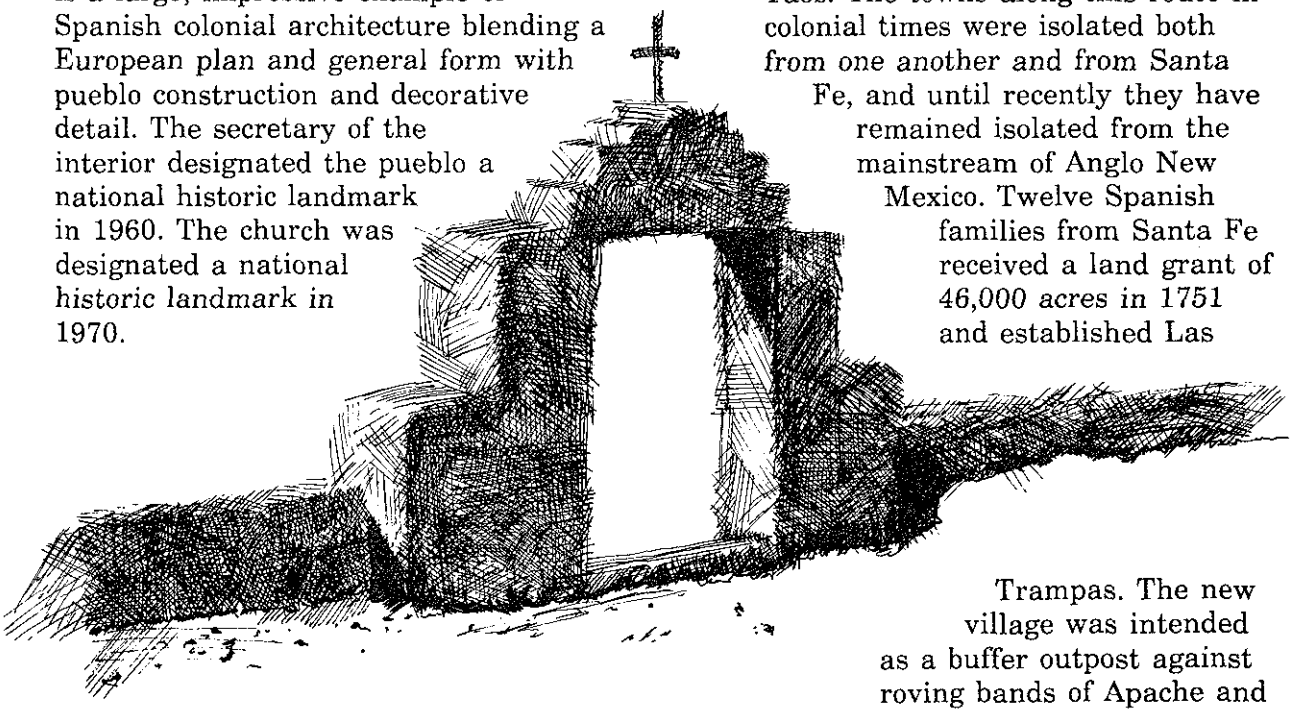
Big Bead Mesa and Acoma Pueblo are classified under theme I: Cultural Developments, Indigenous American Populations.

### Acoma Pueblo and Mission (Acoma, Cibola County)

Members of the Coronado expedition first made contact with the Indians of this pueblo in 1540. Other Spanish

exploration and punitive expeditions, including those led by Oñate, also visited Acoma. The Spanish supervised the construction of San Estevan del Rey Mission Church in 1629. The Indians participated in the Pueblo Revolt of 1680, but in 1699 they were forced to resubmit to Spanish authority. The church became a visita of Laguna in 1782.

Acoma Pueblo no longer has a permanent population. Most of the Acoma Indians live in outlying communities on pueblo lands. Ceremonial functions are still held in the streets of the pueblo and at the church. The church, which suffered little damage during the Pueblo Revolt, is a large, impressive example of Spanish colonial architecture blending a European plan and general form with pueblo construction and decorative detail. The secretary of the interior designated the pueblo a national historic landmark in 1960. The church was designated a national historic landmark in 1970.



**Big Bead Mesa (Vicinity of Casa Salazar, Sandoval County)**

The Navajos constructed this planned, fortified site, which was occupied from around 1745 to 1812. The site served as a place of refuge for Navajo and Pueblo Indians withdrawing from the Spanish and from other Indian tribes. Navajos conducted trading expeditions and raids against Laguna and Acoma pueblos and Spanish settlements from the site.

Resources include fortified walls, hogans, fire rings, and other archeological remains. The secretary of the interior designated this site a national historic landmark in 1964. The site is preserved and protected by the Forest Service and Bureau of Land Management.

**Las Trampas (Rio Arriba County)**

Las Trampas is one of the towns along the High Road between Santa Fe and Taos. The towns along this route in colonial times were isolated both from one another and from Santa Fe, and until recently they have remained isolated from the mainstream of Anglo New Mexico. Twelve Spanish families from Santa Fe received a land grant of 46,000 acres in 1751 and established Las Trampas. The new village was intended as a buffer outpost against roving bands of Apache and Ute Indians. Although each of the twelve families had its own farm, they built all of their houses side by side within a defensive wall around a central plaza, thereby utilizing the unified houses as a defensive center in time of danger. The Bishop of Durango granted the villagers permission on June 15, 1760, to construct a church

within the defensive compound of Las Trampas. San José de Grácia Church was completed in April of 1776.

Las Trampas remains an active community. Many of the original structures surrounding the central plaza have long since disappeared; however, the placement of some of the houses indicates the original plaza location. Some consider San José to be the best preserved example of an 18th century civil church in New Mexico. Field and irrigation patterns surrounding the community are evocative of Spanish colonial land use practices. The secretary of the interior designated the Las Trampas Historic District a national historic landmark in 1967. San José de Grácia was designated a national historic landmark in its own right in 1970.

**San Francisco de Asís (Rancho de Taos, Taos County)**

The Spanish established San Francisco de Asís Mission in the early part of the 18th century. The present church, constructed between 1772 and 1816, is a large and excellent example of a New Mexico Spanish colonial church, notable for its massive adobe walls.

The church remains in use today. The secretary of the interior designated the site a national historic landmark in 1970.

**San Gabriel (Vicinity of Española, Rio Arriba County)**

When Oñate arrived with a band of settlers in August of 1598, he initially established a base camp at San Juan Pueblo (Oki-Oweenge), on the east bank of the Rio Grande. However, the Spanish soon obtained the Indians' permission to move into Yungue-Oweenge, across the river, and to occupy it exclusively, displacing the Indians who had been living there. The Spanish either rebuilt or altered much of the original pueblo, which they renamed San Gabriel, and they constructed the church of San Miguel, the first permanent church west of the Mississippi. Subsequent expeditions brought additional colonists, and by 1601 San Gabriel had more than 500 Spanish and Indian occupants. When Don Pedro de Peralta replaced Oñate, he moved the capital to Santa Fe in 1609-10. San Gabriel was largely deserted after 1610.

Resources include archeological remains of Spanish and Pueblo Indian settlement. The secretary of the interior designated the site a national historic landmark in 1964.

**San Lázaro Pueblo (Part of the Galisteo Group, Described Below)**

San Lázaro Pueblo lay abandoned at the time of the Coronado expedition to the area in 1540; however, the Indians had reoccupied the site by the late 16th century. The Spanish supervised construction of a chapel that was a visita of the mission at Pueblo San Marcos. The inhabitants participated in the Pueblo Revolt of 1680, and sometime between 1680 and 1692 they abandoned the village and moved to a new location near present-day Santa Cruz.

The site consists of a ruined wall and mounds and depressions associated with two pueblos and a mission church. Part of the site is privately owned, while the rest is on Bureau of Land Management property. The secretary of the interior designated San Lázaro a national historic landmark in 1964.

**Santa Fe Group (Santa Fe, Santa Fe County)**

The Santa Fe group includes three separately designated landmark properties:

**Santa Fe Plaza.** In 1610 Pedro de Peralta selected the site of Santa Fe for the construction of the new capital for New Mexico. The settlement was constructed to alleviate some of the tensions in Spanish-Indian relations that had arisen during Oñate's term as governor. A well fortified defensive plaza was the central feature of the town. It was made of packed earth and unadorned. The remainder of the defensive features consisted of a town wall, which has not survived, and the Palace of the Governors fort, part of which has survived. The plaza was used as a market place from the beginning of the settlement. It was originally twice as large as the modern plaza, which has been reduced in size as the city of Santa Fe has modernized.

The secretary of the interior designated the plaza a national historic landmark in 1960.

**Palace of the Governors.** The Palace of the Governors is one of the oldest extant structures built by the Spanish within the continental United States. Constructed in 1612, it has been occupied continuously by either Spanish, Mexican, or U.S. officials or, for a brief time, rebellious Pueblo Indians who converted it into a pueblo. The palace was originally part of a larger government-military structure containing barracks, offices, arsenals, a chapel, and a prison, as well as the governor's residence and offices. However, only the palace remained at the end of the Pueblo Revolt.

Although the building has been renovated and reconstructed over the centuries, it maintains the basic size, scale, and ambiance of a colonial structure. Today the structure serves as the headquarters for the New Mexico State Museum. The secretary of the interior designated the structure a national historic landmark in 1960.

**Barrio de Analco.** Barrio de Analco, a working class district of the Villa de Santa Fe, was built about 1620 to house Tlascalan and other Mexican Indians. Residents of the district had their own parish church, San Miguel, which was constructed in 1620. The Barrio de Analco was the initial area of Santa Fe to be attacked and destroyed by the Indians during the Pueblo Revolt of 1680 because it was outside the city's walls. The Spanish began the process of rebuilding the district around 1692.

The district contains a variety of resources, all modified to a greater or lesser extent, including

what is known as the oldest extant house in Santa Fe, constructed somewhere between 1740 and 1767

the chapel of San Miguel, constructed in 1620, which was partially destroyed during the Pueblo Revolt and rebuilt in 1710 to serve as the chapel for the presidio

the Gregorio Crespin house, constructed somewhere between 1720 and 1750 (making it possible that it predates the "oldest house," above)

the Boyle house, constructed between 1766 and 1768

the Roque Tudesqui house, constructed prior to 1841

The secretary of the interior designated the district a national historic landmark in 1968.

**Taos Pueblo and Mission (Taos, Taos County)**

Taos Pueblo was visited by members of the Coronado expedition in 1540 and by several other Spanish expeditions over the next few decades. Franciscan friars supervised the construction of a mission church there in 1620, but the Indians destroyed this church during an uprising in 1639-40. The Spanish mounted a punitive expedition in 1641, after which another church was built. The Indians destroyed this church during the Pueblo Revolt of 1680. Governor Diego de Vargas reestablished Spanish rule after several forays to Taos between 1692 and 1694. The final revolt against Spanish authority began in June of 1696 and ended in October of that year. Threats of attacks by Ute and Comanche bands led to cooperation between the Spanish and the Pueblo Indians after 1700. Taos was an important center of trade between the Spanish and the Pueblo and Plains Indians.

Today Taos remains a living pueblo with two principal groups of buildings surrounded by a town wall. The colonial church remains in ruins. The secretary of the interior designated the pueblo a national historic landmark in 1960. Taos Pueblo was nominated as a world heritage site in 1987.

**Zuni-Cíbola Complex (Vicinity of Zuni, Cibola and McKinley Counties)**

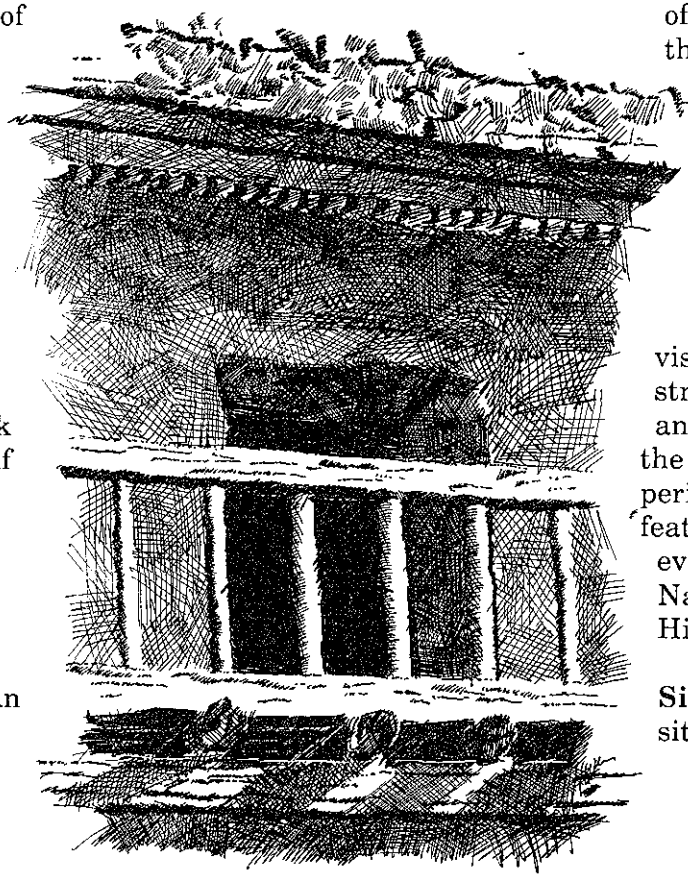
The Zuni-Cíbola complex comprises two distinct areas:

**Hawikuh Pueblo.** The first Spanish contact with the Zuni people came in 1539, and the next year the Coronado expedition reached Hawikuh Pueblo. In 1582 Antonio de Espejo, who led the most significant expedition to western New Mexico between 1540 and 1598, visited the area on his way to Arizona. The Spanish later supervised the construction of a mission in the pueblo. The Indians abandoned the pueblo following a revolt in 1672.

Most of the pueblo and mission were excavated by Frederick Webb Hodge in 1925. Today sandstone rock walls, in places several feet high, outline the foundations and rooms of the pueblo. Mounds of earth littered with rocks, potsherds, and other debris mark the locations of other portions, and the general impression of the site as a whole is that of a huge rock rubble mound. Depressions marking other rooms and kivas are also evident. At the bottom of the ridge to the east of the town are mounds of eroded adobe 2 to 3 feet high. They are all that remain of the 17th century mission church and convento.

**Kechipowa Pueblo.** Kechipowa Pueblo was occupied during the same period as Hawikuh. The Spanish constructed a small 17th century mission church and convento there. Today ruins remain of an 800-room pueblo with at least two plaza areas and a mission complex.

The secretary of the interior designated these sites national historic landmarks in 1974. In 1988 Congress authorized Zuni-Cíbola National Historical Park to be created if a satisfactory leasehold agreement between the Zuni and the federal government can be reached by 1994.



## OTHER SITES

As part of the current study, the following sites were analyzed to determine whether they meet the NPS criteria for national significance. Some of the sites have previously been evaluated for listing on the National Register of Historic Places; some have received no known evaluation other than that of the current study team.

**Camino Real Group (San Antonio to Texas-New Mexico border, Socorro, Sierra, and Doña Ana Counties)**

**Description.** The Camino Real group refers to the sites in New Mexico relating to the government-maintained road that ran from Mexico City to Santa Fe from the 17th through the 19th centuries. Through New Mexico all of the road except the Jornado del Muerto portion closely followed the Rio Grande. The segment in Socorro, Sierra, and Doña Ana counties contains visible sites, structures, trail ruts, and landmarks from the Spanish colonial period. None of these features have been evaluated for the National Register of Historic Places.

**Significance.** The sites in this group appear to meet the criteria of national significance:

They are the last remaining examples in New Mexico of the officially designated transportation and communication link between the New Mexico province and Mexico City.

Portions of the trail remain visible, and these together with prominent landmarks possess exceptional value for interpreting this aspect of the Spanish colonial story.

Remnants of the Camino Real provide insights into the colonial story not represented by other extant resources and so offer important opportunities for scientific investigation.

The resources contain a high degree of integrity.

A separate study of the trail through New Mexico and Texas is underway and may result in this resource being designated a national historic trail or national scenic trail.

### Chimayó (Sandoval County)

**Description.** The Spanish constructed the fortified Plaza del Cerro at Chimayó in the 1740s. Throughout the 18th century Chimayó was considered the eastern boundary of Spanish settlement in the Rio Grande Valley.

This community has been continuously inhabited to the present. The original fortified plaza of one-story adobe buildings remains recognizable, although it is in a dilapidated condition. The original *torreón,* or defensive watchtower, is protected inside a barn on the south side of the plaza. The plaza interior is used for small garden and orchard plots with the original *acequia madre,* or main irrigation ditch, still visible. The site is on the National Register of Historic Places.

**Significance.** The Plaza del Cerro at Chimayó appears to meet the NPS criteria for national significance:

It is typical of Spanish northern frontier community planning during the late 17th and early 18th centuries. However, in all of New Mexico the Plaza del Cerro is the last example of a fortified plaza retaining its enclosed character. Over the centuries, all the other plazas have been demolished or dramatically altered as communities have grown.

Many colonial architectural features are visible, and the completeness of the plaza and its various component parts, such as the acequia madre and the torreón, make it exceptionally valuable for illustrating the Spanish colonial story.

Although the plaza has been surveyed and some preliminary historical study has been done, no intensive historical, landownership, or archeological investigations have been undertaken. The site's completeness and its high degree of integrity make Plaza del Cerro of exceptional scientific value.

The plaza retains an extremely high level of historical integrity.

### Galisteo Group (Vicinity of Galisteo, Santa Fe County)

**Description.** The Galisteo group includes the San Lázaro, San Cristóbal, San Marcos, and Galisteo pueblos. San Lázaro is a national historic landmark and is described above.

**San Cristóbal.** San Cristóbal was an active pueblo during the period of Spanish exploration and early settlement. The Spanish supervised the construction of a 17th century mission there. The Indians were major participants in the Pueblo Revolt of 1680. The pueblo was abandoned between 1692 and 1696 and never reoccupied.

Resources include pueblo ruins, defensive works, and mission ruins. The site is listed on the National Register of Historic Places.

**San Marcos.** San Marcos is estimated to have been continuously occupied from around A.D. 1300 until it was abandoned during the Pueblo Revolt in 1680. During the early 1600s a mission was established at the pueblo. San Marcos played a major role in the Pueblo Revolt.

Visible resources at the site include mounds and wall remnants up to 6 feet high eroding out of streambanks. The site is on the National Register of Historic Places.

**Galisteo Pueblo.** Galisteo Pueblo may have had its beginnings as early as the latter half of the 13th century. The site has been tentatively identified as the Pueblo Ximena visited by the Coronado expedition in 1540. Gaspar Castaño de Sosa saw the village in 1590 and called it San Lucas. Oñate visited the pueblo in 1598 while establishing mission districts and renamed it Santa Ana. Only a few years later its name was changed to Santa Cruz de Galisteo. A church was constructed there in 1617. The inhabitants of Galisteo were major participants in the Pueblo Revolt and moved to Santa Fe, where they stayed until 1692, when the Spanish returned under the command of don Diego de Vargas. In 1706 Governor Cuervo reestablished the pueblo under the name of Santa María. Ninety Tano Indians were there at that time. It was a pueblo of moderate size until 1794, when smallpox and Comanche raids forced its inhabitants to move to Santo Domingo.

Today the site consists of eroded mounds. The site is on the National Register of Historic Places.

**Significance.** The Galisteo group appears to meet the criteria for national significance:

> It is a superlative example of a complete and self-contained multi-pueblo/mission complex.
>
> The group possesses exceptional value in illustrating the entire chronology of the pueblo-missions and also the element of Spanish civil administration, since the complex was historically governed as a functional group.
>
> The pristine condition of the complex offers a unique opportunity for scientific study.
>
> The sites retain a high degree of integrity because, unlike Pecos and Salinas, they have not been significantly disturbed by archeological excavation or vandalism. Three of the pueblos (all except Galisteo) were not reoccupied after their abandonment during the first colonial period and thus retain exceptionally high integrity as first-period sites.

### Isleta-Bernalillo Estancia Group (Rio Grande Valley from Isleta to Bernalillo, Bernalillo County)

**Description.** The central Rio Grande valley was a farming and ranching area that served as the bread basket for Spanish colonial New Mexico and northern New Spain from the 17th to the 19th centuries. The area between

Isleta and Bernalillo was critical to the provincial New Mexico economy and trade. By 1640 some 11 private and more than 14 mission estancias existed in this area. The mission estancias numbered more than 46 by 1663. By 1680, on the eve of the Pueblo Revolt, as many as 17 Spanish estancias had been established in the area between Atrisco and Alameda alone, a distance of about 8 miles.

Resources include remnants of colonial roads, farm complexes, acequia systems, field patterns, community development, and cultural landscapes. Few of these features are listed on the National Register of Historic Places. One of the sites on the National Register is the Old Albuquerque Historic District, which takes in the Hispanic village core of Albuquerque founded in 1706. The site is on the National Register of Historic Places.

**Significance.** The Isleta-Bernalillo estancia group appears to meet the criteria for national significance:

> The group is an outstanding example of Spanish colonial agricultural development.
>
> Few structures remain from the Spanish colonial period, and those that exist have been modified over the centuries. However, the land use patterns, cultural landscape, and acequia systems are visible. The area possesses exceptional value for interpretation because the complex is extensive and patterns are readily identifiable. Dozens of Spanish and pueblo archeological sites also occur within the area and are relatively undisturbed.
>
> The complex is of scientific importance because of the cultural landscape elements and the extensive archeological values.
>
> The land use patterns, cultural landscape, acequia systems, and archeological sites retain much historical integrity.

**La Salina Grant (Vicinity of Willard, Torrance County)**

**Description.** For centuries the Indians used the saline lakes known as Las Salinas as sources of salt. When Oñate arrived in New Mexico, he considered the lakes a source of wealth for the province. Using Indian labor, the Spanish mined the salt and shipped it to Mexico City during the 17th century. The salt lakes continued to be utilized by residents of New Mexico in later centuries, with commercial exploitation again taking place in the 19th and 20th centuries. The Salina Grant salt lake is considered the purest source of salt among the numerous alkaline deposits common in the area.

**Significance.** The Salina Grant alone does not appear to meet all of the NPS criteria for national significance; however, it does appear to meet the criteria if viewed as part of Salinas Pueblo Missions National Monument:

> The site is the only major Spanish mineral extraction site from the first colonization period that retains any historical integrity.
>
> In the context of the Salinas pueblos the site offers the opportunity to tell a nationally significant story of the collection of salt by the Indians and the trade between the province of New Mexico and the mining towns to the south where salt was needed for the silver-refining process.

It is possible that sheds, tools, equipment, and other artifacts of the colonial salt-mining industry may be found there. The potential for scientific research is high.

The area has seen no development other than occasional episodes of salt extraction. It is likely that the Salina Grant lake and its resources retain a high level of integrity.

**Las Huertas Group (Vicinity of Bernalillo, Bernalillo County**

**Description.** This cluster of resources consists of four Spanish settlement sites which, together with the existing village of Placitas, represent a chronology of Spanish civil settlement and village life from the 17th to the present century.

**Casa Acequia.** The Casa Acequia site encompasses the ruins of a 17th century community.

**San José de Las Huertas.** This settlement may also date from the 17th century. Like Casa Acequia, it was abandoned during the Pueblo Revolt. However, unlike the former site, San José de las Huertas was resettled and existed as a small village into the 19th century.

**Canjilón.** Canjilón was a Pueblo Indian siege site associated with the revolt and reconquest.

**Tecolote Hill.** Little is known about the Tecolote Hill site. It dates from the 1600s but may be either an Indian or a Spanish site.

The Las Huertas complex contains rich archeological resources including foundations and mounds of defensive walls, residences, and commercial buildings. Also, acequias and colonial land use patterns are visible. Not all of these sites have been fully evaluated for the National Register of Historic Places, but San José de Las Huertas and Casa Acequia have been found eligible for nomination.

**Significance.** The Las Huertas group appears to meet the criteria for national significance:

The sites are the most outstanding remaining examples of Spanish civil settlement and illustrate the entire Spanish colonial period.

The group possesses exceptional value in illustrating Spanish civil settlement, which complements the pueblo/mission story told at Pecos and Salinas.

The sites offer superlative opportunities for scientific study because of their integrity. Little historical or archeological investigation has been carried out on any Spanish civil settlement sites in New Mexico.

Casa Acequia and San José de Las Huertas have not been disturbed by occupation subsequent to their abandonment by the Spanish, and as a result, these sites make up a Spanish colonial time capsule and retain a high degree of completeness and integrity. None of the other sites have been excavated, and they all show few signs of vandalism.

**Los Luceros Hacienda (Vicinity of Los Luceros, Rio Arriba County)**

**Description.** Los Luceros was not one of the 22 sites that appeared to best represent Spanish colonization in New Mexico. However, because it was

specifically mentioned in the legislation for this study, it is included here for reference.

According to local tradition, a small party of Oñate's settlers may have constructed a small estancia on this site around 1601, but no written records have been found to verify this fact. The remains of a boulder dam across the Rio Grande and some portions of a local irrigation system may date from this period. The first documented occupation of the site is a land grant to Capt. Sebastian Martín Serrano in 1703. In the early 18th century, Serrano constructed a hacienda complex on the site. The site continued to be the center of farming and ranching activity into the 19th century. During this period a number of new 19th century structures were constructed and the original Spanish colonial structures were greatly modified.

Today the area serves as a center of operations for a bed and breakfast inn, an art gallery, and the American Studies Foundation. The foundation is concerned with the study and preservation of the southwestern tricultural heritage. The site is on the National Register of Historic Places.

**Significance.** Los Luceros does not appear to meet all the criteria for national significance as a Spanish colonial resource. Although it may have played a role in the early colonial period, the remaining significant resources date from the later territorial period of New Mexico's history. Because the primary visible resources do not date from the Spanish colonial period, the site offers little opportunity to illustrate the colonial story. Because the site is in a floodplain and has been disturbed, the scientific value of the archeological remains of the colonial period is uncertain.

The current landowners are protecting and adaptively using the historical resources.

### San José de Guisewa State Monument (in Jemez Springs, Sandoval County)

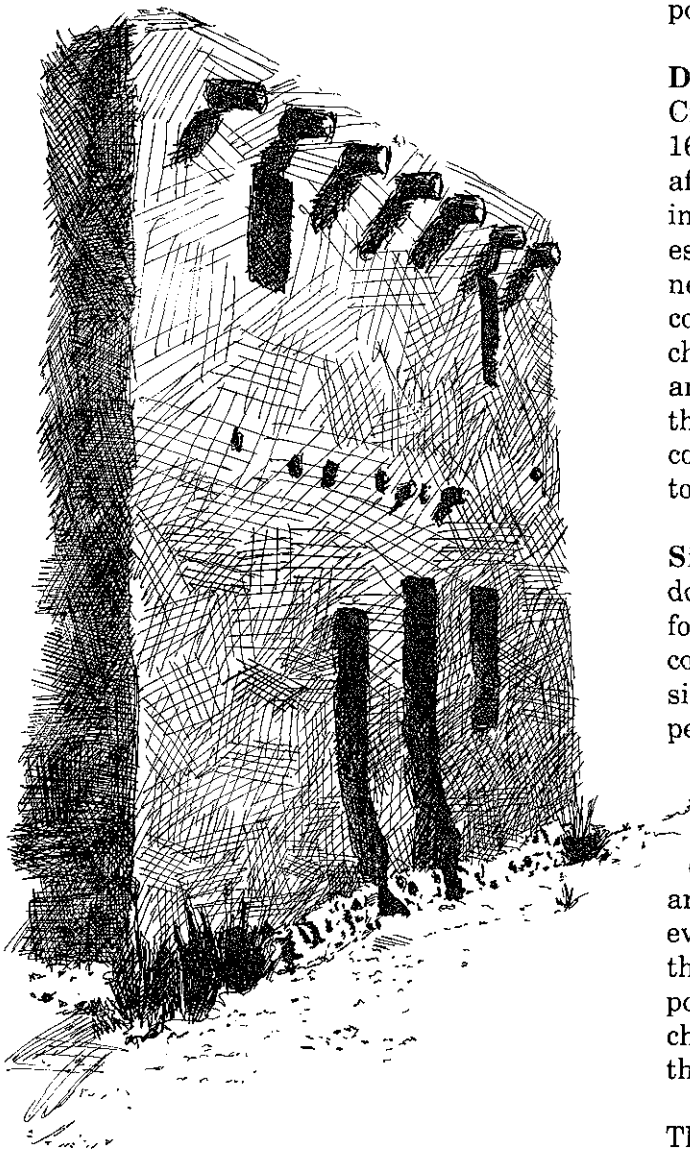
**Description.** San José de Guisewa was the first permanent mission to the Jemez Indians. The ruins of the church, standing to a height of almost 40 feet at one point, are not only impressive and attractive, but are the remains of a building unlike any other mission church in New Mexico. The early 17th century structure incorporates portions of two earlier buildings within the fabric of its walls, and it was burned out and restored at least once before the century ended. The single bell tower behind the altar, the huge windows, and the multistoried sacristy are all unique features, demonstrating the originality and inventiveness of the Franciscan architect. Equally unusual is the layout of the convento, which had to be completely rearranged from the typical plan to fit above a mountain stream in a narrow canyon of the Jemez Mountains.

**Significance.** San José de Guisewa appears to meet the criteria for national significance:

> It is an outstanding and unique example of Franciscan missionary church and convento design.
>
> The building offers an exceptional opportunity for interpreting Franciscan design and construction methods. Much of the structural detail of the building survives and is easily visible.
>
> The church, convento, and portions of the pueblo of Guisewa are easily

accessible from a major highway passing beside the site. Because of its accessibility and well-preserved condition, the site offers great potential for scientific investigation. The property is publicly owned.

Although the buildings have had several major excavations and were stabilized in the 1920s, many areas of the convento and church remain untouched. Most of the visible fabric has not been significantly altered. The site retains a high level of integrity.



**Santa Cruz de la Cañada (Rio Arriba County)**

Santa Cruz de la Cañada was not one of the 22 sites determined by the team to best represent Spanish colonization in New Mexico. However, during the public review of the National Park Service list of those sites, several people requested that it be evaluated for possible inclusion.

**Description.** The community of Santa Cruz de la Cañada was established in 1695 and moved to its present location after an abortive Pueblo Indian revolt in 1696. A small church was established in 1706. Work began on a new church in 1733, and it was completed in 1744 or 1745. By 1776 the church served eight nearby households and the ranches scattered throughout the area. The community has been continuously occupied from its founding to the present.

**Significance.** Santa Cruz de la Cañada does not appear to meet all the criteria for national significance as a Spanish colonial resource. While the site is significant to the Spanish colonial period, very little of the original Spanish colonial feeling remains. Many of the Spanish colonial structures have either been modified or replaced by later structures. The area that was the plaza contains evidence of numerous ruin mounds, but these have been overlaid with post-colonial buildings and walls. The church also has been modified to meet the needs of each succeeding generation.

The role of this site in the interpretation of Spanish colonization may be reconsidered in the future, since

a church restoration program is being carried out by the community.

### Santa Fe River Sites (Santa Fe County)

**Description.** The Santa Fe River sites are a series of six estancia ruins along the river between Santa Fe and Cieneguilla Pueblo, 10 miles to the southwest. One of these sites has been tested and is known to have been established in the 17th century, destroyed during the Pueblo Revolt, and reoccupied in the 18th century, with occupation continuing into the early 19th century. The other sites probably followed the same sequence.

**Significance.** The Santa Fe River sites appear to meet the criteria for national significance:

> They are outstanding examples of privately owned fortified estancia complexes, which formed a critical part of the food production and subsistence economy of the province of New Mexico.
>
> They offer a unique opportunity for investigating and interpreting the lifeways and material culture of private settlers in the Santa Fe area from the first decades of colonization through the end of the Spanish colonial period.
>
> The sites are near county roads and are easily accessible. One of the sites is owned by the Archeological Conservancy. The remainder are on private land.
>
> All of the sites retain a high level of integrity. None were occupied after the early 19th century. One of the sites has been tested by archeologists, and a second was partially damaged by road construction in the 1950s. However, none of the sites have been significantly disturbed.

### Santa Rita de Cobre Mine (Vicinity of Silver City, Grant County)

**Description.** The Santa Rita de Cobre Mine was founded by the Spanish in 1804. The Spanish built a fort near the mine to give some protection from raiding Apaches. The ruins of this fort, of a distinctive triangular plan with a round bastion at each corner, were visible into the first decades of the 20th century, when they presumably were destroyed by expansion of the mining operation. The mining operation at this location has continued to expand until today the pit is perhaps 1,000 feet deep and about a mile across.

**Significance.** Little or nothing survives of the original Spanish mining operation or the town and fort of Santa Rita. In spite of the long history and colonial origin of the present mine, the lack of any colonial presence today prevents the site from being nationally significant.

### Sevilleta Pueblo and Mission (Vicinity of La Joya, Valencia County)

**Description.** A number of 16th and 17th century Spanish expeditions stopped at Sevilleta Pueblo on their way into the North American interior. Later, the pueblo became a stopping point for travelers on the Camino Real. The Spanish fleeing from the Pueblo Revolt found refuge here as they moved south. The Piro Indians apparently abandoned the pueblo about 1680. The Spanish reoccupied the site in 1800, building a small village.

Resources include pueblo ruins, mission and convento ruins, village foundations, and a plaza. The site has not been evaluated for eligibility for the National Register of Historic Places.

**Significance.** Sevilleta Pueblo appears to meet the criteria for national significance:

> It is an outstanding example of a pueblo/mission complex reoccupied during the second period of colonization.
>
> The site possesses exceptional value for interpreting the sequence of occupation of the province of New Mexico because each occupation occurred in a different area of the site and the remains are readily visible for study and comparison.
>
> Sevilleta is located next to a major highway on a terrace above the Rio Grande, making it easily accessible and offering an impressive view of the Rio Grande Valley. Because it has never been excavated or disturbed, the site has high potential for scientific study.
>
> Because the site was abandoned shortly after the Spanish colonial period and has not been excavated or otherwise disturbed, it retains a high degree of integrity.

### Sixteenth Century Spanish Campsite (Vicinity of Bernalillo, Sandoval County)

**Description.** Between 1540 and 1542, Francisco Vásquez de Coronado led an expedition of approximately 300 Spanish soldiers and 1,000 Indian allies and servants throughout the American Southwest. The significance of the Coronado expedition lay in the information the Spanish gained about people living in fortified settlements in the region and about the geographical features and the flora and fauna of southwestern North America. A recent archeological investigation suggests that the Coronado expedition may have used this campsite in the winter of 1540-41. Further investigation could reveal additional archeological resources related to the Coronado expedition. It is also possible that this campsite could relate to one of the other major expeditions that passed through the area between 1581 and 1598. For example, in 1592 Juan de Norleta moved north to arrest the illegal expedition of Gaspar Castaño de Sosa, and upon his return passed through this area; and Juan de Oñate led another large expedition that passed through the area in 1598. The site has not been evaluated for the National Register of Historic Places.

**Significance.** This campsite appears to meet the criteria for national significance:

> The site is the only documented example of a 16th century Spanish expeditionary campsite in the Southwest.
>
> This resource possesses exceptional value for interpreting the impact of Spanish exploration and resulting colonization on the indigenous cultures. The site is located on a terrace overlooking the Rio Grande Valley and the Sandia Mountains. This unobstructed view provides an opportunity for interpretation of the historical landscape; because of the trees and hills, most modern development is obscured and the valley looks much as it must have in the 16th century.

This site offers a superlative opportunity for scientific study because it is the only known undisturbed 16th century Spanish expeditionary campsite.

The site has a high degree of integrity and has not been disturbed by past archeological digs or by vandalism.

**Table 3: Nationally Significant Spanish Colonial Sites in New Mexico**

**Units of the National Park System**

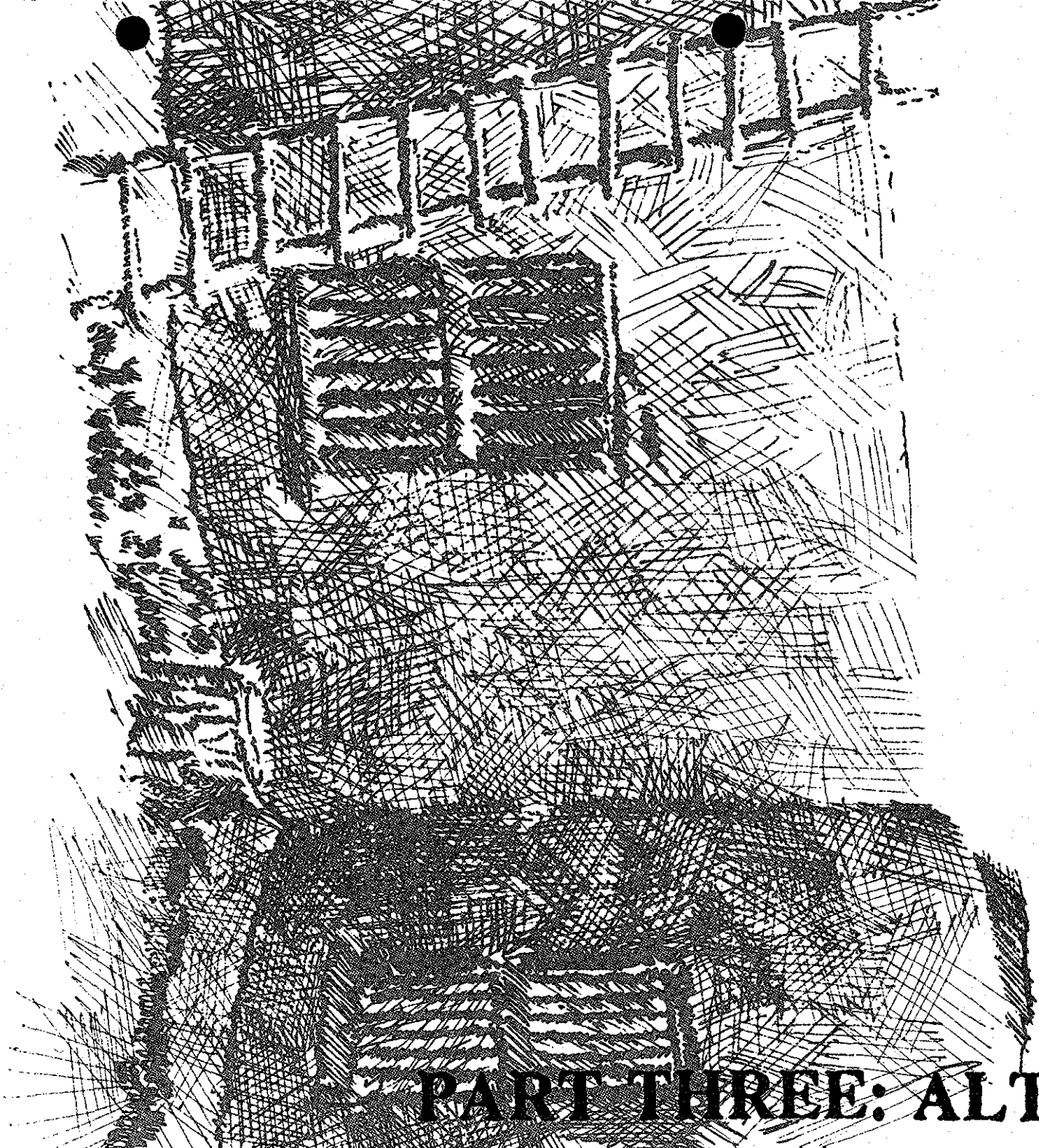
El Morro National Monument
Pecos National Historical Park
Salinas Pueblo Missions National Monument

**National Historic Landmarks**

Acoma Pueblo and Mission
Big Bead Mesa
Las Trampas
San Francisco de Asís
San Gabriel
San Lázaro Pueblo (part of Galisteo group)
Santa Fe group
Taos Pueblo and Mission
Zuni-Cíbola Complex

**Other Sites**

Camino Real group
Chimayó
Galisteo group
Isleta-Bernalillo estancia group
La Salina Grant
Las Huertas group
San José de Guisewa State Monument
Santa Fe River sites
Sevilleta Pueblo and Mission
16th century Spanish campsite



# PART THREE: ALTERNATIVES

# INTRODUCTION

This section describes seven alternative strategies for commemorating Spanish colonization in New Mexico. All of the alternatives are intended to increase public awareness and appreciation of the multicultural encounter that characterized the period of Spanish colonization in New Mexico, and to improve the accuracy and objectivity with which the story is told. Some of the strategies emphasize interpretation of the Spanish colonial sites identified in this study (possibly along with other sites and resources); some call for preservation of significant sites; some include extensive research programs; and others would commemorate this period of American history through symbolic monuments or re-creations without relying directly on any historic sites. No alternative is preferred over the others at this time.

Even though this is a National Park Service study prepared for Congress, it includes some alternatives that would involve only limited federal government action. Spanish colonization could be commemorated by the federal government, by state or local governments, by private citizens, or by any combination of the above, and this variety of possibilities is reflected in the range of alternatives. Any agency or organization undertaking commemorative activities should work closely with the Hispanic and American Indian communities, whose cultural heritage is closely tied to the story of Spanish colonization.

Each alternative concept is discussed separately in this study for clarity in comparing the various possibilities. In actual implementation, however, while each alternative could stand alone, interpretation and resource protection objectives might be better served by combining two or more strategies.

These alternatives were presented for public review in the August 1990 newsletter. Everyone on the mailing list, which included all the site managers, were asked to comment on the advantages and disadvantages of each alternative. More than 60 people sent comments. Most people commenting on the study supported some form of further action to commemorate Spanish colonization. Some supported an alternative emphasizing either research, resource protection, or interpretation, but most saw a need to combine alternatives. Ideas received from the public were incorporated into an analysis of the possible effects of each alternative on resources, visitors, and surrounding communities. Additional comments expressed by the public are summarized at the end of each analysis section.

# 1. CONDUCT A COMPREHENSIVE RESEARCH PROGRAM

## CONCEPT

This alternative calls for a comprehensive archeological and historical research program to inventory, document, and study Spanish colonial resources remaining in New Mexico. The purposes of the program would be to maximize understanding of the colonial period in New Mexico and to publish research findings for use by the academic community and the public. Educational materials based on the research would be prepared to improve teaching of the Spanish colonial period of U.S. history. Artifacts resulting from research could be exhibited in an existing museum or museums.

### Site Management

This alternative would not involve any changes in site ownership, manage-ment, or use. Research would be conducted with the consent of the existing landowners. Research priorities would be based on known or expected significance and degree of threat. Many Spanish colonial sites and resources are being lost to modern development, vandalism, erosion, neglect, and other causes, and in cases where site destruction appeared inevitable, an effort would be made to salvage information from threatened sites before it was lost forever.

### Administrative Structure and Funding

Congress could fund the program directly through the National Park Service. With the assistance of an advisory board of experts from the public and private sectors, the Park Service would set priorities and contract with the academic community for research and the publication of data. Curation, archiving, and interpretation of artifacts could be accomplished through an expansion of the Park Service's Spanish Colonial Research Center at the University of New Mexico.

As another option, the National Park Service could enter into a cooperative agreement with the state of New Mexico to jointly manage the program. The Park Service would receive federal funds, and the state could apply for grants and private funding, thus expanding the financial base for the program. Research projects would be contracted by the National Park Service and the state. Curation, archiving, and interpretation of artifacts could be accomplished by the Museum of New Mexico with federal funding and technical assistance or with private funds. Regardless of which option was implemented, additional facilities for offices, archives, curatorial activities, and education/interpretation services would be required, and staffing would need to be increased. Part or all of the research center and/or museum functions could be housed at the planned multi-cultural center at Española (see the commemorative center alternative).

### Actions Required for Implementation

Implementation of this alternative would require public and/or private

funding, establishment of an advisory board, and a statewide inventory and research plan.

## ANALYSIS

### Effects on Resources

- Research would be emphasized over interpretation or preservation. The effectiveness of this alternative would depend on the amount of funding allocated to carry out the program.

- Site preservation would not be directly funded or assisted by this program. On the one hand, research activities and greater public awareness could result in site disturbance. On the other hand, greater public awareness could increase support for site preservation, and some infor- mation would be salvaged that might otherwise be lost as sites deteriorated or were destroyed.

- Scholarly knowledge of Spanish colonization would be greatly enhanced, and educational resources would be increased.

### Effects on Visitors

- Existing visitor programs might be enhanced by the exhibit of additional cultural materials.

- The documentation of Spanish colonization in New Mexico would provide the data base necessary for teaching U.S. history and for interpretive and commemorative activities. However, a program of research and scholarly study of information would not provide quick results to the general public. Only limited interpretation would be included in this alternative. Visitors would not get an overview of the Spanish colonial period or have increased opportunities to see colonial sites.

### Effects on Communities

- Communities would not be directly involved, and no local funding would be diverted from other community needs.

- No private property owners would be displaced, and no properties would be removed from tax rolls.

- Present tourism trends would not be affected.

- No direct economic benefits would result.

### Additional Public Comments

Several people who commented on the alternatives raised questions about the need for additional research, but more people placed a high priority on such a program. While participation by a full range of experts and students from the public and private sectors was viewed positively, concerns were expressed about effective coordination and man-agement of such a complex program.

# 2. COORDINATE A COMPREHENSIVE INTERPRETATION PROGRAM

## CONCEPT

This alternative places the highest priority on developing a comprehensive interpretation program to increase public awareness and understanding of the Spanish colonization of New Mexico and its importance to U.S. history. The National Park Service would prepare a comprehensive plan and coordinate visitor programs for a variety of public and private sites to help ensure that visitors got the most complete and accurate picture of Spanish colonization possible.

Visitors would receive a comprehensive overview of the story of Spanish colonization in New Mexico and have the chance to experience a great variety of sites remaining from the Spanish colonial period. Emphasis would be placed on interpreting how each site related to the others, helping visitors understand how the various aspects of Spanish colonial society contributed to the whole.

### Site Management

This alternative would not involve any changes in site ownership, but it might involve changes in the ways individual sites were managed for public use. Resource preservation and maintenance would not be direct goals of the project, but some sites might benefit indirectly from increased management attention and public awareness.

Different sites might be incorporated into the project, depending on the interpretive emphasis and the interest of individual property owners. The major criteria would be that the sites would have to be related to the Spanish colonization story and be open to the public. Existing visitor programs provided by pueblo, local, state, and federal governments and private organizations would be coordinated and supplemented where necessary to provide visitors with an accurate, comprehensive view of Spanish colonization. Because many Spanish colonial resources have either fallen into ruin or been significantly altered over time, effective interpretation might require exhibits and audiovisual programs to help people picture what the pueblos and villages must have looked like during the colonial period. New programs would be developed for resources that are currently not interpreted, such as fortified plazas and acequia systems.

Existing units of the national park system that relate to the Spanish colonial period (Pecos National Historical Park and the Salinas Pueblo Missions and El Morro national monuments) would be incorporated into the larger program by ensuring that their interpretation was consistent with the overall plan and by using these national parks as distribution points for information about other related sites. Local visitor centers or museums, such as the Palace of the Governors National Historic Landmark in Santa Fe, might also help distribute or sell interpretive brochures or other interpretive materials.

Associated facilities would be certified and allowed to use the official project logo for certain purposes. Property owners or managers requesting such an

association with the National Park Service would have to comply with certification requirements, which might include one or more of the following:

- protection of resource integrity
- achievement of a high standard of maintenance and public service commensurate with that expected of units in the national park system
- accuracy of information conveyed to the public
- financial accountability for sale of materials sponsored or approved by the National Park Service
- maintenance of a design theme harmonious with the Spanish colonization story

Certification would not be permanent but could be renewed on a regular basis, subject to satisfactory performance of the terms of the agreement.

### Administrative Structure and Funding

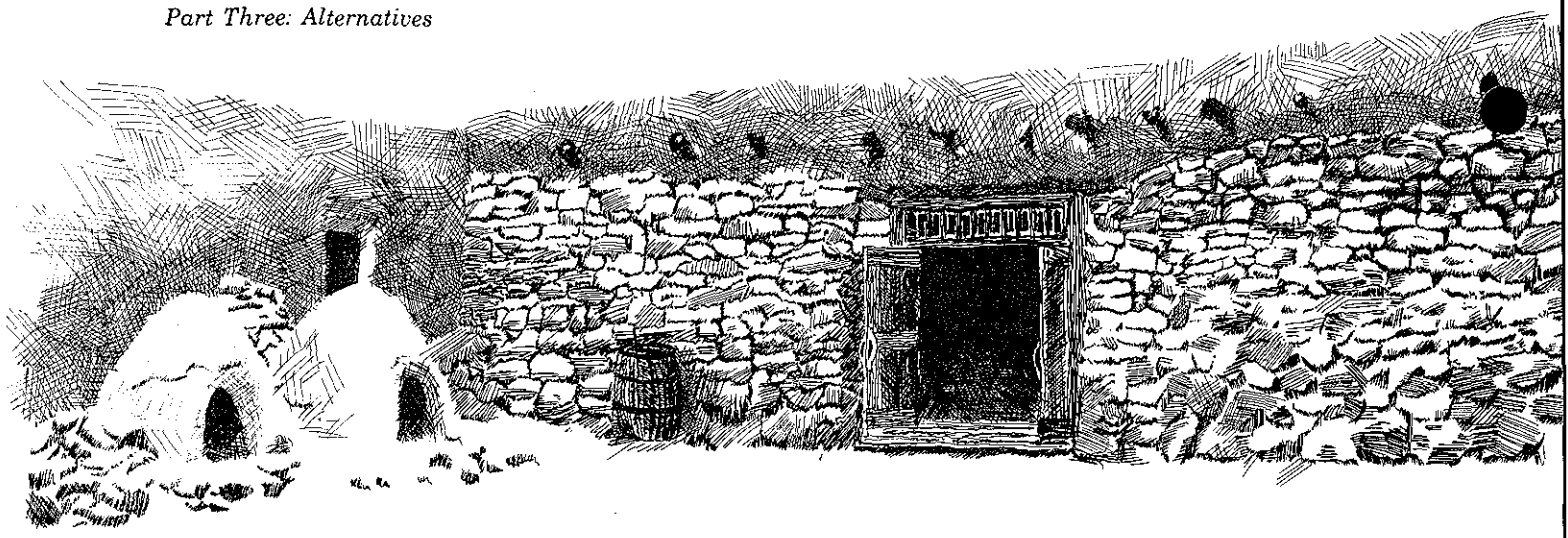
Funding for planning and coordination would come from Congress directly to the National Park Service. The Park Service would consult with scholars and ethnic communities and develop an interpretation plan based on the best information available about the Spanish colonial period in New Mexico. The plan would identify how existing programs could be fitted into a cohesive whole and how existing gaps might be filled. The implementation of this plan would rely on the cooperative efforts and support of private, pueblo, and government landowners.

Specific NPS responsibilities would include research, development of interpretive materials, management of cooperative agreements with other federal, state, and local agencies and private organizations, and provision of technical advice and assistance. The National Park Service would inform the public through media such as brochures, audiovisual programs, or exhibits about all of the certified museums and other facilities where people could learn more about Spanish colonization. The Park Service would not provide exhibits or staff for others' properties, but it could provide financial and technical assistance for interpretive media under certain conditions, and it could make films or other such materials available, perhaps for a nominal charge. Other than possible funding for interpretive media, no new sources of federal financial assistance would be available.

The Park Service would operate out of the existing Spanish Colonial Research Center at the University of New Mexico and a new project office in the Southwest Regional Office. NPS planning, coordinating, and technical assistance responsibilities would require additional staffing and yearly funding specifically dedicated to this project.

### Actions Required for Implementation

Implementation of this alternative would require increased NPS funding, a comprehensive interpretation plan, and standards for site interpretation.



## ANALYSIS

### Effects on Resources

- Interpretation would be emphasized over preservation or research.

- On the one hand, increased visitation and public awareness of the significance and value of Spanish colonial sites might result in an increase in research and resource preservation efforts. On the other hand, increased visitation could result in disturbance of resources at some sites.

- An increase in scholarly knowledge would result from the original research that would likely be required to implement this alternative.

### Effects on Visitors

- Visitors could get the best comprehensive overview of the major themes of Spanish colonization and increased opportunities to experience all the various types of sites remaining from that period. Depending on the number of sites people had the interest and time to visit, they could receive a complete or somewhat fragmented understanding of the Spanish colonial story. People who visited many sites would notice some repetition of information.

### Effects on Communities

- The existing interpretive programs conducted by pueblo, local, state, and federal governments and the private sector could be integrated into the project.

- Communities and local governments would be directly involved in the interpretation of their past, which could help focus community efforts but could also divert funds from other community needs.

- No private property owners would be displaced, and no properties would be removed from local tax rolls.

- Visitors would be more aware of and interested in various sites around New Mexico, which would help increase and decentralize tourism. Careful planning would be required to avoid increasing visitation to

unprotected sites or imposing visitation on communities where it is not welcome.

- Additional tourism-related economic benefits would be dispersed to communities throughout much of New Mexico.

### Additional Public Comments

Coordination among government and private entities was generally viewed favorably, but some people expressed concern over the National Park Service being given excessive control over others' programs. Several people commented that different cultural groups should be allowed to present their own points of view about the Spanish colonization story. While some people were concerned about the potential expense of this alternative, others believed it would be cost effective because of the large number of visitors that could be reached by interpretive programs.

# 3. DEVELOP A COMMEMORATIVE CENTER

## CONCEPT

This alternative calls for a commemorative center, which could include museums, a research center, cultural centers, cultural events, and interpretation of the Spanish colonization story. The center would give communities an opportunity to celebrate their heritage and to share their culture with the visiting public.

Visitors would learn about Spanish colonial culture by attending cultural events and through the literature available at the center, rather than by directly experiencing historic and archeological resources. The center would give the public an opportunity to learn about many aspects of the colonial period at a single location. For visitors desiring additional experiences, the center would offer orientation to other Spanish colonial sites and events throughout New Mexico.

Schools could become involved in the cultural events, providing students with better insights into the Spanish colonial period.

### Site Management

No sites would be directly affected by the alternative, but visitors to the commemorative center would be directed to other Spanish colonial sites open to the public. The visitation to some sites might increase as an indirect result of this project.

### Administrative Structure and Funding

Management and operation could be undertaken by the community in which the center was located; by a state agency, such as the Museum of New Mexico; or – in the case of a major center – through a cooperative effort of local, state, and federal governments. The National Park Service could provide technical assistance for planning and development of the center and interpretive materials and programs. Funding for the development and operation of museums, libraries, visitor centers, and other public facilities would come from the group(s) managing and operating the facilities, from local, state, or federal governments, or from some combination of the above. Fees for admission into the center and for cultural events and activities could help offset facility maintenance and programming costs.

The city of Española is currently in the early stages of the kind of project described by this alternative and in which the federal government could participate. The city has plans for a new commemorative plaza made up of Hispanic, Indian, Anglo, and multicultural centers that will provide a national focus for the preservation and appreciation of the rich cultural heritage of the American Southwest. As envisioned, the Hispanic center will commemorate the first families to colonize what is now the United States, trace the dispersion of these Spanish families throughout the region and the country, and provide a place for the continuing celebration of Hispanic family traditions. The Indian center will similarly trace the roots and modern manifestations of Indian cultures. The

centers will serve as a starting point for visits to a variety of resources representative of New Mexico's development from colonial times to the present.

The County Commission of Rio Arriba County is working on another commemorative center concept. The commission has passed a resolution to erect a monument and visitor center to commemorate the founding of San Gabriel, the first Spanish colony in the Southwest. Five acres of land on the main highway near the village of Alcalde have been deeded to the county by the Bureau of Land Management for this purpose. The target date for the completion of the monument and visitor center has been set to coincide with the Columbus Quincentennial in 1992.

### Actions Required for Implementation

Implementation of this alternative would require a master plan to define goals and objectives, interpretive themes and programs, facility needs, and funding and implementation strategies. It might also require research and collections plans, as appropriate.

## ANALYSIS

### Effects on Resources

- Interpretation and research would be emphasized over preservation.
- Preservation work would not be funded or assisted.
- Scholarly knowledge of Spanish colonization might be enhanced by original research conducted through the center.

### Effects on Visitors

- Visitors would get a comprehensive overview of Spanish colonization and the best chance to understand the dynamic and continuing interchange between Spanish and Pueblo cultures by seeing how various cultural elements are manifest in modern communities. On the one hand, consolidating interpretation at a single center would eliminate the possibility that visitors would receive only fragments of the complete story. On the other hand, a single center would not be as convenient to the largest number of visitors as numerous dispersed sites and, therefore, might not reach as many people. This approach would place less emphasis on creating opportunities for people to visit and experience the actual sites remaining from the Spanish colonial period.

### Effects on Communities

- Existing interpretive and cultural programs offered by pueblo, local, state, and federal governments and the private sector could be incorporated if the participants chose to conduct at least some of their activities at the cultural center. Alternatively, the center might compete with existing programs.
- The center would involve communities and local governments in the interpretation of their past and could provide a focal point for community pride, cultural heritage, and special events. Depending on the breadth and success of its programming, the center could be perceived as a high or low priority by local and regional residents.

- No private property owners would be displaced, and no properties would be removed from local tax rolls.

- Visitors would be more aware of and interested in various sites, particularly in the communities participating in the commemorative center, and this would increase tourism in a relatively localized area.

- Additional tourism-related economic benefits would be concentrated in communities adjacent to the commemorative center.

### Additional Public Comments

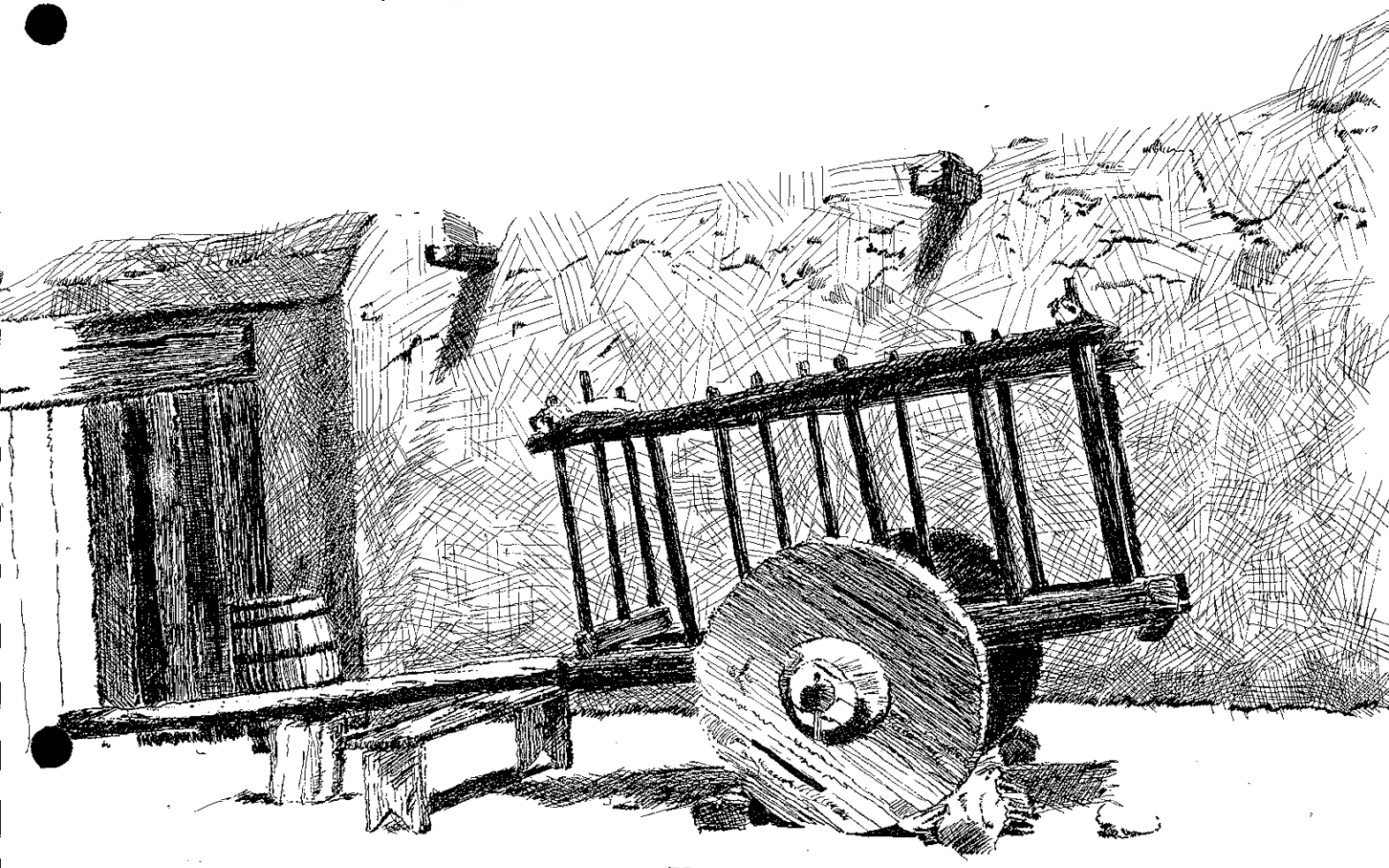
Several respondents expressed concern about focusing on a single location. Some believe this alternative could be perceived as favoring a single community rather than a regional heritage. Some said that a single site could not do justice to the region's total cultural diversity. The assumed high cost of this alternative was of some concern, and some people pointed out that communities are developing their own programs and may not need or welcome federal involvement.

# 4. INTERPRET A SPANISH CULTURAL HERITAGE SCENE

## CONCEPT

No one area of New Mexico contains enough diverse historic structures with a high degree of integrity to adequately represent all aspects of the Spanish colonial period. This alternative would re-create a multi-faceted Spanish cultural heritage scene in one compact area to allow the interpretation of the complete story of Spanish colonization at one site.

Visitors would be offered tours of re-created buildings and grounds. The range and number of structures would be the minimum necessary to successfully depict all the major elements of the story of Spanish colonization. The interpretive goal would be to provide visitors with insights into the sights, sounds, and smells of the period, helping them understand and appreciate the overall environmental context and life-styles of Spanish colonial New Mexico. Visitors would be encouraged to visit archeological sites and extant Spanish colonial structures that are open to the public. The interpretation they received at the re-created heritage site would help visitors recognize the features of ruins and modified historic structures that are representative of the Spanish approach to colonization. For example, after seeing a re-created fortified plaza and learning about its major features, visitors would be able to discern those



features in communities throughout New Mexico.

### Site Management

An appropriate site would be selected for the authentic re-creation of structures representative of those found in Spanish colonial New Mexico, such as mission complexes, estancias, and fortified plazas. If the selected site contained extant structures from the Spanish colonial period, then those structures would be preserved and/or restored while missing buildings and facilities would be reconstructed or re-created as required. Authenticity would be the guiding principle for preservation, reconstruction, and re-creation. The site would be managed as a museum.

No other sites would be directly affected by this alternative, but visitors at the museum would be directed to other Spanish colonial sites open to the public, which might increase their visitation.

### Administrative Structure and Funding

Re-creations of typical structures on sites where they did not exist historically is not generally consistent with the NPS mission, policies, and programs. Therefore, this alternative would be feasible only if the site was owned and managed by someone other than the National Park Service. The Park Service could provide technical research and resource management assistance to the site manager. This alternative would require extensive collection of available documents, drawings, artifacts, and other research tools, which might be accomplished by the Park Service's Spanish Colonial Research Center at the University of New Mexico as one option. Funding would come primarily from the private sector, but could be supplemented by a one-time congressional appropriation.

El Rancho de Las Golondrinas near Santa Fe is an existing example of this concept. The site, which is managed by the Colonial New Mexico Historical Foundation, could receive additional funding from public or private sources to meet the developmental and interpretive requirements of this project. The site currently focuses on the Spanish colonial period but also includes reconstructions from several other periods to interpret more of New Mexican history.

The city of Española might also choose to create a Spanish colonial scene as part of its commemorative plaza project. The current plans call for a variety of museum and commercial facilities, including a re-created period mission.

### Actions Required for Implementation

Implementation of this alternative would require a master plan to define goals and objectives, interpretive themes and programs, facility needs, and funding and implementation strategies.

## ANALYSIS

### Effects on Resources

- Interpretation would be emphasized over preservation or research.
- Preservation work would not be funded or assisted except at the chosen project site.

- Scholarly knowledge would be enhanced by research conducted to ensure the authenticity of reconstructions and re-creations.

### Effects on Visitors

- Visitors would get a comprehensive overview of the major themes of Spanish colonization and a chance to visualize the life-styles of the people living during that period. The consolidation of interpretation at a single location would eliminate the possibility of visitors' receiving only fragments of the complete story. This alternative would not increase opportunities for people to visit and experience the actual sites remaining from the Spanish colonial period. However, visitors' understanding and appreciation of ruin sites that are already open to the public independent of this project would be greatly enhanced by the opportunity to see what the ruins might have looked like before they deteriorated.

### Effects on Communities

- If an existing re-creation was not used, a new visitor program would be introduced and compete with existing programs.

- Communities and local governments would be directly involved in interpretation of their past, which could help focus community efforts but could also divert funds from other community needs.

- No private property owners would be displaced, and no properties would be removed from local tax rolls.

- Visitors would become more aware of and interested in one site, which would increase tourism in a localized area.

- Additional tourism-related economic benefits would be concentrated in communities adjacent to the project site.

### Additional Public Comments

Many people commented favorably on the potential effectiveness and public appeal of this alternative, but an equal number pointed out the expense of reconstructions and the difficulty in carrying out this kind of program in an accurate, balanced way. Some people commented that Las Golondrinas already accomplishes the intent of this alternative and that additional money could be better spent on preservation of actual sites. Other people suggested that several smaller sites presenting different cultural points of view could be desirable. It was also suggested that a reconstructed site would work best as a community "hands-on" project.

# 5. IDENTIFY STATE TOUR ROUTES

## CONCEPT

This alternative would identify a series of tours that would allow visitors to retrace the routes traveled by the Spanish colonists or to visit closely related sites. Different tours would be planned around individual parts of the Spanish colonization story, and the tour routes would be designed so that people could embark on a tour at any major entrance to the state. Visitors would receive orientation for the tours at the various state welcome and information centers and at other tourism centers.

A brochure or booklet would be developed for each tour to explain how resources along the way related to the Spanish colonization story. These tour booklets could offer visitors options that would allow them to spend one day or several days on each tour.

### Site Management

This alternative would not involve any changes in site ownership or management. Sites open to public use would be identified in one or more tour brochures, depending on their relationship to the tour themes. Some additional signing or orientation pullouts could be developed, depending on the specific elements of each tour route. Five possible tours are offered here as examples.

Sangre de Cristo Mountains Route. This tour would take visitors on a linear route from the living pueblo of Taos along the Sangre de Cristo Mountains and further south to the ancient pueblos of Salinas.

Northern Mountains Loop. This tour would follow the high mountain route from Santa Fe to Taos and back past the first Spanish settlement of San Gabriel. Included would be the high mountain villages and Spanish settlements along the way.

Rio Grande Valley Route. Visitors on this tour would follow modern roads along the approximate route of El Camino Real between El Paso and Santa Fe. Included along the route would be the colonial agricultural area that extended along the Rio Grande from Isleta to Bernalillo.

Western Plains Route. This western tour from Albuquerque to Gallup would include some of the earliest exploration/contact sites and mission sites along Coronado's route.

Eastern Plains Route. This tour would roughly approximate the route of the Coronado Trail between Pecos National Monument and the Texas border.

A number of tour routes involving Spanish colonial resources are currently being considered by the National Park Service, the New Mexico Office of Cultural Affairs, the city of Española, and other federal, state, and local agencies. Ways of coordinating with these other efforts would be sought as part of the planning for this alternative.

### Administrative Structure and Funding

The state of New Mexico would fund and coordinate the tour designation program and the production and distribution of guide booklets. The Park Service could provide research support through the Spanish Colonial Research Center and technical assistance for development of interpretive brochures and booklets. The sale of interpretive materials could help defray the costs of production and periodic updating.

### Actions Required for Implementation

Implementation of this alternative would require state legislation and a plan identifying appropriate routes and the desired interpretive program.

## ANALYSIS

### Effects on Resources

- Interpretation would be emphasized over preservation or research.
- On the one hand, increased visitation and public awareness of the significance and value of Spanish colonial sites might result in an increase in research and resource preservation efforts. On the other hand, increased visitation could result in disturbance of resources at some sites.
- Original research on Spanish colonial resources would not be required to implement this alternative; therefore, no increase in scholarly knowledge would necessarily result.

### Effects on Visitors

- Visitors would get a more complete understanding of one or more themes of New Mexico's Spanish colonial history; however, most visitors would not get a comprehensive overview of all the themes. Starting tour routes at all the major entrances to the state would be the easiest, quickest way for the largest number of people to visit some of the state's Spanish colonial sites.

### Effects on Communities

- Existing interpretive and cultural programs conducted by pueblo, local, state, and federal governments and the private sector would be incorporated into the project.
- Communities and local governments would be directly involved in interpretation of their past, which could help focus community efforts but could also divert funds from other community needs.
- No private property owners would be displaced, and no properties would be removed from local tax rolls.
- Visitors would be more aware of and interested in various sites around New Mexico, which would increase and disperse tourism. Careful planning would be required to avoid incurring visitation at unprotected sites or imposing visitation on communities where it would be unwelcome.
- Additional tourism-related economic benefits would be dispersed to communities throughout New Mexico.

## Additional Public Comments

Helping tourists get the most out of their visits to New Mexico by letting them choose from a variety of experiences was a popular aspect of this alternative. Several people commented, however, that existing and planned trails already meet this objective. Some people questioned whether tourists actually follow tour routes.

# 6. ESTABLISH NEW UNITS OF THE NATIONAL PARK SYSTEM

## CONCEPT

This alternative would add a new unit or units to the national park system to more fully represent the story of Spanish colonization. Interpretive programs at existing and new areas would be coordinated to tell a single complete story while avoiding duplication. At each site visitors would get a brief overview of the entire Spanish colonial story and in-depth interpretation of one part of the story best represented by that particular site. In addition to more fully telling the story within the national park system, the Park Service would also enter into cooperative agreements with other colonial sites throughout the state and direct visitors to those areas for additional interpretation.

The opportunity to experience a variety of highly significant Spanish colonial sites could greatly enhance peoples' sense of history. However, all of the sites most likely to be considered for inclusion in the national park system have fallen into ruin, so visitors would have to use their imaginations to picture what the pueblos and villages must have looked like during the colonial period. Exhibits and audiovisual programs would be provided to help visitors with this visualization.

### Site Management

One or more nationally significant sites would be added to the national park system and become a focus for research, preservation, and public use. No other sites would be directly affected by this alternative; however, the National Park Service would tell visitors about related sites that are open to the public.

National significance is only one of the criteria for inclusion in the national park system. To be eligible, an area must (1) possess nationally significant natural, cultural, or recreational resources, (2) be a suitable and feasible addition to the system, and (3) require direct NPS management instead of alternative protection by other agencies or the private sector. These criteria are designed to ensure that the national park system includes only outstanding examples of the nation's heritage. They also recognize that inclusion in the national park system is not the only option for preserving the nation's outstanding resources. The complete text of these criteria, as excerpted from the NPS *Management Policies*, is included in appendix D.

In determining suitability, emphasis would be placed on sites that represent parts of the Spanish colonial story that are not already well represented in the national park system. Much of the pueblo/mission story is well represented by existing NPS areas (Pecos and Salinas) so new units would most likely emphasize other parts of the story, especially the civil settlement and Spanish colonial lifeways portions of the story. In determining feasibility, emphasis would be placed on the appropriateness and desirability of general public use as a park. For example, living pueblos and communities would not be considered feasible for inclusion in the national park system unless there was strong community support for such action.

Based only on the current, limited study, possible candidates for further consideration could include the following:

all or parts of the Las Huertas group, a cluster of four archeological sites that, together with the existing village of Placitas, represent a chronology of Spanish civil settlement and village life from the 17th to the present century

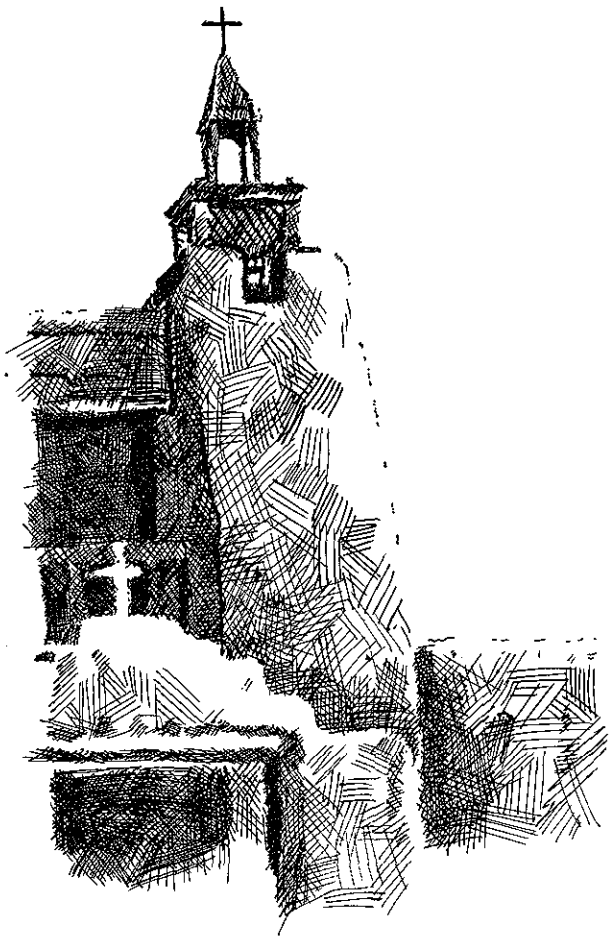
one or more of the Santa Fe River sites, the archeological remains of six 17th and 18th century farming and ranching complexes owned by Spanish citizens

the 16th century Spanish campsite, the only documented example of a Spanish expeditionary campsite of its period in the Southwest

all or parts of the Galisteo group, four archeological sites with exceptional value for illustrating the complete chronology of the pueblo-missions and also the element of Spanish civil administration, because the complex was historically governed as a functional group

**Administrative Structure and Funding**

The new unit would be funded by Congress and administered by the National Park Service. The research required for managing and interpreting the new area could be conducted out of the Park Service's Spanish Colonial Research Center at the University of New Mexico.



**Actions Required for Implementation**

Implementation of this alternative would require

federal legislation

a more detailed study to determine the most appropriate and reasonable areas for designation as NPS units

general management plans, development concept plans, and interpretation and resource management plans for all new NPS areas to determine specific management and development needs; possibly amendments to the

general management plans for existing areas

coordinated interpretation plan to cover all the related NPS areas

## ANALYSIS

### Effects on Resources

- The one or more sites included in the national park system would receive balanced interpretation, preservation, and research. However, this alternative would not be broad in scope in any of these activities.
- A few significant sites would be preserved and protected.
- Scholarly knowledge would be increased as a result of research conducted by the National Park Service to further the interpretation and preservation goals for the new park area(s).

### Effects on Visitors

- Visitors would get a comprehensive overview of the major themes of Spanish colonization and increased opportunities to visit and experience the most significant sites remaining from that period. Depending on how many sites people had the interest and time to visit, they could receive a complete or somewhat fragmented understanding of the Spanish colonial story.

### Effects on Communities

- New visitor programs would be created and might compete with existing programs.
- Private citizens and local agencies might be involved in the new area if it incorporated an existing community; however, no local funding would be diverted from other community needs.
- One or more private property owners might be displaced, and properties might be removed from local tax rolls.
- Visitors would be aware of and interested in the new national park system units, which would help increase tourism in relatively localized areas.
- Additional tourism-related economic benefits would be localized in communities near the units of the national park system.

### Additional Public Comments

Many people expressed concern that funding would not be forthcoming to support new units of the national park system. Some said that, in view of limited available funds, alternatives that would provide more general protection, preservation, and visitor services should have higher priority. Several people questioned the need for more units of the national park system, while others saw a role for the National Park Service in protecting significant endangered sites.

# 7. ENHANCE STATE PROGRAMS AND ASSISTANCE TO LOCAL SITES

## CONCEPT

This alternative would use existing partnership programs to strengthen state and local efforts to research, preserve, and interpret a wide range of Spanish colonial resources. Federal financial and technical assistance would enable the state to complete an inventory of Spanish colonial resources, create additional state parks or monuments, and assist local communities and private organizations in preservation and public enjoyment of a variety of sites. The state would develop and implement a comprehensive interpretation program for all the participating sites.

As in the other alternatives calling for site interpretation, visitors would get an overview of Spanish colonization and have the opportunity to visit a variety of sites representing various aspects of that story. The added emphasis on preservation would help ensure the integrity of resources and minimize the potential for misrepresentation of the story. The preservation of a wide assemblage of resources would give visitors a broader understanding of the period than could be conveyed by preserving just the biggest or most impressive sites.

### Site Management

Technical and financial assistance could affect the management and public use of participating sites. The National Park Service and the New Mexico Office of Cultural Affairs would develop guidelines and standards for resource preservation and coordinated inter-pretation involving federal funds. Participation in the program might increase the number of visitors at some sites. This alternative might involve the addition of some sites to the state park or monument systems.

### Administrative Structure and Funding

Funds would be earmarked for historic preservation of Spanish colonial resources in New Mexico. The National Park Service would administer the funds and transfer them to the New Mexico Office of Cultural Affairs under the authorities of the Historic Preservation Act and related legislation and executive orders. The state office might require additional staffing to carry out an expanded historic preservation program.

The National Park Service and the New Mexico Office of Cultural Affairs would set up a committee that would include local agencies, Indian authorities, and private organizations to set priorities and determine which sites qualified for financial and technical assistance.

### Actions Required for Implementation

Implementation of this alternative would require earmarked funds; a regional research plan to assist in setting priorities for research projects; a comprehensive interpretive plan; and criteria for prioritizing site assistance.

## ANALYSIS

### Effects on Resources

- Interpretation, preservation, and research would be balanced and applied to a broad cross section of resources. The effectiveness of this alternative would depend on the amount of funding allocated to carry out the alternative and on the degree of public and institutional support.

- A variety of sites would be preserved and protected.

- Scholarly knowledge would be increased as a result of research conducted to further the interpretation and preservation goals of the project.

### Effects on Visitors

- Visitors would get a comprehensive overview of all the major themes of Spanish colonization and increased opportunities to experience all the various types of sites remaining from that period. Depending on how many sites people had the interest and time to visit, they could receive a complete or a somewhat fragmented understanding of the Spanish colonial story.

### Effects on Communities

- This alternative would take best advantage of existing interpretive and cultural programs conducted by pueblo, local, state, and federal governments and the private sector.

- Communities and local governments would be directly involved in the interpretation and preservation of their past. This could help focus community efforts but could also divert funding from other community needs.

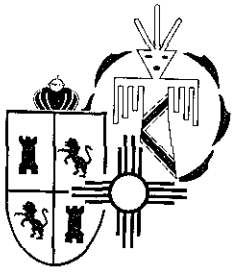
- One or more private property owners might be displaced, and properties might be removed from local tax rolls.

- Visitors would be more aware of and interested in various sites throughout New Mexico, which would help increase and disperse tourism.

- Communities throughout much of New Mexico would receive tourism-related economic benefits and financial and technical assistance in preserving cultural resources.

### Additional Public Comments

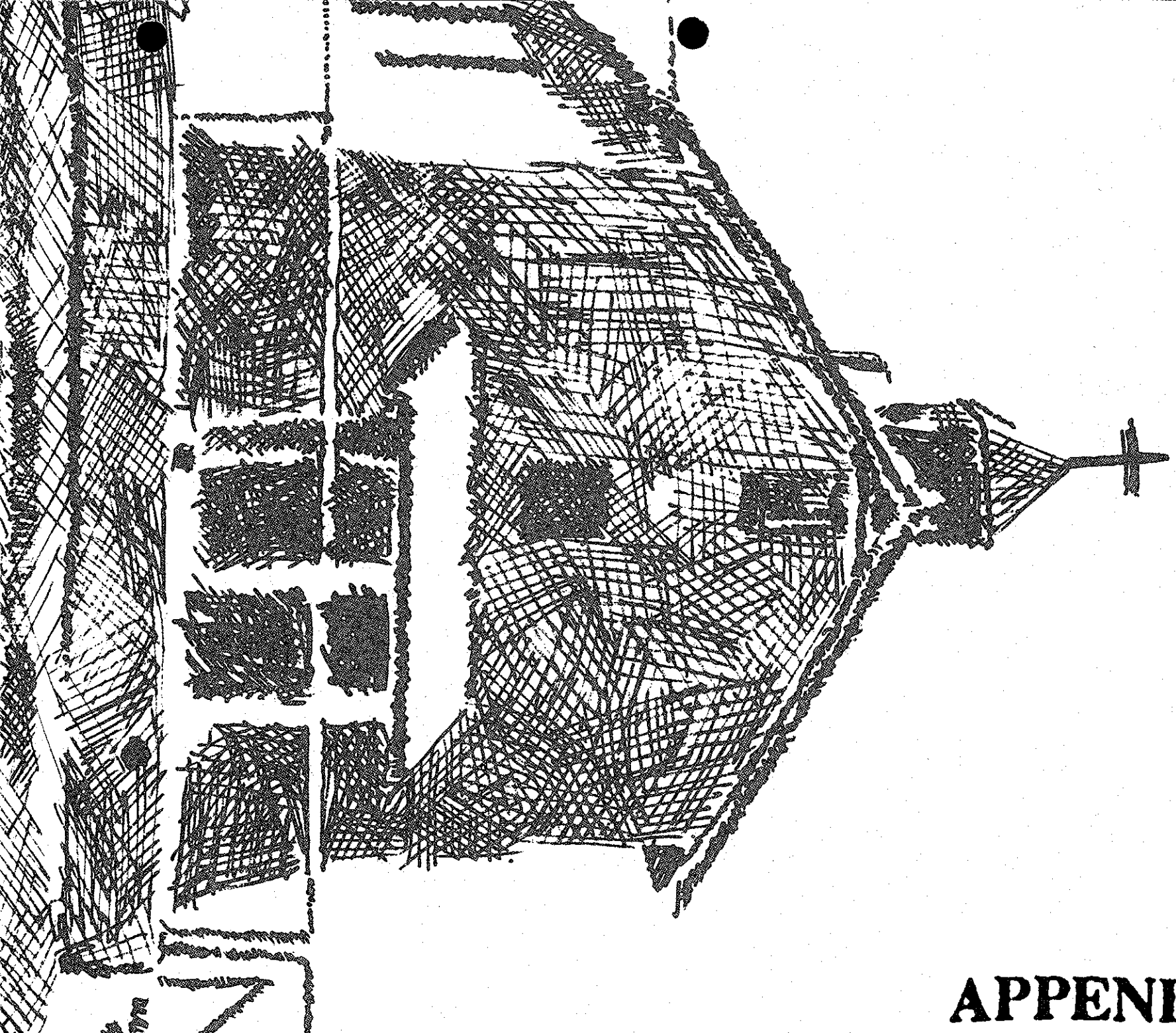
Involvement of private, local, and state entities with the federal government was perceived as being very positive and potentially beneficial to a range of resources. However, significant concern was expressed about the difficulty of coordination and effective management. Some people said they were concerned that the program would be driven by political rather than resource considerations. Some were concerned that without an infusion of federal funds Spanish colonial resources would not be a high enough priority to compete for state funding.



# Table 4: Summary Analysis of Alternatives

| | 1. Conduct a Comprehensive Research Program | 2. Coordinate a Comprehensive Interpretive Program | 3. Develop a Commemorative Center |
|---|---|---|---|
| **Effects on Resources** | | | |
| Site protection | possible indirect effects, both positive and negative, on site preservation | possible indirect increase in site preservation and increased site disturbance associated with visitor use | no effect |
| Scholarly knowledge | knowledge greatly increased through planned, prioritized research program | knowledge increased through research conducted to support interpretation | knowledge increased through research conducted at the center |
| **Effects on Visitors** | | | |
| Visitor experience | limited museum experience for visitors; enhanced data base for teaching U.S. history | in-depth understanding of the entire Spanish colonial period; however, experience could be fragmented if people did not visit a broad cross section of sites | appreciation of the dynamic and continuing interchange between Spanish and Pueblo cultures |
| Opportunity to experience sites | no effect | additional opportunities to experience a great variety of sites | no effect |
| **Effects on Communities** | | | |
| Existing programs | possible utilization and expansion of an existing museum | utilization and expansion of many existing programs | involvement of programs that would choose to relocate to the commemorative center; potential for competition with existing programs |
| Funding source | federal and/or private funding | reliance on state or local funding; potential to divert funds from other needs | reliance on state or local funding; potential to divert funds from other need |
| Tourism and related economic benefits | no effect | statewide increases in tourism | localized increases in tourism |
| Property ownership | no effect | no effect | no effect |

| 4. Re-create Spanish Colonial Buildings and Grounds | 5. Designate State Tour Routes | 6. Establish New Units of the National Park System | 7. Protect and Interpret a Wide Range of Resources |
|---|---|---|---|
| no effect except possibly at the chosen project site | possible indirect increase in site preservation and increased site disturbance associated with visitor use | ensured preservation of one or several of the most significant sites | potential for preservation of a great variety of sites |
| knowledge increased through research to ensure authenticity of re-creations | no effect | knowledge increased through NPS research | knowledge increased through research conducted to meet preservation and interpretation goals |
| in-depth understanding of the entire Spanish colonial period | in-depth understanding of the entire Spanish colonial period; however, experience could be fragmented if people did not visit a broad cross section of sites | in-depth understanding of the entire Spanish colonial period; however, experience could be fragmented if people did not visit a broad cross section of sites | in-depth understanding of the entire Spanish colonial period; however, experience could be fragmented if people did not visit a broad cross section of sites |
| no effect | additional opportunities to experience a great variety of sites | additional opportunities to experience the most significant sites | additional opportunities to experience a great variety of sites |
| possible utilization of one existing program; potential for competition with existing programs | utilization of a variety of existing programs | new visitor programs created for NPS sites; potential for competition with existing programs | utilization and expansion of many existing programs |
| reliance on state or local funding; potential to divert funds from other needs | reliance on state or local funding; potential to divert funds from other needs | federal funding; no effect on state or local programs | mixture of federal, state, and local funding; potential to divert funds from other needs |
| localized increases in tourism | statewide increases in tourism | localized increases in tourism | statewide increases in tourism |
| no effect | no effect | potential for displacement of one or more property owners and removal of property from local tax base | potential for displacement of one or more property owners and removal of property from local tax base |



# APPENDIXES

# APPENDIX A: LEGISLATION

## TITLE IV – SPANISH COLONIZATION COMMEMORATIVE STUDY

SEC. 401. SHORT TITLE.

This title may be cited as the "Spanish Colonization Commemorative Act of 1988".

SEC. 402. AUTHORIZATION OF STUDY.

(a) Authorization. – The Secretary of the Interior is authorized to conduct a study of the Spanish Frontier culture and Spanish Borderlands story to determine their significance in illustrating and commemorating the Spanish colonization of the Southwest, the Spanish colonial frontier culture, and Spanish colonialism in New Mexico. The study shall include an analysis of the significance of the San Gabriel Historic Landmark and the Los Luceros Hacienda as they relate to the Spanish Borderlands story of the Southwest.

(b) RECOMMENDATIONS. – The study shall include recommendations with respect to –

(1) measures for the preservation and interpretation of resources associated with the Spanish colonization of the Southwest; and

(2) indications of types and general intensities of development, including the feasibility of visitor facilities that would be associated with public enjoyment and use of the sites, including general location and anticipated costs.

(c) COMPLETION OF STUDY. – The study shall be completed and transmitted to the Committee on Interior and Insular Affairs of the House of Representatives and the Committee on Energy and Natural Resources of the Senate not later than two years after the date on which funds are appropriated for the study.

SEC. 403. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated such sums as may be necessary to carry out the purposes of this title.

# APPENDIX B: SPANISH COLONIAL RESOURCES

| Site Name | County | Register Status[1] |
|---|---|---|
| Acoma Pueblo | Cibola | NR(NHL) |
| Agua Fria | Santa Fe | |
| Alameda | Bernalillo | |
| "Alamillo Pueblo" Estancia | Socorro | |
| Albuquerque Old Town | Bernalillo | SR |
| Algodones | Bernalillo | |
| Angostura | Sandoval | |
| Arenal | Bernalillo | |
| Atrisco | Bernalillo | |
| Auruba (Jorupa) | San Miguel | |
| Bandelier's Alamillo (Acomilla Estancia) | Socorro | NR-MBE |
| Belen | Valencia | |
| Black Mesa (San Ildefonso) Pueblo | Santa Fe | SR |
| Camino Real sites | Dona Ana/Sierra/Socorro | |
| Cangilon Pueblo | Sandoval | NR-MBE |
| Carnue (the Silva site) | Bernalillo | SR |
| Casa Colorado del Sur | Valencia | SR |
| Casa Acequia | Sandoval | SR |
| Chalcihuitl turquoise mine | Santa Fe | SR |
| Chilili | Bernalillo | |
| Chimayó: Plaza del Cerro | Santa Fe | SR/NR |
| Cieneguilla Pueblo | Santa Fe | SR |
| Cochiti Springs site | Sandoval | |
| Cochiti Pueblo | Sandoval | SR/NR |
| Corrales Pueblo | Sandoval | SR |
| Corrales Abajo | Bernalillo | |
| Cuyamungue Pueblo | Santa Fe | |
| El Morro National Monument | Cibola | SR/NR |
| Galisteo Pueblo | Santa Fe | SR |
| Giusewa Pueblo | Sandoval | SR/NR |
| Gran Quivira National Monument | Socorro/Torrance | SR/NR |
| Hawikuh Pueblo | McKinley | SR/NR(NHL) |
| Isleta Pueblo | Bernalillo | SR/NR |
| Jaconita Pueblo | Santa Fe | |
| Jemez Pueblo | Sandoval | SR/NR |

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NR: Listed on the National Register
NR-E: Determined eligible for listing on the National Register
NR-MBE: May be eligible for listing on the National Register
SR: Listed on the New Mexico Register

| Site Name | County | Register Status[1] |
|---|---|---|
| Kechipowa Pueblo | Cibola | SR/NR(NHL) |
| Kuaua | Sandoval | SR/NR |
| Kyakima Pueblo | McKinley | SR |
| La Cienega Pueblo | Santa Fe | |
| La Garita | Santa Fe | |
| La Salina Grant | Torrance | |
| Laguna Pueblo | Cibola | SR/NR |
| Las Cocinitas | Sandoval | SR |
| Las Huertas (San Jose de) | Sandoval | SR |
| Llanito | Sandoval | |
| Los Griegos | Bernalillo | SR/NR |
| Los Luceros | Rio Arriba | SR/NR |
| Los Padillas | Bernalillo | |
| Lost Pecos Church & Shrine | San Miguel | |
| [Luis Lopez Estancia] | Socorro | NR-MBE |
| Manzano | Torrance | |
| Nambe Pueblo | Santa Fe | SR/NR |
| Ojitos | Torrance | |
| Ojo Cuchillo | Sandoval | SR |
| Old San Felipe | Sandoval | |
| Old Kotyiti (Cochiti) Pueblo | Sandoval | SR |
| Old Corrales Church | Sandoval | |
| "Oldest House" | Santa Fe | SR/NR(NHL) |
| Palace of the Governors | Santa Fe | NR(NHL) |
| Patokwa Pueblo | Sandoval | SR/NR |
| Pecos National Historical Park | San Miguel | SR/NR(NHL) |
| Picuris Pueblo | Taos | SR/NR |
| Pilar | Taos | |
| Pojoaque (Posunwage) Pueblo | Santa Fe | |
| Potrero Viejo | Sandoval | |
| Puaray Pueblo (Bandelier) | Sandoval | NR-MBE |
| Puaray Pueblo (Snow) | Bernalillo | SR |
| Punta de Agua | Torrance | |
| Qualacu Pueblo | Socorro | |
| Quarai Pueblo | Torrance | NR(NHL) |
| Quemado/Pino | Sandoval | |
| Rancho de Carnue (Ward) | Bernalillo | |
| Rancho de Carnue (San Miguel de Carnue) | Bernalillo | SR |
| Ranchos de Taos | Taos | SR/NR |
| Saint Francis Cathedral | Santa Fe | |

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| Site Name | County | Register Status[1] |
|---|---|---|
| San Antonio de Los Poblanos | Bernalillo | |
| San Antonio de Padua de Carnue | Bernalillo | SR |
| San Cristobal Pueblo | Santa Fe | SR/NR-MBE |
| San Felipe Pueblo (and earliest San Felipe) | Sandoval | SR |
| San Fernando Y San Blas | Sandoval | |
| San Francisco de Asís Mission | Taos | NR(NHL) |
| San Gabriel (Yuque Yunque) Pueblo | Rio Arriba | NR(NHL) |
| San Gregorio de Abo | Torrance | NR(NHL) |
| San Ildefonso | Santa Fe | SR/NR |
| San José del Vado | San Miguel | |
| San Juan Pueblo (Oke) | Rio Arriba | SR/NR |
| San Lázaro Pueblo | Santa Fe | SR/NR(NHL) |
| San Luis | Sandoval | |
| San Marcos Pueblo | Santa Fe | SR/NR |
| San Miguel Cemetery (and Church) | Santa Fe | SR/NR(NHL) |
| San Miguel del Vado | San Miguel | SR/NR |
| Sandia Pueblo | Sandoval | |
| Sandoval/Corrales | Sandoval | |
| Santa Ana Pueblo | Sandoval | SR/NR |
| Santa Clara Pueblo (Kapo) | Rio Arriba | SR/NR |
| Santa Cruz de la Canada | Santa Fe | |
| Santa Fe Plaza | Santa Fe | NR(NHL) |
| Santa Fe River site 16767 | Santa Fe | SR |
| Santa Fe River site 16768 | Santa Fe | SR |
| Santa Fe River site 16769 | Santa Fe | SR |
| Santa Fe River site 16773 | Santa Fe | SR |
| Santa Rita del Cobre mine | Grant | SR |
| Santa Rosa de Lima de Abiquiu | Rio Arriba | SR/NR |
| Santo Domingo Pueblo | Sandoval | SR/NR |
| Sevilleta Pueblo (Seelocu) | Socorro | NR-MBE |
| Sixteenth Century Spanish Campsite | Sandoval | SR |
| Socorro | Socorro | |
| Socorro Pueblo (Pilabo) | Socorro | |
| Tabira (Pueblo Blanco) | Torrance | |
| Tajique | Torrance | |
| Talpa | Taos | NR-E |
| Tamayo (Old Santa Ana Pueblo) | Sandoval | SR/NR |
| Taos Pueblo | Taos | SR/NR(NHL) |
| Tenabo Pueblo | Socorro | |
| Tesuque Pueblo | Santa Fe | SR/NR |

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| Site Name | County | Register Status[1] |
|---|---|---|
| Tome | Valencia | |
| Tome church | Valencia | |
| Tome site 1952 | Valencia | |
| Tome site 50262 | Valencia | |
| Torreon | Torrance | |
| Trampas | Taos | SR/NR(NHL) |
| Truchas church | Rio Arriba | |
| Valdez (previously San Antonio) | Taos | |
| Valencia Pueblo | Valencia | SR/NR-MBE |
| Villanueva | San Miguel | |
| Zia Pueblo | Sandoval | SR/NR |
| Zuni Pueblo (Halona) | McKinley | SR/NR |
| Zuni Salt Lake | Catron | SR |

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# APPENDIX C: STORY ELEMENTS AND THEIR REPRESENTATION INSIDE AND OUTSIDE THE NATIONAL PARK SYSTEM

| | Current Status | | |
|---|---|---|---|
| **Story Elements** | **Unit of the National Park System** | **National Historic Landmark** | **Other** |
| **First Colonization** | | | |
| Exploration | El Morro | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola | 16th century campsite<br>Camino Real |
| Pueblos | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| First Settlements | | Santa Fe group<br>San Gabriel | Santa Fe River sites |
| Provincial Government | | Santa Fe group | |
| Institutions of Colonization | | | |
| Encomienda system | | Santa Fe group | Las Huertas group<br>Isleta-Bernalillo estancia group |
| Pueblo tribute | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| Military protection | | Santa Fe group | |
| Missions | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| Economic Production | | | |
| Agriculture | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| Famine (pueblo-mission) | Salinas Pueblo Missions | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola | |
| Famine (Spanish) | | | Las Huertas group |
| Manufacturing | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |

| Story Elements | Current Status: Unit of the National Park System | Current Status: National Historic Landmark | Current Status: Other |
|---|---|---|---|
| Mineral collection | | | La Salina grant |
| Trade | Pecos<br>Salinas Pueblo Missions | Galisteo group (San Lázaro) | Camino Real<br>Galisteo group |
| Defense | | | |
| Militia/pueblo auxiliaries | | Santa Fe group | |
| Lifeways | | | |
| Pueblo | Salinas Pueblo Missions | Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| Spanish settlements | | | Las Huertas group |
| Missions | Salinas Pueblo Missions | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| **Pueblo Resistance** | | | |
| Cultural conflict | | | |
| Early revolts | | Big Bead Mesa | |
| Raids | Salinas Pueblo Missions | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Galisteo group |
| Abandonment | Salinas Pueblo Missions | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Galisteo group |
| Pueblo Revolt of 1680 | Salinas Pueblo Missions<br>Pecos | Acoma Pueblo, mission<br>Taos Pueblo, mission<br>Zuni-Cíbola<br>Galisteo group (San Lázaro) | Sevilleta<br>Galisteo group<br>San José de Guisewa |
| Reconquest | | | Las Huertas group |
| **Second Colonization** | | | |
| Pueblos | Pecos | Galisteo group (San Lázaro) | Galisteo group |
| Provincial Government | | Santa Fe group | |
| Institutions of colonization | | | |
| Civil settlements | | Las Trampas<br>San Francisco de Asís | Las Huertas<br>Santa Fe River sites |
| Land grants | | | Sevilleta<br>Chimayó |

| Story Elements | Current Status: Unit of the National Park System | Current Status: National Historic Landmark | Current Status: Other |
|---|---|---|---|
| Missions | Pecos | | Galisteo group |
| Economic Production | | | |
| Agriculture | | | |
| Pueblo /mission | Pecos | | Galisteo group |
| Spanish | | | Las Huertas<br>Sevilleta |
| Manufacturing | Pecos | | Galisteo group |
| Mineral collection | | | La Salina grant<br>Santa Rita de Cobre |
| Trade | Pecos | | Camino Real<br>Galisteo group |
| *Defense* | | | |
| Raids | Pecos | Galisteo group (San Lázaro) | Galisteo group |
| Professional soldiers | | Santa Fe group | |
| Pueblo auxiliaries | Salinas Pueblo Missions | | |
| Defensive settlements | | | Las Huertas group |
| Lifeways | | | |
| Pueblos | Pecos | | Galisteo group |
| Spanish settlements | | | Las Huertas group<br>Sevilleta |
| Missions | Pecos | | Galisteo group |

# APPENDIX D: NEW AREA CRITERIA

A natural, cultural, or recreational resource will be considered *nationally significant* if it meets all of the following criteria:

> It is an outstanding example of a particular type of resource.
>
> It possesses exceptional value or quality in illustrating or interpreting the natural or cultural themes of our nation's heritage.
>
> It offers superlative opportunities for recreation, public use, and enjoyment or for scientific study.
>
> It retains a high degree of integrity as a true, accurate, and relatively unspoiled example of a resource.

Nationally significant cultural resources include districts, sites, buildings, structures, or objects that possess exceptional value or quality in illustrating or interpreting our heritage and posses a high degree of integrity of location, design, setting, materials, workmanship, feeling, and association. Examples of cultural resources that may be nationally significant include the following:

> Resources associated with events that have made a significant contribution to and are identified with, or that outstandingly represent, the broad national patterns of United States history and from which an understanding and appreciation of those patterns may be gained;
>
> Resources associated importantly with the lives of persons nationally significant in the history of the United States;
>
> Resources representative of some great idea or ideal of the American people;
>
> Resources that embody the distinguishing characteristics of an architectural type specimen, exceptionally valuable for study of a period, style, or method of construction; or that represent a significant, distinctive, and exceptional entity whose components may lack individual distinction;
>
> Resources composed of integral parts of the environment not sufficiently significant by reason of historical association or artistic merit to warrant individual recognition but that collectively comprise an entity of exceptional historical or artistic significance; or resources that outstandingly commemorate or illustrate a way of life or culture;
>
> Resources that have yielded or may be likely to yield information of major scientific importance by revealing new cultures or by shedding light upon periods of occupation over large areas of the United States.

The National Register of Historic Places provides for listing of resources with local, state, or national significance based on the recommendations of the state historic preservation officer or other nominating officials. A resource listed in the National Register as "nationally significant," therefore, has

not necessarily been evaluated against NPS criteria. Most of these resources are not expected to meet standards of significance for designation as a unit of the national park system.

An area will be considered *suitable* for addition to the national park system if it represents a natural/cultural or type of recreational resource that is not already adequately represented in the national park system, unless such an area is comparably protected and presented for public enjoyment by another land-managing entity. Adequacy of representation will be determined by comparing the proposed addition to other units in the national park system.

To be *feasible* as a new unit of the national park system an area must be of sufficient size and appropriate configuration (considering natural systems and/or historic settings) to ensure long-term protection of resources and to accommodate public use, and it must have potential for efficient administration at a reasonable cost. Important feasibility factors include landownership, acquisition costs, access, threats to the resource, and staffing or development requirements.

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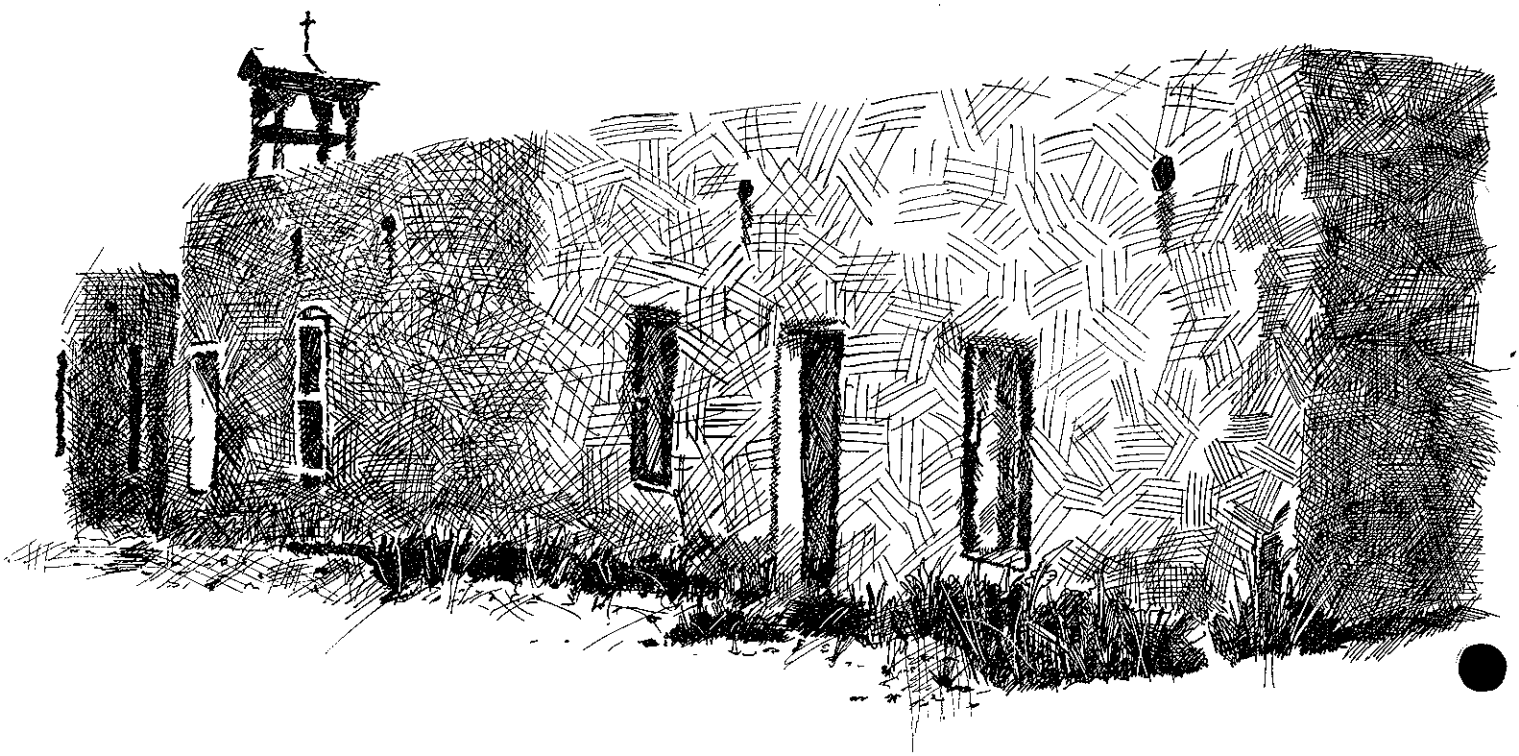

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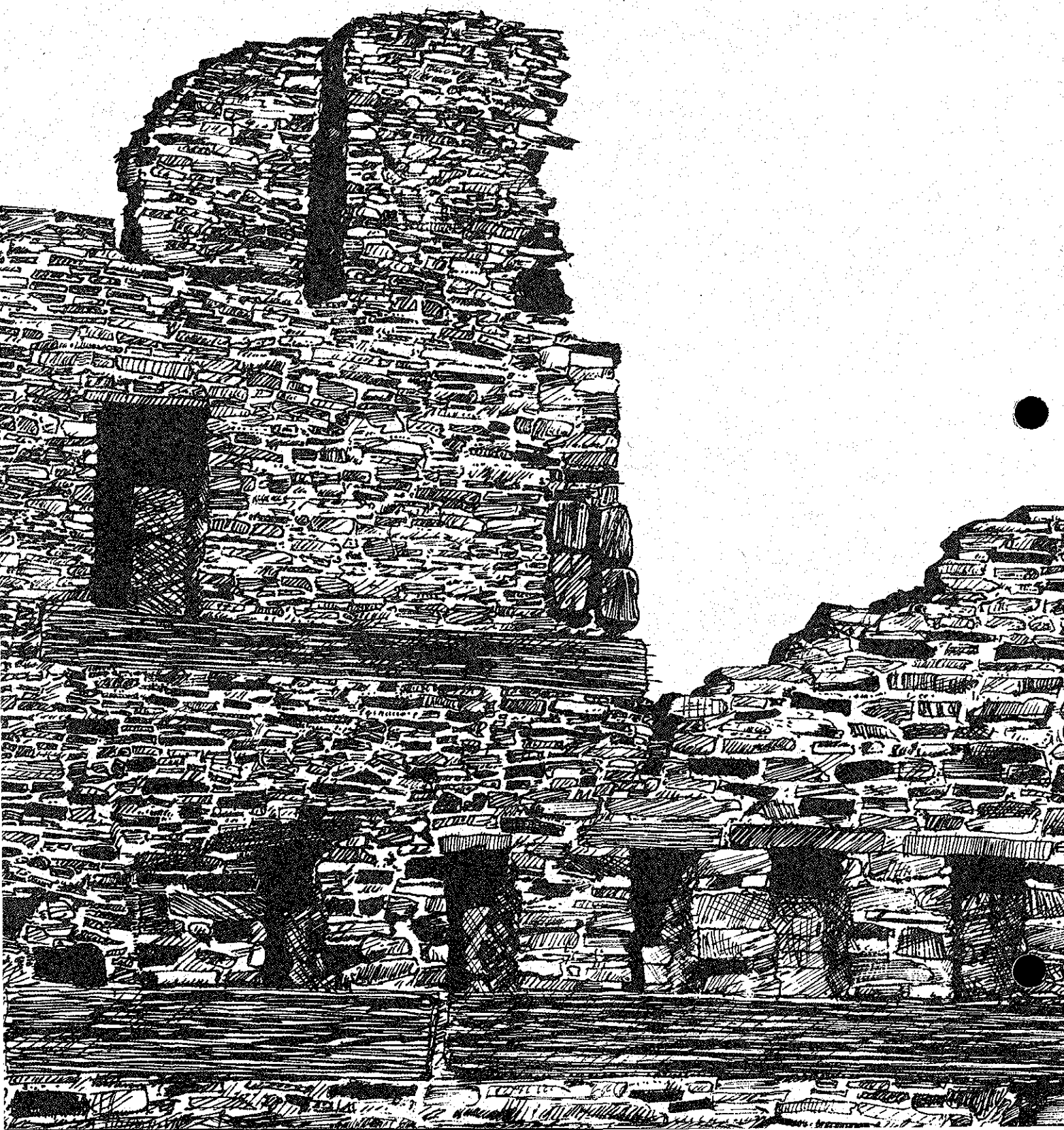
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