Thank you for your interest in Magoffin Home State Historic Site, home of early El Paso pioneer Joseph Magoffin and his family. In this guide, you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to the Magoffin Home. You may reproduce all images within this Educators’ Guide for your classroom use.

For admission prices and hours of operation, please visit us online at [http://visitmagoffinhome.com](http://visitmagoffinhome.com). To schedule a site visit field trip for your students, please call 915-533-5147.

For your VISIT, we recommend that you:

- Complete the included pre-visit lesson or your own introductory lesson in advance.
- Divide your students into 3 small groups, each with a chaperone prepared to facilitate their group’s work throughout the visit.
- Equip each of your students with a sharpened pencil (no pens or markers allowed in museum exhibits).
- Equip each of your group chaperones with a camera or phone with camera for group work documentation.

We welcome your suggestions and feedback on the enclosed materials. You may find our complete contact information below. We look forward to seeing you and your students at Magoffin Home State Historic Site.

**Contact Us**

1120 Magoffin Ave.
El Paso, TX 79901
915-533-5147
magoffin-home@thc.texas.gov
Pre-Visit Lesson 1

Once Upon a Pardon: Securing the Magoffin Legacy

Objectives

In preparation for their visit to Magoffin Home, students will learn about the Magoffin family during the Civil War era through primary source military documents. They will explore the importance of James Wiley (J.W.) Magoffin’s post-war pardon to the family legacy and the development of early El Paso.

Grade 7 Social Studies TEKS

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:
   (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.
(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
   (C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg.
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:
   (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
   (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
   (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
   (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
   (E) support a point of view on a social studies issue or event;
   (F) identify bias in written, oral, and visual material;

Materials

- Images provided for display or printout
- *Magoffin’s Military Movements* packets for small groups, 5 pages (double-sided)
- *Post-War Pardon* for display or printout, 3 pages
Additional Resources

- Access to the Magoffin Home site introduction video, available on YouTube: https://youtu.be/gEaU653U03A
- *Magoffin’s Early Years* timeline printouts for each student, 1 page
- *A Bird’s Eye View of El Paso* map by Augustus Koch

Key Terms

- **legacy**: something handed down from someone in the past, like an inheritance.
- **subsistence department**: military department during the Civil War responsible for securing all food and supplies for troops.
- **amnesty**: an official pardon or forgiveness for wrongdoings. The word *amnesty* shares the Greek root with the word *amnesia*, meaning loss of memory or forgetfulness.
- **C.S.A.**: abbreviation of Confederate States of America.
- **A.C.S.**: abbreviation of Armies of the Confederate States.
- **parole**: release of a prisoner on the promise of good behavior.

Discussion & Primary Source Work

10 minutes

Display the provided image of the invoice document. Give students 5 minutes at the beginning of the lesson to read it and describe the meaning of the document in their own words. Ask them to pay particular attention to information that answers the questions of Who, What, When, and Where.

Ask students to share their interpretations. Take notes on the board to capture students’ ideas.

Explain:

This document is an invoice from J.W. Magoffin & Co. for a purchase of 4.5 tons of hay for confederate troops in June 1862.

Notice in the top left that the word “United” has been struck through and “Confederate” written above it. What does this suggest?

The $90.00 payment was received by Jos. (Joseph) Magoffin in Marshall, Texas in October 1862.

Students might infer that the Magoffins were involved in aiding the Confederate cause.

How is this information similar to or different from the students’ theories?

Elaborate: J.W. Magoffin and his two sons, Joseph and Samuel, served in the Confederate Army during the Civil War. Prior to the war, J.W. had been a successful trader and merchant in west Texas and Mexico. He had set up a mercantile (general store) in Magoffinsville, Texas, an area that would later become part of El Paso. During the war, J.W. Magoffin & Co. provided the Confederate troops with supplies, and Joseph served as an officer in the Subsistence Department, equipping troops in east Texas and Louisiana.
**Confederate**

The United States,

To J.W. Magoffin & Co.

Dr.

<table>
<thead>
<tr>
<th>Date of purchase</th>
<th>DOLLARS</th>
<th>CENTS</th>
</tr>
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<tbody>
<tr>
<td>1862</td>
<td>for Four tons and one half of Hay at the Rate of Twenty Dollars per ton</td>
<td>$ 90.00</td>
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I certify that the above account is correct and just, and that the articles have been accounted for on my property return for the quarter ending on the 30th of June 1862.

J.P. Smith 1st. M.M. Capt. Quartermaster.

Received at Marshall Texas, the 31st of October 1862 of Capt. J.W. Magoffin & Co. Quartermaster G.S. Army, Ninety dollars and _ _ _ cents, in full of the above account.

J.W. Magoffin

[signed in duplicate]
Group Activity: Joseph Magoffin’s Military Movements

20 minutes

Divide the class into small groups. Have students examine the selection of Joseph Magoffin’s war documents and note the dates and locations. The documents are in non-chronological order. Students must closely observe the dates to correctly sequence Magoffin’s movements. Have each group sketch a timeline recording Joseph Magoffin’s ranks and movements during the Civil War and mark locations where he was stationed on the provided map.

Answer Key:

1. (Doc 3) Sept 1862—Orders to go to Marshall—Captain—stationed in San Antonio, TX
2. (Doc 1) Oct 1862—Mileage Invoice—Captain—Marshall, TX
3. (Doc 2) May-Oct 1864—Listed as an Agent of the Subsistence Dept—Shreveport, LA
4. (Doc 4) Aug 1865—Parole of Honor—Major A.C.S.—residing in St. Louis, MO and parole filed in San Antonio, TX

Continuing the Conversation: A Post-War Pardon

25 minutes

Explain that, after the war, J.W. attempted to return to his land and business in El Paso in May 1866 only to discover that a U.S. Marshal had seized, split, and sold his property to five individuals. As a former Confederate officer, J.W. Magoffin was told that general amnesty did not apply to him. Instead, he had to apply for a formal pardon from the president of the United States. He applied and was approved in September 1867. Only with this pardon were his civil rights and land restored to him.

Examine J.W. Magoffin’s pardon request as a class or in small groups. Ask the following questions:

What examples does J.W. provide to illustrate his loyalty and worthiness of a pardon? [loyal prior and after, adherence to amnesty oath, property does not amount to $20,000 (which might not be true), work for Gov. Hamilton, etc]

What was J.W.’s primary goal in requesting the pardon? [land/property rights]

Does the letter contain bias? Cite examples.

Elaborate:

Upon J.W.’s death in 1868, his son Joseph moved with his family to El Paso to claim his land inheritance. Joseph Magoffin and his family gained wealth and influence in early El Paso through the sale of holdings which included 1,280 acres, (including Magoffinsville and the future site of the Magoffin home in the El Paso area), over 600 acres southeast of El Paso, and acreage in Canutillo and in Presidio County.

In the 1870s-1890s, Joseph served as a civic leader at the municipal, county, and federal levels. He also supported bringing the railroads to El Paso, which is considered to be the single most impactful development on the history of the city. The coming of the railroads caused a boom in population, industry, and politics. Almost every rail company had to buy land from Magoffin to build their lines.
Joseph’s wife, Octavia, was a prominent social and charity leader in early El Paso. When she died, the *El Paso Herald* stated that she was “a most charitable woman, quiet, capable, and self sacrificing…. [H]er work for humanity knew no barriers of race or creed.”

**Engage** discussion with this statement:

“The presidential pardon of J.W. Magoffin and restoration of his lands were pivotal for the future of the Magoffin family and for the development of early El Paso.”

**Assessment**

Evaluate participation in class discussions and completeness and understanding of group packets, taking into consideration that many handwritten sources are challenging to read.

**Additional Resources**

Time permitting, review the provided timeline of Magoffin’s Early Years as a class and watch the Magoffin Home State Historic Site introduction video, available on YouTube ([https://youtu.be/gEaU653U03A](https://youtu.be/gEaU653U03A)).

**Take-home Extension**

Send **K-W-L Charts** home with students, and ask them to complete the “What I Know” and “What I Want to Know” columns about the Magoffin family and their home. After completing all pre-visit preparations and the on-site field trip, have students complete the “What I Learned” column for learning assessment.

**Sources**

All military documents were found on the website, Fold3.com.
INSTRUCTIONS: As a group, investigate the following four primary source documents. Your group must put the documents in chronological order. Record the date, the main idea of each document, Magoffin’s rank if noted, and his location on the timeline. Draw stars on the provided map to show where Magoffin was stationed during the Civil War.

Document 1

[Image of Document 1]
Jo. Magoffin.
Capt. Sub. Dept.

Appears on a

List

of regularly appointed Officers and Agents of the
Subsistence Department, Trans-Mississippi De-
partment.

List dated: Shreveport.
Feb. 20, 1864.

Station: Majare' Brig.

Appointed: May 11, 1864.

To rank: 186

By whom appointed: Gen. E. V. Smith

Condition of bond: Four d to Gen. S.

Remarks: Oct. 28, 1864, not re-
turned.
Capt. Jno. Magoffin
A Co. of A. T. Garmey

Sir.

You will please repair as soon as possible to Marshall, Harrison Co., Texas, and purchase such subsistence stores, as may be required for the use of the troops under my command.

R. T. Herbert
Lt. Col. Commissary
1st Battalion

I certify, on honor, that the above is true copy taken from the original.

Lieut. Maj. Stucy
Capt. 6th N. S. 1st Brigade
I, the undersigned, Prisoner of War, belonging to the Army of the Trans-Mississippi Department, having been surrendered by General E. Kirby Smith, C. S. A., Commanding said Department, to Major General E. R. S. Canby, U. S. A., Commanding Army and Division of West Mississippi, do hereby give my solemn PAROLE OF HONOR, that I will not hereafter serve in the Armies of the Confederate States, or in any military capacity whatever, against the United States of America, or render aid to the enemies of the latter, until properly exchanged in such manner as shall be mutually approved by the respective authorities.

Residence

Dated at

this 

day of 

1865.

Approved:

C. S. A.

Commissioners.

The above named officer will not be disturbed by the United States Authorities, as long as he observes his parole, and the laws in force where he resides.

Timeline

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<th>Date</th>
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Magoffin’s Movements

INSTRUCTIONS: Draw a star ★ to show each city in which Magoffin was stationed.
Washington D.C.
Sept. 30th 1867.

To his Excellency,
The President,

Your Petitioner, James W. Ma-

goffin, a resident of El Paso county, Texas, would respectfully state that he is now about sixty-seven years old and up to the time of the capture of

St. Blaise in said El Paso county, Texas, located upon his lands and wherever he resided with his family, by the Confederate troops in the year 1861, he

was a loyal citizen of the United States. That upon the capture of that place, he was compelled by super-

ior rebel force, in his presence and in the occupan-
y of that State and County, to yield involuntary sub-

mission to their authority and to take the oath of

fealty to the Confederate Government, which they required.
Your Petitioner would further state that after the close of the rebellion he renewed his allegiance to the government of the U. States and took the presented oath of amnesty and still continues to reside at El Paso. Your Petitioner would further state that his property does not amount in value to twenty thousand dollars, and his age has precluded him from taking any active part in the war.

After the war ceased and the authority of the Federal government was resumed in Texas, such was the confidence in his loyalty to the U. States, that your Petitioner was authorized and commissioned by the Governor of Texas (Gov. Hamilton) as his representative to reorganize the county of El Paso, and restore it to all its civil relations for which purpose he had plenary authority in the name of the Governor to appoint loyal justices of the Peace, and all civil officers as
contemplated by the laws and necessary to the end. This work was successfully completed by your Petitioner and to the satisfaction of the free and the loyal authorities of Texas.

That notwithstanding all these circumstances your Petitioner is advised that a pardon is necessary to restore him to his property rights. Whereupon he humbly prays your Excellency to grant him such pardon.

[Signature]
A Post-War Pardon, pg 4

Received from
Department of Justice
December 12, 1865.

[Signature]

Pardoned Sept. 7, 1867.
The Magoffins
A Pioneering Family of El Paso

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<tr>
<th>Know</th>
<th>Want to Know</th>
<th>Learned</th>
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Name: ______________________
# Joseph Magoffin’s Early Years
## A Timeline

<table>
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<tr>
<th>Year</th>
<th>Event</th>
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| 1837 | • Chihuahua, Mexico  
        • Joseph Magoffin was born. He lived with his mother in Mexico while he was a young child. |
| 1845 | • Lexington, Kentucky  
        • Joseph and his brother, Samuel, moved to Lexington with their father and attended school there. |
| 1855 | • St. Louis, Missouri  
        • Joseph attended and graduated high school in St. Louis. |
| 1855 | • Magoffinsville, Texas (near El Paso and Franklin, Texas)  
        • After graduating, Joseph moved to Magoffinsville to work at his father's mercantile. |
| 1862 | • Marshall, Texas  
        • While serving in the Confederate Army, Joseph supplied troops in east Texas, Louisiana, and Arkansas from his post in Marshall. |
| 1863 | • Houston, Texas  
        • Joseph met his future wife, Octavia McGreal, in Houston between 1862 and 1864 while serving in the army. |
| 1868 | • El Paso, Texas  
        • Joseph and his family moved to El Paso after his father's death to take over the family landholdings. |

Post-Visit Assessment

After visiting the Magoffin Home State Historic Site, evaluate student materials for completion and correctness.

The Post-Visit Lesson: Magoffin, Leading El Paso builds upon students’ understanding of concepts learned from the Pre-Visit Lesson and their site visit.

Additional Resources & Extensions

The Portal to Texas History
https://texashistory.unt.edu

The Handbook of Texas Online
https://tshaonline.org/handbook

Library of Congress
https://loc.gov
Post-Visit Lesson Plan

Magoffin, Leading El Paso

Objectives

Students will extend their understanding by delving into Joseph Magoffin’s many accomplishments as a civic leader. They will learn about the differences among municipal, county, state, and federal levels of government, and they will apply that knowledge to Magoffin’s record of service. Students will investigate primary resources such as newspaper articles, city council meeting minutes, and a political cartoon.

Grade 7 Social Studies TEKS

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier.

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:

(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications;

(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels.

(17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;
Materials

- Charts, timelines, and images for display or printout
- *Magoffin, a Civic Leader* printouts for individual students (2 pages)

Key Terms

- **municipal**: of or relating to a town or city and its government.
- **legacy**: something handed down from someone in the past, like an inheritance; (modern usage) the way in which a historical figure might be remembered for their actions.

Reflection and Opening Discussion

25 minutes

**Ask** students to reflect on their visit to Magoffin State Historic Site and complete the “Learned” column of their K-W-L charts during the first five minutes of class.

**Discuss** some of the students’ most memorable experiences from the site visit. Were questions from their “Want to Know” column answered? What did they learn?

**Display** the following government structures and responsibilities chart for the class. Review for student understanding. Hand out the *Magoffin, a Civic Leader* exercise to students. Their goal is to label each source—municipal, county, state, or federal—corresponding to Magoffin’s position as described in the source.

**Answer Key:**

1. county
2. municipal
3. municipal
4. municipal
5. federal
6. municipal

**Facilitate** a discussion about the kinds of government business described in the sources. Students might suggest safety, city mapping/land distribution, public transportation, utilities, the coming of the railroad, and trade as examples.

**Explain:**

The Magoffins experienced a rapidly changing El Paso firsthand. With the coming of the railroads, El Paso industry and population boomed. The Magoffins were not only citizens of El Paso, but more importantly, leaders in its growth. Joseph was elected mayor four times between 1880 and 1900. He dedicated over 30 years to city, county, and federal work in El Paso. His achievements included

- swearing in the first city officials for the newly incorporated city of El Paso while a Justice of the Peace,
Joseph Magoffin's Years in Public Service

<table>
<thead>
<tr>
<th>Years</th>
<th>Position</th>
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<tbody>
<tr>
<td>1869-1874</td>
<td>Justice of the Peace</td>
</tr>
<tr>
<td>1874-1876</td>
<td>County Commissioner</td>
</tr>
<tr>
<td>1875</td>
<td>Alderman</td>
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<tr>
<td>1876-1878</td>
<td>County Judge</td>
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<tr>
<td>1880-1881</td>
<td>Alderman/Mayor Pro Tem</td>
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<td>1881-1883</td>
<td>Mayor, 1st Term</td>
</tr>
<tr>
<td>1883-1885</td>
<td>Mayor, 2nd Term</td>
</tr>
<tr>
<td>1885-1889</td>
<td>U.S. Collector of Customs</td>
</tr>
<tr>
<td>1897-1899</td>
<td>Mayor, 3rd Term</td>
</tr>
<tr>
<td>1899-1901</td>
<td>Mayor, 4th Term</td>
</tr>
</tbody>
</table>
Interpreting a Political Cartoon: Magoffin’s Mayoral Legacy

20 minutes

Display the following political cartoon. As a class, describe and discuss the details. Use the following guiding questions:

- Describe what you see. What people and objects are shown? What words or labels do you see?
- What issue is this political cartoon about?
- What is the cartoonist’s opinion on this issue? How do you know?
- Who do you think is the audience?
- Do you find this cartoon persuasive? Why or why not?
- If you saw this cartoon in 1899, would you vote to re-elect Magoffin?

Explain that Mayor Magoffin was taken to court in 1898 by a saloon owner over an unpaid gambling debt. The *El Paso Herald* ran this cartoon and other stories about Magoffin in the weeks leading into the 1899 mayoral election. It has been suggested that the newspaper editor had a grudge against Magoffin and favored the republican candidate, O’Keefe, for mayor. In the end, Magoffin won the 1899 election by a 72% majority.

Ask:

- The subject of this cartoon is based on a truth. Is there bias evident in the timing and tone of the cartoon? Cite evidence.
- Does this information and this cartoon affect how you might think about Joseph Magoffin’s legacy as a civic leader? Why or why not?
Assessment

Evaluate students’ final K-W-L charts, participation in discussion, and Civic Leader handout for completeness and understanding.

Taming the Rio Grande—SS/ELA Extension

Grade 7 ELA TEKS

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

(A) establishes a clear thesis or position;
(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
(C) includes evidence that is logically organized to support the author’s viewpoint and that differentiates between fact and opinion.

In 1898, the Rio Grande caused massive flood destruction across southern El Paso, with waters reaching as far north as the Texas and Pacific rail lines a few blocks from the Magoffin Home. Mayor Magoffin personally led crews day and night to respond to the flooding and, afterward, led restoration of the city. In June of that year, he worked with federal officials to straighten the river and build levees to immediately protect citizens. This recent catastrophe as well as his memory of flood-damaged Magoffinsville in the 1860s moved Mayor Magoffin to advocate for a federal project to dam the Rio Grande.

Have students craft a letter to the editor of the El Paso Herald for or against the building of a dam on the Rio Grande. Encourage the students to include researched details, like damage from historical floods or the effects of a dam on a river ecosystem, that might support their position.

For an additional challenge, stage a mock debate in your classroom with citizens for and against the modification of the Rio Grande.

Sources


The Basics of Government

Who does what at each level.

**municipal**
- Services include providing water and electric utilities; maintaining streets; garbage pickup; public transportation; collecting taxes; and fire and police response.
- Officers include Mayor, Alderman/Councilperson, City Manager, Treasurer, Attorney and Health Officer.

**county**
- Services include maintaining law and administering justice through courts and jails; road building and repair; vital records like deeds, wills and marriage licenses; assessing property for taxes; holding elections; and sometimes establishing hospitals, parks, etc.
- Officers include Commissioners, Sheriff, Tax Assessor-Collector, County Clerk, Treasurer, Health Officer, County Attorney.
- Precinct officers include Justice of the Peace and Constable. District officers include District Judge and District Attorney.

**state**
- Like the federal government, state government has three branches: legislative, executive, and judicial.
- Broadly, state officials define, administer, and interpret state law. Through boards, agencies, and departments, the state government sets standards for areas like education and health and governs state resources.
- Executive Officers include Governor, Lieutenant Governor, Comptroller and Commissioners.
- Legislative Officers include Senators and Representatives.
- Judicial Officers include Supreme Court Justices, and Judges for the Court of Criminal Appeals.

**federal**
- The federal government has three branches: legislative, executive, and judicial.
- The federal government defines, administers, and interprets laws for US citizens.
- The federal bureaucracy includes agencies and organizations with many different responsibilities like customs and trade regulations, environmental protection, and military defense.
- Executive Officers include the President, Vice President, and Cabinet. Under the Cabinet are Bureaus and Agencies.
- Legislative Officers include Senators and Representatives.
- Judicial Officers include Supreme Court Justices and other federal and lower court officers.
INSTRUCTIONS: Examine each primary source. Using the Basics of Government as a guide, label each source—municipal, county, state, or federal—according to Magoffin’s position as described.

1877
1. __________________________


“May 25, 1881.

“At a called meeting of the City Council there were present Aldermen Ochoa, Magoffin, Hague and Hart. Absent Mayor Schutz and Aldermen Slade and Krakauer.

“Mr. Juan Ochoa took the chair as Mayor pro tem. * * *

“The map compiled by the City Engineer, Juan S. Hart, was on motion adopted as the official map of the City of El Paso, provided that the same shall not be binding upon those whose land has been dedicated to the City. A copy of the map was ordered filed with the records and papers of the City.”

1881
2. __________________________

“1881

“The ayes and noes being called for, the roll was called and resulted as follows: Alderman Hague, first ward, not voting. Alderman Phillips, first ward, aye. Alderman Keating, second ward, aye. Alderman Schutz, second ward, aye. Alderman Blacker, third ward, aye. Alderman Krakauer, third ward, aye. Result: six members present, one refused to vote, and five in favor of adopting the report and ordinance granting right of way, etc. to City Railway Company, which the Mayor, pro tem. declared carried and adopted accordingly. * * *

The Council then adjourned to its next regular meeting, November 20, 1881.

Approved: Joseph Magoffin, Mayor.”

1881
3. __________________________
Yesterday evening about 10 o’clock a special train came in on the Southern Pacific railway, bearing the head officers of the Central Pacific and all leased lines. They were on a general tour of inspection, and stopped at this point for an hour or so. Some of the prominent citizens of the town, consisting of Mayor Magoffin and Messrs. Buchanan, Morehead, J. S. Fletcher, U. S. A., Bassett, Beall, and one or two others, wishing to extend to them the hospitality of El Paso, and treat them with that cordiality for which the “Future Immense” is noted, called upon the party in carriages and extended to them an invitation to view the city over. The officers, having an hour or so to spare, and pleased with the invitation, accepted and were escorted to prominent points of the city, including the reservoir, the Mesa Garden, Paso del Norte.

Joseph Vogel carries a Large and Elegant Stock of Imported Goods.

The recommendation of Mayor Magoffin that the city engineer be given charge of the sewer is a good one. His present duties are light and a street commissioner could be found who could do good service at a much lower salary than is now paid.