

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

DRAFT

1. Name of Property

Historic name: Forsythe Memorial School for Girls

Other names/site number: Presbyterian School for Mexican Girls

Name of related multiple property listing:
Latinos in Twentieth Century California

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

2. Location

Street & number: 506 N. Evergreen Avenue

City or town: Los Angeles State: CA County: Los Angeles

Not For Publication: Vicinity:

3. State/Federal Agency Certification

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

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

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

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

<p>_____ Signature of certifying official/Title:</p>	<p>_____ Date</p>
<p>_____ State or Federal agency/bureau or Tribal Government</p>	

<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>_____ Signature of commenting official:</p>	<p>_____ Date</p>
<p>_____ Title : State or Federal agency/bureau or Tribal Government</p>	

Forsythe Memorial School for Girls
Name of Property

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4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

RELIGION: Church School

EDUCATION: School

EDUCATION: Boarding School

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS: Mission/Spanish Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Stucco; concrete; red clay tile; wood

Narrative Description

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

Summary Paragraph

The Forsyth Memorial School for Girls is located on the southwest corner of Folsom Street and Evergreen Avenue in the Boyle Heights neighborhood of Los Angeles. The two and three-story wood-framed building was constructed in 1914 as a school in the Mission Revival style. The building is generally rectangular in plan with a central open-air courtyard. It is covered by a combination side-gabled and flat roof with Mission-shaped parapets capped with metal flashing; there are also two skylights on the roof. The building is entirely clad in textured stucco with carved wood and clay tile detailing. The main entrance is located within a partial-width vestibule supported by wood columns. The building is set back from the predominantly residential street on a comparatively large, sloped lot with mature shrubs and trees. The lot is enclosed by a metal chain-link fence that runs the perimeter of the property line. Currently vacant and sometimes used for filming, the building is in overall good condition and retains all aspects of integrity.

Narrative Description

The primary elevation faces northwest towards Evergreen Avenue. The front portion of the building consists of a rectangular mass flanked by a wider, U-shaped portion, thus forming a central open-air courtyard. The building is constructed into hill that slopes downward towards Evergreen Avenue. As a result, the building is between two to three stories high throughout,

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depending on the grade. The front rectangular mass is two stories with a partially above-grade basement level. The primary elevation is almost perfectly symmetrical with windows arranged around the centered main entrance. The above-grade basement has a series of individual six-over-six double-hung wood windows within wood surrounds; there are five of these windows arranged on either side of the entrance.

A set of twelve slightly rounded concrete steps leads to the entrance located on the first story; there is a low, stucco wall with a concrete cap on either side of the steps and a round metal handrail at the center. The entrance vestibule is sheltered by a flat roof with Mission Revival style shaped parapet and a pent clay tile overhang with exposed rafter tails. The roof is supported by two square stucco pilasters and two round stucco columns. The entry itself is obscured by a metal security gate that spans the width of the vestibule; however, it appears to consist of a pair of fully-glazed wood doors. Below the clay tile overhang is a wood sign that reads, "Fellowship House of Los Angeles." To the left (northeast) of the entrance, there are two pairs of nine-over-nine wood double-hung windows within wood surrounds. Each pair has a single stucco sill. To the right (southwest) of the entrance, there is a group of five nine-over-nine wood double-hung windows within wood surrounds. A single stucco sill runs below the window grouping. Apart from this difference in windows on either side of the entrance, the elevation is symmetrical.

At the center of the second story, there is a single six-over-one wood double-hung window arranged directly above the main entrance. On either side of this central window, there is a pair of six-over-six wood double-hung windows within wood surrounds connected by a single stucco sill. At the northeast and southwest ends of the second story there is a group of three nine-over-nine wood double-hung windows within wood surrounds over a single stucco sill. These groups are sheltered by a pent clay tile overhang with exposed rafter tails, supported by carved wood brackets. These pent overhangs hug the corners of the building to shelter the uppermost windows on the northeast and southwest elevations.

The secondary (southwest and northeast) elevations of the building are irregularly arranged. Double-hung wood windows with stucco sills of varying sizes and at various heights, are in groups of anywhere from one to five windows. On the southwest elevation, at the join between the front portion of the building and the rear U-shaped portion, there is a secondary entrance obscured behind a metal security door. On the rear portion of the building, there is a projecting, rectangular room with a pent roof, two large multi-light fixed wood windows, and a pair of partially-glazed wood-paneled doors facing southeast. On the northeast elevation of the building, there are two single slab doors, one of which is accessed by an exterior stucco staircase with a metal bar handrail.

The rear (southeast) elevation is somewhat obscured by vegetation; however, based on what is visible there are several groups of three nine-over-nine wood double-hung windows and an exterior metal staircase with open risers and metal handrail leading to what appears to be a pair of fully-glazed wood doors. This could not be confirmed due to the heavy vegetation obstructing the view.

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The building has undergone some alterations, primarily on the interior. Three years after its construction in 1917, a janitor's toilet and storeroom with cement floors were installed in the unfinished first floor of the building (which may indicate the partially-above ground basement), a door to the kitchen from the main stair landing was installed, and new openings in "present walls." The permit did not indicate whether these openings were in interior or exterior walls.¹ In 1918, rotting joints in the main floor were repaired, as was the plaster both inside and outside. The 1918 permit also indicates that a single door was replaced with a pair of doors on the "south side."²

A 1923 permit outlined additional interior work, including the removal of non-load bearing partitions, the addition of glazing to the sun room, fixtures removed from one area and replaced in another, and some plumbing changes.³ The following year, 1924, an exterior staircase was installed to the rear of the building.⁴ All of these alterations took place within the period of significance when the building was used as a school. In 1947, two permits were filed a month apart for interior partitions.⁵ According to the building permit record on file, the building remained relatively unchanged until 1994 when the building was reroofed and smoke detectors installed.⁶ The following year, 1995, the building underwent \$15,000 worth of "general rehab" in order to comply with a Substandard Order.⁷

Access to the interior was not granted by the owner, and therefore the interior cannot be described beyond the changes indicated by the permits.

The Forsythe Memorial School for Girls retains all aspects of integrity. The school retains its integrity of location, as it has not been moved from where it was constructed in 1914. The integrity of design is intact, as there have not been any substantial alterations to the building that would have impacted its overall form, plan, structure or style. The integrity of setting is intact, as the surrounding neighborhood is much the same as it would have been during the period of significance; the school is surrounded by a residential neighborhood in historic maps, much as it is today. The integrity of materials and workmanship are intact, as there have not been substantial alterations to the building that would have impacted the physical materials and evidence of contemporary craftsmanship. The integrity of feeling is intact, as the school and its physical characteristics still invoke the feeling of an early twentieth century schoolhouse. The integrity of association is intact; the aspects of location, setting, design, materials, workmanship, and feeling are all intact and help to convey the integrity of association.

¹ City of Los Angeles Building Permit 4058, 1918.

² City of Los Angeles Building Permit 4362, 1918.

³ City of Los Angeles Building Permit 28723, 1923.

⁴ City of Los Angeles Building Permit 36856, 1924.

⁵ City of Los Angeles Building Permits 34322 and 35413, 1947.

⁶ City of Los Angeles Building Permit 19900, 1994.

⁷ City of Los Angeles Building Permit 35789, 1995.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

ETHNIC HERITAGE: Hispanic

Period of Significance

1914-1934

Significant Dates

1914 – Building constructed

1934 – School closed

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Patterson, H.M.

Willard-Slater Company, The

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

The Forsythe Memorial School for Girls (also known as the Presbyterian School for Mexican Girls) is eligible for listing in the National Register under Criterion A in the area of Ethnic Heritage. It meets the registration requirements for schools outlined in the *Latinos in Twentieth Century California* Multiple Property Submission, and is significant at the local level in the context of Religion and Spirituality. Constructed in 1914, the Forsythe Memorial School is a rare, surviving representation of Americanization attempts made by Protestant denominations to homogenize Mexican American culture in Los Angeles. Protestant churches, including Presbyterians, were the first to attempt to Americanize Mexicans through services like boarding houses and religious schools, in the hopes that “curing them of their evils” would give them a greater appreciation of America.⁸

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

The Forsythe Memorial School for Girls was founded in 1884 and run by the Women’s Board of Home Missions of the Presbyterian Church. The purpose of the organization was to provide schools for the church’s missions in the southwestern United States. Schools for boys and girls were also constructed in Texas, Arizona, and New Mexico. The subject building was constructed in 1914 especially for the school and housed grades one through eight.⁹ The architect for the building was H.M. Patterson who frequently worked with the Presbyterian Church in the Los Angeles area.¹⁰ He was also responsible for the design of Presbyterian churches in North Hollywood (1923) and Anaheim (1928).

The Mexican girls in attendance were primarily from the Southern California area. Described at the time as an “Americanization Plant” by the Home Missions Council,¹¹ the girls came from different socioeconomic and religious backgrounds.¹² Some girls had a Catholic upbringing while others already had a Protestant background; while some came from wealthier households, many were orphans and their only home was the Forsythe School, which also provided

⁸ Rodolfo Acuña, *Occupied America: A History of Chicanos*, 3rd ed. (New York, NY: Harper Collins, 1988), 179.

⁹ Jay S. Stowell, *A Study of Mexicans and Spanish Americans in the United States* (New York: Home Missions Council and the Council of Women for Home Missions, 1920), 25.

¹⁰ *Los Angeles Times*, various dates.

¹¹ The Home Missions Council, established in 1914, was composed of representatives from each Presbyterian Synod where home mission work was carried out; these representatives met for three days each year to discuss issues and policies in their respective Synods. The Council then presented their findings to the larger General Assembly for review during their respective annual meeting. (*Annual Report of the Board of Home Missions of the Presbyterian Church in the United States of America*, 1918, 38).

¹² Rose Scott, “An Americanization Plant: Forsythe Memorial School, Los Angeles California,” in *Home Mission Monthly* Vol. 34 No. 7 (May 1920): 161

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dormitories.¹³ The dormitories were on the second floor, while classrooms were housed on the first.¹⁴ The curriculum at Forsythe Memorial School for Girls had a heavy focus on domestic duties such as sewing and cooking, as well as patriotism and religion, including church services each Sunday.¹⁵ On average, there were around 90 students at any given time, and many of the girls attended on scholarship that covered the approximately \$50.00 yearly expense.¹⁶ The Forsythe Memorial School operated until 1934, after which the property was occupied by the Hebron Community Center, another Presbyterian organization.

Although the property is not nominated for its association with other ethnic groups, it is worth noting that this building was used following World War II as temporary living quarters for Japanese Americans. The facility was established by Reverend Sohei Kowta, a Japanese Presbyterian pastor, and provided accommodations for Japanese citizens seeking a new start in Southern California after having been forcibly removed and incarcerated in relocation camps.¹⁷ Reverend Kowta is a significant figure in Japanese-American history in Los Angeles.

¹³ Ibid.

¹⁴ Sanborn Fire Insurance Map, 1920. Los Angeles, Volume 13, 1314.

¹⁵ Ibid.; Stowell, 25.

¹⁶ Stowell, 25-26.

¹⁷ "Hostel Opened for Japanese," *Los Angeles Times*, February 28, 1945, accessed May 6, 2014 via ProQuest.

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9. Major Bibliographical References

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

Acuña, Rodolfo. *Occupied America: A History of Chicanos*, 3rd ed. New York, NY: Harper Collins, 1988.

Building Permit Records, City of Los Angeles Department of Building and Safety.

Digital Sanborn Fire Insurance Maps Collection (1867-1970), Los Angeles Public Library.

Falcon, Rev. Jose. "The Mexicans in Los Angeles." *The Assembly Herald* Vol. 24 (May 1918): 247-248.

Los Angeles Times, various dates.

Scott, Rose. "An Americanization Plant: Forsythe Memorial School, Los Angeles California." *Home Mission Monthly* Vol. 34 No. 7 (May 1920):161-162.

Stowell, Jay S. *A Study of Mexicans and Spanish Americans in the United States*. New York: Home Missions Council and the Council of Women for Home Missions, 1920.

Tax Assessor Records, County of Los Angeles.

Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Los Angeles Public Library

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Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property Less than one acre

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 34.044971 Longitude: -118.199005

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

Assessor Parcel Number 5178-017-001, which corresponds to the attached sketch map.

Boundary Justification (Explain why the boundaries were selected.)

The boundary includes the land area historically associated with the building.

11. Form Prepared By

name/title: Amanda Yoder/Architectural Historian I

organization: GPA Consulting

street & number: 617 S. Olive Street, Suite 910

city or town: Los Angeles state: CA zip code: 90014

e-mail amanda@gpaconsulting-us.com

telephone: (310) 792-2690

date: May 2014; Revised November 2014

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

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Photographs

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

Photo Log

Name of Property: Forsythe Memorial School for Girls
City or Vicinity: Los Angeles
County: Los Angeles
State: California
Photographer: Amanda Yoder
Date Photographed: May 6, 2014

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

1. Northwest elevation and surrounding property, camera facing south.
2. Northwest elevation, camera facing southeast.
3. Northwest (left) and southwest (right) elevations, camera facing east.
4. Southwest elevation, camera facing northeast.
5. Southwest (left) and southeast (right) elevation, camera facing north.
6. Northeast (right) and southeast (left) elevations, camera facing west.
7. Northeast elevation, camera facing southwest.
8. Northeast (left) and northwest (right) elevations, camera facing south.

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

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

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Location Map

Latitude: 34.044971

Longitude: -118.199005

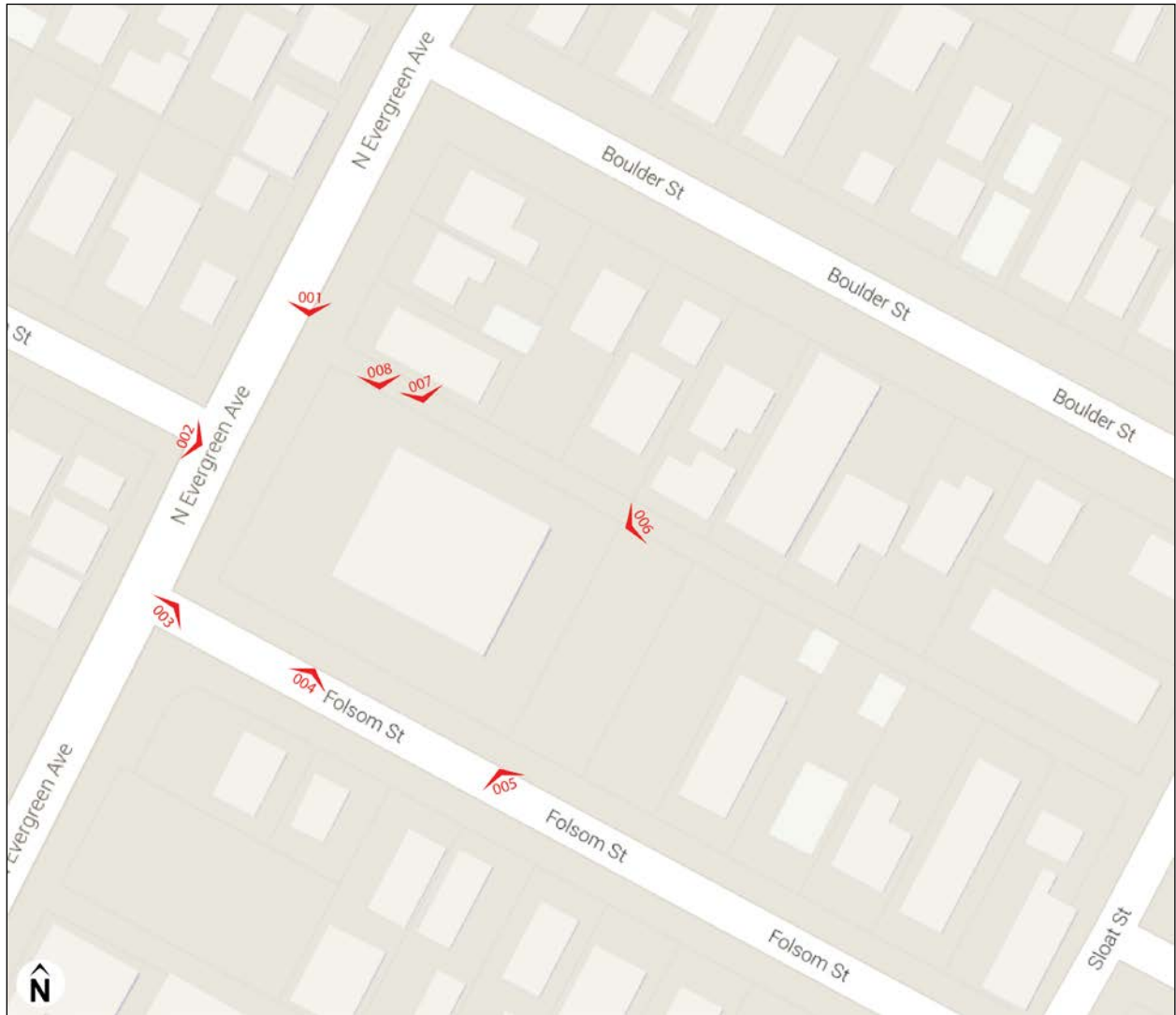


Base image courtesy of Google Earth; Property boundary outlined in black.

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Sketch Map/Photo Key



Base image courtesy of Google Maps.

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Figure 1. "An Americanization Plant" by Rose Scott, May 1920.



TWO OF THIS YEAR'S GRADUATING CLASS

ON a day in September the telephone in Presbyterian headquarters, Los Angeles, brought a request: "This is the president of the Woman's City Club. I am speaking as a representative of the various organizations of the city that are doing Americanization work. We are charting the city to show where and by what organizations this work is being done. Will you report for your denomination?"

Among the several lines of work, the one that perhaps gave most satisfaction to the one reporting was Forsythe Memorial School, where each year some seventy Mexican girls are having opportunity for education under carefully chosen teachers.

The school building of concrete, with nicely kept lawn, measures well in appearance with school buildings of the city. Classrooms and dormitories provide facilities for school work and opportunities for the girls to learn good housekeeping in caring for the simply furnished but beautifully kept living rooms. The patio around which the plant is built adds artistic effect, and gives sunshine and fresh air in every room in the house.

In this attractive building is being lived day after day the life of a Christian American home as well as school, a home that is interpreting

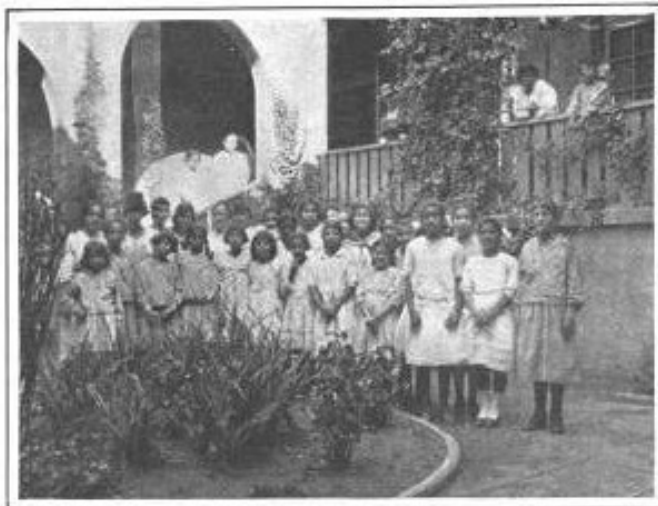
An Americanization Plant

Forsythe Memorial School,
Los Angeles, California

By ROSE SCOTT

America's ideals to these girls through work, study, play, and religious training in the natural round of the daily program. Work there is in plenty, which the girls do in groups; study is necessary, since the course is the same as in grammar schools of the city. A new feature this past year has been gymnasium classes; since the playground equipment is rather limited, these classes have been popular and wholesome. Patriotism is taught—and caught: the salute to the flag, stories of America's great leaders, and national songs have conspicuous places in the day's programs. These girls ring out "The Star-Spangled Banner" quite as lustily as any American children. In addition to all this that they might get in a secular school, there are systematic Bible study and daily chapel exercises that are deeply religious. Nurturing of the three-fold life is carefully planned in the curriculum, and we love to watch the growth, physical, mental, and spiritual, in the girls that spend their impressionable years in this atmosphere. In contrast are the homes from which many of the girls come. Some are well provided for by parents but have had no Christian influences; many are from Catholic homes; some from Christian homes; some have no home other than this in the school and no one to care much what becomes of them. Here under wise guidance they work and play together in mutual helpfulness.

This school being within easy trolley reach of the city is of special interest to church people, and Christmas entertainments and commencement exercises always bring a number of Presby-



THE SUNNY PATIO AT FORSYTHE IS AN ATTRACTIVE SPOT

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terian women; good programs are presented, showing careful training and faithful work. The girls sing well, and these past two years one has made a real contribution to the school music with her violin. She is one of seven to be graduated this year and her violin will be greatly missed. Her home is in Old Mexico, and she is facing a crisis when she leaves the school; she fears a return home will end opportunities for further education, and she longs to have Bible training that will fit her for missionary work among her people. Another, who is a high soprano, has added much to the singing, and she, too, is of the seven who will finish this year; we hope she will go on to high school, but she is attractive and these girls marry young.

A picture I would have you see is that of the girls of the school as I saw them assembled a few weeks ago for the monthly meeting of the mission

band. The student body filled one side of the assembly room and opposite were president and secretary—elected from their own number—and teachers. A well-planned program that included a study of China was followed with interested attention for an hour, and not a child in the room failed to place her mite on the offering plate as it passed. There is a spirit of attention and reverence always in all religious gatherings, and many of the girls are professing Christians by the time they come into the upper grades of Forsythe Memorial School.

Such a gathering as this would be a demonstration that would write upon your consciousness indelibly the fact that Mexicans—even here in the United States—need schools, and Christian schools, and that through these may be developed a people who will make a worth while contribution to our national life.

An Americanization Plant: Forsythe Memorial School, Los Angeles, California By Rose Scott

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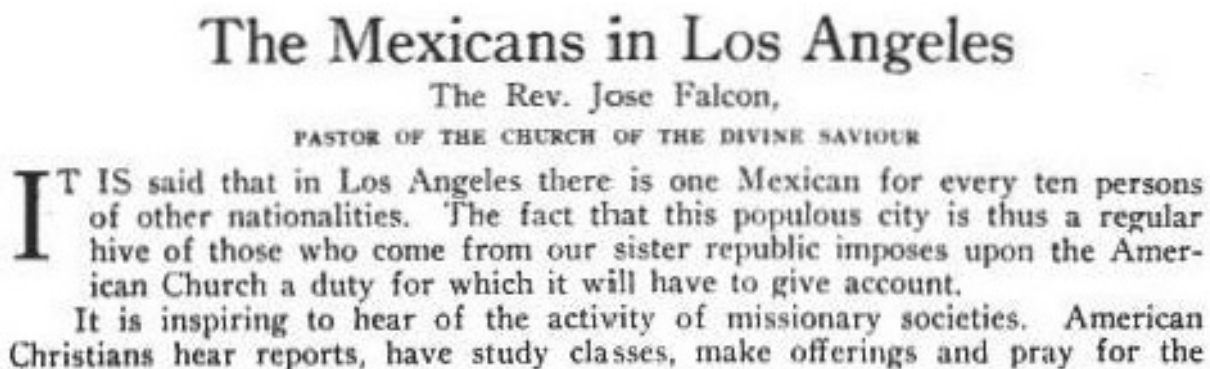
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Photo Captions

TWO OF THIS YEAR'S GRADUATING CLASS

THE SUNNY PATIO AT FORSYTHE IS AN ATTRACTIVE SPOT

Figure 2. “The Mexicans in Los Angeles” by Rev. Jose Falcon, May 1918.



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THE ASSEMBLY HERALD

May, 1918



THE REV. JOSE FALCON,
PASTOR OF THE CHURCH OF
THE DIVINE SAVIOUR,
LOS ANGELES

mission fields in foreign lands; but, sad to confess, having a real mission field at their very doors, they either forget it, ignore it or despise it. Up to the present time, very little has been done for the Mexicans in Los Angeles. I even believe there are many churches in this city that do not know of any Mexican Presbyterian Church. To them let me say that we have a live, enthusiastic Mexican church, whose members are on fire with the Spirit of God. When they pray, ten or more are praying at once. What a blessing that God has ears to hear them all! They earnestly study the Bible, and commit large portions of it to memory. They also study the Shorter Catechism. Even when it is cold and wet, they will come long distances to attend service. They are anxious to help in missionary work.

All the Mexicans here are poor; life is hard with them; but in our last Christmas service they brought a special offering of \$118 for Missions. This speaks eloquently of their devotion. One incident among many is worthy of mention. A man who had been recently converted heard the Pastor plead for an offering for Missions. He wanted to have a part in it; but he was without money and without work, and his wife was ill. The "meal and the oil" were nearly gone. When Christmas came, he was without a cent. After fervent prayer, he went out into the street to look for work. He found a job that brought him a dollar. Encouraged by that, he looked for another job, and earned another dollar. That night he took the two dollars, and made his offering of all he had! This is the spirit of the Mexican church membership; is it not inspiring?

But how many things we need! We should by all means have a school for boys corresponding to the Forsythe Memorial School for Girls. We have to prepare for a new generation. The older people have their habits fixed, and we cannot greatly change them. There are families among us who are vicious and degenerate. From them our boys must be separated and given a new atmosphere. The public schools cannot do this. A Christian Home is needed; and, if we had such, many Catholic parents would send their boys there. The secret of the uplift of the Mexicans lies in the renewing of the hearts of the youth. Let us make them a new people! This is the golden opportunity. The women too need help to fit them for a better class of labor. If they were taught American cooking and other American ways, they would render efficient and needed service.

A better understanding between Americans and Mexicans is evident, but we need to cement the races more closely by a common interest. The Methodists are beginning to do this by developing a great Institutional Church at the Old Plaza. We need such a church in the residence district. The Presbyterian Church is great and rich; shall we drag behind in this all-important work of evangelizing more than 50,000 Mexicans in Los Angeles! A Presbyterian Institutional Church here would be a mighty force in changing this ready people into a strong support for Christian institutions. Who will give it?

Forsythe Memorial School for Girls
Name of Property

Los Angeles, California
County and State

The Mexicans in Los Angeles by The Rev. Jose Falcon, Pastor, Church of the Divine Savior

It is said that in Los Angeles there is one Mexican for every ten persons of other nationalities. The fact that this populous city is thus a regular hive of those who come from our sister republic imposes upon the American Church a duty for which it will have to give account.

It is inspiring to hear of the activity of missionary societies. American Christians hear reports, have study classes, make offerings and pray for the mission fields in foreign lands; but, sad to confess, having a real mission field at their very doors, they either forget it, ignore it or seipse it. Up to the present time, very little has been done for the Mexicans in Los Angeles. I even believe there are many churches in this city that do not know of any Mexican Presbyterian Church. To them let me say that we have a live, enthusiastic Mexican church, whose members are on fire with the Spirit of God. When they pray, ten or more are praying at once. What a blessing that God has ears to hear them all! They earnestly study the Bible, and commit large portions of it to memory. They also study the Shorter Catechism. Even when it is cold and wet, they will come long distances to attend service. They are ancious to help in missionary work.

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Photo Caption

THE REV. JOSE FALCON, PASTOR OF THE CHURCH OF THE DIVINE SAVIOUR,
LOS ANGELES

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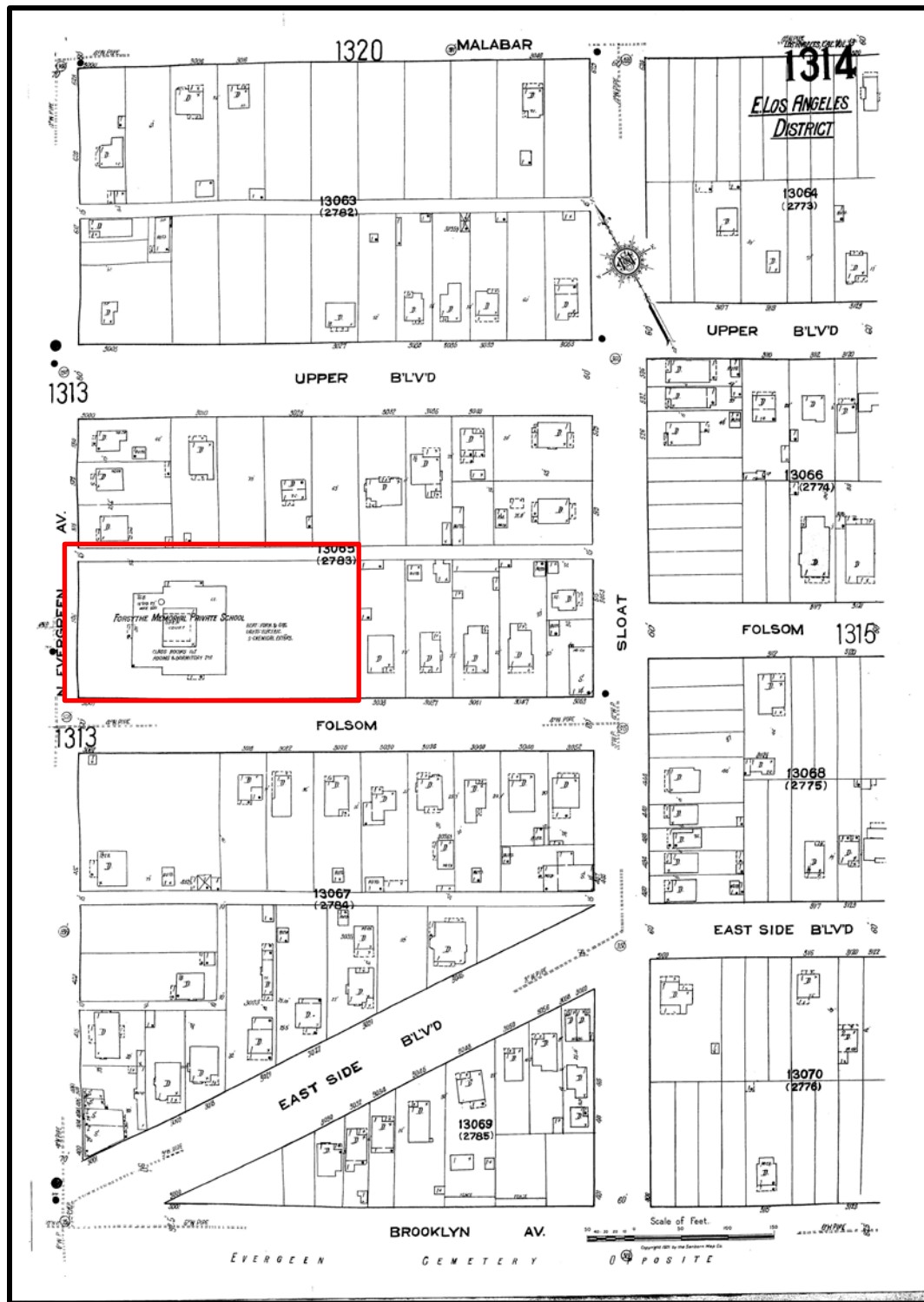
Figure 3. "Hostel Opened for Japanese," *Los Angeles Times*, February 28, 1945.



Forsythe Memorial School for Girls
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Figure 4. Sanborn Fire Insurance Map, 1920. Los Angeles, Volume 13, page 1314.



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Figure 5. Detail, Sanborn Fire Insurance Map, 1920. Los Angeles, Volume 13, page 1314.

