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United States Department of the Interior
National Park Service

National Register of Historic Places
Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer, to complete all items.

X New Submission ____ Amended Submission

A. Name of Multiple Property Listing

Colorado's Mid-Century Schools, 1945-1970

B. Associated Historic Contexts

Education at Mid-Century (1945-1970)

Building the Mid-Century School (1945-1970)

C. Form Prepared by

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archaeology and Historic Preservation.
(See continuation sheet for additional comments [ ].)

State Historic Preservation Officer
Signature and title of certifying official Date

State Historic Preservation Office, Colorado Historical Society
State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Signature of the Keeper Date of Action

Table of Contents for Written Narrative

Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheet in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

Page Numbers

Primary location of additional data:

[ ] State Historic Preservation Office
[ ] Other State Agency
[ ] Federal Agency
[ ] Local Government
[ ] University
[ ] Other

Name of repository:

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E. Statement of Historic Contexts

> In truth, the school plant is an integral part of the culture. It is part and parcel of the times. Typical buildings constructed in the decade of the fifties would have been out of place and could not have been built in the decade of the twenties. If one who has gone through all the stages of planning and constructing a school building—from the time need for it was envisioned until it became a reality in final form—were to ask himself, "Is there any other creation of men in this country that expressed in tangible form so many aspects of the culture as the American public school building?" he surely would be hard pressed to find a better example (American Association of School Administrators 1960, 3).

The Multiple Property Documentation Form (MPDF) *Colorado's Mid-century Schools, 1945-1970* encompasses all school buildings constructed for K-12 public education. The MPDF provides a context for understanding the historical trends shaping school construction and design including the post-war baby boom, evolving educational philosophy, suburban growth, and the Cold War. It also provides an overview of the new architectural forms developed for education during this period. The MPDF has been organized into two primary contexts: Education at Mid-Century (1945-1970) and Building the Mid-Century School (1945-1970). The MPDF begins in 1945, when World War II ended and the planning of new schools began, and ends in 1970, which represents the end of the rise in school enrollments caused by the baby boom of the 1940s and early 1950s.

The MPDF began with a windshield survey of all public school buildings in Colorado completed by Colorado Preservation, Inc. in 2010, which identified the need for a context on mid-century schools. This survey produced a database of all current public schools with construction dates. For the MPDF extensive primary source research of contemporary newspapers, magazines, journals, and architectural/education planning guides was conducted. Based on this research, the CPI inventory was expanded to include schools that had been demolished or sold and architect attributions were added whenever possible. A list of more than 750 public mid-century school buildings accompanies this MPDF. Architects were identified for more than half the schools. More than seventy Colorado architects and firms active in mid-century school design were identified. Only one out-of-state architect was identified.

Schools are one of the most numerous and recognizable types of public buildings. Schools represent a huge investment of public funds and are often a source of civic pride, reflecting the character and achievements of a community. Schools are a reflection of the period in which they were created. They represent contemporary educational theories and curriculum as well as culture and design trends. Schools have been the focus of numerous reform movements, as new generations seek to reshape education to reflect contemporary concerns and priorities. Several ongoing questions have influenced school design since the nineteenth century:

- What is the most effective way to teach/learn?
- What is the most efficient organization of a school?
- What type of school design best facilitates education/learning? What is the best environment for learning?
- How can schools instill civic virtue/responsibility? What is the role of the school in creating good future citizens?
- How can education be made more relevant? How can school attendance be increased?

Even though the concerns have remained similar, each era has had different ways of addressing these concerns with very different visions of what a successful school looked like.

Several factors contributed to create an unprecedented demand for new schools in the mid-twentieth century. Due to the Great Depression and World War II, new construction and building maintenance had been limited since the 1920s. Many schools were dealing with increasing enrollments due to the post-war baby boom. Students were also staying in school longer, with dramatic increases in the number of students graduating from high school and going on to college. Schools also had to adapt to major enrollment shifts. Suburban areas were undergoing huge population growth, creating demand for new schools. For example, in Jefferson County the population grew from 30,725 in 1940 to 235,368 in 1970. In rural Colorado, school districts were being consolidated, leading to the construction of new school buildings to accommodate enlarged districts.

The mid-twentieth century period was a time of significant social, cultural, demographic, and economic transformation in Colorado and across the nation. The new schools being constructed reflected not only the popularity of modern designs and technological innovations in materials, but also broader historical and educational trends. Classroom instruction became more informal, varied, and interactive. The school also took on a broader role, providing not only instruction in the reading, writing, and arithmetic, but also developing a well-rounded child who would be a good citizen. Methods varied as educators experimented with various ways to achieve these goals, ranging from the Life Adjustment Education of the early postwar period to a greater emphasis on math and science after Sputnik to team teaching in the 1960s. New building technologies and materials enabled large, adaptable open spaces, unobstructed by posts, as well as moveable partitions and lightweight furniture. Characteristic design features of schools from the mid-1940s to the early 1960s included horizontal orientation, flat roofs with deep overhangs, minimal ornamentation, long bands of windows, asymmetrical composition, clerestories, skylights, covered walkways, and courtyards. Single, multi-story school buildings were often replaced by sprawling, low-slung school campuses on large lots. Landscaping and site planning took on a more dominant role as the relationship between indoor and outdoor space was emphasized. Simplicity and functionality were considered key. Reflecting the key trends of flexibility, economy, and experimentation, school designs continued to evolve throughout the mid-century period. By the mid-1960s, the square classroom was disappearing, replaced with open-plan spaces, easily converted to a variety of uses and configurations.

Education at Mid-century (1945-1970)

Progressive Education

In the mid-nineteenth century, education began shifting from an informal, unregulated activity to a formalized and organized one. Education was separated from work and family life and given its own specialized space. The modern system of schools with grade levels organized by age was introduced, and school buildings designed around large study halls were replaced with schools containing individual classrooms. Education was based on concepts of intellectual rigor and mental discipline. The goal of education was to exercise the mind and, the tougher the subject, the more valuable it was considered to the student. School curriculum focused on reading, writing, and arithmetic, and the primary teaching tool was rote learning and memorization (Ornstein 1981, 10). Only the most dedicated and exceptional students attended high school, which offered a mostly college preparatory curriculum. Most students finished their education by the eighth grade level.

By the early twentieth century, school buildings were becoming more specialized and standardized as educators pushed for more control of school design. Plan books and design guides for educational buildings were introduced. There was a movement to make schools a healthier environment, improving ventilation and illumination. H-plan schools were introduced to bring more light and air into classrooms. Early twentieth-century school buildings typically featured traditional architectural styles, monumental designs, symmetrical facades, oversized entrances, and rectangular plans (such as the Beaux Arts Golden High School [5JF.653], Jacobean Revival East High School [5DV.2091], and Gothic Revival Greeley High School [5WL.2916]). Designed as civic monuments, the architectural focus was on building a school that would be a source of community pride. According to architect John Donovan, “one of the important functions of school architecture is to sell education to the public. This is accomplished by making attractive that side of education which the public see most” (Donovan 1921, 24). However, despite various applied stylistic details on the exteriors, the interiors were generally the same. The classroom was the basic building block for the school building, stacked vertically and horizontally to form a school. Classrooms were identical and all featured fixed desks facing the teacher at the front of the room with windows along one wall providing a single-direction light source. The emphasis was on order and authority (Weisser 2006, 200). High schools were becoming more diverse, offering a wider range of courses for larger student enrollments. The size of high schools grew as gymnasiums, auditoriums, science labs, manual training, and home economics became common.

However, reformers began questioning whether this was the most effective education system. The Progressive Education Movement developed out of the broader Progressive Movement, a social and political reform movement widespread in the United States from 1890-1920. Combining concerns about politics, planning, architecture, sociology, and public health, the movement was a response to challenges of industrialization, urbanization, and immigration. Progressives called for more rational approaches to government, education, and homemaking. The movement encompassed diverse interests including Settlement Houses, City Beautiful, Suffrage, Prohibition, political reform, and labor reform. Progressives believed in the ability of education to

improve the individual and society and sought to apply new scientific methods and research to improving education. A tenet of Progressive education became the child-centered school, as introduced in philosopher and psychologist John Dewey's *Schools of Tomorrow,* published in 1915. Dewey called for education that was focused on individual needs and personal growth. Progressive educational philosophy was influenced by the growth of psychology as a field. It sought to broaden the concept of what a school could be and looked for ways to make education applicable to everyday life. Progressive ideas were initially most influential in shaping private life after World War I, but Progressive education continued, becoming professionalized and institutionalized (Ravitch 1981, 46).

In 1918, the federal Office of Education published *Cardinal Principles of Secondary Education*. It established a list of seven key elements that education should encompass: command of basic skills, health, family values, vocation, civic education, worthy use of leisure time, and ethical character. Clearly influenced by Progressive ideals, the publication emphasized personal development rather than academic criteria (Graham 2005, 76-77). The national Progressive Education Association was established in 1919, with a mission to promote "the freest and fullest development of the individual, based upon the scientific study of his physical, mental, spiritual, and social characteristics and needs" (*Ungraded,* June 1919, 220). It developed seven tenets of Progressive education: freedom to develop naturally; interest in the motive of all work; the teacher as a guide, rather than task-master; scientific study of pupil development; greater attention to conditions that affect a child's physical development; co-operation between school and home to meet the needs of child-life; and the Progressive as a leader in educational movements (*Ungraded*, June 1919, 220-222).

Progressives criticized the traditional classroom design as promoting conformity and stifling creativity (Weisser 2006, 202). According to William W. Caudill, a leading mid-century school architect, the schools of the early twentieth century were as formal as the educational process and "almost uniformly uncomfortable and depressing" (Caudill 1954, 23). Boston architect William Roger Greeley wrote that:

> Probably the object is to produce a standardized American by the use of new, standardized desks, in a standardized room with standard air at a standard temperature, under standardized teachers whose old age will be pensioned by Standard Oil. . . . to standardize is to stifle further development. This is the case with schoolhouse design (quoted in Weisser 2006, 204).

Progressive educational ideals were being widely implemented in schools by the 1930s (Weisser 2006, 203). But with the country in the midst of the Great Depression, there was little funding available to create new spaces to reflect the new philosophy. Distracted by other issues, the general public was also paying little attention to education (Graham 2005, 103). But several architects did begin developing ideas on how the design of schools could be adapted to reflect Progressive educational theory, creating buildings that changed the relationship between the teacher, the student, and the community (Weisser 2006, 203). Working under the influence of the Modern movement, architects eliminated historicist ornamentation and looked for ways that school exteriors could better reflect interior functions. Architect Richard Neutra proposed classrooms with windows on two

sides, moveable furniture, and sliding glass doors to provide access to outside courtyards. Architect William Lescaze proposed schools that related to their site, surroundings, and educational program. He also suggested arranging classrooms based on their proposed function and simplifying circulation (Weisser 2006, 204-6). Neutra and Lescaze promoted their visions through articles in *Architectural Forum* as well as their school designs. Neutra's Corona Avenue School in California and Lescaze's Ansonia High School in Connecticut became part of a national debate on school design.

Though Progressive educational philosophy took time to be fully integrated into America's public schools, by 1945 it was widely accepted and practiced. The key elements of a Progressive school included:

- A broad conception of the role of the school that encompassed the general welfare of the students, not just their intellectual development;
- The promotion of individuality over conformity and encouragement of individual interests;
- Experiential learning emphasized over traditional book learning and memorization;
- Curriculum focused on practical education rather than knowledge for its own sake;
- The introduction of new topics into the curriculum, such as functional problems related to personal development, family life, and the community;
- Less time spent on traditional subjects such as history, English, science, and math;
- More flexible, less regimented schedules;
- A focus on teamwork and group projects rather than competition between students;
- No corporal punishment;
- Active learning (activities and projects) promoted over passive learning (reading);
- A more democratic classroom with the teacher working and planning cooperatively with the students;
- Experimentation within the school encouraged;
- Concern with physical welfare of students including the addition of health services and hot lunches.

In the elementary schools, Progressive educators focused on ways to create a child-centered, comfortable, homey environment for students. Curriculum emphasized the psychological development of the child. Elementary schools also became more informal with socializing, group work, and play incorporated into the school day. In 1944, the education professional publication *The Elementary School Journal* laid out goals for elementary schools which reflected the broad scope of Progressive education. According to the article "Some Issues for Postwar Education," elementary school should take responsibility for ensuring children reach their peak physical development. This could be achieved by including health services in the school, such as a school nurse, regular medical examinations, accommodations for students with disabilities, and parent education.

Schools often educated students with disabilities most often in a separate setting. The Boettcher School for Crippled Children at 1900 Downing in Denver was the first building in Colorado designed specifically for the education of the physically handicapped. It was free of barriers and provided programs developed to meet the special challenges of the children who attended the school. Constructed in 1940 and designed by Burham Hoyt, the school was part of a national movement begun around 1920 to provide educational services for children

with physical disabilities. The school was subsequently torn down in the 1980s because it was a strong symbol of segregation when mainstreaming became the accepted method of education for children with developmental and physical disabilities.

Schools also should be designed to combat juvenile delinquency, perceived as an increasing problem since the beginning of the war. Conditions argued to contribute to delinquency included "broken homes, discordant family life, lack of space for play, immoral community conditions" as well as dreary classrooms, monotonous school work, and poor teachers (Morrison 1944, 17). Schools were urged to adjust their standards for measuring success and failure and adapt teaching methods in order to reach all students, including those that had done poorly under previous systems focused on rote learning. Elementary schools were encouraged to increase science education, not in a way that tried to mimic more advanced studies, but in a way that engaged the curiosity of the child. Art education had a key role in the schools, providing cultural awareness and developing children's appreciation of beauty. And finally, the school taught democracy, instilling democratic values in the students by operating schools in a democratic manner, with students given a voice in the classroom (Morrison 1944, 16-22).

In 1947, another article in *The Elementary School Journal*, "The Characteristics of a Modern Education Program," described the successful elementary school. A good school would be actively engaged with the community. This encompassed adults participating in the life of the school as well as students learning the value of community service because "no age is too young to begin giving our pupils the attitudes, skills, and experiences associated with community service" (Seyfert 1947, 75). A successful school would engage the students year round including coordinating community services for children, organizing summer camps, and developing nursery programs. The curriculum would focus on direct experience, dealing with children's real concerns rather than imaginary, abstract problems:

> As soon as we can honestly bring ourselves to the point of concentrating our instructional efforts on helping pupils solve their contemporary problems, we shall at least have made a beginning; for then we shall be dealing with what is real to youngsters. . . . The sooner we recognize that the proper subject matter of instruction is the whole range of life—not just what can be brought into the classroom—the sooner we shall be making progress in the right direction (Seyfert 1947, 74).

Teaching would emphasize co-operative group action including organization and problem solving. Key to successful group interaction was the development of good communication skills. Communication instruction would be also expanded to encompass new developments in audiovisual technology along with artistic activities such as drama and music. These communication skills would idealistically promote good relationships between those of diverse cultural, racial, and economic backgrounds, teaching students "that all differences are not to be eliminated as quickly as possible but that many differences should be cherished and encouraged; for through them our American life is enriched" (Seyfert 1947, 77). Schools should also provide student counseling services, with every school employing a psychiatrist and social worker. Counselors could provide academic advice along with counseling on personal and social concerns (Seyfert 1947, 70-81).

Secondary schools were undergoing even more dramatic change than elementary schools due to rising enrollments. During the first half of the twentieth century, the percentage of students attending (and graduating) from high school grew significantly. In 1900, 11% of those aged 14-17 attended high school. By 1930, the percentage had risen to 51% and in 1940 it was 73% ("U.S. Public High School" 1953, 142). The decision to stay in school longer was influenced by several factors. The majority of the population was now living in urban areas, and urban jobs tended to require more formal training than rural farm jobs, which were typically learned through experience. The increased enforcement of child labor laws kept many students from leaving school early. And during the Great Depression, there were no jobs available for those who might have otherwise left high school early. Between 1930 and 1940, the number of seventeen-year-olds that graduated from high school rose from 29% to more than 50% (Graham 2005, 74-80). School districts struggled to provide additional classroom space as well as an updated, more relevant curriculum. Previously, high schools focused on college preparation, but there were now many students attending high school who planned to enter the workforce directly after graduation. High school educators had the challenge of meeting both the needs of students seeking jobs and those going on to further academic study. In response, high schools broadened their curriculum, providing more diverse courses designed to meet a range of needs, interests, and future occupations (Ravitch 1983, 45).

Life Adjustment Education

In response, progressive educators introduced Life Adjustment Education in the 1940s. Its primary goal was to provide practical education that would prepare students for work, family, and civic life, stressing functional training over traditional academics. Supported by the U.S. Office of Education, a National Commission of Life Adjustment Education for Youth was established in 1947 (Ravitch 1983, 66-67). It recommended updates to high school curriculum, with Dr. John Studebaker, U.S. Commissioner of Education, declaring that most high school students were receiving an obsolete education. The new curriculum was to be more practical, flexible, and meaningful, with the result that "every youth attending high school would have experiences in citizenship, home and family life, use of leisure, mental and physical health, use of the tools of learning, work, occupational skills and attitudes" (Fine November 23, 1947). New topics introduced into the curriculum included job hunting, budgeting, developing healthy leisure pursuits, and contributing to the community (Fine November 23, 1947). The new curriculum would also require high schools equipped with a broad range of instructional materials, rather than just desks and textbooks.

Most large urban school districts were quick to incorporate Life Adjustment Education. In 1949, a survey conducted by the U.S. Office of Education reported that fourteen of the fifteen junior high and high schools in Denver were teaching a core curriculum that included English, social studies, health, democratic living, personal growth, social skills, group dynamics, and general living (Ravitch 1983, 67). High schools also introduced more extracurricular activities including student government, school newspapers, arts, and sports (Graham 2005, 80). Guidance counselors also took on a key role in the new curriculum, providing individual counseling to identify student's strengths, needs, interests, and potential career opportunities (AASA 1960, 10).

Vocational training and work experience was considered essential for those who would be entering the work force after high school. In 1948, the Institute of World Affairs, a non-profit focused on creative conflict analysis and peacebuilding, issued a report urging more attention on vocational training in order to better integrate it into the high school curriculum and give it equal stature to other studies. The report argued that high schools were currently too oriented to the professional, commercial, and clerical professions rather than providing the vocational training needed to meet the demands of the labor force. According to the report, "vocational and technical training should command half the high school enrollment instead of scarcely one-seventh as at present" (Fine April 11, 1948). The institute argued that vocational instruction should provide not only training for a specific job, but should also produce well-rounded students prepared for future advancement. Practical training, including working in the community, was urged. Vocational instructors should include academic instructors and craftsmen as well as technicians, engineers, architects, and others who could offer practical job training (Fine April 11, 1948).

The push for Life Adjustment Education and vocational training led to the development of the "comprehensive" high school. In addition to a general liberal arts curriculum, the comprehensive high schools offered multiple areas of study including vocational, industrial, and commercial training. Comprehensive high schools also offered more electives and extracurricular activities, with a goal of offering something for everyone. James Bryant Conant (1893-1978), president of Harvard from 1933 to 1953, described the comprehensive high school as a place "where the youth of very different backgrounds and outlooks share a common experience, where the extracurricular activities and at least a common core of studies should cut across vocational interests and cover a wide range of scholastic aptitudes" (quoted in "U.S. Public High School" 1953, 142).

In 1951, the National Association of Secondary-School Principals (NASSP) published *Planning for American Youth: An Education Program for Youth of Secondary-School Age,* which laid out the role of the Progressive high school and comprehensive education. Schools were urged to consider the varying backgrounds of students and adapt the curriculum accordingly, addressing differences in gender and race, home life, emotional and physical health, intelligence and aptitude, hobbies, and job interests (NASSP 1951, 7-9). The planning guide identified ten imperative needs of youth that the school should meet:

- marketable skills to prepare to be a productive member of society;
- supervised work experience as well as skills;
- good health, physical fitness, and mental health;
- understanding how to be a good citizen and the rights and duties of citizenship;
- understanding the importance of family and how to have a successful family life;
- be an educated consumer who can shop wisely;
- understanding scientific methods and facts and the role of science in human life;
- develop an appreciation for beauty in literature, art, music, and nature;
- be able to productively use leisure time, balancing between personally satisfying activities and ones with benefits to the larger community;

- understanding ethics and morals in order to respect others and learn to work cooperatively;
- be able to think rationally and express oneself well.

The publication also outlined what an ideal high school should be, namely housed in a large complex with adequate space to serve the larger community as well as the students. The community would be active in planning the school. Counselors at the school would take an active role in guiding students in decisions including what courses to take and what career path the follow. The curriculum would contain courses preparing students to be good citizens with topics including "the principles and practices of living in a democratic society" (NASSP 1951, 17). The school would develop the character, ethical understanding, and civic responsibility of its students, teaching democratic principles, American values, and leadership skills. Life Adjustment Education addressed topics such as healthy living, communication skills, developing friendships, courtship and marriage, family relations, how to care for children, home decorating, household budgets, menu planning, and entertaining. The school would provide time and opportunities for students to develop individual interests such as reading, hobbies, music, singing, art, photography, handcrafts, dramatics, mechanical arts, or home economics. Physical fitness and healthy living would be promoted. Students would have the opportunity to gain experience working in the community while still in high school (NASSP 1951, 17-49).

Educational Challenges

Mid-century America experienced an unprecedented rise in birth rates which would have a dramatic impact on schools. Birth rates had fallen during the hard years of the Great Depression, but rose rapidly during and after World War II along with an increase in the number of marriages and the lowering of the average age of first marriages (Davis 1961, 329). Between 1941 and 1947, the birth rate in the U.S. increased from 2.5 million to 3.7 million ("War Babies Hit the First Grade," 1949, 45). The birth rate continued to rise during the 1950s, sustaining the population increase (Davis 1961, 329). The resulting rise in school enrollments put incredible pressure on school districts. In 1949, first grade enrollment reached a new peak of 4 million as the war babies started school. School districts rushed to construct new classrooms ("War Babies Hit the First Grade," 1949, 45). The crunch continued through the 1950s, which saw a 50% enrollment increase in kindergarten and elementary school. Enrollments in high school also rose as students stayed in school longer along with the huge surge in high school enrollment in the early 1960s as those born after the war entered high school (Davis 1961, 336). Between 1949 and 1971, the total enrollment in elementary and secondary schools leapt from 25.1 million to 46 million (Ogata 2008, 562).

These demographic shifts also led to the growth of teenage culture, as teenagers became a much larger percentage of the population. This was a reverse in demographic trends. The median age of the U.S. population had been rising for years but reached a peak of 30.2 years in early 1950s, after which it started falling (Davis 1961, 341). Teenagers were staying in school longer, delaying their entrance into the work force and expanding the "teenage period." The post-war economic boom also meant that there was more disposable income available for teenagers to spend on popular culture and entertainment. The growth in the teenage segment of the population raised a variety of concerns for planners and educators; one economist predicted that the

increase "will not only expand their aggregate demands for all sorts of nondurable goods, cars, schooling, recreational facilities, and part-time jobs, but will also intensify baffling problems of traffic congestion, automobile accidents, and juvenile crime" (Davis 1961, 343).

The school building shortage caused by the enrollment increase was exacerbated by limited school construction from 1930 to 1945, due a lack of funding during the Great Depression and lack of available building materials during World War II. School districts trying to construct new buildings at the end of the war were hampered by continuing material shortages and rising construction prices. In 1947, educators at the National Conference for the Improvement of Teaching proclaimed a national crisis with "obsolete buildings, fire traps and hovels hardly fit for cattle . . . being used for classrooms" (Fine July 5, 1947). Educators at the conference recommended a ten billion dollar building program over the next ten years to meet the classroom demand, estimating that "between 50 and 75 per cent of all school buildings were obsolete and should be replaced immediately" (Fine July 5, 1947). The general opinion amongst educators was that the lifespan of a school was twenty-five to fifty years, after which new teaching methods and technology made it obsolete. Districts were urged to build new school immediately, despite rising costs, since "youth could not be put in cold storage until costs got low enough to build" (Fine July 5, 1947). Attending the conference, Dr. Glenn T. Wilson, then superintendent of Greeley, CO schools, declared that "obsolete buildings were found everywhere" and that it would be impossible to meet the demand without federal aid for school construction, especially with increasing costs. According to Wilson, school construction costs had increased three- and four-fold during the last two years and were continuing upward (Fine July 5, 1947). This would lead school districts to look for innovative ways to produce the schools needed, including: using mass construction techniques; constructing cheaper, more disposable buildings; and planning school building construction in phases. Communities where school enrollment had risen dramatically because of the presence of military or other federal facilities could apply federal assistance to fund schools. Districts receiving federal aid in Colorado included Aurora, Colorado Springs, and Pueblo.

In 1947, the *New York Times* published a series of articles identifying the key needs and concerns of America's schools. The articles were based on a six-month study that involved talking to teachers, superintendents, boards of education, and college presidents across the U.S. The conclusion reached was that "the education received by young American citizens—the future voters of the land—does not meet present-day needs of society. Although we are living in an atomic age, our children are receiving a horse-and-buggy education" (Fine February 10, 1947). Immediate needs identified by *New York Times* journalist Benjamin Fine included more financial support of schools, federal funding for schools, higher teacher salaries, improved tenure and retirement for teachers, better teacher training, higher educational requirements for teachers, more effective teacher recruitment, better working conditions, improved school buildings, upgraded rural schools, and greater community engagement in public schools (Fine February 21, 1947).

At the end of the war, the U.S. was spending just over 3 billion dollars per year to fund elementary and secondary education. Within two years spending had jumped to 4 billion and by 1950 spending reached 5 billion, but this was still not enough to keep pace with rapid growth (Fine September 17, 1950). Local and state

funding for schools was uneven, especially between urban areas and rural areas. Rural residents were generally spending a much larger portion of their incomes on school taxes, but were still unable to fund the same quality of buildings, equipment, or teachers as in urban areas. In 1950, school funding in the U.S. ranged from less than $100 per student to more than $250 per student. In a ranking of the average percentage of annual income spent by state residents to fund public schools, Colorado placed 18th, with residents spending 2.74% of their income per year to support schools (Fine September 17, 1950).

In addition, to the increased enrollment caused by rising birth rates, population shifts also brought dramatic growth to many communities. Employment in agriculture was declining while government, trade, and service employment was growing. Expanding economies in the western U.S. attracted new workers. And many middle-class families were fleeing urban centers for the suburbs. Colorado gained close to a million new residents between 1950 and 1970, with the population rising from 1,325,089 to 2,209,596. Many Front Range communities experienced dramatic growth, with small towns becoming sprawling suburbs almost overnight. Arvada, for instance, grew from 2,359 residents in 1950 to 49,884 in 1970, and Aurora leapt from 11,421 to 74,974 during the same period.

The rapid enrollment increase meant that the practical problem of creating classroom space often overwhelmed other aspects of education planning, especially in the decade immediately following World War II. Overcrowding started in elementary schools and then progressed up through grade levels as the baby boom generation entered the school system. Schools made many accommodations to deal with overcrowding, including: exceeding recommended classroom size; holding classes in hallways, gymnasiums, and cafeterias; using rundown or temporary buildings; and running split school sessions with some students attending in the morning and others in the afternoon. In some communities, students were bused from areas with rapid growth to areas with lower school enrollment (“War Babies Hit the First Grade” 1949, 47). In 1954, *Life* reported that around 60% of schools still had more than the recommended thirty students per classroom, and one in five students were attending a school that did not meet safety standards (“New Schools, Economy Too” 1954, 75). In 1947, Roy Wasson, superintendent of Colorado Springs schools, reported that serious overcrowding was “placing an intolerable load on teachers and reducing to marked degree the effectiveness of the teaching” (“Wasson Cites Need for 1,100,000 Plan to Enlarge Schools” April 6, 1947). District enrollment had increased by 868 students in the last two years with the majority of the growth in the elementary grades. The district was forced to use basement rooms, split sessions, and large class sizes (with 40-50 students common), in order to try to deal with the overcrowding. Wasson stated that due to the increased birth rate, the district was expecting an increase of more than 2,000 to 2,500 students over the next few years (“Wasson Cites Need for 1,100,000 Plan to Enlarge Schools” April 6, 1947).

Though overcrowding was at its worst as the baby boom generation entered school systems that were generally unprepared for them, overcrowding remained a common issue throughout the midcentury period, often the result of job growth, new housing developments, and annexation. In Denver, the district policy was to build schools to handle eighty percent of the anticipated peak enrollment to guard against future empty classrooms

when the peak passed. But this often resulted in overcrowded classrooms and split sessions ("School Building Plans Okd" February 16, 1961). In 1955, there were 241 classrooms on split sessions in Denver (Gaskie, January 20, 1955). Some schools were overcrowded even before they opened. The Anna Force Elementary in Denver was designed for 600 students but opened in January 1955 with an enrollment of 930. Construction of an addition was underway just a few months after the school opened and was completed in January 1956 (Dedication program, February 8, 1956). In Cortez, a boom in the oil and gas industry led to overcrowded schools. Despite having already constructed two new elementary schools, in January 1957 the local paper reported that overflow classes were being held in the basement of the Methodist Church, two houses, and a school auditorium had been subdivided to create more classroom space (Seyfarth, 2012). At the beginning of the 1958-1959 school year, the Aurora School District had classroom space for 7,720 but enrollment of over 10,000. This was despite having constructed twelve new schools and several additions since 1950. In order to accommodate students, the district rented space from the Army at Fitzsimmons and rented space in local churches for kindergarten classes. First and second grades were placed on split sessions ("Enrollments Are Still Too Great For Schools" August 14, 1958). In 1960, Colorado Springs began experimenting with temporary classroom buildings to address crowding. Assembled locally from pre-fabricated parts, two portable classrooms were placed on the grounds of Audubon Elementary. Measuring 24' x 30', each classroom held thirty-two students ("Two Portable Classrooms in Use at Audubon School" October 2, 1960).

Teachers were also in short supply after the war. The teaching profession was already struggling, even before the baby boom increased demand. Teaching as a profession was losing prestige. Universities were eliminating teacher training programs, focusing on fields of study held in higher esteem. During the Great Depression, there were more teachers than positions and long waiting lists for employment. As a result, many teachers had drifted to other occupations. During World War II, there was a large demand for workers and teachers left schools to take jobs in government or industry where they could earn much higher salaries. Few of the men who had left schools to go to war returned to teaching after the war with men comprising only 15% of elementary and high school teachers in 1947 (Fine February 10, 1947). As more professions opened up to women, those of the Jewish faith, and African Americans, these groups also left teaching (Graham 2005, 124). Benjamin Fine reported that teachers "can get more money driving a truck, collecting garbage or serving as a bartender than they can teaching" (Fine February 10, 1947). In addition to low salaries, teachers complained of poor working conditions and a lack of respect. Poor building conditions, overcrowded classrooms, out-of-date textbooks, and obsolete equipment made teaching more difficult. The lack of modern facilities, such as classrooms with moveable furniture, also prevented teachers from utilizing modern teaching methods, keeping them bound to old-fashioned instruction. Teachers resented having little role in school planning and development. Many districts also still expected teachers to follow morality codes including no smoking, drinking, or dancing in public. Many schools were reluctant to hire married women to teach, and pregnant teachers were dismissed (Fine February 21, 1947). Teachers had to deal with commentary on their performance from school boards, administrators, and the community. According to Chancellor Caleb F. Gates of the University of Denver: "We can't get veterans to go into teaching. They say they don't want any messy interference with their lives. They don't want every parent to be top sergeant and kick them around" (Fine

February 16, 1947). Districts struggled with finding enough qualified teachers to staff growing schools. According to Wasson, "At the same time that we are confronted in our history, we are faced with a shortage of teachers. Not only have one-fourth of the teachers left the profession in the last five years, but the teachers' colleges are enrolling about one-fourth of the number that they had before the war in the field of elementary teaching" ("Dr. Wasson Tells of Plans to Improve School Facilities" March 27, 1947). And due to salary competition from nearby states, many new teachers were leaving Colorado. Starting teachers could get salaries of $2,200 to $2,500 in Ogallala, Nebraska or Goodland, Kansas whereas the starting salary in Colorado Springs was $1,900 ("Dr. Wasson Tells of Plans to Improve School Facilities" March 27, 1947).

Because of the teacher shortage, many districts were forced to hire under-qualified teachers on emergency certificates. This was occurring at the same time that the National Education Association (NEA) was pushing to raise teacher qualifications. The NEA wanted to establish a four-year college degree as the minimum requirement for a teacher with a preference for five years of college. In 1947, only fifteen states required a four-year degree, and ten states required only a high school diploma. Fine reported that out of 860,000 teachers across the U.S., 450,000 lacked a college degree and 60,000 had only a high school diploma (Fine September 3, 1947). In Colorado, an estimated 30% of teachers were underqualified, and 25% of high school teachers were teaching subjects for which they were not qualified. The shortage of science, mathematics, and economics teachers was especially severe. Dr. John C. Unger, director of Colorado secondary curriculum, reported that: "We have many complaints from students, especially veterans, saying that the teachers do not know their subject. If you take an English teacher and give her a class in chemistry, you cannot expect too much from her. And that's what we are forced to do today" (Fine February 10, 1947).

The NEA also pushed for improved working conditions for teachers in order to encourage more students to pursue a teaching degree. Suggestions included "salary schedules ranging from $2,400 to $6,000; greater participation of teachers in development of school programs; more democratic procedure in the classroom; maximum of twenty-five children in any class; maximum of forty-hour week for all teachers; adequate tenure and retirement laws; better working conditions" (Fine September 3, 1947).

Rural districts had even more trouble attracting teachers because they paid less than urban schools. Many new teachers used rural schools as a way to gain work experience before applying for a job with an urban school. A *New York Times* study found that it was not uncommon for a class in a rural school to go through four teachers in one year. Fine reported that nearly 6,000 rural schools had closed in 1947 because of a lack of teachers, leaving 75,000 children without schools (Fine February 10, 1947). These schools were also often struggling with declining enrollments whereas urban and suburban schools dealt with increasing enrollments. New, inexperienced teachers were disproportionately represented in rural areas. A study by the U.S. Office of Education in 1943 reported that of 140,000 new teachers in the U.S., 102,000 were working in rural schools (Fine February 19, 1947). Meanwhile, the *New York Times* study estimated that at least half of rural teachers were "incompetent or inadequately prepared" (Fine February 19, 1947). Unable to pay competitive teacher salaries or afford modern equipment, rural schools had generally failed to implement any of the Progressive

educational reforms by the late 1940s. According to Fine, "old, archaic and outmoded methods and procedures are used. If the average school is twenty-five years behind new methods and practices, the rural schools are fifty years behind. Many of these Rip Van Winkles are still sleeping soundly, unaware of a new world come to life" (Fine February 19, 1947).

Reforming education

The Cold War between the U.S. and the U.S.S.R. shaped many of the educational debates in the decades following World War II. During the Cold War, the role of education in creating a successful economy and democracy was frequently emphasized. The comments of Congressional Representative Frank T. Starkey of Minnesota to the American Federation of Teachers convention in 1946 are representative, stressing the need for America's schools to provide the training needed to adapt to a rapidly changing world: "We have just survived one crisis in World War II. We are facing another and we must be able to measure up to this new one. In many ways this new problem and opportunity that we face is greater than the one we have just survived. It is the difficulty of peace rather than the contest of war" (quoted in Gordon August 21, 1946). Hubert H. Humphrey, Mayor of Minneapolis, told attendees "an investment in our schools is an investment in the future of America" (Gordon August 21, 1946).

In the late 1940s and early 1950s, the Progressive educational methods that had become part of mainstream education started coming under attack, including critiques that the schools were not providing the training needed to promote American democracy. Many complained that schools had become anti-intellectual (Ravtich 1983, 72-73). Critics argued that Progressive education was too focused on the learning process, and was not giving enough attention to what was taught (Ogata 2008, 581).

Schools had flexibility in determining their curriculum, course offerings, and graduation requirements. Denver schools were considered a model of Progressive pedagogy, offering a broad life-adjustment curriculum. Class topics included relationships and dating, family living, driving, divorce, health, sex, crime, and labor relations. Assigned books included *Sportsmanlike Driving*, *Learning to Live with Others*, and *How to Read a Newspaper*. Schools encouraged students to learn at their own pace and rarely held back students, afraid of damaging their confidence. The district employed counselors to help adapt curriculum to individual student needs ("Education: Pattern of Necessity" February 20, 1950). Denver parents, however, started complaining that their children's' knowledge of reading, writing, and arithmetic was below par. In response, the district tested high school students and discovered that students were three points below the national average in math and weak in spelling and grammar. Denver then modified its Progressive curriculum, offering more English, math, and history instruction and making life adjustment classes optional ("Education: English Math & History" February 5, 1951).

Aurora created new high school standards in 1958. Many aspects of Life Adjustment Education were kept but graduation requirements were increased to ensure that all students received a well-rounded education and that the value of the high school diploma was retained. Students had to complete a total of fifteen credits during

tenth to twelfth grades. A credit equaled the completion of two semesters of work in one course. In addition, all students were required to have at least math credit, one American history credit, one science credit, and a half credit of physical education. Students needed two majors, which equaled three credits earned in same field. One of the majors had to be English. Students also needed three minors, which equaled two credits in same field. One of the minors had to be social studies. Courses taken in ninth grade could count towards major and minor requirements. Students could choose between a general program and a college preparatory program. The general program included the minimum requirements for graduation, along with many electives whereas the college preparatory program was more intensive to prepare for demands of higher education. For the 1958-1959 school year, course options included: English 10, 11, 12; Journalism; Composition; Speech; Creative Writing; Library Science; French; Spanish; Latin; German; American History; World History; World Geography; Air Age Economics; American Government; World Affairs; Sociology; Psychology; Biology; Physical Sciences; Physics; and Chemistry. In mathematics students could take General Math or a complete program from Algebra through Math Analysis (including Elementary Algebra, Plane Geometry, Advanced Algebra, Trigonometry, and Math Analysis). Aurora also offered three years of homemaking. Industrial Arts classes included Woodwork I & II, Machine Shop I & II, Mechanical Drawing I-III, Auto Mechanics, and Stage Crafts. The Business Education department offered basic business, typing, shorthand, bookkeeping, secretarial practice, office practice, and distributive education. Additional electives included art, craft, and music instruction in choir, band, and orchestra. Driver education was also offered ("Board Increases Grad Requirements at Aurora High" March 27, 1958).

Cold War in the Classroom

Well-educated citizens were promoted as the backbone of democracy in contrast to totalitarian regimes that relied on the suppression of knowledge ("Education as Weapon Urged on Democracy" October 10, 1948). Creating the most successful school system was often presented as another competition between America and the Soviet Union, along with the arms and space races. Many were concerned that schools were not keeping up with the rapid pace of technological and scientific advancements, allowing the Soviets to push ahead in technical training. In 1955, William Benton, a former U.S. Senator from Connecticut, visited the Soviet Union in order to observe their school system. He reported that:

> This is the new 'cold war' of the classrooms. And it is very dangerous. I have seen for myself the vast technocratic Sparta that is burgeoning in the U.S.S.R. I have talked to the topmost Soviet educators. I returned convinced that Russia's classrooms and libraries, her laboratories and teaching methods, may threaten us more than her hydrogen bombs or guided missiles to deliver them. The new propaganda of the Kremlin, emphasizing economic, political and ideological competition, clearly reveals the long-range Soviet plan—a plan so potent as to make military and political maneuvering seem by comparison tactical and even diversionary. Central to it is the schooling for export of scores of thousands of indoctrinated and capable engineers, scientists, schoolmasters and technicians of all kinds. They are being trained to help develop the resources of countries outside the present Soviet orbit, and to help convert the world to communism (Benton April 1, 1956).

Benton reported that the Soviets had rapidly built an impressive school system with high attendance rates. Soviet students attended school six days a week, faced tougher academic standards than American students, and worked harder. Science and math training comprised more than 40% of the curriculum and included algebra, geometry, trigonometry, physics, chemistry, biology, astronomy, and psychology. Many of the advanced science and math courses offered to Soviet students were not available in American high schools. The Soviet government also offered free university or other post-secondary technical training to all qualified students. Benton feared the Soviet practice of providing highly trained technical experts to countries such as India, Egypt, and Afghanistan would build goodwill and sway these countries to favor the Soviet Union over the U.S. Benton warned that, "if we Americans are now complacent about our own educational problems, at a moment when whole galaxies of our own educational neglect are coming to head-on collision, then we stand in mortal danger of being outwitted, outtalked, outmaneuvered and outbuilt throughout the world" (Benton April 1, 1956). Benton urged more scholarships, greater encouragement for students to enter science fields, incentives to attract talented teachers, construction of new schools to meet demand, evaluation of teaching methods, and incorporation of more technology into the schools (such as a projector in every classroom) (Benton April 1, 1956).

In October 1957, the Soviet Union launched Sputnik, the world's first artificial satellite, into orbit around the Earth. This was quickly followed by the launch of the heavier Sputnik II in November. Being beaten into space by the Soviets was a bitter pill for many Americans, shaking their perception of American technological prowess. It also raised concerns that the Soviets could win the Cold War through advancement in science and technology. *Time* magazine declared:

> Sputnik I and II have painfully fractured the U.S.'s contented expectation that, behind an impenetrable shield of technological superiority, the nation could go on with the pursuit of happiness and business as usual this year and the next and the next. Now the U.S. has to live with the uncomfortable realization that Russia is racing with clenched-teeth determination to surpass the West in science—and is rapidly narrowing the West's shielding lead ("Defense: Knowledge is Power" November 18, 1957).

Sputnik sparked a space race between America and the Soviet Union. It also brought increased attention to the country's education system. Sputnik highlighted U.S. deficiencies and ignited a push for improved science and math education in schools (Graham 2005, 107). For those already involved in efforts to improve and reform America's schools, Sputnik brought their concerns into the national spotlight. Sputnik sparked criticism of Progressive pedagogy, insufficient school funding, outdated school buildings, and shortage of qualified teachers. According to *Life* magazine, "the schools are in terrible shape. What has long been an ignored national problem, Sputnik has made a recognized crisis" ("Crisis in Education" March 24, 1958, 25). The quality of math and science education in America's schools was criticized as well as lax curricula that gave students too much leeway in their course selection, allowing them to select the easiest classes. *Time* reported that the Soviet Union was graduating twice as many scientists and engineers as the U.S. ("Defense: Knowledge is Power" November 18,

1957).

In March 1958, *Life* magazine ran a feature comparing two sixteen-year-old high school students, one in the U.S. and one in the Soviet Union. Alexei, the Soviet student, was described as hard-working and aggressive as well as more academically advanced than his American counterpart. Earning good grades was very important to him, necessary to achieve his goal of attending college and becoming a physician. Alexei was also constantly aware of his duties to the Soviet Union. He attended school six days a week, though he also found time to play volleyball. The Soviet school system featured a standard curriculum, no elective subjects, strict discipline, and rote learning. Stephen, the American student, was described as likeable, considerate, and well-adjusted. He was an average student who did not take anything too seriously. He hoped to attend college but was not too concerned about it because he knew he could do other things if he was not accepted. His school day was less serious and more flexible than Alexei's, with much more time for banter between Stephen and his classmates. Stephen was involved in a lot of extracurricular activities (including swimming, student council, and theatrics), which developed his leadership skills but left little time for studying ("Schoolboys Point Up a U.S. Weakness" March 24, 1958, 27-34).

The concerns raised by Sputnik went beyond just criticizing math and science education to a mainstream rejection of Progressive education. The Progressive curriculum was criticized as too general and lacking rigor, with a focus on personal rather than intellectual development (Ornstein 1981, 11). Opponents of Progressive education also tapped into right-wing groups who saw Progressive education as a Communist plot against traditional education and American ideals. American schools were criticized for their lax discipline, lack of focus on fundamentals, faddish education experiments, and promotion of collectivism (Ravitch 1983, 70-71). Only a small percentage of students were taking what were previously core subjects. In 1958, *Life* reported that 12.5% of students were taking math beyond algebra, 25% were taking physics, and less than 15% were taking a foreign language:

> Upon arriving at high school today an American youngster is faced with a bewildering choice of literally scores of subjects, many combinations of which can lead to a diploma, and many of which are far easier than physics, mathematics or a foreign language. He can study marriage, chorus or 'advertising arts.' In some schools he must give time to the study of safe driving and the evils of alcohol. Courses in typewriting and dancing vie for his time (Wilson March 24, 1958, 37).

American teenagers were condemned as lazy, pampered, and coddled with too much leisure time. American students lacked the motivation of students in the Soviet Union and Europe: "today if a Russian boy fails in school he may face the bleak prospect of being a day laborer or serving in some other lowly capacity. . . . In Europe the possession of a diploma has continued to be a social distinction, and the educated man there is respected even if he is poor" (Wilson March 24, 1958, 37). *Life* magazine lamented that "in their eagerness to be all things to all children, schools have gone wild with elective courses. They build up the bodies with in-school lunches and let the minds shift for themselves" ("Crisis in Education" March 24, 1958, 25). In 1960, Orion Shockley, superintendent of the Cheyenne Mountain School District, joined a month-long study group of U.S.

educators traveling to Russia to learn about the Soviet education system and visit schools ("Local School Head to Study School System in Russia" September 21, 1960).

Moving Beyond Progressive Education

Educational pedagogy continued to evolve during the mid-century period. Educators looked for ways to better adapt education to the individual student and move away from more traditional classroom formats towards more individualized instruction, conducted at a student's own pace.

A critique of Progressive education was that in its push to ensure that schools were accessible to all students, the gifted students were being overlooked. The future generation of leaders was not being cultivated and challenged. Too much of the curriculum was aimed at average students. *Life* magazine ran several features in 1958 highlighting the lack of adequate education for gifted students. Only a few larger schools in the U.S. offered special gifted programs. Most schools required gifted students to advance at the same rate as all others of their age, rather than promoting students based on their ability ("The Waste of Fine Minds" April 7, 1958, 89-97). *Life* bemoaned: "where there are young minds of great promise, there are rarely the means to advance them. The geniuses of the next decades are even now being allowed to slip back into mediocrity" ("Crisis in Education" March 24, 1958, 25). Critiques such as these resulted in increased efforts to challenge and develop gifted students, including testing to identify gifted students and the grouping of students by ability (Ornstein 1981, 12).

After taking an isolationist stance during much of the first half of the twentieth century, America needed to adjust its school curriculum to the nation's new role as a world leader. This led to expanded social studies curriculum with greater inclusion of world history, geography, and languages as well as more citizenship training.

According to the American Association of School Administrators (AASA), American citizens could

> no longer be smugly content with a speaking and reading knowledge of our own language only; with lack of understanding of the customs; traditions, mores and values of peoples in different parts of the world; and with lack of knowledge of their physical resources and geographic conditions. Our cultural concepts must be broadened. Our citizens of the future will have a greater need for a penetrating insight and a sympathetic understanding of other people of the world than was required of previous generations" (AASA 1960, 12).

However, even though Progressive ideals lost their hold on educational philosophy in the 1950s, they continued to influence the architectural design of schools. Architects continued to look for ways to create schools that stimulated the individual, enhanced teaching and learning, considered the needs and perspectives of the student, and allowed for flexibility in the curriculum. Although educational historians like Diane Ravitch argue that the Progressive education movement died in the 1950s, architectural historian Amy Ogata argues:

> In the debates around the planning and design of elementary schools . . . skepticism about progressive methods similar to that articulated in the popular media was virtually absent. Instead, faith in design and building systems to create spaces to educate and improve post-war citizens became even more visible, and more closely tied to pedagogical models, in the succeeding decades (Ogata 2008, 581).

Experimentation continued in both instruction and facilities. In the early 1960s, the concepts of team teaching and non-graded classes gained popularity. Instead of being responsible for a single classroom, taught in isolation from other classrooms, teachers were teamed together, responsible for instructing larger groups of students. One teacher might instruct a large group (equal to several traditional classes) while another teacher did remedial or advanced work with a smaller group. Team teaching created more flexibility in the daily schedule and encouraged more improvised instruction. By eliminating grades, pupils could progress at their own pace, and might receive advanced instruction in one subject or need additional assistance with another. These changes created a demand for school buildings with large open areas that could accommodate both large and small group instruction. Traditional classroom walls were replaced with moveable partitions.

Legislation and Lawsuits

After World War II, public pressure for federal funding of education increased. The issue of federal funding had been raised periodically since the nineteenth century, but had always failed to find sufficient support. Generally, the issue was raised in response to a crisis, such as illiterate draftees in World War I. The chief obstacle to federal involvement had been the desire to protect local and state autonomy in education decisions. Race and religion were additional obstacles, with disagreement over public funding for religious schools and segregated schools (Ravitch 1983, 5). The first successful federal funding legislation dealt with student health, rather than curriculum, making it less controversial. The National School Lunch Act of 1946 created a permanent school lunch program, continuing the federal support for hot lunches begun with New Deal programs during the Great Depression. Federal education funding remained a topic of great debate, but there was no consensus until Sputnik. President Dwight D. Eisenhower used the demand for improved science and math following the Soviet success to gain support for the National Education Defense Act of 1958. The federal education funding included in the act was spun as part of America's Cold War preparedness. The legislation began with the statement that "the Congress finds that an educational emergency exists and requires action by the federal government. Assistance will come from Washington to help develop as rapidly as possible those skills essential to the national defense" (National Defense Education Act. U.S. Statutes at Large 72 (1958), 1580–1605). The act provided funding to improve math, science, and foreign language instruction. The first general federal funding for education came with the Elementary and Secondary Education Act of 1965. The Act provided every congressional district with federal funds to be used for programs to reach low-income populations. The reasoning was that districts in high poverty areas generally did not generate much in local taxes and thus needed additional assistance in order to offer an education equal to more prosperous school districts (Graham 2005, 133-4).

School District Consolidation

At the same time the federal government was debating school funding, many state legislatures were debating school district reorganization. Across the nation, over 100,000 school districts were eliminated between 1940 and 1980. The average number of districts per state fell from 2,437 to 318 whereas the average number of pupils per school increased from 216 to 2,646 (Strang 1987, 352). This was due to the movement to eliminate small, rural districts. Many of these small districts had only a single, one-room school. Once the backbone of the American education system, one-room schools were struggling in the first half of the twentieth century. Between 1900 and 1950, farm residents fell from 39% of the population to 15% of the population. The rural population was becoming less dense, with the average farm size rising, while the amount of labor needed to operate a farm declined. One-room schools had served children that were close enough to walk or ride a horse to school, and reduction in the rural population meant many districts no longer had the population needed to sustain the schools (Fischel 2010, 181). Furthermore, as the population became more mobile, many students faced difficulties trying to transfer from rural to urban schools. One-room schools grouped students by knowledge rather than by age level. This provided more flexibility in instruction and attendance. Students could leave school for several months to help with farm work and then pick up where they left off upon return. However, the transition from a non-graded to a graded school was challenging, motivating a call for more standardized school organization (Fischel 2010, 177-188).

As rural communities struggled to financially support their one-room schools in the face of declining populations, there was also increasing criticism of the education they offered. In 1947, there were still more than 100,000 one-room schools in the rural U.S. Educators argued that it was impossible for these schools to provide the same level of instruction as larger schools (Fine February 19, 1947). According to a study by the National Commission on School District Reorganization in 1948, there were thousands of districts operating with less than ten students. The commission identified many concerns with small districts including poor teachers, higher dropout rates, lack of professionalism, and inefficient operation. Most rural schools lacked school health services, art, music, home economics, vocational courses, and electives. They also could not afford the modern facilities and equipment found in larger districts. Additionally, most of those who attended a one-room school had to travel to a larger district in order to attend high school. Although many small districts had arrangements with larger districts for high school enrollment, students often still had to take entrance examinations and pay tuition in order to attend high school (Fine August 22, 1948).

These inequalities in education were the focus of increased scrutiny at mid-century. The *New York Times* reported that: “thousands of one, two or three-room schools, found in every section of the country, are operating on standards that hardly would be acceptable in the most backward nations of the world. The gap between the city and rural schools, serious before the war, has become wider than ever before” (Fine February 19, 1947). Although the average school funding per classroom in the U.S. was $1,600, some schools were operating on only $100 per classroom while others spent as much $6,000 per classroom. Many poorly funded schools held class only five to six months a year and lacked any instructional tools. Colorado was slightly above average, spending an average of $1,700 per classroom (Fine February 18, 1947). Even though most rural

districts were spending more per capita on education than districts in urban areas, rural residents generally left school earlier than urban residents (Fine February 19, 1947). The *New York Times* found a link between how much money a state spent on education and the percentage of adults over twenty-five in the state who had not completed more than four years of schooling; the less money a state spent, the lower the level of schooling. In Colorado, 9% of the population had not completed more than four years of schooling, better than the national average of 13.57%. Louisiana was the highest with 35.7% of its population having not attended more than four years of school (Fine February 18, 1947).

School district consolidation was urged to create a more consistent and equitable school system. There were several decades of studies with recommendations for the ideal size school unit. With the rise of Progressive education, it was especially difficult for small districts to provide the breadth of education expected from a modern school. According to "Better Instruction through Reorganization of School Units," an article published in 1936, a public school district should be able to provide guidance in social living; a health and physical-education program; adaptations to the needs of the socially, physically, or mentally handicapped student; adaptation for gifted students; creative arts instruction; industrial and household arts instruction; and pre-vocational and vocational training. Very few small schools could provide this range of instruction. The article went on to recommend a minimum of seven teachers and 210 to 245 students for an elementary school and ten teachers and 300 students for a high school (Dawson 1936, 10-15).

Several challenges came with the consolidation of districts. Districts had to provide transportation to a dispersed student population, and students had to spend more time getting to and from school. Communities lost their independence. With a one-room school, the curriculum could be adapted to local preferences as well as the local agricultural calendar. Communities also lost their focal point, because one-room schools were often their only public building, hosting many activities besides school instruction, such as dances, bible study, and funerals.

Colorado had 2,105 school districts in 1935. The number of districts reflected the state's dispersed population, with many remote pockets of settlement based around mining and agriculture, as well as a desire for local control. Under Colorado law, each county had an elected school superintendent. Parents in any community with at least ten school age children could petition the county superintendent for an election to create a new school district (Colorado Department of Education 2002, 1).

In 1948, the Colorado Association of School Boards conducted a survey of the state's rural schools. The study concluded that rural schools were overtaxed financially. Incomes in rural areas were typically lower than in urban areas, and children made up a larger percentage of the population. Teacher salaries were low, and many districts employed unqualified teachers working under emergency permits. Rural districts had trouble attracting teachers due to lack of adequate housing, poor living conditions, and absence of tenure agreements. The Colorado Association of School Boards recommended a bachelor's degree as the minimum qualification requirement, revised curriculums for rural schools, more equitable distribution of state funds, and consolidation

of districts. The report concluded that there was a "desperate need in this country for an education system to assure every rural child the proper form of development toward complete adult participation in the social, economic and civic life of the community, the nation and the world" (Buder January 18, 1948).

The following year the Colorado legislature passed the School District Reorganization Act of 1949. It promoted consolidation as the means to provide equal education to children across the state. Consolidated schools could provide better facilities, such as science labs and gymnasiums, as well as a wider range of classes. The Act required each county to establish a committee to study its district organization and develop an education plan. By 1956, the number of districts had been reduced to 967 (Colorado Department of Education 2002, 2). However, some districts resisted consolidation. In 1957, a legislative study identified reorganization as the highest priority education issue in Colorado, with 239 non-operating districts and 203 districts with a single, one-room school. The study recommended that a county have no more than six school districts. It also suggested that all districts offer education through high school, eliminating the districts that only offered classes through eighth grade. Additionally, all non-operating districts should be eliminated. By 1961, the number of districts was reduced to 275 and by 1965 it was 181 (Colorado Department of Education 2002, 2).

Integration

In addition to addressing disparities between rural and urban school districts, the mid-century period also saw the first major efforts to create equal educational opportunities for students of all races. In 1954, seventeen states in the South and bordering areas had legally segregated schools. Many other areas had *de facto* segregated schools. That year the Supreme Court's Brown v. Board of Education decision declared that the segregation of schools by race was unconstitutional. However, the decision brought little immediate change. The real impetus for desegregation came with the Civil Rights Act of 1964, which gave the federal government the power to cut off federal funding for education as a means of enforcement (Graham 2005, 133). The following year Congress passed the Elementary and Secondary Education Act of 1965 which provided funding to schools with a high concentration of low-income children. However, segregated school districts would not be eligible for any funding. Nationally, the push for integration contributed to suburban flight and increased private school enrollment as parents sought ways to avoid sending their children to integrated schools.

Court decisions were also used to force integration. Though the fight to integrate the segregated school systems of the south received the most attention, Supreme Court decisions also dealt with *de facto* segregation in the north and west. Denver's court battles received national attention. In 1968, a liberal-leaning Denver school board adopted an integration plan that called for mandatory busing for about 3,900 white and African-American students ("Denver Decision Reversed" July 24, 1969). Many parents objected to the proposed busing, and in 1969 Denver residents voted to replace the liberal school board members with more conservative board members. The new school board withdrew the integration plan. Advocates of integration took the case to court and a federal judge reversed the school board decision and issued a federal order for school integration. The forced integration was in turn challenged and eventually reached the U.S. Supreme Court, which upheld the decision in Keyes v. School District No. 1, Denver, Colorado (Ripley August 27, 1970). In 1970, *Life* magazine

reported that: "for years stable, moderate Denver has been regarded as having one of the best racial climates in the country. But when residents came face to face with busing their own children—and not just civil rights—the mood changed" ("The Bus to Integration Bogs Down" March 13, 1970, 24-25). The article included dramatic images of the destruction wrought by those opposed to busing, including the bombing of a Denver school bus depot destroying twenty-three buses and damaging fifteen more. Two houses were also bombed—one belonging to one of the school board members opposed to busing and the other belonging to an African-American parent who had been part of the lawsuit to force integration. Court ordered busing began in 1970, redistributing 2,700 students. The result was radical shifts in the racial balance of schools such as Barrett Elementary School (5DV.10483) in northeast Denver, which went from over 90% African American to 75% white ("The Bus to Integration Bogs Down" March 13, 1970, 24-25).

Building the Mid-century School (1945-1970)

School Planning

In order to keep up with increasing enrollments, school districts in Colorado and U.S. built schools at an unprecedented rate. The schools were dramatically different in form than those of previous decades, reflecting changes in educational philosophy, trends in Modern architecture, and the demand for rapid construction. The profession of school planner was developed to deal with the many challenges of designing and building schools (Ogata 2008, 570). New schools needed to adapt to a rapidly changing America, including a growing and increasingly mobile population; booming economy; new Federal highway system; and migration from urban areas into surrounding suburbs. New schools were part of a massive building boom that included housing, cultural centers, government buildings, industrial parks, and commercial strips. *New York Times* reporter Leonard Buder summarized the mid-century school building in 1956:

> An old American institution—the school building—has acquired a striking new look. The new look is evident both in the suburbs and in the big cities. The little red schoolhouse of the past and its big-city counterpart, the grim four- and five- story structures that looked more like prisons than schools, have given way to modern building that are not only happier looking, but better places in which to learn. Today's new schools are attractive to look at, but more important they are designed to facilitate education. This is a far cry from the old concept which held that a school building was merely a place to protect pupils from the weather. But in addition today's schools have been designed with an accent on economy in construction and maintenance. The so-called 'frills' that used to adorn school buildings have gone the way of the hickory stick and the dunce cap (Buder December 16, 1956).

According to mid-century educators, successful school planning required balancing three primary concerns: environment, education, and economy. The district needed to provide the best possible environment for students and teachers in order to facilitate learning while working within the limitations of a budget (Caudill

1954, 18). New schools had to meet both physical needs (sanitary, safe, quiet, well-lit) and emotional needs (pleasant, secure, inspiring, friendly, restful) (Caudill 1954, 2). Districts had to weigh many factors when deciding where to place new schools: the location of families with children in school; the location of families with younger children who would soon attend school; the availability of land; the zoning of land (in order to avoid commercial and industrial areas); the presence of natural (rivers, swamps, mountains) or manmade (quarries, railroad tracks, industrial plants) barriers that might impede access to the school or restrict future growth of the school; traffic patterns; and predicted future community growth (Caudill 1954, 123-125). Most school districts began the planning process with a district plan that surveyed current facilities, projected future district needs and growth, and created a comprehensive plan for the next decade. Established in 1958, the Educational Planning Service at Colorado State College provided faculty assistance to school districts, producing a variety of planning publications. The service worked with districts to plan for the construction of new schools, such as *Educational Specifications for the Proposed School in Summit County* as well as to evaluate current district facilities, such as *A Growing Greeley Plans for Its Schools: Evaluation of Existing School Facilities.* It also produced general publications such as *Designs for Small High Schools*.

Community Engagement

School designs reflected the increased role of the school in the community at mid-century. Schools were designed to be used by the community, while the school curriculum promoted increased engagement of students in the community. Educators also encouraged the adaptation of coursework to fit the evolving needs of the community. The instructional program needed to produce students ready for the modern world, with its changes in the work force such as the reduction in farm jobs, increased automation, demand for technicians and skilled craftsman, new laboratory jobs, and rising college attendance (AASA 1960, 2). Education was also the focus of increased public debate and media attention, spurring more community members to pay attention to what was happening with their local schools. In 1947, the Citizens Federal Committee on Education published a four-point action plan for citizens who wanted to take a role in improving America's schools: check on community school conditions; work with organizations trying to improve education; get to know teachers and support them; and encourage the younger generation to become teachers (Fine December 7, 1947). Schools often functioned as the focal point of a community, especially in newly forming suburban neighborhoods with few other community facilities. Schools were used for dramatic, film, and music performances; adult education; cultural programs; scout meetings; voting; and community sports activities (Brubaker 1966, 69-70).

Governor Steve McNichols created a Public Schools Week to draw attention to education needs and encourage community engagement in schools. During the week schools held open houses during which the public could observe classes along with other community events. Said Governor McNichols:

> In Colorado, I urge all citizens to take this opportunity to see firsthand how our teachers and pupils work together in local schools; to see what the problems are which face the schools in their communities; and to become informed on the achievements of the local officials and teachers in surmounting the difficulties brought about by increasing population, building and equipment

> deficiencies, and teacher personnel shortages. I urge the school administrators and teachers to emphasize to the citizens who visit their school rooms and classes the importance of programs to develop a wholesome attitude towards citizenship and its responsibilities. I earnestly hope that citizens will study the needs of their schools and the resources of their communities, in order that decisions made will result in the best in learning and understanding ("Colorado Public Schools Week to be Observed in Aurora" April 18, 1957).

The Denver school district conducted a survey of the Belcaro Park and Bonnie Brae neighborhoods when planning the Stephen Knight Elementary (completed 1952) in order to determine community desires. According to the survey, residents wanted a school building that would "first of all, meet the needs of the children in a sound educational program; secondly, a school building that could be used as a community center for various community meetings and projects; thirdly, a school building that would blend into the architectural pattern of the community" (dedication brochure April 28, 1952, Denver Public Library).

Denver-based architecture firm Atchison & Kloverstrom stressed the importance of incorporating community uses into the school:

> It seems to us that . . . the more any well-designed modern school is planned for community use the better the community investment. Education is not confined to children. Use of general-purpose areas by the public after school hours provides a sympathetic understanding of school problems. . . All the schools planned in this office have had careful consideration of the community use factor. In every instance actual community usage was gratifying. In Grand Junction, a little theater group had been giving regular productions; this in addition to the P.T.A., Boy and Girl Scout programs for parents, special school programs, etc. At Craig, Moffat County High School Auditorium is the only community-owned area in which an artist series (principally music) may be conducted (Lopez 1950, 162).

Districts needed to prove their relevance to the community in order to get the funds required for new school construction. It was easier to convince a community to fund a school that would double as a community center and adult education facility. Adult education was on the rise in mid-century America, reflecting a variety of cultural shifts. Increased longevity, rapid technological change, and the need for skilled workers all contributed to the rise in adult education. More people were changing careers or returning to the work force after retirement. Increasing numbers of married women were also taking jobs after their children got older (Davis 1961, 347). Working adults had more leisure time to pursue additional education. Between the turn of the century and mid-century, leisure time for the average worker in the U.S. nearly doubled as the forty-hour workweek became standard (AASA 1960, 11). In 1960, the U.S. Office of Education reported that nearly 3,200,000 adults were enrolled in public schools, taught by 62,704 instructors. Adult education programs were also offered by universities, churches, museums, and clubs. Adult education covered a wide range of topics, not just those related to job training. There were also courses in arts and culture. Many took adult classes to appear educated and knowledgeable, an attempt to impress their neighbors and keep up with the younger generation

(Hechinger April 17, 1960).

During the 1956-1957 school year, approximately 750 adults enrolled in the forty-six different classes offered by the Aurora School District ("Adult Education Shows Growth, August 1, 1957"). Subjects included accounting, business machines, shorthand, typing, woodwork, beginning and intermediate clothing, tailoring, children's clothing, cake decorating, draperies, photography, beginning art, painting, and driver training ("Adult Classes to Begin" March 14, 1957). More subjects were added the following year including clothing construction, income tax for laymen, family finance, public speaking, first aid, and citizenship training. Most classes cost $5 plus textbooks ("School Bell For Adults Will Ring Again in February" January 23, 1958).

Evolving Designs

Mid-century school design emphasized functionality and practicality. Districts needed to rapidly construct new schools to keep up with demand, but budgets were limited due to the massive number of new schools needed. New materials and construction techniques, many developed and/or refined during World War II, were used to help achieve this. Educators also wanted school buildings suited to Progressive teaching methods, including flexible, multi-functional spaces.

Districts faced many challenges in constructing new schools, especially in the decade immediately following World War II. During the war, the government placed restrictions on construction materials and shortages continued after the war. The post-war building boom led to a rise in construction costs. In 1930, $100,000 would buy a ten-room school; in 1940, it would buy an eight-room school; and in 1950, it would buy four-room school ("New Schools, Economy Too" October 16, 1950, 80). Districts had to find a balance between meeting education goals and building schools they could afford. The expanded mid-century school plant including a cafeteria, specialized facilities for science and arts, physical education, social spaces, and spaces for community activities made this even more challenging.

The design of the new schools fit within the Modern architecture movement. Architect and school design authority Caudill reported that, "By 1950, the battle between 'contemporary' and 'traditional' was won. The public not only began to accept 'modern,' but demanded it. So the architects had no choice but to try to produce logical schools" (Caudill 1954, 16). Mid-century schools abandoned the historical references that had been a common feature of schools built through the 1930s. According to Caudill, a school should clearly express its function: "I am a school; I am here to do a job, and I am not ashamed to show you what I am and what I am doing, for I am doing it well' (Caudill 1954, 17). In his opinion, historicist designs were deceptive:

> These schools do not do their work as they should and thus have a reason to hide what work they do, but they can have no reason for making the children pay for their fancy-dress in physical and emotional discomfort. . . . The American people have no more need for borrowed Greek associations or for nostalgic sentimental longing for the past. They have come of age with their own ideology of equalitarian democracy and their own culture based on science, technology, and industry. This kind of

architecture is an honest expression of that culture at its best (Caudill 1954, 17).

The minimalism and functionalism of the Modern movement was also a good fit for checking the cost of mid-century school construction. Many of the key features of the International Style also characterize mid-century school design, including the use of a structural skeleton frame covered by a thin, non-structural skin; designs that exploited new materials and technology; minimal ornamentation; balance without symmetry; flat roofs; long ribbon windows; exterior fenestration that reflected interior function; and interior partitions that allowed flexibility in room layout. Architects were encouraged to design schools that reflected specific environs, site, function, and budget. If two schools ended up with a similar design, it should just be because they have a similar function (Caudill 1954, 17).

The development of mid-century schools was closely linked with the development of mid-century suburbs, with schools and suburbs sharing a similar context for development. With very limited construction during the Great Depression and World War II, the U.S. faced both a school and housing shortage when the war ended in 1945. The need for new housing and schools were the primary architectural concerns after the war. The post-war baby boom created an unprecedented demand for new homes and schools. And as the population moved from urban areas into new suburban areas, schools were generally one of the first new community resources to be built, often on land provided by the suburban developers (see Thomas H. and R. Laurie Simmons' Historic Residential Subdivisions of Metropolitan Denver, 1940-1965 National Register of Historic Places Multiple Property Documentation Form for more information on suburban development).

Architects and designers had been experimenting with ideas for housing and schools during the previous decades, but were unable to realize their visions until after the war. Mid-century schools and houses utilized new technologies, materials, and mass production methods to meet the demand for affordable and fast construction. Schools and suburban housing also shared a similar design aesthetic, a simplified, popular, and accessible version of Modern architecture. The idea that good design had the power to change behavior and improve society was fundamental (Ogata 2008, 563). A belief in progress was also key. Design was used to promote a more informal and casual lifestyle. Mid-century schools and suburban housing shared many design elements, including: floorplans laid out to maximize space and flexibility; floorplans, fenestration, and landscaping designed to create connections between indoor and outdoor spaces; facades featuring large windows and ribbon windows; buildings designed to accommodate easy expansion later; decorative elements replaced with contrasting wall materials and textures on the exterior and bright colors on the interior; floorplans that encouraged socializing; single-story designs with flat or low-pitch roofs and deep eave overhangs; and buildings integrated into the landscape.

During the mid-century period, school designers explicitly worked to make school buildings more like home. For elementary schools especially, the goal was to create cozy and domestic spaces. This was achieved through elements like moveable furniture and draperies as well as adding color and texture. Nationally recognized as leaders in school design, the architectural firm Caudill Rowlett Scott incorporated fireplaces, casual seating,

picture windows, and lower ceilings into their school designs, resembling the mid-century Ranch house aesthetic (Ogata 2008, 572). In 1950, *Life* featured images of a homey kindergarten, lauding that "in kindergarten children rest in a room which has a fireplace and oriental rug, and is gaily decorated to make their first real separation from home as undisturbing as possible. Two of the walls are windows, one is red brick and one is made of Ponderosa pine so the children can pin up their drawings" ("New Schools: U.S. Is Building Some Fine Ones But Is Facing A Serious Shortage" October 16, 1950, 82).

With education a national topic of debate, new school designs were extensively covered in the press including educational journals, architectural publications, and popular publications, such as the *New York Times, Life*, and *Time*. The mid-century school was promoted as a tool for learning: "far more than mere housing for an academic educational process, no matter how excellent that process is, the good school is a part of the process itself—a primary aid and a constant stimulus to learning—a human instrument" (Caudill 1954, 3). *Life* magazine proclaimed that:

> The new U.S. schools are the finest in the world. Whether as a result of economy, good taste, common sense or all three, they are no longer grim brick institutions or impersonal monuments to the local boards of education. Instead . . . they are cheerful, light and airy, and built around the needs of the teacher and the child ("New Schools, Economy Too" October 16, 1950, 81).

The Crow Island School in Winnetka, Illinois designed by Eliel and Eero Saarinen and completed in 1940, was widely publicized as a model for the school of the future. It was celebrated as a demonstration how curriculum and design could be connected within the school, incorporating the ideas of creativity, individuality, and experimentation that were key in the Progressive education movement. The Crow Island School featured a central core with projecting wings for pre-school, primary school, and intermediate school classes. The building was low-slung, integrated into a wooded landscape and featured connections to exterior gardens and play areas. The classrooms were L-shaped with large bands of windows on two sides. The interior was a child-centered, homey environment featuring ceilings at residential height, window draperies, brightly colored shelves, window seats, moveable furniture, and a fireplace in the library (Ogata 2008, 564-567).

The specifications for the Earle A. Johnson Elementary in Golden (demolished), designed by Morse, Dion & Champion and completed in 1960, provide an example of a typical elementary school design in Colorado. The elementary school included nine classrooms with 900 square feet per classroom. Classrooms included book shelves, chalk boards, tack boards, coat hangers, a teacher's closet, and storage space for supplies. For first through third grades, classrooms included sinks, drinking fountains, and toilets. For fourth through sixth grades, classrooms included sinks and drinking fountains. The self-contained kindergarten was 1200 square feet and attached to a concrete slab patio. It featured a heated floor along with a toilet, sink, drinking fountain, coat space, chalk board, tack board, book shelves, work counter, and, storage space. The school also included administrative offices, a gymnasium, a first aid clinic, and a cafeteria with a library and art room attached (Denver Public Library WH889).

Rural elementary schools also incorporated modern classroom features, but were generally on a simpler scale. Rural school districts were also more likely to have students continue in elementary school through eighth grade, rather than creating a separate middle school or junior high school. The Gann School (5DA.8082) at Louviers in the Sedalia vicinity in Douglas County provides an example of a typical rural school. It was described in the *Record Journal of Douglas County* when it was completed in 1950:

> The building consists of three rooms upstairs and a large entrance hall. The rooms are decorated on three walls in a soft green and one of light yellow. Green chalk boards placed against the yellow wall are one of the latest improvements for the benefit of children. The ceiling is celotex tile installed in such a manner to provide excellent acoustics. . . . The natural lighting is arranged so all light falls over the left should of every student. The artificial lighting in fluorescent. In the basement is a large room which many be used as an auditorium, dining room or an indoor playroom for the children and for community activities ("Gann School Dedicated Last Saturday" December 22, 1950).

Rishel Junior High School (5DV.8065) in Denver provides an example of a typical junior high school facility (determined field not eligible in 2001, current status unknown). Designed by Gordon D. White in 1958, the school included classrooms, art room rooms, an auditorium, administrative rooms, a community room, boys' gymnasium, girls' gymnasium, choir room, band room, home economics rooms (including a sewing room, food room, and living/dining room), science rooms, teachers' room, library, cafeteria, kitchen, and industrial arts rooms (for crafts, woodworking and metal working) (Denver Public Library WH1232).

High schools were the largest and most complex school buildings. Urban schools tended to be the most extensive, accommodating the largest enrollments and widest range of facilities. George Washington High School in Denver (extant, in use), designed by Raymond H. Ervin & Associates in 1960, was designed for 2500 students. It included four gymnasiums, a pool, library, auditorium, cafeteria, rifle range, counseling offices, health clinic, rooms for student activities community use, forty-six regular classrooms, three art classrooms, seven business education classrooms, three home economics rooms, five industrial arts rooms, two music rooms, two ROTC rooms, eight science labs, a speech room, and two study rooms. The rural Nucla High School in Montrose County (extant, in use), included many of the same facilities but had a much smaller scale. The Nucla High School had six classrooms; a combination gymnasium-auditorium to seat 1200 with a stage, dressing rooms, shower and locker rooms, and wrestling room; a home economics department, science lab, music room, band room, library, service and storage rooms, and teachers' room (Denver Public Library WH889).

During the mid-century period a constant stream of new materials were being introduced, all promising increased durability, economy, and practicality. The 1930s and 1940s had been a period of extensive experimentation, which continued after the war. During World War II, the military developed new techniques for quick and efficient construction. Many of the architects designing mid-century schools served in the military during the war, gaining experience with mass construction techniques and modern materials. Alfred Watts

Grant worked at the Denver Ordnance Plant in Lakewood as well as constructing buildings for the Navy in California (Bowker 1956, 206). Earle A. Deits served in the U.S. Army Corps of Engineers, designing and building military camps, hospitals, and airports (AIA Roster 1953). Edwin A. Francis also served in the Corps of Engineers (Denver Public Library, WH1353).

With a constant emphasis on economy, architects looked for ways to save money. The educational and architectural press published frequent updates on school design. Plywood, plastics, and aluminum were all promoted for their ability to provide "more livable, sanitary, and cheerful classrooms" (Marsh 1945, 54). Asphalt and rubber tiles were suggested for more durable flooring. Fluorescent lighting was recommended to provide more consistent illumination on cloudy days. Architects increasingly used acoustical materials to create quieter spaces and prevent the transfer of noise, allowing for thinner walls (Marsh 1945, 54). Reinforced concrete block was popular. Builders experimented with various additive formulas including such cinder, slag, light-weight aggregates, and vermiculite in order to modify concrete properties and give more lightness, strength, or insulation as needed (Gray and Blake 1951, 33). Labor costs were reduced by repetitive structural units and modular coordination using standard-size components (Caudill 1954, 101-103). Prefabricated elements such as ceiling and wall panels were used for economy and faster erection (Caudill 1954, 100). Steel-frame construction enabled more flexible interiors. The steel industry promoted one-story, steel-frame schools as cost effective, time saving, and adaptable (Ogata 2008, 568). Architects also economized with the construction of schools on concrete slabs without basements (Gray and Blake 1951, 30).

Though individuality in school design was encouraged, there were several unifying features found in most mid-century schools. A simplified, economical design was key. This was clear as early as 1945, when an article in the *Review of Educational Research* reported that: "the trend is toward simplified design—modern not modernistic—and this trend has demonstrated that beauty in architecture can be achieved thru simplicity of line, plain surfaces, and attractive colors rather than thru ornamentation" (Marsh 1945, 57). According to subsequent articles in the *Review of Educational Research*, schools should be designed from the inside out, with the exterior expressing the interior plan and functions (Blatner 1948, 46). Informality and friendliness were promoted over rigidity and monumentality (Blatner 1948, 44). Education researchers were urging architects to eliminate all unnecessary items, integrate design and materials, use standardization to prevent waste, use pre-fabricated elements to reduce cost, and incorporate new materials and methods for efficiency (Gray and Blake 1951, 28). Phased construction helped districts spread out the cost of new buildings, and many new schools were specifically designed to be built in segments. Districts built sufficient classroom space for current needs and/or budgets and then could add on to the school as needed in the future. The sprawling and modular designs of mid-century schools were well-suited for future expansion. In 1954, *Life* magazine published plans showing how new school construction could be combined with an old school building, using wings and walkways to integrate the old school into a modern school campus ("New Schools, Economy Too" 1954, 74-80).

Flexibility and adaptability were fundamental to mid-century school design. These terms could be broadly applied, referring to both the design of the school and the instruction that occurred within it. *The High School*

Journal defined: "flexibility is the ability to alter the size of a room, and adaptability is its ability to change with social and educational changes" (Cocking and Mercner 1950, 56). Flexibility and adaptability could also refer to schools designed to suit their site, including accommodation for future expansion. Schools needed to be able to deal with unexpected population shifts that might require changes in school enrollment or grades taught. Designing schools for community use was another aspect of flexibility. Facilities to be used by the community (such as music room, library, gymnasium, and auditorium) were often clustered together and given a separate entrance adjacent to the parking lot, making them more convenient for the community to access. This also allowed for separate air control, lighting, and security (Roche November 18, 1955). Within the classroom, Progressive curriculum called for spaces adapted to varied instructional methods, not just deskwork. Active learning was promoted over book work. The incorporation of audio-visual tools was also encouraged. Room dividers and moveable furniture accommodated large and small group work. Classroom size was also increased to create more adaptability, with the former standard of 15 sq. ft. per pupil increased to 30 sq. ft. per pupil (Gray and Blake 1951, 31). The use of non-load-bearing partition walls made it easier to reconfigure classrooms as well as to accommodate future changes in building use.

Another mantra of the mid-century school was the concept of student-centered design. Progressive educators believed that the school was responsible for the social and emotional development of the child, not just their intellectual development. Caudill summarized the impact of this shift on school design: "the old school was primarily designed to impress the adult and the new school primarily designed to impress and provide comfort to the pupil" (Caudill 1954, 13). According to *Life* magazine, "nowadays, in the fine new schools the country is building, it is not enough to supply shelter and space; educators are greatly concerned with what they consider to be the emotional needs of the children." ("New Schools: U.S. Is Building Some Fine Ones But Is Facing A Serious Shortage" October 16, 1950, 83). Educators believed these needs could be met with the creation of a happy space that made children feel at home. Bright colors and varied textures were used to make schools more cheerful. Architects worked to design friendly and home-like buildings that were scaled to the children who would be attending them. According to Caudill, the student "will move with more ease and more peace of mind when the spaces of the school, the equipment and furniture are all scaled to his size. He will feel that this place was created for him, and he will be more self-reliant and do more and better work" (Caudill 1954, 10). The inclusion of social spaces was also considered essential; hallways, entrances, and courtyards were envisioned as spaces for students to gather and interact.

Student comfort was also stressed. A great deal of research and debate was devoted to creating the best possible classroom environment including light, ventilation, temperature control, and noise reduction. Classroom design moved away from the previous focus on maximizing daylight and providing light from a single direct source (windows placed on a single wall). Instead, designers experimented with more diffused light, such as placing a band of glass block above a band of clear glass. Desks were arranged in curved rows rather than straight lines. Classroom surfaces were lightened for more reflectivity. (Ogata 2008, 569-570). General recommendations for the elementary classroom included moveable furniture, a fireplace in the classroom for hominess, window seats, storage space, a sink, durable work benches or counters, tack board at student eye

level, light-colored chalkboards, and individual toilets (MacConnell 1951, 18).

Dr. Darell Harmon, Director of the School Health Division Services and Child Health in the Texas State Department of Health, developed classroom design standards that became known as the Harmon technic classroom. He argued that many students did poorly in school simply because of poorly designed classrooms and could be transformed into good students simply through better design. According to Harmon, older classrooms were too high in contrast and used too many dark colors. Harmon promoted the use of lighter colors including replacing black boards and white chalk with green boards and yellow chalk. Desks should have a light finish, sloped writing surface, and adjustable height. Walls should be painted in pastel colors and ceilings should be white ("Eye Saving Décor Urged for Schools" April 17, 1950). Denver architectural firm Atchison & Kloverstrom were the first to introduce Harmon technic classroom design in Colorado at the Orchard Avenue Elementary School in Grand Junction (extant, in use) completed in 1948. The school board sent the architects along with the school superintendent to Texas to examine Dr. Harmon's work while planning the school (Lopez 1950, 162-163).

In 1954, renowned industrial designer Russell Wright introduced a new line of school furniture. Wright called old classroom furnishings "dirty, crab, dull, institutional and depressing" (Pepis, November 29, 1954). Wright added curves and colors to create furniture that was more visually appealing and comfortable for children. His collection included circular tables and curvilinear desks of metal and plastic. Chair backs were adjustable. Multiple sizes were produced with nine sizes of chairs and ten sizes of desks available (Pepis, November 29, 1954).

The Harmon technic classrooms as well as other features to increase student comfort would become common in Colorado schools. One example is the Steamboat Springs Elementary (demolished) by Wheeler & Lewis, which opened in 1956. The *Steamboat Pilot* lauded its modern classroom features:

> Modernistic posture desks of blond wood are of varying sizes to comfortably fit the youngsters occupying them. Green chalk boards and pastel finishes compliment the easy on the eye red brick and wood interior. Linoleum tile floors are of pleasing colors that add to the attractiveness. Louvered neon lighting is prevalent throughout the building and a master clock and bell system is set to sound individual bells that are heard only in the room desired. Hall partitions have an 18-inch air space between each room for better heat and air circulation. But the building is so designed acoustically that noises from each room and hall are at a minimum ("Children Now Attending Classes in New $250,000 Grade School" September 13, 1956).

Mid-century schools featured larger sites and a greater emphasis on landscaping and outdoor recreation. This resulted in more sprawling school designs. Instead of compactly containing all school facilities within a single rectangular block, facilities were clustered by function, such as separating quiet classrooms from noisy cafeterias. Landscaping was promoted as a way to make schools feel less institutional and more inviting.

Exterior spaces were also envisioned as a functional part of the school plan. Outside space was used for a variety of recreational and educational uses, including science and art classes. For elementary grades, planners suggested separate outdoor areas for kindergarten, lower grades, and upper grades. In addition to playground equipment, there should be unpaved areas for informal games and designated areas for more formal play such as hopscotch, shuffleboard, basketball, tennis, and baseball. Progressive educators also recommended a garden and area for class picnics. Though educational publications emphasized the importance of integrated landscape plans in school design, in Colorado it seems that tight schedules and budgets often prevented the full development of school grounds. School district records and historic newspaper articles rarely mention landscape architects or even landscape plans. Engaged in a constant struggle to meet enrollment demands, the primary focus was on how soon school doors could be opened. Historic photographs often reveal bare ground surrounding new school buildings.

For elementary schools, planners suggested at least five acres plus one acre for each 100 students, whereas ten acres plus one acre for each 100 students was suggested for high school to accommodate more extensive athletic facilities (Duff 1956, 69). The growth in automobile traffic also created concerns for planners, including how to safely separate automobile and pedestrian traffic. New site planning concerns included automobile approaches, loading and unloading zones, and automobile parking (AASA 1960, 2). Planners recommended that schools be located at the corner or side of the site, never in the center. The school should be positioned with southeastern or southwestern classroom exposure and arranged so that there was ample space around the school to allow for future expansion (Duff 1956, 67-68). This is the case with Stober Elementary School in Jefferson County. With increasing enrollments, additions became an important component of school planning. Maplewood Elementary in Greeley (extant, in use) was constructed in 1951 with an addition constructed in 1952. Both the original building and the addition were design by Atchison & Kloverstrom. The school was on a 10-acre lot “adapted to maximum use as a play area” and “designed to meet the modern and future educational needs of elementary school children” (“Maplewood Dedication on January 26” January 16, 1953). School systems were also designed for future expansion. In the Denver School District “in every new building the need for possible additions is considered, both in the basic design and the size of boiler rooms and other such facilities” (Lee December 1, 1955).

Single-story designs became the ideal, especially for elementary schools. Generally, multi-story designs were restricted to urban locations where there was insufficient space for sprawling, single-story designs. Single-story schools were promoted as safer, because they were easier to evacuate, and economical, because less fire proofing was required. Single-story designs were also less intimidating for young students. When planning A.H. Dunn Elementary School (extant, in use) in Ft. Collins, “educational consultants, school administrators, principals, etc. all told the architects they favored one-story design because it affords better control, improves safety, has better proximity to playgrounds” (Lopez 1950, 1961). Single-story buildings required more land, but were much easier to expand. According to an article in the *High School Journal,* school construction “is one time when it is wise to buy a lot of nothing: just space. To enclose this space in a structure of skeleton and skin construction without bearing walls” (Cocking and Mercner 1950, 56). The single-story design also enabled

increased connections between the exterior and interior of the school building. Large bays of windows provided views of the outside and let in natural light. Many classrooms, particularly in elementary schools, were built with individual classroom doors accessing exterior courtyards. In warm climates, it was popular to use covered walkways rather than enclosed corridors to connect classrooms and auxiliary facilities (Blatner 1948, 47). This design was also found in Colorado, such as the S.A. Wilson Elementary School (5EP.7894, extant, in use for district services) in Colorado Springs.

School Plans

The mid-century school came in a wide variety of sizes and shapes, reflecting the architect's vision, the site's constraints, and the district's needs. Architects abandoned the rectangular plans of earlier school buildings and experimented with new compositions. Sprawling floor plans took advantage of larger sites. Common building plans included L-shape and U-shape. Plans were often irregular, especially with the numerous expansions common during the mid-century period.

The layout of schools also continued to evolve throughout the mid-century period as educators and architects continued to seek ways to improve educational methods and reduce costs. Three common plan types emerged in national publications on school design: the finger plan, the cluster or campus plan, and the open classroom plan. The finger plan became popular in the late 1940s. It featured a main block with a series of projecting "fingers" containing one or more classrooms. The finger plan was used with both single- and double-loaded corridors. According to *Life* magazine, "the Finger Plan, one of the best and most popular of the modern school designs, has a series of square classrooms set at an angle to the corridor" ("New Schools: U.S. Is Building Some Fine Ones But Is Facing A Serious Shortage" October 16, 1950, 85). The finger plan was praised for getting more light into classrooms and for allowing connections between individual classrooms and the outside, with many classrooms featuring exterior doors.

The finger plan was followed by the cluster plan and campus plan. These plans grouped school spaces by function, dividing noisy areas from quiet areas. The cluster plan typically featured a collection of semi-detached buildings connected by glass-walled corridors or covered walkways, whereas the campus plan featured detached buildings. In elementary schools, classrooms were typically grouped by age. School planner N.L. Englehardt, Jr. defined the campus plan as "a plan which puts groups of classrooms into separate buildings while administration, physical education, auditorium, cafeteria and the like are housed in other units each placed where it will have the most effective relationship with the others" (Engelhardt 1956, 59). A typical cluster plan elementary school contained units of two to four classrooms with their own entrance, storage, and bathroom (Roche September 18, 1955). Perkins and Will's Heathcote Elementary School built in 1953 in Scarsdale, NY became a model for the cluster plan, receiving extensive attention in the press. It featured an irregular plan with a central section containing the administrative officers, auditorium, shop, music room, arts and crafts room, library, and gymnasium. Four clusters projected from the main building, each with a collection of hexagonal classrooms. Large classroom windows looked out onto landscaped grounds, creating a strong relationship between indoors and outdoors. Long, glass-walled corridors connected the clusters to the central

section (Ogata 2008, 572-574). Architects promoted several practical advantages of the cluster and campus plans including flexibility for future growth, economy, and safety. A collection of single-story buildings set on a large lot did not require the same expensive fireproof construction and fireproof stairs of a multi-story school building. It was also likely to be safer because students could exit the building faster (Roche November 18, 1955). Cluster and campus plans also provided the most effective ways to segregate noise and odors (such as from the cafeteria) from classrooms. Campus plans were also promoted by educators as a way to keep schools (especially high schools) from feeling large and overwhelming. Increased enrollments and expanded course offerings necessitated larger high school facilities, but educators still wanted to be able to provide individual attention. Campus plans could be used to create smaller, personal units within a larger school. There were two common arrangements of campus plan schools. The first divided the campus by subject matter departments, with a building for each department such as English and social studies, mathematics and business studies, science, communications, industrial arts, and physical education. Alternately, educators organized schools within a school. For every 200 to 500 students a home base classroom building would be provided. The students would take core subjects (English, social studies, mathematics, and science) in their home base but go to other buildings for specialized instruction such as physical education, arts and music, and industrial arts. This would provide students with a sense of belonging to a group (Englehardt 1956, 60-62).

The 1960s brought the most radical change in school design: the open classroom plan. The open classroom school took the mid-century idea of flexible classrooms to the extreme. Individual classrooms were replaced with large open spaces with moveable partitions to enable a variety of configurations. The open classroom type evolved from the promotion of team teaching, non-graded levels, and increased use of new media encouraged by educational reformers during the 1960s. There was a push to group students by ability rather than by age, with students able to advance at their own pace (Ogata 2008, 581-582). The open classroom idea also reflected the counter-culture movement of the 1960s with its questioning of traditional authority. The open classroom eliminated whole class instruction, standardized tests, and uniform curriculum. Instead, teachers encouraged students to be creative and learn at their own pace (Cuban 2004, 70). The open classroom model promoted a series of non-partitioned teaching stations with students moving between learning stations, taking advantage of a variety or instructional aids and working individually or in groups. All furnishings would be easily moveable, so spaces could be quickly reconfigured (Eberle 1969, 24).

Established in 1958, the Educational Facilities Laboratories (EFL) was at the forefront of the new school designs. The Ford Foundation gave $4.5 million to create the non-profit, which was dedicated to funding research and experimentation in school design and freely sharing the results with school districts, architects, and others involved with school planning. According to the Ford Foundation:

> Each school is a new, local and often an unduly expensive enterprise. By and large, the purposes of the majority of our school facilities are similar. To achieve the best possible product, most schools could profit from research on unsolved problems and from the continuous exchange of what has been learned about effective school building and furnishing in localities throughout the country (Buder

January 10, 1958).

The goal of the EFL was to help school districts construct schools that were both less expensive and more functional. The EFL funded research into educational theory and practice as well as experimentation in construction methods and materials. Results were shared through publications as well as conferences and publications. Innovations promoted by the EFL included the introduction of moveable classroom walls, development of standardized building components, incorporation of television in the classroom, organization of schools into teaching teams, and replacement of daylighting and ventilation with temperature and light controls (Marks 2009, 1-4). These features all came together in the new open school designs.

Some school districts, such as East Memorial Elementary (extant), Madison Elementary (extant), West High School (extant), Scott Elementary (extant), and Brentwood (extant) in Greeley, fully embraced the new ideas and designed dramatically different schools, such as windowless hexagons and circles, whereas other districts incorporated elements of the new educational philosophies without such as radical shift in design, such as Cheltenham Elementary in Denver (extant). John Shaver, principal at John Shaver & Associates architects, became one of the chief proponents of the open classroom plan. His designs were influenced by both economy as well as pedagogy. According to Shaver, "we can no longer afford conventional buildings with large areas dedicated to halls and non-functional space" (Beard November 22, 1961). By designing more compact buildings, money could be saved on exterior walls. The increased use of visual aids and media in classrooms, such as overhead projectors and films, required darkened classrooms, making windows undesirable. Eliminating windows also made interior spaces more flexible. Adopting modern school designs was also a way for school districts to establish themselves as modern and progressive. Common features of Shaver's open classroom designs included: using moveable partitions to create different sized spaces for large group, small group, and individual study; air conditioning; designs that would accommodate later expansion; wedge-shaped classrooms to focus attention on the teacher; movable furniture; functional separation of activities; limited shelter for physical education in place of more expensive gymnasiums; compact designs that eliminated wasted hall space; no windows in classrooms; and circular and hexagonal plans. In April 1962, the *Greeley Daily Tribune* announced: "jet propelled by rocketing school enrollments, the Greeley School district is embarking on the largest building program in its history and at the same time adopting the newest developments in school architecture." Plans for the new schools were described as "believed to be the most modern in the nation in their conception" (Beard April 11, 1962). The new school designs were promoted to the community for their economy and efficiency. Moveable walls provided flexibility in use; windowless walls meant less heat loss, less vandalism, more wall space, and the elimination of glare; and circular plans resulted in less overall wall space reducing overall building costs ("Problems of Introducing New School Designs Discussed" July 17, 1964). Greeley's new open plan schools drew attention. School officials from across Colorado, other states, and even abroad visited or requested information. Visitors were most impressed with the flexibility achieved through folding partitions along and the sound control provided by acoustical ceilings and carpeting ("3 Outside Groups Visit New Schools" December 9, 1964).

The Architects

The boom in school construction in the mid-twentieth century created plentiful opportunities for architectural firms, along with many challenges, as architects were forced to accommodate tight timeframes, limited budgets, and evolving educational requirements. These schools were built by a varied collection of architectural firms, with more than seventy-five firms identified to date as designing schools in Colorado between 1945 and 1970. Colorado's mid-century schools were designed primarily by Colorado-based architects. Schools were designs both by new firms familiar only with modern designs and older firms with experience in traditional styles who evolved to meet changing taste and expectations. Several architects emerged in the mid-century period as specialists in school design including Atchison & Kloverstrom, Alfred Watts Grant, and Wheeler & Lewis. Other architects known for their pre-war school designs adapted and produced schools reflecting mid-century trends such as Walter DeMordaunt, Temple Buell, and Walter H. Simon.

Many architects constructed schools in addition to a range of other building types. Successful pre-war architects who built mid-century schools included C. Francis Pillsbury, Edwin A. Francis, and Charles E. Thomas. Several of the Colorado architects recognized for their iconic mid-century modern designs constructed schools, in addition to the residences, commercial, and public buildings they are better known for, include James Hunter, Robert Ditzen, Victor Hornbein, Hobart Wagener, William Muchow, and Eugene Sternberg. Following are some of the most prolific and prominent mid-century schools.

The most prolific firm was **Wheeler and Lewis** (practice active 1950-1981). Carol B. Lewis (1919-1978) graduated from the Kansas State College of Agriculture and Applied Science with a B.S. in Architecture in 1942. After graduation, Lewis entered the U.S. Navy. Following the war, Lewis came to Denver after Paul Weigel, head of the architecture department at Kansas State, recommended it as a place with lots of opportunity for young architects. Lewis followed his advice and came to Denver in 1946, obtaining a position with John K. Monroe, an architect who worked frequently with the Catholic Archdiocese of Denver, including St. James Catholic School in Denver (1947). Lewis met Selby Wheeler (1918-2000) at a party in 1950. Born in Texas, Wheeler graduated from Oklahoma A&M College in 1941. In 1942, he was practicing as an architect in Muskogee, Oklahoma. Wheeler went on to graduate school at the Massachusetts Institute of Technology, receiving his degree in 1947. Offered a position by Raymond H. Erwin, a Denver-based architect, Wheeler moved to Colorado in 1948 (Koyl 1956, 597). Wheeler and Lewis established a partnership in 1950. Wheeler and Lewis completed more than 300 educational projects during three decades of practice. Projects included new schools as well as additions and remodeling (O'Dwyer 2006, 1; Wheeler & Lewis archives, History Colorado).

Atchison & Kloverstrom (firm active 1945-1960) was formed in 1945. Paul Atchison (1903-1985) was born in Denver in 1903. He studied architecture at the Denver Academy of Applied Art and Atelier Denver as well as traveling in Europe. He began his career working for W.L. Rice, J.B. Benedict, T.H. Buell, and J.G. Meem. During the Great Depression, he also worked for the Historic American Buildings Survey and the Resettlement Administration. He established his own firm in 1936. During the war he was the Chief Architect at various military installations including the Replacement Center in Wyoming, Cornhusker Ordinance Plant in Nebraska,

and Denver Ordnance Plant. Born in 1911, Carl Kloverstrom (1911-2001) was also from Denver. He studied architecture at the Massachusetts Institute of Technology and Atelier Denver before gaining experience working for Buell, G.M. Musick, and Smith, Henchman & Grylls. Atchison & Kloverstrom were based in Denver. According to the firm's AIA Roster from 1953:

> While the firm has come to specialize in recent years mostly in school buildings, both members of the firm have had broad experience on all types of building incident to regular architectural practice, i.e. hospitals, government buildings, churches, theaters, industrial buildings, manufacturing plants, etc. besides experience with most of the standard T.O. and Mobilization type structures used for the Armed Services during World War II (AIA Roster 1953).

With the addition of two partners in 1960, the firm reorganized as Atchison, Kloverstrom, Saul & Atchison. The second Atchison was J. Philip Atchison, Paul's son, who had an architecture degree from the University of Pennsylvania. The other addition was Maxwell Lester Saul, born in New York City in 1926. He attended the University of Denver, receiving a degree in architecture and planning in 1951. He worked on his own before joining the firm. Saul left the firm in 1968 (Koyl 1962, 23; Gane 1970, 31). The firm completed schools in Aurora, Denver, Rifle, Littleton, Grand Junction, Craig, Fort Collins, Rocky Ford, Greeley, Wiggins, Glenwood Springs, and Northglenn as well as several building for Mesa College in Grand Junction.

Born in Chicago, **Temple H. Buell** (1895-1990) received an undergraduate degree from the University of Illinois followed by a graduate degree in architecture from Columbia University. Buell served in Europe during World War I, returning to Chicago to begin his architecture career. Suffering from ongoing lung troubles caused by gas attacks while in the trenches, in 1921 Buell moved to Denver for its healthy climate. He spent a year recovering in a sanatorium before opening his own firm, T.H. Buell & Company (firm active 1923-1989). Buell designed commercial, public, educational, and residential buildings and was also involved in real estate development. The firm was very successful, growing to employ approximately fifty architects, site and master planners, structural, mechanical and electrical engineers, draftsmen, construction supervisors, and support personnel (Denver Public Library WH1397).

Colorado Springs-based partnership **Bunts & Kelsey** was active from 1952 to 1966. Born in Philadelphia, Edward L. Bunts (1901-1995) began his career working as a draftsman for Thomas MacLaren in Colorado Springs in the 1920s. He established his own firm in 1932, with works including the First Christian Church (5EP.644) and Palmer High School (5EP.4562) in Colorado Springs (Koyl 1956, 73). F. Lamar Kelsey (1925-) was born in Colorado Springs. He attended Colorado College and then continued his education at the University of Illinois, graduating with honors in 1947. He began his career working for Earle A. Diets, a Colorado Springs-based architect, followed by a position with Harold Spitznagel in Sioux Falls, South Dakota (Koyl 1956, 294). The partnership between Bunts and Kelsey lasted until 1966, when Bunts returned to independent practice.

Born in Brooklyn, New York, **Alfred Watts Grant** (1900-1997) first came to Denver during World War II, working

at the Denver Ordnance Plant. With degrees from Yale and Columbia, Grant had worked as a draftsman in New York and Norwalk, Connecticut before establishing the firm Grant & George in Westport, Connecticut in 1936. After the war, Grant decided to stay in Colorado, receiving his Colorado license in 1945 and establishing his own firm in Denver. Grant constructed multiple school buildings for Adams County School District 14 in Commerce City, Denver School District, and schools in Aurora, Colorado Springs, Arvada, Centennial, Littleton, Meeker, Fort Collins, Greeley, and Pueblo (Koyl 1956, 206).

Carlisle B. Guy and Edwin A. Francis (firm active 1950-1966) were responsible for many schools in the Colorado Springs area. Born in Colorado Springs, Guy (1919-1993) began his career working for John Gaw Meem in 1941. He then entered the Army, serving as a Captain in the U.S. Corps of Engineers from 1941 until 1945. After the war he worked for C. E. Thomas and Grant A. Wilson before establishing a partnership with Edwin A. Francis (1905-1966) in 1950 (Koyl 1962, 274). Born in La Junta in 1905, Francis attended the Massachusetts Institute of Technology. He began his career as a draftsman for J.J.B. Benedict, Harry J. Manning, and John K. Monroe. During the war he served in the U.S. Corps of Engineers (Koyl 1962, 223). Projects included at least eleven buildings for the Widefield District in Colorado Springs as well as buildings for the Broadmoor Hotel, Colorado College, and the Cheyenne Mountain Zoo.

Denver-based architect **Charles Gordon Lee** (1918-1966) was born in Hutchinson, Kansas and studied architecture at the University of Pennsylvania. After graduation in 1940, we worked briefly as a draftsman for Edward Wigham and then for Frank Lloyd Wright at Taliesin East. During the war, Lee served in the Air Force. After the war he worked for G. M. Musick and then for Wright again at Taliesin West. He partnered with Musick from 1949 to 1951, before establishing his own firm. In addition to schools, Lee also designed numerous residences, the Rocky Mountain National Park Administration Building, and St. Paul's Episcopal Church in Denver (Koyl 1956).

Born in Mancos, Colorado, **Stanley Morse** (1906-1968) graduated from Kansas State University in 1929. He began his career working for Fisher & Fisher in Denver in the early 1930s. He established his own firm in 1933 and found work on New Deal-funded projects, recording cliff dwellings at Mesa Verde and working with Burham Hoyt on the construction of Red Rocks. During World War II, he took the U.S. Navy's Short Course in Naval Architecture and worked as an engineer for military contractors in Hawai'i, before joining the military and serving as a lieutenant in the U.S. Navy in the South Pacific. Morse returned to Denver in 1947 and reestablished his firm. Though Denver-based, Morse built schools across the state including Mancos, Livermore, and Olathe. Other projects included Bears Stadium in Denver, Whatley Chapel, residence halls, and the Fine Arts Center at Johnson and Wales University. In 1963, he went into partnership with Joseph G. Dion and William J. Champion (Denver Public Library WH889).

John Shaver (1918-2010) is the only known out-of-state architect to build multiple schools in Colorado, designing six schools in Greeley and one in La Junta. An early proponent of open-plan school designs, his schools in Greeley likely had a large impact on other open-plan school designs in Colorado. Shaver was born in Salina,

Kansas in 1918. He attended Kansas State, graduating with a degree in architecture in 1941. He served in the Army during the war and went into partnership with his father, Charles Shaver, in 1947 (Koyl 1956, 500). The firm became John Shaver & Associations in 1961. John Shaver soon became known for his experimental school designs, creating hexagonal, windowless schools that were a striking departure from earlier school designs. Shaver was licensed in Kansas, Wyoming, Nebraska, Arizona, California, and Colorado. A planning consultant for the Educational Facilities Laboratory, Shaver partnered with them on several projects to develop new school construction methods and plans. His work received national attention. The superintendent of Greeley Schools traveled to Kansas to attend a workshop featuring Shaver's new high school in McPherson, sponsored by Stanford University and the Ford Foundation, before deciding to hire him to design new schools for Greeley in 1961. Shaver designed multiple schools for a four-year construction program funded by a $6,380,000 bond issue (Beard November 2, 1961).

Design Considerations

Mid-century school design posed many challenges for architects. With education in the spotlight, school design was the focus of a great deal of attention. Districts were under pressure to construct new schools as quickly and economically as possible, and this pressure was passed on to architects. School districts relied on local bond elections to fund new school construction, so it was essential for the public to believe that the funds were being spent wisely. Denver schools struggled to find a balance between those complaining that new schools had too many frills and those wanting a return to the showplaces of the past. According to Graham Miller, Denver assistant superintendent, "we try to steer a middle course by constructing buildings that are safe, healthful, durable, and beautiful, but are simple in design and easy to maintain" (Lee December 1, 1955).

Architects also faced an increased expectation for collaboration. Architects were expected to cooperate with school districts and planning committees to incorporate educational and community needs into building design. Architects needed to please the district administrators paying for the building, the teachers that would use the building, and the parents of the children that would attend the school. Miller described Denver's schools as planned from the inside out. Student needs were identified first. Then the district told "the architects what we want and they make the building fit" (Lee December 1, 1955). Riley Scott, principal of the Wilmot Elementary in Jefferson County, wrote a letter of recommendation for architect Stanley Morse, praising his collaboration in designing the school:

> While the building was in the planning stages, I had an opportunity to work very closely with him and his staff in the design and planning of the building. He also worked very closely with the building committee of some 30 to 50 people, and with the educational specifications of the R-1 school district. He did an excellent job of placing upon paper the ideas of the building committee, of the educators with whom he worked, and in keeping the ideas in accordance with the educational specifications of the school district. . . . The building has in it many of the latest ideas in education development and is yet, quite functional, quite practical and designed to do the job that we have in mind for it. It is designed around educational ideas that Mr. Morse has so aptly put upon paper. Many times when the going on an idea seemed impossible, Mr. Morse continued to wrestle with it and in most instances came up with

> a very satisfactory answer (Letter from Riley Scott, dated January 16, 1962, Stanley Morse collection, Denver Public Library).

Although architects sought opportunities for creativity and innovation in their designs, most school districts were focused on economy and reliability. But economy and reliability were often at odds. Architects were torn between experimenting with new, less-expensive materials and construction methods versus using materials and methods with established dependability. The Denver School District wanted proven construction methods, arguing that "many of these 'experiments' turn out to be failures and we do not feel that we have the right to experiment with the taxpayers' money until these building innovations have been proved to be successful from the standpoint of cost and maintenance" (Stern September 21, 1952). Some architects complained that Denver's requirements were stifling their creativity and preventing the development of new designs. According to Kenneth Oberholtzer, Denver superintendent: "the mere fact that an architect proposes something new is not prima facie evidence that it is good or that it will be economical in the long run. We want to know if it is safe, functional and healthful. If an architect can demonstrate to us that a new design has a high priority in all those, we'll buy it" (Stern September 21, 1952).

Denver Schools spent more per square foot on their schools than many other districts, arguing that their strict standards would result in much lower maintenance costs in the future. For example, the glazed structural tiles used in many Denver school cost twice as much as plaster. But Denver designed its schools to last at least seventy-five years, and the tile was shown to pay for itself in twenty years due to savings in upkeep (Lee December 1, 1955). In the mid-1950s, the cost of Denver schools was averaging $15 per square foot. For comparison, Littleton's East Elementary (1955, extant, in use) by Alfred Watts Grant cost $11.88 per square foot and Englewood's Lowell Elementary (1954, demolished) by Wheeler & Lewis cost $11.43 per square foot. But these buildings could not have been built in Denver due to its stricter building codes. East Elementary used wood in the roof construction and Lowell Elementary featured exposed steel structural members, neither allowed in Denver, which required roofs, floors, and exterior walls to be either reinforced concrete or structural steel encased in concrete or plaster for all two-story schools (Gavin February 18, 1957).

The push to construct new schools as quickly as possible for as little as possible led school districts to pursue ways to streamline the design process, including using the same architect for multiple schools and developing prototype designs that could be used on multiple school sites. In Jefferson County, the school board voted to duplicate building designs wherever possible. Similarly sized buildings were awarded to the same architect so that the design could be repeated without additional design costs, only the cost of construction supervision ("9 Architects Selected for Jefferson Schools" May 26, 1953). The Denver School District modified its contract with architects to allow for the reuse of plans. The district paid the full fee for the original use of a plan and then retained the right to be able to use the same plan for additional schools for 25 percent of the initial fee per school ("Denver School Construction Projects Receive Approval" c.1954). Many architects were not happy with this arrangement. James M. Hunter, Boulder-based architect and president of the Colorado chapter of the American Institute of Architects, opposed the Denver contract changes:

> The public is not receiving the full value of the architect's services under limitations of the present school building policy. The impression given by Miller that taxpayers will be saved thousands of dollars by trimming architectural fees is erroneous and misleading. The architect's services represent an

> assurance to the taxpayers by means of careful design analysis, creation of aesthetic values, thorough detailing, and sound construction procedures that public funds for school buildings are wisely expended. The success of a building project is largely dependent upon the degree of collaboration between the owner and the architect. Only by recognizing the contribution that each makes can the best and most economical solution to the problem be found. Under present contract requirements, the architect must submit to dictation by the school district with regard to planning, structure, appearance, and equipment. This policy reduces the possibility of providing for Denver schools the best advances in school planning and design. The architect, by his professional training, experience and constant research is in a position, if permitted to do so, to offer taxpayers the best in new techniques and developments from other parts of the country. The statement made by Miller that architects' fees may be materially reduced by duplication of school buildings on other sites is a misconception. All architects agree that duplication of school buildings from a single plan may be highly desirable where an exact duplication of use factors and site conditions permit. It is extremely rare, however, that these factors are identical, and the cost of procuring or preparing special sites to fit a predetermined plan may well exceed the amount saved in architects' fees ("Architects Question Fees on Denver Schools" c.1955).

Limited funds also often forced districts to phase school construction projects. In 1965, the Harrison School District in El Paso County announced the construction of a new high school to be designed by Alfred Watts Grant. The estimated cost of construction was $2 million. According Wayne Bricker, district superintendent, "we have nowhere near the total amount of money that will be needed at this time, so the architect will have to come up with a master plan, then come up with phases of construction that can be completed as money becomes available" ("Firm to Design New Harrison High School" August 20, 1965).

School districts often asked architects to revise their plans to save money. When the Denver school district requested bids on an addition to Bromwell Elementary (built c. 1885) the lowest bid was $127,340. The district then asked architect Thomas E. Moore to revise plans to retain the same facilities (kitchen, lobby, all-purpose room, stage, toilets, and storage space) but cut costs wherever possible. Revisions to the design included changing the exterior cladding, omitting radiant heating in the floor, and eliminating air conditioning, some heating control, and a dimmer control for the lights. The new low bid was $107,532 ("School Board Saves $20,000 on Addition" November 18, 1954). Raymond H. Ervin & Associates were forced to revise their plans for Denver's George Washington High School (5DV.8052, 1960, extant, in use) to save more than $400,000, bringing the overall cost from $5,243,300 to $4,830,686. Savings included removing an attached green house; substituting cement for terrazzo in most lobbies, stairways, and landings; using perforated fiber tile instead of mineral acoustical tile; substituting acid-etched finish for polished finished on all exterior cast stone; removing the cover over the exterior walkway between buildings; deleting street work and perimeter sidewalks; eliminating an automatic lawn irrigation system; reducing the number of ventilating units; and eliminating radiant heat panels in entries and lobbies ("$412,613 Saved on School Cost" October 13, 1958).

In 1953, some architects came together to publicly protest that Denver's restrictions and budget concerns were resulting in monotonous school designs. Reported the *Denver Post:*

> A group of Denver's younger architects charged Monday that the Denver public schools building program is creating 'unimaginative factories for education' at no cost saving to taxpayers. Several of the

> architects worked on schools in the recent $21 million building program, none are employed on the present $30 million program. 'I had rather hoped they'd offer me a school in the new program so that I could turn it down' said one young architect who designed a school in the last program. The architects said 'dictatorial' specifications set by the school board rule out free play of the architect's skill and imagination ("Denver Architects Blast New Schools" August 10, 1953).

Among those protesting was Denver-based architect Eugene Sternberg, who argued "there is no more reason why an architect—possessed of years of experience and training—should be told by a layman exactly how to design any more than a physician should be told by his patient what to diagnose" ("Denver Architects Blast New Schools" August 10, 1953). Another unnamed architect complained, "one third of Denver's school building cost is going almost entirely into easy maintenance. It seems to me they are building the schools for the janitors" ("Denver Architects Blast New Schools" August 10, 1953). Denver-based architect Victor Hornbein was also critical:

> The school board does not believe in architects. There is a state law requiring that it hire one. But what the board wants is really an amanuensis (a copyist or secretary). It seems to me there is too great a uniformity in the school building program. Some months ago there was a news report that the board would like a 'prototype' school. To me that is the very opposite of what we're trying to achieve in this democracy. It's the mass-produced child. The schools should have an environment that reflects what is best in man—his dignity, spirituality and beauty. Now to achieve this is the problem of the individual architect and not something that can be gotten by prototype. To me, the typical Denver classroom is an unhappy cell for thirty, healthy, active children ("Denver Architects Blast New Schools" August 10, 1953).

Other architects, however, were happy to continue to work with the district, even with the constraints. Architect Charles Gordon Lee (who designed four Denver schools in 1951-1952 in partnership with J. Roger Musick) said that he had "no kick at all. We get along very well with the school board and get good cooperation. I can't complain too much—except I'd like to have another school" ("Denver Architects Blast New Schools" August 10, 1953). Lee went on to design five more schools for the district.

Some school districts preferred to establish long-term relationships with a single architectural firm, whereas others hired a variety of architects. Atchison & Kloverstrom had a long-term relationship with the Aurora School District, designing all schools constructed in the district during the 1950s, as well as some in the early 1960s. In total, the firm designed twenty-two schools for Aurora. The district also hired the firm to expand many of their original designs. The relationship between Atchison & Kloverstrom and the Aurora School District was one of the longest and most prolific collaborations between a school district and an architectural firm in Colorado. Several other architectural firms designed multiple buildings for a single district, but these relationships did not last as long or produce as many buildings. Atchison & Kloverstrom also had an ongoing relationship with the Adams 12 Five Star District, designing six schools in Northglenn between 1960 and 1965, but this was not an exclusive relationship, with the district also hiring other architects.

The only other architecture firms that appear to have established exclusive relationships with an architectural

firm like Atchison & Kloverstrom in Aurora are Alfred Watts Grant and Adams County School District 14 and John Shaver and Associates and the Greeley School District. Grant constructed eight schools for the Adams County School District 14 between 1951 and 1959. John Shaver and Associates constructed six schools for the Greeley School District between 1963 and 1964. Other firms with numerous, but non-exclusive, contracts with a single school district include: Lusk & Wallace, which built six schools for the Colorado Springs District 11 between 1957 and 1964; Robb, Brenner & Brelig, which completed ten schools for the Poudre School District in Fort Collins between 1956 and 1958; Charles Gordon Lee, who completed nine schools for the Denver School District between 1951 and 1967; and T.H. Buell & Company, that completed eight schools for the Denver School District between 1951 and 1964. Wheeler & Lewis constructed multiple buildings for several districts. They built eight schools for the Englewood Public School District between 1951 and 1970, seven buildings for the Pueblo County Rural School District 70 between 1958 and 1964, six buildings for the St. Vrain Valley School District between 1962 and 1970, and six schools for the Thompson School District in Loveland between 1962 and 1967.

School districts had several issues to consider when selecting an architect, including cost, quality of design, speed of work, flexibility, and adaptability. The majority of school districts selected local architects for their school buildings, likely feeling that these architects could be most responsive and engaged with the community. Smaller school districts generally selected architects from one of Colorado's larger cities. After working with Denver-based firm Atchinson & Kloverstrom for several schools, the Greeley School District made the unusual choice of selecting Kansas-based John Shaver for a multi-school project in 1961. The district gave four primary reasons for selecting Shaver: demonstrated ability to build low-cost schools, as seen in the McPherson High School in Kansas, which was $11 per square foot compared to schools recently built in Greeley for more than $13 per square foot; apparent willingness to work with district teachers and administration in planning; favorable reports from other school districts; the firm's experience working with the Educational Facilities Laboratory, which was "an indication of its abilities to look into the future, while building schools in the present" (Beard April 11, 1962).

School districts, however, were not always happy with their choices. In October 1963, the *Greeley Daily Tribune* reported that Shaver's new schools were costing much more than estimated in the bond issue due to additional items not included in initial estimates, such as site improvements and sewer lines. Other additional costs came out of the planning process with the school board, administrators, staff, and educational consultants. Shaver's new schools were then predicted to cost $16.02 per square foot (Hitch October 29, 1963). Greeley was also frustrated by the speed of construction. The bond issue had promised residents a new school by early in the 1962-1963 school year, but in November 1962, Shaver's first three schools were all still in the early stages of construction. Shaver's location out of state also proved to be a challenge with Leslie Grimes, the superintendent, reporting that "Shaver's visits to Greeley for consultation were too intermittent at times to be satisfactory" (Hitch November 15, 1962). The LaSalle-Gilcrest School District in Weld County had also engaged Shaver on a five-year contract to design schools if a bond issue passed. But after two attempted bond issues failed, the school board felt that their association with Shaver hurt their chances of passing a bond issue given Shaver's difficulties with Greeley and his circular school building designs that local residents would "not buy"

(Gappa February 28, 1964).

Several Colorado mid-century school designs received state and national recognition. In 1966, the Colorado chapter of the American Institute of Architects published a guide to the state's architecture, highlighting outstanding historic and contemporary buildings. Eleven mid-century schools were included in the publication: Alameda Junior High School Addition in Denver by Rogers Nagel Architects, Stober Elementary School in Denver by Anderson-Barker-Rinker, Sacred Heart Catholic School in Boulder by Langhart McGuire Barngrover, Air Academy Junior-Senior High School in Colorado Springs by Bunts and Kelsey, Andrew Jackson Elementary School in Colorado Springs by Pierceall-Ten Eyck, Immanuel Lutheran Church and School in Colorado Springs by Bunts and Kelsey, Grand Junction Junior High School Cafeteria in Grand Junction by Van Deusen and Bliska, Middle Park Junior-Senior High School in Granby by Nixon and Jones, Gunnison High School in Gunnison by Wheeler and Lewis, John Evans Junior High School in Greeley by John Shaver, and Sherwood Elementary School in Greeley by John Shaver (Thorson 1966).

In 1950, the work of Atchison & Kloverstrom was featured in "Schools," an article on new school construction in *Architectural Record*. All schools featured were considered to be a "conscientious, forthright piece of work, an example of sincere effort to reconcile cost with demands and produce good architecture in the process" (Lopez 1950, 157). The article described Atchison and Kloverstrom as "one of Colorado's most active firms" significant for the degree of standardization they achieved with schools scattered across the state employing common features (described below) (Lopez 1950, 158). The article featured seven schools:

- A.H. Dunn Elementary School (extant, 5LR.10784), Ft. Collins. Capacity 480. Cost $369,529. Cost per square foot $12.26. Included 12 classrooms, cafeteria, kitchen, multi-purpose room, principal's office, teachers room, kindergarten.
- Aurora High School (extant), Aurora. Capacity 300. Building cost $314,033. Cost per square foot $9.70. Included 10 classrooms, laboratory, library, administration area, gym, teachers room. Designed to accommodate an additional wing and auditorium in the future.
- North Littleton Elementary School (extant), Littleton. Capacity 420. Building cost $275,000. Cost per square foot $9.59. 12 classrooms, cafeteria, kitchen, multi-purpose room, principal office, teachers room, kindergarten
- Rocky Ford- two identical elementary schools (extant). Capacity 360. Building cost $550,000. Cost per square foot $9.70. Included 12 classrooms, cafeteria, kitchen, multi-purpose room, principal office, teachers room.
- Orchard Avenue Elementary School (extant), Grand Junction. Capacity 240. Building costs $215,000. Cost per square foot $10.12. Included 6 classrooms, lunchroom, kitchen, multi-purpose room, principal office, teachers room, kindergarten
- Moffat County High School (demolished), Craig. Capacity 480. Building cost $450,000. Cost per square foot $9.89. Included 8 classrooms, 3 laboratories, auditorium, gym, shop wing, staff rooms, library, band room.

The schools' pattern of design was evident in the arrangement of spaces and use of similar materials. Common elements included cinder-block walls with brick facing and limestone coping and trim, pitch and gravel roofs, glass-block windows along with aluminum or wood-sash windows, concrete-slab corridors with asphalt-tile flooring, concrete or fir flooring in classrooms covered with asphalt tiles, interior walls of glazed brick and plaster (Lopez 1950, 159). The architects saved costs by combining roof and ceiling joists, eliminating attic space (Lopez 1950, 1962). The Orchard Avenue Elementary was called out as noteworthy for being the first "Harmon technic" school in Colorado, incorporating the recommendations for improving visibility in the classrooms (Lopez 1950, 162-163).

Bunts & Kelsey received a great deal of recognition for their Air Academy Junior-Senior High School at the Air Force Academy in Colorado Springs, completed in 1959. The school was published in the *Architectural Record*, highlighted at the National Convention of the American Association of School Administrators, exhibited at a UNESCO conference in London, and received an Award of Merit at the AIA Western Mountain Region conference. Their later designs also received praise. In December 1963, Longmont High School (extant) was selected the "Nation's School of the Month" by the National Council on Schoolhouse Construction. It was called out for its innovative auditorium design, which had been funded by the Educational Facilities Laboratories ("Local Men Design Nation's School of the Month" January 5, 1964). Grant Elementary in Colorado Springs, completed in 1966, also received the "Nation's School of the Month" designation, selected for its open plan designed for flexible instruction and team teaching. The book *Schools for America* published by the American Association of School Administrators in 1967 also featured several of Bunts & Kelsey's designs: Wasson High School in Colorado Springs, Black Forest Elementary School, William Mitchell High School in Colorado Springs, Grant Elementary School, and Air Academy High School.

Associated Property Types

This MPDF covers buildings associated with K-12 public education in Colorado from 1945 to 1970. This date range represents a distinctive period in educational pedagogy, school design, and enrollment increases. The MPDF begins in 1945 with the end of World War II when, following fifteen years of economic depression and war, school districts were able to begin constructing new schools. It ends in 1970 when the last of the Baby Boom generation (1946-1964) entered school. This MPDF focuses on the primary classroom buildings. The majority of schools in Colorado consist of a single building. This building generally contains classrooms, offices, a gymnasium, an auditorium, a cafeteria, and a library. In smaller schools, the gymnasium, auditorium, and cafeteria may be combined into a multi-purpose room, whereas larger schools may contain additional specialized facilities. When schools needed additional facilities, these were most often constructed as additions to the primary classroom building. However, some schools in Colorado feature campus designs, with multiple buildings connected by walkways. Additionally, some schools have gymnasiums, music rooms, shop buildings, and other educational buildings constructed separately from the primary school building. These collections of buildings can be designated as districts. The primary mid-century school building should be intact in order for the complex of buildings to qualify under this MPDF because the primary school building best reflects mid-century educational and architectural trends whereas other auxiliary buildings tend to be more functional in character.

Mid-century school buildings were constructed throughout Colorado in urban, rural, and suburban areas. Schools were built at an unprecedented rate in Colorado between 1945 and 1970, with many districts constructing multiple buildings in a year. These new schools replaced aging school facilities, created additional classroom space to accommodate increased school enrollments, provided schools for newly developed suburban communities, and combined multiple, small, rural schools into larger consolidated districts. Mid-century schools across Colorado share similar design features, reflecting contemporary educational pedagogy and design trends. Several districts hired the same firm to design multiple buildings (sometimes even reusing basic plan features), which increased the similarity of designs. Architects also experimented with standardized building elements to increase the speed of construction. Though sprawling single-story schools on large lots are most common, schools can vary in size and scale, ranging from simple rural buildings with a few rooms to multi-story schools on smaller urban lots.

Property Type—School Building

This MPDF covers a single property type: school buildings. School designs evolved during the period from 1945 to 1970, reflecting evolving educational philosophy, but flexibility, economy, practicality, and individuality remained key design concerns throughout. Characteristic features throughout the mid-century period include: flexible interior spaces, indoor/outdoor connections, courtyards, covered walkways, integration of school design with the landscape, flat roofs, horizontal emphasis, brick construction with stone and concrete accents,

asymmetrical plans, and placement on large lots in residential neighborhoods. Distinctive features of school design from 1945 to the early 1960s include horizontal bands of windows, reliance on windows for lighting and ventilation, walls of glass looking onto courtyards, deep eave overhangs, and rectilinear plans. Reflecting evolving educational practices and technological innovations, school designs began shifting in the early 1960s. To accommodate team teaching, traditional self-contained classrooms were replaced with large spaces with moveable walls. To allow for increased control of interior lighting, windows became smaller (often featuring concrete hoods) or were eliminated completely. With the installation of air-conditioning, windows were no longer needed for ventilation. Architects experimented with new shapes including circles and hexagons.

There are four subtypes, which are identified based on the building function.

Subtype: Elementary School
To be listed as an elementary school, the original function of the building should have been primary education. This could include a variety of configurations including K-4, K-5, K-6, or K-8. The typical mid-century elementary school was generally on a large lot surrounded by grass lawns and playgrounds. Suburban or rural elementary schools were usually single story with a sprawling plan. Urban schools are often more compact and may be two stories due to limited availability of large lots. Most elementary schools included classrooms, a principal's office, a teachers' room, and a multi-purpose room. For smaller schools or schools built on a tight budget, the multi-purpose room could combine functions of a cafeteria, gymnasium, auditorium, and community meeting room. In schools without a separate cafeteria, the general-purpose room often included folding tables that could be pulled down from the walls for lunch. Larger schools may have separate gymnasiums/auditoriums, cafeterias, and libraries. Classrooms featured large bands of windows along at least one wall. Many classrooms featured built-in cabinets or window seating. Sinks in classrooms were also common. Many classrooms had exterior doors leading directly to a courtyard or play area. Kindergarten rooms were often separated from other classrooms and were self-contained with their own bathrooms.

Subtype: Middle School/ Junior High School
To be listed as a middle school or junior high school, the original function of the building should have been as a bridge school between primary and secondary schools. During the mid-century period, it became increasingly popular to create middle schools or junior high schools to serve as a transition between elementary and high school instruction. These schools were more common in larger districts with multiple schools whereas smaller districts were more likely to have only an elementary school and a high school. These schools could include a variety of grade configurations including 5-6, 7-8, 6-8, and 7-9. In order to accommodate the increasing enrollments and population shifts of the mid-century period, districts sometimes shifted which grade levels were included in middle schools and junior high schools in order to accommodate enrollment demands. Reflecting their transitional role, the design of middle schools and junior high schools is also a combination between the elementary school and the high school. Buildings were generally larger than an elementary school but smaller than a high school. They included more specialized spaces than an elementary school, but not as many as a high school. Gymnasiums, cafeterias, auditoriums, libraries, and science labs were standard. Schools

may be one or two stories, depending on the location and projected enrollment. Schools built in the mid-1940s through early 1960s will feature large bands of windows and rectilinear plans. Schools from the 1960s may reflect the open classroom trend including windowless classrooms and circular or hexagonal buildings.

Subtype: High School
To be listed as a high school, the original function of the building should have been secondary education, most commonly grades 9-12. Both single-story and two-story high schools are common, depending on the location and size of lot available. High schools on the edge of a community are more likely to be single story, whereas centrally located high schools will likely be two or three story. Schools on large lots often feature a campus plan. Mid-century high schools generally feature extensive facilities to accommodate a diverse curriculum. In addition to classrooms, most high schools include gymnasiums, auditoriums, cafeterias, libraries, administrative offices, counseling offices, nurses' office, multipurpose rooms for student activities and community use, art rooms, science labs, home economics rooms, industrial arts rooms, and music rooms. Schools built in the mid-1940s through early 1960s will feature large bands of windows and rectilinear plans. Later schools may reflect the open classroom trend including windowless classrooms and circular or hexagonal buildings.

Significance
Mid-century education buildings may be eligible for their historical associations as well as their architectural designs. A school can be eligible under multiple criteria, but does not need to meet the registration requirements for more than one (see National Register Bulletin 16a, How to Complete the National Register Registration Form). Most schools will be eligible at the local level of significance. Schools that served as a model for other schools in the state, either architecturally or for their innovative educational programs, could be considered for state level significance. Evidence of a school's statewide influence would need to be demonstrated by citing contemporary press or testimony of architects and school administrators.

Schools may be significant under Criterion A in the area of ***education*** for their association with educational activities including kindergarten to grade 12 instruction as well as adult education. Though school designs in the mid-twentieth century significantly departed from earlier designs, schools continued to express the role of education in American society. Changing school designs reflected significant shifts in educational philosophy. The Progressive education movement broadened the scope of instruction offered in America's schools, emphasizing personal development as well as intellectual development. The educational experience became more practical, informal, and child-centered. Classroom methods were less proscribed, encouraging more creativity and engagement from teachers and students. High schools introduced Life Adjustment Education. Other important educational trends included the increased percentage of teenagers attending and graduating from high school and efforts to make education more inclusive, serving disadvantaged as well as gifted students. Schools can be eligible for education if they were associated with mid-century educational trends and for their services as schools. For nomination of resources in the area of education, preparers should assess and explain the significance of a school in terms of the ways in which the school was tied to mid-twentieth century movements in school reform, curriculum, administration, and pedagogy. Some questions to consider when

evaluating potential significance for education include:

- What specific reasons did the school's developers (usually the school district), architects, administrators, teachers, and local residents give for building the school? How did the design meet these needs?
- Did the school introduce a new educational curriculum during the mid-century period? Were new courses or other offerings introduced during this period?
- Did the plan and other architectural features of the school and its various rooms/spaces specifically reflect the curricular goals of the school? If so, how?
- What statements did the architecture of the school make about education? Did the plan/layout, façade, and other features of the school's design communicate specific ideas or aspirations about education, its public purpose and role in society?

Schools may also be significant under Criterion A in the area of ***social history*** for their association with mid-century historical trends and events. The contemporary political climate played a large role in mid-century education including Cold War fears influencing school curriculums, the first successful effort to provide federal funding for schools, and federal enforcement of school integration. At the state level, the Colorado legislature passed legislation to encourage the consolidation of rural school districts. Schools can also reflect local historical trends including mid-century population growth, suburban growth, and ***community planning and development***. In order to be eligible for social history, schools should have direct ties to mid-century events and trends. Some questions to consider when evaluating potential significance for social history include:

- How did schooling in this community respond to migration, race and ethnic relations, politics, and other major social forces affecting the community?
- Was the school constructed by a newly consolidated school district?
- Was the school constructed to serve a newly developed suburban community? Did the school serve as a community center for the community?

Schools have the potential to be eligible under Criterion C for ***architecture*** if they are a good representation of mid-century school design; display innovations in design, including the use of new materials, construction methods, or technology; or are the work of a significant architect. For eligible schools, the plan, materials, design features, and landscape features will clearly reflect prevailing mid-century ideas about design, curriculum, child development, and the role of the school in the community. Significant mid-century schools will demonstrate the evolution and popularization of the Modern architectural movement as applied to educational architecture as well as the development of new construction methods and materials. Schools may be also eligible if they are a good example of a popular mid-century plan such as the finger plan, cluster/campus plan, or the open classroom plan.

Registration Requirements

The threshold requirement for a National Register nomination under this MPDF is that the building(s) must have

been constructed between 1945 and 1970 as a public or private educational facility for one or more grades between kindergarten and twelfth grade. All mid-century school buildings with sufficient significance and integrity are eligible for listing. Although eligible properties must have been constructed for K-12 education, they are not required to currently be in use as a school facility. Religious properties must meet Criterion Consideration A, and properties less than 50 years old must meet Criterion Consideration G.

School buildings will be eligible for listing if they retain integrity of location, setting, design, materials, workmanship, feeling, and association. Integrity of location, setting, feeling, and association are most important for eligibility under Criterion A. Integrity of location, design, materials, and workmanship are most important for eligibility under Criterion C.

Properties must retain the physical features that define the character of the original school building. The plan, materials, design, and landscape features should clearly reflect mid-century trends. Schools should retain a unified, functional site design with resources retaining their original relationship to site features, such as courtyards, lawns, patios, and outdoor play areas. In order to be eligible for listing, resources must generally retain their:

- Historic massing and basic exterior form
- Historic roof form
- Historic wall materials
- Historic pattern of window and door openings
- Other common character-defining features. These include, but are not limited to, the following list. Not all schools included all of these features, but a good example of mid-century school design will include many of these features.
    - Flexible interior spaces
    - Integration with the landscape
    - Indoor-outdoor spaces, such as courtyards and outdoor breezeways
    - Horizontal emphasis (with single-story designs common)
    - Long, horizontal bands of windows
    - Flat roofs with deep eave overhangs
    - Interior division of classroom spaces visible from the exterior. Recessed bands of windows with brick dividers indicating classroom walls are common.
    - Modular design, with a rhythmic, asymmetrical, but balanced composition
    - Brick construction with stone and/or concrete accents
    - Placement in residential neighborhoods on large lots

In order to remain in operation as educational facilities, schools are required to meet current life safety codes. Additionally, schools must adapt in order to meet evolving needs of the education system including evolving teaching methods, curriculum updates, and enrollment shifts. The ability of these buildings to continue to be

used as school facilities or adapted to new uses is essential to their survival. Thus, alterations required to meet code and functional needs are acceptable as long as they are sympathetic to the original design. Generally acceptable alterations are listed below, but each building must be evaluated individually to determine if the mid-century character is intact. A building with one or two of the alterations below will most likely retain its mid-century character, but a building with all of the alterations listed below may have lost its mid-century character through the accumulation of alterations.

Generally acceptable alterations include:

- Additions: Many mid-century schools were specifically designed to be easily expandable. Additions are acceptable if they are not highly visible from the front of the building, are subordinate to the original building, and are compatible in design and materials. Compatible additions will be clearly distinguished from the original building but utilize similar massing, roof lines, design features, and wall materials. The original site design and plan should still be readily discernible. Many schools were planned to be constructed in phases; if so, original plans showing the proposed phases or other school district materials describing the phases should be included in the nomination. Many schools were expanded within just a few years of their original construction, often by their original architect. Additions that are more than fifty years old, may be assessed to have acquired their own significance, reflecting continuing enrollment pressures through the mid-century period.
- Windows: Replacement windows are acceptable if the replacement windows match the original in design and configuration. Replacement window types that do not match the original are acceptable if the replacements are limited to a small number of windows in locations that are not prominent. The alteration of some window openings (most commonly the filling in of all or part of a window opening) is acceptable if the majority of the original window openings are intact and the altered openings are unobtrusive.
- Entrances/Exits: Replacement of the original doors is acceptable as long as the new doors are compatible in design with the original doors. The original door configuration should be retained, such as solid doors replaced with solid doors or half glass doors replaced with half glass doors. Accommodations can be made for necessary code requirements. Some doors may no longer be operational, but the door openings should remain. If the school originally featured exterior exits from individual classrooms, these openings should remain visible.
- Roofs: Replacement of original roof materials with similar roof materials is acceptable. Most schools feature flat roofs, so the roofing material is not visible. More visible roofing should be matched more closely. The alteration of sections of roof featuring accordion, butterfly, or other unusual roof shapes has been common. If these unusual roof forms were only part of the original design (such as only covering the gymnasium) and the preponderance of roofing was flat, then the replacement with a flat roof to match the other roofing is acceptable.
- Walls: Generally, the original exterior wall materials should be intact and visible. The alteration of small amounts of material on secondary sides of the building is acceptable. The replacement of accent

materials, such as stone or concrete is also acceptable as long as the original materials are replaced with like materials (such as stone for stone, concrete for concrete) that are similar in appearance to the original.

- Site: The setting on a large lot was a key part of the character for most mid-century schools. Schools should retain open landscaped space, parking lots, playing fields, and playgrounds around them. Some alterations to these features or changes in use, such as the reconfiguration of play areas and installation of new play equipment, are acceptable as long as open space and education-related uses are retained. If the school had covered walkways, these should be intact. It is acceptable if walkway materials (including roofing and support posts) have been replaced as long as they are compatible with the original design. Walkways should remain open.
- Interior: In general, interior integrity will add to the character and significance of a school but most interior changes will not prevent a school from being eligible. Interior alterations to accommodate changes in use are acceptable as long as schools retain the original classroom layout and other school areas (gymnasium, auditorium, etc.) such that original spatial and functional relationships are legible. The building interior should still read as a school building. Interior alterations to the flooring, room function, ceilings, walls, and lockers are generally acceptable.

Unacceptable alterations include:

- Additions: Additions that are on the façade, are significantly taller than the original building, that obscure the original building plan, that overwhelm the scale of the original building, or that feature materials or designs inconsistent with the original building design are unacceptable. Additions that interfere with or are a visual impairment to the designed connections between buildings and other original site features (such as the pathways between buildings in a campus plan school or the connections between classrooms and adjacent outdoor patios) are unacceptable.
- Window alterations: Replacement of all original windows with windows that do not match the originals in type and configuration is unacceptable. The reduction in size of prominent bands of windows on the façade is also unacceptable. These windows should not be blocked in or covered.
- Entrances/Exits: Significant alterations to the primary entrance(s) that alter the character are unacceptable.
- Roofs: The replacement of the original roof type with a different type of roof, such as replacing a flat roof with a pitched roof, is unacceptable. If the entire building featured an unusual roofing type, such as an accordion or butterfly roof, then its replacement is unacceptable. The alteration of the original roof line, such as the obscuring of the original deep-eave overhangs or the application of metal fascia, is unacceptable on portions of the building facing the street. Sections of altered roof line are acceptable on less-visible portions not facing the street as long as they have a limited impact on the overall visual character of the building.
- Walls: The obscuring or replacement of original wall materials (most commonly brick) is unacceptable except for small areas on secondary sides of the building. Any new materials that cover or obscure

original exterior detailing on the façade is unacceptable. The installation of new wood, metal, tile, or vinyl siding is unacceptable.

- Site: The removal of covered walkways between buildings is unacceptable. New construction that obscures or covers the majority of original courtyards, lawns, playing fields, or playgrounds is unacceptable.
- Interior: The elimination of lobby areas or primary corridors is unacceptable. The subdivision of large, character-defining spaces like gymnasiums and auditoriums into smaller spaces is unacceptable. Dropped ceilings should not obscure the window openings.

Geographical Data

The geographical boundaries of the MPDF are the borders of the state of Colorado.

Summary of Identification and Evaluation Methods

The *Colorado's Mid-century Schools, 1945-1970 MPDF* is based upon a windshield survey, primary source research, and secondary source research. The MPDF builds upon information collected by Colorado Preservation, Inc. (CPI) during its Historic Schools Survey, completed in 2010. The author of the MPDF, Abigail Christman, also directed this school survey. CPI's Historic Schools Survey was funded by the State Historical Fund and the Donnell Kay Foundation. The goal of the project was to obtain information on how many of Colorado's school buildings are historic and to encourage their continued use, demonstrating that historic schools can be rehabbed to meet current standards, save capital costs, provide economic efficiencies through their locations in walkable neighborhoods, and be a source of pride to the school district, students, and community. The project included: an inventory of all school buildings in Colorado currently owned by school districts, production of a DVD highlighting successful school rehabilitation projects across the state, public presentations on Colorado's historic schools, and the distribution of information on historic school rehabilitation to districts.

CPI began its inventory by contacting all school districts in Colorado and requesting a list of their school facilities along with construction dates. The majority of school districts responded to this request. For those districts that did not respond, research was conducted to develop a list of district buildings. Sometimes this research also revealed construction dates. When construction dates were not available, construction dates were estimated based on school designs. Next, CPI staff traveled across Colorado to photograph all school buildings in the state owned by school districts. Finally, the building data and photographs were compiled into an Excel database.

The MPDF project was inspired by the results of the CPI survey. The CPI project revealed that mid-century schools were the most endangered of Colorado's historic education resources. According to the CPI inventory, more than 30% of Colorado's school buildings were constructed between 1945 and 1970 (759 buildings). Community engagement revealed that these schools are generally underappreciated, not viewed as "historic," and are being abandoned at an alarming rate. The CPI survey also revealed that the preservation of mid-century schools is a statewide issue, with 136 of Colorado's 178 school districts including at least one mid-century school building.

In 2014, the Center of Preservation Research (CoPR) at the University of Colorado Denver received a State Historical Fund grant to complete a MPDF for Colorado's mid-century school buildings. The development of the MPDF began with primary and secondary source research to establish a context for the architectural evolution

of school design during the mid-twentieth century as well as the broader historical contexts influencing schools during this period. Primary source materials utilized included educational journals, architectural books, newspaper articles, magazine articles, and archival collections. The primary research was supplemented with secondary source research on mid-twentieth social, education, cultural, and demographic trends.

The MPDF development also included the development of an inventory of Colorado's mid-century school buildings. This inventory expanded upon the information collected in the CPI survey. The CPI survey only included public schools currently owned by school districts. It did not include schools that had been demolished or schools that had passed out of public ownership. The CPI survey also did not include any information on architects. CoPR has expanded the inventory compiled by CPI in order to include this information when available. CoPR contacted school districts to request information on architects, demolished buildings, and sold buildings. CoPR received some assistance from districts, but many school districts did not appear to have this information readily available. Research was then conducted to fill in as many information gaps as possible. This included web searches, local histories, newspaper articles, records of the American Institute of Architects, and architect collections at the Denver Public Library and Stephen Hart Library. This expanded inventory has been included as an appendix to the MPDF. The inventory should be complete for mid-century school buildings that remain in use. However, it was much more challenging to find information on school buildings that have been demolished or passed into other ownership and are no longer being used as schools; there are likely additional schools that have not yet been identified.

CoPR also added information on religious and private schools (not included in the CPI survey) to the inventory. This began with a search of current religious and private schools to identify those that appeared to date from the mid-century period; more research was then conducted on these schools to identify their construction dates. Additional mid-century religious schools that are no longer active were identified through historic newspaper articles and archival research. It was hoped that religious and private schools could also be added to the MPDF, but insufficient information was found during the project. If the information needed to provide additional context for the development of these schools is collected in the future, this MPDF may be amended.

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Historic Photo Log

Figure 1
Crow Island School by Eliel and Eero Saarinen, completed 1940. (Chicago Historical Society).

Figure 2
Plan of Orchard Avenue School in Grand Junction by Atchinson & Kloverstrom, completed 1948. School has an irregular plan dictated by interior function. Kindergarten self-contained with own bathrooms. (*Architectural Record.* October 1950, 163).

Figure 3
Classroom in Beach Court Elementary School addition, completed 1950. Bright classroom with large bands of windows. Room features acoustic tile ceiling, linoleum floor, movable furniture, built-in seating, and storage underneath windows. (Western History Collection, Denver Public Library. WH1990).

Figure 4
Drawings for Knapp Elementary School, Denver by Charles Gordon Lee, 1954. Shows horizontal emphasis and long bands of windows. Example of a larger, multi-story elementary on an urban lot. (Denver Public Library, Charles Gordon Lee collection).

Figure 5
Lowell Elementary School by Wheeler & Lewis, completed 1954. School features indoor-outdoor design with hallway illuminated by large bands of windows. (Wheeler & Lewis collection, Stephen Hart Library, History Colorado).

Figure 6
Golden High School by T.H. Buell & Company, completed 1956. Example of a campus plan. Sprawling school located on the edge of town adjacent to new housing subdivisions. (Western History Collection, Denver Public Library, X-9861).

Figure 7
Emerald Elementary School, Broomfield by Wheeler & Lewis, completed 1958. School features sprawling, single-story design, deep eave overhangs, and covered walkways. (Wheeler & Lewis collection, Stephen Hart Library, History Colorado).

Figure 8
Emerald Elementary School, Broomfield by Wheeler & Lewis, completed 1958. School features combination gymnasium/ auditorium. (Wheeler & Lewis collection, Stephen Hart Library, History Colorado).

Figure 9
Figure 9. Air Academy Junior Senior High School by Bunts and Kelsey, completed 1959. School emphasizes indoor-outdoor connections with class walls looking into central courtyard. (*Architectural Record*. Vol. 131 1962).

Figure 10
Figure 10. Wasson High School, Colorado Springs by Bunts and Kelsey, completed 1959. Courtyard being used for a drama class performance. (From *Schools for America*).

Figure 11
Lincoln High School, Denver by T.H. Buell & Company, completed 1960. Cross plan school located adjacent to new residential construction. Denver schools tend to be taller and less sprawling than high schools built in areas with more available land. (Denver Public Library, WH1990).

Figure 12
Alameda High School, Lakewood by Wheeler & Lewis, completed 1958. School features folded plate roof. (Wheeler & Lewis collection, Stephen Hart Library, History Colorado).

Figure 13
Fairview High School, Boulder County by Atchison Kloverstrom. Top drawing (1960) shows original design for school with finger plan. Second drawings (1962) shows addition closing off the finger plan. (Boulder Valley School District files).

Figure 14
Brochure for Devinny Elementary in Lakewood, CO by Morse, Dion & Champion, completed 1964. Example of round classroom building influenced by open ppace school movement. (Stanley Morse collection, Western History Collection, Denver Public Library).

Figure 15
Devinny Elementary Brochure. Illustrations showing the adaptability of classrooms to be configured in single or triple classrooms spaces with accommodate for the projection of visual media in each arrangement (Stanley Morse collection, Western History Collection, Denver Public Library).

Figure 16
Drawing of Southern Hills Junior High School by Hobart Wagener from 1965 showing courtyards and landscaping as prominent features. (Boulder Valley School District files).

Figure 17
Southern Hills Junior High School showing elimination of interior courtyard and minimal landscaping.

Figure 18
Clipping from 1966 showing design for Traylor Elementary (Bear Valley, Denver) by Baume, Polivnick & Hatami. Shows evolution of school design with smaller, hooded windows controling light into classrooms but large walls glass retained at courtyard. (Charles Gordon Lee collection, Denver Public Library).

Figure 19
Cheltenham Elementary School brochure. Original school building traditional classrooms with open plan addition. Original building by Smith and Thorson completed 1964. Addition by William Haldeman completed 1970. (Denver Public Library, Denver Public School collection).

Figure 20
School District Map of Colorado, March 1943. (Stephen H. Hart Library, Collection # G4311 .E68 1943 .C6P4).

Figure 21
School District Boundaries of Colorado, January 1960. (Stephen H. Hart Library, Collection # G4311 .E68 1960 .C6E3).

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Figure 1. Crow Island School by Eliel and Eero Saarinen, completed 1940. (Chicago Historical Society).

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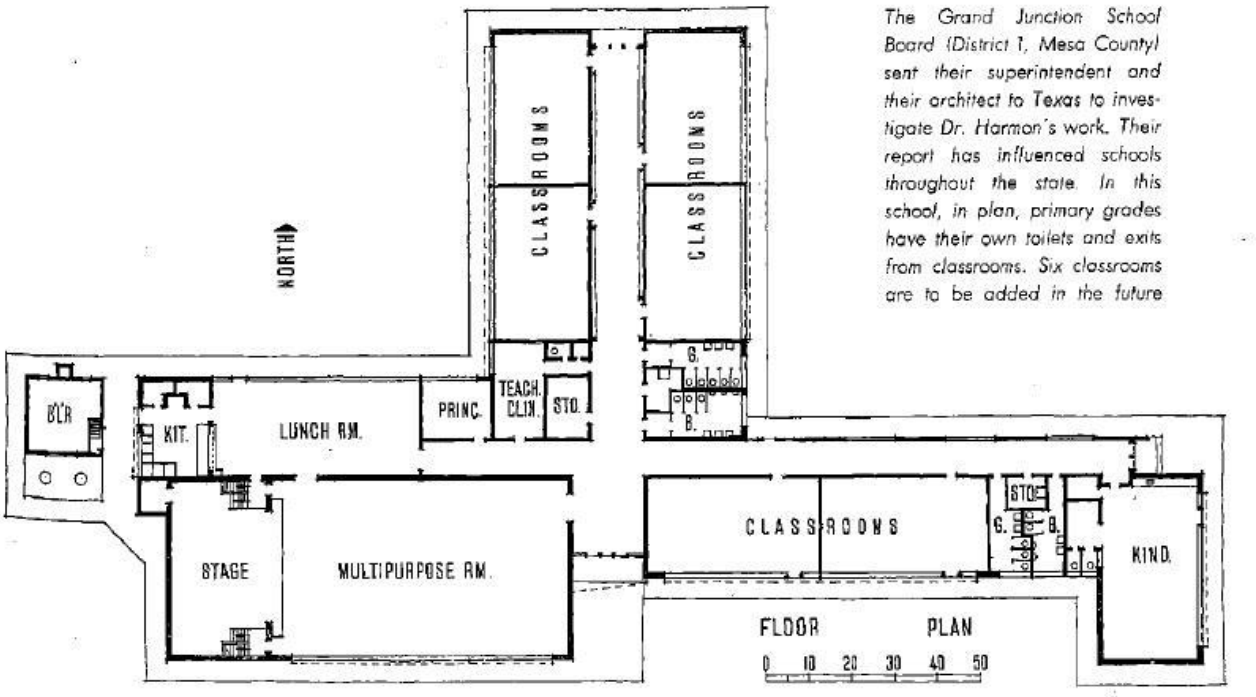

Figure 2. Plan of Orchard Avenue School in Grand Junction by Atchinson & Kloverstrom, completed 1948. School has an irregular plan dictated by interior function. Kindergarten self-contained with own bathrooms. (*Architectural Record.* October 1950, 163).

Figure 3. Classroom in Beach Court Elementary School addition, completed 1950. Bright classroom with large bands of windows. Room features acoustic tile ceiling, linoleum floor, movable furniture, built-in seating, and storage underneath windows. (Western History Collection, Denver Public Library. WH1990).

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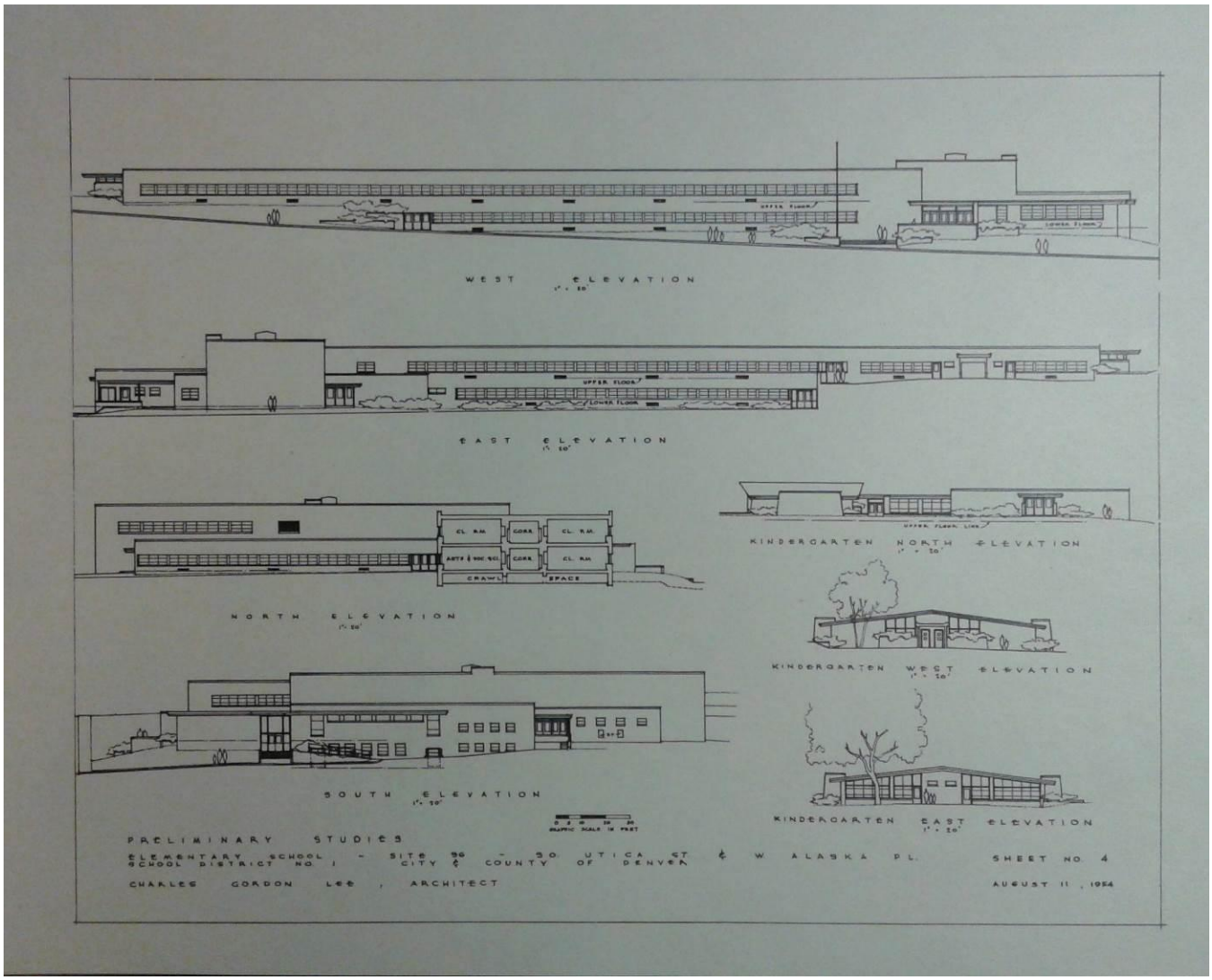

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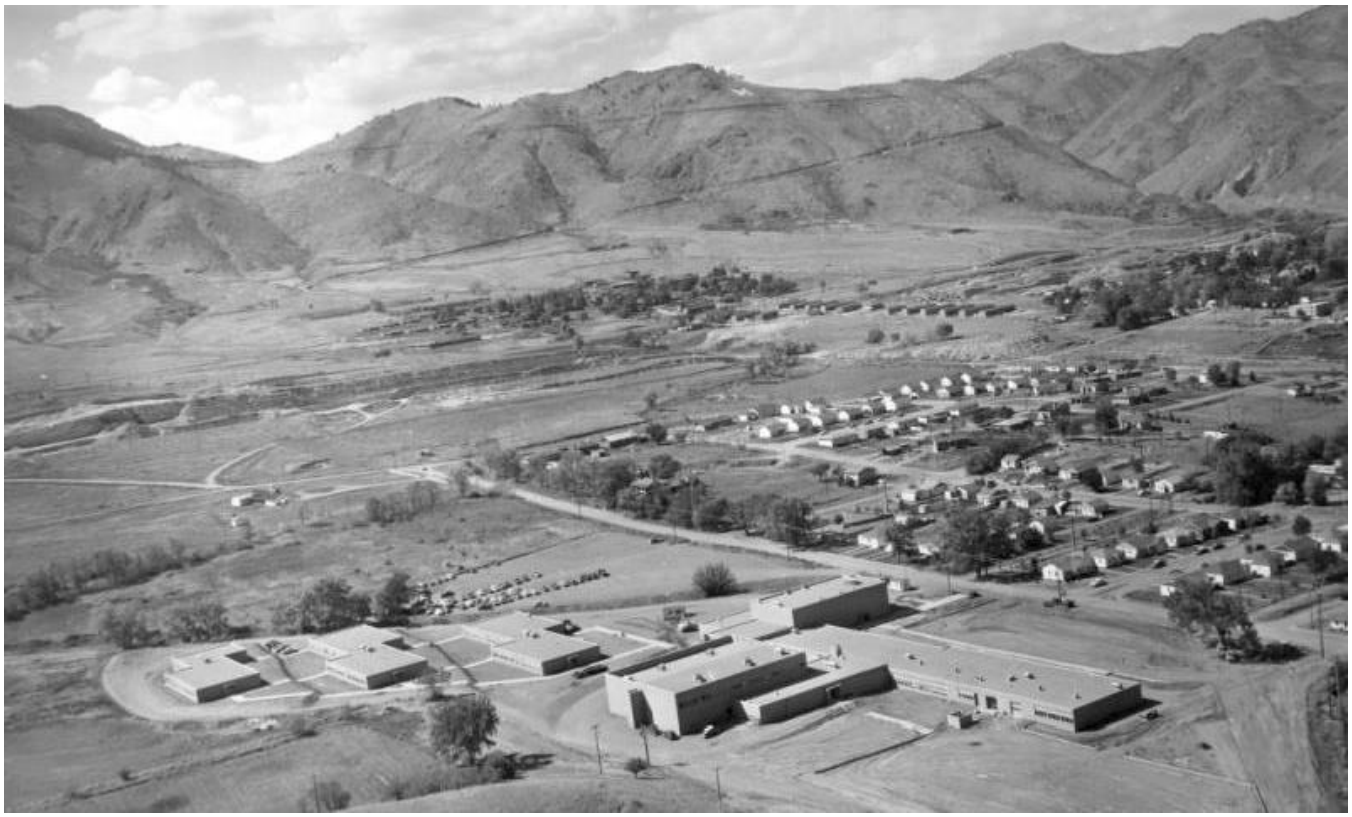

Figure 6. Golden High School by T.H. Buell & Company, completed 1956. Example of a campus plan. Sprawling school located on the edge of town adjacent to new housing subdivisions. (Western History Collection, Denver Public Library, X-9861).

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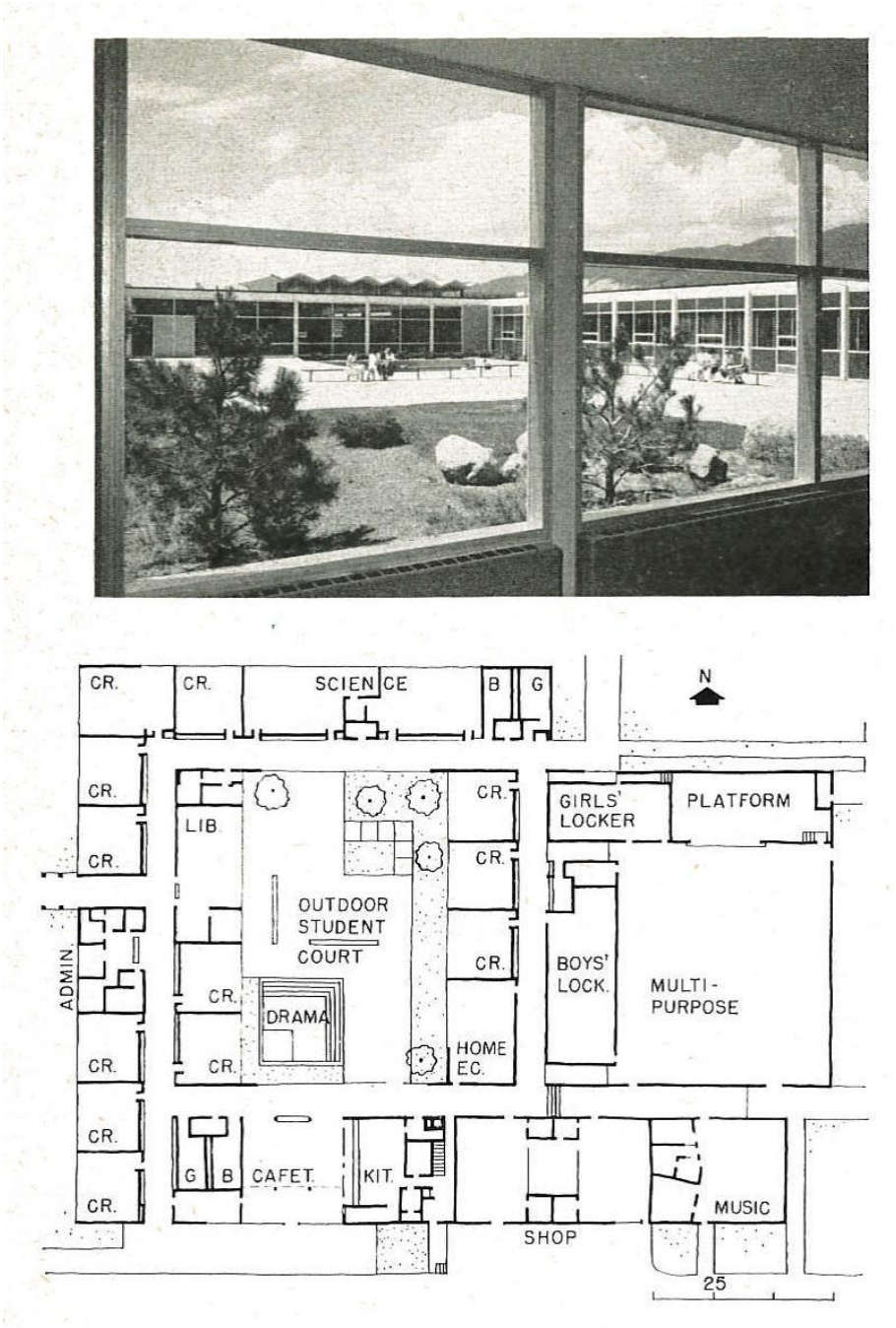

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Figure 12. Alameda High School, Lakewood by Wheeler & Lewis, completed 1958. School features folded plate roof. (Wheeler & Lewis collection, Stephen Hart Library, History Colorado).

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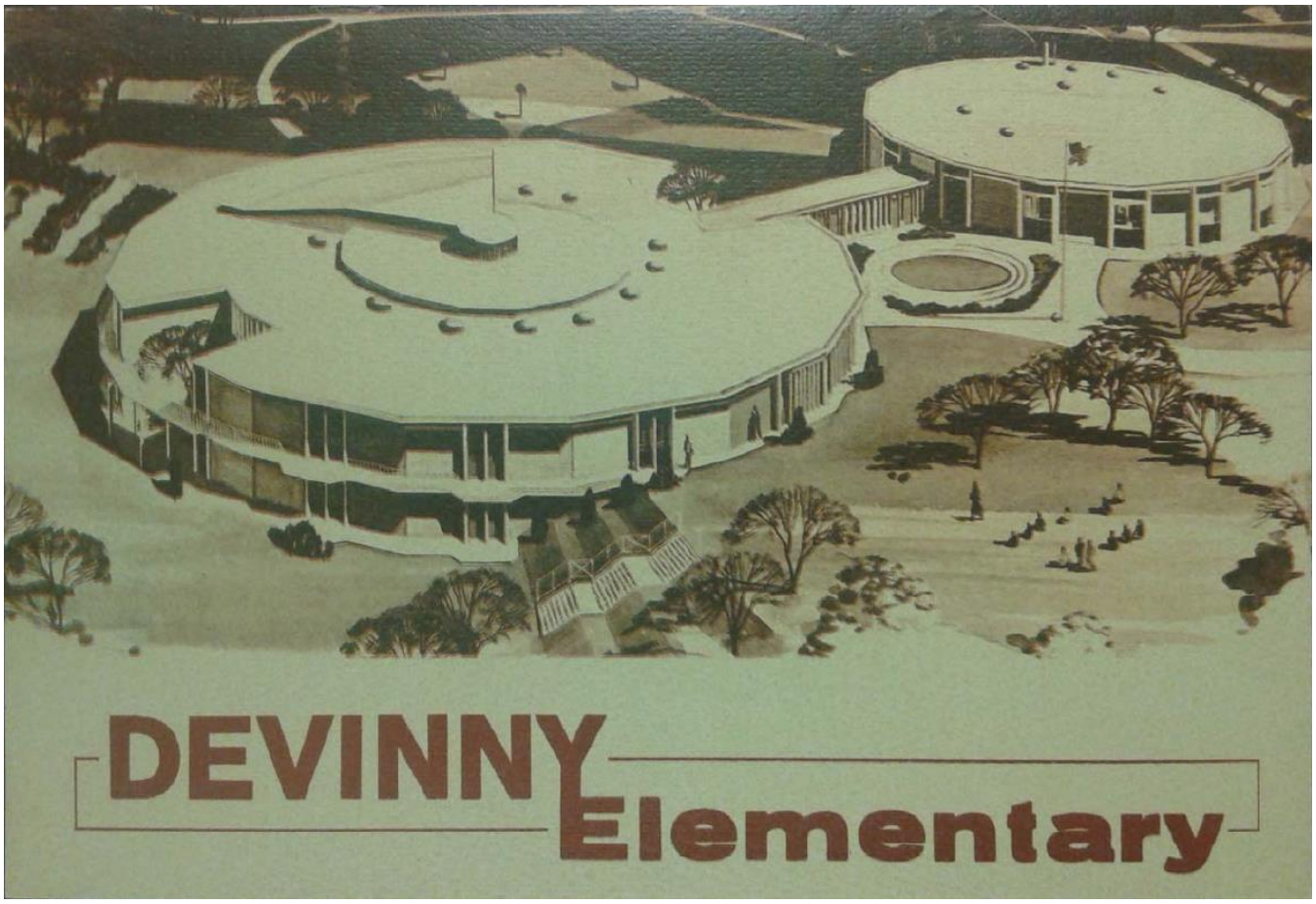
Figure 13. Fairview High School, Boulder County by Atchison Kloverstrom. Top drawing (1960) shows original design for school with finger plan. Second drawings (1962) shows addition closing off the finger plan. (Boulder Valley School District files).



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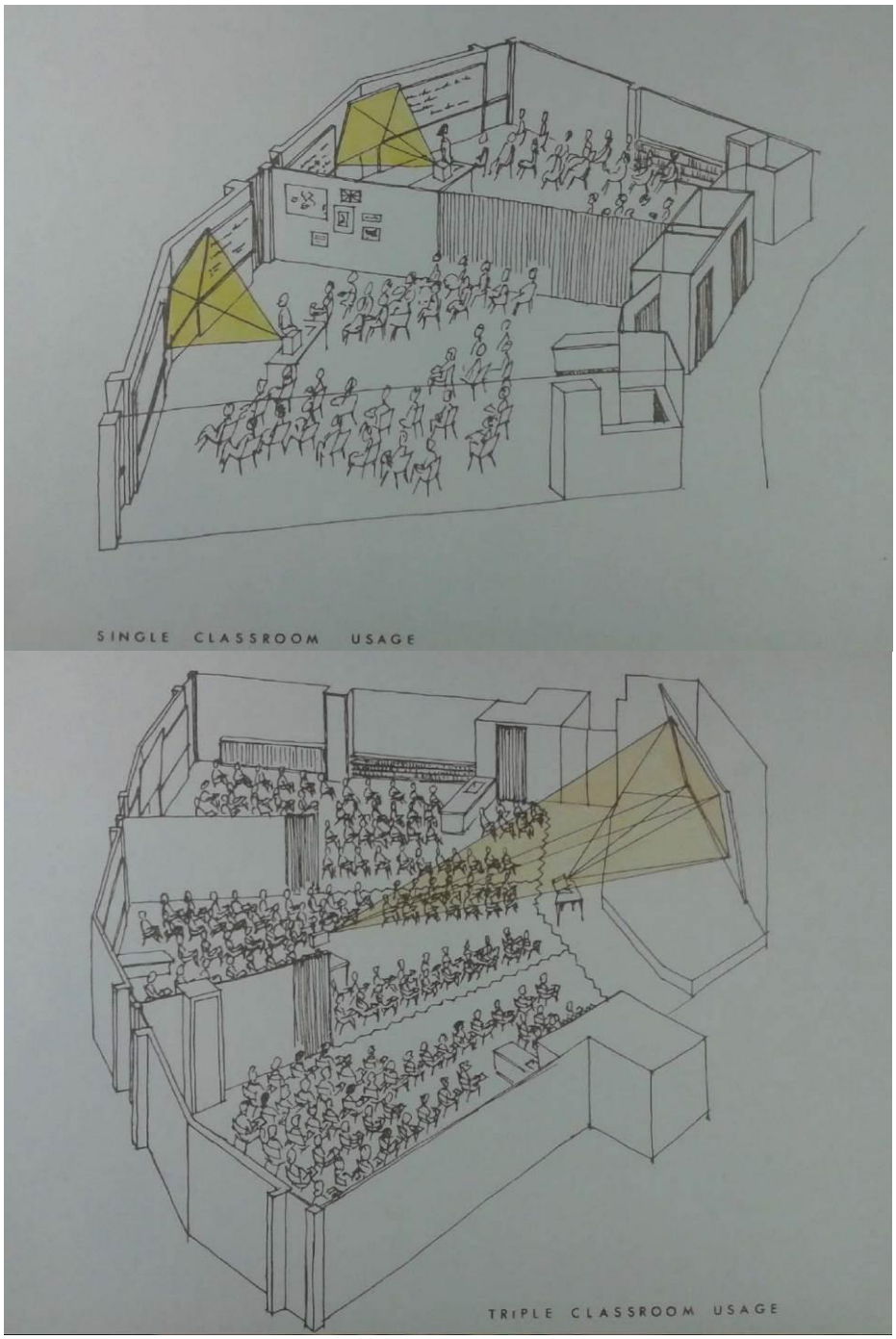

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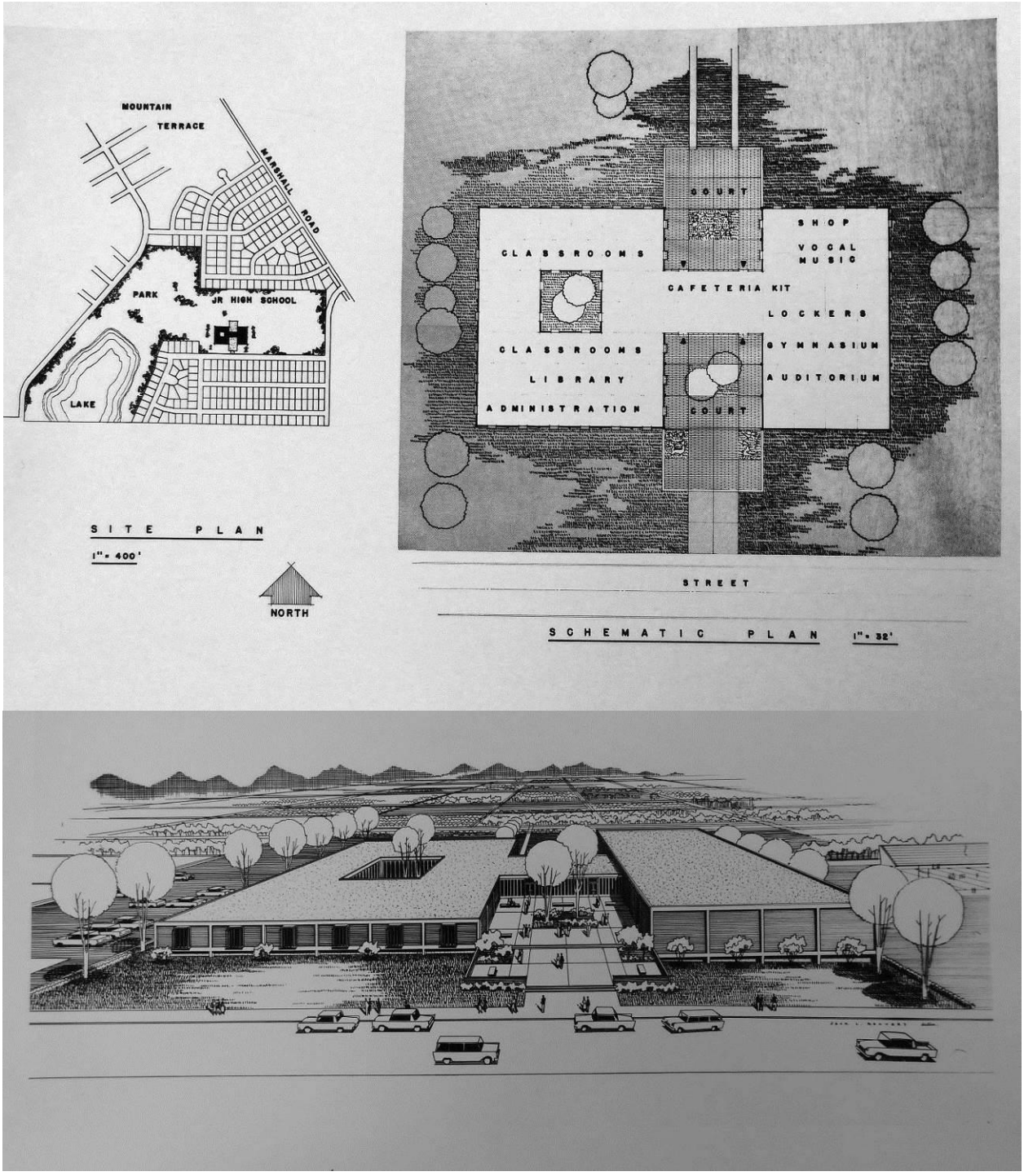

Figure 16. Drawing of Southern Hills Junior High School by Hobart Wagener from 1965 showing courtyards and landscaping as prominent features. (Boulder Valley School District files).

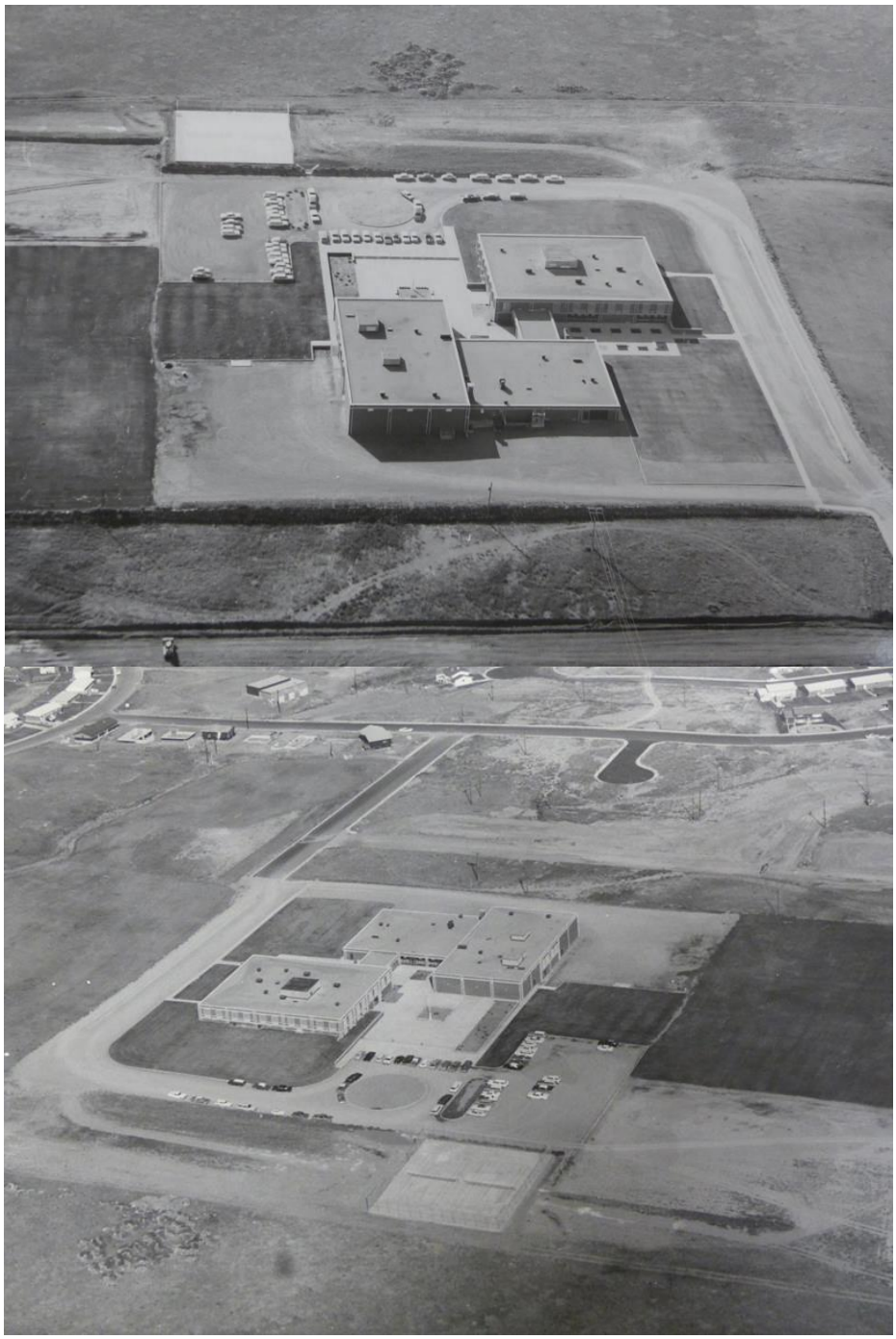

Figure 17. Southern Hills Junior High School showing elimination of interior courtyard and minimal landscaping.

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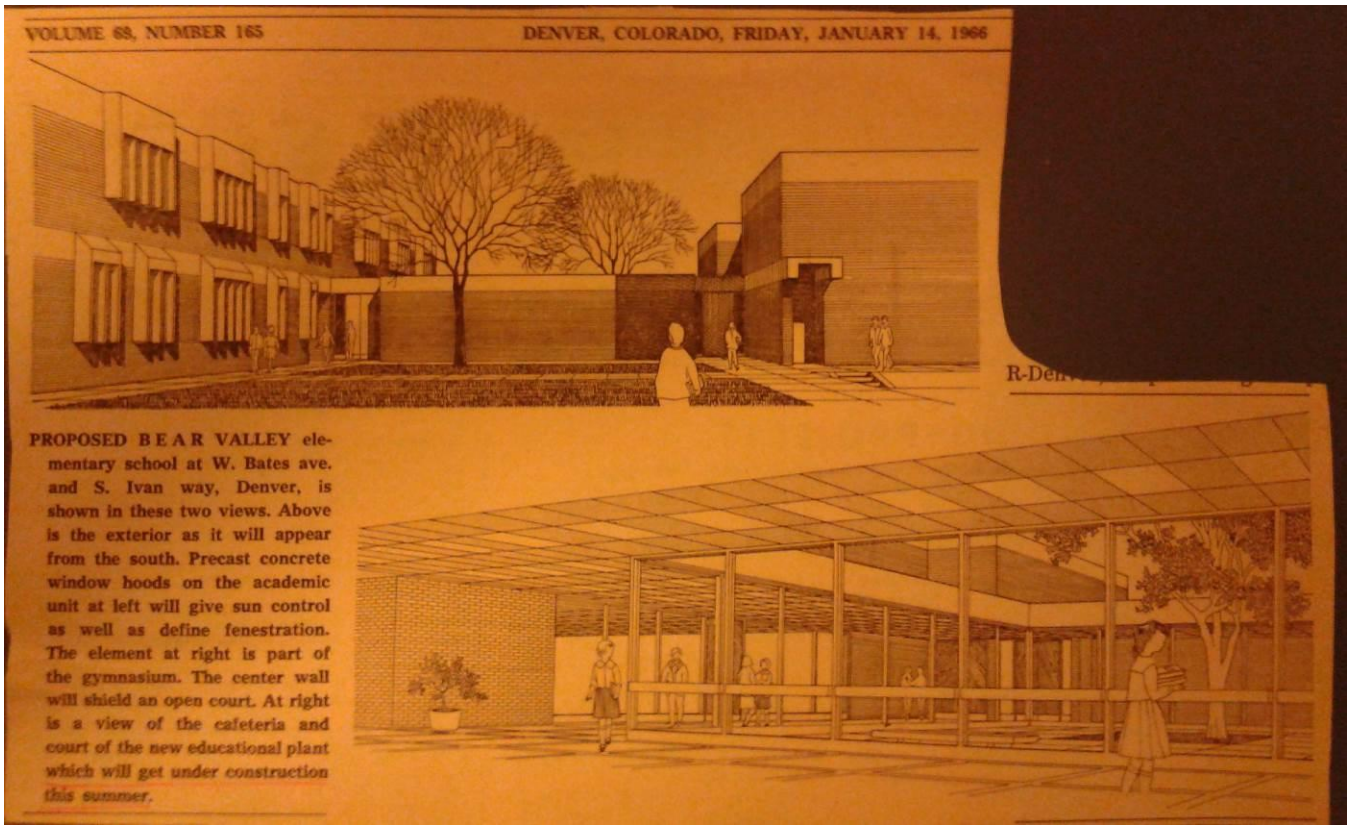
VOLUME 88, NUMBER 165 DENVER, COLORADO, FRIDAY, JANUARY 14, 1966

PROPOSED BEAR VALLEY elementary school at W. Bates ave. and S. Ivan way, Denver, is shown in these two views. Above is the exterior as it will appear from the south. Precast concrete window hoods on the academic unit at left will give sun control as well as define fenestration. The element at right is part of the gymnasium. The center wall will shield an open court. At right is a view of the cafeteria and court of the new educational plant which will get under construction this summer.

Figure 18. Clipping from 1966 showing design for Traylor Elementary (Bear Valley, Denver) by Baume, Polivnick & Hatami. Shows evolution of school design with smaller, hooded windows controling light into classrooms but large walls glass retained at courtyard. (Charles Gordon Lee collection, Denver Public Library).

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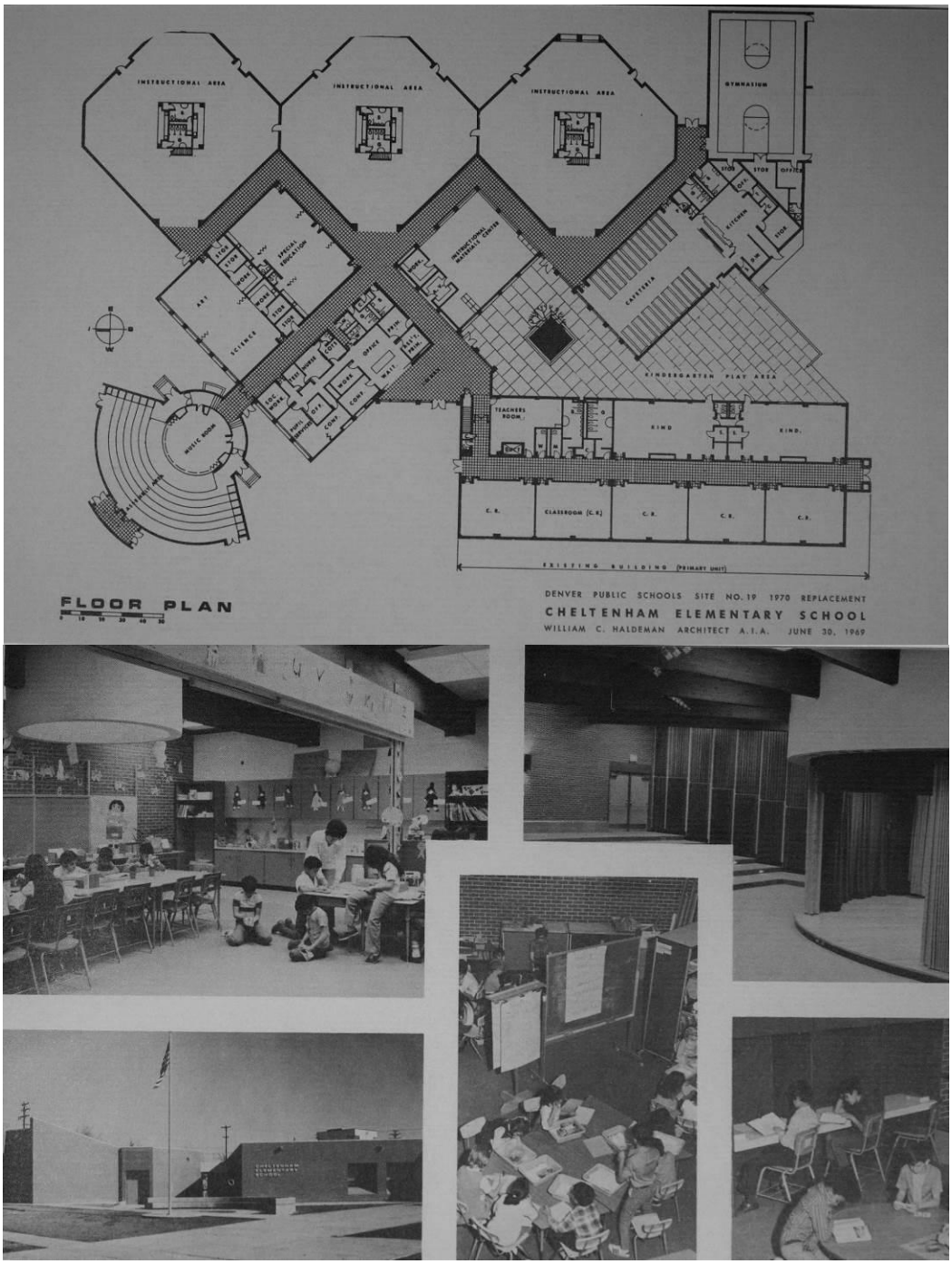

Figure 19. Cheltenham Elementary School brochure. Original school building traditional classrooms with open plan addition. Original building by Smith and Thorson completed 1964. Addition by William Haldeman completed 1970. (Denver Public Library, Denver Public School collection).

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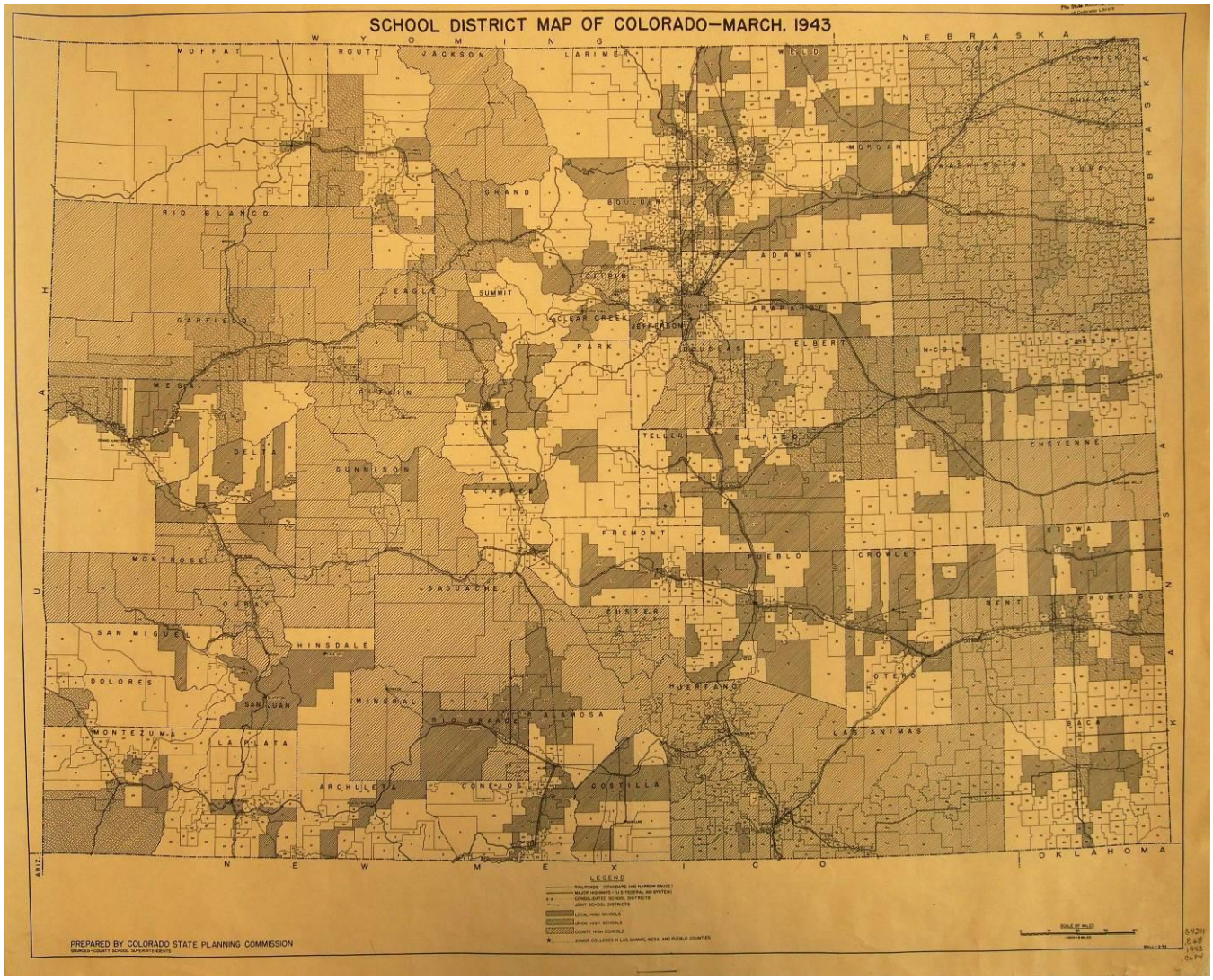

Figure 20. School District Map of Colorado, March 1943. (Stephen H. Hart Library, Collection # G4311 .E68 1943 .C6P4).

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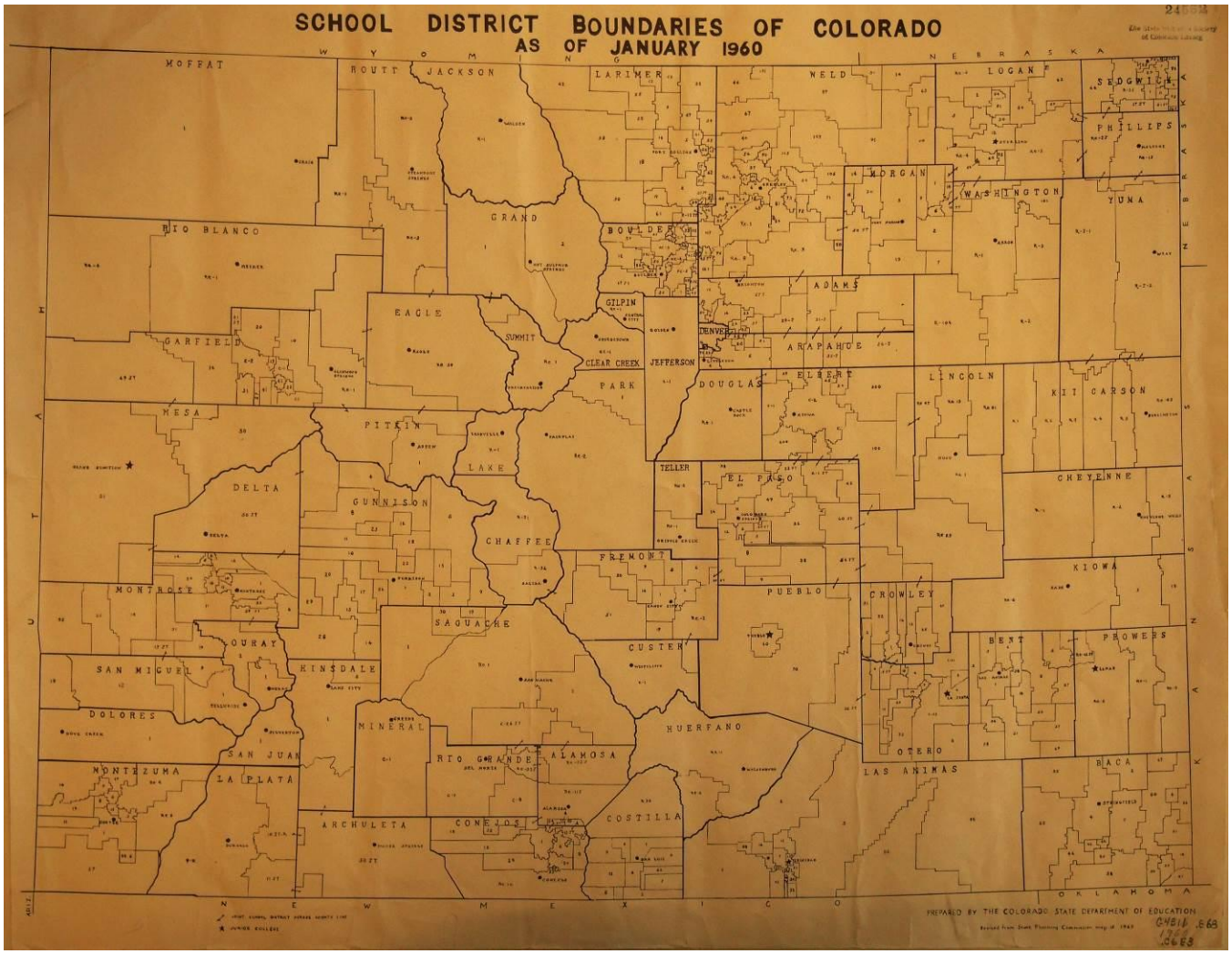

Figure 21. School District Boundaries of Colorado, January 1960. (Stephen H. Hart Library, Collection # G4311 .E68 1960 .C6E3.

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Table: Mid-century Modern Schools in Colorado

School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Agate School District 300	Agate School	41032 2nd Ave	Agate, CO	80101	1966	2005	Not Assigned	School	Public	
Akron School District R-1	Akron Elementary / Junior High School	301 E. 5th St.	Akron, CO	80720	1954	1964	Not Assigned	School	Public	
Akron School District R-1	Akron High School	600 Elm Ave.	Akron, CO	80720	1964		Not Assigned	School	Public	
Alamosa School District RE-11J	Alamosa High School	805 Craft Dr.	Alamosa, CO	81101	1963		Not Assigned	School	Public	Wheeler & Lewis
Alamosa School District RE-11J	Polston Primary	6935 Highway 17	Alamosa, CO	81101	1950		Not Assigned	School	Public	
Alamosa School District RE-11J	Evans Elementary	108 La Veta	Alamosa, CO	81101	1952		Not Assigned	College	Public	
Alamosa School District RE-11J	Ortega Middle School	401 Victoria Ave	Alamosa, CO	81101	1964		Not Assigned	School	Public	
Alamosa School District RE-11J	Waverly Elementary School	9768 S. County Road 103	Alamosa, CO	81101	1968		Not Assigned	Preschool	Public	
Arickaree School District R-2	Arickaree School	12155 C.R. NN	Anton, CO	80801	1959		Not Assigned	School	Public	
South Conejos RE-10	Antonito Jr.-Sr. High School	620 Pine, PO Box 398	Antonito, CO	81120	1957	1967	Not Assigned	School	Public	
South Conejos RE-10	Guadalupe Elementary	900 W. 8th Ave, PO Box 398	Antonito, CO	81120	1967	1980	Not Assigned	School	Public	
Adams County School District No. 50	Tennyson Knolls Elementary	6330 Tennyson Street	Arvada, CO	80003	1963	1974, 1999	Not Assigned	School	Public	
Jefferson County - N/A	Shrine of Saint Anne Catholic School	7320 Grant Place	Arvada, CO	80002	1961		5JF.1648	School	Religious	
Jefferson County School	Swanson Elementary	6055 West 68th Avenue	Arvada, CO	80003	1964	1968, 1988, 2001	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District R-1										
Jefferson County School District R-1	Hackberry Hill Elementary	7300 West 76th Avenue	Arvada, CO	80003	1966	1970	Not Assigned	School	Public	
Jefferson County School District R-1	Fitzmorris Elementary	6250 Independence Street	Arvada, CO	80004	1960	1961, 1964, 2000	Not Assigned	School	Public	Carver, Harold
Jefferson County School District R-1	North Arvada Middle School	7285 Pierce Street	Arvada, CO	80003	1962	1975, 1984, 2000	Not Assigned	School	Public	Carver, Harold
Jefferson County School District R-1	Arvada West High School	11595 Allendale Drive	Arvada, CO	80004	1963	1964, 1969, 1974, 1978, 1980, 1987, 1996, 2002, 2003	Not Assigned	Demolished	Public	Grant, Alfred Watts
Jefferson County School District R-1	Russell Elementary	5150 Allison Street	Arvada, CO	80002	1955	1960, 1966, 1995	Not Assigned	Head Start	Public	Peterson, Ralph D.
Jefferson County School District R-1	Secrest Elementary	6875 West 64th Avenue	Arvada, CO	80003	1955	1960, 1961, 1995	Not Assigned	School	Public	Peterson, Ralph D.
Jefferson County School District R-1	Oberon Middle School	7300 Quail Street	Arvada, CO	80005	1965	1969, 1982	Not Assigned	School	Public	Wheeler & Lewis
Jefferson County School District R-1	Arvada Senior High School	7951 West 65th Avenue	Arvada, CO	80004	1970	1982, 1989, 1997, 2001	Not Assigned	School	Public	Rogers-Nagel-Langhart
Jefferson County School District R-1	Fremont Elementary	6420 Urban Street	Arvada, CO	80004	1948	1953, 1961, 1972, 1997	Not Assigned	School	Public	
Jefferson County School District R-1	Arvada Middle School	5751 Balsam Street	Arvada, CO	80002	1955	1959, 1962, 1963, 1965, 2002	5JF.2693	School	Public	Wheeler & Lewis
Jefferson County School District R-1	Foster Elementary	5300 Saulsbury Court	Arvada, CO	80002	1953	1959, 1995	Not Assigned	School	Public	
Jefferson County School District R-1	Drake Middle School	12550 West 52nd Avenue	Arvada, CO	80002	1959	1963, 1974, 2000	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Jefferson County School District R-1	Allendale Elementary	5900 Oak Street	Arvada, CO	80004	1964	1995, 2001	Not Assigned	School	Public	
Jefferson County School District R-1	Campbell Elementary	6500 Oak Street	Arvada, CO	80004	1964	1965, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Peck Elementary	6495 Carr Street	Arvada, CO	80004	1966	1994	Not Assigned	School	Public	
Jefferson County School District R-1	Vanderhoof Elementary	5875 Routt Court	Arvada, CO	80004	1968	1986	Not Assigned	School	Public	Anderson, Barker & Rinker
Jefferson County School District R-1	Parr Elementary	5800 West 84th Avenue	Arvada, CO	80003	1969	1996, 2002	Not Assigned	School	Public	
Aspen School District	Aspen High School	unknown	Aspen, CO	81611	1966		Not Assigned	Demolished	Public	Caudill & Associates
Aspen School District	Yellow Brick School	215 N. Garmisch St.	Aspen, CO	81611	1960	1999-2000	5PT.1382	Preschool	Public	Wheeler & Lewis
Weld County School District RE-9	old Ault Middle School	210 W. 1st St.	Ault, CO	80610	1951	1952, 1953	5WL.2772	School	Public	Simon, Walter H.
Weld County School District RE-9	Ault Industrial Arts Building	210 W. 1st St.	Ault, CO	80610	1950		5WL.2772	Shop	Public	
Weld County School District RE-9	Ault Elementary School	210 W. 1st St.	Ault, CO	80610	1952		5WL.2772	School	Public	
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Kenton Elementary	1255 Kenton Street	Aurora, CO	80010	1950	1966, 1977, 1997, 2013	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Fulton Elementary	755 Fulton Street	Aurora, CO	80010	1951	1956, 1966, 1986, 1998, 2004	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No.	Montview Elementary	2055 Moline Street	Aurora, CO	80010	1951	1953, 1958, 1986, 1998	Not Assigned	School	Public	Atchison & Kloverstrom

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
28J, Aurora Public Schools										
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Peoria Elementary	875 Peoria Street	Aurora, CO	80011	1952	1957, 1961, 1975, 2005	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Vaughn Elementary	1155 Vaughn Street	Aurora, CO	80011	1952	1956, 1959, 1977, 1997	5AH.3278	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Paris Elementary	1635 Paris Street	Aurora, CO	80010	1955	2004	Not Assigned	Demolished	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Aurora Central High School	11700 East 11th Avenue	Aurora, CO	80010	1955	1957, 1968, 1974, 1977, 1981, 1990	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Sixth Avenue Elementary	560 Vaughn St.	Aurora, CO	80011	1955	1958, 1961, 2005, 2010	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	North Middle School	12095 Montview Boulevard	Aurora, CO	80010	1957	1969, 1965, 1975, 1998, 2004	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Crawford Elementary	1600 Florence Street	Aurora, CO	80010	1958	1963, 1970, 1983, 1996, 2004	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Jamaica Child Developme nt Center	800 Jamaica St	Aurora, CO	80010	1958	1970	Not Assigned	School	Public	Atchison & Kloverstrom

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Lansing Elementary	551 Lansing Street	Aurora, CO	80010	1959	1970, 2004, 2012	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Park Lane Elementary	13001 E. 30th Ave.	Aurora, CO	80011	1959	1960, 1965, 1970	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Boston Elementary	1365 Boston Street	Aurora, CO	80010	1956	1970	Not Assigned	Demolished	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Aurora West - College Preparatory Academy (West Middle School)	10100 East 13th Avenue	Aurora, CO	80010	1949	1952, 1957, 1974, 1986, 2006	Not Assigned	School	Public	Atchison & Kloverstrom
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Elkhart Elementary	1020 Eagle Street	Aurora, CO	80011	1961	1969, 1978, 1995, 2003, 2006, 2012	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams-Arapahoe School District No. 28J, Aurora Public Schools	South Middle School	12310 East Parkview Drive	Aurora, CO	80011	1961	1965, 1968, 1975, 1991, 1997, 2004	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Altura Elementary	1650 Altura Boulevard	Aurora, CO	80011	1963	2001, 2006, 2007, 2012	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Hinkley High School	1250 Chambers Road	Aurora, CO	80011	1963	1974, 1976, 1981, 1986, 1988, 1997, 2005-2007	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Lyn Knoll Elementary	12445 East 2nd Avenue	Aurora, CO	80011	1964	1997, 2007	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Virginia Court Elementary	395 South Troy Street	Aurora, CO	80012	1964	1969, 1985, 1997, 2011	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Wheeling Elementary	472 South Wheeling Street	Aurora, CO	80012	1966	1970, 1985, 2009	Not Assigned	School	Public	Caudill, Rowlett & Scott and Roland M. Johnson
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Sable Elementary	2601 Sable Boulevard	Aurora, CO	80011	1952	1960, 1962, 1968, 1970, 1997	Not Assigned	School	Public	Grant, Alfred Watts
Adams-Arapahoe School District No. 28J, Aurora Public Schools	Laredo Elementary	1350 Laredo Street	Aurora, CO	80011	1967	1970, 1980, 2004, 2005, 2009	Not Assigned	School	Public	Laramey, Robert Dean
Adams-Arapahoe School District No. 28J, Aurora Public Schools	East Middle School	1275 Fraser Street	Aurora, CO	80011	1965	1974, 1986, 1997, 2002	Not Assigned	School	Public	Laramey/White
Arapahoe County - N/A	Kent Denver School	4000 East Quincy Avenue	Aurora, CO	80113	1964		Not Assigned	School	Private	Hornbein & White
Arapahoe County - N/A	Saint Pius X School	13680 East 14th Place	Aurora, CO	80011	1954		Not Assigned	School	Religious	
Arapahoe County - N/A	Saint Therese School	1200 Kenton Street	Aurora, CO	80010	1956		Not Assigned	School	Religious	
Arapahoe County - N/A	Cedarwood Christian Academy	11430 East 19th Avenue	Aurora, CO	80010	1950s		Not Assigned	School	Religious	
Cherry Creek School District No. 5	Eastridge Elementary	11777 East Wesley Avenue	Aurora, CO	80014	1963	1988, 2004	Not Assigned	School	Public	Haldeman, William C.

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Platte Canyon School District 1	Platte Canyon District Administration	57393 U.S. Highway 285	Bailey, CO	80421	1956	1978, 1979	Not Assigned	School	Public	
Platte Canyon School District 1	Platte Canyon High School Swimming Pool	57393 U.S. Highway 285	Bailey, CO	80421	1970		Not Assigned	School	Public	
Roading Fork School District	Basalt High School	unknown	Basalt, CO	81621	1960s		Not Assigned	Unknown	Public	Caudill & Associates
Bayfield School District 10 Jt-R	Bayfield Primary School	658 S. East Street	Bayfield, CO	81122	1961		5LP.8705	School	Public	
Bennett School District 29J	Bennett High School South, Bennett Middle School	615 7th Street	Bennett, CO	80102	1950	2006; Middle School annex 1970, 1994, 2005	Not Assigned	School	Public	
Thompson School District R2-J	Berthoud Elementary	560 Bunyan Ave	Berthoud, CO	80513	1962	1991	Not Assigned	School	Public	Wheeler & Lewis
Pueblo County Rural School District 70	Beulah Elementary	8734 Schoolhouse Lane	Beulah, CO	81023	1960		Not Assigned	School	Public	
Pueblo County School District 70	Boone Elementary School	unknown	Boone, CO	81025	1958	1964	Not Assigned	School	Public	Wheeler & Lewis
Pueblo County School District 70	Futures Academy	1516 Ashbury Lane	Boone, CO	81025	1964		Not Assigned	School	Public	Wheeler & Lewis
Boulder County N/A	Sacred Heart of Jesus Catholic School	13th and High Streets	Boulder, CO	80304	1959		Not Assigned	School	Religious	Rogers, John B.
Boulder County N/A	Sacred Heart of Jesus Junior High School	1317 Mapleton Avenue	Boulder, CO	80304	1967		Not Assigned	School	Religious	Rogers, Nagel & Langhart
Boulder Valley School District RE-2	Halcyon High School	3100 Bucknell Ct.	Boulder, CO	80303	1955	1963	Not Assigned	School	Public	Cahlander, Bernard N.

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Boulder Valley School District RE-2	Columbine Elementary	3130 Repplier Dr.	Boulder, CO	80302	1956	1958, 1965, 1972, 1984	Not Assigned	Demolished	Public	Ditzen, Robert W.
Boulder Valley School District RE-2	University Hill Primary (Montessori)	899 17th Street	Boulder, CO	80302	1949	1961, 1970	5BL.8220	School	Public	Hunter, James M.
Boulder Valley School District RE-2	Platt Middle School	6096 Baseline Rd.	Boulder, CO	80303	1958	1960, 1964, 1977	Not Assigned	School	Public	Hunter, James M.
Boulder Valley School District RE-2	New Vista High School	700 20th St.	Boulder, CO	80302	1953	1958, 1973, 2000	Not Assigned	School	Public	Hunter, James M.
Boulder Valley School District RE-2	Fairview High School	1515 Greenbriar Blvd.	Boulder, CO	80303	1970	1975, 1976, 1984, 1990-1991, 1996	Not Assigned	School	Public	Wagener, Hobart
Boulder Valley School District RE-2	Centennial Middle School	2205 Norwood Ave.	Boulder, CO	80304	1960	1972, 1997	Not Assigned	School	Public	Wagener, Hobart
Boulder Valley School District RE-2	Southern Hills Middle School	1500 Knox Dr.	Boulder, CO	80303	1963	1990	Not Assigned	School	Public	Wagener, Hobart
Boulder Valley School District RE-2	Foothills Elementary	1001 Hawthorn Ave.	Boulder, CO	80302	1949	1953, 1971, 1990, 1996	Not Assigned	School	Public	
Boulder Valley School District RE-2	Douglass Elementary	840 75th St.	Boulder, CO	80303	1952	1956, 1983, 2000	Not Assigned	School	Public	
Boulder Valley School District RE-2	Creekside at Martin Park Elementary	3740 Martin Dr.	Boulder, CO	80303	1956	1958, 1963, 1983, 1989, 2000	Not Assigned	School	Public	
Boulder Valley School District RE-2	Flatirons Elementary	1150 7th St.	Boulder, CO	80302	1956	1959, 1965, 1970, 1974, 1977, 1989	Not Assigned	School	Public	
Boulder Valley School District RE-2	Crest View Elementary	1879 Sumac Ave.	Boulder, CO	80302	1958	1960, 1966, 1970, 1974, 1984, 1996, 2000	Not Assigned	School	Public	
Boulder Valley School District RE-2	Horizons K-8 School (Burke Campus)	4545 Sioux Dr.	Boulder, CO	80303	1959	1961, 1976, 1991	Not Assigned	School	Public	
Boulder Valley School District RE-2	New Vista High School (Paddock Campus)	805 Gillespie Dr.	Boulder, CO	80303	1960	1963, 1965, 1976, 1983, 1984	Not Assigned	School	Public	
Boulder Valley School District RE-2	High Peaks Elementary at Aurora-7	3995 E. Aurora	Boulder, CO	80303	1963	1966, 1970, 1983, 1990	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
	Campus									
Boulder Valley School District RE-2	Summit Middle School at Majestic Heights	4665 Hanover Ave.	Boulder, CO	80303	1964	1967, 1989	Not Assigned	School	Public	
Boulder Valley School District RE-2	Arapahoe Ridge High School (Boulder TEC)	6600 E. Arapahoe Ave.	Boulder, CO	80303	1965	1967, 1974, 1975, 1984, 1989, 1999	Not Assigned	School	Public	
Boulder Valley School District RE-2	Manhattan School of Arts and Academics	290 Manhattan Dr.	Boulder, CO	80303	1965	1966, 1973, 1984	Not Assigned	School	Public	
Boulder Valley School District RE-2	Mesa Elementary	1575 Lehigh Street	Boulder, CO	80303	1966	1969, 1983, 1990	Not Assigned	School	Public	
Branson Reorganized School District 82	Branson School Science/Vo-Ag building	101 Saddle Rock Drive	Branson, CO	81027	1960	2003	5LA.11130	School	Public	
Weld County School District RE 10-J	Briggsdale Old Elementary	38605 WCR 88.5	Briggsdale, CO	80611	1960	1965	Not Assigned	School	Public	
Brighton School District No. 27J	Brighton High School	270 S. 8th Ave.	Brighton, CO	80601	1953	1961, 1967, 1984, 1992, 2002	Not Assigned	School	Public	Atchison & Kloverstrom
Brighton School District No. 27J	Northeast Elementary School	1605 Long Peak Street	Brighton, CO	80601	1969		Not Assigned	School	Public	Dulaney, Patrick
Brighton School District No. 27J	Vikan Middle School	879 Jessup Street	Brighton, CO	80601	1952	1973, 1976, 1987	Not Assigned	School	Public	
Brighton School District No. 27J	Southeast Elementary	1595 Southern St.	Brighton, CO	80601	1962	1994	Not Assigned	School	Public	
Boulder Valley School District RE-2	Broomfield Junior High School	1 Eagle Way	Broomfield, CO	80020	1958	1960	Not Assigned	Demolished	Public	Wheeler & Lewis
Boulder Valley School District RE-2	Emerald Elementary	755 Elmhurst Pl.	Broomfield, CO	80020	1958	1960, 1961, 1963, 1983	Not Assigned	School	Public	Wheeler & Lewis
Boulder Valley School	Kohl Elementary	1000 West 10th Avenue	Broomfield, CO	80020	1959	1960, 1963, 1979, 1983,	Not Assigned	School	Public	Wheeler & Lewis

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District RE-2						2000				
Boulder Valley School District RE-2	Broomfield High School	1000 Daphne St.	Broomfield, CO	80020	1959	1959, 1964, 1973, 1975, 1980, 1983, 1984, 1996, 2000	Not Assigned	School	Public	
Broomfield County- N/A	Nativity of Our Lord Catholic School	900 W. Midway Blvd.	Broomfield, CO	80020	1961		Not Assigned	School	Religious	Langhart & McGuire
Buena Vista School District R-31	Buena Vista School District R-31	S. Railroad Street and Marquette Ave	Buena Vista, CO	81211	1964	1996	Not Assigned	School	Public	
Burlington School District RE-6J	Burlington Elementary	450 11th St.	Burlington, CO	80807	1958	1964, 1999	Not Assigned	School	Public	
Burlington School District RE-6J	Burlington High School	380 Mike Lounge Drive	Burlington, CO	80807	1970		Not Assigned	School	Public	
Byers School District 32J	Byers Public School	444 E. Front Street	Byers, CO	80103	1951	1975, 1979, 2000	Not Assigned	School	Public	
Calhan School District RJ-1	Calhan School	800 Bulldog Dr.	Calhan, CO	80808	1954		Not Assigned	School	Public	
Campo School District RE-6	Campo Elementary School	480 Maple St.	Campo, CO	81029	1951		Not Assigned	School	Public	
Campo School District RE-6	Campo High School	480 Maple St.	Campo, CO	81029	1962	1972	Not Assigned	School	Public	
Cañon City School District RE-1	Canon City High School	1313 College Ave.	Canon City, CO	81212	1960	1971, 1976, 1981, 1988	Not Assigned	School	Public	Wheeler & Lewis
Cañon City School District RE-1	Lincoln Elementary	420 Myrtle St.	Canon City, CO	81212	1950	1969, 1980, 1984	Not Assigned	School	Public	
Cañon City School District RE-1	McKinley Elementary	1240 McKinley Ave.	Canon City, CO	81212	1950	1958, 1961, 1969, 1980	Not Assigned	School	Public	
Cañon City School District RE-1	Washington Elementary	606 N. 9th St.	Canon City, CO	81212	1950	1958, 1961, 1968, 1969, 1999	Not Assigned	School	Public	
Cañon City School District RE-1	Garden Park High School	201 N. 6th St.	Canon City, CO	81212	1960	1980	Not Assigned	School	Public	
Garfield County - N/A	Colorado Rocky Mountain School	500 Holden Way	Carbondale, CO	81623	1960s		Not Assigned	School	Private	
Garfield County - N/A	Round Elementary	520 South Third Street	Carbondale, CO	81623	1963		Not Assigned	Non-profit	Public	Caudill & Associates

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
	School									
Douglas County School District RE 1	Douglas County High School	2842 Front Street	Castle Rock, CO	80104	1961	1966	Not Assigned	School	Public	Wheeler & Lewis
Douglas County School District RE 1	D.C. Stadium	961 Plum Creek Blvd.	Castle Rock, CO	80104	1962		Not Assigned	School	Public	
Cherry Creek School District No. 5	Walnut Hills Elementary	8195 East Costilla Blvd	Centennial, CO	80112	1969	2001	Not Assigned	School	Public	Haldeman, William C.
Littleton School District No. 6	Hopkins Elementary	7171 S. Pennsylvania St.	Centennial, CO	80122	1962	1986	Not Assigned	School	Public	Grant, Alfred Watts
Littleton School District No. 6	Newton Middle School	4001 E. Arapahoe Rd.	Centennial, CO	80122	1962	1970, 1978, 1985	Not Assigned	School	Public	Grant, Alfred Watts
Littleton School District No. 6	Arapahoe High School	2201 E. Dry Creek Rd.	Centennial, CO	80122	1964	1965, 1967, 1979, 1987	Not Assigned	School	Public	Grant, Alfred Watts and John Lyon Reid
Littleton School District No. 6	Highland Elementary	711 E. Euclid Ave.	Centennial, CO	80121	1958	1961, 1969, 1985, 1986	Not Assigned	School	Public	Morris, Earl C.
Littleton School District No. 6	Peabody Elementary	3128 E. Maplewood Ave.	Centennial, CO	80121	1961	1969, 1979, 1986	Not Assigned	School	Public	Morris, Earl C.
Littleton School District No. 6	Ames Elementary	7300 S. Clermont Dr.	Centennial, CO	80122	1963		Not Assigned	Unknown	Public	Morris, Earl C.
Littleton School District No. 6	Sandburg Elementary	6900 S. Elizabeth St.	Centennial, CO	80122	1967	1979, 1990	Not Assigned	School	Public	Sternberg, Eugene D.
Center School District 26 JT	Center High School	550 South Sylvester	Center, CO	81125	1950		5SH.4705	School	Public	
Center School District 26 JT	Skoglund Middle School	550 South Sylvester	Center, CO	81125	1961		Not Assigned	School	Public	
Cheraw School District #31	Cheraw School and Gymnasium	110 Lakeview Ave	Cheraw, CO	81030	1960	1968, 1978, 1997, 2006, 2007	Not Assigned	School	Public	
Academy School District 20	Edith Wolford Elementary School	13710 Black Forest Road	Colorado Springs, CO	80908	1954	1989, 2004	Not Assigned	School	Public	Bunts & Kelsey
Academy School District 20	Challenger Middle School	10215 Lexington Drive	Colorado Springs, CO	80920	1965	1970, 1978, 1986, 1988, 1997, 2003	Not Assigned	School	Public	Bunts & Kelsey

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Cheyenne Mountain School District 12	Skyway Elementary	1100 Mercury Dr.	Colorado Springs, CO	80906	1956		Not Assigned	School	Public	Francis & Guy
Cheyenne Mountain School District 12	Cheyenne Mountain Junior High	1200 W. Cheyenne Rd.	Colorado Springs, CO	80906	1968	2004	Not Assigned	School	Public	Higginbotham, Nakata & Muir
Cheyenne Mountain School District 12	Cheyenne Mountain High School	1200 Cresta Rd	Colorado Springs, CO	80906	1962		Not Assigned	School	Public	Lusk & Wallace
Cheyenne Mountain School District 12	Canon Elementary	1201 W. Cheyenne Rd.	Colorado Springs, CO	80906	1959		Not Assigned	School	Public	
Cheyenne Mountain School District 12	Broadmoor Elementary	440 W. Cheyenne Mt. Blvd	Colorado Springs, CO	80906	1960		Not Assigned	School	Public	
Colorado Springs School District 11	Wasson High School	2115 Afton Way	Colorado Springs, CO	80909	1959	1971, 1979, 1987,1988, 1993, 1995, 1998, 2008, 2013	Not Assigned	Alterna-tive School	Public	Bunts & Kelsey
Colorado Springs School District 11	Mitchell High School	1205 Potter Drive	Colorado Springs, CO	80909	1965	1968, 1986, 1987, 1998, 1999	Not Assigned	School	Public	Bunts & Kelsey
Colorado Springs School District 11	Grant Elementary	3215 Westwood Blvd	Colorado Springs, CO	80918	1966	1968, 1978, 1998, 2008	Not Assigned	School	Public	Bunts & Kelsey
Colorado Springs School District 11	Queen Palmer Elementary	1921 E Yampa Street	Colorado Springs, CO	80909	1948	1954, 1999, 2007, 2009	Not Assigned	School	Public	Bunts, Edward L.
Colorado Springs School District 11	Lincoln Elementary	2727 N Cascade Avenue	Colorado Springs, CO	80907	1948	1955,1974, 1998	Not Assigned	Vacant	Public	Bunts, Edward L.
Colorado Springs School District 11	Steele Elementary	1720 N Weber Street	Colorado Springs, CO	80907	1954	1969, 1972, 1994, 1999, 2009	Not Assigned	School	Public	Francis & Guy
Colorado Springs School District 11	Midland International School	2110 W Broadway	Colorado Springs, CO	80904	1956	1971, 1998, 2005	Not Assigned	School	Public	Grant, Alfred Watts
Colorado	Oliver	2455 Mesa	Colorado	80904	1968		Not	School	Public	Higginbotha

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Springs School District 11	Wendell Holmes Middle School	Road	Springs, CO				Assigned			m, Nakata & Muir
Colorado Springs School District 11	Columbia Elementary	835 E St. Vrain Street	Colorado Springs, CO	80903	1968	1972, 2007	Not Assigned	School	Public	Inghram & Inghram
Colorado Springs School District 11	Bates Elementary	702 Cragmor Road	Colorado Springs, CO	80907	1957	1965, 1999	Not Assigned	Vacant	Public	Lusk & Wallace
Colorado Springs School District 11	GLOBE Charter School	3302 Alpine Place	Colorado Springs, CO	80909	1959	1962, 1964, 1998,	Not Assigned	School	Charter School	Lusk & Wallace
Colorado Springs School District 11	Howbert Elementary	1023 N 31st Street	Colorado Springs, CO	80904	1959	1963, 1972, 1999, 2009	Not Assigned	School	Public	Lusk & Wallace
Colorado Springs School District 11	Mann Middle School	1001 E Van Buren Street	Colorado Springs, CO	80907	1959	1960, 1972, 1975, 1978, 1984, 1999	Not Assigned	School	Public	Lusk & Wallace
Colorado Springs School District 11	Global Village	1702 N Murray Blvd	Colorado Springs, CO	80915	1964	1968, 1969, 1999, 2010	Not Assigned	School	Charter School	Lusk & Wallace
Colorado Springs School District 11	Madison Elementary	20 Constitution Avenue	Colorado Springs, CO	80909	1964	1988, 1998, 1999	Not Assigned	School	Public	Lusk & Wallace
Colorado Springs School District 11	Jackson Elementary	4340 Edwinstowe Avenue	Colorado Springs, CO	80907	1966	1985, 2001, 2009	Not Assigned	School	Public	Pierceall & Ten Eyck
Colorado Springs School District 11	Woodrow Wilson Elementary	1409 De Reamer Circle	Colorado Springs, CO	80915	1969	2007	Not Assigned	School	Public	Pierceall & Ten Eyck
Colorado Springs School District 11	Taylor Elementary	900 E Buena Vista Street	Colorado Springs, CO	80907	1952	1954, 1998	Not Assigned	School	Public	Thomas & Sweet
Colorado Springs School District 11	Stratton Elementary	2460 Paseo Road	Colorado Springs, CO	80907	1953	1954, 1983, 1999	Not Assigned	School	Public	Thomas & Sweet
Colorado Springs	Twain Elementary	3402 E San Miguel Street	Colorado Springs,	80909	1961	1963, 1964, 1968, 1999	Not Assigned	School	Public	Thomas & Sweet

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
School District 11			CO							
Colorado Springs School District 11	Will Rogers Elementary	110 S. Circle Drive	Colorado Springs, CO	80910	1960		Not Assigned	School	Public	Thomas & Sweet
Colorado Springs School District 11	Franklin Elementary	701 N. Circle Drive	Colorado Springs, CO	80907	1951		Not Assigned	Public Utilities Office	Public	Thomas & Sweet
Colorado Springs School District 11	Audubon Elementary	2400 E Van Buren Street	Colorado Springs, CO	80909	1950s	1964	Not Assigned	School	Public	
Colorado Springs School District 11	Buena Vista Elementary	924 West Pikes Peak Avenue	Colorado Springs, CO	80905	1950s		Not Assigned	School	Public	
Colorado Springs School District 11	Edison Elementary	3125 N Hancock Avenue	Colorado Springs, CO	80907	1950s		Not Assigned	School	Public	
Colorado Springs School District 11	Jefferson Elementary	1801 N Howard Avenue	Colorado Springs, CO	80909	1950s		Not Assigned	Charter School	Public	
Colorado Springs School District 11	Pike Elementary	2510 N Chestnut Street	Colorado Springs, CO	80907	1956		Not Assigned	Charter School	Public	Wilson, Grant A.
Colorado Springs School District 11	Adams Elementary	2101 Manitoba Drive	Colorado Springs, CO	80910	1963		Not Assigned	vacant	Public	Weber, Walter
Colorado Springs School District 11	Galileo School of Math and Science	1600 N Union Blvd	Colorado Springs, CO	80909	1953		Not Assigned	School	Public	Bunts, Edward L.
Colorado Springs School District 11	Monroe Elementary	15 S Chelton Road	Colorado Springs, CO	80910	1960s		Not Assigned	School	Public	Bunts & Kelsey
El Paso County - N/A	Corpus Christi Catholic School	2410 North Cascade Avenue	Colorado Springs, CO	80907	1950	1959, 1998	Not Assigned	School	Religious	Deits, Earle A.
El Paso County - N/A	St. Mary's Grade School	29 W. Kiowa St.	Colorado Springs, CO	80903	1950		Not Assigned	Community College	Religious	Deits, Earle A. with Jan Ruhtenberg
El Paso	Seventh	1011 N.	Colorado	80903	1964		Not	Unknown	Religious	Dewey King

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
County - N/A	Day Adventist School	Franklin St.	Springs, CO				Assigned			& Associates
El Paso County - N/A	Immanuel Lutheran Day School	828 E. Pikes Peak Avenue	Colorado Springs, CO	80903	1954		Not Assigned	School	Religious	Ditzen, Robert W.
El Paso County - N/A	Divine Redeemer Catholic School	901 North Logan Avenue	Colorado Springs, CO	80909	1956		Not Assigned	School	Religious	Henry Toll and John Milan
El Paso County - N/A	St. Mary's Catholic Education Center	100 W. Pikes Peak Ave.	Colorado Springs, CO	80903	1970		Not Assigned	Community College	Religious	Higginbotham, Nakata & Muir
El Paso County - N/A	Pauline Memorial Catholic School	1601 Mesa Avenue	Colorado Springs, CO	80906	1955		Not Assigned	School	Religious	
El Paso County - N/A	Sacred Heart Elementary School	15 S. 21st St.	Colorado Springs, CO	80904	1955		Not Assigned	Parish Hall	Religious	Toll and Milan
Harrison School District 2	Harrison High School	2755 Janitell Road	Colorado Springs, CO	80906	1966	1974, 1995	Not Assigned	School	Public	Grant, Alfred Watts
Harrison School District 2	Gorman Education Center and New Horizons Alternative School	2883 S. Circle Dr.	Colorado Springs, CO	80906	1952	1955, 1956, 1959, 1975, 2005	Not Assigned	Alternative School	Public	
Harrison School District 2	Stratton Meadows Elementary	610 Brookshire Avenue	Colorado Springs, CO	80906	1953	1992	Not Assigned	School	Public	Deits, Earle A.
Harrison School District 2	Chamberlin Elementary	2400 Slater Avenue	Colorado Springs, CO	80906	1957	1992	Not Assigned	School	Public	
Harrison School District 2	Stratmoor Hills Elementary	200 Loomis	Colorado Springs, CO	80906	1963	1993	Not Assigned	School	Public	
Harrison School District 2	Pikes Peak Elementary	1520 Verde Drive	Colorado Springs, CO	80910	1964	1994	Not Assigned	School	Public	
Harrison School District 2	Monterey Elementary	2311 Monterey Drive	Colorado Springs, CO	80910	1969	1995	Not Assigned	School	Public	Higginbotham, Nakata & Muir
Harrison School District 2	Carmel Middle School	1740 Pepperwood Drive	Colorado Springs, CO	80910 -1599	1970	2002	Not Assigned	School	Public	Higginbotham, Nakata & Muir

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Widefield School District 3	S.A. Wilson Preschool	930 Leta Dr.	Colorado Springs, CO	80911	1959	1961	Not Assigned	School	Public	Francis & Guy
Widefield School District 3	Talbott Elementary	401 Dean Dr.	Colorado Springs, CO	80911	1963	1964, 1982	Not Assigned	School	Public	Guy, Carlisle
Widefield School District 3	Widefield High School	615 Widefield Dr.	Colorado Springs, CO	80911	1958	1959, 1966, 1970, 1973, 1977, 1980, 1991	Not Assigned	School	Public	Guy, Carlisle
Widefield School District 3	North Elementary	209 Leta Dr	Colorado Springs, CO	80911	1956	1991	Not Assigned	School	Public	
Widefield School District 3	Widefield Elementary	509 Widefield Dr.	Colorado Springs, CO	80911	1956	1991	Not Assigned	School	Public	
Widefield School District 3	Venetucci Elementary	405 Willis Dr.	Colorado Springs, CO	80911	1957	1959, 1966	Not Assigned	School	Public	
Widefield School District 3	Sproul Junior High	235 Sumac	Colorado Springs, CO	80911	1960	1961, 1962, 1973, 1974, 1989, 2007	Not Assigned	School	Public	
Widefield School District 3	Discovery Alternative High School	701 Widefield Dr.	Colorado Springs, CO	80911	1961	1999	Not Assigned	School	Public	
Widefield School District 3	Pinello Elementary	2515 Cody Dr.	Colorado Springs, CO	80911	1963	1965	Not Assigned	School	Public	
Widefield School District 3	Watson Junior High	136 Fontaine Blvd.	Colorado Springs, CO	80911	1964	1966, 1970, 1874, 1985	Not Assigned	School	Public	Francis & Guy
Widefield School District 3	Widefield Community Center	705 Aspen Dr.	Colorado Springs, CO	80911	1966		Not Assigned	Community Center	Public	
Widefield School District 3	Webster Elementary Main Building	445 Jersey Ln.	Colorado Springs, CO	80911	1970	1975, 1999, 2000, 2001, 2005	Not Assigned	School	Public	
Adams County School District 14	Rose Hill Elementary	6900 E. 58th Ave.	Commerce City, CO	80022	1952	1954, 1958, 1963, 2007	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Kearney Middle School	6160 Kearney St.	Commerce City, CO	80022	1953	1956, 1966, 1977	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Central Elementary	6450 Holly St.	Commerce City, CO	80022	1954	1953	Not Assigned	School	Public	Grant, Alfred Watts

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Adams County School District 14	Adams City Middle School	4451 E. 72nd Ave.	Commerce City, CO	80022	1956	1958, 1966, 1977	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Dupont Elementary	7970 Kimberly St.	Commerce City, CO	80022	1956	1966	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Monaco Elementary	7631 Monoco St.	Commerce City, CO	80022	1956	1959, 1962, 1998	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Kemp Elementary	6775 Oneida St.	Commerce City, CO	80022	1951	1960, 2007	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Alsup Elementary	7101 Birch St.	Commerce City, CO	80022	1959	1962	Not Assigned	School	Public	Grant, Alfred Watts
Adams County School District 14	Hanson PreK-8 School	7133 E. 73rd Ave.	Commerce City, CO	80022	1968	2006, 2008	Not Assigned	School	Public	More, Combs, Burch
Adams County School District 14	Lester Arnold Alternative High School	6500 E. 72nd Ave.	Commerce City, CO	80022	1949		Not Assigned	School	Public	T.H. Buell & Company
Adams County School District 14	Sanville Preschool	5941 E. 64th Ave.	Commerce City, CO	80022	1954		Not Assigned	School	Public	
Montezuma-Cortez School District RE-1	Manaugh Elementary	300 E. 4th St.	Cortez, CO	81321	1955	1984	Not Assigned	School	Public	Andres, Wiliam F.
Montezuma-Cortez School District RE-1	Kemper Elementary	620 E. Montezuma	Cortez, CO	81321	1959	1985	5MT.2022 5	School	Public	Andres, Wiliam F.
Montezuma-Cortez School District RE-1	Montezuma-Cortez High School	206 W. 7th St.	Cortez, CO	81321	1968	1976, 1993, 1999, 2004	Not Assigned	Demolished	Public	Wheeler & Lewis
Montezuma-Cortez School District RE-1	Cortez Middle School	450 W. 2nd St.	Cortez, CO	81321	1948	1996	Not Assigned	School	Public	
Montezuma-Cortez School District RE-1	Downey Elementary	400 N. Elm	Cortez, CO	81321	1951		Not Assigned	Administration	Public	
Montezuma-Cortez School District RE-1	New Wings	210 S. Washington	Cortez, CO	81321	1959	2005	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Montezuma-Cortez School District RE-1	Mesa Elementary	703 W. 7th St.	Cortez, CO	81321	1960	1985, 2006	Not Assigned	School	Public	
Montezuma-Cortez School District RE-1	Montezuma-Cortez Re-1 Pre school	510 N. Beech	Cortez, CO	81321	1962	1986	Not Assigned	School	Public	
Moffat County School District RE-1	Moffat County High School	unknown	Craig, CO	81625	1948		Not Assigned	Demolished	Public	Atchison & Kloverstrom
Moffat County School District RE-1	East Elementary	600 Texas Avenue	Craig, CO	81625	1959		Not Assigned	School	Public	Sternberg, Eugene D.
Moffat County School District RE-1	Sunset Elementary School	800 West 7th Street	Craig, CO	81625	1955	1960, 1978	Not Assigned	School	Public	Sternberg, Eugene D.
Moffat County School District RE-1	Sandrock Elementary School	201 East 9th	Craig, CO	81625	1964		Not Assigned	School	Public	
Delta County School District 50J	Garnet Mesa Elementary School	600 A St.	Delta, CO	81416	1958		Not Assigned	School	Public	Wheeler & Lewis
Delta School District 50J	Delta Junior High School	1020 Palmer St.	Delta, CO	81147	1963		Not Assigned	Demolished	Public	Wheeler & Lewis
Adams 12 Five Star Schools	Coronado Hills Elementary School	8300 Downing Dr.	Denver, CO	80229	1962	1992	Not Assigned	Demolished	Public	
Adams County - N/A	Guardian Angels Catholic School	1843 West 52nd Avenue	Denver, CO	80221	1962		Not Assigned	School	Religious	
Adams County- N/A	Assumption High School	2341 East 78th Street	Denver, CO	80229	1950		Not Assigned	School	Religious	
Adams County School District No. 50	Fairview Elementary	7826 Fairview Ave.	Denver, CO	80221	1956	1958, 1996	Not Assigned	School	Public	Johnson, Roland M.
Adams County School District No. 50	Roush Elementary	7800 Pecos Street	Denver, CO	80221	1959		Not Assigned	Demolished	Public	Johnson, Roland M.
Adams County School	Scott Carpenter Middle	7001 Lipan Street	Denver, CO	80221	1962	1968, 1998, 1999	Not Assigned	School	Public	Johnson, Roland M.

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District No. 50	School									
Adams County School District No. 50	Clear Lake Middle School	1940 Elmwood Lane	Denver, CO	80221	1958	1959, 1964, 1970, 1973, 1981, 1998	Not Assigned	School	Public	Reddy, Paul R.
Adams County School District No. 50	Ranum Middle School	2401 W. 80th Ave.	Denver, CO	80221	1962	1963, 1964, 1965, 1967, 1969, 1971, 1975, 1999	Not Assigned	School	Public	Reddy, Paul R.
Adams County School District No. 50	Skyline Vista Elementary	7395 Zuni St.	Denver, CO	80221	1955	1956, 1957, 1960, 1998	Not Assigned	School	Public	
Adams County School District No. 50	F. M. Day Elementary	1740 Jordan Street	Denver, CO	80221	1957	1958, 1964, 1999	Not Assigned	School	Public	
Adams County School District No. 50	Metz Elementary	2341 Sherrelwood Dr.	Denver, CO	80221	1960	1997, 1998	Not Assigned	School	Public	
Adams County School District No. 50	Sherrelwood Elementary	8095 Kalamath Street	Denver, CO	80221	1967	1998	Not Assigned	School	Public	
Cherry Creek School District No. 5	Holly Hills Elementary	6161 East Cornell Avenue	Denver, CO	80222	1958	1989	Not Assigned	School	Public	
Cherry Creek School District No. 5	Holly Ridge Primary Elementary School	3301 South Monaco Parkway	Denver, CO	80222	1962		Not Assigned	School	Public	
Denver County - N/A	Mullen High School	3601 South Lowell Boulevard	Denver, CO	80236	1958		Not Assigned	School	Religious	Muchow, William C.
Denver County - N/A	St. James Catholic School	1250 Newport St.	Denver, CO	80220	1947		Not Assigned	School	Religious	Monroe, John K.
Denver County - N/A	St. John's Lutheran School	700 S Franklin St	Denver, CO	80209	1958	1968, 1999	Not Assigned	School	Religious	Wheeler & Lewis
Denver County - N/A	Redeemer Lutheran School	3400 W Nevada Pl.	Denver, CO	80219	1959		5DV.11711	School	Religious	Wheeler & Lewis
Denver County - N/A	Escuela de Guadalupe	660 Julian Street	Denver, CO	80204	1950		Not Assigned	School	Religious	
Denver County - N/A	Our Lady of Lourdes School	2256 South Logan Street	Denver, CO	80210	1952		Not Assigned	School	Religious	
Denver	Arrupe	4343 Utica	Denver,	80212	1958		Not	School	Religious	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
County - N/A	Jesuit High School	Street	CO				Assigned			
Denver County - N/A	St. John's Lutheran School	700 South Franklin Street	Denver, CO	80209	1959		Not Assigned	School	Religious	
Denver County - N/A	St. Anne's Episcopal School	2701 South York Street	Denver, CO	80210	1969		Not Assigned	School	Religious	
Denver County - N/A	Annuncatio n Catholic School	3536 Lafayette Street	Denver, CO	80205	1940s		Not Assigned	School	Religious	
Denver County - N/A	St. Elizabeth's School	2350 Gaylord Street	Denver, CO	80205	1950s		Not Assigned	School	Religious	
Denver County - N/A	Denver Waldorf School (originally Denver Christian High School)	2100 S. Pennsylvania	Denver, CO	80210	1950s		Not Assigned	School	Private	
Denver County - N/A	Hillel Academy of Denver	450 South Hudson Street	Denver, CO	80246	1950s		Not Assigned	School	Religious	
Denver County - N/A	Most Precious Blood Catholic	3959 East Iliff Avenue	Denver, CO	80210	1952		Not Assigned	School	Religious	
Denver County - N/A	Notre Dame Catholic School	2165 South Zenobia Street	Denver, CO	80219	1957		Not Assigned	School	Religious	
Denver County - N/A	Excel Institute	3050 Richard Allen Court	Denver, CO	80205	1960s		Not Assigned	School	Religious	
Denver County- N/A	Graland Country Day School-Gates Science Building, classroom building, Foundation s Building	30 Birch Street	Denver, CO	80220	1961, 1964, 1970		Not Assigned	School	Private	Hornbein & White
Denver County- N/A	Colorado Lutheran High School	3201 W. Arizona Ave.	Denver, CO	80219	1955	1958, 1961	Not Assigned	School	Religious	Wheeler & Lewis
Denver County	Brown Elementary	2550 Lowell Blvd.	Denver, CO	80211	1951	1993	5DV.8047	School	Public	Atchison & Kloverstrom

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
School District 1										
Denver County School District 1	Traylor Academy (ECE-5)	2900 S. Ivan Way	Denver, CO	80227	1968	2002	5DV.10481	School	Public	Baume, Polivnick & Hatami
Denver County School District 1	Hill Middle School Campus of Arts & Sciences	451 Clermont St.	Denver, CO	80220	1955		5DV.8055	School	Public	Ervin & Berne
Denver County School District 1	Greenlee K-8	1150 Lipan St.	Denver, CO	80204	1950		5DV.9270	School	Public	Fischer & Fischer
Denver County School District 1	Doull Elementary	2520 S. Utica St.	Denver, CO	80219	1955	1994	5DV.9268	School	Public	Grant, Alfred Watts
Denver County School District 1	Force Elementary	1550 S. Wolff St.	Denver, CO	80219	1955	1956, 1994	5DV.9269	School	Public	Grant, Alfred Watts
Denver County School District 1	Schmitt Elementary	1820 S. Vallejo St.	Denver, CO	80223	1955	1961	5DV.9275	School	Public	Grant, Alfred Watts
Denver County School District 1	Sabin Elementary	3050 S. Vrain St.	Denver, CO	80236	1958	1960, 1962	5DV.10485	School	Public	Grant, Alfred Watts
Denver County School District 1	Munroe Elementary	3440 W. Virginia Ave.	Denver, CO	80219	1961	1995, 1999	5DV.10484	School	Public	Grant, Alfred Watts
Denver County School District 1	Cory Elementary	1550 S. Steele St.	Denver, CO	80210	1950		Not Assigned	School	Public	Hornbein, Victor
Denver County School District 1	Denver Center for International Studies	574 W. 6th Ave	Denver, CO	80204	1957	1958	Not Assigned	School	Public	Jamieson & Williams
Denver County School District 1	Knapp Elementary	500 S. Utica St.	Denver, CO	80219	1956	1994, 2000	5DV.8059	School	Public	Lee, Charles Gordon
Denver County School	Denison Montessori Elementary	1821 S. Yates St	Denver, CO	80219	1959	1961, 2002	5DV.8049	School	Public	Lee, Charles Gordon

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District 1										
Denver County School District 1	Ralph S. Pitts Elementary School	3509 Glencoe St.	Denver, CO	80222	1959		Not Assigned	Demolished	Public	Lee, Charles Gordon
Denver County School District 1	Barrett Elementary	2900 N. Richard Allen Ct.	Denver, CO	80205	1960		5DV.10483	School	Public	Lee, Charles Gordon
Denver County School District 1	Hamilton Middle School	8600 E Dartmouth Ave	Denver, CO	80231	1967		5DV.10479	School	Public	Lee, Charles Gordon
Denver County School District 1	Philips Preparatory Elementary (now Odyssey School)	6550 E. 21st Ave.	Denver, CO	80207	1951	1958, 1994	5DV.8064	School	Public	Lee, Charles Gordon and J. Roger Musick
Denver County School District 1	Carson Elementary	5420 E. 1st Ave.	Denver, CO	80220	1952	1954	5DV.8048	School	Public	Lee, Charles Gordon and J. Roger Musick
Denver County School District 1	Goldrick Elementary	1050 S. Zuni St.	Denver, CO	80223	1952	1954, 1995	5DV.8053	School	Public	Lee, Charles Gordon and J. Roger Musick
Denver County School District 1	Johnson Elementary	1850 S. Irving St.	Denver, CO	80219	1952	1954	5DV.8057	School	Public	Lee, Charles Gordon and J. Roger Musick
Denver County School District 1	Schenck Elementary	1300 S. Lowell Blvd.	Denver, CO	80219	1958	1962, 2005	5DV.10482	School	Public	Linstedt, Robert
Denver County School District 1	Fallis Elementary (now Denver Green School)	6700 E. Virginia Ave	Denver, CO	80224	1960	1992	5DV.8051	School	Public	Linstedt, Robert
Denver County School District 1	Bromwell Elementary	2500 E. 4th Ave.	Denver, CO	80206	1955	1976, 1995	School	School	Public	Moore, Thomas E.
Denver County School District 1	Swansea Elementary	4650 Columbine St.	Denver, CO	80216	1957	1974, 1996, 2002	School	School	Public	More, Donald H.
Denver	Columbine	2540 E. 29th	Denver,	80205	1959	1961	5DV.1047	School	Public	More,

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County School District 1	Elementary	Ave.	CO				6			Donald H.
Denver County School District 1	Smith Renaissance School of the Arts (ECE-5)	3590 Jasmine St.	Denver, CO	80207	1954	1957	5DV.9276	School	Public	Musick, G. Meredith
Denver County School District 1	Remington K-5	4735 Pecos St.	Denver, CO	80211	1955	1993	5DV.9274	Vacant	Public	Peterson & Linstedt
Denver County School District 1	Gust Elementary	3440 W. Yale Ave.	Denver, CO	80219	1955	1956, 1961, 2005	5DV.9271	School	Public	Pillsbury, C. Francis
Denver County School District 1	Ellis Elementary	1651 S. Dahlia St.	Denver, CO	80222	1956	1959	5DV.8050	School	Public	Pillsbury, C. Francis
Denver County School District 1	McMeen Elementary	1000 S. Holly St.	Denver, CO	80246	1958	1966	5Dv.10480	School	Public	Pillsbury, C. Francis
Denver County School District 1	Mitchell Elementary	1350 E. 33rd Ave.	Denver, CO	80205	1958	1964, 1974	5DV.10477	Administration	Public	Rader, Paul W.
Denver County School District 1	George Washington High School	655 S. Monaco Parkway	Denver, CO	80224	1960		5DV.8052	School	Public	Raymond H. Ervin & Associates
Denver County School District 1	Manual High School	1700 E. 28th Ave.	Denver, CO	80205	1953	1993	5DV.8062	School	Public	Raymond H. Ervin & Associates
Denver County School District 1	Godsman Elementary	2120 W. Arkansas Ave.	Denver, CO	80223	1958	1961, 1992, 2001	5DV.10478	School	Public	Reddy, Paul R.
Denver County School District 1	Bradley International Elementary School	3051 S. Elm St.	Denver, CO	80222	1953		5DV.8046	School	Public	Smith & Hegner
Denver County School District 1	Thomas Jefferson High School	3950 S. Holly St.	Denver, CO	80237	1960	1992	Not Assigned	School	Public	Smith & Hegner
Denver	Cheltenham	1580 Julian	Denver,	80204	1964	1970, 1996	Not	School	Public	Smith &

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County School District 1	Elementary	St.	CO				Assigned			Thorson
Denver County School District 1	Gilpin K-8	2949 California St.	Denver, CO	80205	1950		5DV.8068	School	Public	Smith, Hegner & Moore
Denver County School District 1	Knight Fundamental Academy at Hallett	2950 Jasmine St.	Denver, CO	80207	1951	1966	5DV.8054	School	Public	T.H. Buell & Company
Denver County School District 1	Merrill Middle School	1551 S. Monroe St.	Denver, CO	80210	1953	1954	Not Assigned	School	Public	T.H. Buell & Company
Denver County School District 1	Whiteman Elementary (now Denver Language School)	451 Newport St.	Denver, CO	80220	1954		5DV.8067	Charter School	Public	T.H. Buell & Company
Denver County School District 1	Kunsmiller Creative Arts Academy K-8	2250 S. Quitman Way	Denver, CO	80219	1957	1963	5DV.8061	School	Public	T.H. Buell & Company
Denver County School District 1	Abraham Lincoln High School	2285 S. Federal Blvd	Denver, CO	80219	1960	1994	5DV.8044	School	Public	T.H. Buell & Company
Denver County School District 1	John F. Kennedy High School	2855 S. Lamar St.	Denver, CO	80227	1964	2001	5DV.8056	School	Public	T.H. Buell & Company
Denver County School District 1	Denver Center for Early Education	3245 E. Exposition Ave.	Denver, CO	80209	1951		5DV.8060	School	Public	T.H. Buell & Company
Denver County School District 1	Palmer Elementary	995 Grape St.	Denver, CO	80220	1950	1994	5DV.9273	School	Public	W. Gordon Jamieson & Company
Denver County School District 1	Slavens K-8	3000 S. Clayton St.	Denver, CO	80210	1956	1961	5DV.9277	School	Public	Wheeler & Lewis
Denver County School District 1	Newlon Elementary	361 Vrain St.	Denver, CO	80219	1951	1963, 1993, 1999	5DV.9272	School	Public	White, Gordon D.

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Denver County School District 1	Cowell Elementary	4540 W. 10th Ave.	Denver, CO	80204	1954	1986, 1994, 1996, 2000	5DV.9267	School	Public	White, Gordon D.
Denver County School District 1	Grant Middle School	1751 S. Washington St.	Denver, CO	80210	1953		Not Assigned	School	Public	White, Gordon D.
Denver County School District 1	Kepner Middle School	911 S. Hazel Court	Denver, CO	80219	1953	1994, 2001	5DV.8058	School	Public	White, Gordon D.
Denver County School District 1	Rishel Middle School	451 S. Tejon St.	Denver, CO	80223	1958	1992	5DV.8065	School	Public	White, Gordon D.
Denver County School District 1	Contemporary Learning Academy High School (Alternative)	2211 W. 27th Ave.	Denver, CO	80211	1952		Not Assigned	School	Public	
Denver County School District 1	North High Swimming Pool	2960 N. Speer Blvd	Denver, CO	80211	1958	2001	5DV.89	School	Public	
Mapleton School District No. 1	Mapleton Combined Schools (Mapleton High School)	6400 North Washington St.	Denver, CO	80229	1956	Unknown	Not Assigned		Public	Morse, Stanley M.
Mapleton School District No. 1	John Dewey Middle School	7480 Conifer Road	Denver, CO	80221	1960		Not Assigned	School	Public	Wheeler & Lewis
Mapleton School District No. 1	Mapleton Early Learning Center	602 E. 64th Ave	Denver, CO	80229	1950		Not Assigned	School	Public	
Mapleton School District No. 1	Welby New Technology High School	1200 E. 78th Ave.	Denver, CO	80229	1955	1959, 1965, 1993, 2006	Not Assigned	School	Public	
Mapleton School District No. 1	Western Hills Adventure Elementary and Enrichment Academy	7700 Delta Street	Denver, CO	80221	1957		Not Assigned	School	Public	

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Mapleton School District No. 1	Valley View K-8	660 W. 70th Ave.	Denver, CO	80221	1959	1993, 2001, 2004	Not Assigned	School	Public	
Mapleton School District No. 1	Global Leadership Academy	7480 Conifer Rd.	Denver, CO	80221	1962	1972, 2004	Not Assigned	School	Public	
Denver County- N/A	Christ the King Catholic School	860 Elm Street	Denver, CO	80220	1949		Not Assigned	School	Religious	
Denver County- N/A	Mt. Carmel High School	3600 Zuni Street	Denver, CO	80211	1951		Not Assigned	Demolished	Religious	T.H. Buell & Company
Denver County- N/A	Denver Christian School/ Van Dellen Christian Elementary	4200 E. Warren Avenue	Denver, CO	80222	1950s		Not Assigned	Vacant	Religious	
Denver County- N/A	Mile High Academy	711 East Yale	Denver, CO	80210	1949		Not Assigned	Vacant	Religious	
Denver County- N/A	Mt. Carmel Grade School	3555 Pecos Street	Denver, CO	80211	1954		Not Assigned	Community Center	Religious	
Denver County - N/A	St. Rose of Lima School	1345 West Dakota Avenue	Denver,CO	80223	1950s		Not Assigned	School	Religious	
Dolores School District RE-4A	Dolores Elementary School (Grades 3-5)	1301 Central Ave	Dolores, CO	81323	1966		Not Assigned	School	Public	Wheeler & Lewis
Dolores School District RE-4A	Dolores Middle/ High School	1301 Central Ave	Dolores, CO	81323	1954	1958, 1996	Not Assigned	School	Public	
Dolores County School District RE-2J	Seventh Street Elementary School	713 N Main St.	Dove Creek, CO	81324	1960s		Not Assigned	School	Public	
Durango School District 9-R	Needham Elementary	2425 West Third Ave.	Durango, CO	81301	1951	1959, 1976, 1979, 1995, 2004	Not Assigned	School	Public	Moore, Thomas E.
Durango School District 9-R	Park Elementary	623 East Fifth Street	Durango, CO	81301	1956	1975, 1990, 2004	Not Assigned	School	Public	
Durango School District 9-R	Durango Academy	215 E 12th St.	Durango, CO	81301	1957	1976, 2004	Not Assigned	School	Charter School	
Durango School District 9-R	Florida Mesa Elementary	216 Highway 172	Durango, CO	81303	1959	1960, 1976, 1985, 2004	5LP.10880	School	Public	

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Durango School District 9-R	Miller Middle School	2680 Junction Street	Durango, CO	81301	1961	1987, 1989, 1993, 2002, 2004	Not Assigned	School	Public	
Durango School District 9-R	Sunnyside Elementary	75 County Rd 218	Durango, CO	81303	1962	1987, 1989, 2004	Not Assigned	School	Public	
La Plata - N/A	Mason Center	301 E 12th St	Durango, CO	81301	1951		Not Assigned	Daycare	Public	Moore, Thomas E.
La Plata County - N/A	Saint Columba School	1801 East Third School	Durango, CO	81301	1958		Not Assigned	School	Religious	
Eads School District RE-1	Eads High School	200 West 10th	Eads, CO	81036	1964		5KW.169	School	Public	Wheeler & Lewis
Eagle County School District RE 50J	Eagle High School	unknown	Eagle, CO	81036	1960		Not Assigned	Unknown	Public	Caudill & Associates
Eaton RE-2 School District	Eaton Elementary School	10 Cheyenne Avenue	Eaton, CO	80615	1955	1972	Not Assigned	School	Public	
Eaton RE-2 School District	Eaton Administration, Community Center	200 Park Avenue	Eaton, CO	80615	1963		5WL.890	Offices, Community Center	Public	
Jefferson County School District R-1	Jefferson High School	2305 Pierce Street	Edgewater, CO	80214	1955	1963, 1964, 1968, 1973, 1977, 1981, 1995, 2002	Not Assigned	School	Public	Wheeler & Lewis
Jefferson County School District R-1	Edgewater Elementary	5570 West 24th Avenue	Edgewater, CO	80214	1949	1955, 1961, 1986, 1996	Not Assigned	School	Public	
Jefferson County School District R-1	Lumberg Elementary	6705 West 22nd Avenue	Edgewater, CO	80214	1955	1958, 1964, 1973, 1995	Not Assigned	School	Public	
Elizabeth School District C-1	Elizabeth Elementary School	900 S. Elbert St.	Elizabeth, CO	80107	1965		Not Assigned	School	Public	Wheeler & Lewis
Ellicott School District 22	Ellicott Middle School	350 South Ellicott Highway	Ellicott, CO	80808	1954	1964, 1974	Not Assigned	School	Public	
Arapahoe County - N/A	Saint Louis Catholic School	3301 South Sherman Street	Englewood, CO	80113	1949		Not Assigned	School	Religious	
Arapahoe County - N/A	All Souls Catholic School	4951 S. Pennsylvania St.	Englewood, CO	80113	1959		Not Assigned	School	Religious	
Englewood Public School	Clayton Elementary	4600 South Fox Street	Englewood, CO	80110	1949	1955	Not Assigned	School	Public	T.H. Buell & Company

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District										
Englewood Public School District	Cherrelyn Elementary	4500 South Lincoln Street	Englewood, CO	80113	1948		Not Assigned	School	Public	T.H. Buell & Company
Englewood Public School District	Charles Hay Elementary School	3195 S. Lafayette	Englewood, CO	80113	1951		Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Maddox Elementary School	700 West Mansfield Ave.	Englewood, CO	80110	1951	1954, 1958	Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Englewood High School	3800 S. Logan St.	Englewood, CO	80113	1954	1958, 1964	Not Assigned	Demolished	Public	Wheeler & Lewis
Englewood Public School District	Lowell Elementary School	3794 South Logan	Englewood, CO	80113	1954		Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Bishop (North) Elementary School	3100 South Elati St.	Englewood, CO	80110	1954		Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Sinclair Middle School	300 W Chenango Ave	Englewood, CO	80110	1954	1960, 1964	Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Englewood High School	3800 South Logan St.	Englewood, CO	80113	1956	1969	Not Assigned	School	Public	Wheeler & Lewis
Englewood Public School District	Scenic View Elementary	2323 W. Baker Ave.	Englewood, CO	80110	1970		Not Assigned	Unknown	Public	Wheeler & Lewis
Englewood Public School District	Englewood Middle School	300 West Chanango	Englewood, CO	80110	1950s		Not Assigned	School	Public	
Englewood Public School District	William E Bishop Elementary	3100 South Elati Street	Englewood, CO	80110	1950s		Not Assigned	School	Public	
Englewood Public School District	Lowell Elementary	3794 South Logan	Englewood, CO	80113	1950s		Not Assigned	Closed	Public	
Englewood Public School District	Charles Hay Elementary School	3195 South Lafayette Street	Englewood, CO	80113	1960s		Not Assigned	School	Public	
Englewood Public School District	Maddox Elementary	700 West Mansfield Ave	Englewood, CO	80110	1960s		Not Assigned	School	Public	
Sheridan School District 2	Alice Terry Elementary	4485 South Irving St.	Englewood, CO	80110	1957	1983, 2008	Not Assigned	School	Public	Hornbein, Victor
Sheridan School District 2	Sheridan Middle School	4107 S. Federal Blvd.	Englewood, CO	80110	1952	1960, 1987, 1993, 2009	Not Assigned	School	Public	

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St. Vrain Valley School District RE 1J	Erie Elementary	4137 East County Line Rd.	Erie, CO	80516	1966	1970, 1999, 2001	Not Assigned	School	Public	
Park (Estes Park) School District R-3	Estes Park Middle School	1500 Manford Ave.	Estes Park, CO	80517	1962	2008	Not Assigned	School	Public	
Jefferson County School District R-1	Evergreen High School	29300 Buffalo Park Road	Evergreen, CO	80439	1954	1959, 1962, 1970, 1978, 1983, 1986, 1996, 2001	Not Assigned	Demolished	Public	Axtens, S. Arthur
Jefferson County School District R-1	Evergreen Middle School	2059 Hiwan Drive	Evergreen, CO	80439	1969	1982, 1983, 1986	Not Assigned	School	Public	Lamar & Kelsey
Jefferson County School District R-1	Wilmot Elementary School	5124 S Hatch Dr	Evergreen, CO	80439	1962	1964, 2000	Not Assigned	School	Public	Morse, Dion & Champion
Jefferson County School District R-1	Bergen Meadow Elementary	1892 Bergen Parkway	Evergreen, CO	80439	1970	1987	Not Assigned	School	Public	
Park County School District RE-2	South Park High School	640 Hathaway St.	Fairplay, CO	80440	1962		Not Assigned	School	Public	Wheeler & Lewis
Arriba-Flagler School District C-20	Arriba-Flagler School Building	421 Julian Avenue	Flagler, CO	80815	1954	1964, 1967, 1990	Not Assigned	School	Public	
Fremont School District RE-2	Fremont Elementary School	500 West 5th Street	Florence, CO	81226	1950s		Not Assigned	School	Public	
Poudre School District R-1	Dunn IB World School	501 S Washington Ave	Fort Collins, CO	80521	1949	1987, 1992, 2005	5LR.10784	School	Public	Atchison & Kloverstrom
Poudre School District R-1	Lesher Junior High	1400 Stover St	Fort Collins, CO	80524	1960	1977, 1981, 1993, 2006	5LR.10788	School	Public	Grant, Alfred Watts
Poudre School District R-1	Poudre High School	201 Impala Dr	Fort Collins, CO	80521	1962	1965, 1978, 1983, 1994, 1995	5LR.10793	School	Public	Grant, Alfred Watts
Poudre School District R-1	Lab/Polaris Expeditionary Learning School	1905 Orchard Pl	Fort Collins, CO	80521	1956	1959, 1968, 1987, 1991, 1994, 2005	Not Assigned	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Putnam School of Science	1400 Maple St	Fort Collins, CO	80521	1956	1968, 1984, 1986, 1991, 1997, 1999	5LR.10794	School	Public	Robb, Brenner & Brelig
Poudre	Barton	703 E.	Fort	80525	1957	1959, 1975,	5LR.1077	Museum	Public	Robb,

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School District R-1	Center	Prospect Road	Collins, CO			1982	6			Brenner & Brelig
Poudre School District R-1	Bennett IB World School	1125 Bennett School Rd	Fort Collins, CO	80521	1963	1969, 1984, 1994, 2002	5LR.10778	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	O'Dea Core Knowledge	312 Princeton Rd	Fort Collins, CO	80525	1964	1968, 1986, 1994, 2004	5LR.10792	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Bauder Elementary	2345 W Prospect Rd	Fort Collins, CO	80526	1968	1971, 1988, 1992	5LR.10777	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Irish Elementary	515 Irish Dr	Fort Collins, CO	80521	1968	1971, 1989, 1945, 2005	5LR.10787	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Riffenburgh Elementary	1320 E Stuart St	Fort Collins, CO	80525	1968	1971, 1988, 2002	5LR.10795	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Tavelli Elementary	1118 Miramont Dr	Fort Collins, CO	80524	1968	1971, 1989, 1993	5LR.10798	School	Public	Robb, Brenner & Brelig
Poudre School District R-1	Blevins Junior High	2102 S Taft Hill Rd	Fort Collins, CO	80526	1968	1971, 1983, 1993, 1997	5LR.10779	School	Public	Wheeler & Lewis
Poudre School District R-1	Rocky Mountain High School	1300 W. Swallow Road	Fort Collins, CO	80526	1969	1985, 1995, 2004, 2012	Not Assigned	School	Public	Wheeler & Lewis
Weld County School District RE-8	Butler Elementary	411 S. McKinley	Fort Lupton, CO	80621	1969	2003	Not Assigned	School	Public	
Fort Morgan School District RE-3	Fort Morgan High School	709 East Riverview	Fort Morgan, CO	80701	1964	2005	Not Assigned	School	Public	Wheeler & Lewis
Fort Morgan School District RE-3	Columbine Elementary	815 West Street	Fort Morgan, CO	80701	1950s		Not Assigned	School	Public	
Fort Morgan School District RE-3	Green Acres Elementary	930 Sherman Street	Fort Morgan, CO	80701	1960s		Not Assigned	School	Public	
Fort Morgan School District RE-3	Sherman Early Childhood Center	300 Sherman Street	Fort Morgan, CO	80701	1960s	c. 2000s	Not Assigned	School	Public	
Fountain School District 8	Fountain Middle School	515 N. Sante Fe Ave	Fountain, CO	80817	1954	1966, 1967, 1968, 1970, 1988	Not Assigned	School	Public	
Fountain School District 8	Lorraine High School/Education & Community	301 E. Iowa	Fountain, CO	80817	1956	1963, 1965, 1976, 1982, 1985	Not Assigned	School	Public	

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	Center									
Fowler School District R-4J	Fowler Junior/Senior High School	600 West Eugene	Fowler, CO	81039	1954	1964	Not Assigned	School	Public	
Douglas County School District RE 1	Cherry Valley Elementary	9244 S. State Highway 83	Franktown, CO	80116	1952		5DA.1462	School	Public	Smith & Hegner
St. Vrain Valley School District RE 1J	Frederick High School	600 5th St.	Frederick, CO	80530	1970	1979, 1982, 1999	Not Assigned	School	Public	
Summit School District	Frisco Elementary School	unknown	Frisco, CO	80443	1960s		Not Assigned	unknown	Public	Caudill & Associates
Summit School District	Frisco Jr./Sr. High School	unknown	Frisco, CO	80443	1960s		Not Assigned	unknown	Public	Caudill & Associates
Mesa County Valley School District 51	Shelledy Elementary	353 N. Mesa	Fruita, CO	81521	1958	1982	Not Assigned	School	Public	
Mesa County Valley School District 51	Fruita Monument High	1102 Wildcat Ave	Fruita, CO	81521	1969	1977, 1985, 1990, 1998, 2002, 2006	Not Assigned	School	Public	
Eaton RE-2 School District	Galeton Music Room	24750 3rd Street	Galeton, CO	80622	1955		Not Assigned	School	Public	
Mesa County Valley School District 51	Gateway School	42575 Highway 141	Gateway, CO	81522	1946	1969	Not Assigned	School	Public	
Garfield County- N/A	St. Stephen's Catholic School	414 Hyland Park Dr	Glenwood Springs, CO	81601	1962		Not Assigned	School	Religious	Robert O. Roy-W.J. Otorowski Architects and Planners
Garfield School District RE-2	Glenwood Springs High School	unknown	Glenwood Springs, CO	81601	1952		Not Assigned	Unknown	Public	Atchison & Kloverstrom
Garfield School District RE-2	Glenwood Springs Elementary School	unknown	Glenwood Springs, CO	81601	1960		Not Assigned	Unknown	Public	Caudill & Associates
Jefferson County School District R-1	Maple Grove Elementary	3085 Alkire Street	Golden, CO	80401	1960	1964, 1996, 1999	Not Assigned	School	Public	Carver, Harold
Jefferson County School District R-1	Bell Middle School	1001 Ulysses Street	Golden, CO	80401	1963	1969, 1982, 1986, 1996, 2001	Not Assigned	School	Public	Langhart, McGuire & Hastings

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Jefferson County School District R-1	Johnson Elementary	701 Johnson Way	Golden, CO	80401	1960		Not Assigned	Demolished	Public	Morse, Dion & Champion
Jefferson County School District R-1	Golden High School	701 24th Street	Golden, CO	80401	1956	1987	Not Assigned	Demolished	Public	T.H. Buell & Company
Jefferson County School District R-1	Pleasant View Elementary	15920 West 10th Avenue	Golden, CO	80401	1950	1960, 1963, 1996	Not Assigned	School	Public	
Jefferson County School District R-1	Ralston Elementary	25856 Columbine Glen Rd	Golden, CO	80401	1954	1964, 1987, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Manning School	13200 West 32nd Avenue	Golden, CO	80401	1959	1960, 1972, 1982, 2004	Not Assigned	School	Public	
Jefferson County School District R-1	Fairmount Elementary	15975 West 50th Avenue	Golden, CO	80403	1961	1975, 1995, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Welchester Elementary	13000 West 10th Avenue	Golden, CO	80401	1961	1965, 1973, 1980, 1982, 1995, 2002	Not Assigned	School	Public	
Jefferson County School District R-1	Coal Creek Canyon K-8	11719 Ranch Elsie Road	Golden, CO	80403	1962	1974, 1996, 2004	Not Assigned	School	Public	
Granada School District RE-1	Granada Undivided School	201 S Hoisington Street	Granada, CO	81041	1965	1998	Not Assigned	School	Public	
East Grand School District	Middle Park Junior-Senior High School	unknown	Granby, CO	80446	1965		Not Assigned	Demolished	Public	Nixon and Jones
East Grand School District	Granby Elementary	202 Topaz Avenue	Granby, CO	80446	1948	1964, 1980, 1990, 2005-2008	Not Assigned	School	Public	
Mesa County Valley School District 51	Orchard Avenue Elementary	1800 Orchard Ave	Grand Junction, CO	81501	1948	1953, 1957, 1998	Not Assigned	School	Public	Atchison & Kloverstrom
Mesa County Valley School District 51	Grand Junction High School	1400 N. 5th St	Grand Junction, CO	81501	1956	1962, 1969, 1982, 1983, 1998, 2006	Not Assigned	School	Public	Atchison & Kloverstrom
Mesa County Valley School	Pomona Elementary	588 25 1/2 Rd	Grand Junction,	81505	1958	1963, 1998, 2006	Not Assigned	School	Public	Wheeler & Lewis

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District 51			CO							
Mesa County Valley School District 51	Scenic Elementary	451 W. Scenic Dr	Grand Junction, CO	81503	1969		Not Assigned	School	Public	Wheeler & Lewis
Mesa County Valley School District 51	Tope Elemetary	2220 N. 7th St	Grand Junction, CO	81501	1940	1950, 1990	Not Assigned	School	Public	
Mesa County Valley School District 51	New Emerson Elementary	2660 Unaweep Ave	Grand Junction, CO	81503	1949	1970	Not Assigned	School	Public	
Mesa County Valley School District 51	Fruitvale Elementary	585 30 Rd	Grand Junction, CO	81504	1953	1998	Not Assigned	School	Public	
Mesa County Valley School District 51	Lincoln Orchard Mesa Elementary	2888 B 1/2 Rd	Grand Junction, CO	81503	1957	1964, 1991	5ME.1214 1	School	Public	
Mesa County Valley School District 51	Broadway Elementary	2248 Broadway,	Grand Junction, CO	81503	1958	1990	Not Assigned	School	Public	
Mesa County Valley School District 51	Nisley Elementary	543 28 3/4 Rd	Grand Junction, CO	81501	1958	1998	Not Assigned	School	Public	
Mesa County Valley School District 51	Central High School	550 Warrior Way	Grand Junction, CO	81504	1960	1983, 1998, 2006	Not Assigned	School	Public	
Mesa County Valley School District 51	Orchard Mesa Middle School	2736 C Rd	Grand Junction, CO	81503	1960	1967, 1986, 1998	Not Assigned	School	Public	
Mesa County Valley School District 51	Clifton Elementary School	3276 F Road	Grand Junction, CO	81520	1968	1982	Not Assigned	School	Public	
Mesa County Valley School District 51	East Middle School	830 Gunnison Ave	Grand Junction, CO	81501	1970		Not Assigned	School	Public	
Mesa County Valley School District 51	West Middle School	123 W. Orchard Ave	Grand Junction, CO	81505	1970		Not Assigned	School	Public	
Weld County School District RE-6	Maplewood Elementary School	1201 21st Avenue	Greeley, CO	80631	1951	1952, 1957, 1961, 1988, 1999, 2004, 2005	Not Assigned	School	Public	Atchison & Kloverstrom
Weld County School District RE-6	Martinez Elementary	341 14th Avenue	Greeley, CO	80631	1951	1957, 1988, 2002	Not Assigned	School	Public	Atchison & Kloverstrom
Weld County School District RE-6	Franklin Middle School	818 35th Avenue	Greeley, CO	80634	1961	1974, 1988, 2000, 2003, 2005	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison

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Weld County School District RE-6	Jefferson High School	1315 4th Avenue	Greeley, CO	80631	1953	1988, 1996, 2002	Not Assigned	Alternative School	Public	Atchison & Kloverstrom
Weld County School District RE-6	Heath Middle School	2223 16th Street	Greeley, CO	80631	1955	1961, 1999, 2005	Not Assigned	School	Public	Grant, Alfred Watts
Weld County School District RE-6	John Evans Middle School	2900 15th Avenue	Greeley, CO	80631	1964	1982, 1999	Not Assigned	Demolished	Public	John Shaver & Associates
Weld County School District RE-6	East Memorial Elementary	614 East 20th Street	Greeley, CO	80631	1964	1988	Not Assigned	School	Public	John Shaver & Associates
Weld County School District RE-6	Madison Elementary	500 24th Avenue	Greeley, CO	80634	1964	1968, 1988, 1985, 2006	Not Assigned	School	Public	John Shaver & Associates
Weld County School District RE-6	West High School	2401 35th Avenue	Greeley, CO	80634	1964	1988, 1995, 1997, 1999	Not Assigned	School	Public	John Shaver & Associates
Weld County School District RE-6	Scott Elementary	3000 13th Street	Greeley, CO	80634	1963	1988, 2003	Not Assigned	School	Public	John Shaver & Associates
Weld County School District RE-6	Brentwood Middle School	2600 24th Avenue Court	Greeley, CO	80634	1964	1974, 1988, 1999, 2002	Not Assigned	School	Public	John Shaver & Associates
Weld County School District RE-6	Jackson Elementary	2002 25th Street	Greeley, CO	80631	1958	1960, 1988	Not Assigned	School	Public	
Manitou Springs School District 14	Ute Pass Elementary School	9230 Chipita Park Rd	Green Mountain Falls, CO	80809	1968	2002	Not Assigned	School	Public	Burgess, Walter
Cherry Creek School District No. 5	Village Heights Elementary School	unknown	Greenwood Village, CO	80111	1961		Not Assigned	demolished	Public	Sternberg, Eugene D.
Cherry Creek School District No. 5	Belleview Elementary	4851 South Dayton Street	Greenwood Village, CO	80111	1954	1989, 2004	Not Assigned	School	Public	
Cherry Creek School District No. 5	Cherry Creek High School	9300 East Union Avenue	Greenwood Village, CO	80111	1955	1984, 1997, 2004	Not Assigned	School	Public	
Cherry Creek School District No. 5	Greenwood Elementary	5550 South Holly Street	Greenwood Village, CO	80111	1958	1992, 2004	Not Assigned	School	Public	
Cherry Creek School District No. 5	West Middle School	5151 South Holly Street	Greenwood Village,	80121	1966	1991	Not Assigned	School	Public	

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			CO							
Cherry Creek School District No. 5	Cherry Creek High School I.C.	9300 East Union Avenue	Greenwood Village, CO	80111	1969	1997	Not Assigned	School	Public	
Park County School District RE-2	Guffey Community Charter School	1459 Main St.	Guffey, CO	80820	1964		Not Assigned	School	Public	
Gunnison Watershed School District	Gunnison High School	800 W Ohio Ave.	Gunnison, CO	81230	1959	1965	Not Assigned	School	Public	Wheeler & Lewis
Gunnison Watershed School District	Gunnison Elementary School	1099 North 11th St.	Gunnison, CO	81230	1962		Not Assigned	School	Public	Wheeler & Lewis
Eagle County School District RE-50J	Eagle High School	641 Valley Rd	Gypsum, CO	81637	1960s		Not Assigned	Demolished	Public	Caudill & Associates
Kiowa County - N/A	Haswell Elementary School	200 Hogue St.	Haswell, CO	81071	1960		5KW.203	Community Center	Public	Wheeler & Lewis
Haxtun School District RE-2J	Haxtun Elementary	201 W. Powell St.	Haxtun, CO	80731	1963		Not Assigned	School	Public	
Brighton School District No. 27J	Henderson Elementary	12301 E. 124th Avenue	Henderson, CO	80640	1968	1973, 1998	Not Assigned	School	Public	
Holly School District RE-3	Holly Junior/Senior High School	206 N 3rd Street	Holly, CO	81047	1964		Not Assigned	School	Public	
Holly School District RE-3	Wright Building	North Main	Holly, CO	81047	1964		Not Assigned	Storage	Public	
Holyoke School District RE-1J	Holyoke Elementary School	545 East Hale Street	Holyoke, CO	80734	1955		Not Assigned	School	Public	Muchow, William C.
Holyoke School District RE-1J	Holyoke Elementary School	326 East Kellogg Street	Holyoke, CO	80734	1953	1999	Not Assigned	School	Public	
Delta County School District 50J	Hotchkiss K-8 School	465 Lorah Ln .	Hotchkiss, CO	81419	1958	1965	Not Assigned	School	Public	Wheeler & Lewis
Weld County School District RE-3J	Hudson Elementary	300 Beach St.	Hudson, CO	80642	1963	1969, 1976	Not Assigned	School	Public	Wheeler & Lewis
Genoa-Hugo	Genoa-	220 West 7th	Hugo, CO	80821	1968	1999	Not	School	Public	

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School District C113	Hugo School	St.					Assigned			
Clear Creek School District RE-1	Clear Creek Middle School	320 Hwy 103	Idaho Springs, CO	80452	1968	1982	Not Assigned	School	Public	Nixon, Brown, Brokaw, and Bowen
Idalia School District RJ-3	Idalia School	26845 CR 9.2	Idalia, CO	80735	1948	1959, 1965	Not Assigned	School	Public	
Ignacio School District 11 JT	Ignacio High School	315 Ignacio St.	Ignacio, CO	81137	1950		Not Assigned	School	Public	Moore, Thomas E.
Ignacio School District 11 JT	Ignacio Elementary School	PO Box 460	Ignacio, CO	81137	1948	2013	Not Assigned	School	Public	
Jefferson County School District R-1	Parmalee Elementary	4460 Parmalee Gulch	Indian Hills, CO	80454	1962	1996, 2001	Not Assigned	School	Public	
Boulder Valley School District RE-2	Jamestown Elementary	111 Mesa St.	Jamestown, CO	80455	1954	1989	Not Assigned	School	Public	
Liberty School District J-4	Liberty School Building	9332 Hwy 36	Joes, CO	80822	1966		Not Assigned	School	Public	
Weld County School District RE-5J	Letford Elementary	2 N. Jay Ave.	Johnstown, CO	80534	1953	1977, 1995	Not Assigned	School	Public	Wheeler & Lewis
Weld County School District RE-5J	Roosevelt High School	616 N. 2nd St.	Johnstown, CO	80534	1963	1995, 2004	Not Assigned	School	Public	Wheeler & Lewis
Julesburg School District RE 1	Julesburg Elementary School	525 Spruce St.	Julesburg, CO	80737	1952		Not Assigned	School	Public	
Karval School District RE-23	Karval Public School	16232 County Road 29	Karval, CO	80823	1955		Not Assigned	School	Public	
Weld County School District RE-3J	Central High School	4715 County Road 59	Keenesburg, CO	80643	1961		Not Assigned	School	Public	Wheeler & Lewis
Weld County School District RE-3J	Weld Central Junior High School	4977 CR 59	Keenesburg, CO	80643	1963		Not Assigned	School	Public	
Platte Valley School District RE-7	Platte Valley Schools 6-8 and Cafeteria	910 Campbell St.	Kersey, CO	80644	1963	1965, 1980	Not Assigned	School	Public	
Kiowa County School	Kiowa Middle	525 Comanche St.	Kiowa, CO	80117	1953		Not Assigned	School	Public	Muchow, William C.

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District RE-2	School									
Kit Carson School District R-1	Kit Carson K-12 School	102 West 5th Street	Kit Carson, CO	80825	1955	1981, 2001, 2002	5CH.251	School	Public	
West Grand School District 1-JT	West Grand Middle School	109 9th St.	Kremmling, CO	80459	1954		Not Assigned	Vacant	Public	Caudill & Associates
West Grand School District 1-JT	Kremmling Elementary School	unknown	Kremmling, CO	80459	1962		Not Assigned	unknown	Public	Caudill & Associates
North Conejos School District RE-1J	La Jara Second Chance School	PO Box 72	La Jara, CO	81140	1950s		Not Assigned	School	Public	
East Otero School District R-1	La Junta High School	1817 Smithland	La Junta, CO	81050	1964		5OT.705	School	Public	John Shaver & Associates
East Otero School District R-1	East Otero Early Education Center	800 Grace Avenue	La Junta, CO	81050	1946		Not Assigned	School	Public	
East Otero School District R-1	La Junta Intermediate School	1401 East Sixth Street	La Junta, CO	81050	1960s		Not Assigned	School	Public	
La Veta School District RE-2	La Veta Elementary	126 East Garland Street	La Veta, CO	81055	1952	1981	Not Assigned	School	Public	
Boulder Valley School District RE-2	Lafayette Elementary	101 N. Bermont Ave.	Lafayette, CO	80026	1964	1980, 1982, 2000	Not Assigned	School	Public	
Jefferson County - N/A	Our Lady of Fatima Catholic	10530 West 20th Avenue	Lakewood, CO	80215	1960	1964	Not Assigned	School	Religious	Monroe, John K.
Jefferson County - N/A	Saint Bernadette Catholic School	1100 Upham Street	Lakewood, CO	80214	1953		5JF.3563	School	Religious	
Jefferson County School District R-1	Stober Elementary	2300 Urban Street	Lakewood, CO	80215	1965	1994	Not Assigned	School	Public	Anderson-Barker-Rinker
Jefferson County School District R-1	Devinny Elementary	1725 South Wright Street	Lakewood, CO	80228	1964	1995, 2000	Not Assigned	School	Public	Morse, Dion & Champion
Jefferson County School District R-1	Dunstan Middle School	1855 South Wright Street	Lakewood, CO	80228	1967		Not Assigned	Demolished	Public	Morse, Dion & Champion
Jefferson	Dennison	401	Lakewood	80226	1958	1963, 1995	Not	School	Public	Muchow,

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
County School District R-1	Elementary	Independence St	, CO			2002	Assigned			William C.
Jefferson County School District R-1	Bear Creek High School	3490 South Kipling Street	Lakewood, CO	80227	1962	1969, 1977, 1980, 1987, 1993, 1997	Not Assigned	School	Public	Musick & Musick
Jefferson County School District R-1	Carmody Middle School	2050 South Kipling Street	Lakewood, CO	80227	1965	1967, 1975, 2001	Not Assigned	School	Public	Rogers & Nagel
Jefferson County School District R-1	Lasley Elementary	1401 South Kendall Street	Lakewood, CO	80232	1961	1963, 1965, 1974, 1996	Not Assigned	School	Public	Sternberg, Eugene D.
Jefferson County School District R-1	Molholm Elementary	6000 West 9th Avenue	Lakewood, CO	80214	1955	1963, 1994	Not Assigned	School	Public	T.H. Buell & Company
Jefferson County School District R-1	Stein Elementary	80 South Teller Street	Lakewood, CO	80226	1954	1964, 1995	Not Assigned	School	Public	T.H. Buell & Company
Jefferson County School District R-1	Deane Elementary	580 South Harlan Street	Lakewood, CO	80226	1955	1964, 1974, 1995	Not Assigned	School	Public	T.H. Buell & Company
Jefferson County School District R-1	Alameda High School	1255 South Wadsworth Boulevard	Lakewood, CO	80232	1960	1964, 1966, 1969, 1973, 1977, 1980, 1996, 2001	Not Assigned	School	Public	Wheeler & Lewis
Jefferson County School District R-1	Sobesky Academy, Junior Senior	2001 Hoyt St	Lakewood, CO	80215	1947	2003	Not Assigned	School	Public	
Jefferson County School District R-1	Eiber Elementary	1385 Independence Street	Lakewood, CO	80215	1953	1995	Not Assigned	School	Public	
Jefferson County School District R-1	Bear Creek K-8	9601 West Dartmouth Place	Lakewood, CO	80227	1954	1974, 1996, 2001	Not Assigned	School	Public	
Jefferson County School District R-1	Vivian Elementary	10500 West 25th Avenue	Lakewood, CO	80215	1954	1958, 1965, 1994	Not Assigned	School	Public	
Jefferson County School	Slater Elementary	8605 West 23rd Avenue	Lakewood, CO	80215	1955	1965, 1995	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District R-1										
Jefferson County School District R-1	Glennon Heights Elementary	11025 West Glennon Drive	Lakewood, CO	80226	1957	1962, 1996	Not Assigned	School	Public	
Jefferson County School District R-1	Lakewood High School	9700 West 8th Avenue	Lakewood, CO	80215	1957	1961, 1962, 1970, 1977, 1982, 2002	Not Assigned	School	Public	
Jefferson County School District R-1	Creighton Middle School	75 Independence Street	Lakewood, CO	80226	1961	1973, 1974, 1982, 2000	Not Assigned	Demolished	Public	
Jefferson County School District R-1	Belmar Elementary	885 South Garrison Street	Lakewood, CO	80226	1961	1968, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Green Mountain Elementary	12250 W Kentucky Drive	Lakewood, CO	80228	1962	1967, 2001	Not Assigned	School	Public	
Jefferson County School District R-1	Miller Special Elementary	200 Kipling Street	Lakewood, CO	80226	1963	1989, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Patterson Elementary	1263 South Dudley Street	Lakewood, CO	80232	1964	1968	Not Assigned	School	Public	
Jefferson County School District R-1	Green Gables Elementary	8701 West Woodard Drive	Lakewood, CO	80227	1968		Not Assigned	School	Public	
Jefferson County School District R-1	Foothills Elementary	13165 West Ohio Avenue	Lakewood, CO	80228	1970	1994	Not Assigned	School	Public	
Jefferson County School District R-1	Kendrick Lakes Elementary	1350 South Hoyt Street	Lakewood, CO	80232	1970		Not Assigned	School	Public	Rogers-Nagel-Langhart
Lamar School District RE-2	Lamar High School	1900 S. 11th St.	Lamar, CO	81052	1967		Not Assigned	School	Public	Wheeler & Lewis
Lamar School District RE-2	Lincoln Elementary	200 N. 10th St.	Lamar, CO	81052	1949	1962, 1986, 2003	Not Assigned	School	Public	
Lamar School District RE-2	Washington Elementary	510 S. 9th St.	Lamar, CO	81052	1951	1962, 1971, 1986, 2003	Not Assigned	School	Public	
Lamar School District RE-2	Parkview Elementary	1105 Parkview St.	Lamar, CO	81052	1953	1962, 1971, 2003	Not Assigned	School	Public	
Lamar School	Melvin	510 Savage	Lamar,	81052	1962		Not	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District RE-2	Hendrickson Developmental Services	Ave.	CO				Assigned			
Poudre School District R-1	Cache La Poudre Middle School	3515 W Cnty Rd 54G	Laporte, CO	80535	1949	1950, 1962, 1978, 1985, 1988, 1992	Not Assigned	School	Public	Magerfleisch & Burnham
Poudre School District R-1	Cache La Poudre Elementary	3511 W Cnty Rd 54G	Laporte, CO	80535	1963	1973, 1992	5LR.10780	School	Public	Magerfleisch & Burnham
Las Animas School District	Las Animas High School	300 Grove Ave	Las Animas, CO	81054	1964		Not Assigned	School	Public	Wheeler & Lewis
Lake County School District R-1	Pitts Elementary	315 W. 6th St.	Leadville, CO	80461	1952		Not Assigned	School	Public	Lee, Charles Gordon
Lake County School District R-1	Leadville High School	1000 West 4th St.	Leadville, CO	80461	1961		Not Assigned	School	Public	Wheeler & Lewis
Lake County School District R-1	Lake County High School	1000 W. 4th St.	Leadville, CO	80461	1962		Not Assigned	School	Public	
Lake County School District R-1	West Park Elementary	130 W. 12th St.	Leadville, CO	80461	1962		Not Assigned	School	Public	
Montezuma-Cortez School District RE-1	Lewis-Arriola Elementary	21434 Rd 4	Lewis, CO	81327	1963	1992, 2005	Not Assigned	School	Public	Wheeler & Lewis
Limon School District RE-4J	Limon Middle school	874 F Avenue	Limon, CO	80828	1950	2000	Not Assigned	School	Public	
Limon School District RE-4J	Limon High school	874 F Avenue	Limon, CO	80828	1960	1978, 1996	Not Assigned	School	Public	
Arapahoe County - N/A	Saint Mary's School	6833 Prince Street	Littleton, CO	80122	1951		Not Assigned	School	Religious	Lindner, Roland L.
Douglas County School District RE 1	Plum Creek Elementary	8236 Carder Court	Littleton, CO	80125	1952	1955, 1960, 1972	Not Assigned	School	Public	Smith & Hegner
Jefferson County School District R-1	Ken Caryl Middle School	6509 West Ken Caryl Avenue	Littleton, CO	80128	1970	1983, 1984, 1986	Not Assigned	School	Public	Rogers, Nagel & Langhart
Jefferson County School District R-1	Columbine Hills Elementary	6005 West Canyon Avenue	Littleton, CO	80128	1964	1969, 1996	Not Assigned	School	Public	

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Jefferson County School District R-1	Normandy Elementary	6750 South Kendall Boulevard	Littleton, CO	80128	1970	1975, 1997, 2002	Not Assigned	School	Public	
Littleton School District No. 6	Options High School	6558 S. Acoma St.	Littleton, CO	80120	1960		Not Assigned	Alternative School	Public	
Littleton School District No. 6	The Village for Early Childhood Education	1907 W. Powers Ave.	Littleton, CO	80120	1949	1960, 1969	Not Assigned	School	Public	Atchison & Kloverstrom
Littleton School District No. 6	Moody Elementary	6390 S. Windermere St.	Littleton, CO	80120	1953	1957, 1979	5AH.2224	School	Public	Atchison & Kloverstrom
Littleton School District No. 6	West Elementary School	2600 Church Ave.	Littleton, CO	80210	1951		Not Assigned	Community College	Public	Atchison & Kloverstrom
Littleton School District No. 6	Runyon Elementary	7455 S. Elati St.	Littleton, CO	80120	1969	1979	Not Assigned	School	Public	Bourn & Delany
Littleton School District No. 6	Franklin Elementary	1603 E. Euclid Ave.	Littleton, CO	80121	1963	1986, 1988	Not Assigned	School	Public	Carver, Harold
Littleton School District No. 6	East Elementary	5933 S. Fairfield St.	Littleton, CO	80120	1955		Not Assigned	School	Public	Grant, Alfred Watts
Littleton School District No. 6	Whitman Elementary	6557 S. Acoma St.	Littleton, CO	80120	1961	1979	Not Assigned	School	Public	Grant, Alfred Watts
Littleton School District No. 6	Field Elementary	5402 S. Sherman Way	Littleton, CO	80121	1952		Not Assigned	School	Public	Hopkins, Franklin and Ames
Littleton School District No. 6	Littleton High School	199 E. Littleton Blvd.	Littleton, CO	80121	1956	1958, 1961, 1968, 1979, 1985	Not Assigned	School	Public	Morris, Earl C.
Littleton School District No. 6	Centennial Academy	3306 W. Berry Ave.	Littleton, CO	80123	1958		Not Assigned	School	Public	Morris, Earl C.
Littleton School District No. 6	Euclid Middle School	777 W. Euclid Ave.	Littleton, CO	80120	1959	1961, 1969, 1979, 1985	Not Assigned	School	Public	Morris, Earl C.
Littleton School District No. 6	Goddard Middle School	3800 W. Berry Ave.	Littleton, CO	80123	1968	1975, 1985, 1990, 1991	Not Assigned	School	Public	Morse, Dion & Champion
Poudre School District R-1	Livermore Elementary	360 Red Feather Lakes Rd	Livermore, CO	80536	1953	1980, 1999	Not Assigned	School	Public	Morse, Stanley M.
Boulder County N/A	Longmont Christian School	330 Coffman Street	Longmont, CO	80501	1963		Not Assigned	School	Religious	

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St. Vrain Valley School District RE 1J	Lincoln School (New)	619 Bowen St.	Longmont, CO	80501	1953		Not Assigned	School	Public	T.H. Buell & Company
St. Vrain Valley School District RE 1J	Spangler Elementary	1440 Collyer St.	Longmont, CO	80501	1962	1968, 1992	Not Assigned	School	Public	Wheeler & Lewis
St. Vrain Valley School District RE 1J	Longs Peak Middle School	1500 14th Ave.	Longmont, CO	80501	1966	1999	Not Assigned	School	Public	Wheeler & Lewis
St. Vrain Valley School District RE 1J	Hygiene Elementary	11968 N. 75th St.	Longmont, CO	80501	1970	1991	Not Assigned	School	Public	Wheeler & Lewis
St. Vrain Valley School District RE 1J	Loma Linda Elementary	333 E. Mountain View	Longmont, CO	80501	1970	1991, 2003	Not Assigned	School	Public	Wheeler & Lewis
St. Vrain Valley School District RE 1J	Northridge Elementary	1200 19th Ave.	Longmont, CO	80501	1970	1991	Not Assigned	School	Public	Wheeler & Lewis
St. Vrain Valley School District RE 1J	Mountain View Elementary	1415 14th Ave.	Longmont, CO	80501	1957	1964, 1968, 1992, 2000, 2004	Not Assigned	School	Public	
St. Vrain Valley School District RE 1J	Longmont High School	1040 Sunset St	Longmont, CO	80501	1962	1978, 1991, 2004	Not Assigned	School	Public	Bunts & Kelsey
St. Vrain Valley School District RE 1J	Burlington Elementary	1051 S. Pratt Parkway	Longmont, CO	80501	1966	1970, 1991, 1999, 2003	Not Assigned	School	Public	
Boulder Valley School District RE-2	Louisville Elementary	400 Hutchinson St.	Louisville, CO	80027	1964	1980, 1982, 2000	Not Assigned	School	Public	
Douglas County School District RE 1	Gann School	Highway 85	Louviers, CO	80131	1950		Not Assigned	Closed, Moved	Public	Heyl, Raymond
Thompson School District R2-J	Truscott Elementary	211 West 6th Street	Loveland, CO	80537	1957	1993, 2005	Not Assigned	School	Public	Simon, Walter H.
Thompson School District R2-J	Loveland High School	920 West 29th St	Loveland, CO	80538	1963	1966, 1992	Not Assigned	School	Public	Wheeler & Lewis
Thompson School District R2-J	Monroe Elementary	1500 North Monroe Avenue	Loveland, CO	80538	1963	1991	Not Assigned	School	Public	Wheeler & Lewis
Thompson School District R2-J	Lincoln Elementary	3312 Douglas Ave	Loveland, CO	80538	1965		Not Assigned	School	Public	Wheeler & Lewis
Thompson School District R2-J	Van Buren Elementary	1811 West 15th Street	Loveland, CO	80538	1967	1994	Not Assigned	School	Public	Wheeler & Lewis
Thompson	Winona	201 S. Boise	Loveland,	80537	1970		Not	School	Public	Wheeler &

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
School District R2-J	Elementary School	Ave.	CO				Assigned			Lewis
Thompson School District R2-J	Ferguson High School	804 East Eisenhower Blvd	Loveland, CO	80537	1953	1982, 1991	5LR.1118 5	School	Public	
Thompson School District R2-J	Garfield Elementary	720 Colorado Ave	Loveland, CO	80537	1953	1964, 1991	Not Assigned	School	Public	
Thompson School District R2-J	Madison Early Childhood Center	1307 E 5th St	Loveland, CO	80537	1965		Not Assigned	Head Start	Public	
Thompson School District R2-J	B.F. Kitchen Elementary	915 Deborah Drive	Loveland, CO	80537	1969	1991	Not Assigned	School	Public	
St. Vrain Valley School District RE 1J	Lyons Elementary	338 High St.	Lyons, CO	80540	1956	1960, 1976, 1993, 2001	5BL.241.7	School	Public	
North Conejos School District RE-1J	Manassa Elementary School	PO Box 430	Manassa, CO	81141	1960s		Not Assigned	School	Public	
Mancos School District RE-6	Mancos Elementary School	395 West Grand Avenue	Mancos, CO	81328	1948	1966, 1987	Not Assigned	School	Public	Morse, Stanley M.
Mancos School District RE-6	Mancos Middle School	395 West Grand Avenue	Mancos, CO	81328	1968	1993	Not Assigned	School	Public	Wheeler & Lewis
Manitou Springs School District 14	Manitou Springs High School	401 El Monte Place	Manitou Springs, CO	80829	1956	1968, 1975, 1988	Not Assigned	School	Public	Thomas & Sweet
Manitou Springs School District 14	Manitou Springs Elementary School	110 Pawnee Street	Manitou Springs, CO	80829	1952		Not Assigned	School	Public	Wilson, Grant A.
Manzanola School District 3J	Manzanola Elementary	200 S. Catalpa St.	Manzanol a, CO	81058	1963	1975	Not Assigned	School	Public	
Durango School District 9-R	Fort Lewis Mesa Elementary	11274 Highway 140	Marvel, CO	81329	1961	1981, 1993, 2004	Not Assigned	School	Public	
McClave School District RE-2	McClave Preschool	308 N. Lincoln Ave.	McClave, CO	81057	1958		Not Assigned	School	Public	
McClave School District RE-2	McClave School and Gymnasium	308 N. Lincoln Ave.	McClave, CO	81057	1962	2003, 2008	Not Assigned	School	Public	
Eagle County-N/A	McCoy Consolidate	unknown	McCoy, CO	80463	1950		Not Assigned	Unknown	Public	Lee, Charles Gordon

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	d School									
St. Vrain Valley School District RE 1J	Mead Junior High	620 Welker Avenue	Mead, CO	80542	1970	1991, 1999, 2003	Not Assigned	School	Public	Wheeler & Lewis
Meeker School District RE-1	Meeker High School	550 School Street	Meeker, CO	81641	1955	1970s	Not Assigned	School	Public	Grant, Alfred Watts
Rio Blanco County- N/A	Rio Blanco County High School	555 Garfield Street	Meeker, CO	unknown	1954		5RB.2667	Unknown	Public	Wheeler & Lewis
Buffalo School District RE-4	Merino Elementary School	315 Lee Street	Merino, CO	80741	1958		Not Assigned	School	Public	Muchow, William C.
Buffalo School District RE-4	Merino Junior/Senior High School	315 Lee Street	Merino, CO	80741	1960s		Not Assigned	School	Public	Muchow, William C.
Weld County School District RE-5J	Milliken Middle School	266 S. Irene Street	Milliken, CO	80543	1952	1997, 2004	Not Assigned	School	Public	Wheeler & Lewis
Eagle County School District RE-50J	Battle Mountain High School (old)	151 Miller Ranch Rd	Minturn, CO	81620	1964	1991, 1996, 1999	Not Assigned	Unknown	Public	
Monte Vista School District C-8	Monte Vista High School	345 E. Prospect Ave	Monte Vista, CO	81144	1956	1963, 1968, 1969	Not Assigned	School	Public	Wheeler & Lewis
Monte Vista School District C-8	Monte Vista High School Science Building	345 E. Prospect Ave	Monte Vista, CO	81144	1963		Not Assigned	School	Public	Wheeler & Lewis
Monte Vista School District C-8	Monte Vista Middle School	3720 Sherman Ave.	Monte Vista, CO	81144	1969	1982, 1992, 2004	Not Assigned	School	Public	
Rio Grande County	Saint Peter's Lutheran School	330 Faraday Street	Monte Vista, CO	81144	1940s		Not Assigned	School	Religious	
Sargent School District RE-33J	Sargent Art classroom	7090 N. Rd. 2 E	Monte Vista, CO	81144	1958		Not Assigned	School	Public	
Monte Vista School District C-8	Kearns Elementary	545 2nd Ave	Monte Vista, CO	81144	1963		Not Assigned	School	Public	Wheeler & Lewis
Montrose County School	Early Childhood Education	18265 Hwy 550	Montrose, CO	81403	1945		Not Assigned	School	Public	

School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District RE-1J										
Montrose County School District RE-1J	Columbine Middle School	800 S. 12th St.	Montrose, CO	81401	1960	1975, 1986, 1990, 1995, 2001, 2006	Not Assigned	School	Public	
Montrose County School District RE-1J	Pomona Elementary	1045 S. Cascade	Montrose, CO	81401	1961	1985, 1992, 1998, 1999, 2007	5MN.4768	School	Public	
Montrose County School District RE-1J	Northside Elementary	528 Uncompaghre	Montrose, CO	81401	1969	1980, 1984, 1990, 1991, 1995, 2000, 2005	Not Assigned	School	Public	
Lewis-Palmer School District 38	Grace Best Elementary	66 Jefferson Street	Monument, CO	80132	1957	1990s	Not Assigned	School	Public	
Jefferson County School District R-1	Red Rocks Elementary	17199 Highway 74	Morrison, CO	80465	1955	1963, 1966, 1995	Not Assigned	School	Public	
St. Vrain Valley School District RE 1J	Niwot Elementary	8778 Morton Rd.	Niwot, CO	80503	1966	1970, 1991, 1999	Not Assigned	School	Public	
Adams 12 Five Star Schools	The Studio School	10604 Grant Dr.	Northglenn, CO	80233	1960	1966, 1981, 2003	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Hillcrest Elementary School	10335 Croke Dr.	Northglenn, CO	80260	1962	1981, 1991, 2011	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Leroy Drive Elementary School	1451 Leroy Dr.	Northglenn, CO	80233	1962	1966, 1981, 2007	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Malley Drive Elementary	1300 Malley Dr.	Northglenn, CO	80233	1964	1981, 2007	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Hulstrom K-8 Options (formerly Wyco)	11551 Wyco Dr.	Northglenn, CO	80233	1965	1981, 2007	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Northglenn High School	601 W. 100th Pl.	Northglenn, CO	80260	1965	1966, 1967, 1968, 1977, 1999	Not Assigned	School	Public	Atchison, Kloverstrom, Saul & Atchison
Adams 12 Five Star Schools	Northglenn Middle School	1123 Muriel Dr.	Northglenn, CO	80233	1961	1963, 1978, 1979, 1992, 2002	Not Assigned	School	Public	Ditzen, Robert W.

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Adams 12 Five Star Schools	Vantage Point High School	10900 Huron St.	Northglenn, CO	80234	1964	1984	Not Assigned	School	Public	Wheeler & Lewis
Adams 12 Five Star Schools	North Mor Elementary School	9580 Damon Dr.	Northglenn, CO	80260	1965	1991	Not Assigned	School	Public	Wheeler & Lewis
Adams 12 Five Star Schools	Stukey Elementary School	11080 Grant Dr.	Northglenn, CO	80233	1967	1981	Not Assigned	School	Public	Wheeler & Lewis
Adams 12 Five Star Schools	Westview Elementary School	1300 Roseanna Dr.	Northglenn, CO	80234	1968	1981, 1991	Not Assigned	School	Public	Wheeler & Lewis
Norwood School District R-2J	Norwood Public School	1225 West Summit	Norwood, CO	81423	1958	1999	Not Assigned	School	Public	
West End Public Schools RE-2	Nucla High School	225 W 4th Ave.	Nucla, CO	81424	1955		Not Assigned	school	Public	Morse, Stanley E.
Weld County-N/A	Nunn High School	185 Lincoln Ave	Nunn, CO	80648	1951		Not Assigned	City Hall	Public	Simon, Walter H.
South Routt School District RE 3	Soroco High School	305 S. Grant Street	Oak Creek, CO	80467	1958	2001	5RT.1622	School	Public	Kock, Henry A.
Montrose County School District RE-1J	Olathe High School	410 Highway 50	Olathe, CO	81425	1955		Not Assigned	Demolished	Public	Morse, Stanley E.
Montrose County School District RE-1J	Olathe Elementary	211 N. Roberts	Olathe, CO	81425	1952	1960, 1992, 1995,1999, 2004	Not Assigned	School	Public	
Montrose County School District RE-1J	Olathe Middle/High School	410 Highway 50	Olathe, CO	81425	1970	1995, 2004	Not Assigned	School	Public	
Lone Star School District 101	Lone Star School	44940 County Road 54	Otis, CO	80743	1961		Not Assigned	School	Public	
Archuleta County School District Number 50 JT	Pagosa Springs High School	800 S 8th St.	Pagosa Springs, CO	81147	1954	1982	Not Assigned	School	Public	Wheeler & Lewis
Archuleta County School District Number 50 JT	Pagosa Springs Middle School	309 Lewis St.	Pagosa Springs, CO	81147	1954	1983	Not Assigned	School	Public	
Archuleta County	Pagosa Springs	101 S. 10th St.	Pagosa Springs,	81147	1969	1982, 1995	Not Assigned	School	Public	

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School District Number 50 JT	Elementary School		CO							
Mesa County Valley School District 51	Taylor Elementary	689 Brentwood Dr	Palisade, CO	81526	1958	1982	Not Assigned	School	Public	
West End School District RE-2	Paradox Valley School	P.O. Box 420	Paradox, CO	81429	1954	1960s, 2001	Not Assigned	Charter School	Public	
Douglas County School District RE 1	Northeast Elementary	6598 N. State Highway 83	Parker, CO	80134	1966		Not Assigned	School	Public	Higginbotham, Nakata & Muir
Peetz Plateau School District RE-5	Peetz High School	311 Coleman Ave.	Peetz, CO	80747	1955		Not Assigned	School	Public	Muchow, William C.
Fremont School District RE-2	Penrose Elementary School	100 Illinois Ave.	Penrose, CO	81230	1963	1978, 2005	Not Assigned	School	Public	
Falcon School District 49	Patriot Learning Center	11990 Swingline Road	Peyton, CO	80831	1952	1973, 1981	Not Assigned	Alternative School	Public	
Peyton School District 23-JT	Peyton Middle School	18220 Main St.	Peyton, CO	80831	1960s		Not Assigned	Vacant	Public	
Montezuma-Cortez School District RE-1	Pleasant View Elementary	15328 Rd CC, Box 329	Pleasant View, CO	81331	1966	2005	Not Assigned	School	Public	
Pueblo City School District 60	East High School	9 Mac Neil Road	Pueblo, CO	81001	1959		Not Assigned	School	Public	DeMordant, Walter
Pueblo City School District 60	South High School	1801 Hollywood Drive	Pueblo, CO	81005	1959	1964, 1972	Not Assigned	School	Public	DeMordant, Walter
Pueblo City School District 60	Park View Elementary	1327 East 9th Street	Pueblo, CO	81001	1947	2005	Not Assigned	School	Public	
Pueblo City School District 60	Cesar Chavez Academy	2500 West 18th St.	Pueblo, CO	81003	1948		Not Assigned	School	Charter School	
Pueblo City School District 60	Risley Middle School	625 N Monument Ave	Pueblo, CO	81001	1949		Not Assigned	School	Public	
Pueblo City School District 60	Bradford Elementary	107 South La Crosse Ave	Pueblo, CO	81001	1950	2005	Not Assigned	School	Public	
Pueblo City School District 60	Pueblo School for Arts and Sciences	2415 Jones Ave	Pueblo, CO	81004	1951		Not Assigned	School	Charter School	

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Pueblo City School District 60	Corwin International Magnet School	1500 Lakeview Avenue	Pueblo, CO	81004	1951	1978	5PE.7162	School	Public	
Pueblo City School District 60	Spann Elementary	2300 East 10th	Pueblo, CO	81001	1951	1956, 1976, 2004	Not Assigned	Vacant	Public	
Pueblo City School District 60	Morton Elementary	1900 West 31st Street	Pueblo, CO	81003	1952	1972, 2004	Not Assigned	School	Public	
Pueblo City School District 60	Irving Place School	1629 W 21st St	Pueblo, CO	81003	1954		Not Assigned	Demolished	Public	
Pueblo City School District 60	Fulton Heights Elementary	1411 Santa Rosa St.	Pueblo, CO	81006	1954		Not Assigned	Demolished	Public	
Pueblo City School District 60	Benjamin Franklin Elementary	1315 Horseshoe Drive	Pueblo, CO	81101	1955	1961, 1991	Not Assigned	School	Public	
Pueblo City School District 60	Goodnight Elementary	624 Windy Way	Pueblo, CO	81005	1955		Not Assigned	School	Public	
Pueblo City School District 60	Columbian Elementary	1202 Bragdon Ave	Pueblo, CO	81004	1956	1986, 2005	5PE.4303	School	Public	
Pueblo City School District 60	Freed Middle School	715 West 20th Street	Pueblo, CO	81003	1956		Not Assigned	School	Public	
Pueblo City School District 60	Belmont Elementary	31 Macnaughton Road	Pueblo, CO	81101	1957	1959, 1985, 1990, 2005	Not Assigned	School	Public	
Pueblo City School District 60	Olga Hellbeck Elementary	3000 Lakeview	Pueblo, CO	81005	1957	2006	Not Assigned	Vacant	Public	
Pueblo City School District 60	Sunset Park Elementary	110 University Circle	Pueblo, CO	81005	1958	1989, 2004	Not Assigned	School	Public	
Pueblo City School District 60	Highland Park Elementary	2701 Vinewood Lane	Pueblo, CO	81005	1960	1976, 2004	Not Assigned	School	Public	
Pueblo City School District 60	Lemuel Pitts Middle School	29 Lehigh Ave	Pueblo, CO	81005	1960		Not Assigned	School	Public	
Pueblo City School District 60	W H Heaton Middle School	6 Adair Road	Pueblo, CO	81001	1960	1974	Not Assigned	School	Public	
Pueblo City School District 60	Beulah Elementary	2670 Delphinium St	Pueblo, CO	81005	1960		Not Assigned	School	Public	

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Pueblo City School District 60	Eva Baca Elementary School	2800 E 17th St.	Pueblo, CO	81001	1961		Not Assigned	School	Public	
Pueblo City School District 60	Pueblo Academy of Arts	29 Lehigh Ave	Pueblo, CO	81005	1961		Not Assigned	School	Public	
Pueblo City School District 60	Haaff Elementary	15 Chinook Lane	Pueblo, CO	81001	1962	2005	Not Assigned	School	Public	
Pueblo City School District 60	Roncalli Middle School	4202 Highway 78	Pueblo, CO	81005	1965	1983	Not Assigned	School	Public	
Pueblo City School District 60	South Park Elementary	3100 Hollywood	Pueblo, CO	81005	1967		Not Assigned	School	Public	
Pueblo City School District 60	Jefferson Elementary	401 S. Prairie	Pueblo, CO		1955		Not Assigned	Day Care	Public	Thomas & Sweet
Pueblo County- N/A	Sacred Heart Elementary School	W. 10th St. and Grand Ave.	Pueblo, CO	81003	1961		Not Assigned	Unknown	Religious	Langhart & McGuire
Pueblo County- N/A	Holy Family Elementary School	Jones Ave and Morrison Ave	Pueblo, CO	81004	1962		Not Assigned	Unknown	Religious	Wheeler & Lewis
Pueblo County Rural School District 70	Pueblo County High School	1050 35th Lane	Pueblo, CO	81006	1953		Not Assigned	School	Public	Grant, Alfred Watts
Pueblo County Rural School District 70	North Mesa Elementary	28881 Gale Road	Pueblo, CO	81006	1960	1960	Not Assigned	School	Public	Wheeler & Lewis
Pueblo County Rural School District 70	South Mesa Elementary	23701 East Preston Road	Pueblo, CO	81006	1960	1960	Not Assigned	School	Public	Wheeler & Lewis
Pueblo County Rural School District 70	Vineland Elementary	35777 Iris Road	Pueblo, CO	81006	1960		Not Assigned	School	Public	Wheeler & Lewis
Pueblo County Rural School District 70	Vineland Middle School	32 36th Ln.	Pueblo, CO	81006	1964		Not Assigned	School	Public	Wheeler & Lewis
Pueblo County Rural School District 70	Pueblo Technical Academy	301 28th Lane	Pueblo, CO	81001	1960s		Not Assigned	School	Public	
North Park	Rand	unknown	Rand, CO	80473	1954		Not	School	Public	Wheeler &

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
School District R-1	Elementary School						Assigned			Lewis
Garfield School District RE-2	Rifle High School	unknown	Rifle, Co	81650	1948		Not Assigned	Unknown	Public	Atchison & Kloverstrom
Garfield School District RE-2	Rifle Middle School	753 Railroad Avenue	Rifle, Co	81650	1946	1959, 1996, 2004, 2007	Not Assigned	School	Public	
Rio Blanco County- N/A	Buford School	unknown	Rio Blanco County	unknown	1952		Not Assigned	Unknown	Public	Wheeler & Lewis
Rocky Ford School District R-2	Liberty Elementary School	608 N. 11th St.	Rocky Ford, CO	81067	1950		Not Assigned	School	Public	Atchison & Kloverstrom
Rocky Ford School District R-2	Washington Elementary	709 S. 11th St.	Rocky Ford, CO	81067	1950		Not Assigned	School	Public	Atchison & Kloverstrom
Rocky Ford School District R-2	Jefferson Middle School	901 S. 11th St.	Rocky Ford, CO	81067	1954		Not Assigned	School	Public	Thomas & Sweet
Rocky Ford School District R-2	Rocky Ford High School	100 W. Washington Ave.	Rocky Ford, CO	81067	1963		Not Assigned	School	Public	
Pueblo County Rural School District 70	Rye Elementary	PO Box 220	Rye, CO	81069	1960		Not Assigned	School	Public	
Pueblo County School District 70	Rye Junior-Senior High School	1 Thunderbolt Dr.	Rye, CO	81004	1964		Not Assigned	School	Public	Wheeler & Lewis
Mountain Valley School District RE-1	Mountain Valley School	403 Pitkin Ave.	Saguache, CO	81141	1967		Not Assigned	School	Public	
Salida School District R-32	Longfellow Elementary	350 W 8th Street	Salida, CO	81201	1956	1984	Not Assigned	Demolished	Public	
Centennial School District R-1	Centennial School complex	909 N. Main Street	San Luis, CO	81152	1960	1976	Not Assigned	School	Public	
Sanford School District 6J	Sanford School	755 2nd St.	Sanford, CO	81151	1945	1966, 1973,1990, 1995, 2001, 2003	Not Assigned	school	Public	
Sanford School District 6J	Sanford Preschool	755 2nd St.	Sanford, CO	81151	1960s		Not Assigned	School	Public	
Douglas County School District RE 1	Sedalia Elementary	5449 N. Huxtable Street	Sedalia, CO	80135	1951	1960	Not Assigned	School	Public	Smith & Hegner

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
Hi-Plains School District R-23	Hi-Plains High School	Iowa Ave. and Hwy 24	Seibert, CO	80834	1960		Not Assigned	School	Public	Pillsbury, C. Francis
Kiowa County School District RE-2	Plainview School	13997 County Road 71	Sheridan Lake, CO	81071	1963		Not Assigned	School	Public	
Big Sandy School District 100J	Big Sandy School	619 Pueblo Ave	Simla, CO	80835	1969	1998	Not Assigned	School	Public	Bourn & Delany
Springfield School District RE-4	Springfield Jr/Sr High School	475 W. 5th	Springfield, CO	81073	1965		Not Assigned	School	Public	
Springfield School District RE-4	Springfield Elementary	389 Tipton	Springfield, CO	81073	1960s		Not Assigned	School	Public	
Steamboat Springs School District RE-2	Steamboat Springs High School	45 Maple Street	Steamboat Springs, CO	80487	1964	1990	Not Assigned	School	Public	Morse, Dion & Champion
Steamboat Springs School District RE-2	Soda Creek Elementary School		Steamboat Springs, CO		1955		Not Assigned	Demolished	Public	Wheeler & Lewis
Logan County - N/A	Saint Anthony's Catholic School	324 South 3rd Street	Sterling, CO	80751	1951		Not Assigned	School	Religious	
Valley School District RE-1	Sterling High School	407 West Broadway	Sterling, CO	80751	1956	1973, 2007	Not Assigned	School	Public	Muchow, William C.
Valley School District RE-1	Stevens Elementary School	1215 N 5th Street	Sterling, CO	80751	1956		Not Assigned	Vacant	Public	
Valley School District RE-1	Campbell Elementary School	902 Clark Street	Sterling, CO	80751	1964	2006	Not Assigned	School	Public	
Strasburg School District 31J	Prairie Creek Charter School	56635 Iowa Avenue	Strasburg, CO	80136	1946		Not Assigned	School	Public	
Strasburg School District 31J	Strasburg High School	56729 E. Colorado	Strasburg, CO	80136	1947		Not Assigned	School	Public	
Stratton School District R-4	Stratton Elementary	6 Main St.	Stratton, CO	80836	1960		Not Assigned	School	Public	
Stratton School District R-4	Stratton Junior Senior High School	219 Illinois	Stratton, CO	80836	1963		Not Assigned	School	Public	
Swink School	Swink	610 Columbia	Swink, CO	81077	1963		Not	School	Public	

School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District 33	Elementary School	Ave.					Assigned			
Mapleton School District No. 1	Skyview Academy	8990 York St.	Thornton, CO	80029	1963	1966, 1967, 1969, 1970, 1974, 1995, 2006	5AM.2141	School	Public	Wheeler & Lewis
Mapleton School District No. 1	Explore Elementary at Bertha Heid	9100 Poze Blvd	Thornton, CO	80229	1955	1957, 1958, 1994	Not Assigned	School	Public	
Mapleton School District No. 1	York International	9200 York St.	Thornton, CO	80229	1956	1958, 1961, 1966, 1994, 2001	Not Assigned	School	Public	
Mapleton School District No. 1	Clayton Partnership School	2410 Poze Blvd	Thornton, CO	80229	1959	1964, 2007	Not Assigned	School	Public	
Mapleton School District No. 1	Monterey Community School	2201 McElwain Blvd	Thornton, CO	80229	1961	1965, 1994	Not Assigned	School	Public	
Mapleton School District No. 1	Meadow Community School	9150 Monroe St.	Thornton, CO	80229	1962	1973, 1994	Not Assigned	School	Public	
Torrington Public Schools	Torrington Junior High School	200 Middle School Dr	Torrington, CO	86790	1959		Not Assigned	School	Public	Wheeler & Lewis
Las Animas County - N/A	Mt. Carmel School	911 Robinson Ave	Trinidad, CO	81082	1951		Not Assigned	Unknown	Religious	Desjardins, Leo A.
Trinidad School District 1	Rice Junior High School	215 South Maple	Trinidad, CO	81082	1949		5LA.2179.151	Administration	Public	DeMordant, Walter
Trinidad School District 1	Eckhart Elementary	1021 Pierce St.	Trinidad, CO	81082	1964	2002	Not Assigned	School	Public	
Academy School District 20	Douglass Valley Elementary School	4610 Douglass Dr.	U.S. Air Force Academy, CO	80840	1958	1959, 1968, 1989	Not Assigned	School	Public	Bunts & Kelsey
Academy School District 20	Air Academy High School	6910 Carlton Dr.	U.S. Air Force Academy, CO	80840	1959	1961, 1962, 1963, 1972, 1975, 1982, 1987, 1989, 1998	Not Assigned	School	Public	Bunts & Kelsey
North Park School District R-1	Walden Elementary Building	902 5th Street	Walden, CO	80480	1952	1965	Not Assigned	School and Community Center	Public	Wheeler & Lewis
North Park School District R-1	North Park High School	unknown	Walden, CO		1960		Not Assigned	School	Public	Wheeler & Lewis
North Park School	North Park Junior	910 4th Street	Walden, CO	80480	1964		Not Assigned	School	Public	

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District R-1	Senior High School									
Poudre School District R-1	Wellington Middle School	4001 Wilson Ave	Wellington, CO	80549	1955	1976, 1978, 1980, 1982, 1993, 2002	Not Assigned	School	Public	Magerfleisch & Burnham
Adams County - N/A	Holy Trinity Catholic School	3050 West 76th Avenue	Westminister, CO	80030	1966		Not Assigned	School	Religious	
Adams County - N/A	Belleview Christian School	3455 West 83rd Avenue	Westminister, CO	80031	1960s		Not Assigned	School	Religious	
Adams County School District No. 50	Shaw Heights Middle School	8780 Circle Drive	Westminster, CO	80030	1960	1961, 1964, 1975, 1997	Not Assigned	School	Public	Reddy, Paul R.
Adams County School District No. 50	Hidden Lake High School	7300 Lowell Blvd.	Westminster, CO	80030	1951	1957, 1964, 1967, 1969, 2004	5AM.2843	School	Public	
Adams County School District No. 50	Westminster Hills Elementary	4105 W. 80th Ave.	Westminster, CO	80030	1956	1998	Not Assigned	Demolished	Public	
Adams County School District No. 50	Flynn Elementary	8731 Lowel Blvd.	Westminster, CO	80031	1956		Not Assigned	School	Public	
Adams County School District No. 50	Shaw Primary	8401 Circle Drive	Westminster, CO	80031	1957		Not Assigned	School	Public	
Adams County School District No. 50	Westminster Elementary	7482 Irving Street	Westminster, CO	80030	1958	1997, 1998	Not Assigned	School	Public	
Adams County School District No. 50	Early Childhood Center	8030 Irving Street	Westminster, CO	80030	1960		Not Assigned	School	Public	
Adams County School District No. 50	Harris Park Elementary	4300 W. 75th Ave.	Westminster, CO	80030	1960	1998	Not Assigned	School	Public	
Adams County School District No. 50	Sunset Ridge Elementary	9451 Hooker Street	Westminster, CO	80031	1964	1997	Not Assigned	School	Public	
Adams County School	Crown Pointe Academy	7281 Irving	Westminster, CO	80030	1969	1995, 2000	Not Assigned	Charter School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District No. 50										
Adams County School District No. 50	Mesa Elementary	9100 Lowell Blvd.	Westminster, CO	80031	1970	1997	Not Assigned	School	Public	
Primero Reorganized School District 2	Primero School	20200 State Highway 12	Weston, CO	81091	1962	1977, 2002	Not Assigned	School	Public	Rogers & Nagel
Jefferson County - N/A	Saints Peter & Paul School	3920 Pierce	Wheat Ridge, CO	80033	1955	1959, 1997	Not Assigned	School	Religious	
Jefferson County School District R-1	Kullerstrand Elementary	12225 West 38th Avenue	Wheat Ridge, CO	80033	1961	1974, 1996, 2002	Not Assigned	School	Public	Langhart & McGuire
Jefferson County School District R-1	Everitt Middle School	3900 Kipling Street	Wheat Ridge, CO	80033	1966	1983, 1997	Not Assigned	School	Public	Morse, Dion & Champion
Jefferson County School District R-1	Martensen Elementary	6625 West 45th Place	Wheat Ridge, CO	80033	1954	1995	Not Assigned	Vacant	Public	T.H. Buell & Company
Jefferson County School District R-1	Wilmore-Davis Elementary	7975 West 41st Avenue	Wheat Ridge, CO	80033	1955	1960, 1965, 1996	Not Assigned	School	Public	T.H. Buell & Company
Jefferson County School District R-1	Wheat Ridge High School	9505 West 32nd Avenue	Wheat Ridge, CO	80033	1957	1961, 1970, 1973, 1980, 1995, 2001	Not Assigned	School	Public	
Jefferson County School District R-1	Pennington Elementary	4645 Independence Street	Wheat Ridge, CO	80033	1961	1964, 2000	Not Assigned	School	Public	
Jefferson County School District R-1	Propspect Valley Elementary	3400 Pierson Street	Wheat Ridge, CO	80033	1967	1996	Not Assigned	School	Public	Rogers-Nagel-Langhart
Wiggins School District RE-50 J	Wiggins Junior Senior High School	320 Chapman Street	Wiggins, CO	80654	1949	1964	Not Assigned	School	Public	Atchison & Kloverstrom
Wiggins School District RE-50 J	Wiggins Elementary School	320 Chapman Street	Wiggins, CO	80654	1946	1974, 2003	Not Assigned	School	Public	
Wiggins School	Wiggins Learning	320 Chapman Street	Wiggins, CO	80654	1965	1997	Not Assigned	School	Public	

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School District	Name	Address	Town	Zip	Original Date	Alterations, Additions	Site Number	Current Use	Affiliation	Architect
District RE-50 J	Center									
Wiley School District RE-13 JT	Wiley School	510 Ward Street	Wiley, CO	81092	1969		Not Assigned	School	Public	
Weld School District RE-4	Tozer Primary School	501 Oak Street	Windsor, CO	80550	1961	1962, 1978, 2004	Not Assigned	School	Public	Einhorn & Nash
Weld School District RE-4	Windsor Middle School	900 Main St.	Windsor, CO	80550	1965	1966, 1983	Not Assigned	School	Public	Nash, Claude
Woodland Park School District RE 2	Woodland Park High School	151 N. Baldwin St.	Woodland Park, CO	80863	1962	1974, 1987, 1994, 2005	Not Assigned	School	Public	
Woodland Park School District RE 2	Gateway Elementary	101 N. Baldwin Street	Woodland Park, CO	80863	1969		Not Assigned	School	Public	
Woodlin School District R-104	Woodlin Elementary, High School	15400 Co Rd L	Woodrow, CO	80757	1959		Not Assigned	School	Public	
Wray School District RD-2	Buchanan Middle School	30222 Co.Rd. 35	Wray, CO	80758	1967		Not Assigned	School	Public	
Routt County-N/A	Yampa Union High School	unknown	Yampa, CO	80483	unknown		Not Assigned	Demolished	Public	Grant, Alfred Watts
South Routt School District RE 3	South Routt Elementary School	448 E. Main St.	Yampa, CO	80483	1958	1972, 2001	Not Assigned	School	Public	
Edison School District 54 JT	Edison School Art and Special Education	14550 Edison Road	Yoder, CO	80917	1952		Not Assigned	School	Public	
Yuma School District 1	Morris Elementary School	416 S. Elm	Yuma, CO	80759	1954		Not Assigned	School	Public	Wheeler & Lewis