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**HPC-21-04**

**TO:** City of Pueblo Historic Preservation Commission

**FROM:** Wade Broadhead, Planner

**THROUGH:** Scott Hobson, Acting Director of Planning and Community Development

**DATE:** July 2, 2021

**SUBJECT:** **Application to exempt/OP-Out a national register landmark from the local register of historic places**

**LOCATION:** 215 E. Orman Avenue

**CULTURAL LISTING:** Keating School, constructed 1927, HABS number 5PE.6160, listed on National Register of Historic Places on December 7, 2020.

**APPLICANT:** **Corinne Koehler, President Keating School Organization**

**PROPERTY OWNER:** **Pueblo City Schools District 60**

**ZONE DISTRICT:** Governmental Use (S-1) Zone District

**LEGAL DESCRIPTION:** See attached page

**CONCURRENT REQUESTS:** None

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**PURPOSE:**

Adopted in December 2020, Title 4 of the PMC allows owners of landmarks listed on the National Register of Historic Places to “opt out” of local designation which is an automatic process. The processing of withdrawing local landmark status is the same as becoming a local landmark, involving public notice and public hearings. The Keating School Group, a standalone nonprofit, has been working on the rehabilitation of the now vacant Keating School currently owned by District 60 and wishes to opt out of local landmark designation.

**ANALYSIS:**

In most circumstances the City does not want to set a precedent of opting out important, highly visible, historic community assets, however there are mitigating factors that set the Keating School aside from a traditional opt-out. Erected in 1927 the Keating School is currently one of the largest vacant historic buildings in Pueblo. Encompassing 111,507 sq. ft. this large complex will be difficult to rehabilitate and may involve various uses, contingency plans and phasing. The Keating Group is in the process of purchasing the building from District 60 and seeking a developer partner to restore the building to a vibrant use. The group is dedicated to the preservation of the façade and as many of the historic elements as possible, however, some contingencies may result in some modifications that may not be perfectly congruent with local preservation standards in all cases. Furthermore, currently the building is owned by the Pueblo School District 60 and they are exempt from local land use controls and may elect at any time to follow another direction. Fortunately, both groups are dedicated to the preservation of the historic fabric of Keating and have signed a letter of intent/contract that preservation of the historic elements are a condition of the sale.

The National Register of Historic Places designation has been utilized for tax credit rehabilitation of large expensive building across the country since 1976. Many, if not most, of these buildings have not been located in local districts. This process allowed for an ‘all carrot, no stick’ approach that has been popular nationwide. Pueblo opted to automatically list national as local for a higher level of commitment to preservation. Local designation provides the most local control of historic resources but in this case the rehabilitation of Keating will almost certainly utilize tax credits and be subject to preservation review from federal staff in Washington D.C.

According to the newly adopted ordinance properties that are newly listed on the national register of historic places may opt out if they request so within 30 days, which the applicant has completed. While most properties on the national register should also be placed on the local register where the physical protection lies, in this case the property will be redeveloped utilizing other preservation incentives that maintain the historic character at the same or higher level than would occur with the Pueblo HPC. Furthermore, this property is currently owned by a school district which is outside local zoning and preservation jurisdiction. It is in the best interest of the City to support the voluntary partnerships between the school district and a community group which aims to revitalize the building utilizing preservation methods. This opt out also does not preclude the owner from opting back in at a later date when exterior renovation are completed.

**ZONING DISTRICT:**

Governmental Use, S-1 Zone District.

**LAND USE:****Site Character**

The 1927 Classical Revival-style Central Junior High School, renamed Keating Junior High School in 1937, is situated in the heart of Pueblo/Mesa Junction Area. The substantial two-story tan brick, Classical Revival-style school has an L shaped footprint. Constructed in stages, the block-long, 111, 507 square foot building consists of an east-west component built in 1926-27; 1929 east and west wings; and shorter, one and two story north-south gymnasium additions (1959 and 1976). The front east, and west walls include imposing stone porticoes with ionic columns. The older portions of the school feature banded brick pilasters defining bays holding tripartite windows and stone sills. Keating continued to house educational functions until 2009 but is now vacant. The school retains an excellent level of historic integrity.

The school and associated property occupies almost the entire block with the exception of one small church located in the southwest corner under separate ownership. Much of the area is an open gravel lot and historic photos indicate it has been this way since construction. The school forms an educational promenade along Orman Ave. with its sister school Central High School across the street.

The applicant stated his intent to use grants and tax credits to rehabilitate or restore historic features of the building and adaptively reuse it according to a planned unit development.

**Neighborhood Compatibility**

The neighborhood is generally composed of a residential area (Mesa Junction) with transitional mixed and commercial uses consisting of early Twentieth Century masonry and craftsman buildings father to the north.

**FINDINGS OF FACT FOR LANDMARK DESIGNATION REQUIREMENTS/OR OPT OUT ACTION:<sup>1</sup>**

According to PMC 4-14-8(I) states that delisting shall be taken in the same manner as designation. However, the findings for a designation are incongruent with the findings of the proposed action. The issue at hand is whether non listing of the proposed property would have any adverse impact on the City, neighborhood, or community or threaten a community asset that could be utilized for proliferation of the common good.

Under this reading of the intent of the ordinance non listing of the Keating school will not have a negative effect on the city or surrounding neighborhood for the following reasons:

1. The Keating Group has a contract with the School district to maintain the historic character of the school.
2. The Keating Group has board members trained in historic preservation tax credits and plans to use them in part to fund any renovation.
3. The current owner, Pueblo City Schools District 60, has publicly stated their dedication to the historic preservation of the school.

4. State agencies and properties are outside the purview of the local zoning control and the school district could take any action they choose in the future.
5. The current action does not preclude future owners from locally landmarking Keating School.

**PLANNING AND COMMUNITY DEVELOPMENT STAFF RECOMMENDATION:**

Staff recommends APPROVAL of the Opt Out of the Local landmark designation for a Landmark Designation.

**ATTACHMENTS:**

- A. Location Map
- B. Site Photographs
- C. Application

**ATTACHMENTS:**

- D. Application
- E. National Register Notification Letter
- F. Request to Opt-Out Letter from the Keating Group
- G. National Register Nomination Form
- H. National Register Notification from History Colorado
- I. Opt Out Letter from Pueblo City Schools D60



Figure A. LOCATION

Figure B. SITE PHOTOGRAPHS







## KeatingSchool.Org

-- Preserving Keating School into the future --

P.O. Box 872, Pueblo, CO 81002

<https://www.facebook.com/Keating-School-104639841434755>

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March 25, 2021

Beritt Odum, Principal Planner  
City of Pueblo  
Planning and Community Development Department  
211 E. D Street  
Pueblo, CO 81003

### Keating School opt out application for Local Designation

Dear Beritt,

Keating School, a nonprofit organization, is in the process of purchasing the school property located at 215 East Orman, Pueblo, CO. The property is listed under Central Junior High School or Keating Junior High School. It was listed on the National Register of Historic Places on December 7, 2020.

From the ordinance that was approved by the Pueblo City Council in December 2020, I did not see an application to opt out of the local preservation designation so therefore the "Nomination Application for Local Historic Designation" was completed with a disclaimer it was to opt out not in. The application lists a fee to apply to be included but no fee was listed in the ordinance for opting out.

If you need additional information, please feel free to contact me at 719-252-5389.

Thank you for your assistance.

Sincerely,

*Corinne Koehler*

Corinne Koehler  
President

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Corinne Koehler, President  
Jim Fennell, Board Member  
Paul Willumstad, Board Member  
Julie Rodriguez, Board Member

Jeff Madeen, Board Member  
Beth Gladney, Secretary  
Suzanne Côté, Treasurer

city of  
**PUEBLO**  
colorado  
Historic Preservation Commission

211 East D Street | Pueblo, Colorado 81003 | Tel 719-553-2259 | Fax 719-553-2359 | TTY 719-553-2611 | www.pueblo.us

**Nomination Application for Local Historic Designation**

Name of Property and/or Historic Name: Keating Junior High School  
Name of Property Owner: School District #60 under contract to Keating School, a nonprofit  
Address of Property: 215 E. Orman Ave. Pueblo, CO 81004  
Legal Description: See attached page  
Zoning: S-1 School  
Present Use: Vacant  
Historic Use: Junior High School  
Site Number (issued by State of Colorado): 5PE.6160

**Owner Consent to Designation**

I (we), the undersigned, acting as owner(s) of, the property described in this application for landmark designation do, hereby, give my (our) consent to the designation of this structure as a Structure for Preservation. OP OUT of local designation per ordinance amending Title IV, Chapter 14,

Printed name (s): Section 8(l) Corinne Koehler, President- Keating School  
Address: 403 Argyle Pueblo, CO 81004  
Telephone Number: 719-252-5389  
Email Address: cor)koehler@yahoo.com  
Signature(s):  
Corinnne Koehler

Date: March 25, 2021

Applicant Name (if not the Property Owner): Keating School, a nonprofit

Affiliation/Interest in Property: In process of purchasign property from School District #60

Address: mailing address P.O. Box 872 Pueblo, CO 81002-0872

Telephone Number: 719-252-5389 Email Address: cor\_koehler@yahoo.com

Signature(s): Corinnne Koehler

Signature(s): Beth Gladney, Secreatry

Date: March 25, 2021

For designating a historic district, please see Appendix E.

**Office Use Only**

Application received by: \_\_\_\_\_ Date: \_\_\_\_\_

Checked for completeness by: \_\_\_\_\_ Date: \_\_\_\_\_

Accepted       Accepted with conditions       Rejected

Application to Nominate a historic place to the Pueblo Register of Cultural Resources  
Application to opt out of being placed on the local register

**Eligibility Criteria** National Register of Historic Places application is attached. Approved by the National Park Service on December 7, 2020.  
To be eligible for consideration, a building, object, monument, structure, site or geographically definable area must qualify in two (2) of the following three (3) categories:

1. **History** (special historic or prehistoric interest or importance):
  - a. *Has significant character, interest or value, as part of the development, heritage, or cultural characteristics of the City, State or Nation; or is associated with the life of a person significant in the past; or,*
  - b. *Is the site of a historic event with a significant effect upon society; or,*
  - c. *Exemplifies the cultural heritage of the community; or has yielded, or may be likely to yield, important prehistoric information.*
2. **Architecture** (special architectural, engineering or aesthetic interest or importance):
  - a. *Portrays the environment in an era of history characterized by a distinctive architectural style; or,*
  - b. *Embodies those distinguishing characteristics of an architectural-type or engineering specimen; or,*
  - c. *Is the work of a designer whose individual work has significantly influenced the development of the City; or,*
  - d. *Contains elements of design, detail, materials or craftsmanship which represent a significant innovation.*
3. **Geography** (special geographic interest or importance):
  - a. *By being part of or related to a square, park or other distinctive area, which should be developed or preserved according to a plan based on a historic, cultural or architectural motif, or,*
  - b. *Owing to its unique location or singular physical characteristic, represents an established and familiar visual feature of the neighborhood, community, or City.*

**Narrative Details (Appendix A)**

Please select any applicable criteria from the above *Eligibility Criteria* and outline a narrative.

**Statement of Significance (Appendix B)**

In a summary paragraph, please explain, concisely, how the place is historically significant.

**Research Sources (Appendix C)**

Provide a list of research sources used in compiling this application.

**Photographs (Appendix D)**

Attach or e-mail at least two (2) 5x7 or larger photographs (black and white or color) showing the views of the property from the public right-of-way(s) and any important features or details. Interior photographs are encouraged when relevant. If available, include copies of historic photographs.

**Electronic Files.** Please provide an electronic version of the application in an editable document, and the photos, and any additional information such as plans or articles.

**Application Fee.** A non-refundable application fee of **\$150** for each place must be paid prior to the public hearing. (Cash, credit card, or check payable to City of Pueblo).

**Submission.** Please submit the completed application for designation to: Historic Preservation Commission, 211 East D Street, Pueblo, Colorado 81003, [PlanningLandUse@Pueblo.us](mailto:PlanningLandUse@Pueblo.us)

**Questions?** Please contact the Planning and Community Development Department at the above address, or (719) 553-2259.

## **Attachment for Opt out application to Local Historic Designation**

### **Legal description for Keating School, 215 E. Orman Ave. Pueblo, CO 81004**

Lots 17 to 32, inclusive, in Block 131, Colorado Coal & Iron Company's Addition Number One, to the former City of South Pueblo, now part of the City of Pueblo, together with that portion of vacated alley as set forth in Resolution recorded January 26, 1926 in Book 626 at Page 578, County of Pueblo, State of Colorado.



**United States Department of the Interior**

NATIONAL REGISTER OF HISTORIC PLACES  
Mail Stop 7228  
1849 C Street, NW  
Washington, D.C. 20240



December 11, 2020

The Director of the National Park Service is pleased to send you the following announcements and actions on properties for the National Register of Historic Places.

Please visit our homepage: <https://www.nps.gov/subjects/nationalregister/index.htm>

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 11/2/2020 THROUGH 12/11/2020

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference Number, NHL, Action, Date, Multiple Name

COLORADO, CHAFFEE COUNTY,  
Maxwell Park School,  
Northwest corner, Jct. of Cty. Rds. 321 and 326,  
Buena Vista vicinity, MP100005853,  
LISTED, 12/7/2020  
(Rural School Buildings in Colorado MPS)

COLORADO, DENVER COUNTY,  
James, Harry C., House,  
685 North Emerson St.,  
Denver, SG100005854,  
LISTED, 12/7/2020

COLORADO, PUEBLO COUNTY,  
Central Junior High School-Keating Junior High School,  
215 East Orman Ave.,  
Pueblo, SG100005855,  
LISTED, 12/7/2020

DISTRICT OF COLUMBIA, DISTRICT OF COLUMBIA,  
All Souls Church, Unitarian,  
1500 Harvard St. NW,  
Washington, SG100005905,  
LISTED, 12/7/2020

GEORGIA, RICHMOND COUNTY,  
Neuropsychiatric Tuberculosis Ward-Building 7,  
1900 Maryland Ave., Charlie Norwood VA Medical Center,  
Augusta, MP100005883,  
LISTED, 12/7/2020  
(United States Second Generation Veterans Hospitals MPS)

Prefix Codes:

AD - Additional documentation	BC - Boundary change (increase and/or decrease)	FD - Federal DOE property under the Federal DOE project
FP - Federal DOE Project	MC - Multiple cover sheet	MP - Multiple nomination (nomination under a multiple cover sheet)
MV - Move request	NL - NHL	OT - All other requests (appeal, removal, delisting)
SG - Single nomination		

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

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

## 1. Name of Property

Historic Name: Central Junior High School, Keating Junior High School  
Other Names/Site Number: Keating Middle School/5PE.6160  
Name of related multiple property listing: N/A

## 2. Location

Street & Number: 215 East Orman Avenue  
City or town: Pueblo State: CO County: Pueblo  
Not for Publication:  Vicinity:

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets  does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:  
 national  state  local

Applicable National Register Criteria:  A  B  C  D

Shelly K. Norton 10/15/20  
Signature of certifying official/Title: Deputy State Historic Preservation Officer Date  
**History Colorado**  
State or Federal agency/bureau or Tribal Government

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

Central Junior High School/Keating Junior High School  
Name of Property

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**4. National Park Certification**

I hereby certify that the property is:  
\_\_\_ entered in the National Register  
\_\_\_ determined eligible for the National Register  
\_\_\_ determined not eligible for the National Register  
\_\_\_ removed from the National Register  
\_\_\_ other, explain: \_\_\_\_\_

**Signature of the Keeper**

**Date of Action**

**5. Classification**

**Ownership of Property** (Check as many boxes as apply.)

	Private
X	Public – Local
	Public – State
	Public – Federal

**Category of Property** (Check only **one** box.)

X	Building(s)
	District
	Site
	Structure
	Object

**Number of Resources within Property** (Do not include previously listed resources in the count)

Contributing	Non-contributing	
1	0	Buildings
0	0	Sites
0	0	Structures
0	0	Objects
1	0	Total

Number of contributing resources previously listed in the National Register: None

**6. Function or Use**

**Historic Functions** (Enter categories from instructions.):  
Education/School

**Current Functions** (Enter categories from instructions.):  
Vacant/Not in Use

**7. Description**

**Architectural Classification** (Enter categories from instructions.):  
LATE 19<sup>th</sup> AND EARLY 20<sup>th</sup> CENTURY REVIVAL/Classical

**Materials:** (enter categories from instructions.)

foundation: CONCRETE  
walls: BRICK  
roof: ASPHALT

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other: STONE

### Narrative Description

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

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### Summary Paragraph

The 1927 Classical Revival-style Central Junior High School, renamed Keating Junior High School in 1937, is situated in the heart of the City of Pueblo, a municipality of 111,750 inhabitants as of 2018.<sup>1</sup> The substantial, two-story, tan brick, Classical Revival-style school has an L-shaped footprint. Constructed in stages, the block-long, 111,507-square-foot building consists of an east-west component built in 1926-27; 1929 east and west wings; and shorter, one- and two-story north-south gymnasium additions (1959 and 1976) (Photograph 1). The front, east, and west walls include imposing stone porticoes with Ionic columns. The older portions of the school feature banded brick pilasters defining bays holding tripartite windows with stone sills. Keating continued to house educational functions until 2009 but is now vacant. The school retains an excellent level of historic integrity.

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### Narrative Description

#### Setting

Central/Keating Junior High School faces northeast in the northern part of its 4.1-acre parcel, occupying most of the city block bounded by East Orman Avenue, Michigan Street, East Adams Street, and Broadway Avenue (Photograph 1). A separate parcel at the southwest corner of the block holds Grace Christian Church (630 Broadway Avenue). Northeast, across East Orman Avenue, stands the monumental 1906 Central High School, also a Classical Revival-style building. Other surrounding blocks display historic residential uses. Streets in this section of the city are rotated from true north, with Orman Avenue oriented northwest-southeast.<sup>2</sup>

The front portico faces a concrete plaza bordered by low concrete walls.<sup>3</sup> The plaza narrows to the north, where a metal flagpole with a ball finial stands at its center. At the north end of the plaza concrete steps with metal railings descend to the public sidewalk. Extending outward from both sides of the plaza are grass lawns and multiple mature trees, including large evergreens flanking the portico. East of the plaza is a metal bicycle rack and a small red granite boulder that once held a plaque dedicating the school to the memory of School Superintendent John Francis Keating.<sup>4</sup>

The north, south, west, and part of the east edges of the parcel feature historic concrete public sidewalks with treelawns planted in grass and with rows of trees. The sidewalk abuts Michigan Street in the southern part of the east edge of the parcel. Part of the space between the building and the sidewalk on the west is surfaced with concrete. Most of the area south of the building is open, paved with asphalt, and enclosed with a chain link fence. Two basketball poles with hoops and chain link

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<sup>1</sup> Only real property, not water rights (per 36 CFR 60.6), is the subject of this nomination. There are no water structures within the nominated area.

<sup>2</sup> While the school faces northeast, the description assumes it faces north to avoid cumbersome wording.

<sup>3</sup> The walls are not shown in photographs from the 1930s but do appear in a 1950s oblique aerial of the school (see Figure 10).

<sup>4</sup> The plaque is missing and its whereabouts is unknown.

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backstops stand along the east edge of the area. A rectangular graveled area enclosed with a chain link fence lies at the southeast corner of the parcel. The included Sketch Map shows the property and photograph locations.

## General

The school stands on a raised, slightly projecting concrete foundation with a beveled top. The walls of the 1920s portions of the building are composed of tan stippled brick laid in common bond with flush mortar joints, while the later gymnasiums on the southwest feature blond wire-drawn brick. The center block has a flat membrane roof and projecting parapet. The east-west classroom wings are covered by partial gabled roofs with flat membrane roofs toward the rear. The 1929 terminating east and west wings display side gabled roofs. Flat roofs crown the gymnasium additions. The flat roof portions of the older parts of the building hold a number of skylights (pyramidal, hipped, and gabled) (Photograph 1). Most historic windows are wood frame, flat-headed, and include wood fifteen-over-ten-light, twelve-over-eight-light, and nine-over-six-light double-hung with stone sills.

## Front

At the center of the symmetrical façade is a slightly projecting prostyle portico with six colossal sandstone columns (hexastyle) (Photographs 2 and 3). The Ionic columns are fluted and stand on bases atop an elevated platform reached by a flight of four granite steps with metal railings. The columns support a classical entablature with a tripartite architrave, a frieze inscribed "JUNIOR HIGH SCHOOL DISTRICT NO. 20" and terminated by a dentilled band. The cornice has a broad plain corona enframed by moldings and displaying the name "KEATING" spelled out in raised aluminum letters (Photograph 4).

Vertical sections of the wall behind the outer columns are clad with sandstone. The columns divide the portico into five bays. On the first story the three center bays each contain an entrance into an inset, open porch. Facing the porch are two sets of double, four-panel and nine-light wood doors and four eight-light wood transoms above with wood spindles (Photograph 5). Flanking the doors are eight-over-eight-light wood windows with stone sills and brick soldier course lintels. The east and west walls of the porch each contain a window with a stone sill and an ornamental wrought iron security grille. The floor of the vestibule is paved with red quarry tiles. Flanking the porch, the first story wall behind the portico contains fifteen-over-ten-light wood windows with stone sills and brick soldier course lintels. The second story behind the portico is enclosed and displays the same type of windows in each bay, with brick dentils and a brick panel present below the sill. East and west of the center block the walls step in and narrow, banded brick bays terminate the center block, with each story holding a fifteen-over-ten-light wood window with a stone sill. A sandstone cornerstone at the northeast corner reads "1926."

*Classroom Wings.* The long classroom wings are slightly stepped back and extend to the east and west (Photographs 6 and 7). The 1926-27 construction included six bays to the east and four to the west, followed in 1929 by two bays to the east and four to the west.<sup>5</sup> Each bay is defined by banded brick pilasters and holds a large flat-headed tripartite window (twelve-over-eight-light flanked by nine-over-six-light windows) with a stone sill on each story (Photograph 8). The second story windows have a band of dentils and a brick panel below the sill.

*East and West Wings.* Terminating the façade are the projecting gabled roof east and west wings, which are nearly identical in appearance on the façade. The west wing's east wall is unfenestrated. A full-height, central rectangular panel is defined by a contrasting glazed brick border and contains

<sup>5</sup> It is not known why the original 1926-27 construction followed an asymmetrical design.

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diaperwork masonry of contrasting, varicolored glazed brick laid in a diamond pattern (Photograph 9). The roof has overhanging eaves with shaped modillions.

The north wall of the west wing is enframed by banded brick pilasters with molded stone capitals (Photograph 10). The wall is unfenestrated but ornamented with a tall, round brick arch framed by slightly projecting rowlock and soldier brick courses. Inside the large arch is another arch defined by a slightly projecting rowlock course of bricks. At the top of the interior arch is a stucco roundel outlined by a course of rowlock bricks. The inverted U-shaped area between the inner and outer parts of the arches is filled with vertical brick ornamented with contrasting glazed individual bricks and rotated squares of three bricks.

Above the arch the gable face contains a roundel holding a rotated square comprised of contrasting brown bricks and an interior field of cream bricks. The gable face features projecting shaped purlins, a soldier brick raking course with a stone keystone and brick dentils below. The projecting section of the east wing is identical except it contains a nonhistoric metal door on its north wall of the first story that opens onto a concrete stoop with steps (Photograph 11).

### **East Wing**

At the center of the wing is a projecting, prostyle pedimented stone portico with Ionic columns, supporting an entablature (Photographs 12 and 13). The slightly inset entrance contains double four-paneled wood doors with single lights with security grille in the upper parts with a multi-light transom. The entrance features a molded stone surround and entablature surmounted by an elaborate frontispiece. On the second story is a tripartite window like those north of the portico. The entrance opens onto wide concrete steps with metal railings; the steps broaden and are flanked by curving concrete sidewalls at the level of the sidewalk.

North of the portico the wall contains three bays defined by banded brick pilasters. Each bay contains a tripartite window on each story (a twelve-over-eight-light window flanked by nine-over-six-light windows) with a shared stone sill. The sills of the second story windows have a band of brick dentils and a brick panel below. The center bay of each story contains a metal louvered vent below the window. There are three concrete window wells along the foundation.

South of the portico the east wall is divided into two bays by a banded brick pilaster (Photograph 14). Each bay follows the same design as those north of the portico with one exception. The center section of the first story window south of the portico has been replaced with a flush metal door with a rectangular light and a single light transom. The door opens onto a metal stoop with metal railings standing on a concrete pad.

The south wall of the east wing has banded brick pilasters with molded stone capitals (Photograph 14). The gable face holds a stuccoed roundel bordered with two courses of rowlock bricks. Soldier courses of brick with dentils meet at the apex of the gable. Attached to the first story is a shed roof brick projection. Its east wall contains a flush metal door with a blind arch above, and its south wall has paired windows with a soldier course lintel and a shared stone sill (one window is nine-light and the other is covered). A concrete pedestrian ramp with a metal railing passes along the south side of the projection to an entrance farther west.

### **South Wall of Classroom Wing**

The rear of the school faces a large playground (Photograph 15). Abutting the east wing is a brick entrance bay of the adjacent classroom wing to the west (Photograph 16). The entrance bay has a stepped parapet with metal coping. The entrance contains double flush metal doors, each with a narrow light. The doors open onto concrete steps with metal railings and are sheltered by a shed

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roof hood supported by a bracket. On the second story above the entrance is a wood tripartite window (twelve-over-eight-light flanked by nine-over-six-lights) with a shared stone sill.

West of the entrance bay the classroom wing steps in. The wall is divided into six bays defined by banded brick pilasters. The east and west outer bays contain one off-center nine-over-six-light window with a stone sill on each story. The four bays in between each contain a tripartite window (twelve-over-eight-light flanked by nine-over-six lights) on each story. Each window has a shared stone sill and the second story sills have a band of brick dentils and a brick panel below.

The central, symmetrical, double-height block steps out to contain the school's auditorium/theater (Photographs 16 and 17). The taller center section is divided into five bays by banded brick pilasters; each bay features a window well. The three center bays are double-height and hold tall round arch multi-light windows with stone sills. The flanking bays each contain a round arch with a stucco roundel near the top and a six-over-six-light wood window below. Above the windows are brick panels and a corbelled brick cornice with dentils. The east end of the center section has three boarded-up drinking fountain niches below the arches. Flanking the center section are two-story shed roof entrance bays, each holding double flush wood doors with slit windows on the first story and paired nine-over-six-light wood windows on the second story. A slightly recessed brick panel is present between the doors and windows. The east wall of the east bay holds paired six-over-six-light windows on the first and second stories with a slightly recessed brick panel in between. Above is a six-light window with a brick sill.

Abutting the west wall of the center block is a one-story unfenestrated section, part of the 1976 gym/media center addition. The second story of the west classroom wing is visible behind the one-story component, divided into bays by banded brick pilasters. A square orange brick chimney divides this section of wall in half, with a duct connecting the chimney to a small superstructure on the roof. Flanking the chimney are two bays containing single tripartite windows (twelve-over-eight-light flanked by nine-over-six lights) and a third bay holding a nine-over-six-light window, all with stone sills.

### **Gymnasium Wing**

The gymnasium wing projects southward from the rear of the west classroom wing and consists of a 1976 auxiliary gym to the east and a 1959 gym to the west (Photographs 18 through 21). This section of the building is one and two stories with walls composed of blond, wire-drawn brick; flat-headed windows; and flat roofs. The lower height first bay of the north end of the east wall of the 1976 auxiliary gym contains a deeply inset entrance that opens onto concrete steps. The second story holds three six-over-six-light windows with concrete sills. The taller section to the south has an unfenestrated first story (Photograph 18). The second story is accessed by an exterior metal stairway with railings, extending from the ground to a long open balcony, which is supported by projecting concrete joists. The balcony has a metal railing. A boarded-up door is at the north end of the balcony and an inset entrance is at the south end; in between are five six-over-six-light windows with rowlock brick sills (the north one is boarded up). South of the balcony is two additional windows. At the south, the wall steps out into a one-story section with a flat roof and concrete coping (Photograph 19). The short north wall contains a double door entrance, and the east wall holds three horizontal boarded-up windows with brick sills. The south wall features two small boarded-up windows with brick sills.

West of the 1976 gymnasium is the 1959 gymnasium. Its one-story section to the west is taller with metal coping above a narrow band of plywood (Photograph 20). The wall is unfenestrated except for double metal doors with rectangular lights near the west end. Above the door is a metal panel. The west wall of the one-story section contains a band of eight, two-part windows with metal panels above and below; the northmost window is covered. The double-height gymnasium to the north steps out,

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and its south wall is unfenestrated (Photograph 21). Its west wall is also unfenestrated except for one window on each story in a narrow inset ribbon near the north end of the wall. Each window has a large single light with a movable bottom section. Above and below the windows are metal panels. The wall then steps in, and the narrow north wall is unfenestrated.

### West Wing

North of the gymnasium wing is the west wall of the school's 1929 terminating west wing (Photograph 22). The west wing is two classrooms longer than the east terminating wing, thus the west wall has four bays south of the portico (rather than two) and three bays to the north, but is otherwise identical in appearance to the east wall. All of its windows are intact.

### Interior

Figures 1 through 3 display the interior floorplan of the basement, first, and second stories of the school. Inside the front (east) entrance is a vestibule with a terrazzo floor in a checkboard pattern. The interior doors are the same as the exterior ones but do not feature wood spindles over the transoms. The first story has a long, east-west, double-loaded, very wide corridor, connected to the entrance and the gymnasium wing by shorter hallways (Photograph 23). The floors in the central part of the school (between the ramps to the second story) are composed of terrazzo, while the remainder are clad with "battleship" linoleum.<sup>6</sup> The school office, east of the entrance, has three tall, twelve-light wood windows with textured glass and a brick sill facing the corridor. The lower part of corridor walls are clad with glazed variegated red brick, while the surface above is plastered. Trophy cases with wood and glass doors flank the entrance to the auditorium. The walls are lined with gray metal student lockers. Hanging porcelain drinking fountains are located in round arch glazed brick niches. The corridor has an acoustical tile ceiling with hanging fluorescent fixtures. The classrooms, restrooms, and offices opening onto the corridor are accessed by flush wood replacement doors.

Classrooms have angled entrances from the corridor and maintain their historic character, including plastered walls with a glazed brick soldier course at floor level, oak-framed slate chalkboards and cork boards, a closet with an oak paneled door, built-in oak cabinets with drawers and shelves with glazed doors, and painted concrete floors (Photographs 24 and 25). Some classrooms have ten-light wood windows on their upper walls to provide exterior light to the corridor. Similar attention to detail carried over into the restrooms. The girls' restroom east of the east ramps displays gray marble stall dividers and a square mosaic tile floor.

The double-height auditorium/theater, with an estimated seating capacity of more than six hundred, is located across the east/west corridor from the front entrance (Photographs 26 and 27). The large space features a concrete floor and raked seating with wood, fold-down seats and two aisles. The lower part of the walls are glazed brick, while the upper part is plaster. Decorative wall sconces are attached to the north and south walls. A projecting stage enframed with plaster ornament occupies the west end of the auditorium, accessed by stairs at each end. A fabric curtain and some backdrops are still present. A balcony and sound booth lie to the east, accessed by a short flight of stairs from the second story. The front wall of the balcony is ornamented with panels containing plaster bas relief with foliate and floral ornaments and is topped by a brass railing. The theater ceiling has exposed beams and historic decorative hanging chandeliers.

The first story of the 1959 gymnasium contains a large, double-height gym to the north with a maple floor, tan glazed block lower walls and painted concrete block upper walls, ceiling clad with acoustical tiles, and pull-out wood bleachers along the west wall (Photograph 28). The upper part of the east

<sup>6</sup> This term (likely due to the material's durability) was provided by Robert Lawson, Executive Director of Facilities for Pueblo School District 60.

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wall of the gym displays images of the school mascots: the Komanches and the Panthers. A shop room abuts the gymnasium to the south (Photograph 23). The 1976 addition includes a media center adjacent to the older part of the school, followed by a smaller auxiliary gym to the south, with boys and girls locker rooms at the south end. This gym has a rubberized floor and painted concrete block walls.

The second story is accessed by stairs at the east and west end of the 1920s building, as well as ramps (or inclines) near its center (Photographs 29 and 30). The walls dividing adjacent ramps have decoratively-shaped openings, likely to provide illumination. The second story of the 1920s part of the school also contains a long, east-west, double-loaded, wide corridor accessing classrooms, restrooms, and offices (Photograph 31). A number of skylights provide illumination to the corridor. The walls, ceiling, and floor are similar to that of the first story, although there are more metal student lockers. It also contains round arch glazed brick niches holding hanging drinking fountains (Photograph 32). The second story of the auxiliary gym contains two classrooms and the band room.

The basement does not include a full-length central corridor. More utilitarian in its finishes, the basement holds mechanical equipment and displays exposed pipes and ducts. The west end includes a large cafeteria and kitchen area with a stainless steel serving line, square concrete columns, an acoustical tile ceiling, and florescent lighting (Photograph 33).

### Alterations

The school received two additions in 1929, a gymnasium at the southwest corner built in 1959 (within the period of significance), and an auxiliary gymnasium and media center abutting the first gym on the east constructed in 1976 (just after the period of significance). The pitched roofs were originally clad with clay tiles; they now have asphalt composition shingles. Pedestrian entrances were added to the north and east walls of the east wing; the latter entrance replaced the center part of a tripartite window. There is now a pedestrian ramp at the southeast corner (date unknown). Some exterior doors on the rear have been replaced. Some windows on the rear are now boarded up; this likely occurred after the building closed. Interior changes include acoustical tile ceilings, replacement doors, and hanging fluorescent lighting.

### Integrity

The Central Junior High School/Keating Junior High School retains excellent historic integrity. The school's *location* is unchanged since the building's construction. The school's *setting* remains the same and includes a large playground area to the south. Across East Orman Avenue is Central High School, while a historic church still stands at the southwest corner of the block and surrounding blocks hold historic residential development. The school's *design* displays a high level of integrity through retention of the building's original plan with only two rear, southwest gymnasium additions (one built in 1959 within the period of significance and one added after in 1976). The additions continue the use of brick.

The building's *materials* also maintain a very high level of integrity, including brick masonry of the walls and the stone foundation, columns, and window lintels. The interior of the 1920s parts of the school is remarkably unchanged and includes glazed brick walls, original woodwork, and an auditorium/theater with curtain, original wood seats, and a balcony. A high level of integrity of *workmanship* is displayed in the school's stone and brick masonry, including the colossal fluted stone columns with Ionic capitals of the front and side porticoes, entablature, and the brick arches and diaperwork of the north ends of the east and west additions.

The building is still owned by School District 60 but is vacant and is no longer *associated* with school functions. Declining enrollment led to its closure in 2009. The school retains a very high level of

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integrity of *feeling* by preserving its other aspects of integrity, conveying the feeling of a 1920s junior high school and an institution whose history reflected the evolution of educational philosophies throughout the twentieth century.

**8. Statement of Significance**

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

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

**Criteria Considerations:**

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

**Areas of Significance** (Enter categories from instructions.):

- EDUCATION
- ARCHITECTURE

**Period of Significance:** 1927-70

**Significant Dates:** 1927, completion of the central portion of the building; 1929, construction of the east and west classroom additions; 1937, building renamed Keating Junior High School; 1959, erection of rear gymnasium.

**Significant Person** (Complete only if Criterion B is marked above): N/A

**Cultural Affiliation** (only if criterion D is marked above): N/A

**Architect/Builder (last name, first name):** Stickney, William W.  
DeMordaunt, Walter F.

**Period of Significance (justification):** The period of significance for Education extends from the completion of the school in 1927 until 1970 (fifty years before the present, in accord with National Register guidelines). The period of significance for Architecture is 1927-29, reflecting the period from the completion of the original part of the school through construction of the east and west wings, and 1959 (completion of the first gymnasium).

**Criteria Considerations (explanation, if necessary):** None

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

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Central Junior High School is locally significant under Criterion A in the area of Education, serving as Pueblo School District 20's first and only junior high school from its initial construction in 1927 to 1954. The building continued as a junior high/middle school until its closure in 1982. The school reflects the district's implementation of the 1910s and 1920s concept of educational reform through creation of the junior high school, an intermediate level facility between elementary and high schools that recognized the different social and educational needs of young teenagers.<sup>7</sup> The school is also locally significant under Criterion C for Architecture as a well-preserved example of the Classical Revival architectural style applied to educational buildings. It also is an illustration of a purpose-built 1920s junior high school building, including functional rooms reflecting then new teaching methods and curriculums. The school is further locally significant as a work of Pueblo architects William W. Stickney (1922 central part) and Walter F. DeMordaunt (1929 east and west wings). The building retains its historic integrity.

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

**Criterion A.** Central Junior High School/Keating Junior High school is locally significant in the area of Education. Erected in 1927 and expanded in 1929, Central Junior High became Pueblo County School District 20's first, and for many years only, junior high school. The concept of junior high schools was introduced in the 1910s and grew in popularity in the 1920s. Adopted across the nation, the innovation aimed to keep students in school by easing the transition between grade school and high school. Renamed Keating Junior High School in 1937, in honor of longtime school superintendent John F. Keating, the facility remained the only junior high school building in Pueblo until 1954.<sup>8</sup> Keating evolved into a middle school in 1972, and continued as such until 1982. Thereafter, it operated as an alternative educational facility until finally closing in 2009.

**Criterion C.** The school is locally significant in the area of Architecture as an example of the Classical Revival architectural style applied to educational buildings of the 1920s. The style reflected a turn away from idioms popular during the Victorian era and represented a return to Greek and Roman classical forms. Chicago's 1893 Columbian Exhibition and the 1901 Pan-American Exhibition in San Francisco stimulated interest in the Classical Revival-style (sometimes referred to as Neo-Classical Revival).<sup>9</sup> History Colorado's *Historic Architecture and Engineering Guide* observes that characteristics of the style include "colossal porticos, large columns, pilasters, pedimented windows, and domes. The buildings are generally masonry structures of monumental proportions, using terra cotta, brick, and stone materials."<sup>10</sup> Central Junior High reflects the essential elements of the style in its three massive stone porticoes with Ionic columns, pilasters, brick masonry wall construction, and monumental, block-long façade.

The building is further significant under Criterion C as the successive work of two prominent Pueblo master architects: William W. Stickney, who designed the 1927 central portion of the building, and Walter F. DeMordaunt, who prepared plans for the 1929 east and west additions. Stickney practiced in Pueblo about sixteen years, designing such National Register-listed properties as the 1919 Pueblo City Hall and Memorial Hall (a contributing building within the Union Avenue Historic Commercial District, 5PE.612; NRIS number 82001021) and the First Methodist Episcopal Church (1924,

<sup>7</sup> Michigan State Historic Preservation Office, *An Honor and an Ornament: Public School Buildings in Michigan* (Lansing, Michigan: Michigan State Historic Preservation Office, September 2003), 3.

<sup>8</sup> Robert Lawson, Executive Director, Facilities and Construction Management, Pueblo School District 60, Pueblo, Colorado, email to Thomas H. Simmons, May 12, 2020. Corwin and Freed junior high schools opened in 1954, followed by Pitts and Heaton in 1961.

<sup>9</sup> Stephen C. Gordon, *How to Complete the Ohio Historic Inventory* (Columbus, Ohio: Ohio Historic Preservation Office, 1992), 99.

<sup>10</sup> "Classical Revival," History Colorado, *Historic Architecture and Engineering Guide*, [www.historycolorado.org](http://www.historycolorado.org).

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5PE.2231; NRIS number 12000201). Other local designs by Stickney included the Colorado State Hospital Nurses' Home and Parkview Hospital (5PE.5961). A recent historic context, *Industrial Utopia: The History and Architecture of South Pueblo*, judged Stickney "perhaps the greatest of Pueblo's architects," noting he designed "many of the grand public buildings in Pueblo."<sup>11</sup> DeMordaunt worked for Stickney for a few years before buying the architectural practice in 1926 when Stickney left for California. DeMordaunt operated the office in Pueblo from ca. 1923 until his death in 1962. His designs in the "Steel City" include the following National Register-listed properties: Star-Journal Model Home (1927, 5PE.4216; NRIS number 84000886), Young Women's Christian Association (1935, 5PE.504; NRIS number 80000921), McClelland Orphanage (1935, 5PE.4217; NRIS number 91002043).

The Central/Keating building is also significant as an example of a purpose-built junior high school building of the 1920s. Such buildings included specialized rooms for an expanded curriculum, including wood and metal shops, cooking and sewing classes, and art and music offerings. The school has wide central corridors double-loaded with classrooms, facilitating the movement of students from class to class during the school day. To further facilitate student flow (and perhaps to aid students with disabilities) the school included ramps as well as stairs. Surprisingly few Colorado buildings originally constructed as junior high schools are formally designated, based on a search of History Colorado's Compass database. Two are currently listed in the National Register: Smiley Junior High School in Durango (1937, 5LP.1411.56, NRIS number 02001462) and Greeley Junior High School (1938, 5WL.2572, NRIS number 03001012). The Kesner Memorial Building in Salida (1923, 5CF.1507), listed in the State Register, was erected as a combined high school, junior high school, and administration building.<sup>12</sup>

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## Developmental History/Additional Historic Context Information

### Pueblo and School District 20

Located in south-central Colorado, Pueblo's initial settlement began in 1842 as a trading post, with permanent settlement occurring in 1858. In the late nineteenth century the Pueblo urban area included four formally incorporated municipalities: Pueblo, north of the Arkansas River; South Pueblo south of the river; Central Pueblo, between north and south; and Bessemer, to the southeast near the Colorado Fuel & Iron Company (CF&I) steel mill. In 1886 three of the towns merged to form the City of Pueblo, which annexed Bessemer in 1894. The combined municipality was Colorado's second most populous city from 1890 through 1960. Pueblo became known as the "Steel City" and the "Pittsburgh of the West," as the location of CF&I's steel mill, the West's first integrated steel-producing plant. Pueblo also constituted an important transportation hub served by two transcontinental highways and several railroads.

The municipality's population grew from 43,050 in 1920 to 52,162 in 1940, a 21.2 percent increase. The expanding number of residents brought increasing school enrollment and a need to expand educational facilities. Although the area's cities merged, the school districts remained independent in the twentieth century. School District 1, created in 1866, served the area on the north side of the

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<sup>11</sup> Jeffrey DeHerrera, Adam Thomas, and Cheri Yost, *Industrial Utopia: The History and Architecture of South Pueblo* Prepared for City of Pueblo, Colorado, Certified Local Government Grant, Project CO-10-022 (Denver: Historitecture, LLC, July 2011), 102.

<sup>12</sup> Listings for buildings constructed as high schools but later used as junior high schools are more numerous, with three listed in the National Register and six in the State Register.

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Arkansas River. School District 20, established in 1873, included the south side of the city and was responsible for the construction of Central Junior High School.<sup>13</sup>

### The National Junior High School Movement

The effort to create Pueblo's Central Junior High School was associated with the national movement to establish intermediate schools. Educators found that the traditional arrangement of grammar school (grades one through eight) and high school (grades nine through twelve), the so-called "eight-four" arrangement, was ill-suited to address a number of problems in the early twentieth century. The organization and focus of the junior high school responded to these problems by establishing a "six-three-three" or "six-two-four" grade structure.<sup>14</sup> A principal dilemma facing schools was retaining students through graduation from high school. Educators sought to stem what they termed "leakage": a high percentage of pupils dropping out of school. Educator G. Vernon Bennett, writing in 1919, reported that about 60 percent of grade school graduates failed to make it to the eleventh grade.<sup>15</sup>

Author and journalist Frederic J. Haskin described the difficult transition a student experienced in moving directly from grade school to high school:

He leaves the eighth grade where he is called Harry and treated accordingly, and enters the classical and altogether different atmosphere of the high school to be called Mr. Smith. Instead of having one ever-watchful teacher to keep him on the job, he now has from two to eight, none of whom take any particular interest in Mr. Smith aside from his conduct in one particular class room. The greater amount of freedom given is not always sufficiently developed for him to work alone. As a result he falls behind in his work, becomes discouraged, and sooner or later quits school for good.<sup>16</sup>

Junior high schools sought to reduce dropout rates by keeping children interested in schoolwork and appealing to their ambition. Bennett elaborated on the approach: "The two grades are taken from the grammar school building and housed in new quarters where the pupils will have only children of their own ages or older children to associate with. The real, telling work of the big outside world is brought into these new schools, and the youngsters have their legitimate ambitions satisfied in school work."<sup>17</sup> Junior high schools introduced students to having two or three teachers each term and exposed them to courses beyond those found in grammar schools, such as foreign languages, typewriting, and manual training. Haskin explained that as the student "progresses thru the three years, the course becomes more and more the typical high school regime. Athletics, debate and dramatic work are introduced to take the place of playground games and other amusements ..."<sup>18</sup>

Educators also were concerned that many students were selecting the wrong vocation in life and felt it desirable to focus students "at a reasonably early age [on] the vocation for which they are best adapted" and prepare them accordingly.<sup>19</sup> Junior high educators were expected to identify the strengths and weaknesses of students and guide them into coursework appropriate for future occupations. The vocational curriculum typically included "domestic science" (cooking and sewing) for girls and shop for boys.

<sup>13</sup> Joanne West Dodds, *They All Came to Pueblo: A Social History* (Virginia Beach, Virginia: Donning Company, 1994), 26 and 28; Thelma Matthews, "A History of Pueblo's Earliest Schools," *The Pueblo Lore*, March 1979, 6-7.

<sup>14</sup> The new arrangement would be: grammar school, grades one-through six; junior high school, grades seven through eight or nine; and high school, grades nine or ten through twelve.

<sup>15</sup> G. Vernon Bennett, *The Junior High School* (Baltimore: Warwick and York, 1919), 8.

<sup>16</sup> Frederick J. Haskin, "A Short Cut to Education," *Pueblo Chieftain*, October 6, 1919, 4.

<sup>17</sup> Bennett, *The Junior High School*, 8.

<sup>18</sup> Haskin, "A Short Cut to Education."

<sup>19</sup> Bennett, *The Junior High School*, 4.

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According to Bennett, the first true junior high schools were adopted in 1910 in Berkeley and Los Angeles, California. By 1916, 254 junior high schools had been created in thirty-four states; Colorado then had four of the schools.<sup>20</sup> Denver became a leading proponent of the intermediate school concept within Colorado, creating eleven junior high schools between 1917 and 1931, eight of which were housed in newly constructed buildings.<sup>21</sup> By 1928 Colorado had 177 junior high schools.<sup>22</sup>

### The Construction of Central Junior High School

School District 20 began offering junior high school classes in a part of its Central High School as early as 1917. The high school experienced a devastating fire in February 1916. Its rebuilding and expansion created space for the junior high school program, although not all seventh and eighth graders in the district could be accommodated. A September 1918 article discussing the beginning of the school year described District 20's approach: "The establishment of the junior high school allows more instruction of the pupils in the Seventh and Eighth grades along practical lines and a greater range of courses than is possible under the old system and thus furnishes to those pupils who are not able to go on into high school a better training in citizenship."<sup>23</sup>

Students in the junior high school program comprised 435 of the district's total enrollment of 4,026.<sup>24</sup> Removing two grades from the district's grade schools also relieved overcrowding in those facilities. By 1922 the curriculum offered industrial training for boys, including machine shop, electrical work, and wood work.<sup>25</sup>

Confident of the benefits from the junior high school concept, the school district made an initial attempt to secure funding for a separate facility in 1920. A \$391,000 bond issue that year included construction of a junior high school, totaling \$21,000 for site acquisition and \$130,000 for erecting the building. The electorate rejected the bonds by a wide margin. Within two years enrollment in the junior high school program jumped to 700, a 61 percent increase since 1918. The district brought forth another bond issue in 1923, when a \$600,000 proposal was submitted to the voters at a special election in May. The proposal overwhelmingly passed and included funds for a junior high school as well as grade school expansions.<sup>26</sup>

The school district moved quickly, approving in October 1923 the \$30,600 purchase of lots across East Orman Avenue from Central High School. This location decision produced a nearly two-square-block educational campus with the new junior high school facing the high school to the north (see Figure 10). Pueblo architect William W. Stickney designed the Classical Revival-style junior high school building, and the firm of Peterman and Cooper was the general contractor.<sup>27</sup>

Architect William White Stickney was born in Longmont, Colorado, in 1883, and moved with his family to Pueblo by 1900, where his father was a banker. Stickney graduated from Harvard University in 1906 and returned to Pueblo by 1910, when the census identified his occupation as civil engineer. Pueblo city directories reference Stickney as an architect by 1912. He traveled to Europe to study in 1921 and married Katherine F. Duce in Boulder in 1922. Stickney sold his architectural practice to

<sup>20</sup> Bennett, *The Junior High School*, 34 and 39.

<sup>21</sup> R. Laurie Simmons and Thomas H. Simmons, *Historical and Architectural Survey of Selected Denver Public Schools, 2000-2001* (Denver: Front Range Research Associates, Inc., prepared for Denver Public Schools, August 17, 2001), 9.

<sup>22</sup> *Denver Post*, December 31, 1928, 41.

<sup>23</sup> *Pueblo Chieftain*, September 1, 1918, 3.

<sup>24</sup> *Pueblo Chieftain*, September 5, 1918.

<sup>25</sup> *Pueblo Chieftain*, February 7, 1922, 6.

<sup>26</sup> James H. Risley, *How It Grew: A History of the Pueblo Public Schools* (Denver: University of Denver Press, 1953), 151; *Pueblo Chieftain*, January 25, 1922, 7.

<sup>27</sup> Risley, *How It Grew*, 151.

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Walter J. DeMordaunt in 1926 and moved to Los Angeles, California, where he continued to work as an architect. He died there in 1958.<sup>28</sup>

The cornerstone was laid in June 1926, and the building opened the following year. The total cost of the building was \$258,894, including \$212,321 for construction, land acquisition, and equipment.<sup>29</sup> The two-story school consisted of a center block holding the front entrance, flanked by six bays to the east and four to the west.<sup>30</sup> The interior contained sixteen classrooms, an auditorium, and library (see Figure 4). A novel feature was the inclusion of ramps (or inclines) as well as stairs to the second story and basement. School Board member Dr. Richard W. Corwin, Chief Surgeon and head of the Sociological Department of the Colorado Fuel & Iron Company, championed ramps and included them in the steel firm's Minnequa Hospital.<sup>31</sup> The school's *The Tom Tom* newspaper explained in April 1930 that "the inclines are used to descend and the stairs to ascend. Traffic rules are more easily enforced because of the number of stairs and inclines."<sup>32</sup>

Students, faculty, and the community supported naming the new facility for longtime School Superintendent John Francis Keating. Pueblo educator James H. Risley explained "it was generally understood that this would finally be the name adopted, but no formal action was taken on the matter until after Mr. Keating's death in 1937."<sup>33</sup> The school originally was designated as Central Junior High School.

### Expansion of the School

Superintendent Keating proposed in October 1928 that future school construction be undertaken on a pay-as-you-go basis rather than using funds from bond issues. He argued this tactic would save hundreds of thousands of dollars in bond interest. The school board approved Keating's proposal, which was employed for the expansion of the Central Junior High.<sup>34</sup> Continuing enrollment increases had overcrowded both Central High School and the junior high school. A dwelling standing on the junior high school parcel was converted to classroom space in 1928. Junior high students also occupied part of the high school in addition to space at the Central Grade School. In December 1928, the school board authorized Keating to secure plans for a ten-room addition to the junior high.<sup>35</sup>

Ultimately, an even larger addition was approved. In February 1929, the board accepted an eighteen-classroom expansion of the building proposed by Pueblo architect Walter F. DeMordaunt. The design may have been DeMordaunt's earliest school commission.<sup>36</sup> The additions on the east and west ends of the original building continued the Classical Revival style and extended the façade the full length of the city block (see Figures 6 through 8). The expansion included two bays to east and four to the west, attached to the ends of the original building, and side-gabled north-south wings on the east and west. Peterman and Cooper again served as the general contractor. The enlargement was completed in 1929 at a total cost of \$147,715, including \$131,586 for construction plus equipment.<sup>37</sup> A 1930

<sup>28</sup> DeHerrera, Thomas, and Yost, *Industrial Utopia*, 102; Harvard University, *Names and Addresses of Living Bachelors of Arts and of Science, Masters of Arts and of Science, Doctors of Philosophy and of Science, and of Holders of Honorary Degrees, etc. of Harvard University* (Cambridge, Massachusetts: Harvard University, 1908), 212; US Census Bureau, *Census of Population, World War I Draft Register Cards, and Marriage Records*, www.Ancestry.com.

<sup>29</sup> Risley, *How It Grew*, 151.

<sup>30</sup> It is not known why Stickney design an asymmetrical façade.

<sup>31</sup> *Mines and Minerals* 23 (February 1903): 315; *Pueblo Chieftain*, September 26, 2010.

<sup>32</sup> *The Tom Tom* (Pueblo, Colorado), April 1930, 1.

<sup>33</sup> Risley, *How It Grew*, 151-53.

<sup>34</sup> Risley, *How It Grew*, 153.

<sup>35</sup> Risley, *How It Grew*, 154.

<sup>36</sup> See Paul J. McLeod, "Comprehensive List of the Projects of Walter DeMordaunt, with a Brief Biography," manuscript, Special Collections, Pueblo City-County Library, Pueblo, Colorado.

<sup>37</sup> Risley, *How It Grew*, 154; *Denver Post*, January 27, 1929, 62.

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article in the school newspaper stated that “the plan of the building is fixed so that additions may be made to form a court,” but this approach was not followed.<sup>38</sup>

Architect Walter Julius DeMordaunt was born in Butte, Montana, in 1894. He reportedly attended the University of Utah in Salt Lake City, while interning at architectural firms there and in Butte.<sup>39</sup> In 1917 he lived in Butte, where he worked as a draftsman for the school district. DeMordaunt married Fredella Phillips in Butte in 1919. By the time of the 1920 census, the couple lived in Hot Springs County, Wyoming, and DeMordaunt listed his occupation as architect. The DeMordaunts relocated to Pueblo ca. 1923, and Walter joined the office of William W. Stickney, designer of the original junior high. In 1926 Stickney sold the business to DeMordaunt and moved to California. When the school district decided to expand the school, it turned to DeMordaunt to create the 1929 additions. DeMordaunt continued to work in Pueblo until his death in 1962.<sup>40</sup>

### School Developments and Activities

Addition of the wings resulted in a design reflecting some of the features of an “alphabet plan school,” popular in many urban areas in the early twentieth century (see Figures 5 through 8). According to a study of Michigan’s historic schools, “the plan was named for their footprints that took the form of letters of the alphabet. The most popular plans were ‘H’, ‘I’, ‘T’ and ‘C’. The plan, usually found in a two-or three story building, has a central lateral corridor connected to the front entrance by a short hall. The distinguishing feature of the plan is its symmetrical layout in the shape of a letter of the alphabet. Alphabet plan buildings exhibit many different architectural styles, including both classically inspired and more picturesque styles.”<sup>41</sup>

The school initially housed two grades, with seventh graders on the first story and eighth graders on the second story. The basement featured the cafeteria, print shop, girls’ playroom, and mechanical arts shop. The school included just the seventh and eighth grades through at least 1939.<sup>42</sup> Central had three principals during its first decade of operation, including Lemuel Pitts (1927-28), Raymond E. Redmond (1928-36), and Paul Kirk (1936).<sup>43</sup>

In what would now be viewed as a negative act of cultural appropriation, the school adopted the nickname “Komanches” for its athletic teams, a reference to the Comanche Native American Great Plains people, and employed caricatures of Native Americans as mascots.<sup>44</sup> The school extensively employed Native American themes, which by 1935 had become an integral part of school life. A November 1937 article in the school newspaper explained that each incoming seventh grade class chose an Indian tribe to represent during its time at the school. The class studied the customs of the tribe, adopted a class slogan, and created a wood class shield bearing tribal imagery: “Sometimes a

<sup>38</sup> *The Tom Tom*, April 1930.

<sup>39</sup> DeHerrera, Thomas, and Yost, *Industrial Utopia*, 103.

<sup>40</sup> US Census Bureau, Census of Population, World War I Draft Register Cards, and Marriage Records, [www.Ancestry.com](http://www.Ancestry.com).

<sup>41</sup> Michigan State Historic Preservation Office, *An Honor and an Ornament*, 18.

<sup>42</sup> *The Tom Tom*, April 1930 and January 1939.

<sup>43</sup> *The Tom Tom*, January 1939, 11.

<sup>44</sup> The use of such imagery, not uncommon in the 1930s, has come under increasing criticism in the twenty-first century. In 2016 the Colorado Governor’s Commission to Study American Indian Representations in Public Schools recommended “that communities eliminate American Indian mascots, particularly those that are clearly derogatory, offensive, or misrepresent American Indian people or tribes. The Commission recommends that every school and community with American Indian mascots review the use of these depictions in one or more facilitated public forums that allow for the sharing of perspectives, including input from American Indians. The use of these mascots must be reevaluated with a strong consideration of the negative impact they have on American Indians and on all cultures. American Indians must be treated with respect and their history and culture must be honored.” Colorado Governor’s Commission to Study American Indian Representations in Public Schools, *Report* (N.p.: n.p., 2016), 4.

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simple shield design is used with the Indian motif carried out in the picture and lettering. Sometimes the shield itself is in the shape of a swastika, crossed arrows, or some other Indian symbol typical of the tribe it represents.”<sup>45</sup> The shield was carried by the chief of the tribe to important school assemblies. The student government room on the second story of the school displayed shields of past classes on its walls. The school newspaper was dubbed *The Tom Tom*.<sup>46</sup> Caricatures of male and female Komanche mascot figures still adorn the wall of the main gymnasium.

During the Great Depression, the school housed activities of some federal New Deal public relief programs. Historic photographs show a roomful of women engaged in a Works Projects Administration/National Youth Administration project, creating theater costumes using treadle sewing machines (see Figure 9). Other photographs show boys and girls posing on the steps of the school wearing the completed theater costumes.<sup>47</sup> The school utilized the auditorium/theater to stage elaborate student plays (see Figure 11).

In 1936-37 Central Junior High School hosted a series of lectures sponsored by the US Office of Education and local school districts. The purpose of the forums was “the development of a more intelligent adult population by means of education relative to economic and social problems.”<sup>48</sup> Colorado Springs served as the center for the Rocky Mountain Region and forum participants were made available to both Pueblo school districts. In Pueblo lectures with public discussions were held at Central Junior High School and Centennial High School. Attendance varied by lecture topic, but a total of 7,836 people attended the series.

After John F. Keating died in July 1937, the school board voted in October to rename Central Junior High in his honor. A bronze plaque was placed on the property, recognizing the school as a memorial to the late superintendent.<sup>49</sup>

*School Superintendent John Francis Keating.* John Francis Keating, the school’s namesake, served as School Superintendent for District 20 from 1896 through 1936.<sup>50</sup> Born in Ohio in 1862, Keating attended local public schools and graduated from Ohio Wesleyan University in 1892. He married Anne Travis in 1891 and two years later came to Colorado, where he taught school in Aspen and Central City. In 1896, the Pueblo District 20 School Board chose Keating as superintendent. Recalling the couple’s decision to relocate to the Centennial State, John Keating observed that as boy he read stories of “the great westward movement. The stories of Colorado especially gripped me—Pike’s Peak region, the stories of Leadville. And later the character and spirit of the people of Colorado. Finally, as a young superintendent of schools in my native state of Ohio, I became acquainted with the progressive educational spirit of the West in general and of Colorado in particular. Mrs. Keating shared with me the longing to live in Colorado, and when the opportunity to go West presented itself, we hurried here.”<sup>51</sup>

Keating received an MA from the University of Denver in 1906 and a doctorate in Education degree from the University of Colorado in 1927. He was active in civic affairs, including leading the Red

<sup>45</sup> Blanche Andrews, “Indian Traditions at Keating Junior High,” *The Tom Tom*, November 1937, 2. The swastika was a traditional Native American symbol that sometimes appeared in *The Tom Tom*, as well as in other publications, architectural ornamentation, jewelry, postcards, and Arizona highway markers, prior to the outbreak of World War II.

<sup>46</sup> Andrews, “Indian Traditions at Keating Junior High,” and 7; *The Tom Tom*, January 1941, 1.

<sup>47</sup> National Youth Administration costumes, photograph, April 21, 1938, Pueblo City-County Library, identifier PH-AAA-0109, Pueblo, Colorado.

<sup>48</sup> Risley, *How It Grew*, 222-23.

<sup>49</sup> Risley, *How It Grew*, 176.

<sup>50</sup> This profile is produced from: unidentified Pueblo newspaper clipping (Keating obituary), 1937, 1 and 12; *Pueblo Indicator*, July 31, 1937; Wilbur Fisk Stone, *History of Colorado*, vol. II (Chicago: S.J. Clarke Publishing Company, 1918), 352-54; Pat Smith, “John Francis Keating’s Legacy,” *Pueblo Lore* (May 2002): 1-6.

<sup>51</sup> Unidentified Pueblo newspaper clipping (Keating obituary), 1937, 12.

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Cross following the 1921 Pueblo flood, serving on the board of directors of McClelland Public Library, and acting as a trustee of the St. Paul Methodist Church. Keating actively participated in the programs of the Colorado Education Association and the National Education Association. During summers he taught at the Greeley State Teachers College and at Western State College in Gunnison.

Local historian Joanne West Dodds recounted that Keating “traveled from school to school on a bicycle. Whenever he caught a student playing hooky, he would have the student climb on the back of the bicycle, and the superintendent would peddle the student to school.”<sup>52</sup> Keating retired as superintendent in mid-1936. He fell ill during the winter of 1936-37 and died in July 1937. Reflecting on his time as superintendent, Keating wrote: “In my years of service in the schools of Pueblo, there never has been a dull day for me. Pueblo gave me opportunity to do creative work. I found great joy in the job.”<sup>53</sup>

### Later Uses and Closure

In 1946 Pueblo School Districts 1 and 20 merged, forming School District 60.<sup>54</sup> In the post-World War II era Keating continued to function as a junior high school (see Figure 13). In addition to school activities, over the years the auditorium/theater occasionally served for various community events, including lectures, plays presented by students from Pueblo Community College and Southern Colorado State College, and community band concerts.<sup>55</sup> By the early 1950s, if not earlier, Keating housed grades seven through nine.

Two Keating graduates shared their recollections of the school for this nomination. Joann O’Neill attended the school from 1953 to 1956. She recalled pupils were assigned to seventh grade class based on how they did on a standardized test taken in the sixth grade. In the seventh grade homeroom teachers taught most of the classes, but by ninth grade “we were taking different classes at different times though most of us were in the same classes most of the time.”<sup>56</sup> Keating had specific rooms for certain classes: cooking and sewing for girls in the southeast corner of the first story; art and music rooms on the second story; and shop for boys in the basement. The girls’ gym was also in the basement:

The ceiling was really low. In winter we did tumbling. When the weather was nice we did calisthenics out on the field and ran laps around the edge. The field was just a big open space. We sometimes played field hockey. On the other side of the field (W[est]) it was paved and we played volleyball. We had to wear a blue one piece suit with our name embroidered on the pocket. We took it home every Fri[day] and brought it back washed, starched, and well ironed on Mon[day]. Not dressing out would affect your grade.<sup>57</sup>

O’Neill recalled that lunchtimes were staggered to accommodate all of the students. The meals were prepared daily at the school and served in the basement cafeteria. Hot lunches were twenty-five cents and cold lunches (a sandwich and soup) were eleven cents. If one brought a bag lunch, milk was three cents. According to O’Neill, most of the students in her grade came to Keating from Carlisle Elementary School. She did not recall any persons of color in attendance, noting that Carlisle drew students from the Aberdeen neighborhood where doctors and lawyers lived.

<sup>52</sup> Dodds, *They All Came to Pueblo*, 207.

<sup>53</sup> Unidentified Pueblo newspaper clipping (Keating obituary), 1937, 12

<sup>54</sup> Thomas A. Yourick, ed., *The Magnificent Century, 1882-1982: A Pictorial History of Central High School, Pueblo, Colorado* (Pueblo: Central High School, 1982), 16.

<sup>55</sup> *Arrow* (Pueblo Colorado), December 10, 1943, March 13, 1953, October 22, 1965, and October 7, 1966.

<sup>56</sup> Joann Mahaney O’Neill, Log Lane Village, Colorado, email to Thomas H. Simmons, July 26, 2020.

<sup>57</sup> O’Neill, email, 2020.

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Kim Mackey was a student at Keating from 1965 through 1968. He recalled taking wood and metal shop classes in the basement. The big gymnasium was present and he remembered running the perimeter of the playground in gym class. He described Keating as a “blended” school, with students “of all ethnicities and financial backgrounds. We all got along and were friends—we didn’t see color or status.”<sup>58</sup>

In 1959 the school district expanded Keating, constructing a gymnasium on the rear near the southwest corner.<sup>59</sup> The district renamed the facility Keating Middle School about 1972, reflecting another national trend.<sup>60</sup> In 1963 educator William M. Alexander sparked the movement by proposing changing the term “junior high” to “middle school.” Both terms were employed in the 1960s and 1970s, with the middle school term eventually becoming dominant and growing from roughly one-thousand schools in 1968 to more than five thousand by 1980.<sup>61</sup> An auxiliary gymnasium and media center were added abutting the older gym in 1976.<sup>62</sup> In 1979 a federal assessment reported that Keating’s student body included high concentrations of students from low income families.<sup>63</sup> At an unknown date the school mascot was changed to the Panthers.

Keating’s role as a middle school ended in 1982. Later that year School District 60 repurposed the building as the Keating Resource Center, an alternative education facility aimed at keeping at-risk students from dropping out. In 1988 the district renamed the building as the Keating Continuing Education Center. During the 1992-94 period the school district considered closing Keating, but a 1992 grant and other considerations kept the building in use. The school district finally ended the building’s educational functions in 2009, arguing that the move would save \$646,000 in maintenance and utilities. Keating is still vacant in 2020.<sup>64</sup>

A new nonprofit, Keating.org, was formed late last year and is dedicated to saving the historic school. The board is currently working on a comprehensive approach for the adaptive reuse of the school. The business plan includes residential condos on the second floor, small businesses on the first floor, and a community kitchen in the original food preparation and dining space. New housing compatible with the historic neighborhood will be constructed along Adams Street on the south edge of the parcel.<sup>65</sup>

## 9. Major Bibliographical Resources

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

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<sup>58</sup> Kim Mackey, Pueblo, Colorado, email to Thomas H. Simmons, July 27, 2020.

<sup>59</sup> *Pueblo Star-Journal and Sunday Chieftain*, June 18, 1978, 7D.

<sup>60</sup> Pitts Middle School, Pueblo, Colorado, Colorado Unified Improvement Plan for Schools, 2012-13, Colorado Department of Education, 2012-13. Pitts Junior High School became Pitts Middle School in 1972, and it is likely the district renamed its other junior highs at the same time.

<sup>61</sup> Mary Beth Schaefer, Kathleen F. Malu, and Bogum Yoon, “An Historical Overview of the Middle School Movement, 1963-2015,” *Research in Middle Level Education* 39 (2016), [www.tandfonline.com](http://www.tandfonline.com).

<sup>62</sup> *Pueblo Star-Journal and Sunday Chieftain*, June 18, 1978, 7D.

<sup>63</sup> *Federal Register*, March 17, 1979, 14271.

<sup>64</sup> *Pueblo Chieftain*, January 10, 1992, 5A; March 9, 1993, 5A; and June 5, 2009; Dodds, *They All Came to Pueblo*, 207.

<sup>65</sup> Corinne Koehler, Pueblo, Colorado, email to Thomas H. Simmons, May 29, 2020.

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**Previous documentation on file (NPS):**

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

**Primary location of additional data:**

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

Name of repository: Pueblo City-County Library, Pueblo County Historical Society

**Historic Resources Survey Number (if assigned):** 5CF.314

**10. Geographical Data**

**Acreage of Property:** 4.1

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

1. Latitude: 38.253048                      Longitude: -104.625967

**UTM Coordinates**

Datum if other than WGS84: \_\_\_\_\_

1. Zone: 13                      Easting: 532726                      Northing: 4233958

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

The nominated area consists of all of Pueblo County Assessor parcel numbers 1502119001 and 1502119003: an L-shaped polygon comprised of Lots 1-13 and Lots 17-32 (inclusive), Block 131 of the Colorado Coal and Iron Company's Addition Number 1. A church at the southwest corner occupies the remainder of the block outside the boundary.

**Boundary Justification** (Explain why the boundaries were selected.)

The selected boundary contains the school and all of the land historically associated with its operation.

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### 11. Form Prepared By

name/title: Thomas H. Simmons and R. Laurie Simmons, Architectural Historians, with research contributions by Corinne Koehler, Historic Pueblo, Inc. (for the property owner)  
organization: Front Range Research Associates, Inc.  
street & number: 3635 West 46<sup>th</sup> Avenue  
city or town: Denver state: CO zip code: 80211  
e-mail: frraden@msn.com www.frhistory.com  
telephone: 303-477-7597  
date: May 29, 2020 (revised October 1, 2020)

### Additional Documentation

Submit the following items with the completed form:

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

### Photographs

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

### Photo Log

Name of Property: Central Junior High School/Keating Junior High School

City or Vicinity: Pueblo

County: Pueblo

State: Colorado

Name of Photographer: Thomas H. Simmons (unless otherwise noted)

Date of Photographs: July 2020 (unless otherwise noted)

1 of 33, Oblique aerial view of nominated property. The church in the upper right is not included.

View: south. Photographer: Fennell Group. Date: May 2020.

2 of 33, Oblique aerial view of the front of the nominated property. View: southwest. Photographer: Fennell Group. Date: May 2020.

3 of 33, Front from Central High School campus. View: southwest. Date: July 2020.

4 of 33, Front portico. View: southwest. Date: July 2020.

5 of 33, Entrance doors. View west. July 2020.

6 of 33, West classroom wing with the portico to the left. View: south-southwest. Date: July 2020.

7 of 33, East classroom wing. View: south-southwest. Date: July 2020

8 of 33, Window detail, front of building second bay from the east end. View southwest. Date: July 2020.

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- 9 of 33, Diaperwork ornamentation on the east wall of the west wing. View: northwest. Date: July 2020.
- 10 of 33, West wing, north and west walls. View: south-southwest. Date: July 2020.
- 11 of 33, East wing, north and east walls. View: west. Date: July 2020.
- 12 of 33, East wall of east wing. View northwest. Date: July 2020.
- 13 of 33, Portico detail of the east wing. View: northwest. Date: July 2020.
- 14 of 33, East and south walls of the east wing. View: north. Date: July 2020.
- 15 of 33, Overview of rear of the school and playground (panorama). View: north. Date: July 2020.
- 16 of 33, South wall of east wing, east classroom wing, and auditorium. View: north. Date: July 2020.
- 17 of 33, South wall of east wing, east classroom wing, and auditorium. View: northeast. Date: July 2020.
- 18 of 33, East wall of 1976 gymnasium wing. View: northwest. Date: July 2020.
- 19 of 33, East and south walls of the 1976 gymnasium wing with the 1959 gym beyond to left. View: north. Date: July 2020.
- 20 of 33, South wall of the gymnasium wing. Lower part to right is the 1976 gym and the taller part to the left is the 1959 gym. View: east. Date: July 2020.
- 21 of 33, West wall of the 1959 gymnasium to right and west wall of the west wing to left. View: south. Date: July 2020.
- 22 of 33, West wall of the west wing. View: southeast. Date: July 2020.
- 23 of 33, Interior, first story, central corridor from the entrance with office to left and trophy cases to right. View: southeast. Date: July 2020.
- 24 of 33, Interior, first story, typical classroom (Room 21) in east classroom wing. View: south-southeast. Date: July 2020.
- 25 of 33, Interior, first story, typical classroom (Room 21) in east classroom wing. View: west. Date: July 2020.
- 26 of 33, Interior, first story, auditorium seating and stage. View: west-northwest. Date: July 2020.
- 27 of 33, Interior, first story, auditorium seating and balcony. View: east-southeast. Date: July 2020.
- 28 of 33, Interior, first story, 1959 gymnasium. View: south. Date: July 2020.
- 29 of 33, Interior, first story, ramps to playground (right) and second story (left). View: south. Date: July 2020.
- 30 of 33, Interior, first story, east stairs to second story. View: northeast. Date: July 2020.
- 31 of 33, Interior, second story, central corridor and lockers. View: northeast. Date: July 2020.
- 32 of 33, Interior, second story, drinking fountain niche near east end. View: southwest. Date: July 2020.
- 33 of 33, Interior, basement, cafeteria with serving line and kitchen beyond. View: south. Date: July 2020.

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

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

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## List of Maps and Historic Figures

Location Map

Sketch Map

Historic Figures

1 of 13 This drawing shows the present configuration of the first story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

2 of 13 This drawing shows the present configuration of the second story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

3 of 13 This drawing shows the present configuration of the basement of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

4 of 13 This pre-1929 view of the school shows the original center portion prior to construction of the east and west wings. SOURCE: Pueblo Commerce Club, *Facts about Pueblo, Colorado: Hub of the West* (Pueblo: Pueblo Commerce Club, July 1929), 68.

5 of 13 This undated view of the front entrance on Orman Avenue shows details of the front portico, including the colossal Ionic columns. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

6 of 13 The 1951 Sanborn fire insurance shows the footprint of the school that year, indicating that the central part was completed in 1927 and the east and west wings in 1929. SOURCE: Denver Public Library, Sanborn Map Company, Pueblo, Colorado, fire insurance map, volume 2, sheet 131, 1951.

7 of 13 The front (right) and east wall of Central Junior High School is seen in this undated (ca. early to mid-1930s) post card view. SOURCE: Thomas H. Simmons and R. Laurie Simmons, historic postcard image collection, view 10, postcard number OA-4010, Denver, Colorado.

8 of 13 This ca. early to mid-1930s view shows the west wall of the school with the front to the left. SOURCE: N/A.

9 of 13 During the Great Depression, the Works Projects Administration and National Youth Administration conducted projects in the building. This 1938 photograph shows sewing participants engaged in making costumes for theater plays. SOURCE: image number PH-AAA-0034, April 13, 1938, Pueblo City-County Library, Pueblo, Colorado.

10 of 13 This ca. 1950s (pre-1959) oblique aerial view includes Central High School at the bottom and Keating Junior High School at the top. The abutting campuses of the two schools covered nearly two city blocks. SOURCE: City of Pueblo.

11 of 13, The cast of an elaborately costumed student production is shown posed on the stage of the Keating auditorium/theater in this undated (ca. 1940s-50s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

12 of 13, The playground and the rear (south) wall of the school are shown from near the southeast corner of the block in this undated (ca. 1950s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

13 of 13, This 1960 Keating homeroom class is posed with the school in the background. SOURCE: South High School, Pueblo, Colorado, Facebook page.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

### Location Map



The labeled point indicates the location of the nominated resource, which has the following coordinates:

Latitude: 38.253048

Longitude: -104.625967

Image Date: June 1, 2018



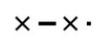
State Perspective:  
Central/Keating  
Junior High School

Sketch Map

### Sketch Map CENTRAL JUNIOR HIGH SCHOOL/ KEATING JUNIOR HIGH SCHOOL

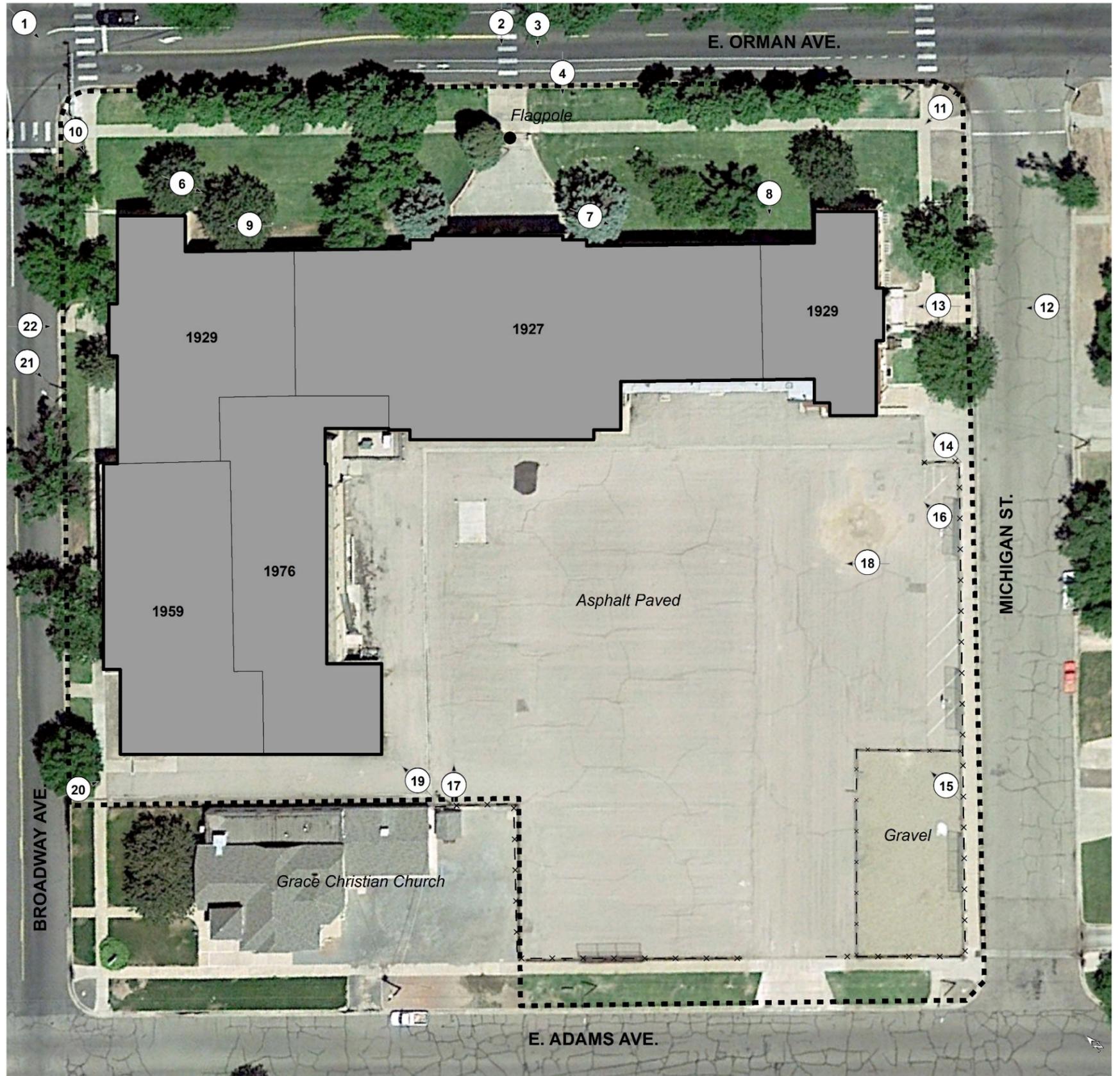
 National Register Boundary

 Photographic Location and Camera Direction

 Chainlink Fence

Numbers within the building footprint are years of construction.

  
0 122 ft.



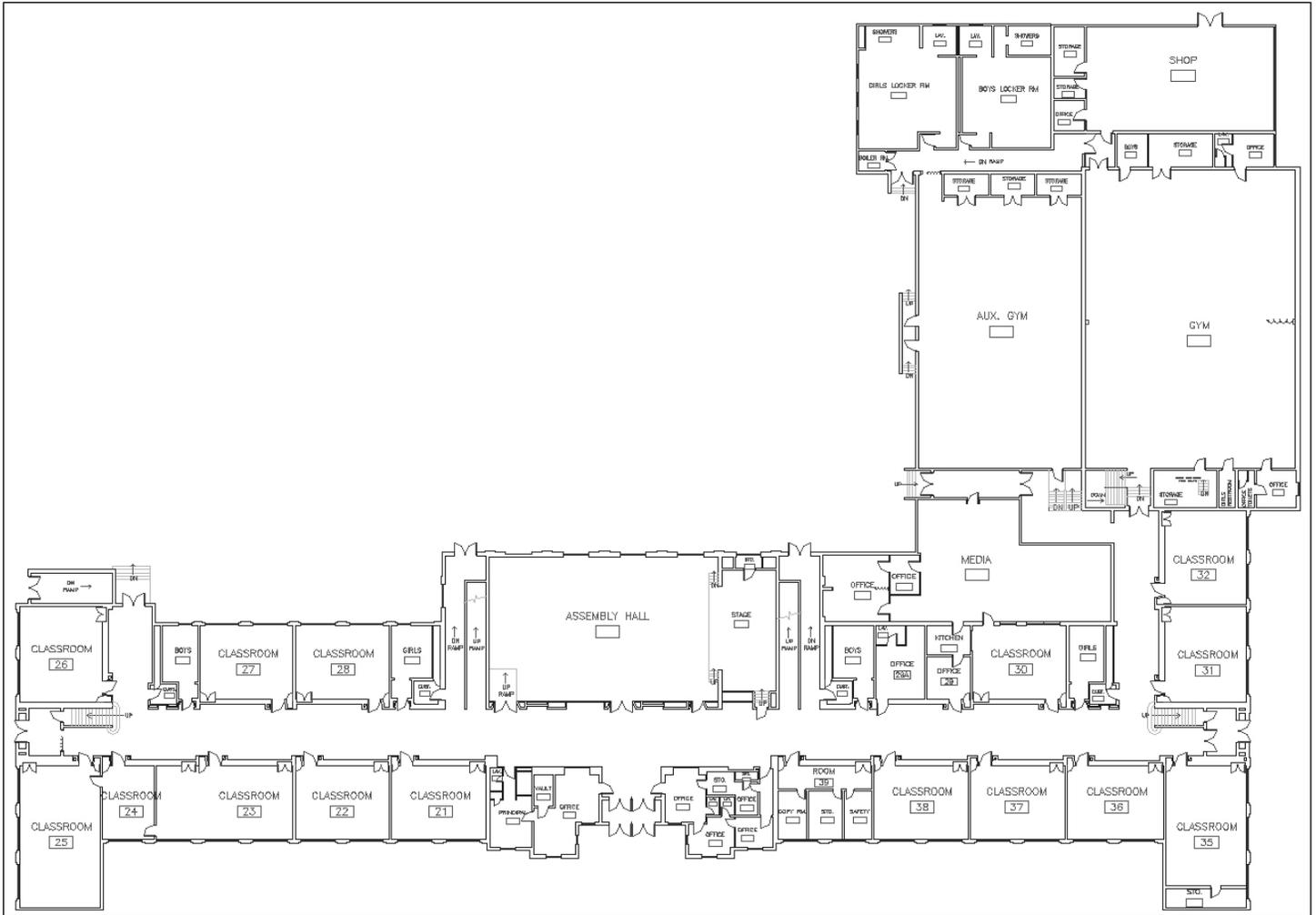


Figure 1. This drawing shows the present configuration of the first story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 2. This drawing shows the present configuration of the second story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

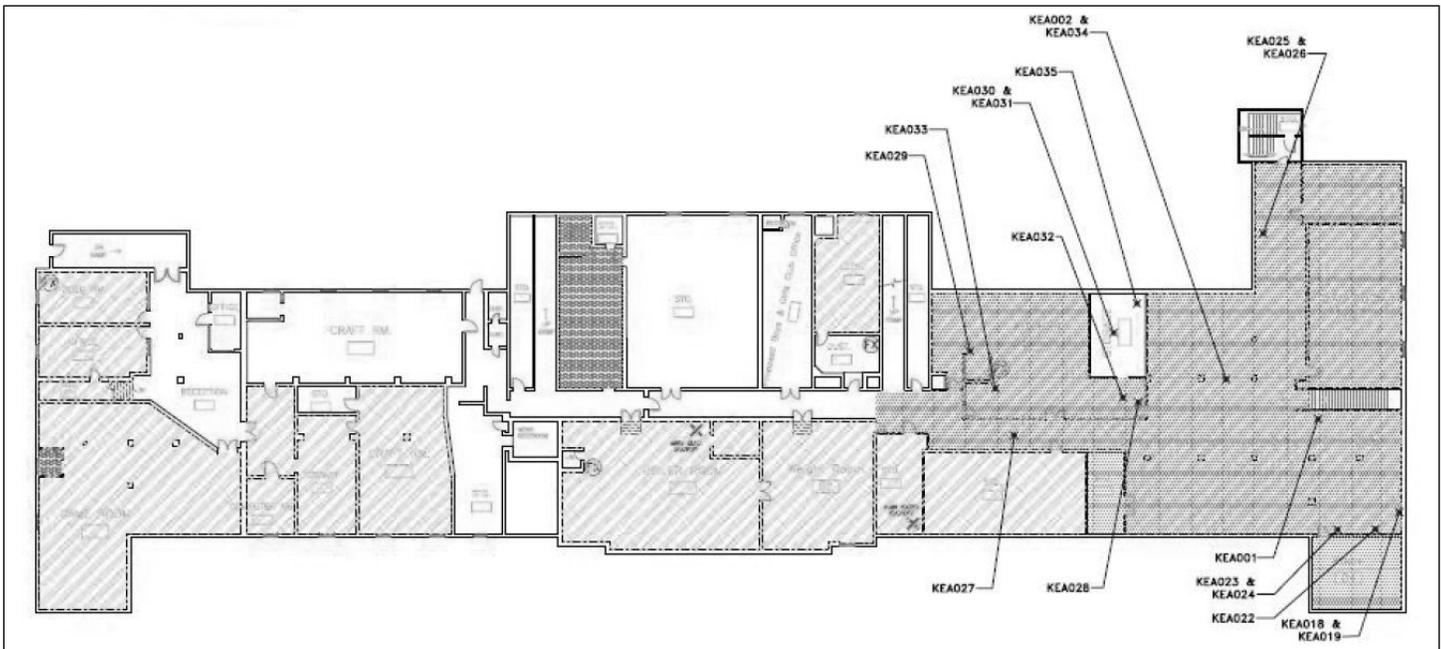


Figure 3. This drawing shows the present configuration of the basement of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

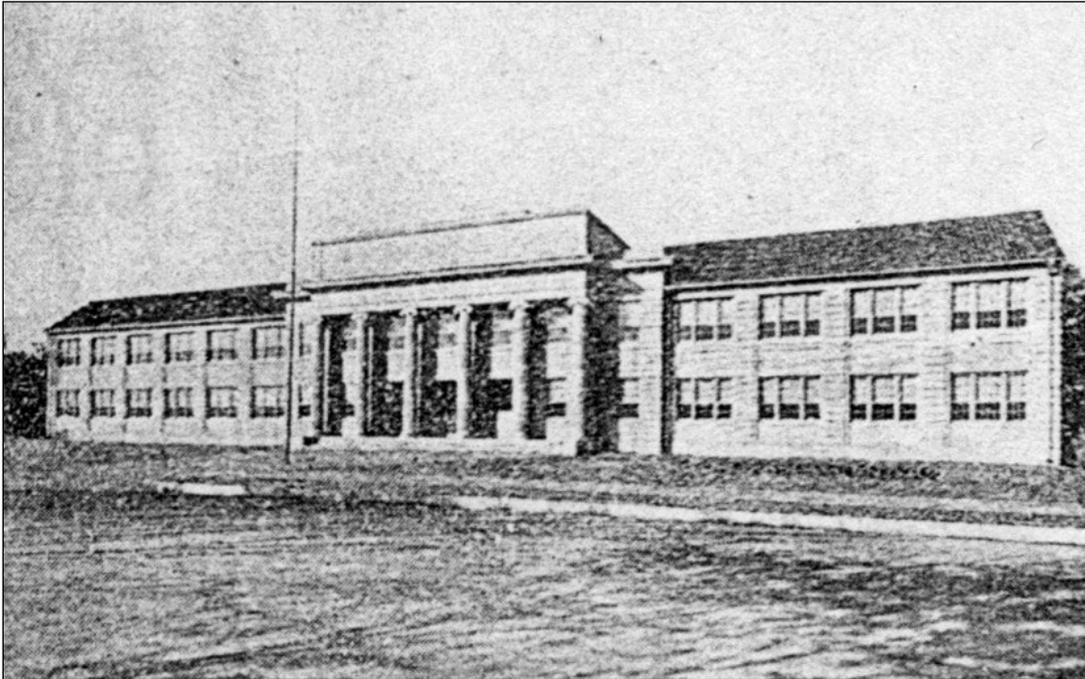


Figure 4. This pre-1929 view of the school shows the original center portion prior to construction of the east and west wings. SOURCE: Pueblo Commerce Club, *Facts about Pueblo, Colorado: Hub of the West* (Pueblo: Pueblo Commerce Club, July 1929), 68.



Figure 5. This undated view of the front entrance on Orman Avenue shows details of the front portico, including the colossal Ionic columns. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

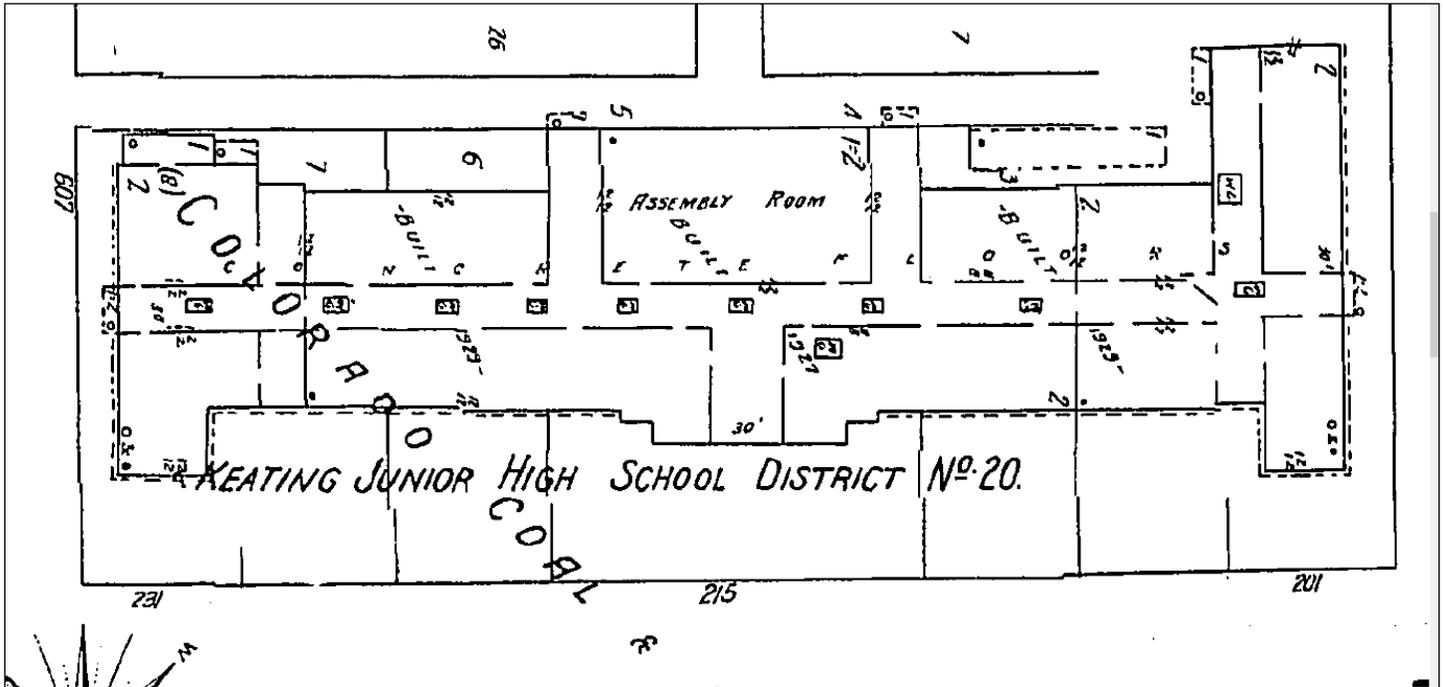


Figure 6. The 1951 Sanborn fire insurance shows the footprint of the school that year, indicating that the central part was completed in 1927 and the east and west wings in 1929. Courtesy of Denver Public Library, Sanborn Map Company, Pueblo, Colorado, fire insurance map, volume 2, sheet 131, 1951.



Figure 7. The front (right) and east wall of Central Junior High School is seen in this undated (ca. early to mid-1930s) post card view, SOURCE: Thomas H. Simmons and R. Laurie Simmons, historic postcard image collection, view 10, postcard number OA-4010, Denver, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 8. This ca. early to mid-1930s view shows the west wall of the school with the front to the left. SOURCE: N/A.



Figure 9. During the Great Depression, the Works Projects Administration and National Youth Administration conducted projects in the building. This 1938 photograph shows sewing participants engaged in making costumes for theater plays. SOURCE: image number PH-AAA-0034, April 13, 1938, Pueblo City-County Library, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 10. This ca. 1950s (pre-1959) oblique aerial view includes Central High School at the bottom and Keating Junior High School at the top. The abutting campuses of the two schools covered nearly two city blocks. SOURCE: City of Pueblo.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 11. The cast of an elaborately costumed student production is shown posed on the stage of the Keating auditorium/theater in this undated (ca. 1940s-50s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.



Figure 12. The playground and the rear (south) wall of the school are shown from near the southeast corner of the block in this undated (ca. 1950s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 13. This 1960 Keating homeroom class is posed with the school in the background. SOURCE: South High School, Pueblo, Colorado, Facebook page.



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0001



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0002



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0003



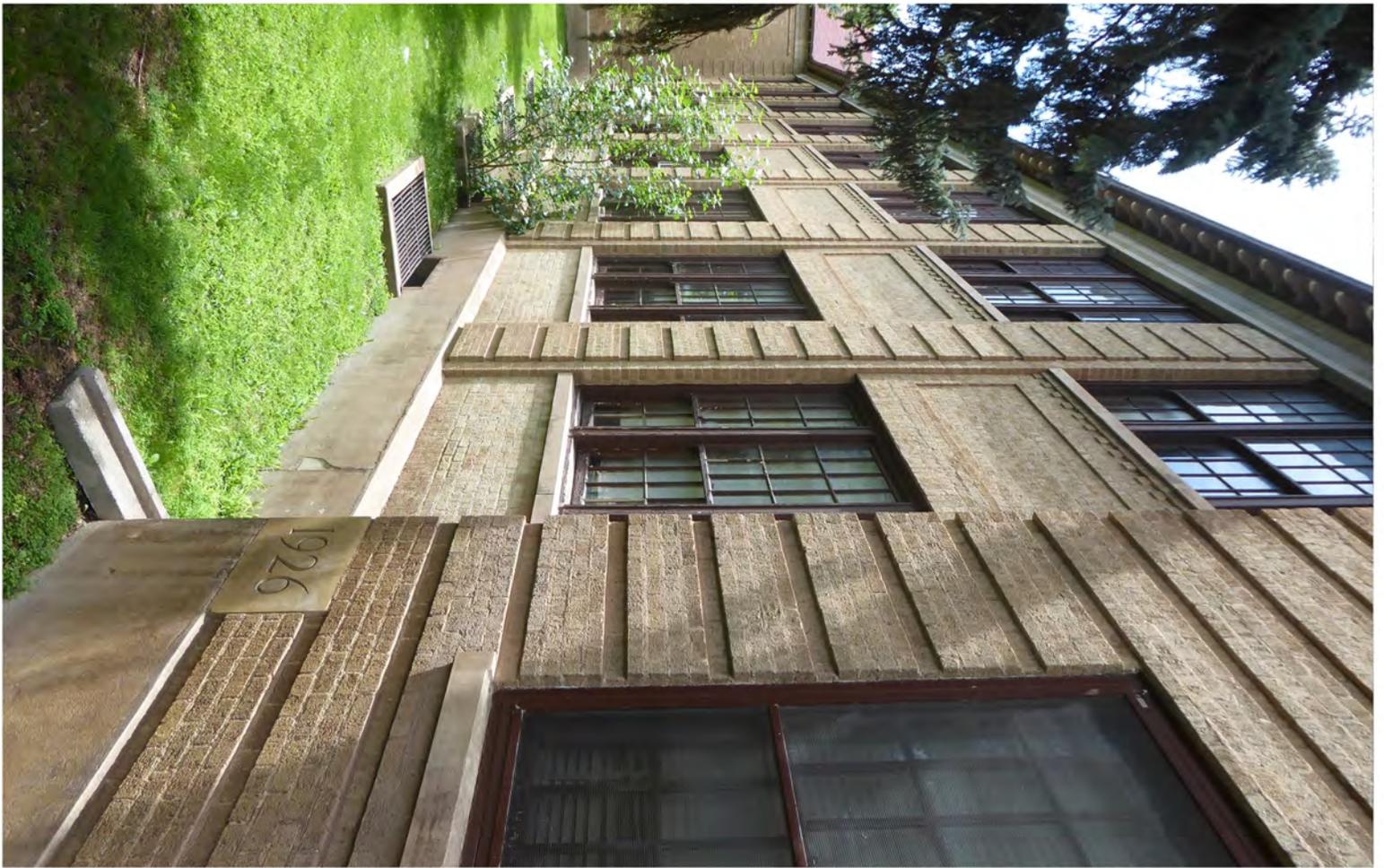
CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0004



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0005



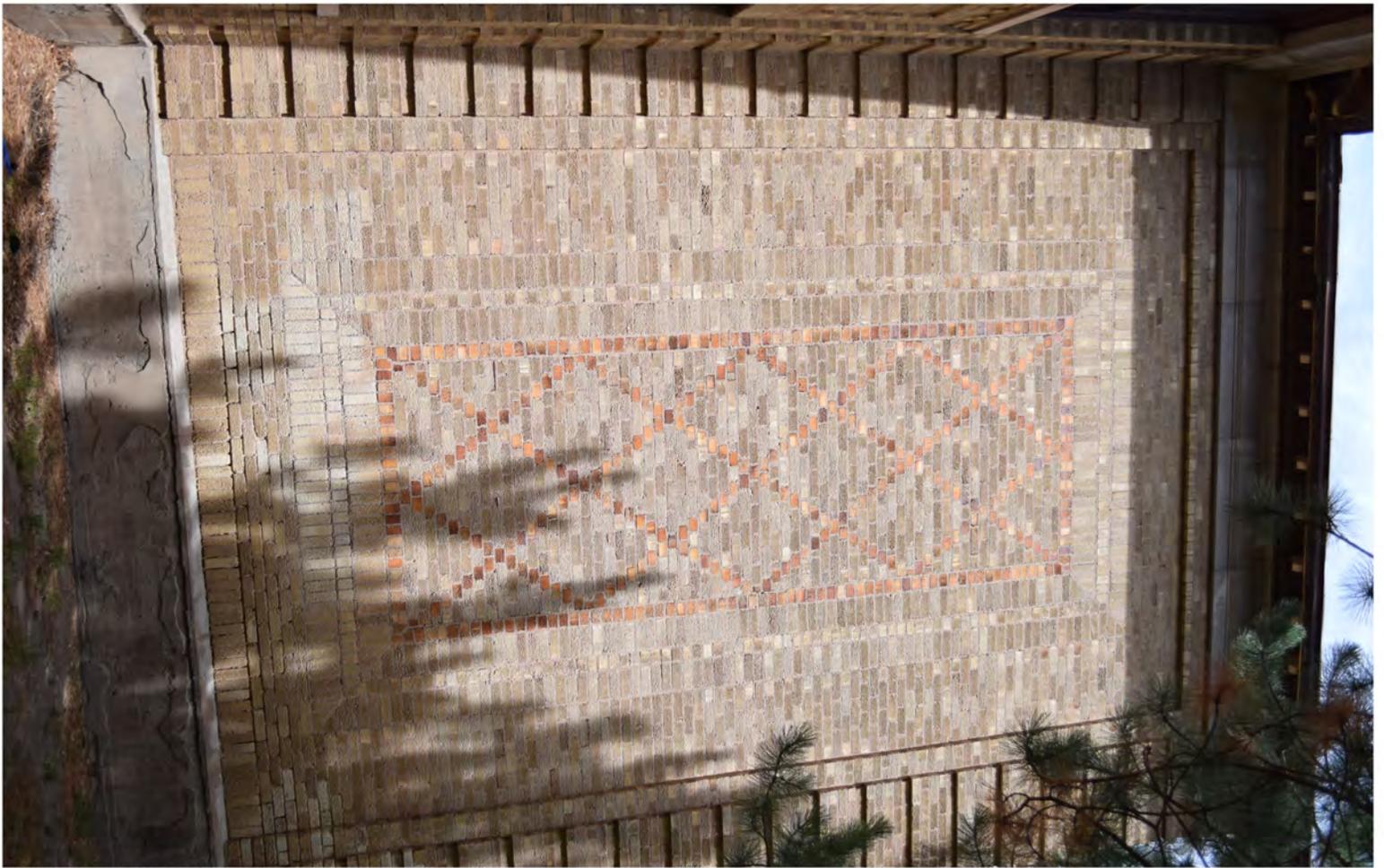
CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0006



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0007



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0008



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0009



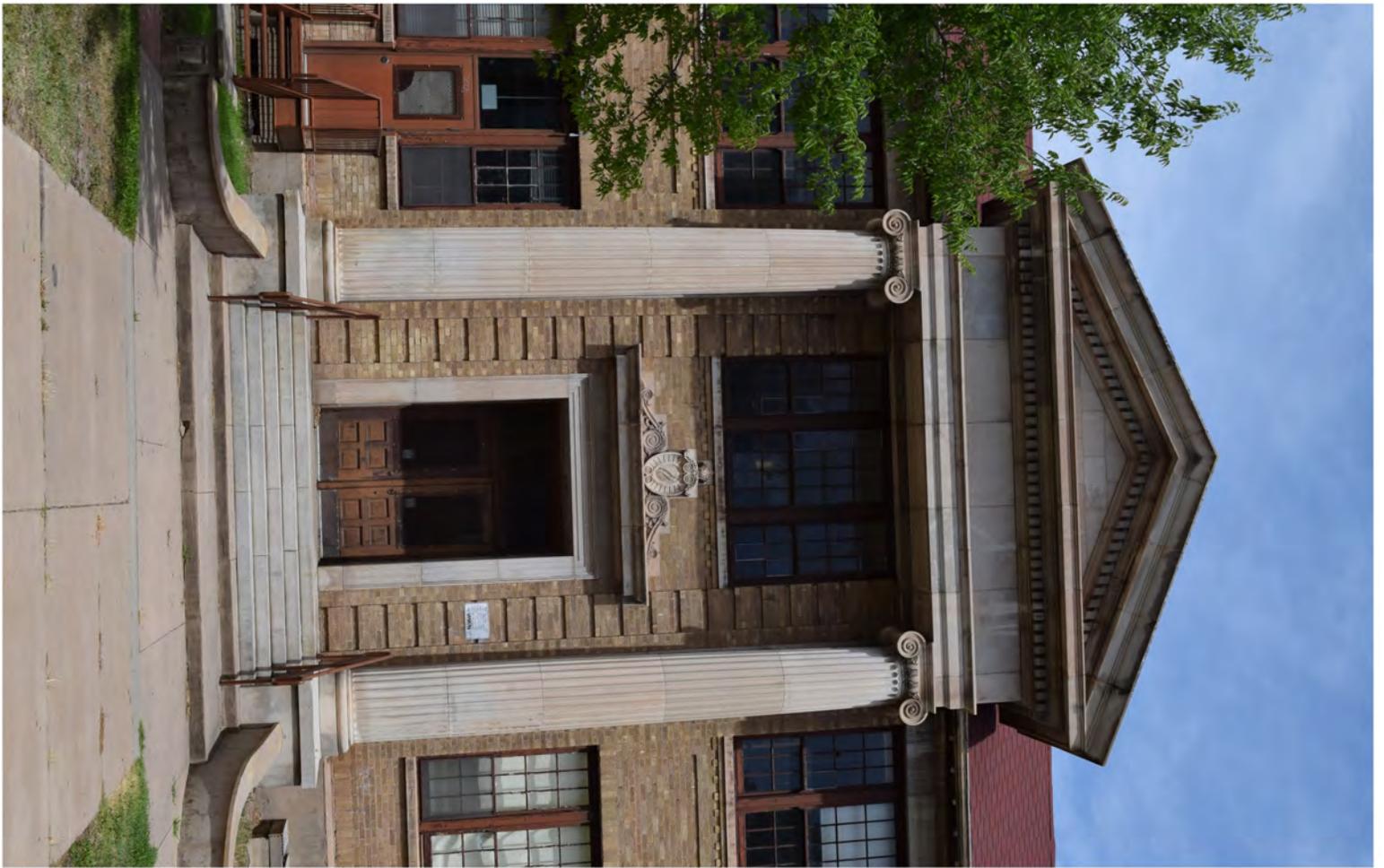
CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0010



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0011



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0012



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0013



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0014



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0015



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0016



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0017



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0018



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0019



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0020



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0021



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0022



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0023



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0024



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0025



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0026



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0027



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0028



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0029



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0030



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0031



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0032



CO\_Pueblo\_Central-KeatingJuniorHighSchool\_0033



## KeatingSchool.Org

-- Preserving Keating School into the future --

P.O. Box 872, Pueblo, CO 81002

<https://www.facebook.com/Keating-School-104639841434755>

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March 25, 2021

Beritt Odum, Principal Planner  
City of Pueblo  
Planning and Community Development Department  
211 E. D Street  
Pueblo, CO 81003

### Keating School opt out application for Local Designation

Dear Beritt,

Keating School, a nonprofit organization, is in the process of purchasing the school property located at 215 East Orman, Pueblo, CO. The property is listed under Central Junior High School or Keating Junior High School. It was listed on the National Register of Historic Places on December 7, 2020.

From the ordinance that was approved by the Pueblo City Council in December 2020, I did not see an application to opt out of the local preservation designation so therefore the "Nomination Application for Local Historic Designation" was completed with a disclaimer it was to opt out not in. The application lists a fee to apply to be included but no fee was listed in the ordinance for opting out.

If you need additional information, please feel free to contact me at 719-252-5389.

Thank you for your assistance.

Sincerely,

*Corinne Koehler*

Corinne Koehler  
President

---

Corinne Koehler, President  
Jim Fennell, Board Member  
Paul Willumstad, Board Member  
Julie Rodriguez, Board Member

Jeff Madeen, Board Member  
Beth Gladney, Secretary  
Suzanne Côté, Treasurer



**United States Department of the Interior**

NATIONAL REGISTER OF HISTORIC PLACES  
Mail Stop 7228  
1849 C Street, NW  
Washington, D.C. 20240



December 11, 2020

The Director of the National Park Service is pleased to send you the following announcements and actions on properties for the National Register of Historic Places.

Please visit our homepage: <https://www.nps.gov/subjects/nationalregister/index.htm>

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 11/2/2020 THROUGH 12/11/2020

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference Number, NHL, Action, Date, Multiple Name

COLORADO, CHAFFEE COUNTY,  
Maxwell Park School,  
Northwest corner, Jct. of Cty. Rds. 321 and 326,  
Buena Vista vicinity, MP100005853,  
LISTED, 12/7/2020  
(Rural School Buildings in Colorado MPS)

COLORADO, DENVER COUNTY,  
James, Harry C., House,  
685 North Emerson St.,  
Denver, SG100005854,  
LISTED, 12/7/2020

COLORADO, PUEBLO COUNTY,  
Central Junior High School-Keating Junior High School,  
215 East Orman Ave.,  
Pueblo, SG100005855,  
LISTED, 12/7/2020

DISTRICT OF COLUMBIA, DISTRICT OF COLUMBIA,  
All Souls Church, Unitarian,  
1500 Harvard St. NW,  
Washington, SG100005905,  
LISTED, 12/7/2020

GEORGIA, RICHMOND COUNTY,  
Neuropsychiatric Tuberculosis Ward-Building 7,  
1900 Maryland Ave., Charlie Norwood VA Medical Center,  
Augusta, MP100005883,  
LISTED, 12/7/2020  
(United States Second Generation Veterans Hospitals MPS)

Prefix Codes:

AD - Additional documentation	BC - Boundary change (increase and/or decrease)	FD - Federal DOE property under the Federal DOE project
FP - Federal DOE Project	MC - Multiple cover sheet	MP - Multiple nomination (nomination under a multiple cover sheet)
MV - Move request	NL - NHL	OT - All other requests (appeal, removal, delisting)
SG - Single nomination		

GEORGIA, RICHMOND COUNTY,  
 Neuropsychiatric Infirmary – Building 76,  
 1798 Maryland Ave, Charlie Norwood VA Medical Center,  
 Augusta, MP100005884,  
 LISTED, 12/7/2020  
 (United States Second Generation Veterans Hospitals MPS)

INDIANA, BROWN COUNTY,  
 Brown County State Park,  
 1405 IN 46 West,  
 Nashville vicinity, MP100005867,  
 LISTED, 12/7/2020  
 (New Deal Resources on Indiana State Lands MPS)

INDIANA, CLAY COUNTY,  
 Indiana State Highway Bridge 46-11-1316,  
 IN 46 over Eel R.,  
 Bowling Green vicinity, OT00000211,  
 REMOVED, 12/9/2020

IOWA, JASPER COUNTY,  
 First Avenue East Historic District,  
 415–629 1st Ave. East, 5–10 Cardinal Ct.,  
 Newton, SG100005888,  
 LISTED, 12/7/2020

IOWA, JASPER COUNTY,  
 First Avenue West Historic District,  
 414–622 1st Ave. West,  
 Newton, SG100005889,  
 LISTED, 12/7/2020

KENTUCKY, FRANKLIN COUNTY,  
 Chapel on the Forks,  
 3984 Georgetown Rd.,  
 Frankfort, SG100005892,  
 LISTED, 12/7/2020

KENTUCKY, MADISON COUNTY,  
 Berea College Square Commercial Historic District,  
 Main St. (100 blk.), Short St. (200 blk.), Center St. (100 blk., 204 Center), Jackson St., (103-105) and  
 Prospect St.,  
 Berea, SG100005899,  
 LISTED, 12/9/2020

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SG - Single nomination		

KENTUCKY, MADISON COUNTY,  
 Berea Downtown Commercial and Residential Historic District,  
 Roughly bounded by Chestnut St. (300-400), North Broadway St. (100-200), Adams St. (200), Parkway  
 Ave. (100), Pasco St. (100), and Bond St.,  
 Berea, SG100005909,  
 LISTED, 12/10/2020

MARYLAND, FREDERICK COUNTY,  
 Brandenburg, Henry, House,  
 9057 Myersville Rd.,  
 Myersville vicinity, SG100005908,  
 LISTED, 12/11/2020

MARYLAND, KENT COUNTY,  
 Piney Grove,  
 7281 Wilkins Ln.,  
 Chestertown, SG100005962,  
 LISTED, 12/8/2020

MINNESOTA, BROWN COUNTY,  
 Way of the Cross, The,  
 1500 Fifth Street North,  
 New Ulm, RS100004756,  
 LISTED, 11/2/2020

NEW JERSEY, CAMDEN COUNTY,  
 Cole Landing Tavern,  
 500 Cole Landing Rd.,  
 Gloucester Township, SG100005879,  
 LISTED, 12/7/2020

NORTH DAKOTA, GRAND FORKS COUNTY,  
 Administration Building for the City of Grand Forks at the Grand Forks Airport,  
 802 North 43rd St.,  
 Grand Forks, MP100005844,  
 LISTED, 12/3/2020  
 (Federal Relief Construction in North Dakota, 1931-1943, MPS)

OHIO, CUYAHOGA  
 Lakewood Downtown Historic District  
 Detroit Ave., roughly bounded by Bunts Rd. and Hall Ave., plus Warren Rd., roughly bounded by Detroit  
 Ave. and Franklin Blvd.  
 Lakewood, RS100005539  
 LISTED, 9/23/2020

## Prefix Codes:

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MV - Move request	NL - NHL	OT - All other requests (appeal, removal, delisting)
SG - Single nomination		

OHIO, LUCAS COUNTY,  
The Broer-Freeman Building,  
622 Jefferson Ave,  
Toledo, SG100005856,  
LISTED, 12/7/2020

OKLAHOMA, NOBLE COUNTY,  
Schultz-Neal Stone Barn,  
250 yds. east of US 177/OK 15, 7 mi. southeast of Red Rock,  
Red Rock vicinity, SG100005861,  
LISTED, 12/7/2020

TEXAS, BREWSTER COUNTY,  
Gage Hotel,  
102 NW 1st St. (US 90 West),  
Marathon, SG100005910,  
LISTED, 12/4/2020

TEXAS, HARRIS COUNTY,  
Houses at 1217 and 1219 Tulane Street,  
1217 Tulane St.,  
Houston, MP100005898,  
LISTED, 12/9/2020  
(Houston Heights MRA)

VERMONT, ADDISON COUNTY,  
Salisbury Village Blacksmith Shop,  
925 Maple St.,  
Salisbury, SG100005912,  
LISTED, 12/9/2020

VIRGINIA, CRAIG COUNTY,  
Craig County Poor Farm,  
630 Poorhouse Farm Run,  
New Castle vicinity, SG100005895,  
LISTED, 12/7/2020

VIRGINIA, FAIRFAX COUNTY,  
Bois Doré,  
8008 Georgetown Pike,  
McLean, SG100005880,  
LISTED, 12/7/2020

VIRGINIA, MIDDLESEX COUNTY,  
Saluda Historic District,

## Prefix Codes:

AD - Additional documentation	BC - Boundary change (increase and/or decrease)	FD - Federal DOE property under the Federal DOE project
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SG - Single nomination		

Gloucester Rd., General Puller Hwy., Oakes Landing Rd.,  
Saluda, SG100005896,  
LISTED, 12/8/2020

VIRGINIA, NORFOLK INDEPENDENT CITY,  
Diggs, J. Eugene, House,  
2509 East Virginia Beach Blvd.,  
Norfolk, SG100005897,  
LISTED, 12/9/2020

WEST VIRGINIA, JACKSON COUNTY,  
Charmco Building,  
606 Morris St.,  
Charleston, SG100005828,  
LISTED, 11/30/2020

WEST VIRGINIA, JEFFERSON COUNTY,  
Rocks, The,  
1003 Westside Ln.,  
Charles Town, SG100005843,  
LISTED, 12/3/2020

## Prefix Codes:

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FP - Federal DOE Project	MC - Multiple cover sheet	MP - Multiple nomination (nomination under a multiple cover sheet)
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SG - Single nomination		

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

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

### 1. Name of Property

Historic Name: Central Junior High School, Keating Junior High School  
Other Names/Site Number: Keating Middle School/5PE.6160  
Name of related multiple property listing:N/A

### 2. Location

Street & Number: 215 East Orman Avenue  
City or town: Pueblo State: CO County:Pueblo  
Not for Publication:  Vicinity:

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets  does not meet the National Register Criteria.

I recommend that this property be considered significant at the following level(s) of significance:  
 national  state  local

Applicable National Register Criteria:  A  B  C  D

Signature of certifying official/Title: Deputy State Historic Preservation Officer Date

History Colorado

State or Federal agency/bureau or Tribal Government

In my opinion, the property  meets  does not meet the National Register criteria.

Signature of commenting official:

Date

Title:

State or Federal agency/bureau or Tribal Government

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

**4. National Park Certification**

I hereby certify that the property is:  
 entered in the National Register  
 determined eligible for the National Register  
 determined not eligible for the National Register  
 removed from the National Register  
 other, explain: \_\_\_\_\_

**Signature of the Keeper**

**Date of Action**

**5. Classification**

**Ownership of Property** (Check as many boxes as apply.)

	Private
X	Public – Local
	Public – State
	Public – Federal

**Category of Property** (Check only **one** box.)

X	Building(s)
	District
	Site
	Structure
	Object

**Number of Resources within Property**(Do not include previously listed resources in the count)

Contributing	Non-contributing	
1	0	Buildings
0	0	Sites
0	0	Structures
0	0	Objects
1	0	Total

Number of contributing resources previously listed in the National Register: None

**6. Function or Use**

**Historic Functions** (Enter categories from instructions.):  
Education/School

**Current Functions** (Enter categories from instructions.):  
Vacant/Not in Use

**7. Description**

**Architectural Classification** (Enter categories from instructions.):  
LATE 19<sup>th</sup>AND EARLY 20<sup>th</sup> CENTURYREVIVAL/Classical

**Materials:** (enter categories from instructions.)

foundation: CONCRETE  
 walls: BRICK  
 roof: ASPHALT

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

other: STONE

### Narrative Description

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

---

### Summary Paragraph

The 1927 Classical Revival-style Central Junior High School, renamed Keating Junior High School in 1937, is situated in the heart of the City of Pueblo, a municipality of 111,750 inhabitants as of 2018.<sup>1</sup> The substantial, two-story, tan brick, Classical Revival-style school has an L-shaped footprint. Constructed in stages, the block-long, 111,507-square-foot building consists of an east-west component built in 1926-27; 1929 east and west wings; and shorter, one- and two-story north-south gymnasium additions (1959 and 1976) (Photograph 1). The front, east, and west walls include imposing stone porticoes with Ionic columns. The older portions of the school feature banded brick pilasters defining bays holding tripartite windows with stone sills. Keating continued to house educational functions until 2009 but is now vacant. The school retains an excellent level of historic integrity.

---

### Narrative Description

#### Setting

Central/Keating Junior High School faces northeast in the northern part of its 4.1-acre parcel, occupying most of the city block bounded by East Orman Avenue, Michigan Street, East Adams Street, and Broadway Avenue (Photograph 1). A separate parcel at the southwest corner of the block holds Grace Christian Church (630 Broadway Avenue). Northeast, across East Orman Avenue, stands the monumental 1906 Central High School, also a Classical Revival-style building. Other surrounding blocks display historic residential uses. Streets in this section of the city are rotated from true north, with Orman Avenue oriented northwest-southeast.<sup>2</sup>

The front portico faces a concrete plaza bordered by low concrete walls.<sup>3</sup> The plaza narrows to the north, where a metal flagpole with a ball finial stands at its center. At the north end of the plaza concrete steps with metal railings descend to the public sidewalk. Extending outward from both sides of the plaza are grass lawns and multiple mature trees, including large evergreens flanking the portico. East of the plaza is a metal bicycle rack and a small red granite boulder that once held a plaque dedicating the school to the memory of School Superintendent John Francis Keating.<sup>4</sup>

The north, south, west, and part of the east edges of the parcel feature historic concrete public sidewalks with tree lawns planted in grass and with rows of trees. The sidewalk abuts Michigan Street in the southern part of the east edge of the parcel. Part of the space between the building and the sidewalk on the west is surfaced with concrete. Most of the area south of the building is open, paved with asphalt, and enclosed with a chain link fence. Two basketball poles with hoops and chain link

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<sup>1</sup>Only real property, not water rights (per 36 CFR 60.6), is the subject of this nomination. There are no water structures within the nominated area.

<sup>2</sup>While the school faces northeast, the description assumes it faces north to avoid cumbersome wording.

<sup>3</sup>The walls are not shown in photographs from the 1930s but do appear in a 1950s oblique aerial of the school (see Figure 10).

<sup>4</sup>The plaque is missing and its whereabouts is unknown.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

backstops stand along the east edge of the area. A rectangular graveled area enclosed with a chain link fence lies at the southeast corner of the parcel. The included Sketch Map shows the property and photograph locations.

## General

The school stands on a raised, slightly projecting concrete foundation with a beveled top. The walls of the 1920s portions of the building are composed of tan stippled brick laid in common bond with flush mortar joints, while the later gymnasiums on the southwest feature blond wire-drawn brick. The center block has a flat membrane roof and projecting parapet. The east-west classroom wings are covered by partial gabled roofs with flat membrane roof toward the rear. The 1929 terminating east and west wings display side gabled roofs. Flat roof crown the gymnasium additions. The flat roof portions of the older parts of the building hold a number of skylights (pyramidal, hipped, and gabled) (Photograph 1). Most historic windows are wood frame, flat-headed, and include wood fifteen-over-ten-light, twelve-over-eight-light, and nine-over-six-light double-hung with stone sills.

## Front

At the center of the symmetrical façade is a slightly projecting prostyle portico with six colossal sandstone columns (hexastyle) (Photographs 2 and 3). The Ionic columns are fluted and stand on bases atop an elevated platform reached by a flight of four granite steps with metal railings. The columns support a classical entablature with a tripartite architrave, a frieze inscribed "JUNIOR HIGH SCHOOL DISTRICT NO. 20" and terminated by a dentilled band. The cornice has a broad plain corona enframed by moldings and displaying the name "KEATING" spelled out in raised aluminum letters (Photograph 4).

Vertical sections of the wall behind the outer columns are clad with sandstone. The columns divide the portico into five bays. On the first story the three center bays each contain an entrance into an inset, open porch. Facing the porch are two sets of double, four-panel and nine-light wood doors and four eight-light wood transoms above with wood spindles (Photograph 5). Flanking the doors are eight-over-eight-light wood windows with stone sills and brick soldier course lintels. The east and west walls of the porch each contain a window with a stone sill and an ornamental wrought iron security grille. The floor of the vestibule is paved with red quarry tiles. Flanking the porch, the first story wall behind the portico contains fifteen-over-ten-light wood windows with stone sills and brick soldier course lintels. The second story behind the portico is enclosed and displays the same type of windows in each bay, with brick dentils and a brick panel present below the sill. East and west of the center block the walls step in and narrow, banded brick bays terminate the center block, with each story holding a fifteen-over-ten-light wood window with a stone sill. A sandstone cornerstone at the northeast corner reads "1926."

*Classroom Wings.* The long classroom wings are slightly stepped back and extend to the east and west (Photographs 6 and 7). The 1926-27 construction included six bays to the east and four to the west, followed in 1929 by two bays to the east and four to the west.<sup>5</sup> Each bay is defined by banded brick pilasters and holds a large flat-headed tripartite window (twelve-over-eight-light flanked by nine-over-six-light windows) with a stone sill on each story (Photograph 8). The second story windows have a band of dentils and a brick panel below the sill.

*East and West Wings.* Terminating the façade are the projecting gabled roof east and west wings, which are nearly identical in appearance on the façade. The west wing's east wall is unfenestrated. A full-height, central rectangular panel is defined by a contrasting glazed brick border and

<sup>5</sup>It is not known why the original 1926-27 construction followed an asymmetrical design.

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contains diaperwork masonry of contrasting, varicolored glazed brick laid in a diamond pattern (Photograph 9). The roof has overhanging eaves with shaped modillions.

The north wall of the west wing is framed by banded brick pilasters with molded stone capitals (Photograph 10). The wall is unfenestrated but ornamented with a tall, round brick arch framed by slightly projecting rowlock and soldier brick courses. Inside the large arch is another arch defined by a slightly projecting rowlock course of bricks. At the top of the interior arch is a stucco roundel outlined by a course of rowlock bricks. The inverted U-shaped area between the inner and outer parts of the arches is filled with vertical brick ornamented with contrasting glazed individual bricks and rotated squares of three bricks.

Above the arch the gable face contains a roundel holding a rotated square comprised of contrasting brown bricks and an interior field of cream bricks. The gable face features projecting shaped purlins, a soldier brick raking course with a stone keystone and brick dentils below. The projecting section of the east wing is identical except it contains a nonhistoric metal door on its north wall of the first story that opens onto a concrete stoop with steps (Photograph 11).

### **East Wing**

At the center of the wing is a projecting, prostyle pedimented stone portico with Ionic columns, supporting an entablature (Photographs 12 and 13). The slightly inset entrance contains double four-paneled wood doors with single lights with security grille in the upper parts with a multi-light transom. The entrance features a molded stone surround and entablature surmounted by an elaborate frontispiece. On the second story is a tripartite window like those north of the portico. The entrance opens onto wide concrete steps with metal railings; the steps broaden and are flanked by curving concrete sidewalls at the level of the sidewalk.

North of the portico the wall contains three bays defined by banded brick pilasters. Each bay contains a tripartite window on each story (a twelve-over-eight-light window flanked by nine-over-six-light windows) with a shared stone sill. The sills of the second story windows have a band of brick dentils and a brick panel below. The center bay of each story contains a metal louvered vent below the window. There are three concrete window wells along the foundation.

South of the portico the east wall is divided into two bays by a banded brick pilaster (Photograph 14). Each bay follows the same design as those north of the portico with one exception. The center section of the first story window south of the portico has been replaced with a flush metal door with a rectangular light and a single light transom. The door opens onto a metal stoop with metal railings standing on a concrete pad.

The south wall of the east wing has banded brick pilasters with molded stone capitals (Photograph 14). The gable face holds a stuccoed roundel bordered with two courses of rowlock bricks. Soldier courses of brick with dentils meet at the apex of the gable. Attached to the first story is a shed roof brick projection. Its east wall contains a flush metal door with a blind arch above, and its south wall has paired windows with a soldier course lintel and a shared stone sill (one window is nine-light and the other is covered). A concrete pedestrian ramp with a metal railing passes along the south side of the projection to an entrance farther west.

### **South Wall of Classroom Wing**

The rear of the school faces a large playground (Photograph 15). Abutting the east wing is a brick entrance bay of the adjacent classroom wing to the west (Photograph 16). The entrance bay has a stepped parapet with metal coping. The entrance contains double flush metal doors, each with a narrow light. The doors open onto concrete steps with metal railings and are sheltered by a shed

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roof hood supported by a bracket. On the second story above the entrance is a wood tripartite window (twelve-over-eight-light flanked by nine-over-six-lights) with a shared stone sill.

West of the entrance bay the classroom wing steps in. The wall is divided into six bays defined by banded brick pilasters. The east and west outer bays contain one off-center nine-over-six-light window with a stone sill on each story. The four bays in between each contain a tripartite window (twelve-over-eight-light flanked by nine-over-six lights) on each story. Each window has a shared stone sill and the second story sills have a band of brick dentils and a brick panel below.

The central, symmetrical, double-height block steps out to contain the school's auditorium/theater (Photographs 16 and 17). The taller center section is divided into five bays by banded brick pilasters; each bay features a window well. The three center bays are double-height and hold tall round arch multi-light windows with stone sills. The flanking bays each contain a round arch with a stucco roundel near the top and a six-over-six-light wood window below. Above the windows are brick panels and a corbelled brick cornice with dentils. The east end of the center section has three boarded-up drinking fountain niches below the arches. Flanking the center section are two-story shed roof entrance bays, each holding double flush wood doors with slit windows on the first story and paired nine-over-six-light wood windows on the second story. A slightly recessed brick panel is present between the doors and windows. The east wall of the east bay holds paired six-over-six-light windows on the first and second stories with a slightly recessed brick panel in between. Above is a six-light window with a brick sill.

Abutting the west wall of the center block is a one-story unfenestrated section, part of the 1976 gym/media center addition. The second story of the west classroom wing is visible behind the one-story component, divided into bays by banded brick pilasters. A square orange brick chimney divides this section of wall in half, with a duct connecting the chimney to a small superstructure on the roof. Flanking the chimney are two bays containing single tripartite windows (twelve-over-eight-light flanked by nine-over-six lights) and a third bay holding a nine-over-six-light window, all with stone sills.

### **Gymnasium Wing**

The gymnasium wing projects southward from the rear of the west classroom wing and consists of a 1976 auxiliary gym to the east and a 1959 gym to the west (Photographs 18 through 21). This section of the building is one and two stories with walls composed of blond, wire-drawn brick; flat-headed windows; and flat roofs. The lower height first bay of the north end of the east wall of the 1976 auxiliary gym contains a deeply inset entrance that opens onto concrete steps. The second story holds three six-over-six-light windows with concrete sills. The taller section to the south has an unfenestrated first story (Photograph 18). The second story is accessed by an exterior metal stairway with railings, extending from the ground to a long open balcony, which is supported by projecting concrete joists. The balcony has a metal railing. A boarded-up door is at the north end of the balcony and an inset entrance is at the south end; in between are five six-over-six-light windows with rowlock brick sills (the north one is boarded up). South of the balcony is two additional windows. At the south, the wall steps out into a one-story section with a flat roof and concrete coping (Photograph 19). The short north wall contains a double door entrance, and the east wall holds three horizontal boarded-up windows with brick sills. The south wall features two small boarded-up windows with brick sills.

West of the 1976 gymnasium is the 1959 gymnasium. Its one-story section to the west is taller with metal coping above a narrow band of plywood (Photograph 20). The wall is unfenestrated except for double metal doors with rectangular lights near the west end. Above the door is a metal panel. The west wall of the one-story section contains a band of eight, two-part windows with metal panels above and below; the northmost window is covered. The double-height gymnasium to the north steps out, and its south wall is unfenestrated (Photograph 21). Its west wall is also unfenestrated except for one

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window on each story in a narrow inset ribbon near the north end of the wall. Each window has a large single light with a movable bottom section. Above and below the windows are metal panels. The wall then steps in, and the narrow north wall is unfenestrated.

### West Wing

North of the gymnasium wing is the west wall of the school's 1929 terminating west wing (Photograph 22). The west wing is two classrooms longer than the east terminating wing, thus the west wall has four bays south of the portico (rather than two) and three bays to the north, but is otherwise identical in appearance to the east wall. All of its windows are intact.

### Interior

Figures 1 through 3 display the interior floorplan of the basement, first, and second stories of the school. Inside the front (east) entrance is a vestibule with a terrazzo floor in a checkboard pattern. The interior doors are the same as the exterior ones but do not feature wood spindles over the transoms. The first story has a long, east-west, double-loaded, very wide corridor, connected to the entrance and the gymnasium wing by shorter hallways (Photograph 23). The floors in the central part of the school (between the ramps to the second story) are composed of terrazzo, while the remainder are clad with "battleship" linoleum.<sup>6</sup>The school office, east of the entrance, has three tall, twelve-light wood windows with textured glass and a brick sill facing the corridor. The lower part of corridor walls are clad with glazed variegated red brick, while the surface above is plastered. Trophy cases with wood and glass doors flank the entrance to the auditorium. The walls are lined with gray metal student lockers. Hanging porcelain drinking fountains are located in round arch glazed brick niches. The corridor has an acoustical tile ceiling with hanging fluorescent fixtures. The classrooms, restrooms, and offices opening onto the corridor are accessed by flush wood replacement doors.

Classrooms have angled entrances from the corridor and maintain their historic character, including plastered walls with a glazed brick soldier course at floor level, oak-framed slate chalkboards and cork boards, a closet with an oak paneled door, built-in oak cabinets with drawers and shelves with glazed doors, and painted concrete floors (Photographs 24 and 25). Some classrooms have ten-light wood windows on their upper walls to provide exterior light to the corridor. Similar attention to detail carried over into the restrooms. The girls' restroom east of the east ramps displays gray marble stall dividers and a square mosaic tile floor.

The double-height auditorium/theater, with an estimated seating capacity of more than six hundred, is located across the east/west corridor from the front entrance (Photographs 26 and 27). The large space features a concrete floor and raked seating with wood, fold-down seats and two aisles. The lower part of the walls are glazed brick, while the upper part is plaster. Decorative wall sconces are attached to the north and south walls. A projecting stage enframed with plaster ornament occupies the west end of the auditorium, accessed by stairs at each end. A fabric curtain and some backdrops are still present. A balcony and sound booth lie to the east, accessed by a short flight of stairs from the second story. The front wall of the balcony is ornamented with panels containing plaster bas relief with foliate and floral ornaments and is topped by a brass railing. The theater ceiling has exposed beams and historic decorative hanging chandeliers.

The first story of the 1959 gymnasium contains a large, double-height gym to the north with a maple floor, tan glazed block lower walls and painted concrete block upper walls, ceiling clad with acoustical tiles, and pull-out wood bleachers along the west wall (Photograph 28). The upper part of the east wall of the gym displays images of the school mascots: the Komanches and the Panthers. A shop

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<sup>6</sup>This term (likely due to the material's durability) was provided by Robert Lawson, Executive Director of Facilities for Pueblo School District 60.

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room abuts the gymnasium to the south (Photograph 23). The 1976 addition includes a media center adjacent to the older part of the school, followed by a smaller auxiliary gym to the south, with boys and girls locker rooms at the south end. This gym has a rubberized floor and painted concrete block walls.

The second story is accessed by stairs at the east and west end of the 1920s building, as well as ramps (or inclines) near its center (Photographs 29 and 30). The walls dividing adjacent ramps have decoratively-shaped openings, likely to provide illumination. The second story of the 1920s part of the school also contains a long, east-west, double-loaded, wide corridor accessing classrooms, restrooms, and offices (Photograph 31). A number of skylights provide illumination to the corridor. The walls, ceiling, and floor are similar to that of the first story, although there are more metal student lockers. It also contains round arch glazed brick niches holding hanging drinking fountains (Photograph 32). The second story of the auxiliary gym contains two classrooms and the band room.

The basement does not include a full-length central corridor. More utilitarian in its finishes, the basement holds mechanical equipment and displays exposed pipes and ducts. The west end includes a large cafeteria and kitchen area with a stainless steel serving line, square concrete columns, an acoustical tile ceiling, and florescent lighting (Photograph 33).

### Alterations

The school received two additions in 1929, a gymnasium at the southwest corner built in 1959 (within the period of significance), and an auxiliary gymnasium and media center abutting the first gym on the east constructed in 1976 (just after the period of significance). The pitched roofs were originally clad with clay tiles; they now have asphalt composition shingles. Pedestrian entrances were added to the north and east walls of the east wing; the latter entrance replaced the center part of a tripartite window. There is now a pedestrian ramp at the southeast corner (date unknown). Some exterior doors on the rear have been replaced. Some windows on the rear are now boarded up; this likely occurred after the building closed. Interior changes include acoustical tile ceilings, replacement doors, and hanging fluorescent lighting.

### Integrity

The Central Junior High School/Keating Junior High School retains excellent historic integrity. The school's *location* is unchanged since the building's construction. The school's *setting* remains the same and includes a large playground area to the south. Across East Orman Avenue is Central High School, while a historic church still stands at the southwest corner of the block and surrounding blocks hold historic residential development. The school's *design* displays a high level of integrity through retention of the building's original plan with only two rear, southwest gymnasium additions (one built in 1959 within the period of significance and one added after in 1976). The additions continue the use of brick.

The building's *materials* also maintain a very high level of integrity, including brick masonry of the walls and the stone foundation, columns, and window lintels. The interior of the 1920s parts of the school is remarkably unchanged and includes glazed brick walls, original woodwork, and an auditorium/theater with curtain, original wood seats, and a balcony. A high level of integrity of *workmanship* is displayed in the school's stone and brick masonry, including the colossal fluted stone columns with Ionic capitals of the front and side porticoes, entablature, and the brick arches and diaperwork of the north ends of the east and west additions.

The building is still owned by School District 60 but is vacant and is no longer *associated* with school functions. Declining enrollment led to its closure in 2009. The school retains a very high level of integrity of *feeling* by preserving its other aspects of integrity, conveying the feeling of a 1920s junior

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high school and an institution whose history reflected the evolution of educational philosophies throughout the twentieth century.

**8. Statement of Significance**

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

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

**Criteria Considerations:**

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

**Areas of Significance** (Enter categories from instructions.):

EDUCATION  
ARCHITECTURE

**Period of Significance:** 1927-70

**Significant Dates:** 1927, completion of the central portion of the building; 1929, construction of the east and west classroom additions; 1937, building renamed Keating Junior High School; 1959, erection of rear gymnasium.

**Significant Person** (Complete only if Criterion B is marked above): N/A

**Cultural Affiliation** (only if criterion D is marked above): N/A

**Architect/Builder (last name, first name):** Stickney, William W.  
DeMordaunt, Walter F.

**Period of Significance (justification):** The period of significance for Education extends from the completion of the school in 1927 until 1970 (fifty years before the present, in accord with National Register guidelines). The period of significance for Architecture is 1927-29, reflecting the period from the completion of the original part of the school through construction of the east and west wings, and 1959 (completion of the first gymnasium).

**Criteria Considerations (explanation, if necessary):** None

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

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Central Junior High School is locally significant under Criterion A in the area of Education, serving as Pueblo School District 20's first and only junior high school from its initial construction in 1927 to 1954. The building continued as a junior high/middle school until its closure in 1982. The school reflects the district's implementation of the 1910s and 1920s concept of educational reform through creation of the junior high school, an intermediate level facility between elementary and high schools that recognized the different social and educational needs of young teenagers.<sup>7</sup> The school is also locally significant under Criterion C for Architecture as a well-preserved example of the Classical Revival architectural style applied to educational buildings. It also is an illustration of a purpose-built 1920s junior high school building, including functional rooms reflecting then new teaching methods and curriculums. The school is further locally significant as a work of Pueblo architects William W. Stickney (1922 central part) and Walter F. DeMordaunt (1929 east and west wings). The building retains its historic integrity.

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

**Criterion A.** Central Junior High School/Keating Junior High school is locally significant in the area of Education. Erected in 1927 and expanded in 1929, Central Junior High became Pueblo County School District 20's first, and for many years only, junior high school. The concept of junior high schools was introduced in the 1910s and grew in popularity in the 1920s. Adopted across the nation, the innovation aimed to keep students in school by easing the transition between grade school and high school. Renamed Keating Junior High School in 1937, in honor of longtime school superintendent John F. Keating, the facility remained the only junior high school building in Pueblo until 1954.<sup>8</sup> Keating evolved into a middle school in 1972, and continued as such until 1982. Thereafter, it operated as an alternative educational facility until finally closing in 2009.

**Criterion C.** The school is locally significant in the area of Architecture as an example of the Classical Revival architectural style applied to educational buildings of the 1920s. The style reflected a turn away from idioms popular during the Victorian era and represented a return to Greek and Roman classical forms. Chicago's 1893 Columbian Exhibition and the 1901 Pan-American Exhibition in San Francisco stimulated interest in the Classical Revival-style (sometimes referred to as Neo-Classical Revival).<sup>9</sup> History Colorado's *Historic Architecture and Engineering Guide* observes that characteristics of the style include "colossal porticos, large columns, pilasters, pedimented windows, and domes. The buildings are generally masonry structures of monumental proportions, using terra cotta, brick, and stone materials."<sup>10</sup> Central Junior High reflects the essential elements of the style in its three massive stone porticoes with Ionic columns, pilasters, brick masonry wall construction, and monumental, block-long façade.

The building is further significant under Criterion C as the successive work of two prominent Pueblo master architects: William W. Stickney, who designed the 1927 central portion of the building, and Walter F. DeMordaunt, who prepared plans for the 1929 east and west additions. Stickney practiced in Pueblo about sixteen years, designing such National Register-listed properties as the 1919 Pueblo City Hall and Memorial Hall (a contributing building within the Union Avenue Historic Commercial District, 5PE.612; NRIS number 82001021) and the First Methodist Episcopal Church

<sup>7</sup>Michigan State Historic Preservation Office, *An Honor and an Ornament: Public School Buildings in Michigan* (Lansing, Michigan: Michigan State Historic Preservation Office, September 2003), 3.

<sup>8</sup>Robert Lawson, Executive Director, Facilities and Construction Management, Pueblo School District 60, Pueblo, Colorado, email to Thomas H. Simmons, May 12, 2020. Corwin and Freed junior high schools opened in 1954, followed by Pitts and Heaton in 1961.

<sup>9</sup>Stephen C. Gordon, *How to Complete the Ohio Historic Inventory* (Columbus, Ohio: Ohio Historic Preservation Office, 1992), 99.

<sup>10</sup>"Classical Revival," History Colorado, *Historic Architecture and Engineering Guide*, [www.historycolorado.org](http://www.historycolorado.org).

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(1924, 5PE.2231; NRIS number 12000201). Other local designs by Stickney included the Colorado State Hospital Nurses' Home and Parkview Hospital (5PE.5961). A recent historic context, *Industrial Utopia: The History and Architecture of South Pueblo*, judged Stickney "perhaps the greatest of Pueblo's architects," noting he designed "many of the grand public buildings in Pueblo."<sup>11</sup> DeMordaunt worked for Stickney for a few years before buying the architectural practice in 1926 when Stickney left for California. DeMordaunt operated the office in Pueblo from ca. 1923 until his death in 1962. His designs in the "Steel City" include the following National Register-listed properties: Star-Journal Model Home (1927, 5PE.4216; NRIS number 84000886), Young Women's Christian Association (1935, 5PE.504; NRIS number 80000921), McClelland Orphanage (1935, 5PE.4217; NRIS number 91002043).

The Central/Keating building is also significant as an example of a purpose-built junior high school building of the 1920s. Such buildings included specialized rooms for an expanded curriculum, including wood and metal shops, cooking and sewing classes, and art and music offerings. The school has wide central corridors double-loaded with classrooms, facilitating the movement of students from class to class during the school day. To further facilitate student flow (and perhaps to aid students with disabilities) the school included ramps as well as stairs. Surprisingly few Colorado buildings originally constructed as junior high schools are formally designated, based on a search of History Colorado's Compass database. Two are currently listed in the National Register: Smiley Junior High School in Durango (1937, 5LP.1411.56, NRIS number 02001462) and Greeley Junior High School (1938, 5WL.2572, NRIS number 03001012). The Kesner Memorial Building in Salida (1923, 5CF.1507), listed in the State Register, was erected as a combined high school, junior high school, and administration building.<sup>12</sup>

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## Developmental History/Additional Historic Context Information

### Pueblo and School District 20

Located in south-central Colorado, Pueblo's initial settlement began in 1842 as a trading post, with permanent settlement occurring in 1858. In the late nineteenth century the Pueblo urban area included four formally incorporated municipalities: Pueblo, north of the Arkansas River; South Pueblo south of the river; Central Pueblo, between north and south; and Bessemer, to the southeast near the Colorado Fuel & Iron Company (CF&I) steel mill. In 1886 three of the towns merged to form the City of Pueblo, which annexed Bessemer in 1894. The combined municipality was Colorado's second most populous city from 1890 through 1960. Pueblo became known as the "Steel City" and the "Pittsburgh of the West," as the location of CF&I's steel mill, the West's first integrated steel-producing plant. Pueblo also constituted an important transportation hub served by two transcontinental highways and several railroads.

The municipality's population grew from 43,050 in 1920 to 52,162 in 1940, a 21.2 percent increase. The expanding number of residents brought increasing school enrollment and a need to expand educational facilities. Although the area's cities merged, the school districts remained independent in the twentieth century. School District 1, created in 1866, served the area on the north side of the

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<sup>11</sup>Jeffrey DeHerrera, Adam Thomas, and Cheri Yost, *Industrial Utopia: The History and Architecture of South Pueblo* Prepared for City of Pueblo, Colorado, Certified Local Government Grant, Project CO-10-022 (Denver: Historitecture, LLC, July 2011), 102.

<sup>12</sup>Listings for buildings constructed as high schools but later used as junior high schools are more numerous, with three listed in the National Register and six in the State Register.

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Arkansas River. School District 20, established in 1873, included the south side of the city and was responsible for the construction of Central Junior High School.<sup>13</sup>

### The National Junior High School Movement

The effort to create Pueblo's Central Junior High School was associated with the national movement to establish intermediate schools. Educators found that the traditional arrangement of grammar school (grades one through eight) and high school (grades nine through twelve), the so-called "eight-four" arrangement, was ill-suited to address a number of problems in the early twentieth century. The organization and focus of the junior high school responded to these problems by establishing a "six-three-three" or "six-two-four" grade structure.<sup>14</sup> A principal dilemma facing schools was retaining students through graduation from high school. Educators sought to stem what they termed "leakage": a high percentage of pupils dropping out of school. Educator G. Vernon Bennett, writing in 1919, reported that about 60 percent of grade school graduates failed to make it to the eleventh grade.<sup>15</sup>

Author and journalist Frederic J. Haskin described the difficult transition a student experienced in moving directly from grade school to high school:

He leaves the eighth grade where he is called Harry and treated accordingly, and enters the classical and altogether different atmosphere of the high school to be called Mr. Smith. Instead of having one ever-watchful teacher to keep him on the job, he now has from two to eight, none of whom take any particular interest in Mr. Smith aside from his conduct in one particular class room. The greater amount of freedom given is not always sufficiently developed for him to work alone. As a result he falls behind in his work, becomes discouraged, and sooner or later quits school for good.<sup>16</sup>

Junior high schools sought to reduce dropout rates by keeping children interested in schoolwork and appealing to their ambition. Bennett elaborated on the approach: "The two grades are taken from the grammar school building and housed in new quarters where the pupils will have only children of their own ages or older children to associate with. The real, telling work of the big outside world is brought into these new schools, and the youngsters have their legitimate ambitions satisfied in school work."<sup>17</sup> Junior high schools introduced students to having two or three teachers each term and exposed them to courses beyond those found in grammar schools, such as foreign languages, typewriting, and manual training. Haskin explained that as the student "progresses thru the three years, the course becomes more and more the typical high school regime. Athletics, debate and dramatic work are introduced to take the place of playground games and other amusements ..."<sup>18</sup>

Educators also were concerned that many students were selecting the wrong vocation in life and felt it desirable to focus students "at a reasonably early age [on] the vocation for which they are best adapted" and prepare them accordingly.<sup>19</sup> Junior high educators were expected to identify the strengths and weaknesses of students and guide them into coursework appropriate for future occupations. The vocational curriculum typically included "domestic science" (cooking and sewing) for girls and shop for boys.

<sup>13</sup>Joanne West Dodds, *They All Came to Pueblo: A Social History* (Virginia Beach, Virginia: Donning Company, 1994), 26 and 28; Thelma Matthews, "A History of Pueblo's Earliest Schools," *The Pueblo Lore*, March 1979, 6-7.

<sup>14</sup>The new arrangement would be: grammar school, grades one-through six; junior high school, grades seven through eight or nine; and high school, grades nine or ten through twelve.

<sup>15</sup>G. Vernon Bennett, *The Junior High School* (Baltimore: Warwick and York, 1919), 8.

<sup>16</sup>Frederick J. Haskin, "A Short Cut to Education," *Pueblo Chieftain*, October 6, 1919, 4.

<sup>17</sup>Bennett, *The Junior High School*, 8.

<sup>18</sup>Haskin, "A Short Cut to Education."

<sup>19</sup>Bennett, *The Junior High School*, 4.

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According to Bennett, the first true junior high schools were adopted in 1910 in Berkeley and Los Angeles, California. By 1916, 254 junior high schools had been created in thirty-four states; Colorado then had four of the schools.<sup>20</sup> Denver became a leading proponent of the intermediate school concept within Colorado, creating eleven junior high schools between 1917 and 1931, eight of which were housed in newly constructed buildings.<sup>21</sup> By 1928 Colorado had 177 junior high schools.<sup>22</sup>

### The Construction of Central Junior High School

School District 20 began offering junior high school classes in a part of its Central High School as early as 1917. The high school experienced a devastating fire in February 1916. Its rebuilding and expansion created space for the junior high school program, although not all seventh and eighth graders in the district could be accommodated. A September 1918 article discussing the beginning of the school year described District 20's approach: "The establishment of the junior high school allows more instruction of the pupils in the Seventh and Eighth grades along practical lines and a greater range of courses than is possible under the old system and thus furnishes to those pupils who are not able to go on into high school a better training in citizenship."<sup>23</sup>

Students in the junior high school program comprised 435 of the district's total enrollment of 4,026.<sup>24</sup> Removing two grades from the district's grade schools also relieved overcrowding in those facilities. By 1922 the curriculum offered industrial training for boys, including machine shop, electrical work, and wood work.<sup>25</sup>

Confident of the benefits from the junior high school concept, the school district made an initial attempt to secure funding for a separate facility in 1920. A \$391,000 bond issue that year included construction of a junior high school, totaling \$21,000 for site acquisition and \$130,000 for erecting the building. The electorate rejected the bonds by a wide margin. Within two years enrollment in the junior high school program jumped to 700, a 61 percent increase since 1918. The district brought forth another bond issue in 1923, when a \$600,000 proposal was submitted to the voters at a special election in May. The proposal overwhelmingly passed and included funds for a junior high school as well as gradeschool expansions.<sup>26</sup>

The school district moved quickly, approving in October 1923 the \$30,600 purchase of lots across East Orman Avenue from Central High School. This location decision produced a nearly two-square-block educational campus with the new junior high school facing the high school to the north (see Figure 10). Pueblo architect William W. Stickney designed the Classical Revival-style junior high school building, and the firm of Peterman and Cooper was the general contractor.<sup>27</sup>

Architect William White Stickney was born in Longmont, Colorado, in 1883, and moved with his family to Pueblo by 1900, where his father was a banker. Stickney graduated from Harvard University in 1906 and returned to Pueblo by 1910, when the census identified his occupation as civil engineer. Pueblo city directories reference Stickney as an architect by 1912. He traveled to Europe to study in 1921 and married Katherine F. Duce in Boulder in 1922. Stickney sold his architectural practice to

<sup>20</sup>Bennett, *The Junior High School*, 34 and 39.

<sup>21</sup>R. Laurie Simmons and Thomas H. Simmons, *Historical and Architectural Survey of Selected Denver Public Schools, 2000-2001* (Denver: Front Range Research Associates, Inc., prepared for Denver Public Schools, August 17, 2001), 9.

<sup>22</sup>*Denver Post*, December 31, 1928, 41.

<sup>23</sup>*Pueblo Chieftain*, September 1, 1918, 3.

<sup>24</sup>*Pueblo Chieftain*, September 5, 1918.

<sup>25</sup>*Pueblo Chieftain*, February 7, 1922, 6.

<sup>26</sup>James H. Risley, *How It Grew: A History of the Pueblo Public Schools* (Denver: University of Denver Press, 1953), 151; *Pueblo Chieftain*, January 25, 1922, 7.

<sup>27</sup>Risley, *How It Grew*, 151.

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Walter J. DeMordaunt in 1926 and moved to Los Angeles, California, where he continued to work as an architect. He died there in 1958.<sup>28</sup>

The cornerstone was laid in June 1926, and the building opened the following year. The total cost of the building was \$258,894, including \$212,321 for construction, land acquisition, and equipment.<sup>29</sup> The two-story school consisted of a center block holding the front entrance, flanked by six bays to the east and four to the west.<sup>30</sup> The interior contained sixteen classrooms, an auditorium, and library (see Figure 4). A novel feature was the inclusion of ramps (or inclines) as well as stairs to the second story and basement. School Board member Dr. Richard W. Corwin, Chief Surgeon and head of the Sociological Department of the Colorado Fuel & Iron Company, championed ramps and included them in the steel firm's Minnequa Hospital.<sup>31</sup> The school's *The Tom Tom* newspaper explained in April 1930 that "the inclines are used to descend and the stairs to ascend. Traffic rules are more easily enforced because of the number of stairs and inclines."<sup>32</sup>

Students, faculty, and the community supported naming the new facility for longtime School Superintendent John Francis Keating. Pueblo educator James H. Risley explained "it was generally understood that this would finally be the name adopted, but no formal action was taken on the matter until after Mr. Keating's death in 1937."<sup>33</sup> The school originally was designated as Central Junior High School.

### Expansion of the School

Superintendent Keating proposed in October 1928 that future school construction be undertaken on a pay-as-you-go basis rather than using funds from bond issues. He argued this tactic would save hundreds of thousands of dollars in bond interest. The school board approved Keating's proposal, which was employed for the expansion of the Central Junior High.<sup>34</sup> Continuing enrollment increases had overcrowded both Central High School and the junior high school. A dwelling standing on the junior high school parcel was converted to classroom space in 1928. Junior high students also occupied part of the high school in addition to space at the Central Grade School. In December 1928, the school board authorized Keating to secure plans for a ten-room addition to the junior high.<sup>35</sup>

Ultimately, an even larger addition was approved. In February 1929, the board accepted an eighteen-classroom expansion of the building proposed by Pueblo architect Walter F. DeMordaunt. The design may have been DeMordaunt's earliest school commission.<sup>36</sup> The additions on the east and west ends of the original building continued the Classical Revival style and extended the façade the full length of the city block (see Figures 6 through 8). The expansion included two bays to east and four to the west, attached to the ends of the original building, and side-gabled north-south wings on the east and west. Peterman and Cooper again served as the general contractor. The enlargement was completed in 1929 at a total cost of \$147,715, including \$131,586 for construction plus equipment.<sup>37</sup> A 1930

<sup>28</sup>DeHerrera, Thomas, and Yost, *Industrial Utopia*, 102; Harvard University, *Names and Addresses of Living Bachelors of Arts and of Science, Masters of Arts and of Science, Doctors of Philosophy and of Science, and of Holders of Honorary Degrees, etc. of Harvard University* (Cambridge, Massachusetts: Harvard University, 1908), 212; US Census Bureau, *Census of Population, World War I Draft Register Cards, and Marriage Records*, www.Ancestry.com.

<sup>29</sup>Risley, *How It Grew*, 151.

<sup>30</sup>It is not known why Stickney design an asymmetrical façade.

<sup>31</sup>*Mines and Minerals* 23 (February 1903): 315; *Pueblo Chieftain*, September 26, 2010.

<sup>32</sup>*The Tom Tom* (Pueblo, Colorado), April 1930, 1.

<sup>33</sup>Risley, *How It Grew*, 151-53.

<sup>34</sup>Risley, *How It Grew*, 153.

<sup>35</sup>Risley, *How It Grew*, 154.

<sup>36</sup>See Paul J. McLeod, "Comprehensive List of the Projects of Walter DeMordaunt, with a Brief Biography," manuscript, Special Collections, Pueblo City-County Library, Pueblo, Colorado.

<sup>37</sup>Risley, *How It Grew*, 154; *Denver Post*, January 27, 1929, 62.

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article in the school newspaper stated that “the plan of the building is fixed so that additions may be made to form a court,” but this approach was not followed.<sup>38</sup>

Architect Walter Julius DeMordaunt was born in Butte, Montana, in 1894. He reportedly attended the University of Utah in Salt Lake City, while interning at architectural firms there and in Butte.<sup>39</sup> In 1917 he lived in Butte, where he worked as a draftsman for the school district. DeMordaunt married Fredella Phillips in Butte in 1919. By the time of the 1920 census, the couple lived in Hot Springs County, Wyoming, and DeMordaunt listed his occupation as architect. The DeMordaunts relocated to Pueblo ca. 1923, and Walter joined the office of William W. Stickney, designer of the original junior high. In 1926 Stickney sold the business to DeMordaunt and moved to California. When the school district decided to expand the school, it turned to DeMordaunt to create the 1929 additions. DeMordaunt continued to work in Pueblo until his death in 1962.<sup>40</sup>

### School Developments and Activities

Addition of the wings resulted in a design reflecting some of the features of an “alphabet plan school,” popular in many urban areas in the early twentieth century (see Figures 5 through 8). According to a study of Michigan’s historic schools, “the plan was named for their footprints that took the form of letters of the alphabet. The most popular plans were ‘H’, ‘I’, ‘T’ and ‘C’. The plan, usually found in a two- or three story building, has a central lateral corridor connected to the front entrance by a short hall. The distinguishing feature of the plan is its symmetrical layout in the shape of a letter of the alphabet. Alphabet plan buildings exhibit many different architectural styles, including both classically inspired and more picturesque styles.”<sup>41</sup>

The school initially housed two grades, with seventh graders on the first story and eighth graders on the second story. The basement featured the cafeteria, print shop, girls’ playroom, and mechanical arts shop. The school included just the seventh and eighth grades through at least 1939.<sup>42</sup> Central had three principals during its first decade of operation, including Lemuel Pitts (1927-28), Raymond E. Redmond (1928-36), and Paul Kirk (1936).<sup>43</sup>

In what would now be viewed as a negative act of cultural appropriation, the school adopted the nickname “Komanches” for its athletic teams, a reference to the Comanche Native American Great Plains people, and employed caricatures of Native Americans as mascots.<sup>44</sup> The school extensively employed Native American themes, which by 1935 had become an integral part of school life. A November 1937 article in the school newspaper explained that each incoming seventh grade class chose an Indian tribe to represent during its time at the school. The class studied the customs of the tribe, adopted a class slogan, and created a wood class shield bearing tribal imagery: “Sometimes a

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<sup>38</sup> *The Tom Tom*, April 1930.

<sup>39</sup> DeHerrera, Thomas, and Yost, *Industrial Utopia*, 103.

<sup>40</sup> US Census Bureau, Census of Population, World War I Draft Register Cards, and Marriage Records, [www.Ancestry.com](http://www.Ancestry.com).

<sup>41</sup> Michigan State Historic Preservation Office, *An Honor and an Ornament*, 18.

<sup>42</sup> *The Tom Tom*, April 1930 and January 1939.

<sup>43</sup> *The Tom Tom*, January 1939, 11.

<sup>44</sup> The use of such imagery, not uncommon in the 1930s, has come under increasing criticism in the twenty-first century. In 2016 the Colorado Governor’s Commission to Study American Indian Representations in Public Schools recommended “that communities eliminate American Indian mascots, particularly those that are clearly derogatory, offensive, or misrepresent American Indian people or tribes. The Commission recommends that every school and community with American Indian mascots review the use of these depictions in one or more facilitated public forums that allow for the sharing of perspectives, including input from American Indians. The use of these mascots must be reevaluated with a strong consideration of the negative impact they have on American Indians and on all cultures. American Indians must be treated with respect and their history and culture must be honored.” Colorado Governor’s Commission to Study American Indian Representations in Public Schools, *Report* (N.p.: n.p., 2016), 4.

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simple shield design is used with the Indian motif carried out in the picture and lettering. Sometimes the shield itself is in the shape of a swastika, crossed arrows, or some other Indian symbol typical of the tribe it represents.”<sup>45</sup> The shield was carried by the chief of the tribe to important school assemblies. The student government room on the second story of the school displayed shields of past classes on its walls. The school newspaper was dubbed *The Tom Tom*.<sup>46</sup> Caricatures of male and female Komanche mascot figures still adorn the wall of the main gymnasium.

During the Great Depression, the school housed activities of some federal New Deal public relief programs. Historic photographs show a roomful of women engaged in a Works Projects Administration/National Youth Administration project, creating theater costumes using treadle sewing machines (see Figure 9). Other photographs show boys and girls posing on the steps of the school wearing the completed theater costumes.<sup>47</sup> The school utilized the auditorium/theater to stage elaborate student plays (see Figure 11).

In 1936-37 Central Junior High School hosted a series of lectures sponsored by the US Office of Education and local school districts. The purpose of the forums was “the development of a more intelligent adult population by means of education relative to economic and social problems.”<sup>48</sup> Colorado Springs served as the center for the Rocky Mountain Region and forum participants were made available to both Pueblo school districts. In Pueblo lectures with public discussions were held at Central Junior High School and Centennial High School. Attendance varied by lecture topic, but a total of 7,836 people attended the series.

After John F. Keating died in July 1937, the school board voted in October to rename Central Junior High in his honor. A bronze plaque was placed on the property, recognizing the school as a memorial to the late superintendent.<sup>49</sup>

*School Superintendent John Francis Keating.* John Francis Keating, the school’s namesake, served as School Superintendent for District 20 from 1896 through 1936.<sup>50</sup> Born in Ohio in 1862, Keating attended local public schools and graduated from Ohio Wesleyan University in 1892. He married Anne Travis in 1891 and two years later came to Colorado, where he taught school in Aspen and Central City. In 1896, the Pueblo District 20 School Board chose Keating as superintendent. Recalling the couple’s decision to relocate to the Centennial State, John Keating observed that as boy he read stories of “the great westward movement. The stories of Colorado especially gripped me—Pike’s Peak region, the stories of Leadville. And later the character and spirit of the people of Colorado. Finally, as a young superintendent of schools in my native state of Ohio, I became acquainted with the progressive educational spirit of the West in general and of Colorado in particular. Mrs. Keating shared with me the longing to live in Colorado, and when the opportunity to go West presented itself, we hurried here.”<sup>51</sup>

Keating received an MA from the University of Denver in 1906 and a doctorate in Education degree from the University of Colorado in 1927. He was active in civic affairs, including leading the Red

<sup>45</sup>Blanche Andrews, “Indian Traditions at Keating Junior High,” *The Tom Tom*, November 1937, 2. The swastika was a traditional Native American symbol that sometimes appeared in *The Tom Tom*, as well as in other publications, architectural ornamentation, jewelry, postcards, and Arizona highway markers, prior to the outbreak of World War II.

<sup>46</sup>Andrews, “Indian Traditions at Keating Junior High,” and 7; *The Tom Tom*, January 1941, 1.

<sup>47</sup>National Youth Administration costumes, photograph, April 21, 1938, Pueblo City-County Library, identifier PH-AAA-0109, Pueblo, Colorado.

<sup>48</sup>Risley, *How It Grew*, 222-23.

<sup>49</sup>Risley, *How It Grew*, 176.

<sup>50</sup>This profile is produced from: unidentified Pueblo newspaper clipping (Keating obituary), 1937, 1 and 12; *Pueblo Indicator*, July 31, 1937; Wilbur Fisk Stone, *History of Colorado*, vol. II (Chicago: S.J. Clarke Publishing Company, 1918), 352-54; Pat Smith, “John Francis Keating’s Legacy,” *Pueblo Lore* (May 2002): 1-6.

<sup>51</sup>Unidentified Pueblo newspaper clipping(Keating obituary), 1937, 12.

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Cross following the 1921 Pueblo flood, serving on the board of directors of McClelland Public Library, and acting as a trustee of the St. Paul Methodist Church. Keating actively participated in the programs of the Colorado Education Association and the National Education Association. During summers he taught at the Greeley State Teachers College and at Western State College in Gunnison.

Local historian Joanne West Dodds recounted that Keating “traveled from school to school on a bicycle. Whenever he caught a student playing hooky, he would have the student climb on the back of the bicycle, and the superintendent would peddle the student to school.”<sup>52</sup> Keating retired as superintendent in mid-1936. He fell ill during the winter of 1936-37 and died in July 1937. Reflecting on his time as superintendent, Keating wrote: “In my years of service in the schools of Pueblo, there never has been a dull day for me. Pueblo gave me opportunity to do creative work. I found great joy in the job.”<sup>53</sup>

### Later Uses and Closure

In 1946 Pueblo School Districts 1 and 20 merged, forming School District 60.<sup>54</sup> In the post-World War II era Keating continued to function as a junior high school (see Figure 13). In addition to school activities, over the years the auditorium/theater occasionally served for various community events, including lectures, plays presented by students from Pueblo Community College and Southern Colorado State College, and community band concerts.<sup>55</sup> By the early 1950s, if not earlier, Keating housed grades seven through nine.

Two Keating graduates shared their recollections of the school for this nomination. Joann O’Neill attended the school from 1953 to 1956. She recalled pupils were assigned to seventh grade class based on how they did on a standardized test taken in the sixth grade. In the seventh grade homeroom teachers taught most of the classes, but by ninth grade “we were taking different classes at different times though most of us were in the same classes most of the time.”<sup>56</sup> Keating had specific rooms for certain classes: cooking and sewing for girls in the southeast corner of the first story; art and music rooms on the second story; and shop for boys in the basement. The girls’ gym was also in the basement:

The ceiling was really low. In winter we did tumbling. When the weather was nice we did calisthenics out on the field and ran laps around the edge. The field was just a big open space. We sometimes played field hockey. On the other side of the field (W[est]) it was paved and we played volleyball. We had to wear a blue one piece suit with our name embroidered on the pocket. We took it home every Fri[day] and brought it back washed, starched, and well ironed on Mon[day]. Not dressing out would affect your grade.<sup>57</sup>

O’Neill recalled that lunchtimes were staggered to accommodate all of the students. The meals were prepared daily at the school and served in the basement cafeteria. Hot lunches were twenty-five cents and cold lunches (a sandwich and soup) were eleven cents. If one brought a bag lunch, milk was three cents. According to O’Neill, most of the students in her grade came to Keating from Carlisle Elementary School. She did not recall any persons of color in attendance, noting that Carlisle drew students from the Aberdeen neighborhood where doctors and lawyers lived.

<sup>52</sup>Dodds, *They All Came to Pueblo*, 207.

<sup>53</sup>Unidentified Pueblo newspaper clipping (Keating obituary), 1937, 12

<sup>54</sup>Thomas A. Yourick, ed., *The Magnificent Century, 1882-1982: A Pictorial History of Central High School, Pueblo, Colorado* (Pueblo: Central High School, 1982), 16.

<sup>55</sup>*Arrow* (Pueblo Colorado), December 10, 1943, March 13, 1953, October 22, 1965, and October 7, 1966.

<sup>56</sup>Joann Mahaney O’Neill, Log Lane Village, Colorado, email to Thomas H. Simmons, July 26, 2020.

<sup>57</sup>O’Neill, email, 2020.

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Kim Mackey was a student at Keating from 1965 through 1968. He recalled taking wood and metal shop classes in the basement. The big gymnasium was present and he remembered running the perimeter of the playground in gym class. He described Keating as a “blended” school, with students “of all ethnicities and financial backgrounds. We all got along and were friends—we didn’t see color or status.”<sup>58</sup>

In 1959 the school district expanded Keating, constructing a gymnasium on the rear near the southwest corner.<sup>59</sup> The district renamed the facility Keating Middle School about 1972, reflecting another national trend.<sup>60</sup> In 1963 educator William M. Alexander sparked the movement by proposing changing the term “junior high” to “middle school.” Both terms were employed in the 1960s and 1970s, with the middle school term eventually becoming dominant and growing from roughly one-thousand schools in 1968 to more than five thousand by 1980.<sup>61</sup> An auxiliary gymnasium and media center were added abutting the older gym in 1976.<sup>62</sup> In 1979 a federal assessment reported that Keating’s student body included high concentrations of students from low income families.<sup>63</sup> At an unknown date the school mascot was changed to the Panthers.

Keating’s role as a middle school ended in 1982. Later that year School District 60 repurposed the building as the Keating Resource Center, an alternative education facility aimed at keeping at-risk students from dropping out. In 1988 the district renamed the building as the Keating Continuing Education Center. During the 1992-94 period the school district considered closing Keating, but a 1992 grant and other considerations kept the building in use. The school district finally ended the building’s educational functions in 2009, arguing that the move would save \$646,000 in maintenance and utilities. Keating is still vacant in 2020.<sup>64</sup>

A new nonprofit, Keating.org, was formed late last year and is dedicated to saving the historic school. The board is currently working on a comprehensive approach for the adaptive reuse of the school. The business plan includes residential condos on the second floor, small businesses on the first floor, and a community kitchen in the original food preparation and dining space. New housing compatible with the historic neighborhood will be constructed along Adams Street on the south edge of the parcel.<sup>65</sup>

## 9. Major Bibliographical Resources

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<sup>58</sup>Kim Mackey, Pueblo, Colorado, email to Thomas H. Simmons, July 27, 2020.

<sup>59</sup>*Pueblo Star-Journal and Sunday Chieftain*, June 18, 1978, 7D.

<sup>60</sup>Pitts Middle School, Pueblo, Colorado, Colorado Unified Improvement Plan for Schools, 2012-13, Colorado Department of Education, 2012-13. Pitts Junior High School became Pitts Middle School in 1972, and it is likely the district renamed its other junior highs at the same time.

<sup>61</sup>Mary Beth Schaefer, Kathleen F. Malu, and Bogum Yoon, “An Historical Overview of the Middle School Movement, 1963-2015,” *Research in Middle Level Education* 39 (2016), [www.tandfonline.com](http://www.tandfonline.com).

<sup>62</sup>*Pueblo Star-Journal and Sunday Chieftain*, June 18, 1978, 7D.

<sup>63</sup>*Federal Register*, March 17, 1979, 14271.

<sup>64</sup>*Pueblo Chieftain*, January 10, 1992, 5A; March 9, 1993, 5A; and June 5, 2009; Dodds, *They All Came to Pueblo*, 207.

<sup>65</sup>Corinne Koehler, Pueblo, Colorado, email to Thomas H. Simmons, May 29, 2020.

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**Previous documentation on file (NPS):**

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

**Primary location of additional data:**

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

Name of repository: Pueblo City-County Library, Pueblo County Historical Society

**Historic Resources Survey Number (if assigned):** 5CF.314

**10. Geographical Data**

**Acreage of Property:** 4.1

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

1. Latitude: 38.253048                      Longitude: -104.625967

**UTM Coordinates**

Datum if other than WGS84: \_\_\_\_\_

1. Zone: 13                      Easting:532726                      Northing: 4233958

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

The nominated area consists of all of Pueblo County Assessor parcel numbers 1502119001 and 1502119003: an L-shaped polygon comprised of Lots 1-13 and Lots 17-32 (inclusive), Block 131 of the Colorado Coal and Iron Company's Addition Number 1. A church at the southwest corner occupies the remainder of the block outside the boundary.

**Boundary Justification** (Explain why the boundaries were selected.)

The selected boundary contains the school and all of the land historically associated with its operation.

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### 11. Form Prepared By

name/title: Thomas H. Simmons and R. Laurie Simmons, Architectural Historians, with research contributions by Corinne Koehler, Historic Pueblo, Inc. (for the property owner)  
organization: Front Range Research Associates, Inc.  
street & number: 3635 West 46<sup>th</sup> Avenue  
city or town: Denver state: CO zip code: 80211  
e-mail: frraden@msn.com www.frhistory.com  
telephone: 303-477-7597  
date: May 29, 2020 (revised October 1, 2020)

### Additional Documentation

Submit the following items with the completed form:

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

### Photographs

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

### Photo Log

Name of Property: Central Junior High School/Keating Junior High School  
City or Vicinity: Pueblo  
County: Pueblo  
State: Colorado

Name of Photographer: Thomas H. Simmons (unless otherwise noted)  
Date of Photographs: July 2020 (unless otherwise noted)

1 of 33, Oblique aerial view of nominated property. The church in the upper right is not included. View:south. Photographer: Fennell Group. Date: May 2020.

2 of 33, Oblique aerial view of the front of the nominated property. View:southwest. Photographer: Fennell Group. Date: May 2020.

3 of 33,Front from Central High School campus. View: southwest. Date: July 2020.

4 of 33,Front portico. View: southwest. Date: July 2020.

5 of 33,Entrance doors. View west. July 2020.

6 of 33,West classroom wing with the portico to the left. View: south-southwest. Date: July 2020.

7 of 33,East classroom wing. View: south-southwest. Date: July 2020

8 of 33,Window detail, front of building second bay from the east end. View southwest. Date: July 2020.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

- 9 of 33, Diaperwork ornamentation on the east wall of the west wing. View: northwest. Date: July 2020.
- 10 of 33, West wing, north and west walls. View: south-southwest. Date: July 2020.
- 11 of 33, East wing, north and east walls. View: west. Date: July 2020.
- 12 of 33, East wall of east wing. View northwest. Date: July 2020.
- 13 of 33, Portico detail of the east wing. View: northwest. Date: July 2020.
- 14 of 33, East and south walls of the east wing. View: north. Date: July 2020.
- 15 of 33, Overview of rear of the school and playground (panorama). View: north. Date: July 2020.
- 16 of 33, South wall of east wing, east classroom wing, and auditorium. View: north. Date: July 2020.
- 17 of 33, South wall of east wing, east classroom wing, and auditorium. View: northeast. Date: July 2020.
- 18 of 33, East wall of 1976 gymnasium wing. View: northwest. Date: July 2020.
- 19 of 33, East and south walls of the 1976 gymnasium wing with the 1959 gym beyond to left. View: north. Date: July 2020.
- 20 of 33, South wall of the gymnasium wing. Lower part to right is the 1976 gym and the taller part to the left is the 1959 gym. View: east. Date: July 2020.
- 21 of 33, West wall of the 1959 gymnasium to right and west wall of the west wing to left. View: south. Date: July 2020.
- 22 of 33, West wall of the west wing. View: southeast. Date: July 2020.
- 23 of 33, Interior, first story, central corridor from the entrance with office to left and trophy cases to right. View: southeast. Date: July 2020.
- 24 of 33, Interior, first story, typical classroom (Room 21) in east classroom wing. View: south-southeast. Date: July 2020.
- 25 of 33, Interior, first story, typical classroom (Room 21) in east classroom wing. View: west. Date: July 2020.
- 26 of 33, Interior, first story, auditorium seating and stage. View: west-northwest. Date: July 2020.
- 27 of 33, Interior, first story, auditorium seating and balcony. View: east-southeast. Date: July 2020.
- 28 of 33, Interior, first story, 1959 gymnasium. View: south. Date: July 2020.
- 29 of 33, Interior, first story, ramps to playground (right) and second story (left). View: south. Date: July 2020.
- 30 of 33, Interior, first story, east stairs to second story. View: northeast. Date: July 2020.
- 31 of 33, Interior, second story, central corridor and lockers. View: northeast. Date: July 2020.
- 32 of 33, Interior, second story, drinking fountain niche near east end. View: southwest. Date: July 2020.
- 33 of 33, Interior, basement, cafeteria with serving line and kitchen beyond. View: south. Date: July 2020.

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

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

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

## List of Maps and Historic Figures

Location Map

Sketch Map

Historic Figures

1 of 13 This drawing shows the present configuration of the first story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

2 of 13 This drawing shows the present configuration of the second story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

3 of 13 This drawing shows the present configuration of the basement of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

4 of 13 This pre-1929 view of the school shows the original center portion prior to construction of the east and west wings. SOURCE: Pueblo Commerce Club, *Facts about Pueblo, Colorado: Hub of the West* (Pueblo: Pueblo Commerce Club, July 1929), 68.

5 of 13 This undated view of the front entrance on Orman Avenue shows details of the front portico, including the colossal Ionic columns. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

6 of 13 The 1951 Sanborn fire insurance shows the footprint of the school that year, indicating that the central part was completed in 1927 and the east and west wings in 1929. SOURCE: Denver Public Library, Sanborn Map Company, Pueblo, Colorado, fire insurance map, volume 2, sheet 131, 1951.

7 of 13 The front (right) and east wall of Central Junior High School is seen in this undated (ca. early to mid-1930s) post card view. SOURCE: Thomas H. Simmons and R. Laurie Simmons, historic postcard image collection, view 10, postcard number OA-4010, Denver, Colorado.

8 of 13 This ca. early to mid-1930s view shows the west wall of the school with the front to the left. SOURCE: N/A.

9 of 13 During the Great Depression, the Works Projects Administration and National Youth Administration conducted projects in the building. This 1938 photograph shows sewing participants engaged in making costumes for theater plays. SOURCE: image number PH-AAA-0034, April 13, 1938, Pueblo City-County Library, Pueblo, Colorado.

10 of 13 This ca. 1950s (pre-1959) oblique aerial view includes Central High School at the bottom and Keating Junior High School at the top. The abutting campuses of the two schools covered nearly two city blocks. SOURCE: City of Pueblo.

11 of 13, The cast of an elaborately costumed student production is shown posed on the stage of the Keating auditorium/theater in this undated (ca. 1940s-50s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

12 of 13, The playground and the rear (south) wall of the school are shown from near the southeast corner of the block in this undated (ca. 1950s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

13 of 13, This 1960 Keating homeroom class is posed with the school in the background. SOURCE: South High School, Pueblo, Colorado, Facebook page.

Central Junior High School/Keating Junior High School  
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### Location Map



The labeled point indicates the location of the nominated resource, which has the following coordinates:

Latitude:38.253048

Longitude:-104.625967

Image Date: June1, 2018



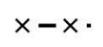
State Perspective:  
Central/Keating  
Junior High School

Sketch Map

### Sketch Map CENTRAL JUNIOR HIGH SCHOOL/ KEATING JUNIOR HIGH SCHOOL

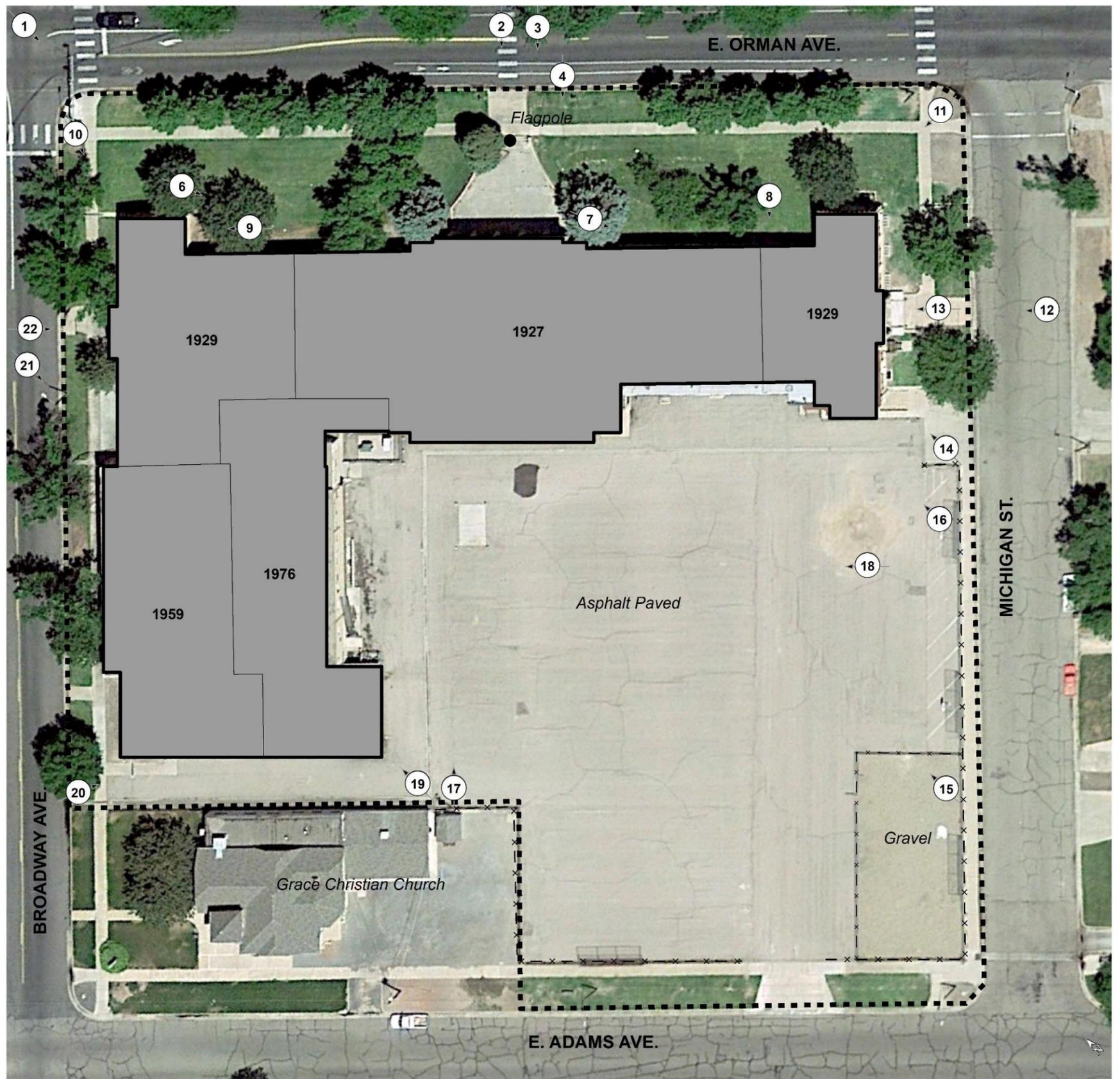
 National Register Boundary

 Photographic Location and Camera Direction

 Chainlink Fence

Numbers within the building footprint are years of construction.

  
0 122 ft.



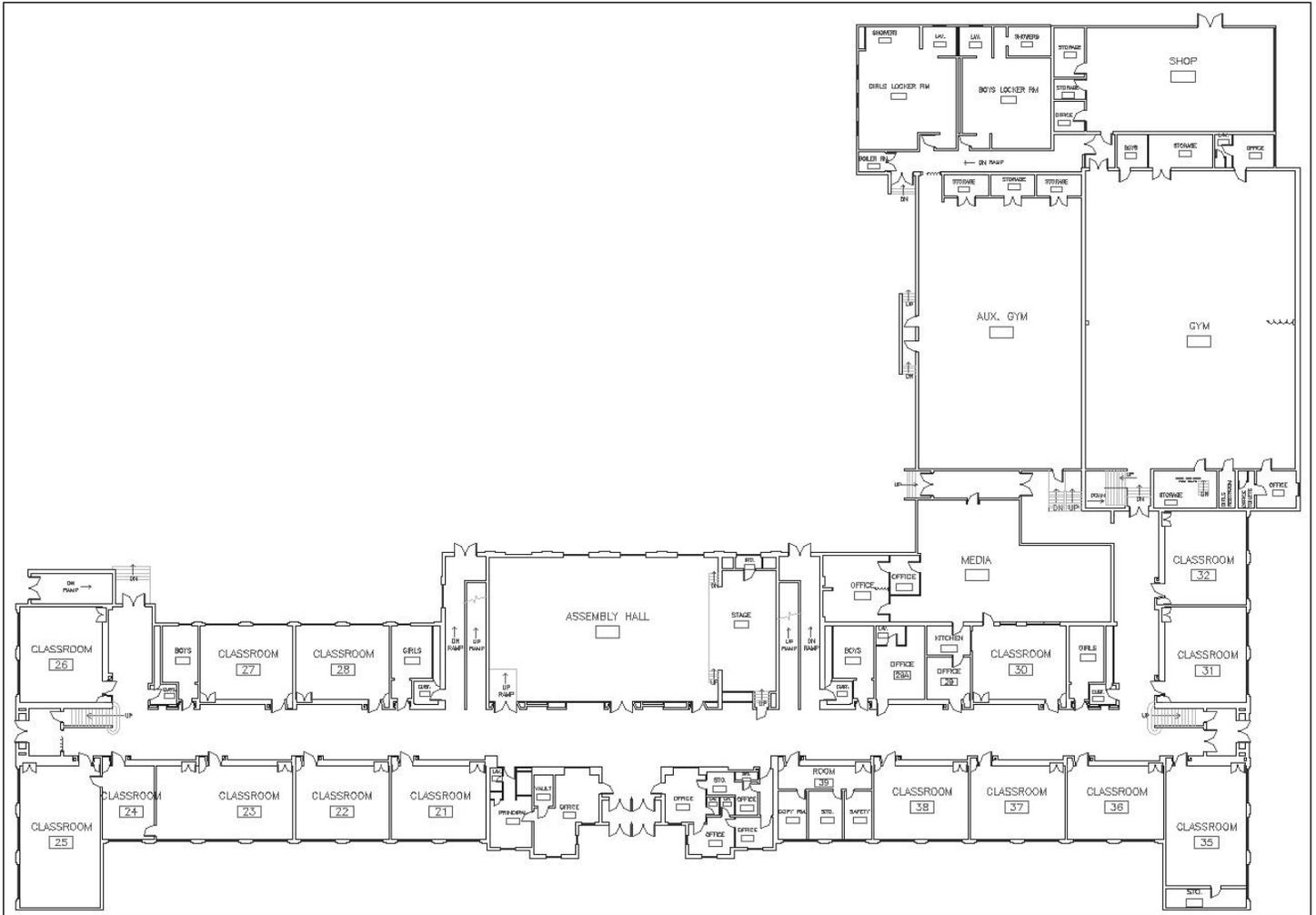


Figure 1. This drawing shows the present configuration of the first story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
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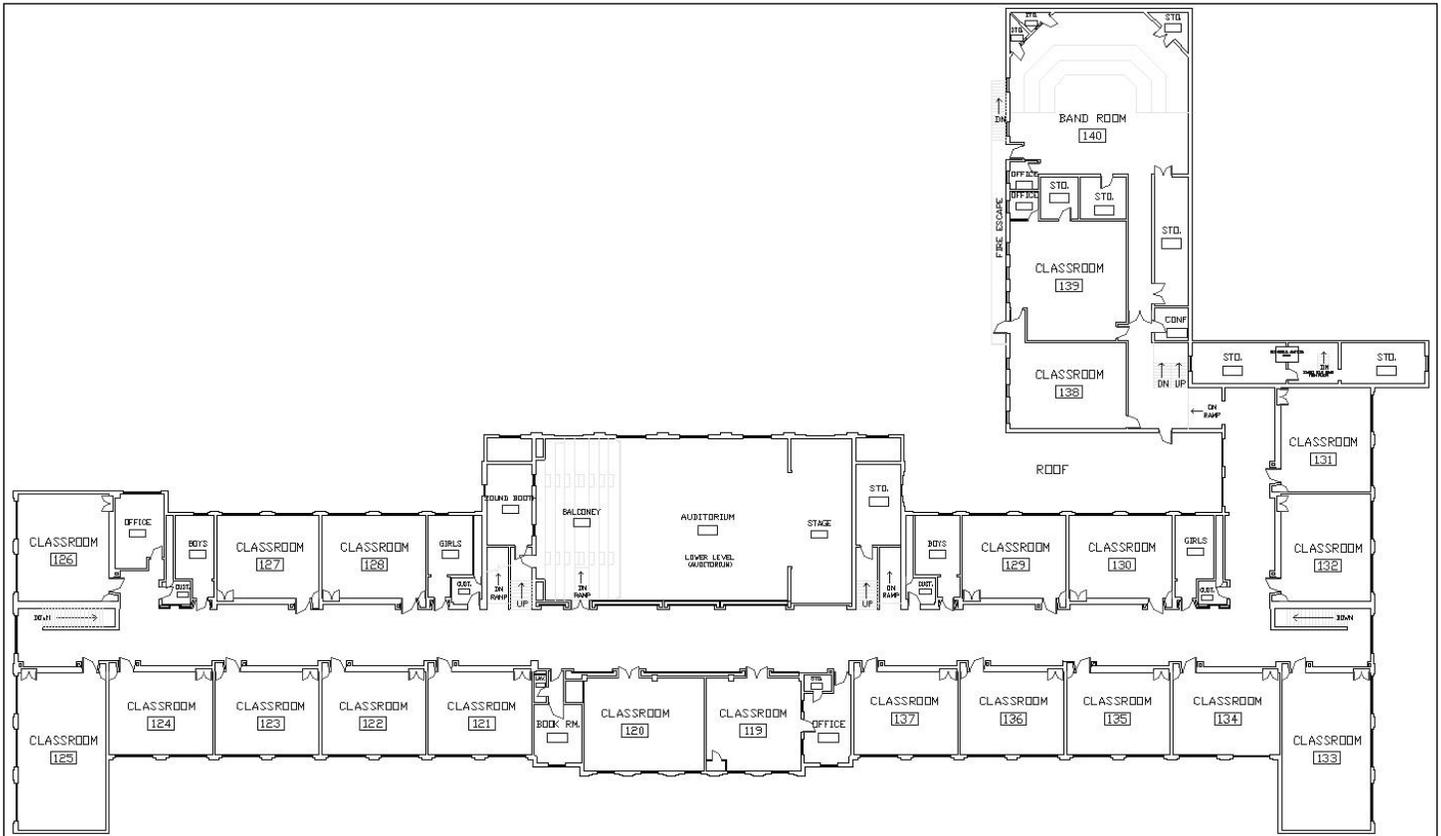


Figure 2. This drawing shows the present configuration of the second story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

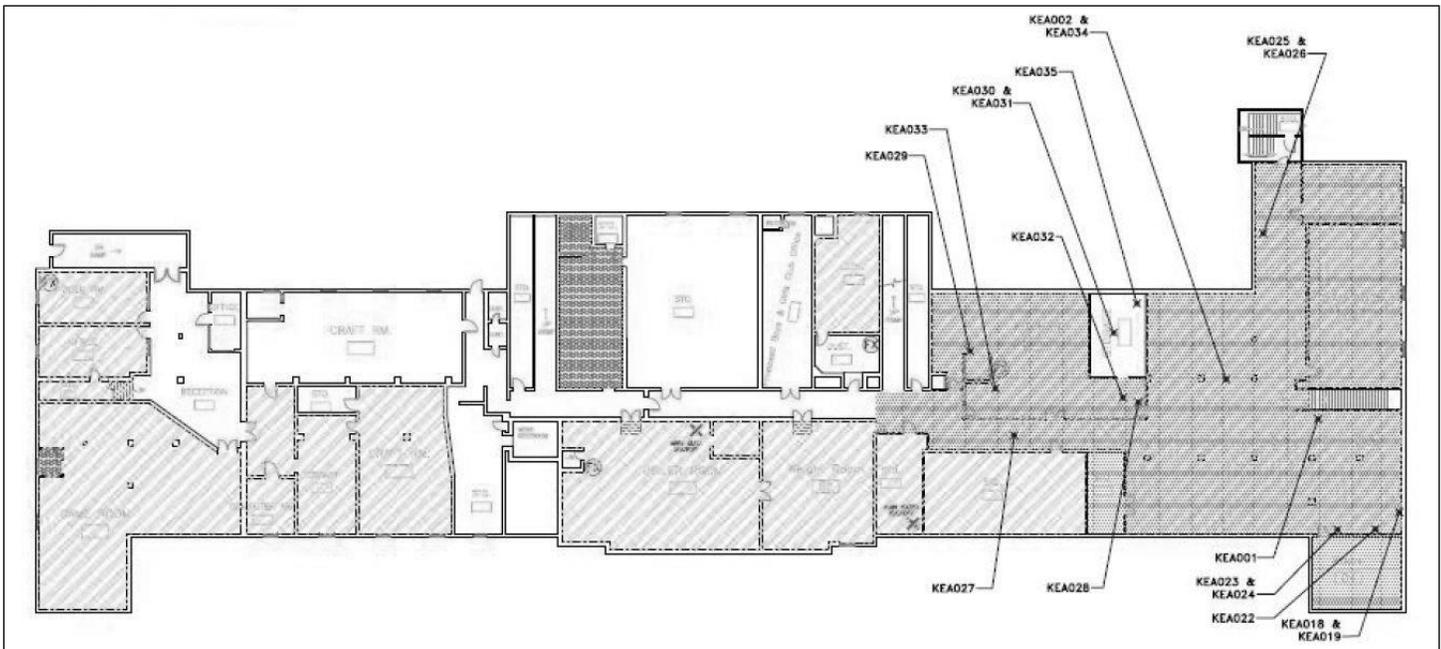


Figure 3. This drawing shows the present configuration of the basement of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

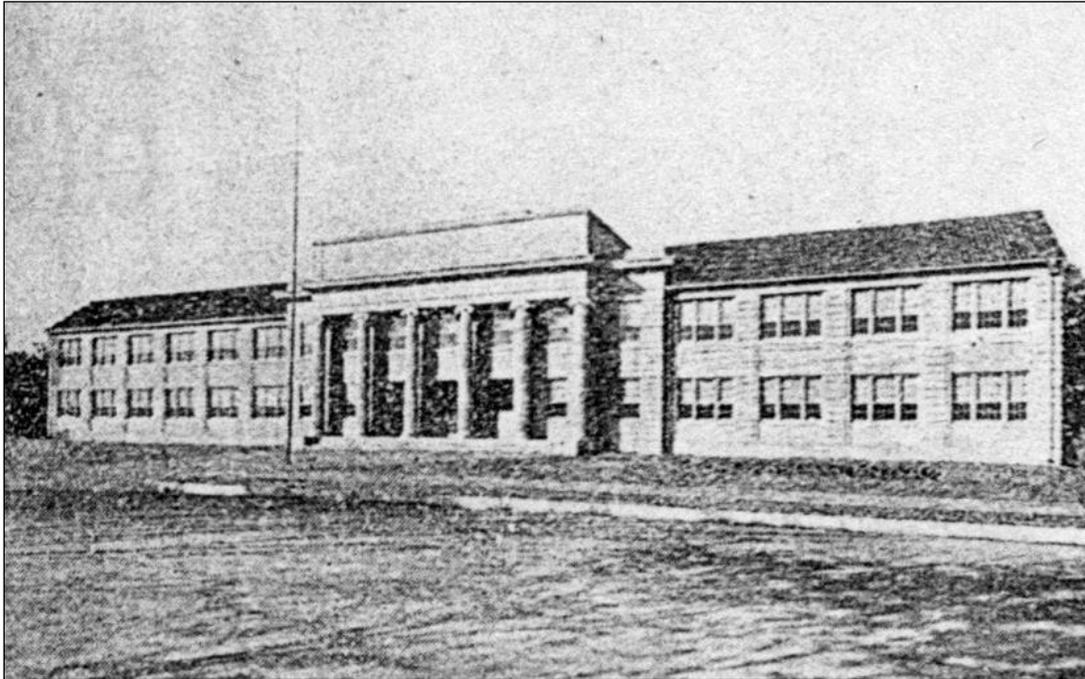


Figure 4. This pre-1929 view of the school shows the original center portion prior to construction of the east and west wings. SOURCE: Pueblo Commerce Club, *Facts about Pueblo, Colorado: Hub of the West* (Pueblo: Pueblo Commerce Club, July 1929), 68.



Figure 5. This undated view of the front entrance on Orman Avenue shows details of the front portico, including the colossal Ionic columns. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State

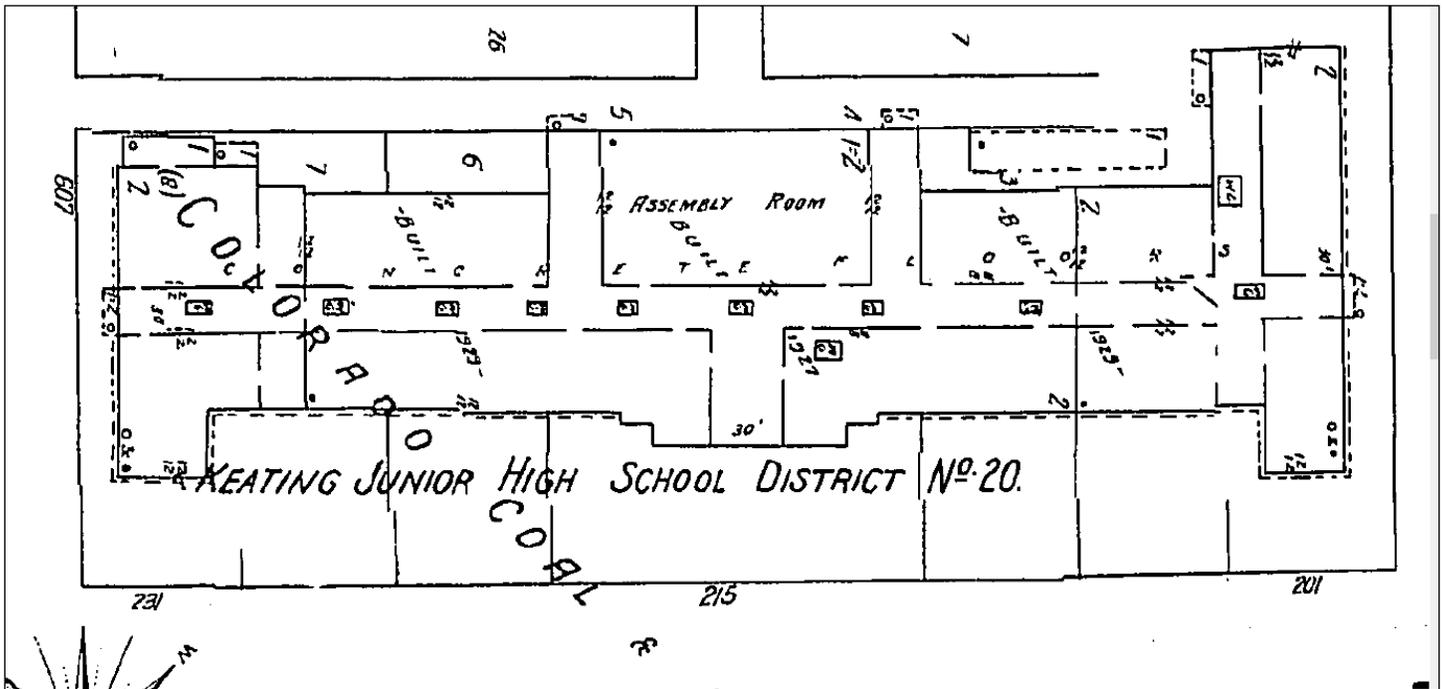


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Figure 7. The front (right) and east wall of Central Junior High School is seen in this undated (ca. early to mid-1930s) post card view, SOURCE: Thomas H. Simmons and R. Laurie Simmons, historic postcard image collection, view 10, postcard number OA-4010, Denver, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

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Figure 8. This ca. early to mid-1930s view shows the west wall of the school with the front to the left. SOURCE: N/A.



Figure 9. During the Great Depression, the Works Projects Administration and National Youth Administration conducted projects in the building. This 1938 photograph shows sewing participants engaged in making costumes for theater plays. SOURCE: image number PH-AAA-0034, April 13, 1938, Pueblo City-County Library, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
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Pueblo, CO  
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Figure 10. This ca. 1950s (pre-1959) oblique aerial view includes Central High School at the bottom and Keating Junior High School at the top. The abutting campuses of the two schools covered nearly two city blocks. SOURCE: City of Pueblo.

Central Junior High School/Keating Junior High School  
Name of Property

Pueblo, CO  
County and State



Figure 11. The cast of an elaborately costumed student production is shown posed on the stage of the Keating auditorium/theater in this undated (ca. 1940s-50s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.



Figure 12. The playground and the rear (south) wall of the school are shown from near the southeast corner of the block in this undated (ca. 1950s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

Central Junior High School/Keating Junior High School  
Name of Property

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Figure 13. This 1960 Keating homeroom class is posed with the school in the background. SOURCE: South High School, Pueblo, Colorado, Facebook page.



HISTORY *Colorado*

December 15, 2020

Mayor Nicholas A. Gradisar  
1 City Hall Place  
Pueblo, CO 81003

**Re: National Register of Historic Places nomination of Central Junior High School/Keating Junior High School (5PE.6160), 215 East Orman Avenue, Pueblo, Pueblo County**

Dear Property Owner:

It is my pleasure to announce the listing of the Central Junior High School/Keating Junior High School in the National Register of Historic Places and the Colorado State Register of Historic Properties. The official designation took place on December 7, 2020, in recognition of this property's contribution to the heritage of the State of Colorado. A copy of the official notification of designation is enclosed.

History Colorado would like to offer you a small bronze plaque that can be mounted at the site commemorating this recognition. You are under no obligation to install or display the plaque if you do not wish to. Jason O'Brien at our office will be in contact with you to determine your interest and how we might best present the plaque to you.

On behalf of Governor Polis, the Colorado Historic Preservation Review Board, and History Colorado, I extend to you our congratulations and our sincere appreciation for your continuing interest in historic preservation. If you have questions about listing or other aspects of the National Register program, please contact National & State Register Historian Jason O'Brien at 970-218-0382 or [jason.obrien@state.co.us](mailto:jason.obrien@state.co.us) for further information.

Sincerely,

Holly K. Norton, Ph.D.  
Deputy State Historic Preservation Officer

Enclosures: Designation  
Certificate  
Customer Survey



**United States Department of the Interior**

NATIONAL REGISTER OF HISTORIC PLACES  
Mail Stop 7228  
1849 C Street, NW  
Washington, D.C. 20240



December 11, 2020

The Director of the National Park Service is pleased to send you the following announcements and actions on properties for the National Register of Historic Places.

Please visit our homepage: <https://www.nps.gov/subjects/nationalregister/index.htm>

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 11/2/2020 THROUGH 12/11/2020

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference Number, NHL, Action, Date, Multiple Name

COLORADO, CHAFFEE COUNTY,  
Maxwell Park School,  
Northwest corner, Jct. of Cty. Rds. 321 and 326,  
Buena Vista vicinity, MP100005853,  
LISTED, 12/7/2020  
(Rural School Buildings in Colorado MPS)

COLORADO, DENVER COUNTY,  
James, Harry C., House,  
685 North Emerson St.,  
Denver, SG100005854,  
LISTED, 12/7/2020

COLORADO, PUEBLO COUNTY,  
Central Junior High School-Keating Junior High School,  
215 East Orman Ave.,  
Pueblo, SG100005855,  
LISTED, 12/7/2020

DISTRICT OF COLUMBIA, DISTRICT OF COLUMBIA,  
All Souls Church, Unitarian,  
1500 Harvard St. NW,  
Washington, SG100005905,  
LISTED, 12/7/2020

GEORGIA, RICHMOND COUNTY,  
Neuropsychiatric Tuberculosis Ward-Building 7,  
1900 Maryland Ave., Charlie Norwood VA Medical Center,  
Augusta, MP100005883,  
LISTED, 12/7/2020  
(United States Second Generation Veterans Hospitals MPS)

Prefix Codes:

AD - Additional documentation	BC - Boundary change (increase and/or decrease)	FD - Federal DOE property under the Federal DOE project
FP - Federal DOE Project	MC - Multiple cover sheet	MP - Multiple nomination (nomination under a multiple cover sheet)
MV - Move request	NL - NHL	OT - All other requests (appeal, removal, delisting)
SG - Single nomination		



**Charlotte Macaluso, M.A.**  
Superintendent of Schools  
Ph: (719) 549-7148  
charlotte.macaluso@pueblocitieschools.us

---

315 W. 11<sup>th</sup> Street, Pueblo CO 81003

Via email: [bodom@pueblo.us](mailto:bodom@pueblo.us)

May 12, 2021

Ms. Beritt Odom, Senior Planner  
Planning Department  
City of Pueblo  
211 E. "D" Street  
Pueblo, CO 81003

RE: Authority and approval to op-out of local preservation ordinance

Dear Ms. Odom,

This will confirm that Pueblo School District No. 60, the current owner of 215 E. Orman Ave., grants authority to Keating School, a nonprofit corporation, to apply for the exemption from the local preservation ordinance for this property. The redevelopment of the property will be following "The Secretary of the Interior Standards" for historic preservation to be eligible for the historic tax credits.

The legal description of the property is as follows:

Lots 17 to 32, inclusive, in Block 131, Colorado Coal & Iron Company's Addition Number One, to the former City of South Pueblo, now part of the City of Pueblo, together with that portion of vacated alley as set forth in Resolution recorded January 26, 1926 in Book 626 at Page 578, County of Pueblo, State of Colorado.

If you need additional information or approvals, please feel free to contact me at (719) 549-7148 or via email [c/o geri.patrone@pueblocitieschools.us](mailto:c/o_geri.patrone@pueblocitieschools.us).

Thank you for your courtesy.

Sincerely,

Charlotte Macaluso  
Superintendent

Cc: Corinne Koehler  
President, Keating School  
[cor\\_koehler@yahoo.com](mailto:cor_koehler@yahoo.com)

# History Colorado State Historical Fund Grant Application

Reference #: 21-M1-014

## Organization

Name: **City and County of Denver-Community Planning and Development**

First Name: **Jennifer** Last Name: **Buddenborg**

Title: **Senior City Planner**

Organization Address: **201 West Colfax Avenue, Department 205  
Denver, CO 80202**

Federal Tax ID Number: **84-6000580**

## Grant Recipient Contact

Prefix: **Ms.** First Name: **Jennifer** Last Name: **Buddenborg**

Title: **Senior City Planner**

Telephone: **(720) 865-2864** Email Address: **jennifer.buddenborg@denvergov.org**

Organization: **City and County of Denver-Community Planning and Development  
201 West Colfax Avenue, Dept 205**

**Denver, CO 80202**

## Project Information

Grant Type: **Mini**

Repeat Application? **Yes**

Project Type: **Survey and Planning**

Project Title: **Historic Context**

**The Landmark Preservation program of the City and County of Denver's Community Planning & Development Department (CPD) will develop a historic context for Latino history in Denver. The context will provide a broad historical overview on the settlement and development patterns of Denver Latinos through the 1990s and identify locations and buildings known to be affiliated with Denver Latino culture in an effort to help preserve and celebrate Denver Latino history. The context study will contribute to Denver's ongoing citywide building survey, Discover Denver, and help inform inclusive land use planning in the City. It will be the first in a series of historic contexts undertaken by CPD to explore the diverse ethnic and cultural history of Denver.**

## Property Information

County and City Project Location: **Denver\Denver**

Colorado State Senate District: **S-34**

Colorado State House District: **R-05**

U.S. Representative District: **US-01**

**Property Owner Information**

Is property owned by the Applicant Organization?: **N/A**  
If no, complete owner information.

Legal Owner:

,

**Tax Credits**

Will you be applying for Federal or State Tax Credits?: **Neither**

## State Historical Fund Competitive Grant Application Narratives

Reference # 21-M1-014

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### Applicant Capacity

The Landmark Preservation program within the City and County of Denver's Community Planning & Development Department (CPD) is the project applicant. The City and County of Denver (City) is an active Certified Local Government (CLG) with ten full-time employees. Landmark Preservation was established in 1967 via the Denver Landmark Preservation Ordinance. Landmark Preservation staff and commissions guide and regulate preservation in Denver through local historic designation, design review, demolition review, state historic preservation tax credit review, Section 106 compliance, survey, planning, and community outreach. Since 1967, the city has designated 348 individual structures and 56 historic districts, equaling more than 7,000 structures (approximately 4% of the total) within the municipal boundary.

Landmark Preservation takes on special projects to proactively inform historic preservation throughout the city. One such project is Discover Denver, the citywide building survey underway in partnership with Historic Denver, Inc., and funded in part by the State Historical Fund (SHF) with matching dollars from the City. Historic Denver has been awarded five SHF grants since the Pilot Phase began in 2012 and completed three of them, the most recent of which will soon be under contract. Landmark Preservation works closely with Historic Denver on the writing and submission as well as the completion of these grant applications and final project deliverables. In addition, in the past five years, the City successfully completed an SHF grant (Bosler House Historic Structures Assessment [#2015-HA-003]) and CLG grant (Commission Assistance and Mentorship Training [#CO-16-013]).

Landmark Preservation staff capacity, both in numbers and depth of expertise with project management and context study development, make it a strong applicant for the proposed project. Additionally, CPD has considerable experience with community outreach and engagement that is key to producing a successful context study. Landmark Preservation staff team with other city planners to complete neighborhood and small area plans like the recently approved Loretto Heights Area Plan and those currently in development through the Neighborhood Planning Initiative, and can also pull from the experience of large-scale community-based plans like Blueprint Denver, the city's recently adopted land use plan. As a partner in the Discover Denver project which the context will help inform, Landmark Preservation staff can also draw on experience of Historic Denver staff. Historic Denver will be consulted on possible Latino project contacts, consultant selection and report review. This capacity will contribute and lead to future projects like historic designations and area plan recommendations that will be guided by the context study.

A unique partnership with the Denver Office of Storytelling will collect oral histories from Latino communities and add a companion digital video and audio record to the study that will be shared through the city's media outlets and archived with other stories in the I Am Denver project, providing

additional outreach and engagement capacity. I Am Denver is a community wide storytelling project that aims to more accurately represent Denver's history, culture and vision by preserving the stories that make a city. This partnership complements the historic context project but is not part of the project scope. It is separately funded.

The proposed project will be managed by two senior city planners who will oversee all aspects of the project including grant management, consultant selection, community engagement, and draft review. Two additional City staff will assist with outreach and engagement. A consultant(s) will be hired to research and write the context and assist with community engagement. The project will also include a Latino reviewer(s) of the context study. The bios/qualifications of the staff and consultant(s) are as follows:

Jenny Buddenborg, Senior City Planner - Project Lead & Manager

Jenny will be the project manager and main contact for SHF, responsible for all grant requirements. She meets the Secretary of the Interior's Professional Qualification Standards with a B.A. in History, M.A. in Historic Preservation Planning, and more than 15 years professional experience in research, historic preservation, advocacy, fundraising, organizational development, community outreach, stakeholder engagement and project management. She has managed small- and large-scale preservation advocacy projects across the country with interdisciplinary teams and, among other planning and regulatory duties, is the city's project manager for Discover Denver.

Abbey Christman, Senior City Planner - Technical Expert

Abbey will assist with selection of a qualified consultant and review of the context study. She meets the Secretary of the Interior's Professional Qualification Standards with a B.A. in History, M.A. in Public History, M.A. in Histories and Theories of Architecture, and more than 20 years professional experience in historic preservation. Her expertise includes historic resources survey and documentation, historic contexts, and design review. She managed numerous SHF grants including survey and designation grants for New Deal resources in Eastern Colorado, homesteading resources of the Purgatoire River Region, and Colorado's midcentury schools. CLG grants managed include survey updates of La Veta and Central City and the grant awarded to Denver to host a CLG CAMP training.

GIS Specialist, City and County of Denver

A GIS Specialist in CPD will lead the development of an ArcGIS Story Map that is a community outreach task of the proposed project.

Consultant, TBD

The consultant shall meet the Secretary of the Interior's Professional Qualification Standards in History or Architectural History and have produced at least three similar products, such as National Register nominations, Multiple Property Documentation forms, or historic context studies, within the past five years. The consultant team will include a representative(s) of the Latino community. They will be selected via the City's RFP process.

Landmark Preservation applied in the October 2019 SHF round for a general grant and was not awarded. Reviewers and SHF staff recommended re-applying for a mini-grant in this round. Reviewer concerns have been addressed as follows:

1. Increased cash match;
2. Enhanced Resource Description & Significance section;
3. Clarified that project does not include a Multiple Properties Documentation Form nor require necessary History Colorado staff for such an undertaking;
4. Added detail on Latino historic resources anticipated for identification; and
5. Added translation and interpretation services to budget.

## **Resource Description and Project History**

Property Historic Name: **Latino History**

Historic Designation: **N/A**

Designation Area: **N/A**

Historic District:

Property Address: **Citywide  
Denver, CO  
Citywide**

Property Site Number:

Legal Property Description:

Period of Significance: **N/A**

### **Resource History, Significance, and Description**

The context study will consider all resources within the city related to Denver's Latino history from settlement to the 1990s. No such study has been completed in the past despite the city's rich Latino history and current Latino/Hispanic population of roughly 30% (see attached map showing percent of Spanish speakers in Denver statistical neighborhoods). This is very much an exploratory project. The context will provide guidance on the identification and evaluation of potential historic resources relating to Denver's layered Latino history.

The City is already focusing on some Latino resources, such as the La Alma/Lincoln Park Neighborhood, the site of major activity during the 1960s/1970s Chicano Movement. Denver was an epicenter for this civil rights movement and its leaders like Corky Gonzalez who fought for Mexican-American empowerment. Landmark Preservation and Historic Denver are partnering on an effort to designate part of the area as a local historic district for its cultural significance. This includes Chicano murals like the one by Emanuel Martinez entitled "La Alma" located on the exterior wall of the La Alma Recreation Center and attached as an image to this application. The mural is an icon in the west Denver neighborhood. Martinez worked with Cesar Chavez on contemporary murals in the late 1960s. Additional pieces of his artwork are in the collections of the Smithsonian American Art Museum in Washington, D.C.

Currently, these significant resources have little protection, unlike those few remaining in the Auraria Neighborhood, Denver's oldest neighborhood that predates the City's establishment. In the 1920s, the Auraria Neighborhood shifted from residents of Central and Eastern European descent to residents of Hispanic descent. Those Hispanic residents were displaced following a devastating flood in 1965 and subsequent redevelopment of the land into the Auraria educational campus. Many of those residents moved south to the Lincoln Park Neighborhood. Several individual structures like St.

Catejan's Church and the Ninth Street Park Historic District have been locally designated and help tell the story of Auraria's Hispanic community.

It is anticipated that the context will identify several property types associated with Denver Latino history, including sites related to Latino civil rights movements and leaders, churches, cultural arts facilities, community gathering spaces, murals, residences, and businesses. The context will identify historical themes and areas of significance like Social History, Art, Architecture, Education, Religion, Ethnic Heritage, and Commerce. Other specific resources of significance that will likely be identified include West High School and Plaza de la Raza, sites of Chicano Movement protests; resources on Santa Fe Drive including the Aztlan Theater; and the Escuela Tlateloco, related to Latino education.

The City's rapid development is leading to the loss of many historic resources. This context will help proactively inform urban planning efforts in underrepresented communities of Latino descent. Uncovering the many layers of that history, including all the communities that comprise the Latino population, is a major goal of the study.

### **Project History and Context**

This is the first attempt by the City to thoroughly study Denver's Latino history as it relates to historic places. No statewide Latino historic contexts have been developed, although there are specific regional contexts such as Latino history in Southern Colorado, and outreach efforts such History Colorado's "We Are Colorado" project and Heritage Diversity Initiative. While CPD has worked to better understand and celebrate the Latino community and cultural heritage of specific neighborhoods, no citywide context for Latino history has been undertaken.

The research and community engagement from the City's effort to designate a portion of the La Alma/Lincoln Park neighborhood as a local historic district includes community meetings and various notification methods, laying a strong framework that will help guide the Denver Latino Historic Context. In addition, the Los Angeles Latino Historic Context will be used as a model. In general, the historic context will help us understand what number and type of significant Latino historic resources exist in the city, guide their preservation, contribute to the larger efforts surrounding the identification and preservation of this history and resources, and engage a more diverse constituency that represents the whole of Denver.

The decision to undertake this project is based on the identified need for a Latino Historic Context to guide and inform the work of the Landmark Preservation program, CPD and City at large in the following ways:

1. Discover Denver citywide survey – This context study will contribute to the data gathered and evaluated via the citywide survey. It will provide additional historic context to the survey process, providing a greater depth in understanding the cultural significance of places related to Latino history and assisting in the identification and evaluation of places for historic designation. It can also help guide our selection of neighborhoods to survey in each given survey phase by helping highlight urgency related to loss of historic resources. One of the goals of the context study is to help catalyze the survey project by ensuring that all voices and histories of the City are heard.
2. CPD's Neighborhood Planning Initiative - The City is currently undertaking a multi-phased project to develop neighborhood plans for every statistical neighborhood in Denver. The plans include historic preservation recommendations like historic designation and need for historic resources

survey. Landmark Preservation is aligning its work with that of NPI to ensure that historic preservation is a key part of this planning process. The Latino context will help inform these plan recommendations. In addition, equity is a major goal within the City, and the Latino context study will help meet that goal through more inclusive engagement and representation.

3. Demolition Review and Local Historic Designation – Landmark Preservation reviews every demolition permit submitted to the City for buildings over 30-years-old. The context will contribute to evaluation of properties reviewed under this ordinance requirement for local historic designation. It can be used in the same manner for local historic designations, as well as help promote proactive designation of significant Latino historic resources.

4. Landmark Preservation Ordinance Update – The 2019 update to the City’s Landmark Preservation Ordinance included three new culture criteria for historic designation. The context study will provide critical information to support the new criteria to better understand the diverse history of Denver.

The Latino historic context will be the first in a series of contexts to study underrepresented communities in Denver. The Latino context study will provide a critical foundation for future contexts on other underrepresented communities like African-Americans, American Indians and LGBTQ persons. Our goal for this project is to ensure that all aspects of our city's history are reflected, honored and celebrated.

## Scope of Work

<b>Consultant</b>	<b>\$42,280</b>								
<p>Consultant fees are based on an estimate provided by Mead &amp; Hunt. Please see attachment for detailed estimate that provides hours and hourly fees for the three-person team. Development of the historic context includes the following project components that will be the responsibility of the lead consultant:</p>									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Project Kick-off, Literature Review, Community Outreach</td> <td style="text-align: right;">\$4,386</td> </tr> <tr> <td>2. Research and Drafting of Historic Context</td> <td style="text-align: right;">\$37,144</td> </tr> <tr> <td>3. Direct expenses (research fees, scans, parking, etc)</td> <td style="text-align: right;">\$750</td> </tr> </table>		1. Project Kick-off, Literature Review, Community Outreach	\$4,386	2. Research and Drafting of Historic Context	\$37,144	3. Direct expenses (research fees, scans, parking, etc)	\$750		
1. Project Kick-off, Literature Review, Community Outreach	\$4,386								
2. Research and Drafting of Historic Context	\$37,144								
3. Direct expenses (research fees, scans, parking, etc)	\$750								
<b>Subconsultant</b>	<b>\$12,960</b>								
<p>Mead &amp; Hunt suggested collaborating with Dr. Nicki Gonzalez of Regis University (member of the Colorado State Historian's Council) for the consultant team. Her estimated hours are provided in the attached estimate document. Dr. Gonzalez's hourly rate is \$120 and her contributions are broken down as follows:</p>									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Kick-off Meeting, Literature Review</td> <td style="text-align: right;">\$1,200</td> </tr> <tr> <td>2. Community Outreach and Summary</td> <td style="text-align: right;">\$7,800</td> </tr> <tr> <td>3. Review Outline, Research Plan &amp; Bibliography</td> <td style="text-align: right;">\$3,000</td> </tr> <tr> <td>4. Peer Review of Historic Context</td> <td style="text-align: right;">\$960</td> </tr> </table>		1. Kick-off Meeting, Literature Review	\$1,200	2. Community Outreach and Summary	\$7,800	3. Review Outline, Research Plan & Bibliography	\$3,000	4. Peer Review of Historic Context	\$960
1. Kick-off Meeting, Literature Review	\$1,200								
2. Community Outreach and Summary	\$7,800								
3. Review Outline, Research Plan & Bibliography	\$3,000								
4. Peer Review of Historic Context	\$960								
<b>Language Interpretation at Community Meetings</b>	<b>\$520</b>								
<p>Provide Spanish language interpretation at up to eight one-hour long community meetings. Estimate based on City and County of Denver interpretation services at \$65/hour for one interpreter.</p>									
<b>Document Translation</b>	<b>\$15,000</b>								
<p>Spanish translation of 100-page report. Estimate based on translation services used by the City and County of Denver at \$0.24/word.</p>									
<b>Community Meeting Expenses</b>	<b>\$1,000</b>								
<p>Provide food and paper materials for up to eight community meetings. Estimated cost equals \$125/meeting.</p>									
	<b>\$ 0</b>								
	<b>\$ 0</b>								
	<b>\$ 0</b>								
	<b>\$ 0</b>								
	<b>\$ 0</b>								
<b>Scope Subtotal</b>	<b>\$ 71,760.00</b>								
<b>General Conditions</b>	<b>\$ 0</b>								
<b>Permits</b>	<b>\$ 0</b>								
<b>Bonding</b>	<b>\$ 0</b>								
<b>Overhead and Profit</b>	<b>\$ 0</b>								
<b>Scope Total</b>	<b>\$ 71,760.00</b>								
<b>Architectural/Engineering Fees</b>	<b>\$0</b>								

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<b>Grant Administration &amp; Indirect Costs</b>	\$0

<b>Archaeological Monitoring</b>	\$ 0

<b>Project Subtotal</b>	\$71,760.00
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<b>Contingency</b>	\$ 0
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<b>Project Total</b>	\$71,760.00
<b>Grant Request</b>	\$35,000.00
<b>Percentage</b>	\$ 48.77%
<b>Cash Match</b>	\$ 36,760
<b>Percentage</b>	\$ 51.23%

<p><b>Cash Match Waiver</b>  <b>If yes, cash match justification:</b></p>   
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<p><b>Comments</b></p> <p>Three consultants were contacted to ascertain interest and guidance on project cost. Two estimates were received and range from \$31,100 to \$55,240. The higher estimate was submitted by Mead &amp; Hunt and is more comprehensive in its outreach and engagement with Denver Latino communities, and was based on costs related to the development of the Los Angeles Latino Historic Context, which was used as a model for project scope. Therefore, we are using the Mead &amp; Hunt estimate to guide our total project cost and have included as an attachment the resume for Dianna Litvak who submitted the estimate. Her approach is to partner with a Latina consultant on the project.</p> <p>The applicant has already secured \$5,000 in matching funds from the City and County of Denver and \$10,000 in matching funds from a National Preservation Fund grant award. The applicant has been</p>
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invited by El Pomar Foundation to submit a grant application and will request of them the remaining \$21,760 match. The El Pomar grant application will be submitted by May 26, 2020; award notification will be three weeks from that date, in mid-June.

## **Project Description**

This application is for the development of a historic context for Denver's Latino history from settlement to the 1990s. This time frame was suggested by the Latino community to include the influx of Mexicans to many of Denver's west side neighborhoods in the recent past. The study will geographically cover the entirety of the city and county. Its focus will be on historical themes associated with political, social and cultural institutions of Denver's Latino communities while also identifying individuals and organizations that played significant roles.

Specifically, the historic context will include the following tasks:

1. Actively engage Latino communities to identify key themes and resources;
2. Provide an overview of Latino history in Denver and depict key periods and events; e.g., when various groups moved into the city, changes in the Latino population over time, political movements, etc.;
3. Identify locations and buildings known to be affiliated with Denver Latino culture;
4. Complete a bibliography of Latino-related research sources that can guide future research efforts;
5. Share results via the city's various media outlets and a community event; and
6. Highlight key elements of the context in an interactive ArcGIS StoryMap.

The team members responsible for the first item are the two senior city planners and consultant(s). Items two through four will be the responsibility of the consultant team. The fifth is the responsibility of the city planners, city GIS specialist and consultant team. The sixth and final item will be undertaken by the city planners and GIS specialist.

Outreach and engagement efforts will be undertaken by the applicant and consultant(s) from start to finish of the project. A Latino(s) representative will assist the applicant in development of an RFP, selection of a consultant and review of the draft context study. The consultant team will also include Latino representation. Latino community meetings will be held in the early stages to understand historic themes and resources.

City community outreach resources (e.g., social media, City website, Denver 8 cable channels, Registered Neighborhood Organization contacts, etc.) will be utilized in addition to any methods and resources provided by the consultant. Support from Denver City Council members like Councilwomen Amanda Sandoval and Jamie Torres will also result in engagement with their constituents through their offices. The applicant has also consulted with Marissa Volpe, Director of Community Outreach at History Colorado, on identifying additional Latino community contacts. Through her guidance, the applicant was connected to a group of local Latina leaders led by Rosemary Rodriguez, former Denver City Council President, first Latina Clerk & Recorder for the City of Denver, and currently serving in Senator Bennet's office. The group provided recommendations on the context development and offered their continued assistance in its development. Community members engaged in the La Alma/Lincoln Park local historic district designation have also offered support for the project. Each of these supporters have provided support letters for this project that are attached to this application. The applicant will continue to cultivate and expand these relationships to best inform the context study and its accessibility to the public once completed.

The document will follow guidance on historic contexts contained in the Secretary of the Interior's Guidelines on Preservation Planning, Secretary of the Interior's Standards for Historical Documentation, as well as other associated publications produced by the National Park Service. It will meet scholarly requirements for accuracy, identify existing scholarship, include citations and bibliographic references, and be well-illustrated with maps, images and photos. This will be a context document intended to guide local planning, preservation, and designation efforts but will also address National Register criteria. It does not include completion of a Multiple Property Documentation Form.

Key deliverables include:

1. Kick-off meeting with Landmark Preservation and SHF staff regarding context development
2. Community meeting(s) within Latino communities
3. Context outline (including executive summary), research plan, and bibliography to be reviewed by applicant team and SHF staff
4. Mid-point meeting with Landmark Preservation staff and SHF survey specialist
5. Draft of document to be reviewed by applicant team and SHF staff
6. Revision of document
7. Final document in both digital and hardcopy, and public distribution through online mediums
8. Creation and sharing of interactive ArcGIS Story Map
9. Community event to share final project, held in partnership with City staff and consultant

The context document and associated online content will be made available in both English and Spanish languages. Each community meeting will also include Spanish interpretation. Estimated costs for these services are included in the project budget.

A significant part of Denver's historic fabric is the stories of the diverse persons and groups that comprise its vibrant history. Our current portfolio of Denver Landmarks is largely slanted to a single demographic that does not adequately reflect diverse ethnic and cultural groups. Many historic resources associated with these groups are being lost at an alarming rate due to Denver's rapid development pace. The context is needed to create a comprehensive history of Denver Latinos and the historic resources tied to them, guiding us in our work to preserve all parts of Denver's history, not just through designation, but also broader land use planning and policy.

As a result, the Landmark Preservation program is broadening its outreach and impact in the community. We are tackling this in a variety of ways, including 1) the Discover Denver citywide survey and 2) expansion of our landmark designation criteria to incorporate cultural significance via the 2019 Landmark Preservation Ordinance update. The citywide survey is providing an opportunity to be proactive in our preservation efforts, as much as possible, as the city continues to grow and reshape its historic fabric. Several broad development contexts have already been created via Discover Denver. This proposed Latino context will further guide and create greater impact for the citywide survey and the application of our cultural designation criteria in demolition review and historic designation.

## **Project Timeline**

I understand that if awarded, it can take up to 4 weeks to complete the grant agreement with the State Historical Fund. **Yes**

I understand that the State Historical Fund agreement period is 24 months and this project will be completed within that time period. **Yes**

I understand that the State Historical Fund has 30 calendar days to complete review of the deliverables (products) that will be required with this project and I have accounted for the 30 day reviews within the 24 month agreement period. **Yes**

I understand that weather may delay completion of some projects and I have accounted for possible delays within the 24 month agreement period. **Yes**

## **Urgency**

Explain the need for immediate attention to tangible or intangible concerns.

The timing to undertake a Latino historic context study in Denver is crucial, as many of these resources are threatened by development pressures and may be lost because their significant associations are unknown. Since 2012, Landmark Preservation demolition reviews of properties 30-years-old and older steadily increased to a total of 681, with 577 total properties in 2019 reviewed under the city's demolition review policy. Many of these properties slated for demolition are located within neighborhoods traditionally serving underrepresented communities, forever altering their historic character and opportunity to tell their stories through extant historic resources.

Approximately one-third of Denver's population consists of Hispanics and Latinos. A very small number of Denver Landmarks and Historic Districts represent this significant portion of Denver's history and community. Efforts to achieve greater equity and inclusivity, and strong and authentic neighborhoods, are priorities of the City. The development of a Latino historic context will help mitigate development threats to Latino historic resources by identifying places significant to Latino history which can in turn be evaluated, recognized and treated through city policies and initiatives like demolition review, historic designation, citywide survey and citywide/neighborhood planning, and told through outlets like I Am Denver. The information can also be used by others in need or want of such information, like History Colorado, non-profit preservation organizations, community advocates/leaders, property owners and residents. Timing is key, however, as major city initiatives like Discover Denver and the Neighborhood Planning Initiative are moving forward without guidance from the critical information that will be provided in the historic context. Similarly, I Am Denver is available to partner on this project now. Waiting any longer could eliminate this innovative partnership opportunity.

The project was awarded a \$10,000 National Preservation Fund grant from the National Trust for Historic Preservation in April 2019 and will need to be under contract by the fall of 2020 in order for the funds to not be lost. Applications for a 2019 Certified Local Government grant and SHF major grant were submitted for this project and were not awarded. We were advised to try for a mini-grant in this round. Since the mini-grant cannot cover the total projects costs, we are seeking additional funds and have been invited to submit a funding request to El Pomar Foundation. Historic Denver also expressed interest in supporting our efforts with a grant from their Action Fund.

The project has received widespread support as evidenced by the attached support letters and stakeholder engagement to-date detailed in the Project Description, including support from two Denver City Council members. CPD Executive Director Laura Aldrete is also very supportive of the effort and actively engaged in it as an appointed leader of the City. There is certainly room to expand project partnerships, especially as the project kicks off with its community engagement, thereby providing greater exposure to the effort. All interested stakeholders understand the urgency to complete this work and are eager to assist.

This being the first context study in the series that Landmark Preservation would like to complete for underrepresented communities in Denver, there is an urgency to getting it going and providing a foundation and model for additional contexts moving forward. The longer the Latino Historic Context goes unfunded, the more loss we will see to historic resources connected to our underrepresented communities, and the stories that go along with them that help create a vibrant city. We will lose the

opportunity to share the whole, diverse history of Denver through historic preservation, because we won't have the necessary information to inform decisions related to City policies and initiatives that help protect and celebrate Latino history and other underrepresented communities.

This historic context approach is consistent with nationwide efforts to represent the diversity of communities and collective histories, especially as advanced by the National Park Service and cities like San Francisco, Los Angeles and San Antonio. The timing of this project is right, as Discover Denver continues to evolve and the City moves forward on the expansion of our Denver Landmark portfolio with specific cultural criteria, and development pressures threatening underrepresented communities' historic resources remains strong. With several ethnic/cultural contexts to develop, now is the time to embark on this effort and join other major cities across the country. Lastly, the context study strongly meets History Colorado's "The Power of Heritage and Place: A 2020 Action Plan to Advance Preservation in Colorado" as Aspects of Ethnic Heritage under Threatened and Under-represented Resources Types.

## **Public Benefit**

### **Community Support**

Denver's community as a whole will benefit from a history of Latino culture as it relates to historic resources and neighborhood character. Elected officials may especially benefit from this information in their decision-making, particularly as it relates to balancing development and growth. The development of the context will help ensure that Latino voices and historic resources are integrated into the planning process. It will allow us to deepen our understanding of the city's diverse ethnic and cultural history, and help guide Landmark Preservation in the identification and preservation of the significant resources that reflect Denver's Latino history. The context can also serve as a model for other Colorado communities interested in understanding and evaluating their own Latino heritage, and contribute to the larger knowledge base of Latino heritage in Colorado.

A unique opportunity for the project is to partner with the City's I Am Denver storytelling project. I Am Denver is a community wide multimedia storytelling project that aims to engage community, give voice to underrepresented residents, and capture Denver's yesterday and today for tomorrow. The community meetings will help identify key stories to be told via I Am Denver. The Denver Office of Storytelling will host at least one I Am Denver Storytelling Lab to collect oral histories from the community around the buildings and neighborhoods in the study. They will also work with the consultant to create an I Am Denver mini documentary of the people, places and history in the study. This project partnership will elevate the context's outreach and engagement. The film will be shared at a screening, providing an opportunity for the historic context findings to be shared broadly at a targeted community event. I Am Denver is funded separately from this context project and therefore is not included in the project scope or budget.

Additionally, one of the key review elements of the consultant selection will be proposals that actively engage the Latino community in the creation of the context study. The applicant will also engage Latino representatives in the review of the study and report. Suggested Latino representatives have been provided by History Colorado's Director of Community Outreach Marissa Volpe, Latina leaders associated with the Cafecito group led by local Latina leader Rosemary Rodriguez, and CPD Executive Director Laura Aldrete, all of whom are in full support of our project. Our Discover Denver

partner Historic Denver and members of Denver City Council who represent districts with large Latino populations have also expressed strong support. We will continue working with these groups and individuals moving forward, and others as identified, to ensure an inclusive, comprehensive approach to development of the historic context.

### **Project Promotion**

The final report will be posted on the City and Discover Denver websites. The City will also issue a press release, include notice in the Landmark Preservation newsletter, and outreach via social media outlets. An interactive ArcGIS Story Map with key findings will also be made available on the City website. I Am Denver videos will be shared on IAmDenver.org, Denver 8 cable channels, and city social media outlets and partner outlets. The videos will be turned into a mini-documentary that will be featured at a film screening. The screening provides an opportunity for the results of the context study to be shared with a targeted audience. All information will be shared in both English and Spanish languages.

It is anticipated that the report will be used frequently by Landmark Preservation staff. For example, to inform demolition review and potential designations, as well as contribute to Discover Denver and broader planning efforts of CPD. As previously mentioned, the study could provide significant guidance to the City's Neighborhood Planning Initiative.

### **State Preservation Plan**

The proposed project aligns with several Plan goals and objectives.

It meets Goal A in the development of a historic context for an underrepresented community, supporting more proactive preservation that will help further additional preservation planning efforts like the citywide survey that will lead to increased designations and resource preservation. The following objectives will be met:

2. Prepare additional historic contexts
3. Conduct survey, inventory and designation pro-actively
4. Disseminate historic and cultural resource information broadly
5. Increase historic and cultural resource preservation

The planned community outreach and engagement in the Latino communities will help develop positive perceptions about preservation, meeting Goal C and objectives:

1. Expand positive perceptions of preservation
2. Demonstrate relevance of preservation to the individual citizen
6. Broadcast preservation's positive local impact

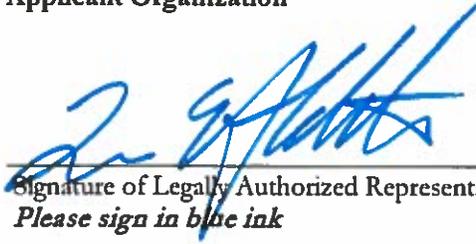
There is an educational component with Latino communities and broader Denver community through building awareness of the role of historic preservation and how people can take part in it, as well as engaging more diverse voices in land use planning and policy decisions within the City, which meets Goal E and the objectives:

1. Share the stories of designated properties
7. Create better understanding of local communities' role in preservation decision-making



History Colorado State Historical Fund Application Signature Page

Applicant Organization

  
\_\_\_\_\_  
Signature of Legally Authorized Representative  
*Please sign in blue ink*

LAURA E. ALDRETE/ 13.MAR. 2020  
Name / Title Date  
E.D. CPTD

Property Owner *if different than Applicant Organization*

\_\_\_\_\_  
Signature of Legally Authorized Representative  
*Please sign in blue ink*

\_\_\_\_\_  
Name / Title

\_\_\_\_\_  
Date

# Request for Taxpayer Identification Number and Certification

**Give Form to the  
requester. Do not  
send to the IRS.**

▶ Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<p><b>1</b> Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>City and County of Denver</b></p> <p><b>2</b> Business name/disregarded entity name, if different from above</p> <p><b>3</b> Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.</p> <p><input type="checkbox"/> Individual/sole proprietor or single-member LLC     <input type="checkbox"/> C Corporation     <input type="checkbox"/> S Corporation     <input type="checkbox"/> Partnership     <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____</p> <p><b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p> <p><input checked="" type="checkbox"/> Other (see instructions) ▶</p> <p><b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p style="font-size: small;">(Applies to accounts maintained outside the U.S.)</p> <p><b>5</b> Address (number, street, and apt. or suite no.) See instructions. <b>201 W. Colfax Avenue</b></p> <p><b>6</b> City, state, and ZIP code <b>Denver, CO 80228</b></p> <p><b>7</b> List account number(s) here (optional)</p> <p style="text-align: right;">Requester's name and address (optional)</p>
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**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

<b>Social security number</b>	
[ ] [ ] [ ] - [ ] [ ] - [ ] [ ] [ ] [ ]	
<b>or</b>	
<b>Employer identification number</b>	
8 4 - 6 0 0 0 5 8 0	

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶ 1-22-2020
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**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting*, later, for further information.

**Note:** If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien;
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States;
- An estate (other than a foreign estate); or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partners' share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

In the cases below, the following person must give Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States.

- In the case of a disregarded entity with a U.S. owner, the U.S. owner of the disregarded entity and not the entity;
- In the case of a grantor trust with a U.S. grantor or other U.S. owner, generally, the U.S. grantor or other U.S. owner of the grantor trust and not the trust; and
- In the case of a U.S. trust (other than a grantor trust), the U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

**Foreign person.** If you are a foreign person or the U.S. branch of a foreign bank that has elected to be treated as a U.S. person, do not use Form W-9. Instead, use the appropriate Form W-8 or Form 8233 (see Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

**Nonresident alien who becomes a resident alien.** Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the payee has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items.

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

**Example.** Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity, give the requester the appropriate completed Form W-8 or Form 8233.

## Backup Withholding

**What is backup withholding?** Persons making certain payments to you must under certain conditions withhold and pay to the IRS 24% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, payments made in settlement of payment card and third party network transactions, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

**Payments you receive will be subject to backup withholding if:**

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the instructions for Part II for details),
3. The IRS tells the requester that you furnished an incorrect TIN,
4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or
5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See *Exempt payee code*, later, and the separate Instructions for the Requester of Form W-9 for more information.

Also see *Special rules for partnerships*, earlier.

## What is FATCA Reporting?

The Foreign Account Tax Compliance Act (FATCA) requires a participating foreign financial institution to report all United States account holders that are specified United States persons. Certain payees are exempt from FATCA reporting. See *Exemption from FATCA reporting code*, later, and the Instructions for the Requester of Form W-9 for more information.

## Updating Your Information

You must provide updated information to any person to whom you claimed to be an exempt payee if you are no longer an exempt payee and anticipate receiving reportable payments in the future from this person. For example, you may need to provide updated information if you are a C corporation that elects to be an S corporation, or if you no longer are tax exempt. In addition, you must furnish a new Form W-9 if the name or TIN changes for the account; for example, if the grantor of a grantor trust dies.

## Penalties

**Failure to furnish TIN.** If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

**Civil penalty for false information with respect to withholding.** If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

**Criminal penalty for falsifying information.** Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

**Misuse of TINs.** If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

## Specific Instructions

### Line 1

You must enter one of the following on this line; do not leave this line blank. The name should match the name on your tax return.

If this Form W-9 is for a joint account (other than an account maintained by a foreign financial institution (FFI)), list first, and then circle, the name of the person or entity whose number you entered in Part I of Form W-9. If you are providing Form W-9 to an FFI to document a joint account, each holder of the account that is a U.S. person must provide a Form W-9.

a. **Individual.** Generally, enter the name shown on your tax return. If you have changed your last name without informing the Social Security Administration (SSA) of the name change, enter your first name, the last name as shown on your social security card, and your new last name.

**Note: ITIN applicant:** Enter your individual name as it was entered on your Form W-7 application, line 1a. This should also be the same as the name you entered on the Form 1040/1040A/1040EZ you filed with your application.

b. **Sole proprietor or single-member LLC.** Enter your individual name as shown on your 1040/1040A/1040EZ on line 1. You may enter your business, trade, or "doing business as" (DBA) name on line 2.

c. **Partnership, LLC that is not a single-member LLC, C corporation, or S corporation.** Enter the entity's name as shown on the entity's tax return on line 1 and any business, trade, or DBA name on line 2.

d. **Other entities.** Enter your name as shown on required U.S. federal tax documents on line 1. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on line 2.

e. **Disregarded entity.** For U.S. federal tax purposes, an entity that is disregarded as an entity separate from its owner is treated as a "disregarded entity." See Regulations section 301.7701-2(c)(2)(iii). Enter the owner's name on line 1. The name of the entity entered on line 1 should never be a disregarded entity. The name on line 1 should be the name shown on the income tax return on which the income should be reported. For example, if a foreign LLC that is treated as a disregarded entity for U.S. federal tax purposes has a single owner that is a U.S. person, the U.S. owner's name is required to be provided on line 1. If the direct owner of the entity is also a disregarded entity, enter the first owner that is not disregarded for federal tax purposes. Enter the disregarded entity's name on line 2, "Business name/disregarded entity name." If the owner of the disregarded entity is a foreign person, the owner must complete an appropriate Form W-8 instead of a Form W-9. This is the case even if the foreign person has a U.S. TIN.

### Line 2

If you have a business name, trade name, DBA name, or disregarded entity name, you may enter it on line 2.

### Line 3

Check the appropriate box on line 3 for the U.S. federal tax classification of the person whose name is entered on line 1. Check only one box on line 3.

IF the entity/person on line 1 is a(n) . . .	THEN check the box for . . .
• Corporation	Corporation
• Individual • Sole proprietorship, or • Single-member limited liability company (LLC) owned by an individual and disregarded for U.S. federal tax purposes.	Individual/sole proprietor or single-member LLC
• LLC treated as a partnership for U.S. federal tax purposes, • LLC that has filed Form 8832 or 2553 to be taxed as a corporation, or • LLC that is disregarded as an entity separate from its owner but the owner is another LLC that is not disregarded for U.S. federal tax purposes.	Limited liability company and enter the appropriate tax classification. (P= Partnership; C= C corporation; or S= S corporation)
• Partnership	Partnership
• Trust/estate	Trust/estate

### Line 4, Exemptions

If you are exempt from backup withholding and/or FATCA reporting, enter in the appropriate space on line 4 any code(s) that may apply to you.

#### Exempt payee code.

- Generally, individuals (including sole proprietors) are not exempt from backup withholding.
- Except as provided below, corporations are exempt from backup withholding for certain payments, including interest and dividends.
- Corporations are not exempt from backup withholding for payments made in settlement of payment card or third party network transactions.
- Corporations are not exempt from backup withholding with respect to attorneys' fees or gross proceeds paid to attorneys, and corporations that provide medical or health care services are not exempt with respect to payments reportable on Form 1099-MISC.

The following codes identify payees that are exempt from backup withholding. Enter the appropriate code in the space in line 4.

- 1—An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
- 2—The United States or any of its agencies or instrumentalities
- 3—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities
- 4—A foreign government or any of its political subdivisions, agencies, or instrumentalities
- 5—A corporation
- 6—A dealer in securities or commodities required to register in the United States, the District of Columbia, or a U.S. commonwealth or possession
- 7—A futures commission merchant registered with the Commodity Futures Trading Commission
- 8—A real estate investment trust
- 9—An entity registered at all times during the tax year under the Investment Company Act of 1940
- 10—A common trust fund operated by a bank under section 584(a)
- 11—A financial institution
- 12—A middleman known in the investment community as a nominee or custodian
- 13—A trust exempt from tax under section 664 or described in section 4947

The following chart shows types of payments that may be exempt from backup withholding. The chart applies to the exempt payees listed above, 1 through 13.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt payees except for 7
Broker transactions	Exempt payees 1 through 4 and 6 through 11 and all C corporations. S corporations must not enter an exempt payee code because they are exempt only for sales of noncovered securities acquired prior to 2012.
Barter exchange transactions and patronage dividends	Exempt payees 1 through 4
Payments over \$600 required to be reported and direct sales over \$5,000 <sup>1</sup>	Generally, exempt payees 1 through 5 <sup>2</sup>
Payments made in settlement of payment card or third party network transactions	Exempt payees 1 through 4

<sup>1</sup> See Form 1099-MISC, Miscellaneous Income, and its instructions.

<sup>2</sup> However, the following payments made to a corporation and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees, gross proceeds paid to an attorney reportable under section 6045(f), and payments for services paid by a federal executive agency.

**Exemption from FATCA reporting code.** The following codes identify payees that are exempt from reporting under FATCA. These codes apply to persons submitting this form for accounts maintained outside of the United States by certain foreign financial institutions. Therefore, if you are only submitting this form for an account you hold in the United States, you may leave this field blank. Consult with the person requesting this form if you are uncertain if the financial institution is subject to these requirements. A requester may indicate that a code is not required by providing you with a Form W-9 with "Not Applicable" (or any similar indication) written or printed on the line for a FATCA exemption code.

A—An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)

B—The United States or any of its agencies or instrumentalities

C—A state, the District of Columbia, a U.S. commonwealth or possession, or any of their political subdivisions or instrumentalities

D—A corporation the stock of which is regularly traded on one or more established securities markets, as described in Regulations section 1.1472-1(c)(1)(i)

E—A corporation that is a member of the same expanded affiliated group as a corporation described in Regulations section 1.1472-1(c)(1)(i)

F—A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state

G—A real estate investment trust

H—A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940

I—A common trust fund as defined in section 584(a)

J—A bank as defined in section 581

K—A broker

L—A trust exempt from tax under section 664 or described in section 4947(a)(1)

M—A tax exempt trust under a section 403(b) plan or section 457(g) plan

**Note:** You may wish to consult with the financial institution requesting this form to determine whether the FATCA code and/or exempt payee code should be completed.

### Line 5

Enter your address (number, street, and apartment or suite number). This is where the requester of this Form W-9 will mail your information returns. If this address differs from the one the requester already has on file, write NEW at the top. If a new address is provided, there is still a chance the old address will be used until the payor changes your address in their records.

### Line 6

Enter your city, state, and ZIP code.

## Part I. Taxpayer Identification Number (TIN)

**Enter your TIN in the appropriate box.** If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN.

If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's SSN (or EIN, if the owner has one). Do not enter the disregarded entity's EIN. If the LLC is classified as a corporation or partnership, enter the entity's EIN.

**Note:** See *What Name and Number To Give the Requester*, later, for further clarification of name and TIN combinations.

**How to get a TIN.** If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local SSA office or get this form online at [www.SSA.gov](http://www.SSA.gov). You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at [www.irs.gov/Businesses](http://www.irs.gov/Businesses) and clicking on Employer Identification Number (EIN) under Starting a Business. Go to [www.irs.gov/Forms](http://www.irs.gov/Forms) to view, download, or print Form W-7 and/or Form SS-4. Or, you can go to [www.irs.gov/OrderForms](http://www.irs.gov/OrderForms) to place an order and have Form W-7 and/or SS-4 mailed to you within 10 business days.

If you are asked to complete Form W-9 but do not have a TIN, apply for a TIN and write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

**Note:** Entering "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

**Caution:** A disregarded U.S. entity that has a foreign owner must use the appropriate Form W-8.

## Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if item 1, 4, or 5 below indicates otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). In the case of a disregarded entity, the person identified on line 1 must sign. Exempt payees, see *Exempt payee code*, earlier.

**Signature requirements.** Complete the certification as indicated in items 1 through 5 below.

**1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983.** You must give your correct TIN, but you do not have to sign the certification.

**2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983.** You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

**3. Real estate transactions.** You must sign the certification. You may cross out item 2 of the certification.

**4. Other payments.** You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments made in settlement of payment card and third party network transactions, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

**5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), ABLE accounts (under section 529A), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions.** You must give your correct TIN, but you do not have to sign the certification.

**What Name and Number To Give the Requester**

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account) other than an account maintained by an FFI	The actual owner of the account or, if combined funds, the first individual on the account <sup>1</sup>
3. Two or more U.S. persons (joint account maintained by an FFI)	Each holder of the account
4. Custodial account of a minor (Uniform Gift to Minors Act)	The minor <sup>2</sup>
5. a. The usual revocable savings trust (grantor is also trustee) b. So-called trust account that is not a legal or valid trust under state law	The grantor-trustee <sup>1</sup> The actual owner <sup>1</sup>
6. Sole proprietorship or disregarded entity owned by an individual	The owner <sup>3</sup>
7. Grantor trust filing under Optional Form 1099 Filing Method 1 (see Regulations section 1.671-4(b)(2)(i)(A))	The grantor <sup>*</sup>
For this type of account:	Give name and EIN of:
8. Disregarded entity not owned by an individual	The owner
9. A valid trust, estate, or pension trust	Legal entity <sup>4</sup>
10. Corporation or LLC electing corporate status on Form 8832 or Form 2553	The corporation
11. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
12. Partnership or multi-member LLC	The partnership
13. A broker or registered nominee	The broker or nominee

For this type of account:	Give name and EIN of:
14. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity
15. Grantor trust filing under the Form 1041 Filing Method or the Optional Form 1099 Filing Method 2 (see Regulations section 1.671-4(b)(2)(i)(B))	The trust

<sup>1</sup> List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

<sup>2</sup> Circle the minor's name and furnish the minor's SSN.

<sup>3</sup> You must show your individual name and you may also enter your business or DBA name on the "Business name/disregarded entity" name line. You may use either your SSN or EIN (if you have one), but the IRS encourages you to use your SSN.

<sup>4</sup> List first and circle the name of the trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules for partnerships*, earlier.

**\*Note:** The grantor also must provide a Form W-9 to trustee of trust.

**Note:** If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

**Secure Your Tax Records From Identity Theft**

Identity theft occurs when someone uses your personal information such as your name, SSN, or other identifying information, without your permission, to commit fraud or other crimes. An identity thief may use your SSN to get a job or may file a tax return using your SSN to receive a refund.

To reduce your risk:

- Protect your SSN,
- Ensure your employer is protecting your SSN, and
- Be careful when choosing a tax preparer.

If your tax records are affected by identity theft and you receive a notice from the IRS, respond right away to the name and phone number printed on the IRS notice or letter.

If your tax records are not currently affected by identity theft but you think you are at risk due to a lost or stolen purse or wallet, questionable credit card activity or credit report, contact the IRS Identity Theft Hotline at 1-800-908-4490 or submit Form 14039.

For more information, see Pub. 5027, Identity Theft Information for Taxpayers.

Victims of identity theft who are experiencing economic harm or a systemic problem, or are seeking help in resolving tax problems that have not been resolved through normal channels, may be eligible for Taxpayer Advocate Service (TAS) assistance. You can reach TAS by calling the TAS toll-free case intake line at 1-877-777-4778 or TTY/TDD 1-800-829-4059.

**Protect yourself from suspicious emails or phishing schemes.** Phishing is the creation and use of email and websites designed to mimic legitimate business emails and websites. The most common act is sending an email to a user falsely claiming to be an established legitimate enterprise in an attempt to scam the user into surrendering private information that will be used for identity theft.

The IRS does not initiate contacts with taxpayers via emails. Also, the IRS does not request personal detailed information through email or ask taxpayers for the PIN numbers, passwords, or similar secret access information for their credit card, bank, or other financial accounts.

If you receive an unsolicited email claiming to be from the IRS, forward this message to [phishing@irs.gov](mailto:phishing@irs.gov). You may also report misuse of the IRS name, logo, or other IRS property to the Treasury Inspector General for Tax Administration (TIGTA) at 1-800-366-4484. You can forward suspicious emails to the Federal Trade Commission at [spam@uce.gov](mailto:spam@uce.gov) or report them at [www.ftc.gov/complaint](http://www.ftc.gov/complaint). You can contact the FTC at [www.ftc.gov/idtheft](http://www.ftc.gov/idtheft) or 877-IDTHEFT (877-438-4338). If you have been the victim of identity theft, see [www.IdentityTheft.gov](http://www.IdentityTheft.gov) and Pub. 5027.

Visit [www.irs.gov/IdentityTheft](http://www.irs.gov/IdentityTheft) to learn more about identity theft and how to reduce your risk.

## Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons (including federal agencies) who are required to file information returns with the IRS to report interest, dividends, or certain other income paid to you; mortgage interest you paid; the acquisition or abandonment of secured property; the cancellation of debt; or contributions you made to an IRA, Archer MSA, or HSA. The person collecting this form uses the information on the form to file information returns with the IRS, reporting the above information. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, the District of Columbia, and U.S. commonwealths and possessions for use in administering their laws. The information also may be disclosed to other countries under a treaty, to federal and state agencies to enforce civil and criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism. You must provide your TIN whether or not you are required to file a tax return. Under section 3406, payers must generally withhold a percentage of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to the payer. Certain penalties may also apply for providing false or fraudulent information.

La Alma/Lincoln Park

Proposed  
Cultural  
District  
Boundaries

WESTSIDE  
NEIGHBORHOOD

W 13th Ave



The Bridge Project

Mariposa St

Kalamath St

N PARK

W 10th Ave

Mariposa

Lipan

Kalamath

4/8/2020

Google

10



Santa Fe St 950 W



DENVER ← ONE WAY

BAR★LOUNGE★ROOM

SAT BEER PONG  
TUE TRIVIA  
WED INDUST  
HAPPY HOUR



@HILDES x PINKO1

PONY



**Denver Latino Historic Context**  
 City and County of Denver  
 State Historical Fund

**EMPLOYEE HOURS**

ACTIVITY	SENIOR HISTORIAN	ARCHITECTURAL HISTORIAN	TECHNICAL EDITOR	TOTAL HOURS	TASK TOTAL
<b>Task A: Project Kickoff, Literature Review, Community Outreach</b>					
A.1 - Kick-off Meeting and prep with City	4	0	0	4	\$480
A.2 - Meet with Local Experts and Focus Groups (up to 8 total)	10	10	0	20	\$2,170
A.3 - Project Management: 2 Additional meetings with city staff, meeting minutes, progress reports	8	8	0	16	\$1,736
<i>Task A Totals</i>	<b>22</b>	<b>18</b>	<b>0</b>	<b>40</b>	<b>\$4,386</b>
<b>Task B: Research and Draft Historic Context</b>					
B.1 - Conduct research	0	80	0	80	\$7,760
B.2. Prepare outline, executive summary, research plan, and bibliography	10	48	4	62	\$6,224
B.3 - Write and Revise Draft of Historic Context	16	200	20	236	\$23,160
<i>Task B Totals</i>	<b>26</b>	<b>328</b>	<b>24</b>	<b>378</b>	<b>\$37,144</b>
<b>Task C: Subconsultant: Primary Advisor Professor Nicki Gonzales/\$120 per hour</b>					
C.1 - Kick-off meeting, literature review: 10 hours					\$1,200
C.2 - Set up and attend community outreach meetings with landmarks staff: 50 hours					\$6,000
C.3 - Synthesize/process/summarize followup from community meetings: 15 hours					\$1,800
C.4 - Review outline, executive summary, research plan, bibliography: 25 hours					\$3,000
C.5 - Peer Review of historic context: 8 hours					\$960
<i>Subconsultant Totals</i>				<b>108</b>	<b>\$12,960</b>
<i>Expenses</i>					<b>\$750</b>
<b>Overall Total</b>	<b>48</b>	<b>346</b>	<b>24</b>	<b>418</b>	<b>\$55,240</b>

**COMPUTATION OF FEES**

Direct Labor

EMPLOYEE	HOURS	RATE	SALARY
SENIOR HISTORIAN	48	\$120	\$5,760
ARCHITECTURAL HISTORIAN	346	\$97	\$33,562
TECHNICAL EDITOR	24	\$92	\$2,208
<b>TOTAL MEAD &amp; HUNT HOURS</b>	<b>418</b>		
<b>TOTAL SALARY</b>			<b>\$41,530</b>
<b>TOTAL SUBCONSULTANT HOURS</b>	<b>108</b>	<b>\$120</b>	<b>\$12,960</b>

Task 1 - Direct Expenses

Research fees	\$300		
Other (parking)	\$150		
Scans of photographs for context	\$300		
<i>Total Expenses</i>	<b>\$750</b>		<b>\$750</b>



**Corbett AHS, Inc.**

Architectural History Services

**Kathleen Corbett, Ph.D.**

4659 E. Amherst Avenue  
Denver, Colorado 80222  
mobile 925.351.7417  
kcorb58@gmail.com

September 12, 2019

Ms. Jennifer L. Buddenborg, Senior City Planner  
Community Planning and Development  
City and County of Denver  
201 W. Colfax Avenue  
Denver, Colorado 80202

Dear Jennifer:

Thank you for your interest in Corbett AHS as a potential author of the planned historic context for Latino History in Denver. I offer the following cost quote, based on my normal billing rate of \$90/hr.

Task	Time expected (hrs)	Cost (USD)
Research	60	5400
Historical Context (25-30 pgs) Writing and additional research as needed	90	8100
Anticipated themes (6 @ 10-15 pgs ea) Includes identification and evaluation of significant properties	90	8100
Recommendations for future research and methodologies	30	2700
Revision and production (based on one round of comments)	60	5400
Meetings	10	900
Expenses (parking, printing, etc.)	---	500
<b>Total Anticipated Cost</b>		<b>31,100</b>

This quote is approximate and is based on one round of comments and review of the completed draft document (key deliverables 5 and 6). As I noted when we first discussed this, I feel it would be the most appropriate action on the part of the city to select a historian/architectural historian who is a member of the Latino community in Denver or in the metro Denver area to perform this work. However, if no such persons are available, I would be interested in proposing.

Many thanks,

Kathleen Corbett  
Architectural Historian / Principal

*Contractor Information*

**Kathleen Corbett, Ph.D.  
Architectural Historian**

Kathleen Corbett, Ph.D. is principal and owner of Corbett AHS, Inc., and has worked as a professional architectural historian since 2004. She holds an M.S. (2003) and Ph.D. (2010) in architecture from the University of California at Berkeley. In 2016, she formed Corbett AHS, Inc., a small firm which specializes in the documentation of architecture and cultural landscapes of the American West and Southwest, including NRHP and local landmark nominations, Section 106 documentation, and historic contexts. In Colorado and New Mexico, Dr. Corbett has served as principal investigator or architectural historian on architectural surveys in urban, exurban, and rural locales. In Denver, she is currently serving as the consultant architectural historian for Phase Two of Historic Denver's *Discover Denver* project, for which she has authored four reports on historic neighborhoods in Denver. Other notable projects include the Landmark nomination for the 1908 Stadium Arena at Denver's National Western Complex, documentation of sites related to Japanese-American history in Otero County, and a county-wide survey of historic resources in Bent County, including full surveys of the small towns of McClave and Hasty. Dr. Corbett has taught courses in architectural history at the university level and has authored or co-authored numerous historic contexts, reports, reviews, and papers. Her skills also include oral history interviews and archival research, field photography, measured architectural drawings, and architectural and archaeological illustration. Currently, Dr. Corbett serves on Denver's Landmark Preservation Commission. She also recently completed two terms on the Colorado Historic Preservation Review Board.

PROFESSIONAL EXPERIENCE

**City and County of Denver, Denver, CO**

2018 - Present

*Senior City Planner*

Manage and coordinate planning and regulatory work, including the citywide survey Discover Denver. Provide historic preservation expertise for planning initiatives and policies like Small Area Plans and the 2019 Denver Landmark Preservation Ordinance update. Assist and guide applicants through the city's design and demolition review processes and local designation process. Review applications for Certificates of Appropriateness and Denver Landmark designation in accordance with adopted design guidelines and policies. Prepare staff reports and make presentations to City Council and City boards/commissions. Secure grant funding for special projects and manage contracts. Promote the landmark preservation program through public outreach initiatives and identify approaches to further integrate historic preservation into planning practice like with the Neighborhood Planning Initiative.

**National Trust for Historic Preservation, Denver, CO**

2012 - 2018

*Senior Field Officer*

Led and managed interdisciplinary teams in the design, implementation and evaluation of strategic advocacy campaigns for the protection of nationally significant, historic places including the Tabor Opera House in Leadville, Colorado. Developed, maintained and oversaw complex six-figure project budgets and work plans. Served as team member to campaigns by providing expertise such as public outreach and policy development. Built and led diverse stakeholder coalitions and partnerships to support campaign objectives. Participated in Section 106 consultation with federal agencies. Secured grant funding to cover external consulting costs and coordinated contract work. Identified private donors, cultivated relationships and secured donations. Contributed to social and traditional media communication including interview with National Public Radio and coordination of a CBS Sunday Morning segment that reached six million people nationwide. Served as field office liaison to national headquarters and directed efforts to support a collaborative environment for an office of nine staff members.

**National Trust for Historic Preservation, Denver, CO**

2006 - 2012

*Field Officer*

Provided direct assistance to partners and constituents in Montana, North Dakota, South Dakota and Wyoming through correspondence, technical field assistance, public presentations, testimony, Section 106 consultation, workshops, seminars, conferences and special projects concerning a broad array of preservation issues. Reviewed legislation, grant proposals, and Trust financial assistance programs. Coordinated office participation in reviewing applications for Trust programs. Served as regional liaison to National Main Street Center and provided support to Wyoming and Montana Main Street state coordinating programs and designated communities. Contributed funds to office budget as a consultant for projects like the facilitation of two organizational strategic planning processes and writing of a published technical report for the National Renewable Energy Laboratory. Developed and implemented a young preservation professionals social engagement series in partnership with Historic Denver.

**Colorado Preservation, Inc., Denver, CO**

Jun - Oct 2006

*Saving Places Conference Intern/Independent Contractor*

Assisted in development and coordination of Saving Places conference, the nation's largest statewide preservation conference. Solicited, researched and reviewed session proposals for program content. Secured multiple sponsorship and grant awards. Composed text for conference program and materials. Researched archived images for media publications. Wrote and reviewed architectural descriptions for eastern Colorado New Deal survey that led to National Register multiple properties designation.

**Wayne State University, Institute of Gerontology**, Detroit, MI

2000 - 2003

*Research Development Coordinator*

Assisted in various forms of research in gerontology and social anthropology for Mark Luborsky, PhD, Director of Aging and Health Disparities Research. Collected data (subject interviewing) and conducted qualitative and quantitative data analyses. Trained research staff in team-based research techniques, created training documents, and developed and maintained a team training website. Constructed and managed databases. Aided in the successful submission of several National Institutes of Health and foundation grants. Led a photography exhibit team. Coordinated development of a computerized secondary dataset. Provided primary analyses for and writing of two published technical reports.

## EDUCATION

**Cornell University**, College of Architecture, Art & Planning, Ithaca, NY

Master of Arts in Historic Preservation Planning, August 2006

Thesis: "Changing Mindsets: Sustainable Design in Historic Preservation"

**Wayne State University**, College of Liberal Arts, Detroit, MI

Bachelor of Arts in History, Minor in Anthropology, May 2000

Awards/Honors: Presidential Scholar, Magna Cum Laude, The Phi Beta Kappa Society

## TRAININGS/CERTIFICATIONS

**Green Strategies for Historic Buildings**, National Preservation Institute

2007

**Managing Projects**, The George Washington University, School of Business

2012

**Leadership Training Pilot Program**, National Trust for Historic Preservation

2014

**Historic Real Estate Finance Training**, The 1772 Foundation

2014

## VOLUNTEER EXPERIENCE

**Tabor Opera House Preservation Foundation**

2018 - Present

*Board of Directors, Vice President and Secretary*

Serve as executive board member of the all-volunteer, non-profit organization dedicated to the rehabilitation and revitalization of the Tabor Opera House in Leadville, Colorado. Serve as Chairperson of the Building Rehabilitation Committee that is tasked with managing and fundraising for the \$10 million rehabilitation of the opera house. Led an organizational strategic planning initiative in the spring of 2019 that resulted in a visionary three-year strategic plan.

**Cornell Historic Preservation Planning Alumni, Inc.**

2010 - 2016

*Board of Directors (President 2014-2016, Vice President 2013-2014)*

Led an all-volunteer board of directors located across the country. Facilitated the organization's entrée into social media, increasing outreach to supporters by five times the number of dues-paying members. Reorganized the thesis grant program and quadrupled the number of annual applicants and awardees. Established and coordinated an annual alumni reception at the National Preservation Conference. Coordinated the development of a consultant-facilitated organizational strategic plan.

## ACTIVITIES/ INTERESTS

Backpacking/Hiking—Appalachian Trail & John Muir Trail Thru-Hiker | Cultural Travel | Knitting | Commuter & Mountain Biking | Road & Trail Running | Ski Touring

## ABIGAIL CHRISTMAN

4650 E. Amherst Ave., Denver, CO, 80222 | 303.547.8554 | [abichristman@gmail.com](mailto:abichristman@gmail.com)

### EDUCATION

Architectural Association School of Architecture, London, England  
**M.A. Histories and Theories of Architecture** 2003

Middle Tennessee State University, Murfreesboro, TN  
**M.A. Public History with an emphasis in Historic Preservation** 1998

University of the South, Sewanee, TN  
**B.A. History** 1996

### DESIGN REVIEW EXPERIENCE

*Community Planning & Development, City and County of Denver*  
**Senior Planner, Landmark Preservation** 4/2016—present

Preservation planner focusing on design review including guiding applicants through the design review process from concept to construction; preparing staff reports and presenting to Landmark commissions; administrative review and approvals; researching properties submitted for demolition review; and providing preservation expertise for other planning initiatives as needed.

*City of Littleton, CO*  
**Consultant** April—August 2016  
Developed design guidelines for the Louthan Heights Historic District.

*Landmark Preservation Commission, City and County of Denver*  
**Commissioner** 4/2014—3/2016  
Served on mayor-appointed commission which met twice per month to review design review applications for new construction, alterations, and demolitions; make recommendations to City Council on historic designations; adopt policies and procedures related to historic preservation.

### SURVEY AND DOCUMENTATION EXPERIENCE

*College of Architecture and Planning, University of Colorado, Denver*  
**Survey Coordinator, Center of Preservation Research** 3/2012—4/2016

Managed survey program for a university research center including developing and completing survey, designation, historic context, and interpretation projects; grant and proposal writing; and hiring and supervising student assistants.

*Pinyon Environmental, Lakewood, CO*  
**Consultant, Architectural Historian** 3/2014—4/2016  
Part-time consultant/principal investigator for a cultural resource management firm with responsibilities including conducting Section 106/

Section 4(f) review for cultural resources including eligibility & effect letters, intensive-level surveys, and Level II HABS documentation.

*Colorado Preservation, Inc., Denver, CO*

**Survey Director**

**10/2005—2/2012**

Director of survey programs for Colorado’s statewide preservation non-profit with responsibilities including developing and conducting survey and designation projects; creating presentations, publications, and other materials to share survey results with the public, hiring and supervising interns; and writing and managing grants.

*Richard Grubb & Assoc., Inc., Cranbury, NJ*

**Architectural Historian**

**2003 – 2005**

Principal Investigator for a cultural resource management firm with responsibilities including reconnaissance and intensive-level survey, determinations of eligibility, HAER documentation, Section 106 compliance, and historic preservation tax credits.

*Hess, Roise, and Company, Minneapolis, MN*

**Architectural Historian**

**1999 – 2002**

Associate in a historical consulting firm with responsibilities including research for interpretative projects, HABS/HAER documentation, historic preservation tax credits, and reconnaissance and intensive-level surveys.

*Tennessee Civil War Heritage Area, Murfreesboro, TN*

**Historian**

**1998 – 1999**

Assisted with completion of *Tennessee Resources of the American Civil War MPS* and related individual National Register nominations.

TEACHING AND TRAINING EXPERIENCE

*National Alliance of Preservation Commissions*

**Trainer**

**2015-present**

Develop and present trainings as part of CAMP (Commission Assistance and Mentoring Program)—training topics have included survey and designation, standards and guidelines, design review, alternative materials, midcentury resources, historic schools, and preservation planning. Trainings: St. Augustine, FL, 3/2015; Alexandria, LA, 8/2015; Geneva, IL, 11/2015; Saline County, MO, 4/2016; Natchitoches, LA, 3/2017; Telluride, CO, 6/2017; Eureka Springs, AR, 9/2017; Hammond, LA, 3/2018; Albany, NY, 4/2018; Boise, ID, 5/2019; Pocatello, ID, 5/2019; Winnsboro, LA, 6/2019; Tyler, TX, 7/2019; Lincoln, NE, 9/2019

*College of Architecture and Planning, University of Colorado, Denver*

**Lecturer**

**2010-present**

Teach “Historic Buildings in Context,” a graduate course which introduces students to field-based methods of analyzing historic buildings, teaching the principles and practice of surveying, recording,

designating, and managing historic buildings. Course also covers identifying architectural styles, types, and character-defining features.

#### PRESERVATION OUTREACH PRODUCTS

- *Krisana Park Pattern Book: ideas for a midcentury modern neighborhood, Denver, CO.* 2015. A 65-page guide to the development of the Krisana Park neighborhood that identified the neighborhood's character-defining features and provided suggestions for sensitive maintenance and modification. Prepared for the neighborhood residents and Historic Denver, Inc.
- *Come Farm in Phillips.* 2011. Twelve-page brochure presenting the story of settlement and agriculture in Phillips County for heritage tourists.
- *Follow the Footsteps of the Homesteaders: Historic Baca County.* 2010. Twelve-page brochure presenting the story of homesteading and the Dust Bowl in Baca County to heritage tourists.
- *Our Living Legacy: Colorado's Historic Schools.* 2009. Producer. A half-hour documentary featuring stories of historic schools that have been successfully rehabilitated. Aired on Rocky Mountain PBS and distributed on DVD. Nominated for Heartland Emmy Award.
- *The Legacy of the New Deal on Colorado's Eastern Plains.* 2008. Magazine style publication presenting an overview of Colorado Preservation's New Deal Survey for a general audience.

#### NATIONAL REGISTER NOMINATIONS

- Truscott Junior High School. Loveland, CO. 7/16/2017.
- Jamaica Primary School. Aurora, CO. 5/1/2017.
- S.A. Wilson Elementary School. Colorado Springs, CO. 5/1/2017.
- Colorado's Mid-Century Schools, 1945-1970 MPDF. 5/1/2017.
- Historic Resources of Phillips County MPDF. 2/2/2017.
- Guiraud-McDowell Ranch. Garo, CO vicinity. 4/12/2016.
- Homesteading and Ranching Resources of the Purgatoire River Region MPDF (with Richard Carrillo and Kathy Corbett). Listing pending.
- Harms Farm Rural Historic Landscape. Paoli, CO vicinity. 2/2/2016.
- Oltjenbruns Farm Rural Historic Landscape. Amherst, CO vicinity. 2/2/2016.
- South Park City Museum. Fairplay, CO. Listed 11/5/2014.
- Cherryvale Ranch District. Boulder, CO. Listing pending.
- Margarito Varros Homestead Rural Archaeological District (with Richard Carillo, Michelle Chichester, and Kathy Corbett). Kim, Co vicinity. Listed 8/1/2014.
- Evergreen Corner Rural Historic Landscape. Haxtun, CO vicinity. Listed 12/24/2013.
- Hargreaves Homestead Rural Historic District. Holyoke, CO vicinity. Listed 12/3/2013.
- Millage Farm Rural Historic District. Holyoke, CO vicinity. Listed 12/3/2013.
- Martha Weiser House (with Michelle Chichester and Melanie Short). Boulder, CO vicinity. Listed 10/25/2013.
- 7D School. Branson, CO vicinity. Listed 12/22/2009.
- Adobe Stables, Arkansas Valley Fairgrounds. Rocky Ford, CO. Listed 12/26/2007.
- Akron Gymnasium. Akron, CO. Listed 1/16/2008.
- American Legion Hall. Eads, CO. Listed 12/11/2007.
- Burlington Gymnasium, Burlington, CO. Listed 12/11/2007.
- Clubhouse/ Student Union. University of Northern Colorado. Greeley, CO. Listed 10/29/2008.
- Holly Gymnasium, Holly, CO. Listed 4/24/2007.
- Hugo Municipal Pool. Hugo, CO. Listed 7/24/2008.
- Kim Schools. Kim, CO. Listed 4/24/2007.
- La Junta City Park. La Junta, CO. Listed 4/24/2007.

- Land Utilization Program Headquarters/ Briggsdale Work Center. Briggsdale, CO. Listed 10/29/2009.
- Las Animas Post Office. Las Animas, CO. Listed 1/16/2008.
- Phillips County Courthouse. Holyoke, CO. Listed 12/26/2007.
- Pleasant Valley School. Branson, CO vicinity. Listed 8/13/2008.
- Prowers County Welfare Housing. Lamar, CO. Listed 12/22/2009.
- Rocky Ford Post Office. Rocky Ford, CO. Listed 1/16/2008.
- Sedgwick County Courthouse. Julesburg, CO. Listed 4/24/2007.
- Two Buttes Gymnasium. Two Buttes, CO. Listed 12/22/2009.
- White School. Kim, CO vicinity. Listed 8/1/2008.
- Willow Creek Park. Lamar, CO. Listed 8/10/2007.

#### CONFERENCE PRESENTATIONS

- “Less is a Bore: Preserving Postmodern,” Saving Places 2020: A Focus on the Future. Denver, CO.
- “People and the Plan: Engaging the Community in Preservation Planning,” with Traci Stoffel. Saving Places 2020: A Focus on the Future. Denver, CO.
- “Preserving the 1970s and 1980s: Why should we care about Brutalist and Postmodernist Architecture?” PastForward, Denver. October 2019.
- “The Three Ps: Public School, Politics, and Preservation,” with Wade Broadhead and Michelle Pearson. Saving Places 2019: The Next Generation of Preservation. Denver, CO.
- “Tourism, Make-believe, and the Built Environment: Colorado’s Mid-century Tourist Parks,” with Cindy Nasky, Michelle Slaughter, and Jane Watkins. Saving Places 2019: The Next Generation of Preservation. Denver, CO.
- “Can I Remove This Wall?” With Lynn Cowan, Saving Places 2019: The Next Generation of Preservation. Denver, CO.
- “Do We Care About That? Deciding What to Regulate,” with Mark Rodman. National Alliance of Preservation Commissions Forum, Des Moines. July 2018.
- “Mid-century Modern Architecture from the Mountains to the Plains,” with Melanie Short and Arianthe Stettner. Saving Places 2018: The Power of Place from the Mountains to the Plains. Denver, CO.
- “Hot Topic: Alternative Roofing Products,” Saving Places 2018: The Power of Place from the Mountains to the Plains. Denver, CO.
- “One of These Things Is Not Like the Others: Architectural Trivia,” Saving Places 2018: The Power of Place from the Mountains to the Plains. Denver, CO.
- “Boom and Bust Denver,” with Annie Levinsky and Jane Crisler. Saving Places 2017: Preservation for a Changing Colorado. Denver, CO.
- “Living in a Postwar Paradise Architectural Trivia,” with Kathleen Corbett and Jim Steely. Saving Places 2017: Preservation for a Changing Colorado. Denver, CO.
- “Beauty in the Eye of the Beholder: Concrete, Perma-Stone, and Brutalism,” with Jennifer Cappeto. Saving Places 2017: Preservation for a Changing Colorado. Denver, CO.
- “Fun with Dick and Jane: Understanding and Preserving Midcentury Schools and Midcentury Modest Community History and Architecture,” with Wade Broadhead. National Alliance of Preservation Commissions Forum. Mobile, AL. July 2016.
- “Fun with Dick and Jane: Understanding and Preserving the Midcentury School and Community,” with Wade Broadhead. Saving Places 2016: Past. Present. Future. Denver, CO.
- “Fountainhead or Fontainebleu? Nerding Out About Architecture,” with Kathleen Corbett and Jim Steely. Saving Places 2016: Past. Present. Future. Denver, CO.

- “Preservation and the Hot Seat: Being an Effective Preservation Commissioner,” with Kathleen Corbett and Deon Wolfenbarger. *Saving Places 2016: Past. Present. Future.* Denver, CO.
- “Arts & Crafts Architecture in Colorado c. 1900-1925.” Jefferson County Historic Preservation Symposium.
- “The 3D Contemporary: A Pattern Book for Preserving Krisana Park,” with Becca Dierschow, Melanie Short, and Sarah Rosenberg. *Saving Places 2015: Advancing Preservation Practices.* Denver, CO.
- “Style Games: Catching Architecture,” with Kathleen Corbett and Patrick Eidman. *Saving Places 2015: Advancing Preservation Practices.* Denver, CO.
- “Should I Stay or Should I Go?: Homestead Success and Failure in Eastern Colorado,” with Kathleen Corbett, Michelle Slaughter, and Richard Carrillo. *Saving Places 2014: Preservation in Plain Sight.* Denver, CO.
- “Evaluating Everyday Midcentury Architecture,” with Elizabeth Blackwell and Patrick Eidman. National Trust for Historic Preservation. Indianapolis, IN. November 2013.
- “Modernizing at Midcentury,” with Michael Houser. RevitalizeWA. Vancouver, WA. May 2013.
- “From Bungalows to Basement Houses: Identifying and Surveying Twentieth Century Housing in Colorado,” with Diana Krogmeier and Joe Coleman. *Saving Places 2013: The Language of Preservation.* Denver, CO.
- “Rural Landscapes: Capturing Their Significance,” with Michelle Chichester and Christopher Koziol. National Trust for Historic Preservation. Spokane, Washington. November 2012.
- “Understanding and Interpreting Historic Roadside Architecture,” with Sarah Hansen and Robert Autobee. *Saving Places 2012: The Power of Heritage and Place.* Denver, CO.
- “Recording Colorado’s Rural Historic Landscapes,” with Astrid Liverman, Ekaterini Vlahos, and Michelle Chichester. *Saving Places 2012: The Power of Heritage and Place.* Denver, CO.
- “Rural Preservation: Small Towns and Working Landscapes,” with Rebecca Goodwin. National Trust for Historic Preservation. Buffalo, New York. October 2011.
- “Interpreting Rural Resources,” with Michael Houser. Revitalize WA. Walla Walla, WA. May 2011.
- “Summary of Purgatoire River Region Survey and Interpretive Projects.” Colorado Council for Professional Archaeologists Annual Conference. La Junta, CO. March 2011.
- “Rural Preservation: From Big Farms to Small Towns,” with Rebecca Goodwin and Sarah Hansen. *Saving Places 2011: Exploring the Benefits of Preservation.* Denver, CO.
- “The Changing Landscape: From Ranching to Land Conservation,” with Ekaterini Vlahos. National Trust for Historic Preservation. Austin, TX. October 2010.
- “Models for Local Barn Survey and Documentation,” with Harrison Goodall, Boyd Pratt, and Sandy Strehlou. Heritage Barn Conference. Walla Walla, WA. May 2010.
- “From the Ground Up: Combining Archaeology, Architecture, and Technology in Survey,” with Richard Carrillo and Michelle Slaughter. *Saving Places 2010: Preservation—the Foundation of Sustainability.* Denver, CO.
- “So You Want to Rehabilitate a Historic Building... What Next?” with Sarah Hansen and R. Michael Bell. *Saving Places 2010: Preservation—the Foundation of Sustainability.* Denver, CO.
- “A Home on the Range: Settling Southeastern Colorado.” Vernacular Architecture Forum Conference. Butte, MT. June 2009.
- “Preservation is Elementary: Saving Our Historic Schools,” with Jenny Buddenborg and Mary Humstone. *Saving Places 2009: Expanding Preservation Coalitions.* Denver, CO.
- “The Legacy of the New Deal: Landscapes of Eastern Colorado,” with Phoebe Cutler and Deon Wolfenbarger. *Saving Places 2008: Promoting Colorado’s Heritage.* Denver, CO.
- “From Colleges and Courthouses to Parks and Privies: Surveying New Deal Resources,” with Carroll Van West. *Saving Places 2007: Planning, Growth, and Preservation.* Denver, CO.



# Dianna Litvak

CULTURAL RESOURCES SPECIALIST

## Areas of Expertise

- Historic context studies
- Section 106 compliance
- Reconnaissance surveys
- Intensive surveys
- National Register Nominations
- Determinations of Eligibility and Effect
- Memoranda of Agreement
- Section 4(f) evaluations
- Historic interpretation and exhibits

## Education

- MA, United States History and Public History, University of Colorado – Denver
- BA, Anthropology, Colorado College

## Memberships

- Historic Denver, Inc.
- Colorado Preservation, Inc.
- History Colorado

## Training and Seminars

- “Architectural Survey Consultants Workshop,” North Carolina State Historic Preservation Office & North Carolina Department of Transportation, Raleigh, North Carolina, May 16, 2019
- “Historic Bridge Management Training,” National Preservation Institute, July 2018
- Historic Roads Conference, Fort Collins, Colorado, September 2018
- “Preservation Planning and Policy Development for Historic Roads,” National Preservation Institute, 2014
- Section 106, NEPA and Section 4(f): Balancing Historic Preservation and Development, 2014
- Section 4(f) of the United States Department of Transportation Act, 2014
- “Cultural Landscapes in the Western United States,” 2011

Dianna Litvak is a public historian with more than 28 years of experience, specializing in the preparation of historic contexts and historic survey for Section 106 of the National Historic Preservation Act (Section 106) compliance for transportation projects. Dianna has conducted numerous windshield and intensive-level historic resource surveys in Colorado for the Colorado Department of Transportation (CDOT), local agencies, State Historic Preservation Office (SHPO), and Federal Highway Administration (FHWA). She was Senior Historian for CDOT in Region 6 from 2007-2012. Dianna is experienced in the development of historic contexts with multiple historic properties, including postwar residential and commercial properties throughout Colorado. Dianna exceeds the *Secretary of the Interior's Standards* in history and architectural history.

## RELEVANT PROJECT EXPERIENCE

### Section 106 and Section 4(f) Compliance for I-70 West Vail Pass Auxiliary Lanes Environmental Assessment (EA)

#### CDOT, Region 3

#### Eagle County, Colorado

**Project Manager/Lead Historian.** Mead & Hunt prepared Section 106 and Section 4(f) compliance documentation for the I-70 West Vail Pass Auxiliary Lanes EA for the CDOT Region 3. Mead & Hunt prepared a historic resources survey report and historic context to evaluate the significance of identified properties and assess eligibility for listing in the National Register and State Register of Historic Places. Within the Area of Potential Effect (APE), Mead & Hunt performed a survey for residential structures in West Vail built before 1973 and identified 24 individual properties and two linear roadway segments, including the Vail Pass segment of I-70, which is an exceptional feature of the interstate system in Colorado. The project documented historic properties on Office of Archaeology and Historic Preservation (OAHP) site forms. The Section 106 submittal included a letter documenting determinations of eligibility and effect.

### Historic Context on A-Frame Architecture

#### Boulder County Land Use Historic Preservation Department Boulder County, Colorado

**Project Manager.** Along with a partner firm, Mead & Hunt developed a historic context and eligibility guidelines for determining significance that includes a national and regional perspective for A-frames in Boulder County. This included performing research, fieldwork, preparation of the historic context and eligibility guidelines, and conducting public outreach. As Mead & Hunt's project manager, Dianna led the development of types and subtypes, the identification of character-defining features, and registration requirements to nominate A-frames for listing in the National Register, State Register, or as local landmarks in Boulder County.

## Presentations

- “Historic Context of A-Frame Architecture in Boulder County,” City and County of Denver, Denver Landmark Preservation, Denver, Colorado, May 22, 2019
- “Amazing A-Frames of Boulder County,” Saving Places Conference, Colorado Preservation, Inc., February 4, 2019
- “Historic Preservation at the National Western Center,” Saving Places Conference, Colorado Preservation, Inc. February 4, 2019
- “Colorado’s Historic Highway Inventory,” Preserving the Historic Road 2018, Fort Collins, Colorado, September 15, 2018
- “Glenwood Canyon and Vail Pass: Exceptional Segments of I-70 in Colorado,” Preserving the Historic Road 2018, Fort Collins, Colorado, September 14, 2018
- “Building I-70 Vail Pass and Glenwood Canyon,” Transportation Research Board ADC50 Mid-Year Meeting, Lakewood, CO, July 18, 2018
- “Curb Ramps: A Local Agency Perspective on Compliance and Lessons Learned from Colfax Avenue,” 2018 Colorado Transportation & Environmental Professionals Training, Denver, CO, March 6, 2018
- “Colorado Historic Highway Inventory,” 2017 Saving Places Conference, Denver, Colorado, February 3, 2017

## Publications and Reports

- Denver landmark nomination, Livestock Exchange Building, National Western Center, 2019
- Denver landmark nomination, Armour Administration Building, National Western Center, 2018
- Denver landmark nomination, National Western Stadium Arena, 2016
- I-70 East DEIS Section 106 Determination of Effects, 2010 and Re-evaluation for the Supplemental DEIS, 2013
- “100 Years of Colorado State Transportation History,” Colorado Department of Transportation, 2010
- Post World War II Residential Development Abutting the US 36 Corridor Addendum Report, US 36 EIS, 2009

## Historic Context and Site Form Preparation for I-70 Segments through Glenwood Canyon and Vail Pass

### CDOT, Region 3

#### Summit, Eagle, and Garfield Counties, Colorado

**Project Manager.** The CDOT retained Mead & Hunt to develop historic contexts for two nationally significant segments of Interstate 70 through Glenwood Canyon and Vail Pass. The historic contexts for each highway segment discussed themes related to the beginning of the interstate highway system, the growth of recreational opportunities, including ski areas, in Colorado mountain communities after World War II, environmentalism and its impact on transportation planning in the 1960s and 1970s, and the significant engineering and design measures, implemented during construction of each highway. The project also included preparation of OAHP site forms for Glenwood Canyon and Vail Pass. Dianna authored portions of the contexts and site forms.

## Colorado Trolleys Historic Context and Registration Requirements

### CDOT Statewide

#### Colorado

**Project Manager.** In partnership with two other firms, Mead & Hunt is preparing a historic context, property type descriptions, and helping develop a GIS database with the locations of trolley tracks in communities throughout Colorado. The project will culminate in a Programmatic Agreement for CDOT, SHPO, and FHWA to agree that the discovery of underground trolley tracks on CDOT projects will no longer result in adverse effect consultation and coordination under Section 106.

## Northeast Colorado Irrigation Context

### CDOT Region 4

#### Colorado

**Project Manager.** As part of a mitigation commitment for the I-25 North Environmental Impact Statement (EIS), Mead & Hunt is preparing a historic context on the history of irrigation in CDOT’s Region 4. The project will include a GIS database that gathers together shape files and other data from state agencies to facilitate future survey of irrigation ditch segments in CDOT Region 4. The project will culminate in a Programmatic Agreement for CDOT, SHPO, and FHWA to agree that future impacts to historic ditch segments will no longer result in adverse effect consultation and coordination under Section 106.

## National Western Complex (NWC) Historic Preservation Services National Western Center Office (NWCO)/City and County of Denver

**Project Manager/Lead Historian.** NWCO is redeveloping the former Denver Union stockyards and National Western Stock Show grounds into a premier, year-round destination. Mead & Hunt was a subconsultant to Jacobs and assisted with historic preservation planning. Work completed includes an intensive-level historic survey of the site, including 57 historic site forms for buildings, railroads, a historic road, and potential historic district within the Denver Union Stock Yards; two Denver landmark nominations; and workshops and site visits to facilitate decision-making for the rehabilitation, reuse, interpretation, and documentation of significant historic properties at the NWC. Dianna was the project manager and technical expert for historic preservation on this project.

**Discover Denver Phase 2  
Historic Denver, City and County of Denver Landmark Preservation  
Denver, Colorado**

**Project Manager.** Mead & Hunt participated with a partner firm on Denver's city-wide historic survey to prepare site forms for properties 30 years of age or older. This included a post-World War II neighborhood with numerous commercial nodes and corridors in southeast Denver called Virginia Village. Dianna served as Mead & Hunt's project manager and senior historian for the project, which included surveying buildings, working with volunteer survey teams, and preparing forms. More than 120 postwar commercial properties were surveyed as part of the project, which included restaurants, gas stations, office buildings and campuses, retail properties, and strip malls.



# Ethan Raath

CULTURAL RESOURCES SPECIALIST

## Areas of Expertise

- Historical research
- Reconnaissance and intensive field survey
- Historical context studies
- Determinations of Eligibility
- Section 106 compliance
- Field surveys
- Oral history

## Education

- MA, Public History, Texas State University – San Marcos, 2015
- BA, History, Metropolitan State University of Denver – Denver, 2010

## Registration/Certifications

- Certified Interpretive Guide (CIG) – National Association for Interpretation

## Presentations

- Cultural Landscapes in Rural Historic Preservation – Jefferson County Historical Society, Madison, Indiana, 2015

Ethan Raath is an architectural historian with five years of experience researching, documenting and evaluating historic resources. He completes historical context studies, reconnaissance-level surveys and Determinations of Eligibility (DOE) in compliance with Section 106. Ethan routinely conducts archival research and field survey, develops historic contexts, prepares reports and photographic documentation and evaluates the eligibility of resources using the National Register Criteria. Ethan exceeds the *Secretary of Interior's Standards* in history and architectural history.

## PROJECT EXPERIENCE

### **National Western Complex (NWC) Historic Preservation Services National Western Center Office (NWCO)/City and County of Denver**

**Historian.** NWCO is redeveloping the former Denver Union stockyards and National Western Stock Show grounds into a premier, year-round destination. Mead & Hunt was a subconsultant to Jacobs and assisted with historic preservation planning. Work completed includes an intensive-level historic survey of the site, including 57 historic site forms for buildings, railroads, a historic road, and potential historic district within the Denver Union Stock Yards; two Denver landmark nominations; and workshops and site visits to facilitate decision-making for the rehabilitation, reuse, interpretation, and documentation of significant historic properties at the NWC.

### **Colorado Trolleys Historic Context and Registration Requirements Colorado Department of Transportation (CDOT) Statewide Colorado**

**Historian.** In partnership with two other firms, Mead & Hunt is preparing a historic context, property type descriptions, and helping develop a GIS database with the locations of trolley tracks in communities throughout Colorado. The project will culminate in a Programmatic Agreement for CDOT, State Historic Preservation Office (SHPO), and Federal Highway Administration (FHWA) to agree that the discovery of underground trolley tracks on CDOT projects will no longer result in adverse effect consultation and coordination under Section 106.

### **Northeast Colorado Irrigation Context CDOT Region 4 Colorado**

**Historian.** As part of a mitigation commitment for the I-25 North Environmental Impact Statement (EIS), Mead & Hunt is preparing a historic context on the history of irrigation in CDOT's Region 4. The project will include a GIS database that gathers together shape files and other data from state agencies to facilitate future survey of irrigation ditch segments in CDOT Region 4. The project will culminate in a Programmatic Agreement for CDOT, SHPO, and FHWA to agree that future impacts to historic ditch segments will no longer result in adverse effect consultation and coordination under Section 106.



*Jamie Torres*  
COUNCILWOMAN, DISTRICT 3

*City and County of Denver*  
CITY COUNCIL  
City and County Building  
1437 Bannock Street, Room 451  
Denver, CO 80202  
p: 720.337.3333  
jamie.torres@denvergov.org

March 20, 2020

Timothy Stroh, Director  
History Colorado State Historical Fund  
1200 N Broadway  
Denver, CO 80203

Dear Mr. Stroh,

I am writing in support of the City and County of Denver's State Historical Fund application to develop a historic context study on Denver Latinos. As the current representative and lifetime resident of District 3, which has the highest historical concentration of Latinos in Denver, I find this proposed study critical because this area has been generally overlooked for landmark preservation.

The context study will provide critical information on significant historic places that tell the story of Denver's rich Latino history. It will help guide the work of Denver Landmark Preservation (Landmark) through increased representation of the diversity of people and places that define our city. This project will contribute to the City's goal of creating a more inclusive landmark process. This allows for a better understanding and response to Denver's diverse history, in part through the outreach and engagement that will occur with the Latino community in the creation of the context.

This is the first in a series of historic context studies on Denver's ethnic and cultural groups that Landmark is embarking upon. We ask that you give them a strong start by supporting this grant request. My office stands at the ready to assist as needed. If you have any further questions about my support, please feel free to contact me at the information provided above.

Sincerely,

Hon. Jamie Torres, Councilwoman  
City and County of Denver, Council District 3



THE HONORABLE

*Amanda P. Sandoval*  
COUNCILWOMAN DISTRICT 1

*City and County of Denver*  
CITY COUNCIL

City and County Building  
1437 Bannock Street, Room 451  
Denver, CO 80202

p: 720.337.7701  
amanda.sandoval@denvergov.org

March 13, 2020

Timothy Stroh, Director  
History Colorado State Historical Fund  
1200 N Broadway  
Denver, CO 80203

Dear Mr. Stroh,

Please accept this letter of support for the City and County of Denver's State Historical Fund application to support the development of a Denver Latino Historic Context.

This is an exciting project that will help strengthen inclusivity in the city of Denver by bringing greater awareness and understanding of Denver's rich Latino history. The context will provide critical information on significant historic places that connect the stories to the built environment. It will guide the work of Denver Landmark Preservation (Landmark) through increased representation of the diversity of people and places that define our city. Outreach and engagement with the Latino community is an important piece of the project and will establish key relationships that can be nurtured moving forward.

This is the first in a series of historic context studies on Denver's ethnic and cultural groups that Landmark is embarking upon. Approximately one-third of Denver's population identifies as Hispanic or Latino. The impact of this context study will be far reaching. I wholeheartedly support this grant request and ask you to do the same.

Sincerely,

Councilwoman Amanda Sandoval  
District 1, Denver City Council

March 19, 2020

Tim Stroh, Director  
State Historical Fund

Dear Mr. Stroh,

I write to support the Landmark Preservation program of the City & County of Denver's Community Planning & Development Department (CPD) to develop a historic context for Latino history in Denver.

As a former member of the Denver City Council, and a Denver native, I would be very interested in seeing a historic context for Latino history in Denver.

We visited with members of the CPD while they were developing this application at a Cafecito that I organize. The Cafecito has a mailing list of over 800 Professional Latina women in the Denver area. The proposal received wide support.

I hope that History Colorado will favorably review CPD's application and grant it funding.

The members of Cafecito will support it in any way we can.

Yours truly,

Rosemary E. Rodriguez

Rosemary E. Rodriguez  
Denver City Councilor, District 3, 2003-07  
Denver Public Schools Director, 2013-17  
Denver Native



Jennifer L Buddenberg  
Senior City Planner  
Community Planning and Development  
City and County of Denver

Dear Jennifer,

As Director of Community Outreach at History Colorado please accept this letter of support for the grant submitted by the City & County of Denver to prepare a context on Denver's Latino history. I cannot underscore enough the importance of undertaking this work at this time. At History Colorado we are committed to creating a statewide community of Colorado stakeholders who fully participate in preserving, celebrating and creating Colorado history. And, we know we are succeeding when more community voices— especially those traditionally marginalized— are included.

Denver has long and deep roots in the Hispano/Latino community and as Denver becomes increasingly Latino as a city, it will be even more important to understand the historical context of this diverse community so to ensure an authentic incorporation into planning efforts at the city and county level. For these reasons, History Colorado's *We Are Colorado* initiative aims to co-author Coloradan stories and invest in communities traditionally marginalized by certain types of collecting practices. Through oral history programs in neighborhoods like Globeville-Elyria- Swansea, History Colorado has begun to deepen its connection to largely Latino communities and work toward the goals of cultural preservation and neighborhood strengthening. In addition to this, our Heritage Diversity Initiative aims to identify buildings and places of significance to diverse communities.

Thus, a context statement will add additional potential landmarks to History Colorado's Heritage Diversity Initiative. Its work will also build a foundation for additional Denver based memory projects designed with Latino audiences in mind. Thank you for considering this letter of support.

All good things,

A handwritten signature in cursive script, appearing to read "Marissa C. Volpe".

Marissa Volpe  
Director of Community Outreach



March 15, 2020

Mr. Tim Stroh  
Historic Colorado/State Historical Fund  
1200 Broadway  
Denver, CO 80202

Dear Mr. Stroh,

Please accept this letter of support for the grant submitted by the City & County of Denver Landmark Preservation Program to prepare a context on Denver's Latino history. While this is a history with deep roots in our city, from its earliest days through the Chicano movement and into today, it is a history that is not fully recognized through current historic designations or districts.

A context statement will support efforts to identify potential landmarks associated with our city's Latino heritage, and will provide invaluable context for understanding how the layers of this history evolved and developed in the physical environment.

In recent years we have been working actively in areas with important ties to Latino history. Unfortunately, without a context statement our projects have been cumbersome and drawn-out, and have not yet resulted in our desired aims to celebrate and protect our city's diverse stories. A context statement would not only accelerate the aims of our work, but provide a roadmap for future efforts in other parts of the city.

We urge you to fund this effort to enhance the diversity of stories and places that are honored and protected in our City. Thank you in advance for your consideration.  
Thank you for your consideration of this important request.

Sincerely,

A handwritten signature in cursive script that reads "Annie Levinsky". The ink is dark and the signature is fluid and legible.

Annie Levinsky  
Executive Director

Veronica Barela  
151 So Stuart St  
Denver, CO 80219

Mr. Tim Stroh  
Historic Colorado/State Historical Fund  
1200 Broadway  
Denver, CO 80202

Dear Mr. Stroh,

As a Latina woman who was born and raised in Denver's La Alma/Lincoln Park Neighborhood I am requesting that you support the grant application submitted by the City & County of Denver's Landmark Preservation Program that would prepare a context of the Latino History in Denver. I was also the President /CEO of NEWSIED C.D.C. for 40 years in the same neighborhood so I have spent my life there and I am a walking history book concerning its history. Denver has a rich cultural Latino history. La Alma/ Lincoln Park during the 80's and 90's had the largest Latino population.

A historic context should be inclusive of people that know the history of Latino's in Denver from many perspectives. Denver has a rich and unique Latino heritage and incorporating this historical context will allow Latino families to talk about how their families settled in Denver and their contributions to its history. A great number of Latino's are being displaced in Denver due to gentrification and Denver's neighborhoods are rapidly shifting and losing its Latino population. I am totally in support of the Cities Landmark Preservation Program submittal of this very important grant to conduct a historic context of Denver's Latino Heritage.

Sincerely,

A handwritten signature in black ink that reads "Veronica Barela". The signature is written in a cursive, flowing style.

March 13, 2020

Mr. Tim Stroh  
State Historical Fund  
1200 N. Broadway  
Denver, CO 80203

Dear Mr. Stroh,

I am a member of the Historic District Committee of the La Alma Lincoln Park Neighborhood Association, a City Registered RNO. I am writing to support the City of Denver's grant application to prepare a context on Denver's Latino history.

The City of Denver's Community Planning and Development agency is seeking funds for a Denver Latino Historic Context. This project would recognize an important influence on the History of Colorado, from some of the earliest settlers to the more recent Chicano movement. The Context Project would identify local landmarks associated with Denver's Latino heritage, providing context for historical influences and the City's strong growth.

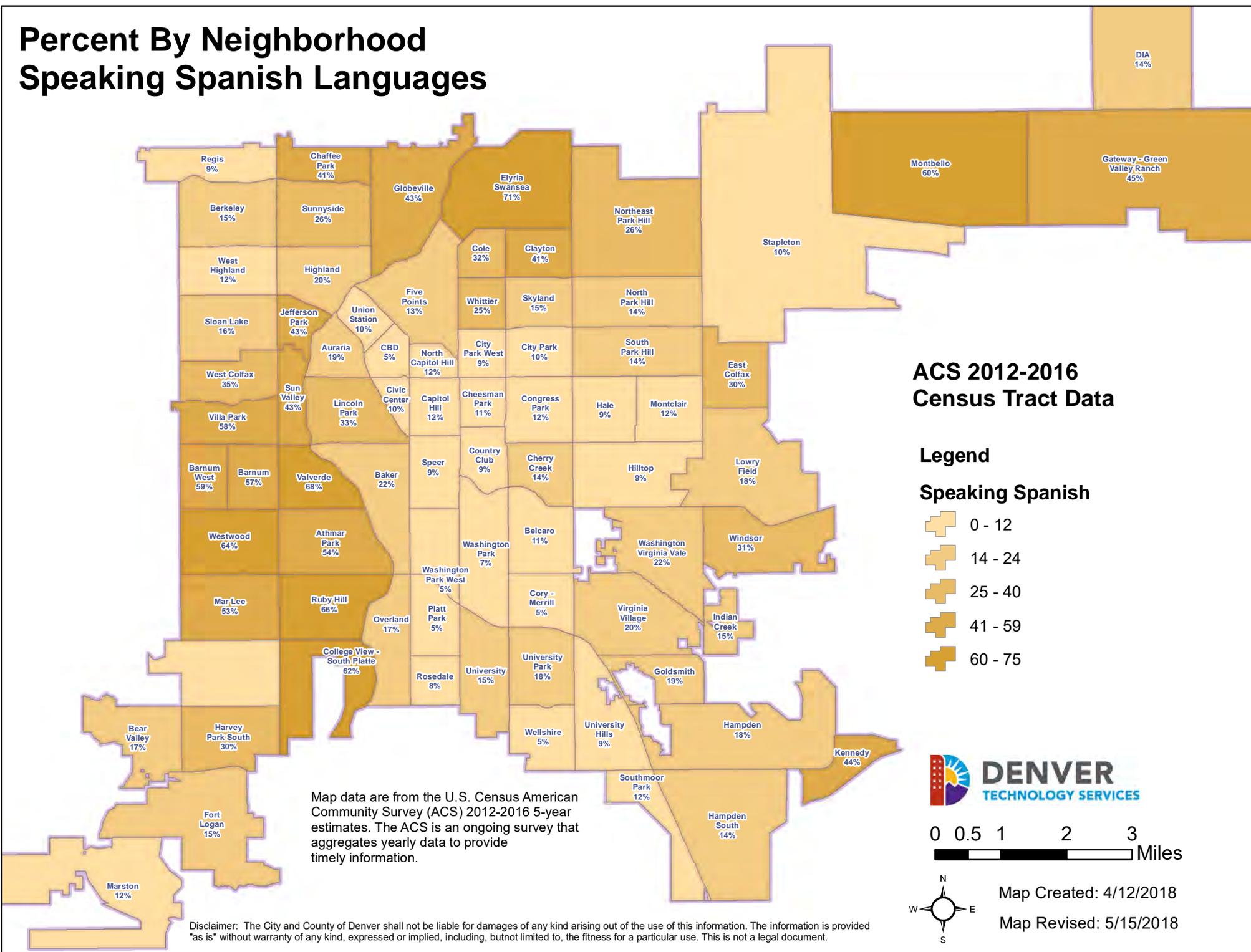
The La Alma Lincoln Park Neighborhood is recognized as a centerpiece of Latino culture in Denver. Our neighborhood has benefited from the long-standing influence of Latino residents, including the important events of the Chicano movement in Lincoln Park itself. This neighborhood is special because it embodies the unique flavors of Latino culture. The Context Project would further recognize those important contributions.

I urge you to fund this effort to enhance the diversity and character of Denver. Thank you for your consideration.



David Griggs

# Percent By Neighborhood Speaking Spanish Languages



## ACS 2012-2016 Census Tract Data

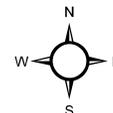
### Legend

### Speaking Spanish

- 0 - 12
- 14 - 24
- 25 - 40
- 41 - 59
- 60 - 75

Map data are from the U.S. Census American Community Survey (ACS) 2012-2016 5-year estimates. The ACS is an ongoing survey that aggregates yearly data to provide timely information.

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Map Created: 4/12/2018

Map Revised: 5/15/2018