

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Not for Publication: Vicinity: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

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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 19th AND EARLY 20th 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.)

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 2018.¹ 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.²

The front portico faces a concrete plaza bordered by low concrete walls.³ 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.⁴

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

¹ 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.

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

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

⁴ 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.⁵ 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

⁵ 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.⁶ 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

⁶ 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.)

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

Criteria Considerations:

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

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.⁷ 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 1954.⁸ 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).⁹ 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."¹⁰ 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,

⁷ 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.

⁸ 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.

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

¹⁰ "Classical Revival," History Colorado, *Historic Architecture and Engineering Guide*, 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."¹¹ 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.¹²

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

¹¹ 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.

¹² 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.¹³

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.¹⁴ 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.¹⁵

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.¹⁶

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."¹⁷ 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 ..."¹⁸

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.¹⁹ 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.

¹³ 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.

¹⁴ 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.

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

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

¹⁷ Bennett, *The Junior High School*, 8.

¹⁸ Haskin, "A Short Cut to Education."

¹⁹ 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.²⁰ 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.²¹ By 1928 Colorado had 177 junior high schools.²²

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."²³

Students in the junior high school program comprised 435 of the district's total enrollment of 4,026.²⁴ 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.²⁵

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.²⁶

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.²⁷

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

²⁰ Bennett, *The Junior High School*, 34 and 39.

²¹ 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.

²² *Denver Post*, December 31, 1928, 41.

²³ *Pueblo Chieftain*, September 1, 1918, 3.

²⁴ *Pueblo Chieftain*, September 5, 1918.

²⁵ *Pueblo Chieftain*, February 7, 1922, 6.

²⁶ 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.

²⁷ 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 1958.²⁸

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.²⁹ 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.³⁰ 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.³¹ 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."³²

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."³³ 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.³⁴ 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.³⁵

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.³⁶ 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.³⁷ A 1930

²⁸ 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.

²⁹ Risley, *How It Grew*, 151.

³⁰ It is not known why Stickney design an asymmetrical façade.

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

³² *The Tom Tom* (Pueblo, Colorado), April 1930, 1.

³³ Risley, *How It Grew*, 151-53.

³⁴ Risley, *How It Grew*, 153.

³⁵ Risley, *How It Grew*, 154.

³⁶ 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.

³⁷ 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.³⁸

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.³⁹ 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 1962.⁴⁰

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.”⁴¹

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 1939.⁴² Central had three principals during its first decade of operation, including Lemuel Pitts (1927-28), Raymond E. Redmond (1928-36), and Paul Kirk (1936).⁴³

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.⁴⁴ 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

³⁸ *The Tom Tom*, April 1930.

³⁹ DeHerrera, Thomas, and Yost, *Industrial Utopia*, 103.

⁴⁰ US Census Bureau, Census of Population, World War I Draft Register Cards, and Marriage Records, www.Ancestry.com.

⁴¹ Michigan State Historic Preservation Office, *An Honor and an Ornament*, 18.

⁴² *The Tom Tom*, April 1930 and January 1939.

⁴³ *The Tom Tom*, January 1939, 11.

⁴⁴ 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.”⁴⁵ 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*.⁴⁶ 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.⁴⁷ 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.”⁴⁸ 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.⁴⁹

School Superintendent John Francis Keating. John Francis Keating, the school’s namesake, served as School Superintendent for District 20 from 1896 through 1936.⁵⁰ 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.”⁵¹

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

⁴⁵ 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.

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

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

⁴⁸ Risley, *How It Grew*, 222-23.

⁴⁹ Risley, *How It Grew*, 176.

⁵⁰ 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.

⁵¹ 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.”⁵² 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.”⁵³

Later Uses and Closure

In 1946 Pueblo School Districts 1 and 20 merged, forming School District 60.⁵⁴ 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.⁵⁵ 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.”⁵⁶ 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.⁵⁷

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.

⁵² Dodds, *They All Came to Pueblo*, 207.

⁵³ Unidentified Pueblo newspaper clipping (Keating obituary), 1937, 12

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

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

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

⁵⁷ 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.”⁵⁸

In 1959 the school district expanded Keating, constructing a gymnasium on the rear near the southwest corner.⁵⁹ The district renamed the facility Keating Middle School about 1972, reflecting another national trend.⁶⁰ 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 1980.⁶¹ An auxiliary gymnasium and media center were added abutting the older gym in 1976.⁶² In 1979 a federal assessment reported that Keating’s student body included high concentrations of students from low income families.⁶³ 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 2020.⁶⁴

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.⁶⁵

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⁵⁸ Kim Mackey, Pueblo, Colorado, email to Thomas H. Simmons, July 27, 2020.

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

⁶⁰ 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.

⁶¹ 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.

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

⁶³ *Federal Register*, March 17, 1979, 14271.

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

⁶⁵ Corinne Koehler, Pueblo, Colorado, email to Thomas H. Simmons, May 29, 2020.

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Simmons, R. Laurie and Thomas H. Simmons. *Historical and Architectural Survey of Selected Denver Public Schools, 2000-2001*. Prepared for Denver Public Schools. Denver: Front Range Research Associates, Inc., August 17, 2001.

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Taylor, Ralph C. "Colorful Colorado: 89 Years of Central High School." *Pueblo Chieftain*, November 28, 1971. 2C.

The Tom Tom (Central/Keating Junior High School, Pueblo). 1937-41.

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Yourick, Thomas A., ed. *The Magnificent Century, 1882-1982: A Pictorial History of Central High School, Pueblo, Colorado*. Pueblo: Central High School, 1982.

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 46th 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.

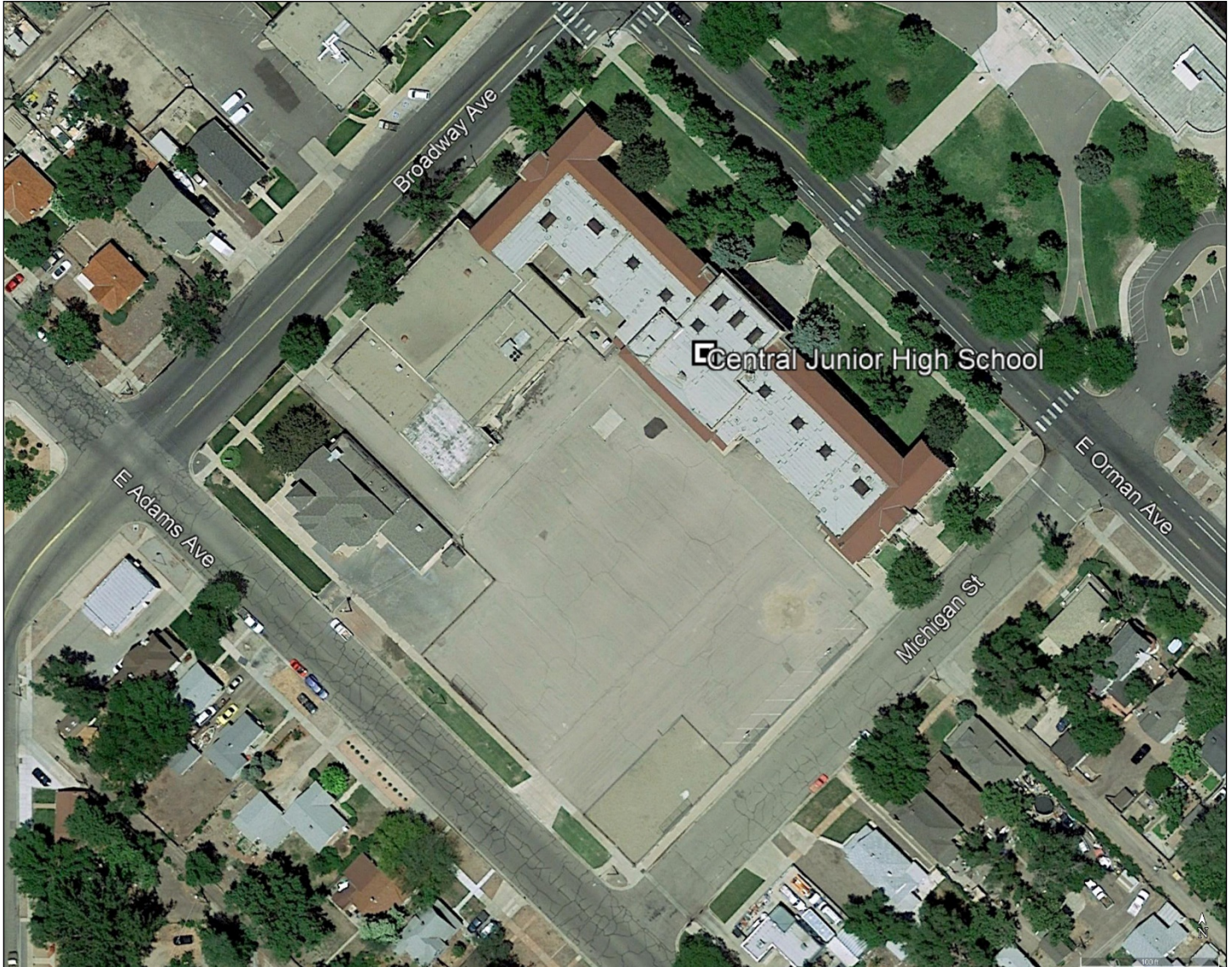
12 of 13, The playground and the rear (south) wall of the school are shown from near the southeast corner of the block in this undated (ca. 1950s) view. SOURCE: Pueblo County Historical Society, Pueblo, Colorado.

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

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Location Map

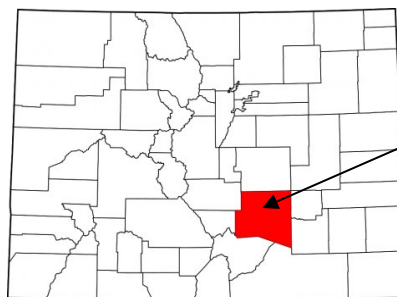


The labeled point indicates the location of the nominated resource, which has the following coordinates:

Latitude: 38.253048

Longitude: -104.625967

Image Date: June 1, 2018



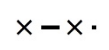
State Perspective:
Central/Keating
Junior High School

Sketch Map

Sketch Map CENTRAL JUNIOR HIGH SCHOOL/ KEATING JUNIOR HIGH SCHOOL

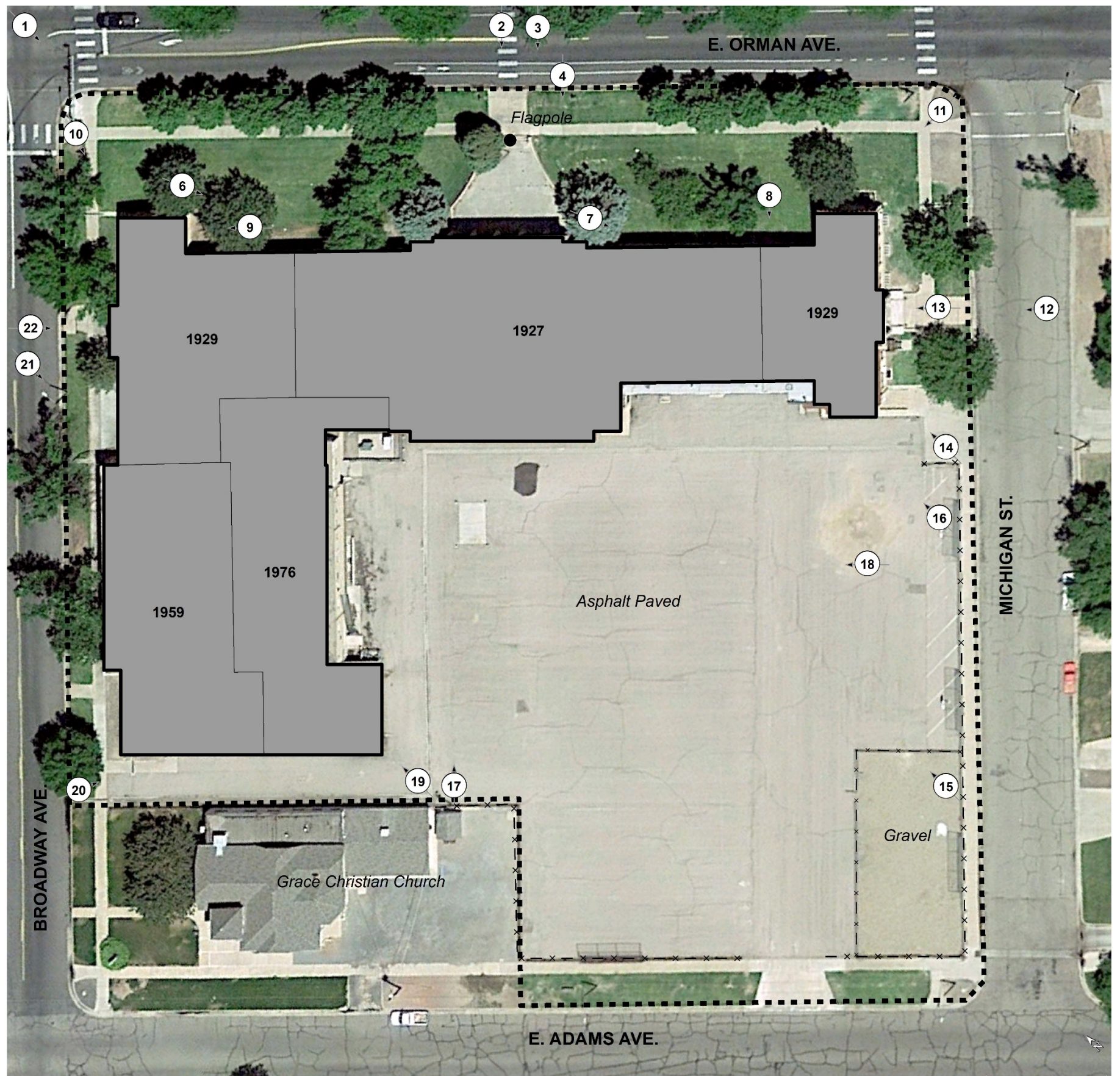
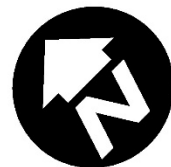
 National Register Boundary

 Photographic Location and Camera Direction

 Chainlink Fence

Numbers within the building footprint are years of construction.


0 122 ft.



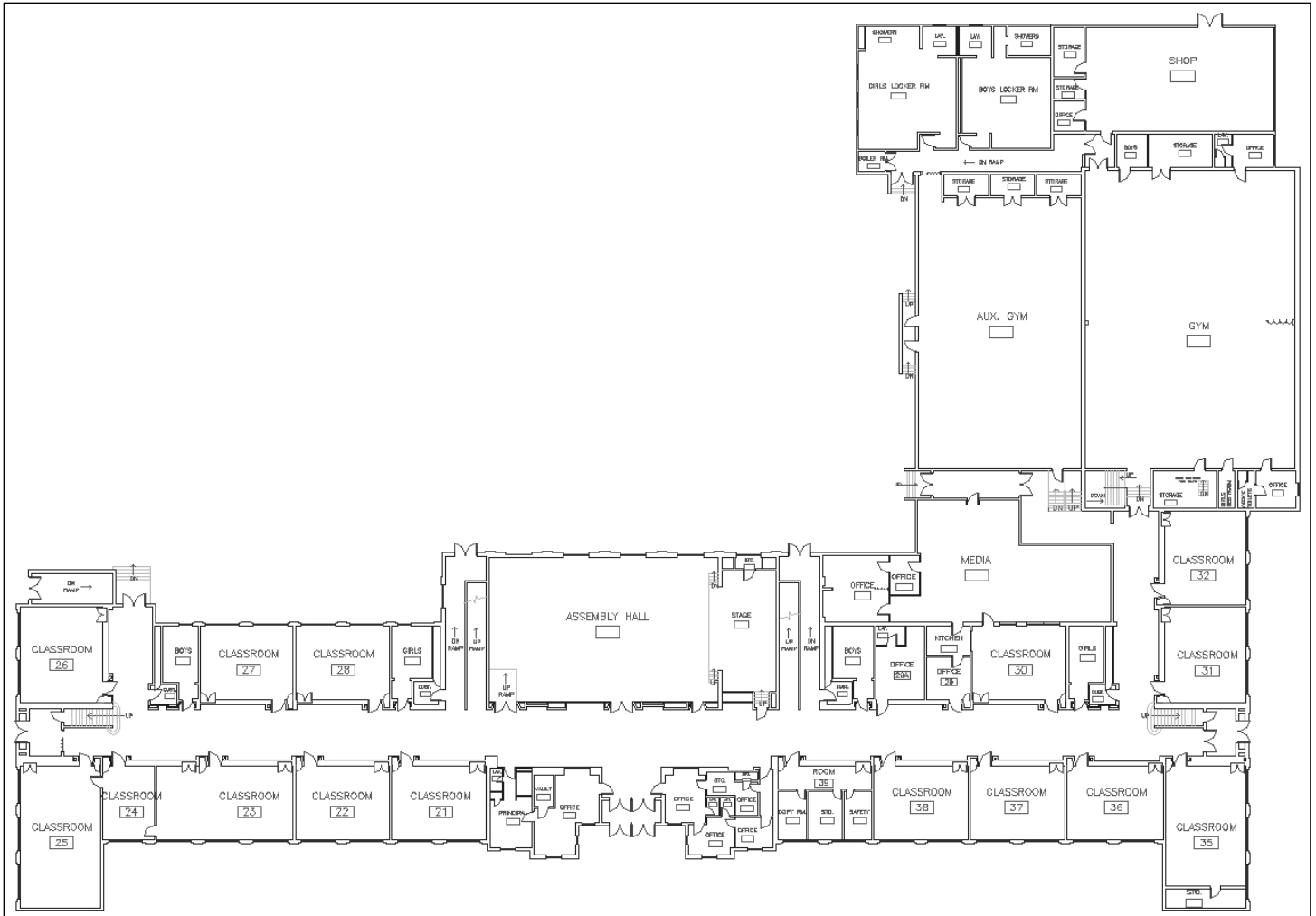


Figure 1. This drawing shows the present configuration of the first story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

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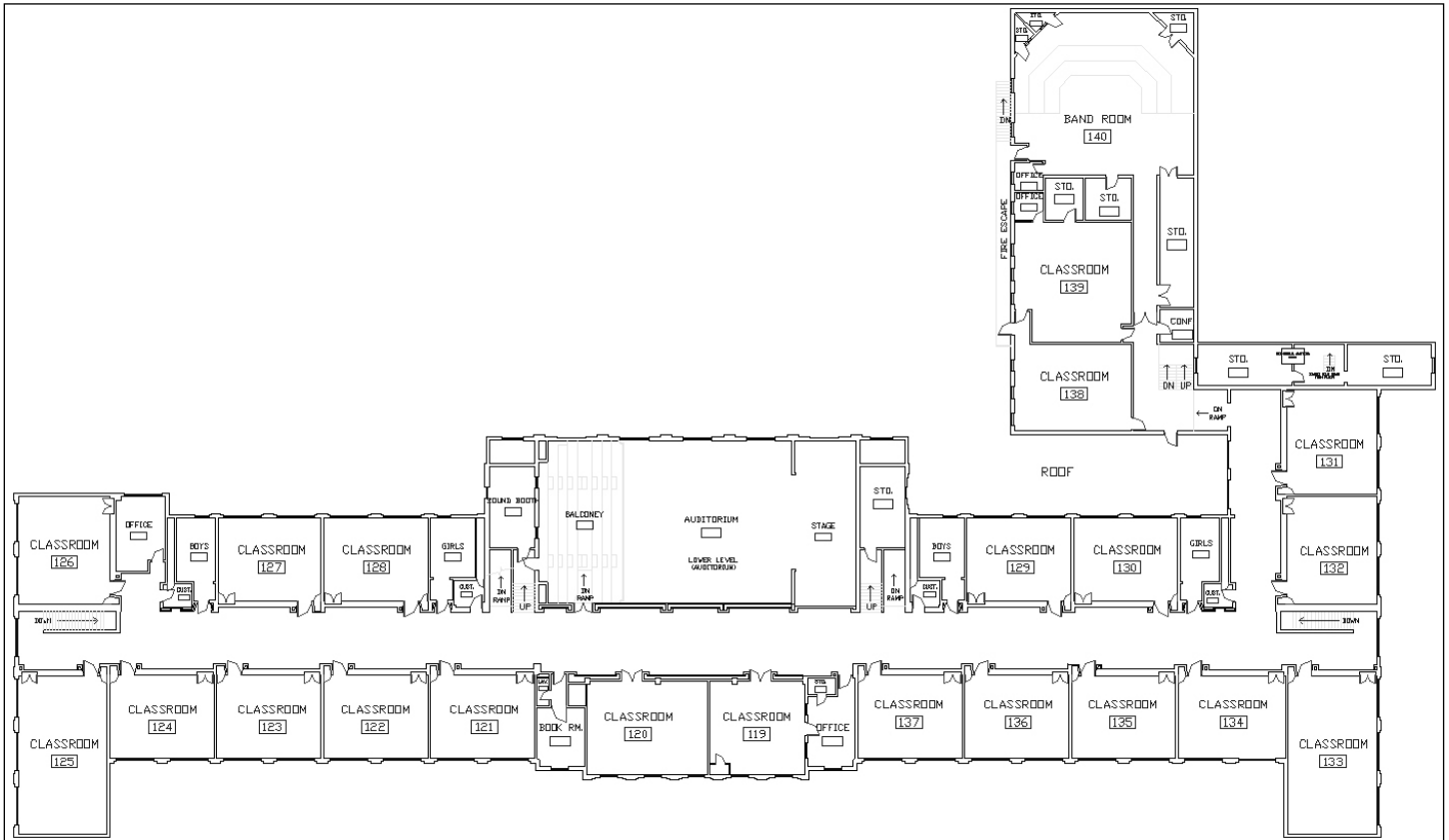


Figure 2. This drawing shows the present configuration of the second story of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

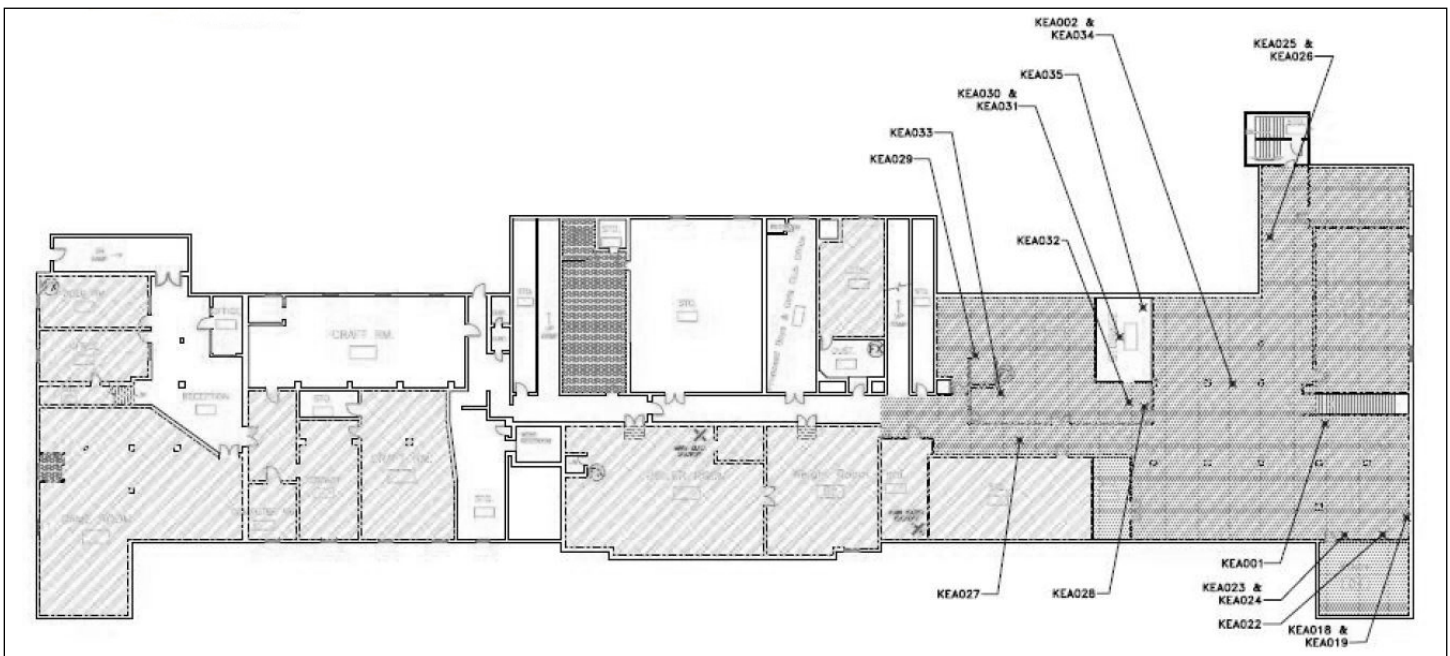


Figure 3. This drawing shows the present configuration of the basement of Keating Junior High School. Northwest is to the right. SOURCE: Pueblo School District 60, Pueblo, Colorado.

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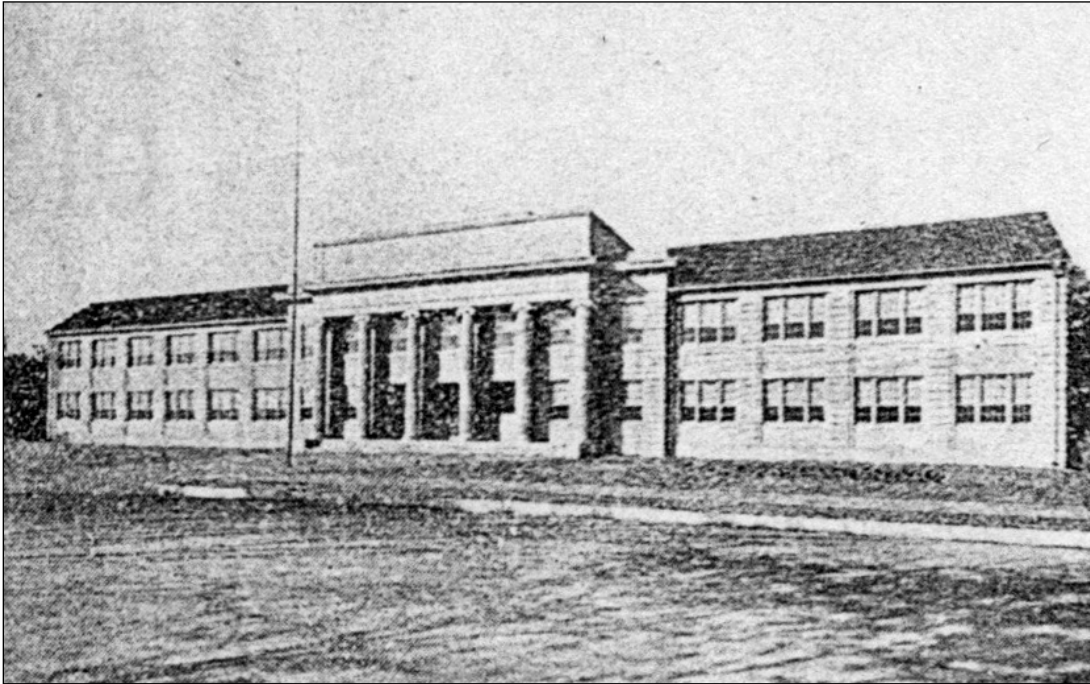


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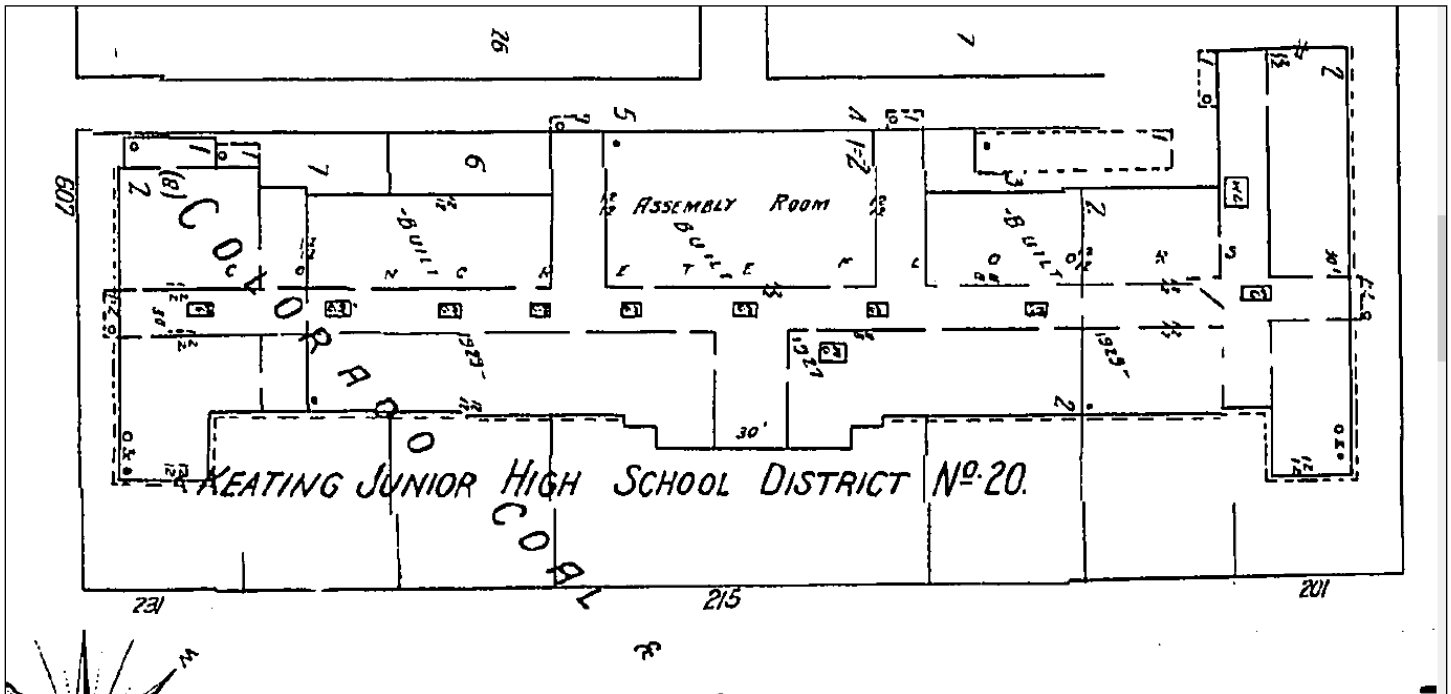


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