

United States Department of the Interior
National Park Service

National Register of Historic Places Multiple Property Documentation Form



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

☒ New Submission ☐ Amended Submission

A. Name of Multiple Property Listing

Public Schools in Cheyenne, Wyoming, from 1911 to 1954

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Public Education in Cheyenne, Wyoming, from 1868 to 1954

C. Form Prepared by

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D. Certification

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

Glenn Rissely 5/1/05
Signature and title of certifying official Date

SHPO
State or Federal agency and bureau

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

Linda McClelland 8/22/05
Signature of the Keeper Date

Table of Contents for Written Narrative

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

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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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 120 hours per response including the 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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E. Statement of Historic Contexts

Organization of Multiple Property Group

The Multiple Property Documentation Form is a listing of Public Schools in Cheyenne, Wyoming, from 1911 to 1954, and includes one historic context, The History of Public Education in Cheyenne, Wyoming, from 1868 to 1954. The educational facilities were identified during a historical survey of public schools conducted by Rosenberg Historical Consultants for the Cheyenne Historic Preservation Board and the City of Cheyenne Planning Office in 2003-04. The buildings are located throughout the various residential and commercial areas of Cheyenne, so that a contiguous National Register district is not feasible.

The multiple property documentation form identifies one property type, Education, with two subtypes, school (primary and secondary) and education-related (gymnasium), which are significantly associated with the context. The context serves to describe and identify the different types of public schools in Cheyenne, Wyoming. The property type and subtypes are derived from the Data Categories for Functions and Uses utilized by the National Register Registration Form. The context statement outlines general historic developments related to the theme. The discussion of property types includes a description of physical characteristics, an evaluation of significance, and registration requirements for each property type and subtype. The schools included in this multiple property group are listed in Table 1.

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Table 1. Cheyenne Historic Schools Included in this Nomination

No	Building Name	Address	Date of original building	Architect	Site No.
1	Cheyenne High School (LCSD No. 1 Administration Building)	2810 House Avenue	1921	W.R.Dubois	48LA1012
2	Lulu McCormick Junior High School (Emerson State Office Building)	2001 Capitol Avenue	1929	Dubois and F.H. Porter	48LA857
3	Mabel Fincher School (Triumph High School)	2201 Morrie Avenue	1940	F.H. Porter	48LA1020, 48LA1337
4	Deming Elementary School	715 West Fifth Avenue	1945	F.H. Porter	48LA1287, 48LA2109
5	Corlett Elementary School	600 West 22 nd Street	1940	W.R.Dubois	48LA1418, 48LA475
6	Park Addition School (Chaplin School; vacant)	1100 Richardson Court	1921	F.H. Porter	48LA1290
7	Churchill Elementary School	510 West 29 th St.	1911	W.R.Dubois	48LA2797
8	Hebard Elementary School	413 Seymour Avenue	1945	Porter and Bradley	48LA2798
9	Johnson Junior High School (First Assembly of God)	711 Warren Avenue	1923	W.R.Dubois	48LA2799
10	Storey Gymnasium	2811 House Avenue	1950	Porter and Bradley	48LA2801

Historic Context: The History of Public Education in Wyoming, from 1868 to 1954

The concept of free public education

The unique American concept of free, nonsectarian public education was woven into the fabric of American society by the time Wyoming became a territory in 1868. The first statute in America providing for the establishment of a school system was enacted by the government of Massachusetts in 1647, and the earliest New England schools were established so that children

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could learn to read the Bible. Thus, the concept of the public school has its roots in Puritan New England. Selectmen in each township were responsible for seeing that schools were built, usually by the parents in the districts. Subscription schools evolved, which were partially supported by wealthier parents who could spare their children from farm labor. The overall funding came from a number of sources, including subscriptions, tuition, land rental fees, and taxes. Teachers received only a subsistence salary and were often paid in goods, such as barley or corn. Many students were merely taught in the homes by their mothers or in "dame schools" by unmarried or widowed older women. As the overall philosophy of the American population changed during the Age of Enlightenment, parents began to view their children differently. Seventeenth-century notions that children were inherently evil had evolved by the nineteenth century, when children were more likely to be considered inherently good. Andrew Gulliford (*America's Country Schools*, 1984) stated: "Children were then considered to have minds like blank slates; they were encouraged to learn a variety of skills and subjects in addition to biblical injunctions."

Thomas Jefferson was one of the leading advocates of free public education. He believed that an educated electorate was imperative to a true democracy. His concept of allocating land for public education was formalized in the Northwest Ordinance of 1784, which set aside a section in each township for support of public schools. However, land leases were seldom sufficient to fund schools due to the abundance of land, and later land grant money earmarked for education seldom filtered down to the actual funding of schools. Thus, in the new frontier settlements that spread westward, parents had to provide for their children's education as best they could. Depending on the relative wealth of a community, teachers could be hired and schools built, leased, or rented. "Bunkhouse schools" were common in Wyoming, where classes were taught by mothers, widows, or single young women in available buildings, often the bunkhouse, on ranches on a seasonal basis. By the time Wyoming became a territory in 1868, the battle for tax-supported public education had already been fought and won by placing control of local schools and taxation in the hands of local citizens. Thus, tax-supported public schools and a well organized school system were written into law by the first territorial legislature of Wyoming.

Early education and the first territorial legislature

Education played a vital role in Wyoming from the inception of territorial status in 1868. Previously, the first school was established for officers' children at Fort Laramie in 1852, and in 1860, Judge W.A. Carter built a school at Fort Bridger and hired a teacher for his own children and a few of the other children. However, neither of these facilities could be considered public schools.

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Public schools were first established in 1868 in the new railroad towns of Cheyenne and Laramie in the southeastern portion of the territory. The first public school in western Wyoming was established at South Pass City in 1870. James Stillman organized the school and was the first teacher. Stillman taught about twenty pupils in a log cabin with a dirt floor and roof. He did not receive a salary until the first taxes were levied in Wyoming.

The first session of the Wyoming Legislative Assembly in 1869 organized the territorial school system in "An Act providing for the organization of school districts, schools and for other purposes." The act was based on the Dakota Territory Statutes of 1862. Because this act represents the basis of the educational system in Wyoming, it is worth studying in detail. The general organization was quite simple, consisting of a territorial superintendent of public instruction (the territorial auditor), a county superintendent for each county, and the establishment of school districts within each county. For the yearly sum of \$500, the superintendent was given a wide range of powers and responsibilities. He was granted "general supervision" of all the school districts in the territory and was responsible for putting the school system into operation. He recommended a uniform series of textbooks and a course of studies to be used by the districts. He prepared forms to be used in the submission of reports to him by the various county superintendents. He was further responsible for making all rules and regulations that were necessary for carrying the act into full effect and distributing these regulations to the districts and counties. He reported to the territorial legislature each year. School funds were distributed evenly among the counties. However, the funds were based on the "aggregate number of the days attendance of the scholars attending the common schools, in the several counties, as reported by the county superintendent of each county." The first superintendent, then, was an all-powerful figure during the establishment and organization of the territorial school system.

The county superintendent also wielded a wide range of power at the county level. He was responsible for creating districts within the "settled part of the county." These boundaries could be changed by him at any time or by a vote of two-thirds of the legal voters in any district. He also examined all prospective teaching applicants and issued teaching certificates authorizing qualified applicants to teach public school in the county for one year. He was encouraged to choose applicants on a competitive basis and issue certificates that were graded according to their qualifications. He was required to visit each school at least twice each term and could "dismiss all teachers he may find to be incompetent." It is interesting to note here that the territorial legislature assumed that all county superintendents would be male. The term "he" is used throughout the description of the county superintendent's duties. This later changed, and many of the county

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superintendents were female. The county superintendent also held the purse-strings and had to keep a strict accounting of all receipts and expenditures. These records were subject to inspection by the superintendent of public instruction or the directors of the district boards at any time. He also apportioned the county school tax and all other money appropriated for the support of the schools among the districts "in proportion to the number of persons reported to him by the respective district clerks." The territorial legislature took quite seriously the matter of school finances and the county superintendents' duties and could invoke a penalty of one hundred dollars upon him if he failed to make all necessary reports. Finally, the county superintendent was paid a rate fixed by the county commissioners from the county treasury. He was also reimbursed for job-related expenses.

School taxes for the support of the schools were levied by the county commissioners. They were not to exceed more than two mills on the dollar "of the assessed value of all taxable value, real and personal, within the county." The county treasurer then held all school funds subject to the draft of the proper officers.

The various school districts in a county were organized by the formation of a board of directors consisting of a director, clerk, and treasurer. The board of directors was elected annually by all qualified voters within the district. Qualified voters were those persons over twenty-one who had resided in the district for thirty days and were liable to pay a school tax. The board of directors were delegated the powers of the assembled qualified electors in a district. Those powers included determining the number of schools to be established; the site and the length of the school term; establishing taxes and taxable property as necessary for any deficiency in the fund for the payment of teachers; purchasing or leasing a site for a school house; building, renting, or purchasing a school house and keeping it in repair; and buying books for the schools, and stationery and supplies for the board and district meetings. The board or district meeting could also determine "what branches of learning shall be taught in the schools." The board also appointed a committee to visit the respective schools on a monthly basis "to aid the teachers in establishing and enforcing rules for the government of schools, and see that the teachers keep a correct list of the pupils, the time which they attend school, the branches of learning which each is studying, and such other matters as may, in the opinion of the board, tend to promote the welfare of the school."

Section 24 (Wyoming Territorial Legislature of 1872) was a particularly interesting provision in light of the recent conclusion of the Civil War: "Where there are fifteen or more colored children within any school district, the board of directors thereof, with the approval of the county

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superintendent of schools, may provide a separate school for the instruction of such colored children."

Teachers were assured their salaries, even if the treasurer did not have enough funds on hand at any given time to pay them. In such an event, the parents of the pupils had to pay the balance. However, there were no provisions concerning the rights of teachers. It appears that they could be dismissed at the whim of the county superintendent without recourse and had little or no say over the curricula. However, one enlightened provision (Title VII, Section 9) stated that there could be no discrimination in pay between the sexes "when persons are equally qualified." The territorial act concerning schools was approved on December 10, 1869.

The *Revised Statutes of Wyoming* dated January 1, 1887, listed the school laws in effect at that time, just three years prior to statehood. Some changes in education had been legislated since 1869; for example, the territorial librarian became the superintendent of public instruction in 1873, after the second territorial assembly had temporarily abolished the office. Under the law of 1876, the duties of the superintendent of public instruction remained essentially the same, and the superintendent had the power to grant certificates of qualification to teach in any public school in the territory. The superintendent could also grant honorary teacher's certificates for those teachers who had taught in the territory for five successive years (the honorary certificates were repealed in 1888). This certificate was good for a five-year period.

One of the major additions to the school laws was the establishment of the teachers' institute in 1877. The purpose of the institute was for "the instruction and advancement of teachers." The institute was held on a yearly basis, and attendance later became mandatory. One of the main purposes of the institute was to "discuss and decide upon a series of books and a system of education which shall be uniform throughout the territory, to the exclusion of all others." Therefore, it appears that there was very little choice in curricula on the county, district, or individual school level.

The duties of the county superintendent remained much the same, except that each school district within a county was then apportioned a sum of \$150 for teachers' salaries. The superintendent could grant a certificate "to any person of requisite ability and qualification" for two years, or could renew a certificate without re-examination.

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District officers were still elected by a yearly district meeting of all qualified voters. However, the three officers were then elected for one, two and three-year terms. In school districts having a population exceeding one thousand, the number of trustees could be increased to six, and only two would be elected at each annual district meeting for a period of three years. Further election laws were enacted in 1886, providing for election judges and clerks and the use of a ballot box.

As of 1886, the district boards were required to advertise bids for school construction or improvements over \$200. Education also became compulsory by law in 1876, and it was the responsibility of the parents to see that their children attended some school at least three months a year. Those parents having children between the ages of seven and sixteen who neglected or refused to send their children to school were subject to a \$25 fine for each offense. It was considered the duty of all law enforcement officials to report any child found "living idly and loitering about the streets or thoroughfares and spending time in an idle and dissolute manner."

The section providing for segregated schools from the 1869 laws remained on the books. The law still prevented any discrimination in pay according to sex, and finally, the teaching of physiology and hygiene became mandatory in the schools. The teacher had to pay special attention "to the effects of alcoholic drinks, stimulants and narcotics upon the human system."

Education after statehood

Organization of state education. The State Constitution of Wyoming in 1890 dealt with education in a general way under Article VII. By this date, the educational system was well organized and had been functioning for over twenty years. As stated in Section 1, a body of state laws had to be enacted by the state legislature to provide for "the establishment and maintenance of a complete and uniform system of public instruction, embracing free elementary schools of every needed kind and grade." State funding for schools was derived from the sale of public lands within the state, the sale or lease of Sections 16 and 36 in each township, and the lands selected in lieu of the state sections. The income from these and other sources was to be equally divided among the counties, according to the number of children of school age in each. The constitution stated that none of these funds was to be used to support private or parochial schools. It also stated that the legislature should require any child between the ages of six and eighteen to attend school "for a time equivalent to three years." Discrimination as to sex, race, or color was forbidden in the public schools. Section 11 of the Wyoming State Constitution of 1890 contained a progressive

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statement concerning textbooks: "Neither the legislature nor the superintendent of public instruction shall have power to prescribe textbooks to be used in the public schools."

The *Revised Statutes of Wyoming* for 1899 are quite similar to the school laws previously enacted by the territorial legislature. The section dealing with segregated schools (Section 552) was still included in the laws. However, as the result of an educational survey of Wyoming conducted in 1916, Monahan and Cook (1917) stated that "Apparently, however, no such segregated schools have ever been established, Negroes being admitted to the schools with whites." Nevertheless, the *Biennial Report of the Superintendent of Public Instruction* tallied "Colored" student enrollment separately.

Upon approval of a bond issue in a district election, the school board trustees could issue and sell bonds for the building and furnishing of school houses. Article V of the *Revised Statutes* provided for the creation of public kindergarten schools for children between the ages of four and six. The school board was also empowered to purchase the textbooks necessary for their schools.

Article VII, Miscellaneous Provisions, contained some interesting laws. For example, under Section 608, a person was prohibited from using insulting and abusive language to any teacher in or about any public school house or to disturb any public school or district meeting. It was also a misdemeanor punishable by fine to damage or destroy school property, or deface property with "language or pictures or figures or signs of an obscene character." Section 614 prohibited discrimination in the employment of teachers in regard to "pay on account of sex, nor on account of the religious belief of the applicant for the position of teacher, when the persons are equally qualified, and the labor the same." Under Section 624, the school board of any district could establish industrial or manual training schools.

The 1899 Statutes also created the State Board of Examiners, whose duty it was to prepare uniform examination questions and to serve as a court of appeal from the decisions of the county superintendents. Section 626 established four grades of teachers' certificates. The certificates were based on the results of examinations in various subjects.

In summary, public education was well organized in Wyoming and claimed high priority in early statehood days. The foundation for public education had been established as early as 1869, and it was utilized, improved, and expanded over the years, through post-World War II consolidation. Any portion of Wyoming with a sufficient number of school age children was quickly

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organized and provided with educational facilities and teachers. However, the territory, the state, and the individual counties and districts were not liberal in the amount of money allocated for the education of its children. Teachers were paid very small salaries and then charged for room and board. School facilities, equipment, and textbooks were minimal, and education was a part-time endeavor for students in the early years. However, considering the frontier environment, it is probable that the citizens were doing their best.

By 1916, the Wyoming school system was organized under a State Department of Education headed by a state superintendent of public instruction elected every four years by popular vote. The state superintendent was also an ex officio member of the board of trustees of the State University, the State Board of Charities and Reforms, and the State Land Board. The superintendent's duties included collecting and filing all papers, reports, and public documents transmitted to him by the school officers in the several counties each year, keeping a record of all matters pertaining to the business of his office, and reporting biennially to the governor. He apportioned school funds to the counties, prepared the state course of study, appointed the State Board of Examiners and issued certificates on their recommendations, and filed and published price lists of textbooks of approved publishers.

County superintendents were in charge of all schools within their counties and were elected for two-year terms by popular vote. By 1916, eighteen of the twenty-one county superintendents were women with an average salary of \$710.

Each district was under the administration of a local board of three persons elected every three years; one term expired each year. According to a 1916 educational survey:

The directors have practically unlimited power to maintain the kind of schools they wish in their district with but little interference from higher authority. They are legally required to employ teachers certified by the State superintendent, to follow the course of study, and to maintain a minimum term of 120 days. No special provision is made to enforce these laws, however, and in many instances they are not complied with (Monahan and Cook 1917:23).

In 1907, the legislature enacted the Compulsory Education Law so that school attendance was compulsory for all children between the ages of seven and fourteen. Such children were required to "attend *some school* during the first six months in which the public schools are in

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session in the district in which these children reside." The provision also allowed for the appointment of a truant officer in towns with a population of 2,500. The term varied in length throughout the state from forty days to 220 days, the average being 163 days.

Teacher certification. The *Revised Statutes of Wyoming*, issued in 1899, created a set of laws governing teacher certification. Section 626 established four grades of teachers' certificates. The first was known as a state or professional certificate. There were also three grades of county certificates, which were earned by taking examinations. Applicants took exams in orthoepy (the study of pronunciation), orthography (spelling), reading, penmanship, arithmetic, language lessons, English grammar, geography, civil government, the history and constitution of the United States, the constitution of the State of Wyoming, physiology and hygiene, and the theory and practice of teaching. Applicants who passed the exam with a seventy percent average received a third grade certificate. Those passing with an eighty-five percent average received a second grade certificate. In order to receive a first grade certificate, applicants were required to pass the above exam, plus an exam in the additional subjects of rhetoric, elementary algebra, natural philosophy, plane geometry, English literature, political economy, physical geography, and bookkeeping.

The third grade certificate entitled the holder to teach for one year and could not be issued to any teacher more than once. A second grade certificate was good for one year, and the first grade certificate was good for two years. The state or professional certificate entitled the holder to teach in the graded and high schools for five years. If the teacher had remained active for at least two years during that time period, he or she was issued another five-year certificate at the end of that time period.

The exam results were kept on file and were available for inspection by interested school boards. A graduate of the University of Wyoming was exempt from taking the examination and automatically received a first grade certificate. Those who attended normal school, had teaching experience, and a diploma could also be exempted from the exam by the county superintendent. Many rural school teachers began teaching immediately after graduating from high school. Some had received credits in normal training during their senior year in high school or in a short six-week normal training course after graduation.

New certification regulations were adopted by the State Board of Education and went into effect on July 1, 1918. The Board was guided by the following principle, which stated that "...certification regulations should provide for the professional growth of teachers. For this reason

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emphasis is placed upon credits or the actual preparation for teaching rather than upon examinations."

Under the new regulations, a Class C certificate was valid only in rural schools, and required five semester hours or approximately six weeks of normal training. Class B rural certificates required fifteen semester hours or one-half year; Class A rural certificates required thirty semester hours or one year, with the major part in rural education. Class B and C city certificates required the same number of hours in normal training, but emphasized class work dealing with city school problems. Class C certificates were valid for one year, B for two years, and A for three years.

A professional city or rural certificate, valid for life, was granted to graduates of two year courses in normal schools, or applicants with sixty semester hours of normal training.

Class 3 High School certificates required two years of college work and eight semester hours in such professional subjects as psychology, practice teaching, principles of teaching and special methods. They were valid for three years, and the holders could teach grades seven through ten. Class 2 High School certificates required three years of college work and twelve semester hours of professional work. They entitled the holders to teach grades seven through twelve and were valid for four years. Class 1 High School certificates required graduation from a standard college with sixteen semester hours in professional work. They entitled the holders to teach grades seven through twelve and were valid for life. Provisional Class A, Professional, and Class 1 High School certificates were issued to those who did not have the required years of experience. As soon as they met the qualifications, they were issued permanent certificates.

Three classes of Administrative certificates were issued to principals and superintendents. Class 3 required two years of college with ten hours in education, including school administration and supervision. The holder could be principal of schools with grades one through ten, and the certificate was valid for three years. The Class 2 certificate required three years of college work and fifteen semester hours in education. The holder was qualified to be a principal of high schools, grades nine to twelve, and a superintendent of school systems having ten grades. The Class 1 Administrative certificate required graduation from a standard college with at least twenty semester hours in education. It was valid for life and allowed the holder to be a superintendent of school systems having grades one through twelve.

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Other special certificates were issued to teachers of home economics, agriculture, music, drawing, manual training, physical education, commercial branches, and penmanship. These required four years of high school with at least six hours in education. Vocational certificates were granted to teachers of vocational agriculture, trade and industrial subjects, and home economics. The certificates required graduation from standard colleges or universities with at least fifty percent of the credits in the subject to be taught, fifteen semester hours of professional training, and from one to three years of actual vocational experience. Finally, temporary certificates were issued to teachers who met the prerequisite requirements of normal training work but who needed to take examinations. They were only valid until the examination was held.

Gender and salaries. The hiring policies and marital status of the western "schoolmarm" has resulted in a great deal of folklore. Because women were at a premium during the settling of the West, a new single female school teacher often found herself the focus of much male attention. Western school districts often advertised in eastern newspapers and magazines to lure teachers onto the frontier. Some school board members reportedly required photographs from prospective teachers and judged them more by appearance than qualifications. Single men often attempted to be elected to the school board in order to have a voice in the selection of the new teacher.

Statistics for Wyoming's territorial period reveal that in 1871 and 1872, there were an equal number of men and women teachers. However, this ratio soon changed, and from 1874 to 1881, there were three female teachers to every male teacher. The overall number of teachers increased dramatically from 1883 to 1890 (the year of Wyoming's statehood), and the ratio of female teachers to male teachers increased to more than four to one. There is no doubt, then, that most of the teachers hired during this time period were female. The dominance of women in teaching can probably be traced to the fact that during most of this early time period, teaching was one of the few professional occupations open to women who wanted to pursue a career, and the salaries were often considered too low by men who were the sole support of a family.

Speaking in 1908, the superintendent of public instruction addressed the problem of lack of men in teaching and attributed it to low pay:

The salaries of teachers have not increased correspondingly with the increased cost of living or in proportion to the increase in remuneration in other lines of work generally. Other lines of work have been holding out inducements that show so much great prospect of ultimate financial betterment that many of the young men

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and women eminently fitted for the work of teaching have withdrawn from it and entered other fields. This is true to a greater extent of men than of women, with the result that the education of children is principally in the hands of women (*Biennial Report of the Superintendent of Public Instruction 1907-1908*:9).

Many school contracts had a clause forbidding or assessing monetary penalties for marriage. Sums of money were sometimes withheld from monthly salaries, so that a teacher would not marry at least until the end of the school year. Other contracts had three-year non-marriage clauses. This seeming inconsistency of hiring single women to provide mates for bachelors and then firing them if they married probably reflected the mores of the time, when only one family member was expected to earn a living. This policy gradually changed through the 1920s and 1930s, and during teacher shortages in World War I and II, emergency teaching permits were issued to many married women who were former teachers. In general, it appears that the importance of marital status depended on how desperately a school district needed a teacher. Many former teachers in Wyoming agree that the 1930s was the most restrictive period, perhaps due to the Great Depression and shortage of jobs.

No one entered the teaching profession intending to get rich. Salaries were low and varied from district to district, depending on the generosity of each school board. Between 1876 and 1889, the average annual teaching salary (men and women combined) in Wyoming Territory was about \$61.00 per month. After statehood, the *Biennial Reports of the Superintendent of Public Instruction* tabulated average monthly salaries for the various counties. By 1907-1908, the average teacher's salary had risen only to \$69.15.

Laramie County schools were indicative of other counties in the state during this time period (see Table 2). By 1890, the ratio of female to male teachers stood at six to one, and their respective salaries were equal. However, the salary disparity grew to as high as two to one in favor of male teachers by 1894, then began a gradual yet uneven decline into the early twentieth century. Women's salaries had still not closed the gap in Laramie County by 1920, but the ratio of women to men in the teaching ranks had risen to twelve to one by 1917.

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Table 2. Teachers' Average Monthly Salary, Laramie County, 1890-1917 (*Biennial Reports of the Superintendent of Public Instruction*)

Year	No. Male teachers	No. Female teachers	Monthly salary, male	Monthly salary, female
1890	10	60	59.33	59.33
1891	8	65	52.02	52.02
1892	8	75	58.28	58.28
1893	5	89	138.00	57.59
1894	4	86	138.00	57.06
1895	11	102	91.66	48.39
1896	8	91	63.49	45.41
1897	10	98	59.00	50.45
1898	10	100	61.41	45.68
1899	8	111	62.88	52.00
1900	12	109	57.40	47.53
1901	11	109	54.72	54.84
1902	10	128	57.00	47.20
1903	10	128	61.66	45.11
1904	7	125	78.77	49.41
1905	7	127	72.05	50.11
1906	10	124	68.72	51.02
1907	9	125	74.83	51.01
1908	11	139	75.14	51.61
1909	15	154	76.50	56.69
1910	20	191	75.02	57.41
1912	15	216	67.91	53.82

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1913*	13	146	62.00	57.00
1914	14	154	76.00	58.00
1916	21	165	61.16	58.25
1917	9	108	68.33	60.00

*A portion of Laramie County was divided into Goshen and Platte Counties

Although sex discrimination in salary had been prohibited by law since 1869, by the early twentieth century, the salary of men was higher in every county in the state except for Weston County. In 1916, the monthly salary of teachers in Wyoming varied from \$42 to \$145; the average was \$82 for men and \$58 for women. The average yearly salary below high school level in 1922-23 was \$1080 for women and \$2000 for men.

Courses of study. Uniform courses of study and textbooks were recommended by the superintendent of public instruction under the first school laws passed by the territorial legislature in 1869. The various district school boards actually bought the textbooks and also could recommend "branches of learning." In 1868, in the first school in Cheyenne, studies included "...reading, spelling, writing, physical and descriptive geography, mental and written arithmetic, algebra, grammar, composition and declamation, interspersed with lectures on prominent and useful topics, and map exercises" (Haley 1956:44). The annual Teachers' Institute, formed in 1877, also discussed textbooks and uniform courses of study. The State Constitution of 1890 restricted the legislature and the superintendent of public instruction from choosing textbooks that would be used in the public schools. The district school boards purchased textbooks from textbook publisher lists distributed by each county superintendent.

Uniform courses of study and textbooks that would be used throughout the state remained a major objective of the superintendent of public instruction. On July 12, 1893, the state superintendent called a meeting of the county and city superintendents of schools, and a list of textbooks was selected for use throughout Wyoming, as required by Chapter 72 of the Session Laws of 1888. Many of these books could be found in the rural and city schools of Wyoming in the 1910s and 1920s. Baldwins' Readers, Barnes' History, Milnes' Arithmetic, Appelton's or Harper's Geography, and Baldwin's or Steele's Physiology were all in common use in schools during this time period. Other reading books included Robinson Crusoe, Hawkeye, Animal Stories, and Grizzly Bear Stories.

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In 1896, the superintendent of public instruction published a "List of Books Recommended for School Libraries." This list included many of the classics, such as Shakespeare, Dickens, Defoe, Cooper, Hawthorn, Longfellow and Scott. There were numerous poetry and prose selections from Whittier, Longfellow, and Emerson. Many of these volumes were from the *Riverside School Library* collection. Books for teachers included *Methods of Mind Training*, *Teaching the Language Arts*, and *School Management*.

In 1899, the state legislature passed the Free Text Book Law. The school board directors in each district were required to purchase all the textbooks needed for each school. The books were purchased with the public school land income fund distributed to each district annually. The textbooks were then owned by the district and "loaned to pupils while pursuing a course of study therein, free of charge."

In 1913, a law provided for the preparation of a Wyoming State Course of Study for elementary schools. The state superintendent of public instruction was responsible for drawing up the course of study. Thus, Wyoming finally had its own uniform curriculum. Subsequent legislation in 1919 and 1920 required the State Board of Education to prescribe standards regulating the general course of study for both elementary and high schools. Suggested state courses of study were distributed to the various counties. Therefore, by the early 1920s, teachers were provided with state courses of study and state-approved textbooks and other reading material. Unless the teachers brought in additional reading matter of their own, they had only limited control over the curricula.

In addition to reading, writing, arithmetic, phonics, history, and geography, children might also study physiology, nature, drawing, humane treatment of animals, safety, character, agriculture, music, art, and poetry. These subjects depended on the inclinations and talents of the teacher. Cooking, handcrafts, and good grooming were also taught by some of the school teachers. Older students studied algebra, English composition, the classics, civics, and world history. Spelling was an important subject that resulted in spelling bees or contests on a regular basis.

By 1915, elementary schools were divided into departments. The Primary Department included grades one and two, the Intermediate Department included grades three through six, and the Grammar Department included grades seven and eight. Any grades beyond eight were considered high school. A booklet entitled *Suggestive Course of Study for the Elementary Schools of Wyoming*, written by the state superintendent of public instruction, was a guide for teachers that

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spelled out in minute detail the appropriate subjects for each grade. It also included suggestions for patriotic exercises with lyrics to state and national songs and the words for flag salutations. It even included dozens of recipes for home economics classes. The booklet guided the classroom teacher through each period of the day for each grade level and must have been an invaluable tool, especially for inexperienced teachers.

Public education in Cheyenne

The establishment of Cheyenne, Wyoming. The City of Cheyenne traces its roots to the first transcontinental railroad, which built through what became southern Wyoming in 1867-68, an epic part of western history. The railroad's construction required thousands of men in an era of intensive manual labor. Women and men entered Wyoming to serve the needs of the railroad and thereby helped create a new cultural landscape tied to the railroad. Cheyenne, then, was built solely to serve the railroad, and emerged in a short time span in country that previously lacked permanent settlements. It developed astride the tracks of the Union Pacific Railroad, like an island in a sea of sagebrush connected to other towns by wooden ties and metal rails. Along these rails, steam locomotives carried a new generation of emigrants into the western interior.

The benefits derived from this railroad were many and immediate. Population grew rapidly in cities selected as railway terminals. Western land grant acreage and government homestead laws provided the motivation to utilize this new transportation system. The Union Pacific crossed extensive grazing lands and mineral-rich areas of southern Wyoming Territory. The presence of the railroad spurred the development of these natural resources.

The Cheyenne townsite was surveyed on July 9, 1867, and was named after one of the indigenous Indian tribes. The original townsite was four miles square and laid out with blocks, lots, and alleys. The lots first sold for \$150 each. On July 25, a small frame house was built among the tents on the corner of Sixteenth and Ferguson (Carey) and became the first building in the new town. When the tracks reached the townsite on November 13, 1867, the end-of-track town already had a population of 4000 people (the majority male), a town government, two daily newspapers, and an estimated 200 businesses. Fort D.A. Russell and the quartermaster storehouses at Camp Carlin were established at Cheyenne and became the most important military presence in the Rocky Mountain region, supplying military posts throughout the area. The military provided not only protection but a needed source of income from the military payrolls. A rail spur was built from the

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mainline of the Union Pacific Railroad to the storehouses at Camp Carlin in 1868. A wide variety of goods was shipped via rail to Camp Carlin, then freighted across the region via wagon.

On February 26, 1868, the Union Pacific voted to establish machine shops at strategic points for the whole interior route. The railroad company chose Cheyenne as the site for the principal depot and repair shops in the Rocky Mountain region. Cheyenne was a convenient midway point along the Union Pacific mainline between the cities of Omaha and Ogden. Due to Cheyenne's location at the eastern base of the Laramie Range, it was necessary to assist and repair engines and rolling stock for the steep haul to the 8,200-foot summit.

Although half the population moved on when track construction continued, Cheyenne's future was assured when the Union Pacific Railroad constructed repair shops and a twenty-stall stone roundhouse and turntable in 1869. The "elegantly designed" engine house was among the first permanent structures in Cheyenne.

The Territory of Wyoming was created on July 25, 1868, and Cheyenne was designated the temporary territorial capital by the first Governor, Brigadier General John A. Campbell. The various offices of the territorial government brought in twenty to thirty thousand dollars a year in salaries to the local economy. Cheyenne had the largest population of any city in the territory, and once designated as the seat of government, this position was vehemently defended by its residents.

The 1870s marked the beginning of Wyoming's range cattle industry, which played a key role in Cheyenne's history and economic development. Early cattlemen amassed large holdings in Laramie County by utilizing the public domain or railroad land. The Union Pacific owned a forty-mile swath of alternate sections of land across its right-of-way in southern Wyoming Territory. The Swan Land and Cattle Company, the Wyoming Hereford Ranch, the Warren Livestock Company, and many others established large ranches in the Cheyenne region. These open range operations depended on vast areas of the public domain for grazing.

From about 1875 to 1887, Cheyenne enjoyed a boom period based largely on cattle ranching. Spectacular profits were made during the 1880s, with some investments yielding as much as a thirty percent profit in a single season. Foreign speculation, particularly British, was prevalent in Laramie County. Many entrepreneurs from England and Scotland who came to Wyoming formed large cattle companies with their headquarters in Cheyenne. To accommodate

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the "cattle kings," remittance men, and others associated with the livestock industry, the Cheyenne Club was erected in downtown Cheyenne in 1881. It symbolized the exploitation of the western livestock industry by eastern and European capital, and it became the political, social, and economic center of the cattle industry and Wyoming.

By 1884, the population of Cheyenne had soared to 7,000, and it had evolved from a rough-hewn railroad town to a modern city. The livestock interests centered in the city were valued at fifteen million dollars. As a result, Cheyenne became the wealthiest town per capita in the United States. Ferguson (Carey) Avenue was lined with the mansions of merchants and cattlemen, and became known as Millionaires' Row. Life was much more comfortable for the cattle barons in Cheyenne than on their isolated ranches, and was replete with telephone service (as of 1882), electric lights, phonographs, free mail delivery, and a street railway (as of 1888).

Cheyenne's public schools. Shortly after the establishment of Cheyenne, the education of its children became an issue of concern. On October 19, 1867, a letter to the editor and an article in the *Cheyenne Daily Leader* encouraged the development of a school for the 120 to 125 school-age children residing there. The City Council appointed a committee to arrange for a school building, and the first public school in Wyoming was constructed in November-December 1867, and a formal dedication ceremony held on January 6, 1868, on a night when the temperature plummeted to 23 degrees below zero. It was located in the block bounded by West 18th and 19th Streets, and Carey (formerly Ferguson) and Pioneer (formerly Eddy) Avenues (Block 329). The building measured seventy feet by twenty-four feet and was divided into two rooms by a partition of folding doors. It had an enrollment of 114 students in February 1868, sixty boys and fifty-four girls.

The first school board election was held on February 19, 1868. S.M. Preshaw was chosen as the director, Judge Kuykendall, treasurer, and J.M. Pyper, clerk. School District No. 1 was organized on November 7, 1868, and covered an area of 270 square miles and included six rural schools.

M.A. Arnold, who had solicited the subscriptions for Cheyenne's first school, was appointed its first teacher. His tenure lasted only three months, when he was replaced by Dr. J.H. Hayward, who resigned after three days. Early school history proved contentious, with the citizens of Cheyenne protesting Arnold's removal and suggesting that the school board members resign. The first Laramie County superintendent, the Reverend Joseph W. Cook, had difficulty obtaining and

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keeping qualified teachers. A succession of teachers, including Charles G. Wilson and W.G. Smith, were dismissed by him, the latter for going on a spree and forcing the school to be closed. The Reverend Charles L. Morgan became the teacher in the fall of 1871 and was also the superintendent. N.E. Stark replaced him about a year later. By 1874, the Cheyenne school had an enrollment of 131. Teachers were paid about \$50 per month, and school terms lasted four to five months a year. Although a law was passed by the Wyoming Legislature in 1869 making school attendance compulsory, it was difficult to enforce. Superintendent Stark wrote several editorials in 1872 encouraging parents to see that their children attended. A strict disciplinarian, Stark was brought up on charges for whipping a pupil. He was found guilty of assault and battery and fined ten dollars and costs. However, it appears that he managed to keep his position and was still involved with the Cheyenne schools as late as 1886. A reporter observed in May 1878 that Professor Stark was teaching astronomy, intellectual philosophy, chemistry, Latin, Greek, and physical geography. Stark had six other teachers under his command. A Mr. Wells, an upper grade teacher, taught music and calisthenics. The walls of the classrooms were attractively decorated with pictures and flowers.

In 1886 Cheyenne adopted a two-track high school program that allowed pupils to choose between a college prep course or a "business" course of study. Report cards were first issued in 1901, and according to Elizabeth Hawes, county superintendent, "...parents are enabled to keep in touch with the child and see the progress he has made from month to month. It has done much to interest the parents in school work." By 1905-06, the Cheyenne schools had a student population of 1,446 and employed 36 teachers. Cheyenne High School had an enrollment of 171 students and graduated 23 in 1906. In 1913-14 agriculture was added to the curriculum of all schools in Laramie County as a regular branch of study, and the Cheyenne city schools included Manual Training for boys and Domestic Science for girls. Mother's clubs gradually evolved in the schools, and by 1915-16, there were three Parent-Teacher Associations in Cheyenne.

Subsequent superintendents in Cheyenne were J.O. Churchill (1885-1903), H.E. Conrad (1903-1905), S.S. Stockwell (1905-1912), Ira B. Fee (1912-1918), Andrew S. Jessup (1918-1938), and Jessie L. Goins (1938-1955).

Cheyenne school buildings, 1871-1900 (razed)

Central School. Cheyenne's first substantial permanent school was built in 1871. A large two-story brick edifice was constructed at the northeast corner of Capitol Avenue and West 20th

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Street (on the current site of the Emerson Building). Known as Central School, it was built in three phases. The east wing was the original portion. A middle portion was added in 1876, and the west wing in 1879-80. Eventually the school building and a separate brick gymnasium and hall, added between 1907 and 1912, occupied the entire block (Block 265). The school was demolished in 1929 to make room on the same site for the new Lulu McCormick Junior High School, named after the woman who had been principal of Central School from 1896-1927.

Johnson School. As the town grew, other schools were constructed to better serve the needs of the various residential neighborhoods. On the south side, the original Johnson School was a two-story brick building constructed in 1883 and expanded to eight rooms in 1911. It occupied all of Block 473 at the northeast corner of East 11th Street and House Avenue. It was named after Edward Payson Johnson, an early Cheyenne attorney who also served seven years as United States District Attorney. He was secretary of the Board of Education when the original Central School was built. A separate wood frame kindergarten and four individual wood frame school rooms were added along the north perimeter of the block between 1912 and 1923 to accommodate the increasing enrollment. When the Union Pacific Railroad expanded its freight yard, most of the blocks between Twelfth and Tenth Streets were demolished, as was the Johnson School. The new two-story, brick, seventeen-room Johnson School was built in 1923 on Warren Avenue between East Eighth and East Seventh Street (Block 596).

Corlett School. Corlett (West End) School was constructed on the west side of town in 1884. The substantial two-story brick edifice was located on the east half of Block 208 at the northwest corner of West 22nd Street and O'Neil Avenue. There were four classrooms on the first floor and four classrooms on the second floor. A large two-story brick addition was built onto the west side in 1908. The original Corlett School was demolished in 1940, and a one-story Streamline Moderne elementary school was built on the southwest corner of the same block.

Converse School. Converse School was constructed on the east side of town in 1892. It was a two-story brick building facing East 20th Street between Pebrican and Russell Avenues (south half of Block 257). There were two rooms on each floor. A two-story brick addition with four rooms was constructed onto the north side in 1909. It was named after one of Wyoming's prominent pioneers, Amasa R. Converse. The building continued to function as a school until 1940, when the students began attending the newly-constructed Mabel Fincher School located only four blocks away. It then served as an apartment house known as the Converse Apartments. The building has since been razed.

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Cheyenne High School. The first high school in Wyoming was established in Cheyenne in 1875, and the first two graduates were Frankie Logan and Ella Hamma, both women. The student body was predominantly female for the first twenty-two years. In 1890-1891, a pressed-brick and red sandstone building was constructed at Central Avenue and West 22nd Street. This distinctive two and one-half story building with a central bell tower was built at a cost of \$41,700. It served as Cheyenne High School until the fall of 1922, when it was replaced by a new high school at 2810 House Avenue designed by William Dubois. The old building was converted into a junior high school until McCormick Junior High was completed in 1929. It was then used as an administration building for Laramie County School District No. 1 until it was demolished in 1964.

Cheyenne extant school buildings, 1900 to 1940

Churchill School. The oldest remaining public school in Cheyenne is the Churchill Elementary School. It is a two and one-half story tan brick building constructed in 1911 at a cost of \$32,100. It was designed by Cheyenne architect William Dubois and constructed by the Cuss Brothers. It was named after J.O. Churchill, who served as the superintendent of schools in Cheyenne from 1885 to 1903. The building is located at 510 West 29th Street on Block 16 of the Hellman Addition. The original building contained four classrooms on each floor and in the basement level. In 1951-52, a one-story, flat-roofed addition with six classrooms was built onto the west side of the original building component. The addition also included a gable-roofed brick auditorium on the south end.

Park Addition School. The Park Addition or Chaplin Elementary School was constructed in 1921 at a cost of \$43,050. It was designed by Cheyenne architect Frederick Hutchinson Porter and constructed by Archie Allison. Its architectural style is unique among the existing historic schools in Cheyenne and represents the Craftsman style with Prairie influences. It is located at 1100 Richardson Court and occupies Lots 1-6, Block 16 of the Park Addition. The one and one-half story side-gabled English bond brick building featured a truncated hipped roof and contained four classrooms on the first floor and two classrooms with auxiliary rooms on the second floor. It opened to students on November 28, 1921, and was originally called the Park Addition School. The school generally served the Park Addition to Cheyenne, which was platted in 1908. The Laramie County Clerk's Office recognizes the Pioneer Park Addition as a part of the Park Addition, so that the names are now interchangeable. This residential neighborhood is located south of Pershing Boulevard and west of Dillon Avenue. It represents the growth of the City of Cheyenne

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in the 1910s and 1920s and consists of a mix of masonry and wood frame Bungalows and Classic Cottages.

In 1948-49, a parapeted flat-roofed brick addition, also designed by Porter, was constructed on the north side of the school. After the addition was built, the name of the school was changed to the Chaplin School in honor of Miss Ruth Chaplin, who served as principal from 1921 to 1953. This building was subsequently replaced by the Chaplin Annex, two blocks to the west, which became the Pioneer Park School in 1956. The Park Addition School was sold by the school district in 1977 and then served as the "Children's Choice Child Care" center under private ownership. It currently stands vacant.

Cheyenne High School/Central High School. Cheyenne's senior high school was constructed in 1921-22 at 2810 House Avenue, on Block 11, of the Original City of Cheyenne plat. (It is currently the Laramie County School District No. 1 Administration Building.) The site was part of a 6.58-acre parcel that would eventually include the Gibson Clark School to the south and Storey Gymnasium to the east. Construction began on September 30, 1921. The three-story brick building was designed by William Dubois utilizing the Collegiate Gothic style and constructed by contractor John W. Howard at a cost of \$425,000. The center of the building was occupied by an auditorium on the first floor with an auditorium balcony on the second floor, and these components surrounded by classrooms. The third floor was composed of a cafeteria, laboratories, and classrooms. The boys' and girls' gymnasium, locker rooms, and furnace rooms were located in the basement. It replaced the original Cheyenne High School, built in 1890 at the southeast corner of West 22nd Street and Central Avenue. After the construction of the new high school, the old building became Cheyenne Junior High School. The new building was ready for occupancy on October 6, 1922, and was built to house 700 students. At the time of its construction, there was considerable opposition to its location as being too far from the center of the city. However, as the town rapidly expanded to the north, it was surrounded by residential neighborhoods including Lakeview and Capitol North within the Original City plat, the Hellman Heights Addition (1918), and north of Pershing Boulevard, the Pershing Heights Addition (1918, 1923), Moore Haven Heights Addition (1923), and the Airport Addition (1929).

A two-story brick addition was constructed onto the west side of this building starting in 1936 and was ready for use on January 3, 1938. This addition included a swimming pool in the basement and cost \$211,923.00. In 1955-56, a third story was added to the 1938 addition at a cost

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of \$68,688 and included three classrooms and enlarged the existing cafeteria. During the 1955-56 school year, the high school had a student population of over 1300.

Gibson Clark School. This school was constructed south of and adjacent to the high school at 2710 House Avenue on Block 48 of the Original City of Cheyenne plat. It was named after Wyoming pioneer Gibson Clark, who had served on the Board of Trustees of the District from 1891 to 1902. It was built on the same 6.58-acre parcel as the high school. The building was started on September 6, 1921, and completed during 1922. The two and one-half story red brick building was designed by Cheyenne architect William Dubois and is a simple, clean example of the Collegiate Gothic style. It was constructed by Fontaine and Larson at a cost of \$83,000.00. It housed five classrooms on the first and second floors, and a ground level that contained a kindergarten, a small auditorium, and auxiliary rooms. A one-story brick flat-roofed addition was constructed onto the north side of the building in 1952-53 that contained two classrooms and some small auxiliary rooms. It was designed by Porter and Bradley and built by the Miller Construction Company. Extensive remodeling of the building occurred in 1970 amounting to \$41,444.00. The building currently is used by the Triumph High School Community Based Occupational Education program.

Johnson Junior High School. This building was originally constructed as an elementary school for the South Side in 1923. It was located at 711 Warren Avenue and occupied all of Block 596, Original City of Cheyenne plat. It replaced the old Johnson School, which was razed for expansion of the Union Pacific freight yards in the early 1920s. Like its predecessor, it was named for Edward Payson Johnson, an attorney who first came to Cheyenne in the summer of 1867 and later served as Attorney General of Wyoming Territory, whose duties included public education. The voters of Cheyenne approved a bond issue of \$115,000 on April 26, 1923, and prominent Cheyenne architect William A. Dubois designed the school. The original portion is a two and one-half story red brick building facing east. It is an example of the Collegiate Gothic architectural style. It was completely renovated during the 1953-54 building program. After renovation, there were nineteen classrooms, an art room, facilities for girls' home economics, boys' industrial arts, vocal music rooms, a library, and auxiliary rooms. The first addition to the school was constructed on the west side of the original building in 1953-54 and consisted of a two-story flat-roofed brick addition. It contained classrooms, a cafeteria, an auditorium, separate gymnasiums for boys and girls, facilities for instrumental music, and auxiliary rooms. During the summer of 1955, a two-story, flat-roofed brick addition was constructed onto the north side that contained seven additional classrooms and auxiliary rooms, and a matching addition was added to the south side in 1956.

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The Johnson School was gradually transformed into a junior high as new elementary schools were constructed on the South Side. A seventh grade was added in 1947 with the opening of Rossman Elementary School, an eighth grade in 1948, and a ninth grade in 1949, when the Hebard and Cole Elementary schools were completed. The 1950s additions still could not keep up with the growing enrollment of nearly 700. A new Johnson Junior High School was constructed in 1983, and the old school was abandoned. It stood empty for a number of years before being purchased by the First Assembly of God Church, the current owner.

Lulu McCormick Junior High School. This school building is located at 2001 Capitol Avenue and occupies all of Block 265, the Original City of Cheyenne plat. (It currently houses the Emerson Office Building, owned by the State of Wyoming.) The central portion of this dark red brick building consists of three above-ground stories, and the north and south portions consist of two above-ground stories. It was designed by notable Cheyenne architect William Dubois in association with another prominent architect, Frederick Hutchinson Porter, and is the best remaining example of the Collegiate Gothic style among the Cheyenne schools. It was constructed in 1929 on the site of the original Central High School. A bond election was held in 1927 and the funding approved for \$450,000 for a new school. In March 1928 the architects' plans were accepted, and construction began in June. The building was completed on October 15, 1929, and was formally opened on November 12, 1929. The final cost was \$474,000 including equipment. Pupil capacity was 1,200. When first built, the school contained thirty-eight classrooms, including a gymnasium and library, and forty-four auxiliary rooms, including locker rooms, rest rooms, cafeteria, dining room, offices, store rooms, and an auditorium, which seated 1,222. When first built, the north side of the building was occupied by grades one through six. Vocational rooms were located on the "ground floor" (raised basement); principals' offices, classrooms, auditorium, and gym were on the first floor; the library and twelve classrooms were on the second floor; the cafeteria and three music classrooms were on the third floor. The building was named for Lulu M. McCormick, principal of the Central School from 1896 to 1928. The building continued to house Cheyenne's junior high until Carey Junior High and the new McCormick Junior High schools were constructed.

Mabel Fincher School. This school is located at 2201 Morrie Avenue and occupies all of Block 193, Original City of Cheyenne plat. It is a one-story brick ell-shaped building that is a fine example of the Art Deco style of architecture as applied to a school. It was designed by Frederick Hutchinson Porter and built by Jacob Weber. It was constructed in 1940 at a final cost of \$123,490 and opened for classes that fall. It was named after Miss Mabel Fincher, who served as a principal in Cheyenne schools for fifty years. The school consisted of ten classrooms, a kindergarten room,

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and auxiliary rooms. The basement area was later converted into five classrooms, a small auditorium, and a lunchroom. A "multi-purpose building" was added to the property in 2001 at a cost of \$166,650. The building currently houses Triumph High School.

Corlett Elementary School. This school is located at 600 West 22nd Street and occupies all of Block 208, Original City of Cheyenne plat. It is a one-story, flat-roofed tan brick building with an ell-shaped configuration that was constructed in 1940. It is a simple example of the Art Moderne style and was designed by prominent Cheyenne architect William Dubois and built by George McCann at a cost of \$221,139.00. The block on which it is located was formerly occupied by the West End School (also known as the first Corlett School), constructed in 1884, and this building replaced it when it was razed. The original portion of the 1940 building consisted of six regular classrooms and a kindergarten room on the first floor, and the basement consisted of an auditorium, lunchroom, and three temporary classrooms. As the school population grew, a north addition was built in 1948 at a cost of \$119,203.00, designed by Sam Hutchings and constructed by Ryer Realty. The addition followed the same design, scale and materials of the original building component, and consisted of six additional classrooms and auxiliary rooms. A detached one-story, gable-roofed steel building was added to the property in 1987 and serves as a gymnasium. Corlett continues to serve as an elementary school, but only grades K through three.

Post-World War II Cheyenne extant school buildings, 1945-1954

Cheyenne, like the rest of America, sank into the Great Depression in the late 1920s. A series of droughts in the early 1930s directly affected the livestock industry and resulted in crop failures. The oil and coal industries also suffered, and the Union Pacific laid off workers. Many of Cheyenne's banks also failed. President Roosevelt's New Deal program financed large public construction programs, including the Wyoming Supreme Court building in Cheyenne.

World War II and the resulting war buildup rescued the American economy from the Great Depression. Fort D.A. Russell, renamed Fort Francis E. Warren, was chosen as the location of a Quartermaster Replacement Center. This facility trained 122,000 quartermaster specialists in a two-year period. Three hundred eighty-seven new buildings were constructed to process 20,000 men at a time. This emergency building program, which generally used local contractors and laborers, and the presence of a boosted military population spending its money locally, had a tremendous positive impact on Cheyenne's economy.

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School construction was suspended in Cheyenne during World War II. When building resumed, Cheyenne's population had grown considerably for a variety of reasons including the proximity of F.E. Warren Air Force Base, the growth of the Cheyenne Airport which was still on the transcontinental air route, the establishment of the Cheyenne Modification Center at the Cheyenne Airport, where B-17 bombers were modified for the European and Pacific theaters, and the establishment and expansion of the Frontier Oil Refinery on the South Side of Cheyenne.

Schools constructed during the post-World War II expansion program utilized Modern architectural styles that abandoned historical precedents and eschewed traditional form and detail. The low clean lines, flat roofs, and banks of windows were somewhat reminiscent of elements of the earlier Streamline Moderne and International styles. Utility and cost were the two dominant factors in terms of design. As a result, all the schools built from 1945-1950 are very similar, and many were designed by the same architects.

Hebard Public School. This school (now Hebard Elementary) is located at 413 Seymour Avenue on Block 682 of the Original Cheyenne plat in the South Side neighborhood of Cheyenne. It is a one-story, flat-roofed, red brick building that was designed by Cheyenne architects Porter and Bradley and constructed by Jacob Weber in 1945-46 at a cost of \$97,262.00. It was the first school to be named after a classroom teacher, Miss Alice M. Hebard, who taught first grade at the old Johnson School for thirty years.

The South Side was a cohesive working class neighborhood that first developed in the late nineteenth century as an area of modest wood frame homes where Union Pacific railroad workers resided. The neighborhood was physically separated from downtown Cheyenne and the other residential neighborhoods by the Union Pacific tracks and freight yards. This physical isolation from the remainder of the city had its inconveniences, but it also served to give the South Side a distinct flavor, cohesiveness and independence that remains to the present. The South Side began to expand rapidly after the Union Pacific Division machine shops were constructed in Cheyenne in 1890. Then, in January 1923, the Union Pacific established a major freight terminal as a distribution point for Wyoming and adjoining states. As a result, the existing yards were expanded and a new freight terminal was built, and a new steel and concrete viaduct was built over the complex of tracks connecting the South Side to downtown Cheyenne. Construction of new housing followed for the increased work force. Although the north part of the South Side neighborhood that bordered the freight yards was demolished to make room for the new facilities, over three hundred new dwellings were constructed as the neighborhood expanded to the south and east. The South

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Side consisted of a rich mix of ethnic backgrounds including a Russian-German enclave, Italians, Greeks, and Slavic nationalities.

Although growth in the South Side and the rest of Cheyenne stagnated during the Great Depression, new growth was spurred by the construction of the Frontier Oil Refinery in 1940. The size of the refinery expanded in 1943, when it was chosen as the site for a government-built plant for producing aviation fuel. An 825-man work force was needed to construct and operate the plant and necessitated the building of low-cost workers' housing adjacent to the refinery.

The South Side school age population swelled proportionally during this time period, and Hebard was the first facility to be constructed to fill the need under a long-range plan adopted by the Board of Trustees. The original building was designed by the partnership of Porter and Bradley in 1945 and constructed by Jacob Weber. The original building component was the west portion facing Seymour Avenue, and it consisted of eight classrooms and auxiliary rooms. In 1948, a one-story brick wing was added to the north end of the original building, extending eastward along Fifth Street and forming an ell-shaped building. It consisted of seven classrooms, kindergarten facilities, and auxiliary rooms. It was designed by Sam Hutchings and built by Jacob Weber. In 1951-52, another east wing was added to the south end of the original structure consisting of three classrooms, lunchroom facilities, an all-purpose room, and auxiliary rooms. This wing was also designed by Sam Hutchings; a Mr. Snedaker was the contractor. Hebard continues to serve as an elementary school.

Rossman or Orchard Valley School. This school (now Rossman Elementary) is a one-story, flat-roofed, red brick building located at 916 West College Drive on Blocks 142 and 143 of Interior Heights, Second Filing. It was constructed in 1946 at a cost of \$117,616.31. It was designed by Cheyenne architects Porter and Bradley and constructed by Carl Christiansen. It was named after John Rossman, an early pioneer and business man of Cheyenne who was a member of the Board of Trustees from 1918 to 1935. The original portion of the building consisted of eight classrooms, kindergarten facilities, and auxiliary rooms. It was the second school (after Hebard School) constructed in the southern portion of Cheyenne under the long-term plan of the Board of Trustees. By 1953, the population of the area had grown to the extent that an addition was needed for Rossman School. It was designed by Kellogg and Hutchings and constructed by Reidsel-Lowe and Weber at a cost of \$94,709.00. The addition consisted of four additional classrooms. It was open for students at the start of the 1954-55 school year. In 1984, a detached one-story gable-roofed

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modular building was added to the west side of the property. Rossman School continues to serve as an elementary school.

Deming Public School. This school (now Deming Elementary) is located at 715 West Fifth Avenue in Block 1038, a triangular-shaped block, in the Capitol Heights Addition on the north side of Cheyenne. It is a one-story, flat-roofed, tan brick building without a basement. It was constructed in 1945 at a cost of \$111,098.60. It was designed by Cheyenne architect Frederick Hutchinson Porter and was constructed by the Weber Construction Company. The school was named after William C. Deming, a publisher and philanthropist. The original building component consisted of eight classrooms, office facilities, and auxiliary rooms.

The location of the school reflected the growth of the City northward beyond Pershing Boulevard in the Capitol Heights Addition (1923), Moore Haven Heights Addition (1926), and Pershing Heights Addition (1918, 1923). This northward growth intensified after World War II necessitating the building of this neighborhood elementary school.

William Deming donated \$20,000 toward the construction of a small auditorium for the Deming School, which was also designed by Frederick Hutchinson Porter and built by a Mr. Christensen. It was completed in 1948 at a total cost of \$38,238.44. The school population continued to grow, and by 1951, expansion was needed. Four more classrooms were added in two small additions located at the east and west ends of the building and were completed during the 1952-53 school year. This set of additions was designed by Porter and Bradley and constructed by a Mr. Hatcher. By 1956, Deming School consisted of twelve classrooms, kindergarten and office facilities, an auditorium, and auxiliary rooms. The remainder of the block is taken up with playground facilities.

Storey Gymnasium. First known as Cheyenne High School Gymnasium, this facility was constructed in 1950-52 to fill the city's need for better high school athletic facilities. A \$250,000 bond issue was passed by the voters of Cheyenne in 1949 for the new gymnasium. The architectural firm of Porter and Bradley designed the building, and it was constructed by Loren Hancock. The two-story, flat-roofed red brick building had a final cost of \$646,611.66. It was named in honor of William Storey, who served on the Board of Trustees from 1903 to 1911. Located directly east of the Cheyenne High School, the street between the two buildings was closed off after the gym was completed. At the time of its completion, it held one of the largest seating capacities for high school basketball in the region. In addition to the basketball arena

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located in the center of the two-story segment, the building included flat-roofed one-story components containing classrooms, offices, and locker rooms. Facilities also included a ROTC department consisting of classrooms, drill hall, rifle range, and armory. The building also contained rooms for wood shops and the instructional music program. The gymnasium first served Cheyenne (Central) High School, then was used jointly by Central and East after those individual high schools were constructed in the 1960s and 1970s. It is still used as a gymnasium and for other school events, but it may be replaced if and when individual gymnasiums are built at Central and East High Schools.

Cheyenne Architects and School Architecture

Two prominent Cheyenne architects and/or their firms were responsible for the design of all the historic schools included in the nomination. William R. Dubois designed Churchill School, Corlett Elementary School, Cheyenne High School/Central High School, Gibson Clark School, and Johnson Junior High School. Frederick Hutchinson Porter designed Park Addition (Chaplin) School, Mabel Fincher School, Hebard and Rossman Schools (with partner Bradley), and Deming School. Porter and Bradley were also responsible for the design of Storey Gymnasium. Porter and Dubois collaborated on the design of Lulu McCormick Junior High School.

William R. Dubois was born in Chicago, Illinois, in 1879. His father, William John Baptiste Dubois, was a map maker and engineer who worked on the construction of the Panama Canal; he died there and is buried in Panama. Little is known about William Dubois' early schooling, but he did study at the Chicago School of Architecture in the late 1800s. He served in the Spanish-American War and received his architectural training at a firm in Albuquerque, New Mexico. In about 1900, his firm sent him to Cheyenne as the supervising architect for the construction of the Carnegie Library. Dubois soon established his own practice in Cheyenne and in 1904, he married Dora Slack, daughter of E.A. Slack, publisher of the *Cheyenne Daily Sun*, later the *Cheyenne Tribune*. In about 1909, Dubois built a home at 1222 West 32nd Street in the Park Addition, only two blocks from the entrance to Fort D.A. Russell, now F.E. Warren Air Force Base, where he and his wife raised five children.

During a career in Cheyenne that spanned forty years, Dubois designed a wide range of residential, commercial, industrial, and public buildings in Cheyenne and across Wyoming. His buildings exhibited varied architectural styles and influences, such as Beaux Arts Classicism and Romanesque Revival. He proved his ability to master evolving styles through the decades; by the

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early 1940s, his buildings reflected the very latest in styles, such as Streamline Moderne. It is impossible to understate the impact of this architect on Cheyenne and Wyoming. His massive commercial buildings in the Cheyenne downtown historic district (described below) lent the young town its character of permanence and reliability, and as the decades passed, his ability to adapt to changes in architectural styles gave Cheyenne the appearance of modernity.

Almost every Cheyenne student in the early and middle years of the twentieth century passed through one of the many Dubois-designed public schools. His schools, as well as his other public and commercial buildings, reflect the evolving range of Dubois' architectural styles. The oldest remaining public school in Cheyenne is the Churchill School, designed by Dubois in 1911, a tall simplified building utilizing elements of the Foursquare style. In 1921, Dubois designed the Cheyenne High School (later called Central High School), using the more detailed and elegant Collegiate Gothic style. Dubois also designed the nearby Gibson Clark School in 1922, using a simple and clean version of Collegiate Gothic. He used a similar style in 1923 for Johnson Junior High School on the South Side. The premier example of the Collegiate Gothic style in Cheyenne is Lulu McCormick Junior High School (now the Emerson State Office Building). Dubois teamed up with Frederick Hutchinson Porter in 1928-1929 to produce one of the foremost buildings in Wyoming. Decorative terra cotta detailing in a range of colors is one of the distinctive elements of this building. In 1940, Dubois designed his last public school, Corlett Elementary. By then, he was using elements of the Art (Streamline) Moderne architectural style, which he also applied to the Eagles' Building and the Greyhound Bus Depot (see below).

Dubois' early designs were reflected in several important commercial buildings located in downtown Cheyenne. These included the Capitol Avenue Theater (1905), the Majestic Building originally the First National Bank (1907), the Plains Hotel and the Grier Furniture Building (both in 1911). All were substantial multi-story brick masonry buildings that included denticulated cornices with brackets and reflected typical commercial designs of the period. The Plains Hotel featured interior ornamentation that was a mixture of Native American and western motif. Some of these features were removed or destroyed at one time, but both the exterior and interior of the Plains were faithfully renovated in the early 2000s. The exterior of the Hynds Building (1919) was clad with white terra cotta blocks resulting in a clean, stark look, and architectural ornamentation was minimal except for unusual leaded glass windows above and nearly hidden by the street level awning. The liberal use of terra cotta reflected the growing popularity and use of this material, which became readily available through catalogues in the early twentieth century.

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During his prolific working life, Dubois was responsible for the design of many of the most important public buildings in Cheyenne, many of which are still standing. In addition to his many public schools, he designed extensions to the existing wings on the Wyoming State Capitol in 1915-1916. These additions reflected the original architectural style of the Capitol (French Renaissance), which was constructed in 1888. A fine example of Dubois' evolving style was represented by the nearby State Supreme Court Building, built in 1937. Considered one of Dubois' most interesting governmental buildings, it contained elements of the Neoclassical and Art Deco architectural styles.

Dubois also designed six buildings on the University of Wyoming campus in Laramie, including the Student Union building and the Half-Acre Gymnasium, the latter a collaboration with Wilbur Hitchcock. This partnership also produced the Albany County Courthouse in Laramie. Other Dubois-designed buildings in Cheyenne included the Lincoln Theater on Central Avenue, the rear interior of the Atlas Theater on Sixteenth Street, a simple brick warehouse at 720 West 18th Street, and many private residences reflecting a wide range of styles. By 1911, he had designed Elks' Homes in Cheyenne and Rawlins, Masonic Temples in Cheyenne, Laramie, and Douglas, and the Capitol Avenue Theater.

Towards the end of his career, Dubois again proved his ability to evolve with the times. In the early 1940s, he utilized the Streamline Moderne style in two major buildings. This style became popular in America starting in the 1930s and reflected the nation's interest in modern transportation by adapting the streamlined designs of airplanes, autos, locomotives, and ships to static buildings. Elements of Art (Streamline Moderne) included an emphasis on the horizontal rather than the vertical, the use of curved surfaces and corners, and lack of ornamentation. The Greyhound Bus Depot (1940) was designed for the Union Pacific Railroad by Dubois and James A. Allan. It was a cornerstone of the Downtown Cheyenne Historic District until it was razed in 1996. The Eagles Building, located just west of the Historic District, is the best remaining example of this style in Cheyenne.

Dubois was active in civic affairs and was a 33rd Degree Mason, a member of the Acacia Lodge No. 11, Wyoming Consistory No. 1, and Knights Templar. He served as president of the Cheyenne Chamber of Commerce, the Eagles Club, the Cheyenne Elks, and served on the Cheyenne Frontier Days Committee. He was an accomplished musician and played the organ at several area churches. He was also active in politics and served in the Wyoming House and Senate. The Wyoming State Board of Architects was created in 1951, and William R. Dubois

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received the first architect license by "grand parenting" (A-0001), two years before his death. Dubois died after an extended illness on May 31, 1953, in Cheyenne and is buried in Lakeview Cemetery.

Frederick H. Porter was born on July 9, 1890, in Salem, Massachusetts. Although his formal education did not continue past eighth grade, he did attend the Wentworth Institute, a technical institute in Boston. He also attended the Architectural Club Ateliers in Saint Louis and Boston. He practiced architecture from October 1906 to about 1965.

In 1906, "Bunk" Porter began an apprenticeship in the Denver Architect's Office. He came to Cheyenne in 1911 as an inspector for the construction of the Boyd Building (at that time the Citizen's National Bank). He married Grace G. Westfield of Denver in December 1913. He returned to Massachusetts in 1914 to study at the Wentworth Institute in Boston. He won the American Traveling Scholarship in 1918 and traveled throughout Europe. He wrote "A Survey of Colonial Architecture in Maine," published in 1919. He then returned to Cheyenne and established the architectural firm of Baerresen and Porter; within two years he had set up an independent practice. In 1944, he went into partnership with Walter Bradley, a collaboration that lasted until about 1954, when Bradley retired. In 1956, Porter went into partnership with his son, Fred Porter, Jr. and practiced as Porter and Porter. F.H. Porter retired in 1965.

For over forty years, Porter designed buildings that helped establish the tone of Cheyenne's architecture. His buildings included schools, churches, and public buildings. His first building in Cheyenne was the First Presbyterian Church (considered by him to be the "best job" he ever did), and the last was the O'Mahoney Federal Center. In between, he designed dozens of buildings throughout Wyoming and on the campus of the University of Wyoming in Laramie. Some of his Cheyenne designs included three churches and additions to a fourth, Memorial Hospital (now United Medical Center), the U.S. Air Mail Field Hangar and Shops, the steel grandstand in Frontier Park, and Dineen Garage and Shops. He also designed several public schools around the state and in Cheyenne. Those included in this nomination (pre-dating 1954) were the Park Addition School, the Mabel Fincher School, and Deming Elementary School. In partnership with Bradley, he also designed Rossman and Hebard Elementary Schools, and the Storey Gymnasium. He collaborated with William Dubois in the design of McCormick Junior High (now the Emerson State Office Building).

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Porter's evolution of architectural styles is evident in his design of schools through the years. His first in Cheyenne was the Park Addition School, a simple one and one-half story side-gabled brick symmetrical building with a centered full-height advance pavilion. The style is unique among the remaining Cheyenne schools. Porter also designed the 1949 hipped-roofed addition to the building. His next school was a collaboration in 1929 with the established William Dubois in the design of McCormick Junior High School, a richly decorative and elaborate example of Collegiate Gothic. In the 1940s, Porter's designs evolved to keep up with the "Modern" movement. In 1940 and 1945, Porter designed the Mable Fincher and Deming Elementary Schools, both of which featured Art Deco and International elements, with clean sweeping lines and simple detailing. The facade of the Mabel Fincher School included bands of glazed brick in varying colors and patterns; above the top band of cream-colored brick is fluted terra cotta coping. The Deming School has simple plain lines with embellishments limited to fluted cast stone capping the parapet and a distinctive geometric brick band above the windows.

The Hebard School (1945) and Rossman School (1946), designed by the partnership of Porter and Bradley, also reflected the evolution of post-World War II architecture and featured Modern and International elements. Porter and Bradley's most recent building in the nomination is the Storey Gymnasium, built in 1950; although a much larger building than the above-mentioned schools, it also featured many similar Modern and International design elements.

In addition to his architectural practice, Porter was active in local affairs and politics, serving as a representative from Laramie County in the State Legislature in 1931. He was a charter member of the Cheyenne Lions Club; he was also a Freemason, belonging to Rocky Mountain Lodge No. 40 of the AF&M Masons. He was an Honorary Life Member of the Cheyenne Little Theater Players and the Cheyenne Chamber of Commerce. He was a Member Emeritus and Fellow of the American Institute of Architects and belonged to the American Society of Architectural Historians and the Architectural League of New York.

He attended the Presbyterian church, and his hobbies included watercolor painting. He was a preservationist and fought for the preservation of the Union Pacific Depot, and the old Post Office and the Carnegie Library; however, of those buildings, only the Depot still stands. Porter died in Cheyenne on July 7, 1976.

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F. Associated Property Types

Property Types and Subtypes relevant to this listing

1. Property type: Education

Subtype: school - primary (grammar) school, secondary school

Subtype: education-related - gymnasium

Property Type: Education; Subtype: school - primary (grammar) school, secondary school

Description. The construction of primary and secondary schools reflected the general pattern of growth of Cheyenne and the needs of its citizens for schools located within walking distance of the various residential neighborhoods. The earliest schools were built near the City's center, then as the late nineteenth century progressed, schools were built to reflect Cheyenne's expansion in all directions. All of Cheyenne's schools built prior to 1911 have been razed and replaced with more modern structures. Primary schools are, of course, more numerous and originally were strategically located within walking distance of residences. Therefore, each major neighborhood had its own elementary school. Secondary or high schools represented a consolidation of the various primary school population. During the late 1800s and early 1900s, Cheyenne had only one public high school, and it was strategically located near the City's center. This pattern did not change until school buses transported students greater distances. In fact, when the new Cheyenne High School was built at 2810 House Avenue in 1921, many citizens complained that it was located too far away from the city's center and was inconvenient for the students. Cheyenne had only one public high school until the 1960s, beyond the period of significance covered by this nomination.

Grammar schools and secondary schools shared the same design concepts except in overall size and scale, the latter having a larger student population. Also, secondary schools generally had additional interior features such as boys' and girls' gymnasiums and locker rooms, wood working and auto shops, and swimming pools. The educational reformers of the early twentieth century advocated standardized school designs, especially for the rural schools, with better classroom facilities, fireproof construction, and facilities for physical education. Specifically, a standard school required fifteen square feet of floor space per pupil; a ceiling of proper height to give adequate ventilation; window glass area had to be at least one-fifth of the floor space; a

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cloakroom with hooks for every child and shelves for lunches was needed, and a separate cloakroom for boys and girls was preferred. In addition, the heating system had to be adequate with fresh air intakes and foul air outlets. The well equipped school had adjustable desks of different sizes for the students and a teacher's desk and chair. The school needed "an ample supply of good textbooks;" an unabridged dictionary with a stand or shelf; an encyclopedia or reference work; eight maps, including a map of Wyoming; a minimum of twenty linear feet of blackboard; a fire extinguisher; a first aid kit; playground equipment; a pure water supply; a pencil sharpener; and a clock.

These attributes are reflected in the public schools included in this nomination. As the twentieth century progressed, Cheyenne's schools increasingly reflected the spacious, well-lighted designs of the early reformers. The interior layouts were simple and functional with large central entrances leading to wide hallways with a succession of classrooms turning off on either side, each with banks of windows for natural lighting. Restrooms for boys and girls and water fountains were conveniently located on each floor. The layouts were designed for ease of access and exit of students with conveniently located secondary entrances in case of emergency.

The school grounds are also an important element of this property type. All of the nominated schools occupy large lots — many entire city blocks — with landscaped front yards and large playgrounds that reflect the growing importance of the physical health of the students in the twentieth century.

Significance. This property type reflects the primary importance the Cheyenne community attached to the education of its youth, beginning with its inception as a railroad town in 1867. Schools represented the widespread belief in the value of universal education. Education was one of the first critical issues dealt with by Cheyenne's first citizens and by the first Wyoming territorial legislature. The formation of school districts and the building of schools reflected how Cheyenne's citizens felt about the permanency of their community and their faith in its future. In short, "A community with a school was a community with a future" (Gulliford 1984:160). The building of schools reflects Cheyenne's first steps in its evolution from a rough-and-ready frontier camp to a settled town with an environment suitable for its citizens to raise families. The schools that have been nominated are all substantial brick masonry structures built with community pride and permanency in mind, and which incorporate the standard designs advocated by the early twentieth century educational reformers. In addition to education, the schools served a variety of other purposes including public assemblies and civic celebrations and polling places — in short, as

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places for the community to come together. As a result, the schools became a source of pride to the community and individual neighborhoods.

The nominated grammar schools and secondary schools were designed by Cheyenne's most prominent architectural firms. In fact, William Dubois and Frederick Hutchinson Porter or their firms designed all of the schools included in this nomination, resulting in shared design elements. The schools also reflect some of the most important architectural designs that were popular in America at the time of construction, such as Collegiate Gothic, Art Deco, and Streamline Moderne. After World War II, school design became more functional with an emphasis on cost and use and a lack of architectural embellishment. The designs are more standardized, including the interiors, with less individuality from school to school. Nevertheless, the same basic elements standardized in the early twentieth century are present, although the technology improved, including modern blackboards replacing the traditional slate and better designed desks and chairs. Wall and floor materials emphasized tile and linoleum that could be more readily cleaned and maintained, and fluorescent lighting and acoustic tile ceilings predominated. Classrooms are well-lit with natural and artificial light, and spacious along with wide hallways. Auditoriums and gymnasiums are more spacious with more comfortable seating and movable bleacher units in the latter.

Registration Requirements. To be eligible for listing in the National Register of Historic Places, a primary or secondary school must have been constructed within the recognized time period (1911-1954) and meet one or more of the four criteria for inclusion within the National Register of Historic Places. In Cheyenne, buildings of this property type are scattered throughout the city; they are not generally located within an area that qualifies as a National Register district and therefore must be evaluated on their own individual merits and not as a contributing or noncontributing element of a district. In addition, the seven aspects of integrity — location, design, setting, materials, workmanship, feeling, and association — must be applied to sites representing this property type.

Changes to the exterior of the building are cumulative. Key functional architectural characteristics should remain intact with a minimum of modifications, such as the sealing over of door and window bays or unsympathetic window and door replacement. Significant modern additions using inappropriate materials also detract from the overall physical integrity of the building and should be rated in comparison to the overall scale and proportions of the original component. Modern additions represent a typical school modification to provide for additional classrooms as the student population grows. Some of the additions were designed by the original architects and

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are sympathetic. Other additions occurred decades after the school was constructed, and little attempt was made to match materials, scale and proportions, or architectural style. The integrity of the interior of the school should be a secondary consideration, because most of these buildings still function as schools, and interior modifications are present in all of the nominated properties. Such modifications are cheaper to make than fundamental exterior changes and additions and typically consist of dropped acoustic tile ceilings, replacement fluorescent lighting, new floor covering, blackboard replacement, and modification of classroom size by moving stud walls and drywall finishing. A few of the schools represent adaptive reuse and therefore the interiors have been modified accordingly. The preservation of these buildings should take precedence over interior modifications. The integrity of setting is an important criterion and includes the surrounding school grounds. Most of the schools are located in established residential areas with minimal modern infill. The current survey has verified that only a small number of examples of this property type remain in Cheyenne. Those schools that have not been nominated at this time have been excluded because they are less than fifty years of age and/or have undergone substantial physical modifications that render them ineligible. Therefore, no new examples will be identified by future surveys until the remaining modern schools have reached the age limit. As a result, the seven aspects of integrity should be applied less stringently to the remaining examples.

Property Type: Education; Subtype: education-related - gymnasium

Description. This property type is generally a component of primary and secondary schools. However, the Storey Gymnasium was built as a separate facility for the Cheyenne (Central) High School in 1950-52 and continues to be used for a variety of athletic and cultural activities associated with Cheyenne's public schools. This is the only example of a separate school gymnasium in Cheyenne. It represents the community's concerns for better school facilities, physical education, and the health of school children. The core of this facility consists of a hardwood floored basketball court on the first floor with bleacher seating extending to the second floor and upper mezzanine on the north and south sides. In addition, to the basketball court, the gymnasium includes a band room on the west side and various classrooms, offices, and locker rooms extending around the perimeter of the court. When built, the facility included a ROTC department with a drill hall, rifle range, and armory. It also contained a wood shop so that it served a variety of functions beyond sports. The facility was built nearly twenty-five years after Cheyenne High School was constructed, and it was designed by a different architect (Porter and Bradley; William Dubois designed Cheyenne High School). It also represents a Modern architectural style

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with elements of Art Moderne and International styles versus Cheyenne High School's more traditional Collegiate Gothic style. However, the two buildings share similar brick masonry materials. Because Storey Gym continues to be used for a variety of athletic, musical, and other social and cultural functions, it remains a focal point of community sentiment and pride.

Significance. The school gymnasium is an important component of school properties and reflects twentieth century concerns with the health of the student population through organized physical education programs and increased interest in organized sports activity. It was an ideal facility to serve as an auditorium for large community gatherings such as music recitals.

Registration Requirements. To be eligible for listing in the National Register of Historic Places, a building representing the education related/gymnasium subtype must have been constructed within the recognized time period (1911-1954) and meet one or more of the four criteria for inclusion within the National Register of Historic Places. Generally, gymnasiums are significant only when they are contributing elements of larger school complexes. Storey Gym was originally a part of the Cheyenne (Central) High School complex within its school yard. It appears that the Storey Gym is also individually eligible because it has important associations with the history of the school district as a multi-use facility used by two high schools for sports, music and other district functions and as an important community center.

In addition, the seven aspects of integrity — location, design, setting, materials, workmanship, feeling, and association — must be applied to sites representing this property type. The Storey Gym is the only known representative of this property subtype in Cheyenne. The remaining modern elementary and high school have included, or are planning to include gymnasiums as integral parts of their overall facilities. Storey Gym retains a high degree of integrity with few external or internal changes since construction.

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G. Geographical Data

The geographical boundary for this Multiple Property Documentation Form is the corporate limits of the City of Cheyenne, Laramie County, Wyoming, with the exception of Rossman School, which is located in close proximity to the southern boundaries of the city.

H. Summary of Identification and Evaluation Methods

The multiple property listing is based on the *Strategic Reconnaissance Survey of the City of Cheyenne* (1997), the *Cheyenne West Side Survey* (2000), and the *Intensive Survey of Cheyenne's Historic Schools* (2003-04) conducted by Rosenberg Historical Consultants for the Cheyenne Historic Preservation Board and the City of Cheyenne Planning Office.

The property types are based on Data Categories for Functions and Uses as stated in *National Register Bulletin 16A: How to Complete the National Register Registration Form* (National Park Service 1991). The standards for integrity for listing of representative properties were based on this publication as well as *National Register Bulletin No. 15: How to Apply the National Register Criteria for Evaluation* (National Park Service 1991). Property types and standards for integrity were also based upon the results of the current project and the previous similar surveys and projects in the City of Cheyenne listed above.

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