

**United States Department of the Interior  
National Park Service**

**National Register of Historic Places  
Continuation Sheet**

Section number \_\_\_\_\_ Page \_\_\_\_\_

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**SUPPLEMENTARY LISTING RECORD**


NRIS Reference Number: 03001252

Property Name: Lincoln School

County: Albany State: Wyoming

Multiple Name: N/A

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This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

 December 6, 2003  
Signature of the Keeper Date of Action

=====  
Amended Items in Nomination:

Section 5: Classification

The Category of Property is hereby entered as "building(s)."

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The Wyoming State Historic Preservation Office was notified of this amendment.

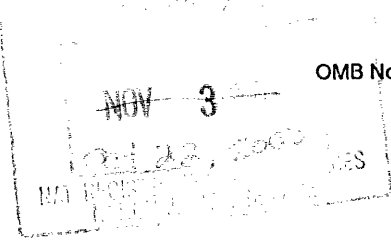
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**DISTRIBUTION:**

**National Register property file**

**Nominating Authority (without nomination attachment)**

United States Department of the Interior  
National Park Service



### National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

#### 1. Name of Property

historic name Lincoln School

other name/site number West Side School; 48801226

#### 2. Location

street & number 209 South Cedar Street  not for publication

city or town Laramie  vicinity

state Wyoming code WY county Albany code 001 zip code 82070

#### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this  nomination  request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets  does not meet the National Register criteria. I recommend that this property be considered significant  nationally  statewide  locally. ( See continuation sheet for additional comments.)

[Signature]  
Signature of certifying official/Title

October 20, 03  
Date

Wyoming State Historic Preservation Office  
State or Federal agency and bureau

In my opinion, the property  meets  does not meet the National Register criteria. ( See continuation sheet for additional comments.)

\_\_\_\_\_  
Signature of certifying official/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
State or Federal agency and bureau

#### 4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register.  See continuation sheet.
- determined eligible for the National Register  See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain:)

Signature of the Keeper

Date of Action

[Signature]

12/05/03

Lincoln School  
Name of Property

Albany County, Wyoming  
City, County and State

**5. Classification**

**Ownership of Property**  
(check as many boxes as apply)

**Category of Property**  
(check only one box)

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

- private
- public-local
- public-State
- public-Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

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

N/A

**Number of contributing resources previously listed in the National Register**

N/A

**6. Function or Use**

**Historic Function**  
(Enter categories from instructions)

Education; school = grammar school

**Current Function**

(Enter categories from instructions)

Vacant/Not In Use

**7. Description**

**Architectural Classification**  
(Enter categories from instructions)

No style

**Materials**

(Enter categories from instructions)

foundation Concrete

walls Brick

roof Terra Cotta

other \_\_\_\_\_

**Narrative Description**

(Describe the historic and current condition of the property on one or more continuation sheets.)

See continuation sheet(s) for Section No. 7

Lincoln School  
Name of Property

Albany County, Wyoming  
City, County and State

**8. Description**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

**Narrative Statement of Significance**

(Explain the significance of the property on one or more continuation sheets.)

**9. Major Bibliographical References**

**Bibliography**

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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

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

**Areas of Significance**

(enter categories from instructions)

Education

**Period of Significance**

1924-1953

**Significant Dates**

N/A

**Significant Persons**

(Complete if Criterion B is marked above)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

Hitchcock, Willbur A.

Dubois, William R.

See continuation sheet(s) for Section No. 8

**Primary location of additional data:**

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other Name of repository:

Wyoming State Archives, Cheyenne, WY

See continuation sheet(s) for Section No. 9

Lincoln School  
Name of Property

Albany County, Wyoming  
City, County and State

### 10. Geographical Data

Acreage of Property 1.6 acres

#### UTM References

(Place additional boundaries of the property on a continuation sheet.)

1 1/2 ////// //////  
Zone Easting Northing

2 1/3 4/4/9/8/1/8 4/5/7/3/3/4/1  
Zone Easting Northing

3 1 ////// //////  
Zone Easting Northing

4 1 ////// //////  
Zone Easting Northing

#### Verbal Boundary Description

(Describe the boundaries of the property.)

Property Tax No. 16733244095000

#### Boundary Justification

(Explain why the boundaries were selected.)

See continuation sheet(s) for Section No. 10

### 11. Form Prepared By

name/title Rose Wagner, Consultant

organization N/A date 08/15/2003

street & number 515 East 21<sup>st</sup> Street telephone 307.638.7709

city or town Cheyenne state WY zip code 82001

#### Additional Documentation

Submit the following items with the completed form:

##### Continuation Sheets

**Maps** A USGS map (7.5 or 15 minute series) indicating the property's location.

A Sketch map for historic districts and properties having large acreage or numerous resources.

**Photographs:** Representative **black and white photographs** of the property.

**Additional items:** (Check with the SHPO or FPO for any additional items)

#### Property Owner

name/title Lincoln Community Center Corporation

street & number 505 South Cedar Street telephone 307.755.4048

city or town Laramie state WY zip code 82070

United States Department of the Interior  
National Park Service

## National Register of Historic Places Continuation Sheet

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Lincoln School, Laramie, Albany County, WY

The Lincoln School is a one-story brick building constructed in three phases: the original 1924 building on the west side of the property; the first addition in 1939, east of the 1924 structure; and the 1953 addition on the northwest side of the original building. The original building and the 1953 addition are well-integrated, with the 1939 gable-front addition being less compatible. Constructed on a concrete foundation, all walls are a rough-textured, buff-colored brick laid in common bond, although a slight variation in color can be noted among the brick of the various additions. Decorative wall details include blind brick panels on the 1924 and 1953 sections and brick label molding on the facade of the 1939 addition.

The roof of the original building, as well as those of the two additions, is low-hipped with a flat deck and covered with green tile. The 1924 building was connected to the east face of the 1939 addition by a narrow, gable-roofed connector. The 1939 addition features an intersecting gable roof, which covers a slightly projecting pavilion on the southeast corner. One chimney is located on the flat deck of the 1924 roof and a second chimney is positioned on the northwest slope of a smaller 1939 hipped roof salient, which intersects the larger hipped roof at the rear of that addition. The entire building forms an irregularly-shaped T: the long cross-bar of the T runs north and south along the west side of the building, which is comprised of the oldest part of the structure along with a portion added on in 1953 at the northwest corner. The stem of the T consists of the narrow 1939 connector and the irregularly-shaped addition built to the east.

Although many windows are boarded over, large banks of windows on the east and west sides are a key defining feature of the 1924 and 1953 portions of the building. Judging from the only window configuration still visible, located on the west side of the original building, the window banks were composed of five wood-sash, nine-over-nine lites. Large window openings, also boarded over, on the southwest and northwest sides of the 1939 addition mimic the older window banks. These large window openings throughout the building, as well as the blind brick panels, emphasize the low horizontality of the building. Other windows types include wood-sash, one-over-one lites primarily in the 1939 addition, which also features a lunette located above the main entrance on the southeast side. Window surrounds, other than the 1939 label molding on the southeast facade, are plain with concrete lug sills.

The primary entrance to the original 1924 building is located on the east where its decorative parapet wall is still visible from both within and outside of the 1939 connector. A secondary entry consisting of paired single-lite doors with a segmental transom, now boarded over, is located in a recessed area of the 1924 building on the southwest side. This entry is highlighted by brick headers that surround the recessed doorway and also form a segmental arch above the transom. On both the north and south elevations of the 1939 connector, identical paired wooden doors with boarded over lites and a ten-lite transom above and constructed parallel to each other, provided new accesses to the building. Another set of paired doors with a boarded-over transom is located on the southeast side and accesses the 1939 addition, which can also be entered on the far east side by a wooden, four-lite door with a six-lite transom above. The only entrance on the west side is a door above the 1924 concrete and brick loading dock which is accessed by wooden steps and a railing that were constructed in the early 1990s along with a frame, shed-roofed lean-to that provides access through a door to the partial basement

## National Register of Historic Places Continuation Sheet

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Lincoln School, Laramie, Albany County, WY

below the original building. Although these additions are incompatible with the entire building, they could easily be removed and thus do not significantly impact its integrity.

The site of the school on one square block is especially notable for its twenty-four mature cottonwood trees grouped at various areas around the lot. The site retains a clear sense of the school yard and the surrounding modest residential area. Grass covers much of the site along with areas of concrete sidewalks that lead to various doors on the north and south elevations. Asphalt in some disrepair abuts the building on the north, east and south sides. Curb strips of small, grassy plots are planted on all sides of the block. A six foot chain link fence separates the sidewalk on the east from a large grassed area which contains mature trees. Similar fencing wraps around the north and southwest corners of the lot, between the sidewalk and the school grounds. An opening in the fence, slightly north of the southwest corner, allows pedestrian access to the school grounds. The remainder of the school grounds are unfenced.

Modest, one- to two-story, wood-sided residences surround the school. In addition, the Scandinavian Lutheran Church constructed in 1885 sits east of the school. Southwest of the school is Knight Oil, a one-story stucco building constructed in 1925. Approximately 3 blocks southeast of the school site is a single span, Warren truss, steel riveted, pedestrian bridge, constructed in 1925 to cross over the Union Pacific railroad tracks and link the west side residential area with Laramie's central business district. The bridge, which can be seen from the school grounds, is listed in the National Register as a contributing structure in the Laramie Downtown Historic District.

The interior retains many of the design elements and materials from the time when the building was used as a school, although damage from leaks in the roof has taken its toll on ceilings and floors, and some modifications have been made to accommodate the Archery Club. Walls are, for the most part, plaster. The 12-foot ceilings have not been lowered, although fluorescent ceiling lights have been installed. Classrooms contain rectangular cloak rooms with doors. Green slate boards are found in all classrooms; some still display teacher and student writing from the time the school was in use. One classroom contains a wall mural drawn by students and depicting a portion of downtown Laramie, including names of businesses existing at the time. Transoms are found above most of the four-lite wooden classroom doors. Original, child-sized porcelain bathroom fixtures and drinking fountains remain in the school, although they may not be in working order. Flooring tile is buckled and loose in some places.

The original front entrance of the 1924 school was enclosed by the 1939 connector but is still visible on the west wall from within that space. Although the paired glass outer doors have been removed, the glass sidelights on either side of the paired doors remain, as does the arched transom and the segmental brick arch above. The partial basement of the 1924 building contains a furnace, a crawl space and a small coal storage room as well as another small storage room. A door in the basement opens into the recently-constructed frame lean-to on the west elevation.

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Lincoln School, Laramie, Albany County, WY

The 1924 building originally contained six large classrooms with rectangular cloak rooms, and separate boys' and girls' bathrooms. A multi-colored tile floor mural of a clown face within an 8-point star encircled by the letters of the alphabet is featured in one of the classrooms evidently used for the youngest children. The area currently used by the Archery Club was originally a teachers' lounge and lavatory, the principal's office, and a supply room. A doorway off the north/south corridor led to a small flight of stairs, which provided access to that area, has been tacked over with temporary panels. The 1953 addition on the northwest corner of the 1924 building added one classroom each on the east and west sides and extended the length of the north/south corridor between the new rooms.

The 1939 addition included an east/west corridor with one large classroom on the north side and an identical sized room on the south sides, each containing a small corner sink, a cloak room, and a built-in storage areas located behind a door. The classroom on the north side has been divided into two smaller classrooms. Further east, the 1939 corridor leads to a large recreational room containing a small gymnasium with a sealed wood floor, a raised stage on the north side of the room, and a fire place on the west wall. This area has been refurbished. The stage can also be accessed from a door on its west that opens into the rectangular storage room. A crawl space for storage is located underneath the stage. A door on the east wall of the stage leads down to a small kitchen, which holds a stainless steel stove and commercial sink and a refrigerator. Steps down to the kitchen have been removed. A door on the east wall of the gymnasium area leads to a small entry that contains an interior door to the kitchen and an exterior door that opens on the east elevation.

The condition of the building is poor in some areas, especially the dilapidated roof of the 1924 building, which has allowed water to enter the building and damage the ceilings and walls of parts of the interior corridor and some of the classroom spaces. Although the exterior brick needs repointing in places, the foundation and walls appear to be structurally sound.

The Lincoln School retains integrity of design, location, setting, materials, feeling, association, and workmanship. Although the building does not represent the finest work of its four architects, the stripped-down style reflects its location in one of Laramie's working class areas as well as the financial constraints imposed upon building in the Depression era. The building embodies the notion of equal opportunities for all of Laramie's school children and the strong sense of community pride and commitment that is still associated with this neighborhood building.



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Lincoln School, Laramie, Albany County, WY

Lincoln School, built in 1924 and expanded in 1939 and 1953, is eligible for the National Register under Criterion A because of its direct association with the growth and importance of education in Laramie, Wyoming. Laramie, which served as a railhead for the Union Pacific Railroad, suffered under the typical lawlessness of a railroad town when it was first settled, but overcame its initial tempestuous beginnings to become a community known not only as the site of the University of Wyoming, but also as the site of one of Wyoming's most outstanding public school systems. The block upon which Lincoln School sits was first used as a public school site in the early 1880s and represents the third site used for the public education of Laramie's children. Over the years, the compact, wood-sided building initially constructed on the block, known simply as West Side School, was transformed into Lincoln School, a brick building with its own small gymnasium and stage. The commitment to education made by Laramie residents and Albany County School District No. 1, the city's sole school district, is evident in the history of this school. Built on Laramie's west side, Lincoln School served a small, blue collar neighborhood, separated from the rest of the community by railroad tracks. Housing was less expensive on the West Side and its construction limited by adjacent agricultural lands and by the growth of industrial, rather than retail or service businesses, in the area. Lincoln School, while less grand in scale and design than those schools in larger, more prosperous residential areas of the town, nevertheless provided West Side children with their own, neighborhood educational facility, conveniently close to home. The school, which many of Laramie's Hispanic children attended during the period of significance, flourished under the attention of the School Board and lent a sense of community to neighborhood residents. During the period of significance, the Lincoln School was the sole neighborhood public facility located in the West Side neighborhood. It was used for vaccinations and health screenings, plays, dances, dinners, and as a polling site. Modest though Lincoln School was in contrast to Laramie's other grade schools, it became an institution on the town's West Side, the rich cultural and ethnic background of West Side residents reflected in its student body. Although the school was closed in 1978, it is now owned by the Lincoln Community Center Corporation, which is rehabilitating the property so that it can once again be a vital neighborhood hub with an educational focus.

Composed of approximately 2,815,360 acres, Albany County was created by Dakota Laws on December 16, 1868, with Laramie City as its county seat. Located on the high grasslands in southeastern Wyoming, east of the banks of the Laramie River and the Medicine Bow Mountains and west of the Laramie Range, the town was named after French-Canadian, Jacques La Ramie, who trapped extensively in the area in the nineteenth century. The community was laid out in February of 1868 along the route of the transcontinental railroad by Union Pacific agents working under the supervision of Grenville M. Dodge, a former military commander who had become chief engineer for the Union Pacific. Initially, Laramie's location was the source of difficulties because part of it was plotted on land reserved for military use. Although this land was not occupied and although General John Gibbon, commander of the nearby military post Fort Sanders, was supportive of both the transcontinental railroad and of Dodge, he reported the problem to President Grant and War Secretary Stanton. A flurry of correspondence took place among government and military officials and Dodge. Military commanders appeared to be less worried about encroachment onto property set aside for army use than the effect a town, which would no doubt include drinking establishments and a railroad depot, might have on military discipline at the nearby fort. Nonetheless, as all involved wanted to see the rail line completed, they

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Lincoln School, Laramie, Albany County, WY

resolved the matter quickly: as long as at least two miles separated town from fort, plans for the community could proceed. Laramie was designated the division headquarters of the railroad throughout 1868.

The formation of Laramie City posed a threat to the nearby City of Cheyenne, which lost population to the new town almost immediately. Even before the first rail tracks reached the Laramie depot, a tent town had sprung up along the east bank of the river. Lots offered for sale by the Union Pacific were bought up promptly. The first train reached the site on May 9, bringing more people. Although honest tradesmen were counted among these newcomers, their ranks also included gamblers, brothel owners and their employees, and saloon keepers. The town grew rapidly, largely to the east of the railroad tracks. To maintain order in the infant community, including some control over the lawless segment of the population, Laramie's first provisional government was elected on May 12, 1868. This entity lasted about three weeks before its representatives resigned in the face of threats to their lives made by some of the more unsavory residents; Fort Sanders' commander declared the community off limits to his men. For five months, chaos appeared to reign. Then solid citizens, including railroad workers, took things into their own hands and formed a vigilante committee. On October 29, 1868, after a gun battle involving almost everyone who lived in Laramie City and subsequent hangings, the undesirable element was run out of town. More quickly and successfully than residents of other towns that popped into existence along the rail line, respectable Laramie citizens had taken back their own. They began the work of ensuring their community was a safe and reputable place to live. Stability was achieved through honest work in respectable commerce, primarily the railroad, agricultural and lumber industries. Formation of a solid town government and creation of essential institutions, particularly schools, were the primary means the community employed to realize its success.

In February 1869, the first public school in Laramie City opened. Monies to begin the facility were provided by subscription papers "circulated by a group of prominent women citizens". When these funds were depleted, and a roof was still needed for the school, the undaunted women held a dance to raise more money. Soon the duly-roofed school was up and operating in what is still downtown Laramie in a building at the corner of 3<sup>rd</sup> Street and Grand Avenue that later became Roots Opera House. Sixty-three pupils attended to be taught by two teachers, Miss Eliza Stewart and Miss S.V. Vaughan. Within three months, the number of students increased to 117. An addition was added to the building. The importance of education to Laramie's residents, even in the town's early years, is evident from articles in local newspapers. The April 30, 1872 *Daily Sentinel* claimed: "It is more important to the children of Laramie who fills this board [the school board] than who is President of the United States." By the time Laramie was incorporated in 1874, 132 pupils crowded into its lone public school. Four years later, in 1878, the corner stone was laid for East Side School, a two-story brick building, which could accommodate more students and which replaced the one opened in 1869. Classes for all grades, from elementary through high school, were conducted in the new building, which was located at what was then the extreme southeast of the community on the block now bounded by 6th and 7th Streets and Garfield and Custer Avenues. East Side School was listed in the National Register in 1981. The 1869 school building no longer exists.

The third public school to be erected in Laramie, and the first building to occupy the site upon which Lincoln School is located, was known as the West Side School. It was constructed in 1883 under the impetus of an ever-

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Lincoln School, Laramie, Albany County, WY

increasing number of students in the Laramie public school system. The weekly *Laramie Sentinel*, the community's self-proclaimed "family" newspaper, which tracked the school population from 1871-1882, indicates the number of students enrolled in the Laramie's public school district, Albany County School District No. 1, rose from 81 in April of 1871 to 335 in June of 1882. Laramie's one public school building could no longer house the growing number of pupils. As the May 12, 1883 *Laramie Sentinel* decried:

The increase of pupils during the past winter has been so rapid as to take the board [school board] by surprise and find it in some instances totally unprepared for the emergency presented ....If anyone has any doubt about the growth of our city and population, the facts in the case can be found in the statistics of our public schools as conclusively as anywhere. In looking over the back files of the SENTINEL we find that the school, ten years ago, enrolled about eight schollars (sic). Now the public school enrolls over 500. There is besides a Catholic school which we understand numbers over 100...

The decision to site a school west of the railroad tracks from the existing school was precipitated by the School Board's concern over children crossing the railroad tracks when walking to and from school and the long walk required of pupils who lived on the West Side to attend the East Side School. During an era when children in rural areas in the West often walked some distance for their education, the School Board's decision to locate the school on the West Side demonstrates a relatively unusual commitment to providing easy and nearby access to public education for all of its constituency. The decision also represents the first and, until recently the only, commitment by a public body to construct and maintain a permanent public facility, which could be used by most residents, in the West Side neighborhood. Although the first hospital in Laramie, a makeshift affair, was located on the West Side, it was soon moved east, across the tracks. The former Wyoming Territorial Prison, then used by the University of Wyoming's agricultural college, was located on the West Side, but can hardly be counted as a facility that was meant for popular use by neighborhood residents or even one that promoted the characteristics of a residential neighborhood in a thriving community. Today, the sole public facility on the west side of Laramie is a park, developed after the period of significance. The Territorial Prison operates as a tourist attraction.

The exact site selected for the school was Lot 193, Hodgeman's Addition. In 1873-74, the Union Pacific held the lands that became Laramie's West Side. The property, approximately 320 acres, was offered for homesteading. One of the individuals who grasped this opportunity, William Hodgeman, sold his land for lots, while the two others who took advantage of the Union Pacific's offer, Patrick Carroll and Lawrence Fee, used their property for agricultural purposes. Although a number of railroad workers lived on the West Side, lands surrounding the location of the new school were both agricultural and town residential; agricultural lands limited the potential expansion of the neighborhood. Additionally, other industries, such as a tie plant and a brickyard, located on the West Side, making the neighborhood convenient for industry employees who wanted to live near where they worked, but less attractive to residents who wanted to reside in a more promising residential neighborhood setting or to construct or purchase homes on a grander scale and design than the modest frame houses that characterized the West Side. At the time the decision to construct the school was

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Lincoln School, Laramie, Albany County, WY

made, it was clear that Laramie's downtown and its associated businesses were "across the tracks" and that substantial residential growth would likely occur in other areas of the community. Still, the school board made a commitment to West Side residents by locating the school in the smaller, less prosperous neighborhood. Families who populated the area had children in need of schooling, and convenient access to education was important.

The necessity to build another public school accordingly established, the Board of School District No. 1 held an election of qualified voters in the district to vote on a tax of \$5000 to construct the school at its annual meeting on May 19, 1883. Although the measure passed, all did not proceed smoothly. Before the tax could be levied, a "petition and protest" was presented to the Albany County Board of Commissioners. The petition and protest, which contained seven signatures, purported irregularities existed in both the manner of voting on the taxes and in the records of the School District. Petitioners particularly objected that the School Board Clerk provided insufficient notice of the tax levy vote. They vowed they would refuse to pay their taxes for 1883, or at least that portion of their taxes set aside for the school district. Of primary concern to the County Commissioners were the "heavy taxpayers" who signed the document, notably the Union Pacific Railway Company. After considering the matter, the Commissioners determined the petitioners were correct about the issue of insufficient notice and directed the County Attorney to meet with the protestors to try to arrive at some solution. In the end the affair was resolved, and by June of 1884, the County Clerk was able to report that \$5500 had been set aside to pay for the West Side school house, another \$500 allocated to fund furnishings of the vacant rooms in the building, and \$200 apportioned to pay for grading around the school.

The new West Side School, with its horizontal wood siding, was smaller and its design plainer than that of the East Side School, its 1878 fore runner known for years as "the brick school". Still, West Side School was not designed without thought for aesthetics. Resembling a typical rural school, the building was a one-story, rectangular mass with a low hipped roof that intersected with a medium pitched gable roof on its central salient. The shape of the gable roof was reflected in a plain pediment above paired doors centered in the salient. The dome of a bell tower atop the hipped roof echoed the hipped roof shape of the building. Initially, the school was composed of two rooms. Its construction provided not only more class space for public school children, but also afforded them some choice. Students could attend either the new building on the West Side of Laramie or "the brick school" on the east side of town with its seven classrooms and two recitation rooms. Both schools operated as a unit, with one principal overseeing them. Miss Eleanor Quackenbush was the school's first teacher, followed by Miss Mary Godat.

By 1889, although 11 rooms, including some in the basement, had been finished at the East Side School, Mr. Caldwell, the President of the School Board reported:

...thirteen rooms in the school district, all of which at the commencement of our present school year were occupied by efficient teachers and filled to overflowing with school children ....

And,

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Lincoln School, Laramie, Albany County, WY

Owing to the overcrowded condition of the brick school house it became necessary at the beginning of the present school year to require all pupils residing on the West side of the railroad track to attend that school [West Side School] and as the time of the Principal was fully occupied by his duties in this building [East Side School], the West side school (sic) was made separate and independent from the other, and placed under the sole charge of Miss Warner, the lady who presides as its present principal; this arrangement has proven to be most satisfactory and doubtless will continue so at least as long as that department is under the control of this most efficient and faithful teacher ....over seven hundred pupils are now enrolled [in the district] ....

The report of the School Board at its May, 1890 annual meeting reflects that 550 students were enrolled in East Side School and 101 in West Side School, although the percentage of attendance at West Side School was 10% higher than that of its counterpart. Eight years later enrollment at West Side School had increased to 149, but decreased to 424 for East Side School. Despite its smaller enrollment, the School Board committed funds to improvement and expansion of West Side School. In the 1890s, two more rooms were added to the building, along with a bath and steam heat.

By 1902, Laramie's school system was touted in such publications as promotional materials for Isaac Van Horn & Company, who proclaimed in *"Brains and Money versus Resources"*:

Laramie has the finest public school building in the State, erected in 1878, and occupying an entire block in a central portion of the city. The West Side School also occupies a fine and commodious building. St. Mary's school, conducted by the Roman Catholic sisters, has a large attendance.

In addition, the publication praised Laramie as the site of the University of Wyoming, which opened in 1887, on the east side, of course. 1905 and 1907 editions of, *"The State of Wyoming"*, a booklet prepared under the direction of Governor Bryant B. Brooks, singled out Laramie's public school system as "the very best".

Throughout the early 1900s, although the number of students in the school district waxed and waned, pupil enrollment showed an overall rise in number. Laramie continued to grow mostly east of the railroad tracks, but the west side of the community also experienced a steady increase in population. Most homes on the West Side were more modest and housing more affordable than those on the other side of the tracks. In 1922, the West Side church was rented to accommodate the over flow of students attending West Side School. By now, the School District boasted two more grade schools: North Side School, a two-story brick building with a basement, constructed in 1908, and Parkview School, a two-story brick building located in the southeast portion of the city, constructed just prior to 1920. The School Board authorized the construction of an additional two-room frame building for West Side School pupils in 1923. Plans for the 1924 school year included "transporting children from the Westside (sic) and other distant parts of the city" to "a special class center at Northside school (sic)".

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But the plans were not enough. During the 1924 school year, 184 students attended West Side School, while 187 attended East Side School. North Side School enrollment was 351, and Parkview School served 268 pupils.

In 1924, faced with an ever-increasing grade school population, the School District Board reaffirmed its commitment to the West Side and to providing public education opportunities to all of its students by commissioning a new school to be constructed on the same site as the existing buildings. The decision also ensured at least one neighborhood public facility would exist in the area and that convenient and nearby access to an educational facility continued. The choice of one of Laramie's most prominent and respected architects, Wilbur A. Hitchcock, to design the new school affirms the School District's interest in assuring quality school construction for all neighborhoods under its jurisdiction. Hitchcock (1886-1930), known for designing a number of buildings on the University of Wyoming campus, including McWhinnie and Engineering Halls, also designed Nellie Isles (formerly Parkview) and Whiting Elementary Schools, both named after prominent local educators. Soon after Hitchcock was engaged, the West Side neighborhood had its own brick school.

Adams and McCann of Cheyenne were awarded the construction contract and began work on the new building, which was sited on the western portion of the block occupied by West Side School. This location was probably chosen because the 1883 school, which sat on the center of the block, remained on the property and in use during construction of the new building. Hitchcock echoed the shape of the 1883 school in his design, using a rectangular mass with a central salient and a hipped roof for the one-story building. The 1924 school faced east, as did the 1883 building. Constructed of brick and sporting a green clay tiled roof, the new building contained six large classrooms, a boys' and a girls' lavatory, a principal's office, a teachers' lounge with a lavatory, a supply room and a partial basement for a furnace and a coal storage space, as well as an exterior loading dock. Wide banks of rectangular windows on the east facade and the west elevation were characteristic of design that accompanied the school reform movement of the late 19th and early 20th century. The stepped parapet wall on the east facade, along with the tiled roof, lent the building a slightly Spanish cast. A glass transom above paired glass doors framed by a segmented arch defined the central entrance giving it a formal, ornate appearance, and constituting a suitably impressive approach into the halls of learning.

When it opened, the new school was re-named after President Abraham Lincoln and became Lincoln School. A name change for West Side School had been considered before, but had not been acted upon. In 1909, School Board member William Tyvold had moved that West Side School be re-named Fremont and the high school be re-named Lincoln. The vote on the motion ended in a tie, perhaps because another School Board member thought the high school, which was on Fremont Street, should be called Fremont School. In any case, the new larger, more ornate and substantial structure, as well as its new name, gave the school a stronger, more unique identity and certainly afforded it a greater presence, not only in the neighborhood, but also among the other community grade schools.

By 1925, the Superintendent of Public Instruction for the city was able to report to the Board of Education that:

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The completion of Whiting [elementary school] and Lincoln Buildings during the year, the removal of the two-room frame building from Westside ground to Eastside grounds ...have materially increased the efficient functioning of the school system.

During the 1925 school year, a total of 937 public grade school children attended the community's five elementary schools. Attendance excluded kindergarten-aged children; no public kindergartens were established in Laramie until the early 1950s. Lincoln School enrollment in 1925 was 188. By 1928, attendance at the school was large enough to justify a non-teaching principal for the first time since it opened. Also, by 1928, the West Side continued to attract industry. The Monolith Portland Cement Plant was constructed on the West Side in 1927.

In the 1930s, with pupil enrollment still on the rise and Public Works Administration (PWA) monies available, School District No. 1, under the direction of Superintendent A.A. Slade, undertook the task of constructing additions to four of its schools. At an October 29, 1936 meeting among Laramie grade school principals and Slade, the superintendent referred to the "crowded condition of the Lincoln School First Grade" and asked for suggestions to ease the situation. A recommendation was made to transfer some students to other buildings, and by this time the viaduct linking the neighborhood with Laramie's downtown and east and north sides had been in place for six years, making access to other areas of Laramie easier. Mrs. Grace Spencer, Lincoln School principal, told the group, however, she was "unable to find parents who were willing to have their first grade children sent by bus to other schools". Slade and the School Board decided to expand the school rather than bus children to other schools. By the 1937-38 school year, total public grade school enrollment totaled 1193.

The largest and most expensive addition proposed for PWA funding by the District was to the high school, but plans were also made to enlarge Stanton, Isles, and Lincoln Schools. Again, the decision of the School Board to include an expansion of Lincoln School in its PWA request reflects the School District's commitment to the West Side and its consideration of the wishes of West Side parents that their children not be bussed to other facilities, although certainly bussing was a more economical decision, at least for the short term, than new construction. It reaffirmed the School Board's commitment to providing public education opportunities for all students, no matter how modest their neighborhood, and ensured that the West Side would retain its lone public facility. The contracts for designing all four of the additions was awarded to one of Wyoming's premier architects, William Dubois of Cheyenne. During his career, Dubois employed a wide range of architectural styles and, as well as designing many substantial buildings, was awarded a number of contracts to create additions to existing buildings. His associate on the projects was F. W. "Fred" Ambrose, a Laramie architect who had once worked for Wilbur A. Hitchcock. Ambrose handled the details of the construction work, sending Dubois copies of his letters to contractors, school officials and PWA staff, as well as their responses to his correspondence, while Dubois supervised overall design and design modifications necessary in completing the PWA school package.

Construction bids opened in October of 1938 for the three grade schools and in November of the same year for the high school. Construction cost for Lincoln School was estimated at \$34,099.80, as was cost for the Isles

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School addition, with the estimate for Stanton School being \$32,699.15. The high school addition was estimated at a cost of \$310,000.10. The majority of contractors for the projects were local. Spiegelberg Lumber and Building Company (located on the West Side), Wyoming Construction Company, E.H. Holliday Company, Pope Electric Company, and Laramie Furniture Company, all located in Laramie, were awarded contracts. Other contractors were Northwestern Engineering Company of Rapid City, South Dakota, Bailey School Supply of Casper, Wyoming, Centennial School Supply and Mutual Furniture Company of Denver, Colorado, and Remington Rand Inc. of Cheyenne, Wyoming.

As plans for expanding Lincoln School became public, the importance of the facility to West Side neighborhood residents became evident. A September 29, 1938 letter from the Lincoln School Parent Teachers Association to Superintendent A.A. Slade reflects the affection that Lincoln School parents held for the Hitchcock building constructed in 1924 and expresses approval that it will be retained. The letter states in part:

...with reverence for tradition and long time usage of this property, we wish to express our appreciation of the facts that we read yesterday in the paper stating that the building is to be preserved intact and used for some educational purpose .... This fact makes the constituency of the west side of the city very happy.

The letter also reflects the sense of community that the school inspired in West Side residents. Again, with the exception of the old Wyoming Territorial Prison used at that time by the University of Wyoming's agricultural college - hardly a neighborhood center -- Lincoln School was the sole public building or facility located in the West Side neighborhood.

Excavation for the addition to Lincoln School began December 2, 1938. Work was delayed in March, 1939 when Spiegelberg Lumber Company was unable to obtain the green clay roofing tile for the project because of a tile strike. Progress was delayed again in May, 1939 because of a millwork strike. Still, by August 8, 1939, the Board of Education of School District No. 1 adopted a resolution recognizing work on all three grade schools was completed. The original 1883 building, which had remained on the property and used for large classes, such as crafts, was removed with the construction of the 1939 addition.

Dubois' final design placed the 1939 addition to the existing school on the east elevation; a recessed connector joining the 1924 building to the addition obscures the impressive arched entrance designed by Hitchcock. While this seems inconsistent with Dubois' practice of creating sensitive additions that retained the unique characteristics of existing buildings, the architect probably had little choice in the matter. The 1924 school's location on the far west portion of the block with limited north and south setbacks left no room for substantial additions to be constructed on any of these elevations; the new addition enlarged Lincoln School by two large classrooms and provided a kitchen and a recreational room with a stage and a small gymnasium. Dubois, however, did carry out elements of Hitchcock's design by closely matching the brick and masonry used in the 1924 building and echoing rectangular window shapes found on the original school. He also repeated the green tile roof material and hipped roof shape of the existing building, with the exception of a gable roof at the



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southeastern portion of the addition. Perhaps Dubois designed this projecting gable roofed facade to blend in subtly with the surrounding residential area of primarily one-story gable-roofed houses.

Although the 1939 addition does not contain the ornamental design elements found on the 1924 school, it is reflective of its era and the PWA budget under which it was constructed. As stated in Nancy Weidel's article "Be True to Your School" in the January, 1995 edition of *Preservation Wyoming*, the Wyoming State Historic Preservation Office's newsletter, school buildings constructed during the 1930s "expressed ...the values of that particular time" and were "Shorn of the frills of a more expensive architectural style...". In fact, Dubois' design for the additions to both Nellie Isles and Lincoln Schools are very similar, the major differences being the alignment of rooms. Hitchcock had also designed the two-story Nellie Isles School, using buff-colored brick and a red clay tile for the roof. In his design for the Isles School addition, Dubois carried out some of Hitchcock's design elements by choosing brick and tile materials and roof shapes used in the original Isles School, but Dubois' work on this building also lacks the ornamentation found on the original Hitchcock school.

During the 1940s, the school was the focus of neighborhood residents' activities to assist in World War II efforts. Page 3 of "Report on the 'Lincoln School Public Memory Project' for the Wyoming State Historic Preservation Office", 2002, by Lora Bottinelli, states some of the nine individuals the author interviewed to document the history of Lincoln School recall it being the focal point for "WWII salvage drives, WWII food rationing, WWII food stamp distribution and WWII war bond saving". Although these activities were carried on in other schools and in public facilities in Laramie, and even in such places as movie theaters, because the West Side had no other public facilities and because movie theaters and other, similar businesses were not located in the neighborhood, the school took on added importance to the West Side residents during wartime. The complete Bottinelli report is attached to this nomination for informational purposes, but is not included as part of the nomination.

In 1953, increasing numbers of West Side neighborhood pupils resulted in the School Board commissioning a second addition to the school. Nellie Isles School was expanded at the same time. Hitchcock and Hitchcock, the architectural firm founded in 1941 by W. Eliot Hitchcock (1915-1996) and Clinton Hitchcock (1919- ), sons of Wilbur A. Hitchcock, designed both of these additions. Together the brothers worked on additions and renovations of many of the buildings their father designed, including additions to Engineering Hall and the Aven-Nelson Building on the University of Wyoming campus and were prominent Laramie architects until their firm closed in 1987.

The 1953 expansion added two classrooms to the existing school. The classrooms were constructed at the north elevation, to a portion of the building constructed in 1924. The addition does not damage the architectural integrity of the school, but repeats the hipped roof, echoes the original, rectangular shape of the 1924 school and replicates the use of large brick blind panels that mimic window banks and are also a design element of the south facade of the 1924 building. Brick of a color and texture similar to that found in construction of the 1924 school and the 1939 Dubois addition are used, as is the green clay roofing tile material. Specifications prepared

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by the architects clearly state that care should be taken in construction not to damage the 1924 building and to blend in materials used in 1953 with those used in the existing school building.

Individuals interviewed by Bottinelli recall the school being the location for pot luck dinners, dances, plays, popcorn sales, and gift exchanges or raffles, providing the West Side with a community gathering location that would not have been available to its residents if the school had not existed and the School Board had not continued to support and maintain it throughout the period of significance.

Defining the composition of the student body of Lincoln School during the period of significance is difficult. A perception exists that a substantial percentage of the school's student body within this period was Hispanic. It is also difficult to determine the extent that Hispanic families living in the West Side neighborhood participated in the extracurricular, or community activities, held at the school. Although interviews contained within the Bottinelli report are enlightening and interesting, the nine subjects interviewed do not constitute a large enough group to warrant drawing firm conclusions about these two matters. Bottinelli, as well as a member of the Albany County Historic Preservation Board, and the preparer of this nomination all researched local newspapers, but found little information about the school, other than articles concerning construction of the building. The Laramie WPA history, as available in the Wyoming State Archives, does not address either subject. Albany County School records located at the State Archives are, for the most part, concerned with building construction and with the growing number of students in general and how to best serve Laramie students as a whole. Few records of meetings that took place between Lincoln School staff members or staff members and other school district employees or elected officials appear to exist. Telephone books and City Directories yield some information about residents, but may not provide a complete picture of the student body or families who resided in the neighborhood. Both the U.S. Census Bureau Offices in Denver and in Washington, D.C. point out that the Census did not collect information about Hispanic individuals during the period of significance.

The best source of information appears to be the *Laramie High School Permanent Record Cards, 1927-1959*, located at the Wyoming State Archives. These records are normally sealed, however, permission was obtained from State Archives to review these records; Archives' restrictions preclude including materials in the nomination that name students, that may point to specific students, or that breach student record confidentiality. Records are archived alphabetically from 1927-1959 and are not separated out by year or by grade school. A copy of a blank school record is attached to this nomination for informational purposes.

The records are limited in usefulness for several reasons: 1) If students did not attend Laramie High School, their records are not included in the material; in other words, not all students who attended Laramie grade schools during the period of significance are represented by a permanent record card. That is, if a student attended Lincoln School - or any other Laramie grade school that existed during the period of significance - but did not attend Laramie High School because of a move or because of leaving the school system for any other reason -- that student's record is not included in the material. 2) Records that are included in the material are inconsistently completed. For example, each student record contains spaces for recording

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the father and mother's occupations. In some cases, neither space is filled out. In other cases, the record specifies the name of a business, but does not indicate what position the parent holds at the business. In many instances, a general occupation, such as "laborer", is indicated, but a place of work is not specified. In still other instances, the card may very specifically state "sales lady at Sweetbriars". 3) It is unclear where family information was obtained and what, if any, criteria or standards were set for validating information. It's likely this information was supplied by students or parents, and validated, in many cases, through the knowledge of school personnel, who, living in the relatively small community of Laramie, might well personally know many parents and/or students. Whatever information and validation sources were used, inconsistencies exist in records. One student's record may indicate that a parent's educational level is 8th grade, while the record of the student's sibling may indicate the same parent's educational level is 6th grade. Inconsistencies are particularly evident as information concerns race and nationality of parents. One student's parents may be listed as "American", while the student's sibling's record indicates the father is German and the mother Danish. In the latter instances, it seems unlikely that, in the majority of cases, information about nationality means a parent was born outside of the United States. It isn't uncommon to see nationality of one parent attributed to more than one country, so that a student's mother may be characterized as "Scotch/French/Swedish". 4) In spite of the time period covered by the records, no student records were found for pupils attending any Laramie grade school prior to 1930. This means that it is difficult from information available to characterize the Lincoln School student body from 1924-1930.

Given these limitations, the permanent record cards do help to paint a picture of the West Side neighborhood and enable some comparisons/contrasts to be made between Lincoln School and other Laramie grade schools. The records also indicate students and educational practices characteristic of the eras they represent. Briefly, the permanent record cards reflect a neighborhood populated mainly by blue collar families. Male workers were most frequently employed by the railroad; a number worked in jobs with industries and businesses located on the West Side, such as the tie and cement plants, the fur farm, the ice plant, creameries or dairies, or groceries. A few owned their own businesses, which, for the most part, appear to have been located on the West Side. The overwhelming majority of women, as characteristic of the time period, were not employed outside of the home; those who did work outside the home appear to have held positions in a service industry. Women were generally better educated than men; Caucasians generally had attained a higher level of education than Hispanics. Hispanic families tended to be larger than Caucasian, records reflecting a notable number of Hispanic families with at least 7 and as many as 14 or more children.

It was not uncommon during the period for students to be retained in one grade, then promoted because of age, on a trial basis, or because of the request of parents. Generally, Hispanic students were retained and age/trial promoted more frequently than Caucasian students. The heritage of Caucasian parents reflects primarily a Scandinavian, German or Irish/Scotch background, common to early Laramie settlers. A very small number of Japanese students attended the school during the 1940s.

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From 1930-1939, records indicate that the most students, a total of 130, attended the school during the 1939-1940 school year. The least number of students attending Lincoln within this time period was during the 1932-1933 school year, where records for only 2 students were found.

Most Caucasian students' fathers worked for the Union Pacific Railroad; others worked for the tie plant, the cement plant, the ice plant, and a small number for WPA. Occupations of Caucasian students' fathers also include carpenter, plumber, baker, kitchen help, taxi driver, painter, electrician, sales clerk, civil engineer, and business owner. Some of these men may have worked for the railroad or other West side industries, although the record cards do not specify place of employment. A few were unemployed, not unusual during the Depression era. Few mothers worked outside the home; one Caucasian mother is identified as a "labor woman". Mothers' occupations include housewife, maid, housekeeper, teacher, store clerk, and "city". The majority of Caucasian students were born in Laramie, with a number born in Nebraska and Colorado. The records also reflect a minute percentage of divorced parents and mothers who are deceased. Parents' nationalities include only German and Danish, but most records during this decade omit parent nationality.

Throughout the 1930s, Hispanic students attended Lincoln School, with a small percent attending during the first part of the period. By the 1939-1940 school year, 36% of the 103 students were Hispanic. In spite of this figure, little information was recorded on the cards of Hispanic students. Most seem to have been born in Laramie, with some born in Colorado. The language spoken at home of most of these students is listed as Spanish, with Spanish/English also listed for some students. As did Caucasian fathers, fathers of most Hispanic students worked for the railroad, with a few working for WPA and for Monolith; mothers' occupations are not given on the records.

Cards indicate that it was not uncommon for students to be "retained" in a grade, that is not promoted to the next grade level. Nor was it uncommon for students to be promoted for some reason other than academic achievement. Cards note that children were "trial" or "age" promoted. No reason is specifically stated on records for retention or trial/age promotion, however, grades are noted by subject. Students from Hispanic backgrounds were age/trial promoted more often than Caucasian students, but retained about the same number of times. It is noted on one Hispanic student's record that the child spent 8 1/2 years in grade school. It should also be noted that, while 35 Hispanic students attended Lincoln School during the 1939-1940 school year, the number of families represented by these students is much smaller than the same number of students represented by Caucasian families. Hispanic families tended to be larger than Caucasian families, so it is not unusual for as many as 6 or more Hispanic pupils attending school during a particular school year to be siblings. Given the trend of retaining students, these siblings attended the grade school together for one or more years longer than they would have had they been promoted to the next highest grade each year.

From 1940-1953, the greatest number of students attending Lincoln School, as reflected in the high school cards, was during the 1944-1945 school year, when 136 student records were found. These students included two Japanese pupils; in fact, from 1940-1949, at least one Japanese student attended Lincoln School. During this time period, the number of records found for Caucasian students decreases dramatically, while the number

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of records for Hispanic students ranges from approximately 30-40% of the total student population for any one school year. By the 1952-1953 school year, records indicate 7 fewer Caucasian students attended Lincoln than did Hispanic students; however, only 51 total student records were found for that school year, a dramatic decrease from the number of records found for other years within the time period. Again, Hispanic families appear, for the most part, to be larger than Caucasian families, and retention and age/trial promotion rates for Hispanics are both notably greater than for Caucasian students. Although not speaking English is never given as a reason for retention, the overwhelming majority of cards list language spoken at home for Hispanic students as "Spanish" or "Spanish/English"; only 9 records indicate "English" as the student's home language.

Parents' nationality is recorded more frequently during this time period, and reflects a variety of heritages. Irish, Irish/German, Irish/Dutch, Scotch/English/Irish, Danish, English/Welsh, Scotch/Irish, French/Swedish, Scandinavian, French/Scandinavian, Norwegian, German, Bohemian/French/English, Swedish, Swedish/Irish, Danish, and English/Irish are all listed under nationality. The West Side neighborhood reflects the Irish and Scandinavian heritage of many of Laramie's early residents.

During this time period, the largest employer of all students' fathers is again the railroad. The cement plant employs fathers of a number of Hispanic students, with WPA and the utility company also indicated as an employers, and other occupations listed as laborer, kitchen helper, and mining. Caucasian fathers were employed at the tie plant, with "creamery" and the "fur farm" also shown as employers. Other jobs include laborer, bricklayer, carpenter, University of Wyoming gardener and fireman, mechanic, upholsterer, clerk, shepherd, painter, plumber, businessman, business owner, farm laborer, rancher, farmer, unemployed, baker, laundry worker, and "forest products". One father appears to have held two jobs. A few are in military service, not unusual during the time period, which includes World War II. Also, perhaps because of WWII, records reflect more deceased fathers.

By far the majority of mothers are listed as housewives, but more Caucasian women worked outside the home, than did Hispanic mothers. Some Caucasian mothers worked for the Union Pacific, some as waitresses, and one at the cement plant. Other occupations include store clerk, telephone operator, University of Wyoming student, and nurse. Hispanic women who worked outside of the home are listed as housekeepers; one record notes as the mother's occupation "hospital".

No divorces are shown on cards of Hispanic students, but the percentage of Caucasian divorces, while small, slightly increases over those indicated on 1930s student cards, including one card that notes "divorced and together". One card has the notation "permanent separation".

During the 1940s, records are more likely to reflect the educational level attained by parents, than those records available for the 1930s. As characteristic of the era, it was not uncommon for parents to have little or no high school education, particularly those parents who held blue collar jobs. It was also not uncommon for women to be more highly educated than men, who were expected to find work, contribute to family income, and assume the role of "bread winner". Most Caucasian students' fathers appear to have left school after completing the 8th

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grade. A number attained at least some high school education, while a few attended some college. Others completed a grade level between 3<sup>rd</sup> or 7<sup>th</sup> grade. Most Caucasian mothers had at least some high school education, a number appearing to have graduated from high school. Still, a significant number left school after completing the 8<sup>th</sup> grade. More mothers than fathers attended some college; one mother attended business college.

No fathers of Hispanic students appear to have attended college. A number completed 8<sup>th</sup> grade, but many appear to have left school sometime during their elementary years. One record notes under father's education, "none". Most Hispanic students' mothers completed 8<sup>th</sup> grade, but few had any high school education. None appear to have attended college. A number left school during their elementary years, some as early as 1<sup>st</sup> grade and others as late as 6<sup>th</sup> grade. In general, records reflect that Caucasian parents attained a higher level of education than did Hispanic parents.

Most Caucasian students were born in Laramie or other Wyoming cities, although a number were born in Colorado and some in Missouri, as well as in other states. Most Hispanic students were born in Colorado, with a significant number born in New Mexico, and a few in Laramie and other Wyoming cities, as well as in other states. It appears that some Hispanics may have moved to Laramie in family groups, with, perhaps, brothers or cousins moving their wives and children to the community and finding housing together, or at least in close proximity to each other. A lack of farm labor work in Colorado during the time period may have led families to move to Laramie, primarily to seek employment with the railroad.

High school permanent records also allow for a comparison of Lincoln School to the other Laramie grade schools: Whiting, Nellie Isles, Stanton and Washington Schools. All of these schools had larger student bodies than Lincoln School, but some similarities exist among all of the schools. For example, the majority of students who attended elementary school in the community during the period of significance came from blue collar families. The Union Pacific appears to be the largest employer of students' fathers. The overwhelming majority of students' mothers did not work outside of the home. A number of parents are listed as having German, Scandinavian, or some mixture of Irish/English/Scotch/Welsh heritage, characteristic of early Laramie settlers. Women tended to have attained a higher level of education than men. For the most part, relatively few parents had attended college. Some high school, or completion of an 8<sup>th</sup> grade education, is common among both men and women.

Still, contrasts exist between Lincoln School and other Laramie elementary schools. Although the majority of Laramie's population during the period of significance may have been blue collar workers, as in almost every community, some of the population were employed in white collar positions, or one of the professions. The children of these families -- University of Wyoming professors, geologists, doctors, dentists, lawyers, architects, the majority of business owners -- attended grade schools other than Lincoln. Their families did not live on the West Side. And, although the majority of parents who lived in Laramie during the period of significance may not have continued their education past, or even into, high school, parents with Masters and Doctorate degrees did live in Laramie during the period of significance; they did not, however, appear to live on

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the West Side. Incomes of these families were generally higher than those of West Side families. The space on student records provided for "Social-Economic Status" is rarely completed on any of the student cards. "Comfortable" does appear on the cards of a very few students; none of these students attended Lincoln School. The sole Lincoln School card that contains a notation in this space is filled out, "Dependent".

Another contrast between Lincoln and other Laramie grade schools is found in the number of Hispanic students who attended elementary school during this time period. A few Hispanic students did attend other Laramie grade schools in both the 1930s and 1940s, but these students composed a minor percentage of the total school's enrollment, particularly when contrasted with the Lincoln School enrollment. Dr. Catherine Connelly, University of Wyoming Sociology Professor, comments that from a sociological perspective, if Hispanic students composed 25% of the student body at the school, it is significant. During the 1940s, and through the 1952-53 school year, school records indicate that Hispanic students composed over 25% of Lincoln School's annual enrollment. The largest number of Hispanic students who attended another grade school in any given year is six; these six students constituted a minor percentage of that grade school's enrollment for the year.

In most communities in Wyoming during the period of significance, non-Caucasian residents were rare. Laramie was no exception. School records reflect few non-Caucasian students were in the school system. A very few Chinese students attended one of the other grade schools during this time period; one African-American student, who attended another grade school, also appears in the records. A few Jewish and a very few Native American students are noted in the records as having attended other grade schools. Students with parents from a Greek heritage are rare, and attended other schools; students from an Italian background are even rarer. Italian students also appear to have attended other grade schools. In short, the largest minority residing in Laramie during the period of significance with children of elementary school age, appears to have been Hispanic. Most Hispanic students attended Lincoln School, and their families lived on the West Side.

The role the school played in the lives of Hispanic families, beyond that of a place of education for their children, is difficult to determine. Certainly, the school provided Hispanic children the opportunity for a public school education, and, certainly, no other neighborhood public facilities existed where Hispanic and Caucasian children could go to interact. Still, no concrete evidence exists that educators made special attempts to incorporate Hispanic culture into school activities, for example, hosting a Cinco de Mayo celebration. It isn't clear if the parents of Hispanic students actively participated in events held at the school, such as dances, or if they participated in such groups as the PTA. Nor is it clear if Hispanic students themselves participated in non-school groups that might have been met at Lincoln, such as Girl Scouts. Little evidence exists that outside of the school, Hispanic and Caucasian children played together or interacted in other, positive ways. It is evident that this education had a positive impact on Hispanic students' education by the mere fact that those represented in the permanent record cards continued their education beyond grade school and beyond the educational level attained by many of their parents, otherwise no student cards would exist for these students.

Additionally, Lincoln School served an important purpose during the period of significance as a place where children from diverse backgrounds and mostly blue collar families, could safely gather, interact under the

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supervision of adults, and experience some sense of community. It was the only such place in a neighborhood that was across the tracks and a long viaduct away from most of Laramie's churches, retail businesses, movie theaters, fire and police services, parks, restaurants, public library, and other amenities. It offered lower income families a chance to ensure their children received an education in their own nearby neighborhood school. Lincoln School stood out as a place of education, a promise for a better future, and stability in a neighborhood characterized by modest family homes trying to hold their own among the West Side's railroad tracks, industrial plants, feed dealers, taxidermist, fur farm, brick and tile company, lumber and construction companies, auto shops, trucking and teaming firms, transfer companies, one filling station, one beauty shop, and three grocery stores. Albany County School District No. 1's successful efforts to sustain the little brick school in the small working neighborhood in the face of overcrowding and funding shortages constitutes an extraordinary commitment to making neighborhood educational facilities available to all district school children.

Lincoln School closed in 1978 when Linford School was constructed in west Laramie, across Interstate 80 and at some distance from the small neighborhood the Lincoln School served. At this time in Wyoming's history, the state was undergoing the stresses of population growth associated with an energy boom and larger school facilities serving larger areas of the community became a practical necessity. In January of 1984, a group of citizens organized the Lincoln Community Center Board and purchased the school with hopes of rehabilitating the building to once again make it a vital part of the West Side neighborhood. The High Plains Archery Club, which occupies a portion of the western most section of the building, helped the Board make mortgage payments and, today, the Lincoln Community Center Corporation owns the building outright. The Board has begun rehabilitation of the property, beginning with the 1939 recreational room and has developed a list of programs that will be conducted in the building when work is completed. Many of the programs continue the tradition of using the site for educational purposes. The programs include: serving lunches to elderly West Side residents; creating a family literacy program encompassing outreach programs for GEDs, adult basic, secondary and college preparatory classes; developing a reading club; conducting after-school youth and study groups; hosting a summer day camp; holding open gym nights; and locating a Spanish radio station within the building.

From its construction in 1924 to its closing in 1978, Lincoln School served not only as an educational facility, a place for dinners, plays and dances, but also as the one neighborhood public facility available to adults as a polling and health screening site. More than at any other elementary school in Laramie, students who attended Lincoln School throughout its history reflected the diverse cultural backgrounds of community residents. Many of its first pupils were of Scandinavian, German, Irish, and English descent. A number of Hispanic students were also enrolled at Lincoln School; in a few cases these children spoke little or no English when they attended their first class in the building, but went on to attend high school. Whatever their heritage, the school brought these children from a small, working class neighborhood together and helped them and their families forge a sense of community. The School District nurtured the compact brick school in the small West Side neighborhood by supporting it with funds for operation and expansion, assuring the best architects were involved in its design, and listening to and accommodating the needs and wishes of West Side residents who valued the school and the service it provided for their children.



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During the time Lincoln School served the children of Laramie's West Side neighborhood, it reflected the modest character of the area. It was a small, one-story building in contrast to the larger, two-story schools constructed on the east side of the tracks, built to provide public education to a student enrollment that was for the most part considerably less than that of the other grade schools. Nevertheless, the school expressed the commitment of Albany County School District No. 1 to offer convenient and safe access to educational facilities to all its pupils. While the original school and the two additions may not feature some of the more elaborate design materials and elements found on other Laramie grade schools, such as terra cotta or ornate window surrounds, Lincoln School had a substantial impact on the parents and students in west Laramie. This impact can be seen in the fondness of the Parent/Teachers' Association for the school building and in the reluctance of parents to bus their children to other schools in spite of overcrowding. As the only public facility in west Laramie, Lincoln School was not only a center of learning for neighborhood children, but also a testament to neighborhood unity and cohesiveness. It stands as an important symbol of education and community to neighborhood residents and a reminder of the stability Laramie's citizens succeeded in bringing to a municipality that has its origins in the raucous life of an early railhead town.

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Cheryl Green, former Lincoln School student, long-time Laramie and West Side resident, whose father and children also attended Lincoln School

George Kunkle, long-time Laramie resident, who attended Lincoln School in the 1920s

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June Moore, whose family migrated from southern Colorado to Laramie in the late 1940s, who attended Lincoln School in the 1950s, and who taught in Laramie for 33 years

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### Geographical Data

**Verbal Boundary Description** — Lincoln School and its grounds occupy all of Block 193, Hodgeman's Addition to the City of Laramie, Wyoming.

**Boundary Justification** — The boundary conforms to both the historic and current location of the building and its grounds. The 1924 school building and its additions occupy most of the western and central portions of the block and are surrounded by asphalt and grassed areas, landscaped by mature trees; a grassed plot east of the building was once used as a playground area. All of Block 193, Hodgeman's addition was acquired in 1883 by Albany County School District No. 1 to be used for West Side School, the first building constructed on the lot.

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### Common Label Information:

1. Lincoln School
2. Laramie, Albany County, Wyoming
3. Photographer: Richard Collier
4. Date: 2001
5. Negative on file at Wyoming SHPO.

### Photo No. 1:

6. East elevation of building. Camera facing West.

### Photo No. 2:

6. South elevation of building. Camera facing North.

### Photo No. 3:

6. West elevation of building. Camera facing East.

### Photo No. 4:

6. North elevation of building. Camera facing Southwest.