

National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name: Truscott Junior High School
 Other names/site number: Truscott Elementary School/5LR.14110
 Name of related multiple property listing:
Colorado's Mid-Century Schools, 1945-1970
 (Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 211 W 6th St
 City or town: Loveland State: CO County: Larimer
 Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this x 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 x meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide ___x local
 Applicable National Register Criteria:

___x A ___ B ___x C ___ D

<p>_____ Signature of certifying official/Title: <u>History Colorado, Deputy State Historic Preservation Officer</u> State or Federal agency/bureau or Tribal Government</p>	<p>_____ Date</p>
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<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>_____ Signature of commenting official:</p>	<p>_____ Date</p>
<p>_____ Title :</p>	<p>_____ State or Federal agency/bureau or Tribal Government</p>

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

EDUCATION/School

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7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENTS

Materials: (enter categories from instructions.)

Principal exterior materials of the property: BRICK/STEEL/STONE

Narrative Description

Summary Paragraph

Located near downtown Loveland, Colorado, the two-story, Modern Movement Truscott Junior High School (5LR.14110) was constructed in 1957. Founded in 1877, Loveland remained a small town with a predominantly agricultural economy until the mid-twentieth century. As Larimer County and the Front Range experienced a post-war boom, Loveland also grew, with the population leaping from 6,773 to 9,734 between 1950 and 1960. The Truscott Junior High School was the community's first purpose-built junior high school, part of the district's effort to accommodate increased student enrollment and to provide modern, high-quality education. The school was designed by Denver-based architect Walter H. Simon. The Truscott Junior High is an excellent example of mid-twentieth-century school design. Character-defining features include: L-shaped plan; functional design; horizontal emphasis; a flat roof with a deep overhang on the façade; separation of active and quiet areas; a combination stage/cafeteria; steel-frame construction; a combination of wall materials, multi-hued red brick accented with sandstone; long bands of windows; minimal ornamentation; recessed main entrance; and a built-in planter adjacent to the entrance. Truscott Junior High School (Truscott Elementary School since 1973) retains a high degree of integrity.

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Narrative Description

Truscott Junior High School is located in a residential neighborhood immediately northwest of downtown Loveland. The school occupies an entire block, bounded by West 6th and 7th streets and Grant and Garfield avenues. This block has held a school since the 1890s, beginning with Loveland High School, later converted to Garfield Public School. An aerial photograph from 1953 shows that the previous school building had a roughly square plan and was at the center of the lot. By contrast, the new junior high was sited towards the southwest corner of the lot, leaving space for athletic fields on the northeast.

Landscaping of the new junior high school site included a lawn along the south side, a gravel play area on the north, and a strip of asphalt for bicycle parking on the north side of the classroom wing. An aerial photograph from 1969 shows the site in its current configuration with a strip of lawn south of the school, an athletic field to the north, and sidewalks surrounding the block. In 2005, the play area was covered with artificial turf and new playground equipment was installed at the northwest corner of the block.

The L-shaped Truscott school is situated parallel to the south and west sides of the block with a playfield to the northeast and a playground at the northwest corner. A strip of lawn with trees runs along the south side of the building between the school and West 6th Street. Concrete sidewalks encircle the block, with chain-link fencing enclosing the rear play area. A ground sign identifying the school is at the southeast corner of the lot. A flagpole is adjacent to the main entrance. The school was converted from a junior high school to an elementary school in 1973, becoming the Truscott Elementary School.

Truscott Junior High School, 1957 (contributing building)

The Truscott Junior High School is composed of a two-story classroom wing (oriented west-east) and a single-story administrative and gymnasium wing (oriented north-south). The *Loveland Reporter Herald* described this design as serving “dual functions” with the one-story section for “noisy” activities, such as shop, physical education, homemaking, and music, and the two-story section reserved for quieter classrooms (*Loveland Reporter Herald*, January 24, 1956). The classroom wing holds fourteen classrooms.

The Truscott Junior High is an excellent example of mid-century school design, featuring a minimalist modern design emphasizing functionality and flexibility. The school utilized a steel structural skeleton covered by a skin of non-structural brick and stone. The school also features flat roofs, ribbon windows, and an exterior design that reflects interior function. The building is

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composed of seven sections, arranged in an L-shape. The sections can be clearly distinguished by their varying roof heights, fenestration, and wall planes. A two-story, flat-roofed classroom wing is aligned parallel to West 6th Street. Although single-story school construction became standard for elementary schools at mid-century, two-story construction remained popular for junior and senior high schools. To the west of the classroom wing is a single-story, flat-roofed section containing the main entrance, lobby, administrative offices, and music room. To the north of this is the gable-roofed gymnasium. The gymnasium is the tallest portion of the school. To the north of the gymnasium is the kitchen and multi-purpose room. This flat-roofed, single-story section features a raised floor height (and roof height) because the multi-purpose room converts to a stage for the gymnasium. The shop and home economics classrooms are at the north end of the building; this single-story, flat-roofed portion of the building is lower in height than the adjacent kitchen and multi-purpose room. Locker rooms are in a flat-roofed single-story section on the east side of the gymnasium. Finally, the heater room (as labeled on construction drawings) is in a two-story, flat-roofed section at the interior intersection of the L-plan. The roof is asphalt and gravel.

The Truscott Junior High School was one of only two new schools built by the district in the 1950s. The walls feature multi-hued red brick accented with sandstone providing contrast in color and texture. The brick is laid in a stretcher-bond pattern whereas the long, narrow quarry-faced ashlar blocks of sandstone are laid in a broken rangework pattern with deep-set mortar joints. The stonework is characteristic of the mid-twentieth period. Overall, the building has a strong horizontal emphasis created by the long wings with flat roofs, bands of windows, deep eave overhangs, and narrow sandstone blocks. The school also features a built-in planter, another popular mid-century feature. Located adjacent to the entrance, the planter is constructed of narrow sandstone blocks, blending with the adjacent stonework.

The school features aluminum-framed windows with sandstone sills. The long bands of windows featured on the classroom wing and administration/music room are three-light with a larger middle light and smaller top and bottom lights. This horizontal division of the windows increases the horizontality of the building. The windows are arranged in groups of three, with the middle window featuring an operable hopper window; the other window sections are fixed. Elsewhere on the building, a mixture of single-light fixed windows and two-light windows with either an operable hopper-style window at the bottom or an operable awning-style window at the top are used. The school's original windows were replaced in 1993, with the original openings retained. The original windows were also aluminum-framed and similar in design to the new windows, though the long bands of windows featured four horizontal divisions instead of three. The doors were also replaced in 1993. The original doors were wood with center lights with transoms and

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sidelights. To meet safety and fire codes, these were replaced with metal doors. These doors also feature center lights along with sidelights and transoms.

South (main) façade (Photos 1-4)

The façade of the building features a deep, projecting roof overhang. The roof overhang is supported by five projecting masonry walls (or buttresses), set at a right angle to the façade. The two westernmost walls are stone, and the other three are brick. These projections divide the façade into four sections. The westernmost section is single-story and contains the music room and administrative offices. Sandstone is used, much as a water table, from the base of the wall to the bottom of the windows. At the western end of the façade, the music room is illuminated by a band of nine windows. The administrative offices are distinguished by a recessed planter. Behind the planter are a band of seven windows separated by simple stone pilasters. Six round metal posts support the wall above the recessed planter. Next is the primary entrance to the building, which is recessed from the main wall of the façade. The entrance of the building contains double doors framed by large sidelights. A band of six windows is to the east of the entrance. Stone veneer is beneath the windows. Farther to the east is the two-story classroom wing. The western end is sheathed in stone veneer and contains six, two-light windows on each level. Metal lettering reading "Truscott School" is between the first and second floors. This portion of the building contains the bathrooms for the classroom wing. To the east, continuous bands of windows extend across the classrooms. A *brise-soleil* extends across the façade above the first floor windows.

West side (Photos 5-7)

The west side of the building features four divisions and varying roof heights. To the south is the music room. The wall is faced with stone and the only opening is a double door with sidelights and a transom. To the north is the gymnasium, distinguished by a gable roof rising above the adjoining sections of the school. The roof has a deep overhang that extends beyond seven brick simplified buttresses that run along the west wall of the gymnasium. Single-light, clerestory windows are at the top of the wall. The kitchen and multi-purpose room are to the north of the gymnasium and contain a band of six, two-light windows. The floor height of the kitchen and multi-purpose rooms are elevated above the ground-floor level and the roof of the building also extends above the other single-story portions of the school. To the north are the shop and home economics rooms, which are set back from the kitchen and multi-purpose room. The shop and home economics section is accessed via a double-door with sidelights and a transom. The wall above the entrance is faced with stone. Two, two-light windows are north of the entrance.

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North side (Photos 8-11)

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On the north side, the exposed portion of the kitchen and multi-purpose room holds two small, single-light windows to the west of the shop and home economics rooms and a band of nine, single-light windows above the shop and home economics section. The shop and home economics section features a band of six, two-light windows on the west with six single, two-light windows to the east. There was originally an entrance at the western end but it was infilled with brick at an unknown date. On the north side of the classroom wing, sections at the eastern and western ends are highlighted by stone veneer. These areas contain staircases. To the west is a double door with sidelights and a transom on the ground floor with an opening with a four-light window framed on the top and bottom by metal panels. On the east end is a similar opening that features a six-light window framed by metal panels. The configuration of classroom windows on the north is the same as on the south façade.

East side (Photos 9-12)

On the east side, the shop and home economics section contain a metal pedestrian door with a single vertical light; a single, two-light window; a pair of two-light windows; and six, single-light clerestory windows. To the south of the shop and home economics section are the locker rooms. This portion of the building contains a double-door with sidelights and a transom, two pairs of two-light windows, and six, single-light clerestory windows. Above the locker rooms, a portion of the gymnasium is exposed and contains nine, single-light clerestory windows. Adjacent to the lockers is the heater room. This portion of the building also features a taller roof that extends above the adjacent sections. It contains a solid, metal pedestrian door and a single window. The east side of the classroom wing features a double entrance with sidelights and a transom on the first floor. Above the entrance is a four-light window with two metal panels below. Stone veneer is above the door and window openings.

Alterations

The only significant alteration to the school has been the replacement of windows and doors, which has impacted integrity of materials and workmanship. However, the changes have a minimal impact on the overall design of the school, because window openings are unchanged and the configuration of the new windows is similar to the original. The original four divisions of the windows have been replaced with three divisions, but the windows still retain their horizontality. The original wood doors have been replaced with metal doors, but the configuration has been retained with central lights in the doors as well as transoms and sidelights. It is extremely rare to find mid-twentieth schools that have retained their original

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windows and doors due to perceived efficiency concerns and evolving safety standards. One door opening has been infilled, but this opening is at the rear of the school and has minimal impact on the overall integrity of the building.

The site retains its original relationship between the school and associated lawns and play areas with a lawn on the south side of the school and play areas to the northeast. However, the original gravel play area has been replaced with an astroturf play area, and playground equipment has been added at the northwest corner. A paved bike parking area behind the classroom wing has also been removed. As a result of these alterations, the landscaping is not a contributing element. A sign was also added at the southeast corner of the site after the period of significance.

Integrity

The Truscott Junior High School retains a high degree of integrity of location, setting, design, association, and feeling. The school retains its original location just northwest of downtown Loveland and its setting in a historic residential neighborhood. Integrity of association is high because the building has been in continuous use for education purposes since its construction. Regarding integrity of design, the original form of the school is unaltered, with no exterior additions. The contrasting materials and horizontal emphasis that are key to the building's character are also intact. The historic feeling of the school is good, retaining its mid-twentieth century character. The school retains a high degree of integrity on the interior, with its original room configuration and many original finishes, including the tiled hallways.

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8. Statement of Significance

Applicable National Register Criteria

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

- 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.)

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

Areas of Significance

(Enter categories from instructions.)

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EDUCATION
ARCHITECTURE

Period of Significance
1957
1957-1967

Significant Dates

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

Cultural Affiliation
N/A

Architect/Builder
Walter H. SIMON

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Statement of Significance Summary Paragraph

The Truscott Junior High School is locally significant under Criterion A for Education as a representation of mid-twentieth century educational trends in Colorado, including the construction of new schools to meet the demands of an expanding population as well as the needs of Progressive educators. Additionally, the Truscott Junior High School is locally significant under Criterion C for Architecture as an excellent example of mid-twentieth century school design as well as an example of the work of Walter H. Simon. The architectural period of significance is 1957, when the school was completed. The period of significance for education is 1957-1967, in keeping with National Register guidelines. The school meets the registration requirements for the School Building property type, subtype Middle School/Junior High School, as outlined in the *Colorado's Mid-Century Schools, 1945-1970* Multiple Property Documentation Form.

Narrative Statement of Significance

The Truscott Junior High School is significant for its association with the history of public education in Loveland. As the community's first purpose-built junior high school (the junior high had previously been combined with the senior high), the Truscott Junior High School reflects the trends of the Progressive education movement. Focusing on the social, intellectual, and emotional development of the student, Progressive educators encouraged the creation of separate junior high schools specifically designed to help students more effectively transition from elementary to high school. The Truscott Junior High School provided more specialized spaces than found at the elementary level with facilities for science, manual arts, home economics, and the arts. Multi-purpose spaces allowing for flexible programming were also key in the design.

Additionally, the Truscott Junior High School is significant architecturally as an excellent example of mid-twentieth century school design representative of the work of Walter H. Simon and the Modern Movement. The plan, materials, and design features clearly reflect prevailing mid-century ideas about curriculum, child development, and the role of the school in the community. Characteristic mid-century features include: L-shaped plan; horizontal emphasis; a flat roof with a deep overhang on the façade; separation of noisy and quiet areas; a combination stage/cafeteria; steel-frame construction; a combination of wall materials with multi-hued red brick accented with a sandstone; long bands of windows; minimal ornamentation; a recessed entrance; and a built-in planter adjacent to the entrance. The school features a higher degree of craftsmanship and materials than is typically found in mid-century schools. The school was designed by Walter H. Simon who had a long and varied architectural career with projects including single-family residences, apartment buildings, commercial buildings, schools, churches, and municipal buildings across Colorado. Practicing until 1976, Simon's work spanned a variety of architectural styles.

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Historic Context

Loveland Schools

Established in 1877 on the Colorado Central Railroad, agriculture dominated Loveland's economy into the mid-twentieth century. Colorado's Front Range experienced a boom following World War II with new economic opportunities attracting an influx of new residents. Larimer County grew from 35,539 in 1940 to 43,554 in 1950. Loveland's population rose from 6,145 in 1940 to 6,773 in 1950. By 1957, Loveland's population was estimated at 10,000 with Larimer County around 49,500 (*Loveland Herald Reporter*, August 14, 1957).

The establishment of the headquarters for the construction of the Colorado-Big Thompson water project in Loveland brought an influx of new people to the community, stressing existing housing and school space. Begun in 1938 and completed in 1957, the Colorado-Big Thompson water diversion project transported water from the headwaters of the Colorado River to the Front Range. According to the *Loveland Reporter Herald*, Loveland's population grew by more than a 1,000 due to the project, resulting in temporary housing arrangements, such as basements converted to rental housing (*Loveland Reporter Herald*, January 16, 1956). As workers moved to the area with their families, school enrollment also increased. Because the Colorado-Big Thompson was a project of the Bureau of Reclamation, the federal government provided assistance to the district to help cover the additional costs associated with the growth. Passed in 1950, Public Law 81-874 provided aid for school districts impacted by federal installations, including increased enrollments due to families moving into the area for federal jobs and loss of local taxes due to federally-owned lands. The amount of funding depended on the number of federally-connected children enrolled in local schools. Between 1950 and 1956, the Loveland district was awarded \$73,348. At the beginning of 1956, 112 students had a parent employed by the Bureau of Reclamation (*Loveland Reporter Herald*, February 3, 1956). In 1957, an additional \$8,617 was awarded to the district (*Loveland Reporter Herald*, March 2, 1957).

Loveland leaders also hoped to attract other new residents and businesses to their community. In early 1957, plans for a new, upscale, 500-home subdivision north of Lake Loveland were proclaimed as "a dramatic expression of faith in the Loveland area." City leaders hoped that recreational users would also help boost the city: "with the new hotel being built, and the 18-hole golf course completed, Loveland in the next few years will develop into one of the most popular summer resorts on the eastern slope" (*Loveland Reporter Herald*, February 15, 1957).

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Between new residents and the post-war baby boom, the Loveland school district was experiencing a five to seven per cent increase in school enrollment each year (*Loveland Reporter Herald*, July 24, 1957). At the beginning of 1956, the Loveland school district (Larimer County School District No. 2) operated four elementary schools and a combination junior-senior high school for a district enrollment of 2,478 (*Loveland Reporter Herald*, January 3, 1957). The Garfield Elementary School had been constructed in 1953; the other schools dated to the early twentieth century (Thompson School District 2012: 113-116).

The district was working to modernize education in Loveland, including following Progressive educational models, providing up-to-date facilities, and recruiting quality teachers. A growing community, Loveland sought to provide education equal to or superior to other first class districts in the state. In April 1957, the school board approved salary increases for teachers to be more competitive in attracting and retaining good teachers. The salaries of those with a B.A. or M.A. were raised by \$200 and teachers without a degree received a raise of \$100. With the raise, the starting annual salary for teachers with a B.A. was \$3,400 (*Loveland Reporter Herald*, April 9, 1957). The increased spending reflected the “effort on the part of the school district to maintain the high standards of instruction for which the Loveland public schools are noted” (*Loveland Reporter Herald*, January 3, 1957). The district employed 102 teachers and administrators during the 1955-56 school year, up from 97 the previous year (*Loveland Reporter Herald*, August 2, 2016).

At mid-century, planners pushed school district consolidation to create a more consistent and equitable school system. With the rise of Progressive education, it was especially difficult for small districts to provide the breadth of education expected from a modern school. Across Colorado, school districts were being urged to consolidate to create more uniform instruction. Consolidated schools could provide better facilities, such as science labs and gymnasiums, as well as a wider range of classes. In 1957, a legislative study identified reorganization as the highest priority education issue in Colorado, with 239 non-operating districts and 203 districts with only a single, one-room school (Colorado Department of Education 2002, 2). The study recommended that a county have no more than six school districts. It also suggested that all districts offer education through high school, eliminating the districts that only offered classes through eighth grade (Colorado Department of Education 2002, 2). Larimer County responded with the creation of a committee to study reorganization with school district representatives, including from Loveland. State legislation gave the committee two years to complete a study and make a recommendation for reorganization that could then be put up for public vote (*Loveland Reporter Herald*, August 17, 1957). When the committee was formed in 1957, Larimer County had thirty-one school districts. Three of those districts were not currently operating schools. Only eight of the districts offered high school. With schools relying heavily on their communities for

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funding, budgets varied widely. Those living in districts with high schools had to pay higher taxes to fund them. Larger districts could also afford to pay higher teacher salaries, making it hard for small districts to retain good teachers (*Loveland Reporter Herald*, August 17, 1957).

In December 1955, voters approved a \$650,000 bond to construct a junior high school as well as assembly buildings at the Washington and Lincoln elementary schools (*Loveland Reporter Herald*, August 2, 1956). In summer 1957, the district raised the mill levy supporting schools by five per cent in order to cover rising costs, including the increase in teacher salaries, hiring of additional teachers, and increase in building maintenance costs that would come with the opening of the new junior high school (*Loveland Reporter Herald*, July 9, 1957).

The design and curriculum of the district's new junior high school reflected national educational trends. The Progressive Education Movement emphasized individual students' needs and personal growth. Early twentieth-century classroom designs were criticized for encouraging conformity and stifling creativity. The Progressive school of the mid-twentieth century had a broader conception of its role, which encompassed the general welfare of its students, not just their intellectual development. Experiential and cooperative learning were encouraged over rote memorization.

The junior high school was a relatively new form, introduced in the early twentieth century. The junior high school model sought:

- 1) to provide a suitable educational environment for the early adolescent;
- 2) to provide for individual differences, which become quite evident at this age;
- 3) to explore the interests, aptitudes, and capacities of youth of junior high-school age;
- 4) to provide a better transition from the elementary school to the high school;
- 5) to prevent elimination at the end of the eight grade and to retain all pupils longer;
- 6) to provide an early introduction to the traditional subjects of the high school;
- 7) to provide vocational education at an earlier age;
- 8) to provide guidance and counseling to all youth at this age;
- 9) to provide an exploratory experience for youth in many subject areas; and
- 10) to provide earlier direct preparation for higher education to youth who plan to go to College (Elicker 1956, 268).

By the mid-1950s, the combined junior-senior high school was still the most common arrangement, but junior high schools were increasing in numbers and prominence. The combined schools were most common in smaller school districts, particularly those with just two schools: an elementary and a high school. Separate junior high schools were generally found in larger

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communities (Elicker 1956, 269). According to Loveland district superintendent B.F. Kitchen, “the junior high construction was brought about by public spirited citizens who felt the need for separating the junior high age group from the senior high pupils and the probability of a growing enrollment which would necessitate more facilities on the junior-senior high level” (*Loveland Herald Reporter*, July 24, 1957).

Junior high students were thought to be too mature to be with elementary school students but not mature enough for high school. With the junior high school model, some of the additional opportunities for engagement offered at the high school level, such as student council, community projects, clubs, and arts performances, could be adapted to junior high students (Elicker 1956, 5). A successful junior high school should include the laboratories and vocational facilities needed to introduce students to a wide range of educational and vocational areas, including home economics, wood working, metal working, mechanical drawing, fine arts, and photography. Specialization came at the high school level (Holmes 1949, 240-242).

Walter H. Simon

The Loveland school district selected Denver-based architect Walter H. Simon (1892-1986) to design the new junior high school. Simon was born in Quincy, Illinois to John and Emma Simon, first-generation Americans whose parents had emigrated from Germany. John Simon worked as a carpenter and construction foreman. Walter Simon attended the University of Illinois School of Architecture, graduating in 1915. After graduation, Simon moved to Eldorado, Kansas to practice architecture, with early projects including a bank, two elementary schools, and a junior high school. In December 1920, the *Alumni Quarterly & Fortnightly Notes* of University of Illinois reported that: “Walter H. Simon continues in architecture (mostly school buildings) at El Dorado, Kan. He has been married four years and has ‘a boy and girl both according to plans and specifications (red hair)’” (AQFN 1920, 88).

In the early 1920s, Simon moved his family to Denver where he took a position as a draftsman with the prominent local firm Fisher & Fisher. In 1925, Simon opened his own firm. Initial projects included several Denver apartment buildings. This was the start of a long and varied career in Colorado, where Simon continued to practice until 1976. He designed in many styles including Classical Revival, Mediterranean Revival, Gothic Revival, Art Deco, and International Style. His projects included schools, apartment buildings, single-family homes, hospitals, churches, and government buildings. Other schools constructed by Simon include the Underwood Elementary in Del Norte (5RN.1298), a high school in LaPorte, and a school for the Grand Valley district south of Rocky Ford (see Partial List of Credited Buildings, Colorado Architects Biographical Sketch, History Colorado, 2004).

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The school district received bids for construction for the junior high school in May 1956. The winning low bids were: general construction—Ralph H. Cowan of Greeley, \$373,382; electrical—Reliable Electric Co. of Loveland, \$28,940; plumbing—Wray Plumbing and Hearing of Fort Collins, \$24,990; heating—C.W. Mills of Longmont, \$41,945. The bids totaled \$469,257, slightly less than \$11 per square foot (*Loveland Reporter Herald*, May 26, 1956). The district estimated \$25,000 to \$50,000 would be needed for furnishing.

The new school included a modern heating and ventilation system utilizing forced air. Similar systems had been used in Fort Collins and Fort Morgan, and Simon and the members of the school board visited Fort Morgan to see a school with the system in operation (*Loveland Reporter Herald*, May 15, 1956). The new system was described as: “a peripheral heating and air-conditioning system. By this, huge masses of heated, or cooled, air will be forced into all the rooms and halls of the building by giant fans. The building will be heated and ventilated entirely by the massive movement of air” (*Loveland Reported Herald*, November 17, 1956).

Construction began on June 5, 1956, and, by October 1956, the district reported that the junior high school was about twenty per cent complete. The district planned to complete the school by the start of the 1957-58 school year. The school was designed to accommodate 570 students, with thirty students per classroom (*Loveland Reporter Herald*, October 5, 1956). According to the *Loveland Reporter Herald*:

An interesting aspect of Loveland's new junior high is that it will be divided into an academic wing, where the “Three Rs” will be taught, and the so-called “noisy” wing, which will be designed for shop and homemaking activities and related classes. The ‘noisy’ wing, which will be only one story, will include one shop room, one homemaking room, one girls’ locker room, one boys’ locker room, a boiler room, one music room, one office suite, a clinic, a cafeteria kitchen, a stage area, and a playroom area. The academic wing, which will be two stories, will include eight classrooms on the second floor and six classrooms on the first floor. These rooms are being designed for classes in English, mathematics, science, and social studies [American history and geography] (*Loveland Reporter Herald*, October 5, 1956).

Reflecting the mid-century emphasis on flexibility and multi-use spaces that could also be used by the community, the junior high featured a multi-purpose space between the gymnasium and the kitchen: “One of the most unique features of the building is a multi-purpose permanent stage,

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which will be at the north end of the gymnasium-all-purpose room, which will not only provide space for physical education activities but for dining facilities as well" (*Loveland Reporter Herald*, November 17, 1956). When converted to use as a cafeteria, the stage/multi-purpose room could hold 160-180 students (*Loveland Reporter Herald*, November 17, 1956).

These design features followed current educational planning recommendations for junior high schools. Large spaces such as auditoriums, gymnasiums, and cafeterias were expensive to build, and the expense could only be justified if they were multi-functional, used for a variety of school uses as well as by the community. The gymnasium at the Truscott Junior High School was built with a multi-purpose space attached. Raised above the floor level of the gymnasium, it could serve as a stage, allowing the gymnasium to become an auditorium. But situated adjacent to the kitchen, the multi-purpose room also became a cafeteria at lunch time. The placement of these large spaces in their own wing with separate entrances made it easier for community groups to use the building, allowing them easy access to these spaces (Holmes 1949, 241-242).

In January 1957, Herman Hovde was named principal of the new Truscott Junior High School. Hovde was a twenty-three-year employee of the district, originally joining the district as a chemistry and physics teacher in 1933. He served in the United States Army Air Forces during World War II and then returned to the district, teaching until 1951, when he became the assistant principal of the Junior-Senior High School. At Truscott, it was anticipated that Hovde would supervise eighteen teachers and around 490 seventh and eighth graders (*Loveland Reporter Herald*, January 23, 1957).

In May 1957, the district announced that the school would be named for R.W. Truscott. Truscott moved to Loveland in 1905 to take a position as a coach and teacher. He became the district superintendent in 1912 and retired in 1947. Truscott remained active in the community after his retirement, serving as the president of the Loveland Savings and Loan Association, chairman of Loveland's zoning board of adjustment, and member of the museum board (*Loveland Reporter Herald*, May 14, 1957).

The school board hired Loveland Landscaping to complete the landscaping for the junior high school. Plans for the site included the installation of a gravel play area and 40' of asphalt blacktop north of the classroom wing for bicycle parking (*Loveland Reporter Herald*, July 9, 1957). Installation of the lawn began in September (*Loveland Reporter Herald*, September 10, 1957).

Truscott Junior High School opened to students at the beginning of September 1957 (*Loveland Reporter Herald*, September 10, 1957). According to the *Loveland Herald Reporter*, the new

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junior high building offered “many innovations in school construction and a stepping up of science offerings and shop facilities” (July 24, 1957). All students were required to pay a \$6 registration fee to cover the cost of books and insurance. The school day at the new junior high school began at 8:50 a.m. and ended at 3:10 p.m., with a forty-minute lunch break (*Loveland Reporter Herald*, August 28, 1957). Though the school was able to open for the start of the school year, the building was not quite completed. A dedication and open house planned for September 29 was postponed until October 27 to allow for additional adjustments, including waxing floor tiles and arranging furniture that had yet to arrive (*Loveland Reporter Herald*, September 13, 1957). Approximately 500 residents came to the dedication. Speakers included superintendent B. F. Kitchen as well as Truscott, who Kitchen declared “our foremost citizen” (*Loveland Reporter Herald*, October 28, 1957). Truscott said of the new junior high school: “This building we are dedicating today is a symbol of the ideals and progress of the community and will serve as a monument to those who made its construction possible. It will be an inspiration to all” (*Loveland Reporter Herald*, October 28, 1957). The school band performed and the local chapter of the Disabled American Veterans presented two American flags to the school. Following the dedication, around 700 people toured the school, guided by seventh and eighth graders. The final cost of the school was \$471,000. This equaled \$11.14 per square foot, which was considered low at the time (*Loveland Reporter Herald*, October 28, 1957).

With the opening of the Truscott Junior High School, the Loveland school district had six schools in operation: four elementary schools, a junior high school, and a high school. In 1960, statewide consolidation efforts resulted in the reorganization of the Larimer County schools into three districts: Poudre R1, Thompson R2J, and Park R3. The Loveland schools were organized into Thompson R2J along with the former Berthoud and Summit school districts. The school district expanded rapidly over the next decade, leaping from an enrollment of 3663 in 1960 to 6619 in 1970. During this period the district added six new schools: Berthoud Elementary (1962), Monroe Elementary (1963), Lincoln Elementary (1965), Loveland High School (1963), Van Buren Elementary (1967), and B.F. Kitchen Elementary (1969). The Truscott Junior High School was the only school Walter H. Simon designed in the district. Most of the Thompson district schools added during the 1960s were designed by Wheeler & Lewis, Colorado’s most prolific school designers during the mid-century period. As the district grew, Truscott was reconfigured several times. In 1964, Truscott switched to grades five and six. In 1967, the school held grade seven, the following year it changed to grades four to seven, and in 1969 back to grade seven. In 1973, Truscott was converted to an elementary school and continues to function as such today.

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1957.

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1957.

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of repository: Thompson School District

Historic Resources Survey Number (if assigned): 5LR.14110

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10. Geographical Data

Acreage of Property 2.07

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|------------------------|------------------------|
| 1. Latitude: 40.398149 | Longitude: -105.078611 |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|----------|-----------|-----------|
| 1. Zone: | Easting: | Northing: |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The nomination boundary follows along the edges of the school's legal boundaries: West 7th Street on the north, North Garfield Avenue on the east, West 6th Street on the south, and North Grant Avenue on the west.

Boundary Justification (Explain why the boundaries were selected.)

The boundary encompasses the property historically associated with Truscott Junior High School.

11. Form Prepared By

name/title: Abigail Christman/ consultant (prepared for the property owner)
organization: Center of Preservation Research, University of Colorado Denver
street & number: 1250 14th Street
city or town: Denver state: CO zip code: 80202
e-mail kat.vlahos@ucdenver.edu
telephone: (303) 315-0573
date: 3/8/2017

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Truscott Junior High School

City or Vicinity: Loveland

County: Larimer State: CO

Photographer: Abigail Christman

Date Photographed: March 2015

Description of Photograph(s) and number, include description of view indicating direction of camera:

1. South (main) façade, camera facing northeast.
2. South (main) façade, camera facing northwest.
3. South (main) façade, camera facing northeast.
4. South (main) façade, camera facing northwest.
5. Southwest corner, camera facing east.
6. West side, camera facing southeast.
7. West side, camera facing east.
8. Northwest corner view of playground, camera facing southeast.
9. View of astroturf playing field on northeast side of property, camera facing southwest.
10. View of hardscape playing area, camera facing south.

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11. North side, camera facing southwest.
12. East side, camera facing west.
13. View of classroom.
14. View of gymnasium.
15. View of cafeteria.
16. View of hallway and entrance.

Additional Items

Figure 1. Elevation drawings of the Truscott Junior High School by Denver architect Walter H. Simon, 1957. Source: Thompson School District archives.

Figure 2. First-floor plan of the Truscott Junior High School by Denver architect Walter H. Simon, 1957. Source: Thompson School District archives.

Figure 3. Aerial photo of the Truscott Junior High School looking south, undated. Source: Thompson School District archives.

Figure 4. Aerial photo of the Truscott Junior High School looking west, undated. Source: Thompson School District archives.

Figure 5. 1969 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.

Figure 6. Close-up of 1969 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.

Figure 7. 1979 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.

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to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 460 et seq.).

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

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USGS 7.5 Minute Topographic Map

Loveland Quadrangle
1:24,000 Scale

PM 6th Township 5N Range 69W Section 14 SE NE SE
Elevation 4980'



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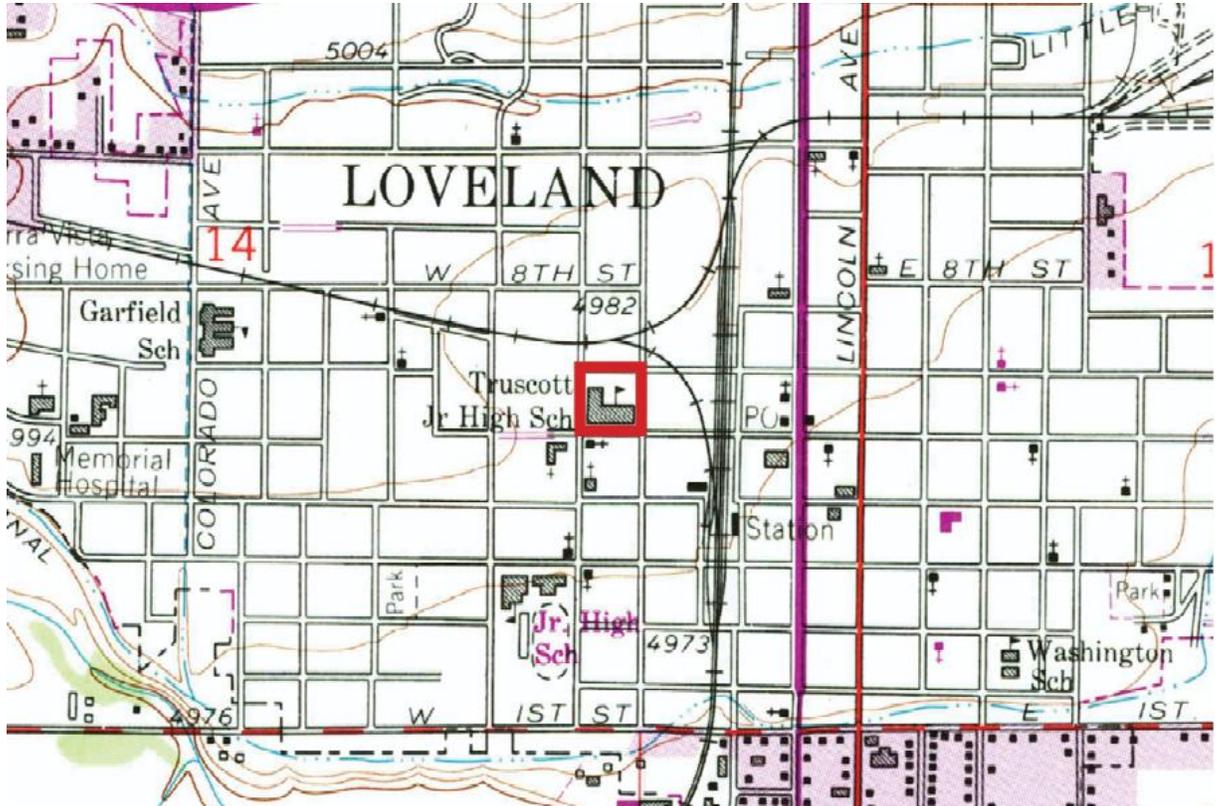
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USGS 7.5 Minute Topographic Map

Loveland Quadrangle

1:24,000 Scale



Location: Larimer County



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Site Map

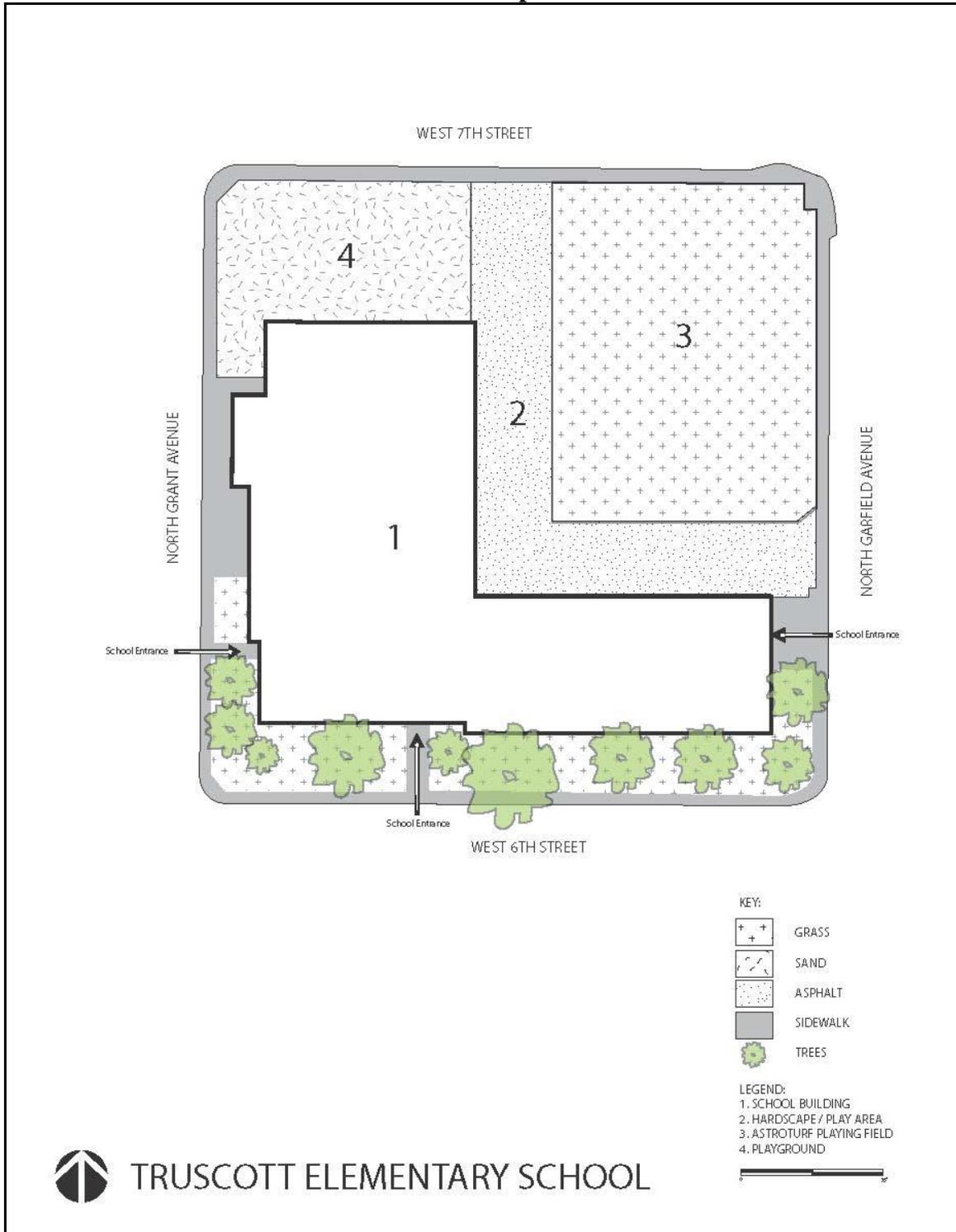


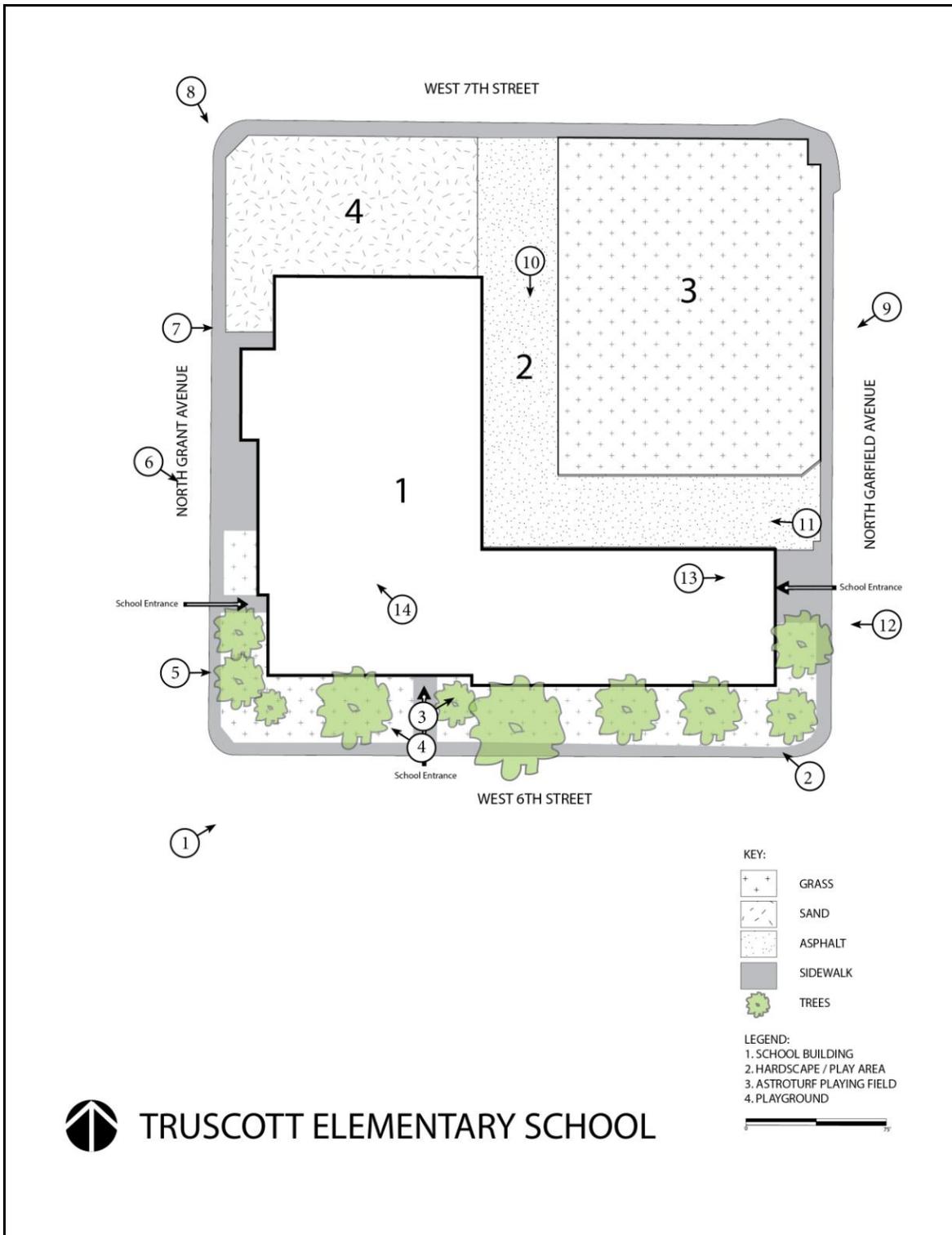
Photo Key Site Map

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Additional Items

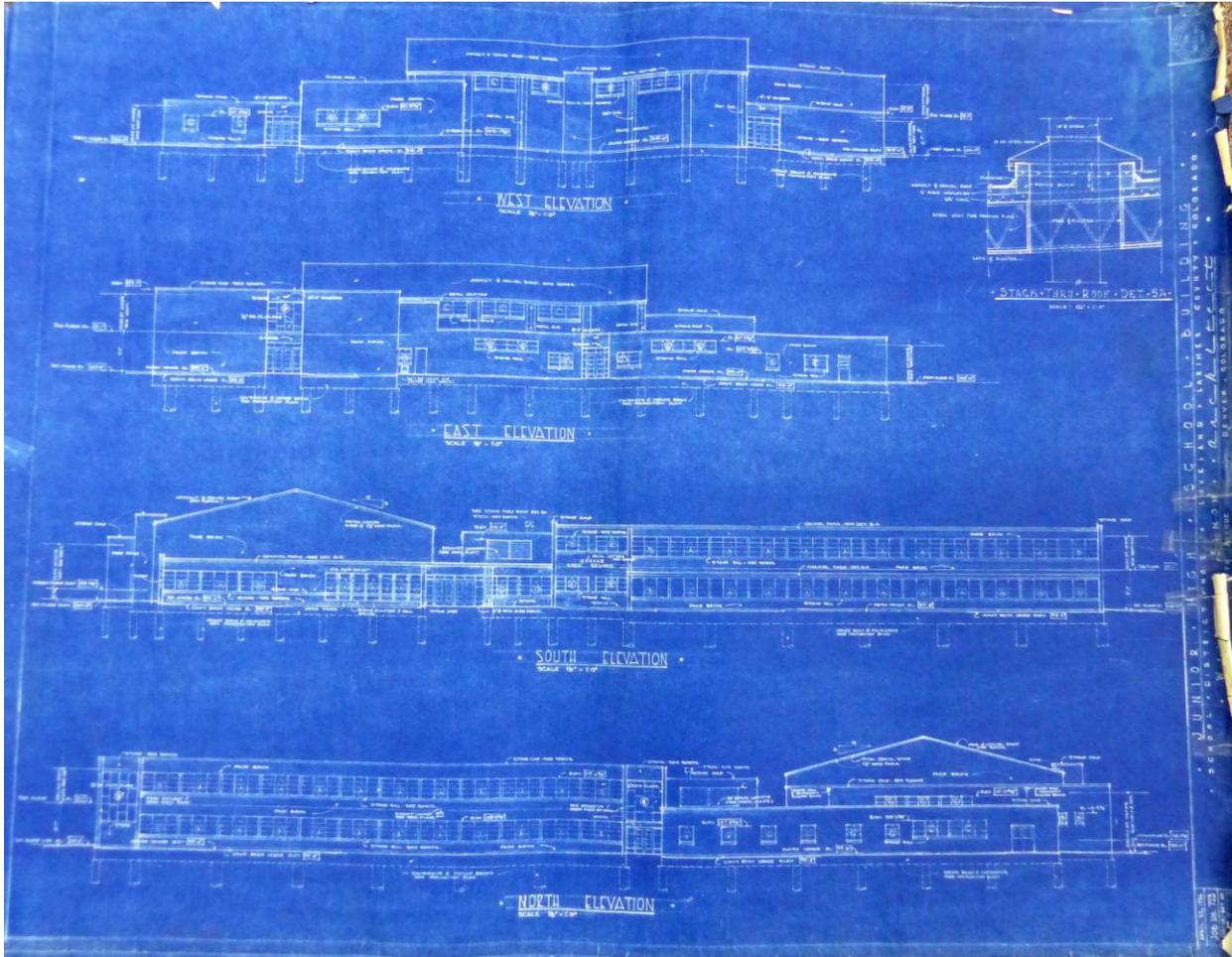


Figure 1. Elevation drawings of the Truscott Junior High School by Denver architect Walter H. Simon, 1957. Source: Thompson School District archives.

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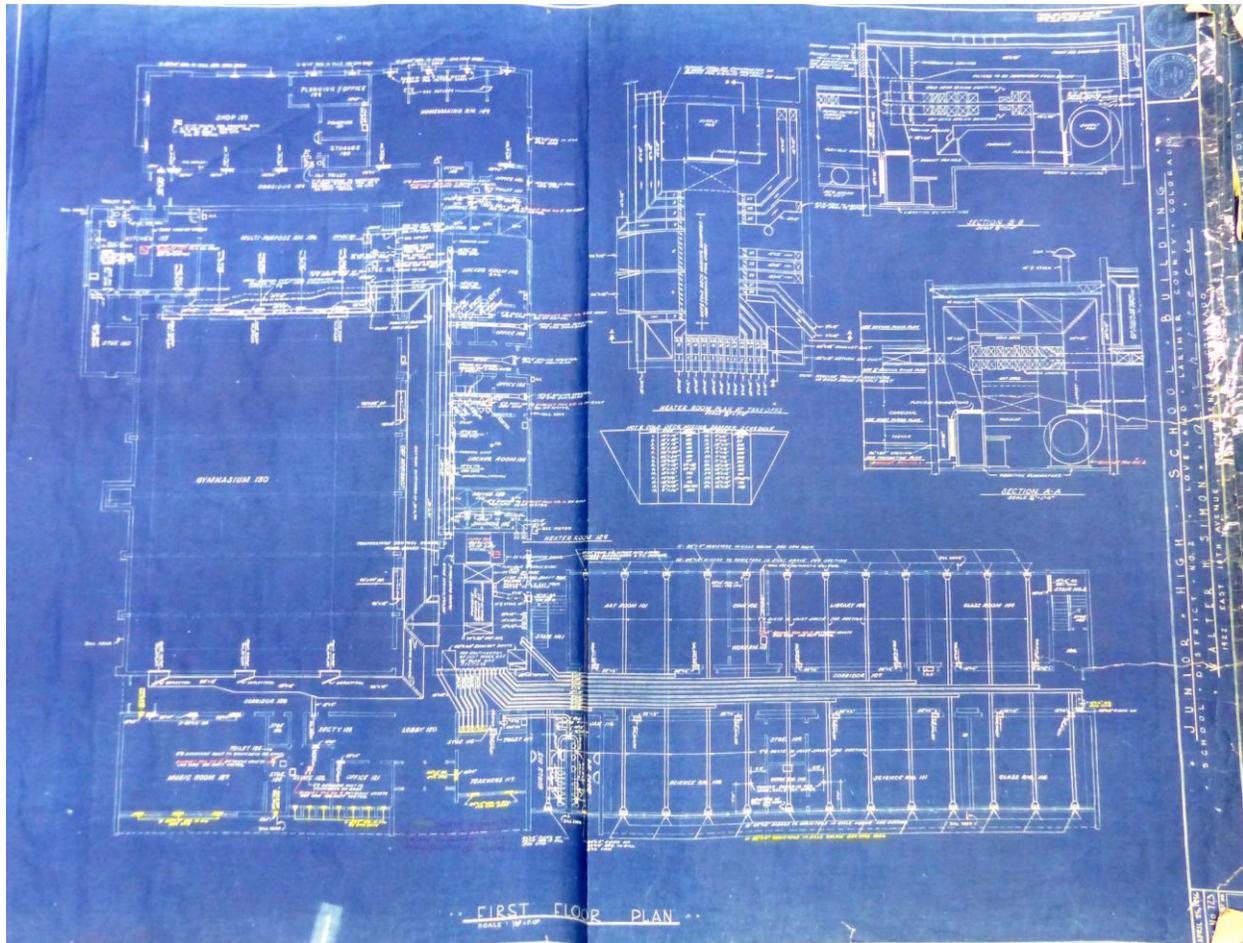


Figure 2. First-floor plan of the Truscott Junior High School by Denver architect Walter H. Simon, 1957. Source: Thompson School District archives.

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Figure 3. Aerial photo of the Truscott Junior High School looking south, undated. Source: Thompson School District archives.



Figure 4. Aerial photo of the Truscott Junior High School looking west, undated. Source: Thompson School District archives.

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Figure 5. 1969 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.

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Figure 6. Close-up of 1969 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.

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Figure 7. 1979 aerial image of Loveland, Colorado. Location of Truscott Junior High School circled. Source: U.S. Geological Survey, <https://earthexplorer.usgs.gov/>.