

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. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Starkville Central School

other names/site number 5LA.13552

2. Location

street & number 8801 County Road 69.0

N/A

not for publication

city or town Starkville

N/A

vicinity

state Colorado code CO county Las Animas code 071 zip code 81082

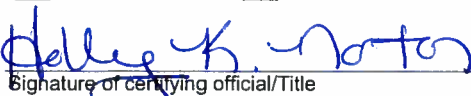
3. State/Federal Agency Certification

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

I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local



Deputy State Historic Preservation Officer

Date

24 July 2018

Office of Archaeology and Historic Preservation, History Colorado

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

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

Starkville Central School

Las Animas, Colorado

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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

Number of Resources within Property

(Do not include previously listed resources in the count.)

	<u>Contributing</u>	<u>Noncontributing</u>	
	1	0	buildings
	0	0	district
	0	0	site
	0	0	structure
	0	0	object
	1	0	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

0

6. Function or Use

Historic Functions (Enter categories from instructions.)	Current Functions (Enter categories from instructions.)
EDUCATION / School	VACANT / NOT IN USE

7. Description

Architectural Classification (Enter categories from instructions.)	Materials (Enter categories from instructions.)
NO STYLE	foundation: STONE
	walls: STONE, CONCRETE, STUCCO
	roof: METAL
	other: N/A

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary

The following architectural description of the Starkville Central School is based on an intensive-level field survey conducted on August 22, 2017, and information contained in a Historic Structure Assessment report for the building prepared by Source Architechnology Systems PC of Colorado Springs in 2014.¹

Building Overview

Featuring an irregular (offset U-shaped) plan, the Starkville Central School is composed of an original (1881) one-room school building, and three historic additions. Two of the additions predate 1902, while the third addition was built between 1902 and 1930. The building served as a school for the Starkville community from 1881 until its closure in 1965. During its earliest years, it was the town's only school and was simply known as the Starkville School. By the turn of the twentieth century Starkville boasted two other schools, respectively named North Starkville School and South Starkville School. This building, the town's original school, then became known as Starkville Central School.

The original one-room school (hereafter referred to as section one), forms the southeast portion of the overall building. As built it measured 42' N-S x 24' E-W. The first of the two pre-1902 additions (hereafter referred to as section two), was built onto the north end of the original school. Together, the original school and this addition formed a rectangular-shaped building measuring 80' N-S x 24' E-W. The second of the pre-1902 additions (hereafter referred to as section three) measures 24' N-S x 42' E-W, and was built onto the west wall of sections one and two. With the construction of this addition, the building featured a T-shaped plan with an east wing measuring 80' N-S x 24' E-W, and a west wing measuring 24' N-S x 42' E-W. The final addition (hereafter referred to as section four), measures 31' N-S x 24' E-W, and was built onto the west end of the south wall of section three. In its final form, the building features an offset U-shaped plan, and its entire footprint measures 85' N-S x 66' E-W. The interior space was historically divided into four classrooms with a small hallway between sections one and two.²

Geographic Location, Setting, and Landscape Features

The small town of Starkville is in southern Las Animas County, on the west side of Interstate 25, some ten miles north of the New Mexico State line and the summit of Raton Pass. The Atchison Topeka and Santa Fe (AT&SF) Railway tracks extend through the town from north to south. Raton Creek flows along the eastern edge of Starkville upstream from its confluence with the Purgatoire River in Trinidad some four miles to the north. Fisher's Peak, the highest summit in the Raton Mesa at 9633' above sea level, is a prominent visual landmark east of the interstate. Starkville's elevation is 6365' above sea level.

The Starkville Central School is on the western periphery of Starkville's corporate limits, approximately equal distance from the north and south ends of town. The building's current address is 8801 County Road 69.0 (a.k.a. Railroad Avenue);

¹"Starkville Central School 8801 County Road 69 Trinidad, CO 81082 Historic Structure Assessment." SHF project #2013-HA-002, prepared by Source Architechnology Systems PC, 2014, on file at History Colorado, Office of Archaeology and Historic Preservation.

²The original 1881 date of construction is based on the following item published on page four of the *Trinidad Daily News* on August 30, 1881: "Dr. Beshoar on yesterday let the contract for building a school house at Starkville. Phillips & Cummings are the contractors. The building is to be entirely of stone and the contract price is \$1,375. The lowest bid for a frame structure was \$1,200." That sections two and three were built at a somewhat later date is based on physical evidence observed during the field survey and documented in the HSA report: "A slight difference in the color of the exterior stonework, a change in the texture of the windows' sandstone sills and lintels, and a defined break in the stonework seen on the interior of the building indicate that [sections two and three were] added at a later date." That sections two and three predate 1902 is based on the May 3, 1902 issue of *Camp and Plant*, published by the Sociological Department of the Colorado Fuel and Iron Company (CF&I). This issue focuses on Starkville and describes the Starkville Central school as "...a stone building containing three rooms, each 38 by 21 feet in size..." The school, with sections one, two and three, is also visible in the foreground of a panoramic photo of Starkville on the cover of this issue of *Camp and Plant*. Section four's pre-1930 date of construction is based on the fact that it is depicted on the Sanborn Insurance map published in January of that year. However, it almost assuredly was built some years prior to 1921 when the CF&I Starkville mine closed causing an immediate decline in the town's population.

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however, the property is approximately 400' west of (above) County Road 69.0, and also west of unpaved Pinon Street.³ A non-historic woven wire fence with metal poles encloses much of the property. The area within the fence measures approximately 180' N-S x 160' E-W. A metal gate is near the southeast corner of the fence. While Pinon Street parallels a portion of the east property line, an unnamed gravel road parallels the south property line before entering through a gate and onto private land west of the school grounds. Within the property, the terrain slopes gently downward from the southwest to the northeast. The site is covered with native vegetation, including cedar trees and shrubs, a variety of cacti including cholla and prickly pear, as well as other native trees, plants, and native dryland grasses. The site appears minimally maintained. It is strewn with a variety of construction debris and with discarded items from the school including desk and chair parts. The ruins of a small building that measure approximately 10' x 10' are located approximately 20' southwest of the school building's southwest corner. These ruins include a poured-concrete foundation and remnants of concrete block walls, with a pile of concrete blocks in close proximity.⁴

Although an archaeological investigation is not within the scope of this nomination, there is good potential that surface archaeological (non-aboriginal) features and buried deposits exist within the school grounds, including the playground area and the privy that existed southwest of the school building until circa 1960. The outhouse was razed and the privy pit filled in with dirt, shortly after indoor plumbing was installed circa 1960.

Common Elements

The building's four sections are covered by moderately-pitched intersecting gable roof forms that feature green standing-seam metal roofing material, laid over roofing felt and 1" x 6" or 1" x 8" wood decking, in turn, fastened to 2" x 6" wood rafters spaced every twenty-four inches on center. (The green metal roofing material was reportedly installed in the late 1990s, replacing an earlier wood shingle roof.) The roof eaves are boxed with 1" x 8" wood and partially painted green.

Section One (southeast wing)

Erected in 1881, section one comprises the original one-room Starkville School. Measuring 38' N-S x 24' E-W, it is 1½-stories in height, with a rectangular-shaped plan and gabled roof. The foundation and walls are made of sandstone blocks of various sizes, laid in a random rubble pattern. The thickness of the walls is approximately twenty inches. An unfinished basement level beneath this section was presumably used primarily for coal storage. Composed of a single room, it has a dirt floor and random rubble sandstone walls. The only access to the basement is through an opening in the foundation wall on the east side of the building. Another, smaller, opening, also on the east side, presumably served historically as a coal chute.

The gable roof over this section also extends to cover section two. A painted white wood-paneled door, topped by a transom, is centered in the south wall. This doorway has a poured-concrete threshold, while a wood lintel spans the top of the transom. This door enters the building from an uncovered, three-step, poured-concrete porch that measures 5' N-S x 24' E-W. Directly above this door, a former double-hung sash window in the upper gable end has been removed and the window opening infilled with plywood.

The east wall of section one contains four, original, two-over-two, double-hung sash windows, with wood frames and sandstone sills and lintels. The west wall of section one contains three plywood-filled window openings (formerly two-over-two double-hung sash) with sandstone sills and lintels. These three windows face onto a small three-sided courtyard area between the west wall of section one, the south wall of section three, and the east wall of section four. The courtyard area has a badly deteriorated poured-concrete slab floor, and is partially covered by a non-historic shed roof with green standing seam metal roofing material. The framing system of the courtyard roof consists of 2" x 8" wood rafters, spaced 24" on center, supported by a 6" x 6" horizontal wood member that spans across the top of two 6" x 6" vertical wood members.

³The property's legal description is "Lot 1 of Block 2, Carbondale Addition to the Town of Starkville." As it appears on Starkville's 1898 plat map, this lot is at the southwest corner of Pinon and Loma Streets, and measures 200' N-S x 200' E-W, comprising 40,000 square feet or 0.918 acre. Loma Street was never actually developed west of Pinon Street. On Sanborn Insurance maps, Pinon Street is shown as Sopris Rd.

⁴Starkville resident Caroline Glaze, who attended the school between 1957 and 1965, related that the concrete block structure was used for coal storage during her years of attendance.

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The interior of section one features an original tongue-in-groove wood floor, fastened to 2" x 8" wood floor joists, and exposed 2" x 8" wood ceiling joists. The interior walls of section one were originally plaster; however, they have been partially framed with 2" wood studs, with the spaces between the studs filled with insulation. This incomplete interior framing system remains from an abandoned late 1990s renovation effort that also includes framing for an interior partition wall. A doorway in the north wall enters into the hallway between this section and section two.

Section Two (northeast wing)

Constructed prior to 1902, section two extends from the north end of section one. This section measures 42' N-S x 24' E-W, and is composed of a single school room and, at its south end, a hallway between the two sections. The walls are made of sandstone blocks of various sizes, laid in a random rubble pattern. A section of sandstone blocks in the west wall has fallen away, and has been reinforced with concrete blocks on the interior. The thickness of the sandstone walls is approximately 20". There is no basement below this section. A deteriorated wood door, with remnants of white paint, and topped by a transom spanned by a sandstone lintel, is at the south end of the east wall of section two. This door enters into the hallway between the section one classroom and the section two classroom. The threshold of this door is approximately 6' above grade, and no porch or stairs are extant.⁵ The east wall of this section contains two original, two-over-two, double-hung sash windows, with wood frames and sandstone sills and lintels. The west wall of this section contains four window openings (originally with double-hung sash windows), with concrete sills and lintels, two of which are infilled with plywood. There are no door or window openings in the north wall of section two.

The interior of section two features an original tongue-in-groove wood floor, supported by 2" x 8" wood floor joists. The walls and ceiling are plaster. Painted grey wainscoting, with historic blackboards above the wainscoting, extends along the lower north wall and a portion of the lower west wall. Unpainted concrete blocks are visible in the west wall where they were installed to replace and reinforce a section of the sandstone wall that failed. A doorway in the south wall enters into the hallway between this section and section one.

Section Three (west wing)

Section three is similar to section two, and was also built prior to 1902. It measures 24' N-S x 42' E-W, with its gable roof intersecting the gable roof of sections one and two. A wood frame doorway (with the door no longer extant), topped by a transom spanned by a sandstone lintel, enters the south wall of section three from within the courtyard. The west wall of this section contains one, one-over-one, double-hung sash window, and a former one-over-one double-hung sash window, now infilled with plywood. Both of these windows have sandstone sills and lintels. The north wall of section three contains three window openings with sandstone sills and lintels. (Formerly double-hung sash windows, the original sashes and panes of these three windows have been removed, with only non-historic exterior vinyl storm windows left intact.)

The interior of section three features an original tongue-in-groove wood floor, fastened to 2" x 8" wood floor joists that are exposed along the north wall. The 2" x 8" wood ceiling joists are also exposed. The sandstone walls are exposed on the interior of this room, except sections of the lower north and west walls where they are covered with painted pale yellow color wainscoting. Interior doorways, with painted pale yellow color frames and transoms, are between this section and section four, and between this section and the hallway between sections one and two.

Section Four (southwest wing)

Built between 1902 and 1930, this section extends from the west end of the south wall of section three, and measures 31' N-S x 24' E-W. Its foundation and walls are made of coursed concrete blocks partially covered with concrete parging. The blocks measure approximately 24" wide x 8" high x 8" deep. A non-historic painted white wood-paneled door enters through the east wall of section four from within the courtyard. The west wall of this section contains three double-hung sash window openings with sandstone sills and lintels. (The original sashes and panes of these three windows have been removed, with only non-historic exterior storm windows left intact.) The south wall of this section contains two double-hung sash window openings with sandstone sills and lintels, now infilled with plywood.

⁵A circa late 1930s historic photo depicts numerous children and a teacher seated or standing on a wide set of steps in front of this doorway. A notation added to the photo reads "WPA built new steps." The steps were of built of concrete or stone, flanked by closed wood railings. The steps were dismantled during an abandoned renovation effort in the late 1990s.

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The interior of section four features a plywood floor, plaster walls, and exposed 2" x 8" wood ceiling joists. Blackboards are located along all four walls between the windows and doors.

Building Construction, Alterations, and Use Chronology

1881	Construction of the original one-room Starkville School (section one).
1896	Starkville becomes a quasi-CF&I company town.
ca. 1896	Construction of sections one and two (documented prior to 1902); the school becomes known as Starkville Central School with the construction of the North and South Starkville Schools.
ca. 1910	Construction of section four (documented prior to 1930).
1921	Closure of CF&I's Starkville Mine (CF&I Mine No. 21).
1920s	Closure of the South Starkville School (later converted to a private dwelling).
1965	Closure of the Starkville Central School and the North Starkville School (later demolished).
1965–ca. 1996	The Starkville Central School is for the most part vacant and not in use, although the Starkville Town Council held meetings in the building for a time in the late 1970s and early 1980s.
ca. 1996-1998	An eventually abandoned renovation effort results in the loss or replacement of some original or historic building components (discussed under integrity of materials below).
2013	The Town of Starkville receives a State Historical Fund grant (SHF project #2013-HA-002) to complete a Historic Structure Assessment for the Starkville Central School.
2014	The Historic Structure Assessment is completed by Source Architechnology Systems PC of Colorado Springs.
2017	The Town of Starkville receives a Certified Local Government grant, in part to complete a National Register nomination for the Starkville Central School.

INTEGRITY

The foregoing integrity discussion evaluates the Starkville Central School relative to the seven aspects of integrity as defined by the National Park Service, location, design, setting, materials, workmanship, feeling, and association. There are no non-historic additions to the original 1881 school building; however, the integrity of materials was diminished during a poorly-planned and eventually abandoned renovation attempt in the late 1990s. Having fallen into disuse after it closed as a school in 1965, the building has also suffered from neglect in recent decades. Overall, however, the school displays a high level of integrity.

Location: The Starkville Central School is on the original parcel of land where it was constructed, and served as a school for the Starkville community until its closure in 1965. The school, therefore, retains its integrity of location.

Design: The school building largely retains its integrity of design. There are no non-historic additions to the original 1881 school building (three historic additions to the original 1881 building all predate 1930). The building's plan, roof form, proportion, scale, massing, arrangement of interior spaces, pattern of fenestration, pattern of solids and voids in the exterior walls, and the types and colors of the exterior walls are all intact. As a result, the building's historic use as a school remains discernible.

Setting: The integrity of setting has been diminished by the loss of school-related resources historically located on or in close proximity to the school grounds. These include: a concrete block coal shed southwest of the school (only ruins remain); a privy reportedly located somewhat farther southwest of the school than the coal shed (reportedly razed with the privy pit covered in the late 1950s when bathrooms with flush toilets were installed in the school building); playground equipment south of the school, including a merry-go-round, slide, swing set, and teeter-totter; a basketball hoop and pole, east of the school, and a baseball field that was located across Pinon Street east of the school grounds. The broader

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setting, the area of town where the school is located, displays a reasonably high standard of integrity. Areas north, south, and west of the school grounds that were undeveloped when the school was in use have remained undeveloped to the present day. The pattern of Starkville's streets remains unchanged, and there has been little in the way of new development subsequent to when the school closed.

Materials: The building's most visually prominent, and architecturally significant, materials are the sandstone walls of sections one, two, and three, and the concrete block walls of section four. These walls remain largely intact. Much historic material within the interior of the building also remains intact, including the structural system, floor, wall, and ceiling finishes, wainscoting, and blackboards in three of the four classrooms.

Integrity of materials was diminished during the course of the abandoned late-1990s renovation effort, however. The loss or alterations of materials at that time include: replacement of the original or historic roofing material with the extant green metal roofing material; the removal of some double-hung windows (the window openings remain intact); the removal of the entry stairs on the east side of sections one and two; the removal of a double-hung sash window in the south-facing upper gable end of section one (infilled with plywood); and the removal of the original or historic entry doors that entered the building from within the courtyard. An interior framing system in section one was also partially constructed at that time. Integrity of materials has also been somewhat diminished by the loss of two brick chimneys on the east-facing roof slope and a bell on the roof peak at the south end of section one, that were removed at an unknown date.

Workmanship: The original one-room school building and its three historic additions were well-built. The skill, labor, and craftsmanship required for their construction is clearly evident in the appearance of the stone and concrete block walls. Evidence of workmanship is in the strength of the building's solid foundations and walls, and in its well-constructed wood framing systems. The floor and ceiling joists and roof rafters remain solidly in place; they are of uniform dimensions and are consistently spaced at 16" or 24" on center. The building's horizontal surfaces are level and its vertical surfaces are plumb. The corners are square and true. That the building remains solidly in place more than 130 years after its original construction is also evidence of the workmanship of its builders.

Feeling: The building continues to evoke an aesthetic or historic sense of school life in Starkville from the 1880s to the mid-1960s. For this reason, it maintains its integrity of feeling.

Association: Because this building served as Starkville's original school, and because it is the town's sole remaining school building, it is therefore the direct link to Starkville's educational past, a significant aspect of the town's social history. As a result, the building displays good integrity of association.

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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.)

<input checked="" type="checkbox"/>	A	Property is associated with events that have made a significant contribution to the broad patterns of our history.
<input type="checkbox"/>	B	Property is associated with the lives of persons significant in our past.
<input type="checkbox"/>	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.
<input type="checkbox"/>	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:

<input type="checkbox"/>	A	Owned by a religious institution or used for religious purposes.
<input type="checkbox"/>	B	removed from its original location.
<input type="checkbox"/>	C	a birthplace or grave.
<input type="checkbox"/>	D	a cemetery.
<input type="checkbox"/>	E	a reconstructed building, object, or structure.
<input type="checkbox"/>	F	a commemorative property.
<input type="checkbox"/>	G	less than 50 years old or achieving significance within the past 50 years

Period of Significance (justification)

The period of significance is 1881-1965, the time period during which the building was utilized as a school by the Starkville community.

Criteria Considerations (explanation, if necessary) N/A

Areas of Significance
 (Enter categories from instructions.)

EDUCATION
Period of Significance
1881-1965
Significant Dates
1881, 1902, 1930
Significant Person (Complete only if Criterion B is marked above.)
N/A
Cultural Affiliation
N/A
Architects/Builders
Phillips & Cummings

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

Criterion A: Education

The Starkville Central School is locally significant under Criterion A in the area of Education. In use from 1881 to 1965, this was Starkville's first school, and the largest of three schools that were once in the community. Approximately three hundred students, divided into four classrooms, attended the school at its peak in the early 1900s. The school's attendance dropped dramatically in the early 1920s, and was attended by fewer than twenty-five pupils when it finally closed in 1965. It was in this building and on this site, that the majority of Starkville's children were taught, developed new skills, played on the playground, played basketball, baseball and other games, established friendships, and matured through their formative years. In Starkville, as elsewhere, a child's elementary school was a primary institution in his or her life. The building accrues additional significance in the area of Education because all aspects of the school were profoundly influenced by policies of the Colorado Fuel and Iron Company (CF&I) between circa 1896 and 1921. This was especially true in the years following the turn of the twentieth century, as CF&I's Sociological Department exerted influence designed to foster what the company viewed as the proper kind of educational training.

HISTORIC CONTEXT

Starkville Historic Overview

Located on the site of an earlier agricultural settlement named San Pedro, the town of Starkville had its start in the late 1870s as a coal mining and railroad settlement along the route of the Atchison Topeka and Santa Fe (AT&SF) Railway. A post office was established in May 1879, and the town was named Starkville in honor of Albert G. Stark, a prominent citizen of Trinidad and an early area coal mine owner.⁶ Based on the plaza concept in which houses were built around a central square, San Pedro was one of several settlements founded by Hispanic family groups from New Mexico in the 1850s and 1860s.⁷ In 1881, the Trinidad Coal and Coking Company filed a plat for the town under the name of Carbonvale. It continued to be known as Starkville, however, and in 1898, a new plat was filed under the Starkville name.⁸

Geographically, Starkville is four miles south of Trinidad (the Las Animas County Seat) on the north slope of Raton Pass, which is on the Colorado and New Mexico state line. Raton Creek flows through Starkville upstream from its confluence with the Purgatoire River in Trinidad. This area (along with much of southern Colorado) was part of New Mexico Territory following the end of the Mexican–American War before becoming part of Colorado Territory in 1861, and the state of Colorado in 1876.⁹

Raton Pass was on the Mountain Branch of the famed Santa Fe Trail. Established in the 1820s after Mexico gained its independence from Spain, the Santa Fe Trail was a key trade route between Independence, Missouri, to the east, and Santa Fe and Taos (then in Mexico) to the south. As the region began to attract more settlers in the 1860s, Richens "Uncle Dick" Wootton, an early frontiersman, established a toll road over the pass. In the late 1870s, the Santa Fe Trail and Wootton's toll road were supplanted by the arrival of two railroads.¹⁰

In 1879, Trinidad became a rail terminus for both the AT&SF Railway and the Denver and Rio Grande (D&RG) Railroad, with the AT&SF constructed from the east through the Arkansas and Purgatoire River Valleys, and the D&RG constructed from the north by way of Denver, Colorado Springs and Pueblo. The AT&SF line was built over Raton Pass and into New

⁶On page 4 of its June 1, 1879 edition, the *Colorado Daily Chieftain* reported: "The name of the post office heretofore known as San Pedro, in Las Animas County has been changed to Starkville, and S. H. Bateman has been appointed postmaster."

⁷Rick J. Clyne, *Coal People: Life in Southern Colorado's Company Towns, 1890 – 1930*, (Denver: The Colorado Historical Society, 1999), p. 4. See also: "Starkville Central School, Historic Structure Assessment," section 2, page 1.

⁸On the 1881 and 1898 plat maps "Carbonvale" is consistently spelled with a v. In modern Las Animas County Assessor records it is spelled with a d, "Carbondale."

⁹A. W. McHendrie. "Trinidad and its Environs," *The Colorado Magazine*, vol. vi, no. 5, September 1929, pp. 160, 167.

¹⁰R. R. Guy, "Starkville, CO," February 14, 2008, n. p.

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Mexico with a depot located in Starkville in 1881.¹¹ Both railroads, however, played key roles in the region's historical development. As a result, Starkville's history is inexorably linked to that of the railroads and to the related coal mining and steel industries.

Coal production in the region began as early as 1861 as the U.S. military shipped coal by wagon from small area mines over Raton Pass to Fort Union in northern New Mexico. Circa 1865, two entities known as the Scandinavian Company and the Bateman Company, developed the region's first company-owned coal mines. Large-scale coal production then began in the 1870s, as the railroads and their subsidiaries acquired large acreages of coal-producing lands to provide coal for steam locomotives, for the production of iron and steel for rails, and for other industries. The Trinidad Coal and Coking Company, an AT&SF subsidiary, developed several coal-producing communities in Las Animas County, including Starkville, beginning in the late 1870s.¹²

In 1892, two other notable railroad subsidiaries, the Colorado Coal and Iron Company, and the Colorado Fuel Company, merged to form the Colorado Fuel and Iron Company (CF&I), which quickly became Colorado's largest industrial employer. In 1896, the AT&SF leased its coal-producing properties to CF&I. Starkville and other area coal communities then functioned as quasi-CF&I company towns until the early 1920s.¹³

Designated as CF&I Mine No. 21, the Starkville mine was east of the townsite, on the western flank of Fisher's Peak, and was in operation from 1884 to 1921. In addition to the mine itself, infrastructure at the mine site included a tipple, scales, a washer, coal storage bins, a steam plant, stables, and 190 "beehive" coke ovens. In 1902, *Camp and Plant*, a publication of CF&I's Sociological Department, printed the following information about the Starkville Mine:

The coal mine (C. F. & I. No. 21) which is the basis for the chief industry of Starkville, is one of the oldest in Colorado. It has a greater number of miles of underground tracks than any other mine operated by the Colorado Fuel and Iron Company. It has always been a heavy producer, and at present output amounts to forty thousand tons a month. The average amount paid each month to the 650 men and boys employed in the mine is \$35,000.¹⁴

Starkville functioned as a quasi-company town, between 1896 and 1921, in that the CF&I-operated Starkville Mine was far-and-away the dominant employer. CF&I also owned and operated a Colorado Supply Company store at Starkville, as well as a local community center known as Harmony Hall (neither is extant). Other aspects of community life, however, maintained at least the appearance of some degree of separation from CF&I. Many businesses and residences were privately owned and maintained, Starkville's three schools were a part of the broader Trinidad area school district, and a Catholic church, and several fraternal organizations operated independently from CF&I. In 1902, these included the Knights of Pythias, the Independent Order of Red Men, the Independent Order of Odd Fellows, the Star of Italy, and the Tyrolean Hunters.¹⁵

Starkville and other area coal towns were largely populated by a cultural blend of immigrant families. A 1900 study regarding the ethnicity of Starkville's citizens separated the community into north Starkville and south Starkville. At that time the ethnicity of north Starkville's citizens was listed as Italian (40 percent), Hispanic (40 percent), Austrian (6 percent), Anglo-Irish (6 percent), Anglo-American (4 percent), Swedish (1 percent) and other (3 percent). The ethnicity of citizens in south Starkville, meanwhile, was listed as Anglo-American (36 percent), Anglo-Irish (29 percent), Italian (14

¹¹James E. Fell and Eric Twitty. "The Mining Industry in Colorado." National Register of Historic Places Multiple Property Documentation Form, June 30, 2006, revised July 27, 2008, p. E-48. See also, McHendrie, pp. 167, 168, 169.

¹²"Starkville Central School, Historic Structure Assessment," section 2, page 1. See also, Tammy G. Cooper, "Colorado Supply Company Store Number 31, Terico, Colorado: A Historical Perspective," MS Thesis, Texas Tech University, Department of Architecture, May 2002, p. 12. Other coal mining communities in Las Animas County included Berwind, Cokedale, Delagua, El Moro, Engleville, Forbes, Hastings, Morley, Primero, Segundo (originally Humoso), Sopris, Tabasco, Terico, Tollerburg, Valdez, Vigil, and Wootton.

¹³James E. Fell and Eric Twitty, p. E-51.

¹⁴"Starkville, Colorado." *Camp and Plant*, vol. 1, no. 21, May 3, 1902, pp. 362, 363.

¹⁵"Starkville, Colorado." *Camp and Plant*, vol. 1 no. 21, May 3, 1902, p. 363.

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percent), Austrian (13 percent), Swedish (4 percent), other (4 percent), and Hispanic (less than 1 percent). Other sources also listed persons of Polish, Russian, Serbian and Slavic descent.¹⁶

In Starkville and elsewhere, coal mining earned a reputation as a dangerous occupation. Fatal accidents, usually involving one or two men, occurred frequently, and were stoically accepted as inevitable facts of life. Two explosions are known to have occurred in the Starkville mine, the first in 1888, in which two men lost their lives, and the second, a major disaster on October 8, 1910, in which fifty-six men were killed.¹⁷ CF&I was ultimately found responsible for the deaths of the fifty-six men for having shown gross negligence in not properly sprinkling the mine to prevent the ignition of coal dust.¹⁸

The 1910 mine disaster was followed in 1913-1914 by the violent response to the United Mine Workers of America Southern Colorado Coal Field strike, including the deadly assault by Colorado National Guard troops at Ludlow in April 1914. These events, combined with a reduced demand for coal, foreshadowed a steady decline for CF&I and the coal industry nationwide. Coal supplied approximately 90 percent of the nation's fuel needs in the 1890s; however, with the development of petroleum and natural gas in the early 1900s, the demand for coal began to slip. By 1910 coal supplied 77 percent of the nation's fuel needs and just 73 percent by 1920. The trend continued through the 1920s so that by 1930, coal furnished just 58 percent of the nation's energy demands.¹⁹

Correspondingly, Starkville's population grew steadily into the early 1910s before experiencing a long decline. During the 1890s, the town's population more than tripled from 930 residents at the beginning of the decade to 3100 residents at the turn of the twentieth century. The town's population then held steady until it began to decline following the 1910 mine disaster, and the violent 1913-1914 strike. When the original Starkville Mine closed in 1921, the town's population experienced a more rapid decline. Per U.S. Census records, in 1930 and 1940, Starkville was home to fewer than 500 citizens. Reflective of the decline, Starkville's AT&SF depot closed in 1929 and was soon after demolished. The town's remaining citizens persevered nonetheless, with many continuing to work for area coal companies, while others found work in nearby Trinidad and elsewhere.²⁰

Still other enterprising citizens established motor courts, gas stations, repair garages, and other auto-related businesses, capitalizing on Starkville's location along U.S. Highway 85, which had become the main north-south roadway between Colorado and New Mexico. The most notable such enterprise was established by brothers William and James Greet and was known as "Greetville." Described as a "pleasure camp" by the *Trinidad Daily Chronicle*, it opened in 1931 offering such amenities as a repair garage, gas station, swimming pool, a motor camp, and a dance hall.²¹ Starkville eventually incorporated in 1955, but soon afterwards, the community was again negatively impacted by construction of Interstate 25 over Raton Pass. Completed in 1964, the interstate's construction resulted in the demolition of several buildings and led to the demise of Greetville and other auto-related businesses. By 1976, Starkville's population had dwindled to 300, and at the turn of the twenty-first century Starkville was home to just 128 citizens.

¹⁶R. R. Guy, "Starkville, CO," n. p.

¹⁷From the 1880s to the 1940s, coal mining consistently had the highest rates of fatalities and severe injuries compared to all other major industries in the United States. See: Rick J. Clyne, *Coal People: Life in Southern Colorado's Company Towns, 1890 – 1930*, pp. 64, 65. For a compilation of contemporary newspaper articles about the 1910 Starkville mine disaster and a list of the victims, see: "Starkville Mine Disaster of October 8, 1910," <http://www.kmitch.com/Huerfano/starkville.html>. See also: "Colorado Mining Fatalities 1844 – 1981," https://history.denverlibrary.org/sites/history/files/COindexMine1_0.pdf.

¹⁸Starkville Central School, Historic Structure Assessment," section 2, page 3.

¹⁹James E. Fell and Eric Twitty. "The Mining Industry in Colorado." National Register of Historic Places Multiple Property Documentation Form, p. E-55.

²⁰Several other Starkville mines operated in later years, the last being the Iuppa Mine, owned and operated by the Iuppa and Sons Coal Company between 1946 and 1968. See Guy, R. R. "Starkville, CO," February 14, 2008. Per this source, in addition to the Iuppa Mine, other, smaller, non-CF&I coal mines in the Starkville vicinity included: the (new) Starkville Mine, operated by Starkville Coal Company, 1935-1943; Jeffryes Mine, operated by the R. and G. Fuel Company, 1937-1946; Starkville Mine #3, operated by Nick Cimino, 1942-1952; Starkville Mines #5 and #6, operated by Sam Gonzales, 1946-1952, and Starkville Mine #7, operated by L. Dimarco and L. Alverado, 1951-1963.

²¹"Greet Bros. Have Pleasure Camp at Starkville." *Trinidad Daily Chronicle*, August 14, 1931.

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Education in Starkville and the Starkville Central School

The original portion of the Starkville Central School was built as a one-room school house in 1881. It was the town's first school, and was originally known simply as the Starkville School. On August 30, 1881, the *Trinidad Daily News* reported:

Dr. Beshoar on yesterday let the contract for building a school house at Starkville. Phillips & Cummings are the contractors. The building is to be entirely of stone, and the contract price is \$1,375. The lowest bid for a frame structure was \$1,200.²²

Born in Pennsylvania in 1831, Dr. Michael Beshoar was a prominent Trinidad physician who also served as Superintendent of Schools for the Trinidad School District. A strong promoter of the Trinidad region, in 1882, Dr. Beshoar authored a 118-page treatise titled *All About Trinidad and Las Animas County, Colorado, Their History, Industries, Resources, Etc.*, published in Denver by the Times Steam Printing House. W. S. Phillips and D. Cummings were Trinidad carpenters and builders, and co-owners of the Rocky Mountain Planing Mill, Door and Sash Factory in Trinidad.²³

Starkville's growth in the 1890s, and as it became a quasi- CF&I company town in 1896, precipitated the construction of two additions onto the original school, as well as the establishment of two smaller schools, one near the north end of the community and the other near the south end. The three schools subsequently became known as the Starkville Central School, the North Starkville School and the South Starkville School. The three schools were part of the broader Trinidad school district, with a teaching curriculum of first grade through eighth grade. During the early 1900s, graduates could theoretically attend high school in Trinidad; however, a relatively small percentage was actually afforded the opportunity. Most mining families could not afford the one dollar per month charge to attend the public high school, and the eight-mile round-trip distance to Trinidad presented a practical inconvenience. Moreover, boys were often pressured to forego high school and begin work, as child labor laws that required children to be sixteen years old to work in the mines were widely disregarded, and high school education for girls was also often devalued and discouraged.²⁴

In Starkville and other quasi-company towns, CF&I endeavored to influence the lives of citizens in myriad ways, financially, culturally, and educationally, along with promoting social harmony, and fostering the proper kinds of educational training at an early age, all with the overriding goal of creating a productive and compliant workforce. Accordingly, CF&I's Sociological Department was established in July 1901, and the first issue of the department's publication, *Camp and Plant*, was published in December of that year. "Programs of the Sociological Department were based on the belief of many turn-of-the-century progressives that crime and social problems were not caused by the character defects of individuals, but rather by the social conditions in which they lived."²⁵ As envisioned by Dr. Richard Corwin, Superintendent of the Sociological Department, the department's purpose, purportedly, was "to benefit employees and their families, by educating children, improving relations in the home, molding better citizens, and fostering an appreciation for labor."²⁶ The Sociological Department's less than altruistic deeper purposes, however, were to make miners and their families more dependent on CF&I in all aspects of their lives, to create a public perception that CF&I was a benevolent company that cared about the well-being of its employees, and perhaps most importantly to discourage its employees from wanting to unionize.

Harmony Hall, a four-room community center in Starkville, was opened by the Sociological Department in February 1902. Consisting of a reading room or library/recreation room, a kindergarten room, a kitchen, and a wardrobe, Harmony Hall functioned as a community center within the constraints of CF&I's social philosophy. A variety of programs, such as dances, music programs, and plays were held for both children and adults; however, the kindergarten was viewed by

²²*Trinidad Daily News*, August 30, 1881, p. 4.

²³"Trinidad, Colo 1882, County Seat of Las Animas County." (map) Madison, Wisconsin, J. J. Stoner publisher. <https://www.mapsofthepast.com/trinidad-colorado-co-j-j-stoner-panoramic-1882.html>; 1880 U. S. federal census, Trinidad, Las Animas County, Colorado, reference D. Cummings and W. S. Phillips.

²⁴Rick J. Clyne, *Coal People: Life in Southern Colorado's Company Towns, 1890 – 1930*, pp. 92-94.

²⁵Starkville Central School, Historic Structure Assessment," section 2, page 2.

²⁶*ibid.* CF&I's Sociological Department existed from 1901 to 1915. *Camp and Plant* was published from 1901 to 1904.

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CF&I as Harmony Hall's most important program.²⁷ Dr. Corwin believed education should begin early in life and made kindergarten one of the Sociological Department's top priorities. Dr. Corwin's beliefs were consistent with "...the prevailing educational views of the period which espoused the teaching of self-control, discipline, good manners, respect for work, and patriotism at an early age." The Sociological Department also viewed kindergarten as playing "an important role in the assimilation of immigrant children by introducing them to American values and practices."²⁸ The emphasis on kindergarten was presented in the preface to the Sociological Department's first annual report in 1901:

It is difficult to change the way and manners of adults; their habits have been formed and are not easily altered. With age comes indifference, a desire to be let alone and a loss of ambition; but not so it is with the young. Children are tractable, easily managed and molded, have no set ways to correct and recast; hence the importance of kindergarten.²⁹

The Sociological Department, thus, endeavored to mold the minds of Starkville's children even before they enrolled in first grade in the public school system. Starkville's three public schools were part of the broader Trinidad School District, and were ostensibly independent from CF&I. In practice, however, the Sociological Department exerted considerable influence over the Starkville schools and over those in other quasi-CF&I company towns. Most schools in quasi-CF&I towns were built primarily with CF&I funds, the company supplied or helped select textbooks, and also participated in the selection of teachers and principals. Further, Dr. Corwin "...worked directly with the state superintendent [of schools] to implement a uniform grade school curriculum across the mining camps."³⁰ In May 1902, *Camp and Plant* published the following information regarding the Starkville Schools.

Starkville has three public schools with six teachers, in charge of 450 pupils. The central school district has a stone building containing three rooms, each 38 by 21 feet in size, and provided with all necessary maps, charts and other appliances. A library consisting of two of the best sets of encyclopedias and of 120 volumes chosen from among the writings of the foremost American and English authors has been placed in the school building. Eleven of the leading periodicals, namely, "Munsey's Magazine," McClure's Magazine," Harper's Magazine," "The Cosmopolitan Magazine," "The Outlook," "St. Nicholas," "The Youth's Companion," "The Review of Reviews," "The Scientific American," "Our Times," and "Success," are received regularly in the reading room for the benefit of the pupils and all of the residents of the camp. Professor J. E. Kane is now serving his seventh year as principal of this school. Miss May Barber has charge of the intermediate and Miss Lillian D. Carey of the primary department. This school has always borne an enviable reputation, and at present has seven of its graduates attending the Trinidad high school. The school of the north Starkville district occupies a two room adobe building. Mrs. Lizzie Johnson is the principal and Miss Edith Phillips assistant. The south Starkville school is held in a one room adobe building and is in charge of Miss Cecil Murray.³¹

After CF&I Mine No. 21 closed in 1921, the number of Starkville students dropped dramatically, along with the population of the town as a whole. The North Starkville School closed in the 1920s and was later demolished. By the late 1950s, attendance at the Starkville Central School had dwindled to approximately twenty-five students, with even fewer students attending the North Starkville School. In the Central School's final years, before it closed in 1965, the primary, first through fifth grade, students were taught in the southeast classroom (section one), while sixth through eighth grades were taught in the southwest classroom (section 4). In the primary classroom, the students were organized by row, with the first graders seated in row one progressing to the fifth graders seated in row five. Flush toilets and sinks were installed in what had been the northeast classroom circa 1959; prior to that, however, the only bathroom facility was a privy southwest of the school building. Teachers at Starkville Central School in the late 1950s and early 1960s included Anna (Ann) Carlson,

²⁷ "Kudos to Kebler," *World Journal*, November 25, 2015. <https://huerfanoworldjournal.com/kudos-to-kebler>.

²⁸ Clyne, *Coal People: Life in Southern Colorado's Company Towns, 1890 - 1930*, p. 89. See also, "Industrial Training of Children," *Camp and Plant*, vol. 3, no. 10, March 14, 1903, pp. 220-226.

²⁹ *Ibid.*

³⁰ "Starkville Central School, Historic Structure Assessment," section 2, page 3.

³¹ "Starkville, Colorado," *Camp and Plant*, vol. 1, no. 21, May 3, 1902, pp. 363, 364.

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Lawrence Sebban, Delores Padilla, Hazel Loughery, Cora Flynn, and Dominick Molicca.³²

From 1965 to the present, the Starkville Central School has for the most part stood vacant. The building was acquired by the Town of Starkville soon after it was abandoned by the school district, but it remained vacant and unused. The Town Council held meetings in the southeast room for a time in the late 1970s and early 1980s, but soon moved their meetings to a more modern-appointed location. In the late 1990s a Christian school from New Mexico (name unknown) leased the building from town and undertook a renovation project in hopes of establishing a permanent location for its Christian school. However, the renovation effort was abandoned and the building has remained in disuse to the present time.³³ Recently, however, the Town of Starkville has taken positive steps to preserve, rehabilitate and find a new use for the building. A State Historical Fund Historic Structure Assessment grant was obtained in 2013, and completed the following year. In 2017, the Town was awarded its first Certified Local Government grant, with the scope of work including this National Register of Historic Places nomination for the Starkville Central School.

³²Glaze, Caroline. Oral interviews with Carl McWilliams, August 22, 2017, September 21, 2017; telephone interview January 28, 2018. A lifelong resident of Starkville, Ms. Glaze attended the Starkville Central School between 1957 and 1965, graduating with the school's final class before attending high school in Trinidad.

³³ibid.

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9. Major Bibliographical References

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Major Bibliographical References

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Newspaper Articles (arranged chronologically)

"The name of the post office heretofore known as San Pedro, in Las Animas County has been changed to Starkville..." *Colorado Daily Chieftain*, June 1, 1879, p. 4.

"Dr. Beshoar on yesterday let the contract for building a school house at Starkville..." *Trinidad Daily News*, vol. 1, no. 240, August 30, 1881, p. 4.

"The school house at Starkville is a neat stone building..." *Trinidad Daily Chronicle*, February 7, 1890. (Located in clipping file at the Carnegie Library of Trinidad, 202 N. Animas Street, Trinidad, Colorado.)

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Whitney, W. H. "Directory Trinidad, Colorado 1888." (Located at the Carnegie Library of Trinidad, 202 N. Animas Street, Trinidad, Colorado.)

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: History Colorado

Historic Resources Survey Number (if assigned): 5LA.13552

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10. Geographical Data

Acreage of Property Less than one
(Do not include previously listed resource acreage.)

The UTM reference point was derived from heads up digitization on Digital Raster Graphic (DRG) maps provided to OAHP by the U.S. Bureau of Land Management.

UTM References
(Place additional UTM references on a continuation sheet.)

(NAD 83 / WGS84)
Zone 13 Easting 542258 Northing 4108026

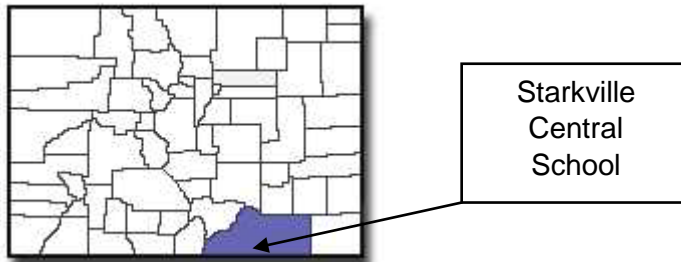
Verbal Boundary Description

The verbal boundary description is the property's legal description: Lot 1, Block 2, Carbondale Addition to the Town of Starkville. As platted, this parcel of land measures 200' N-S x 200' E-W, comprising 40,000 square feet or 0.918 acre.

Boundary Justification (Explain why the boundaries were selected.)

The selected boundaries encompass the school building itself and the adjacent grounds historically associated with the property.

State perspective



Starkville Central School

Las Animas, Colorado

Name of Property

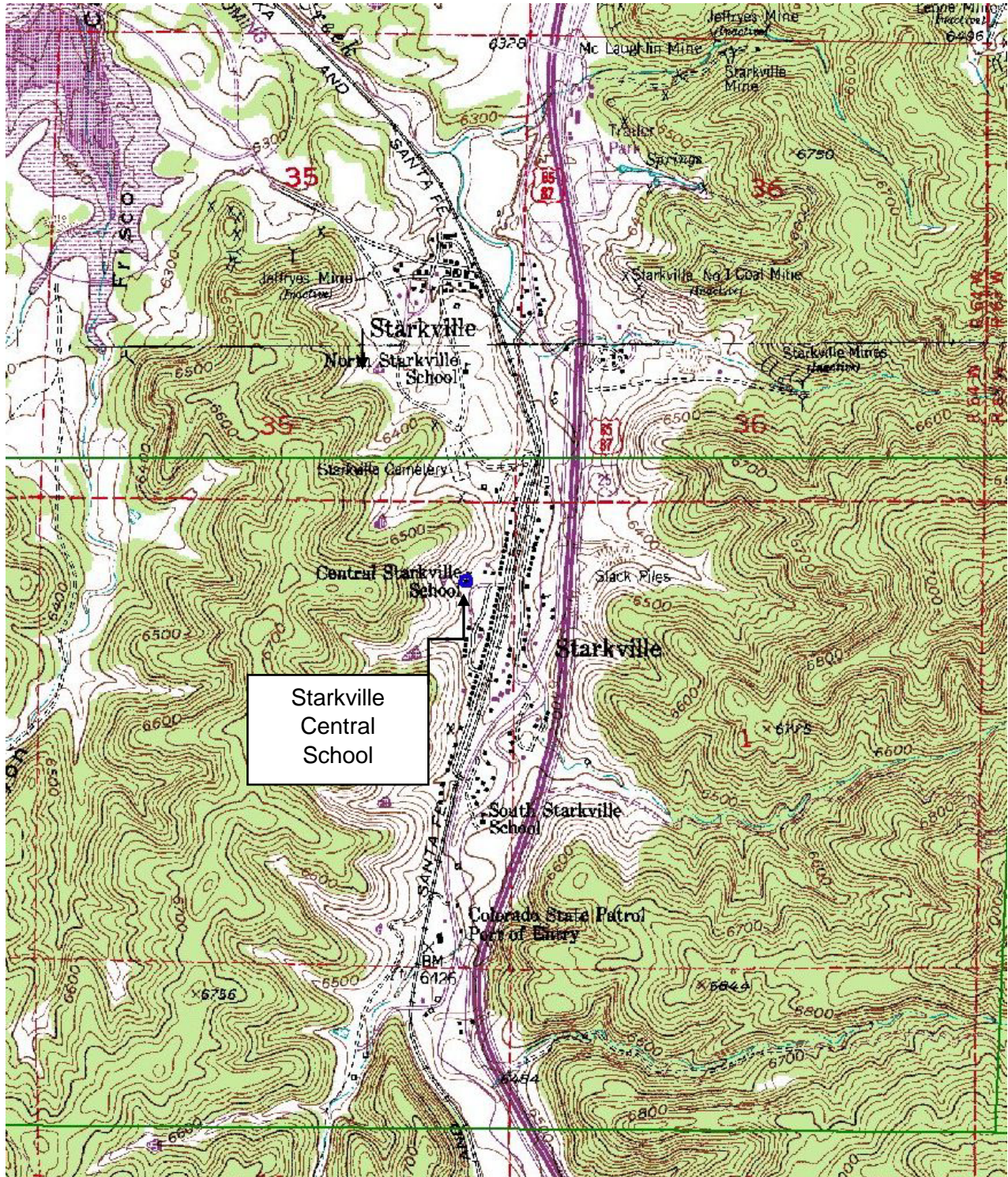
County and State

USGS TOPOGRAPHIC MAP- Regional Perspective

Starkville Quadrangle

Elevation: 6365'

7.5 Minute Series



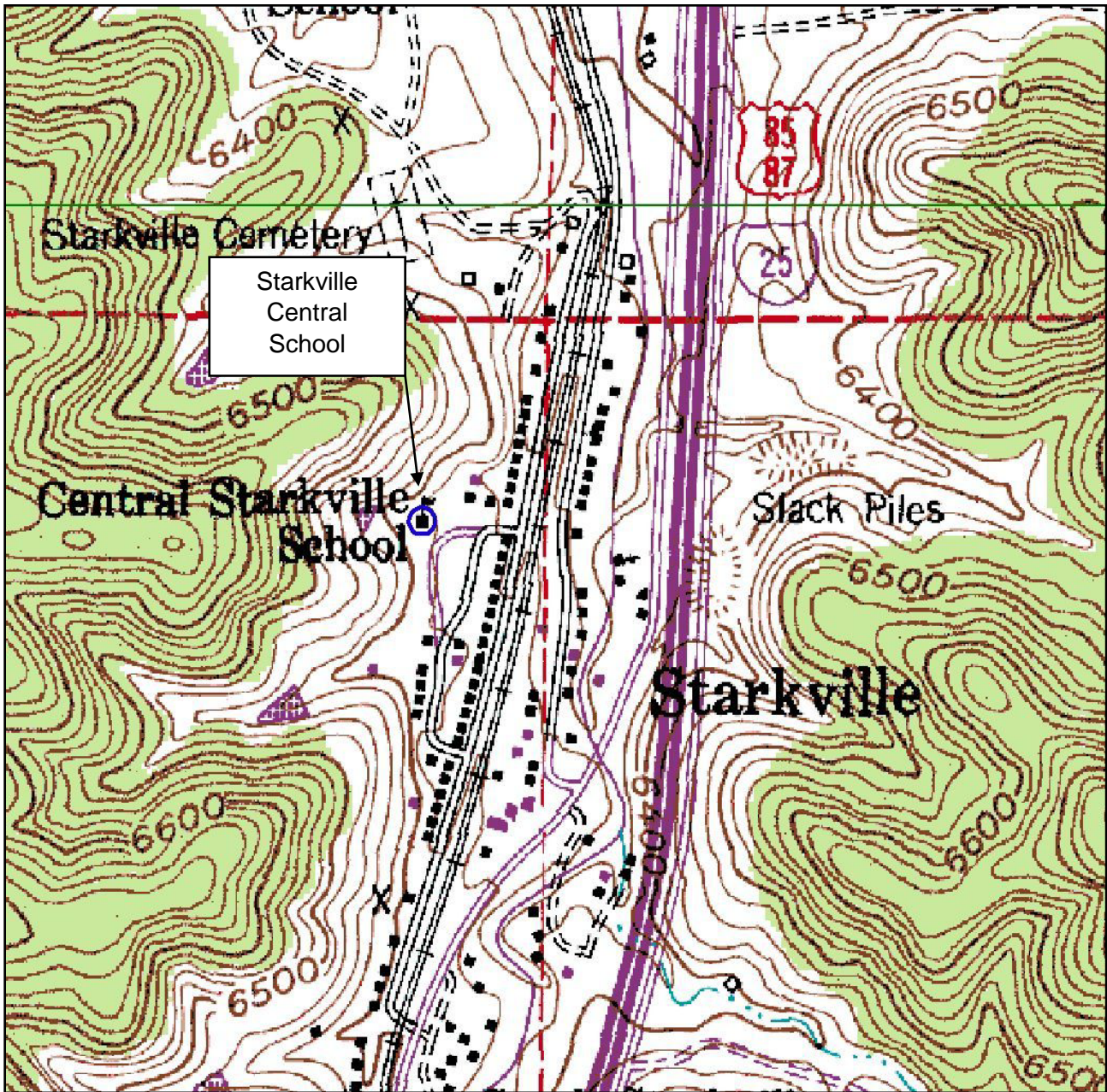
Starkville Central School

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SGS TOPOGRAPHIC MAP- Close-up Perspective



Starkville Central School

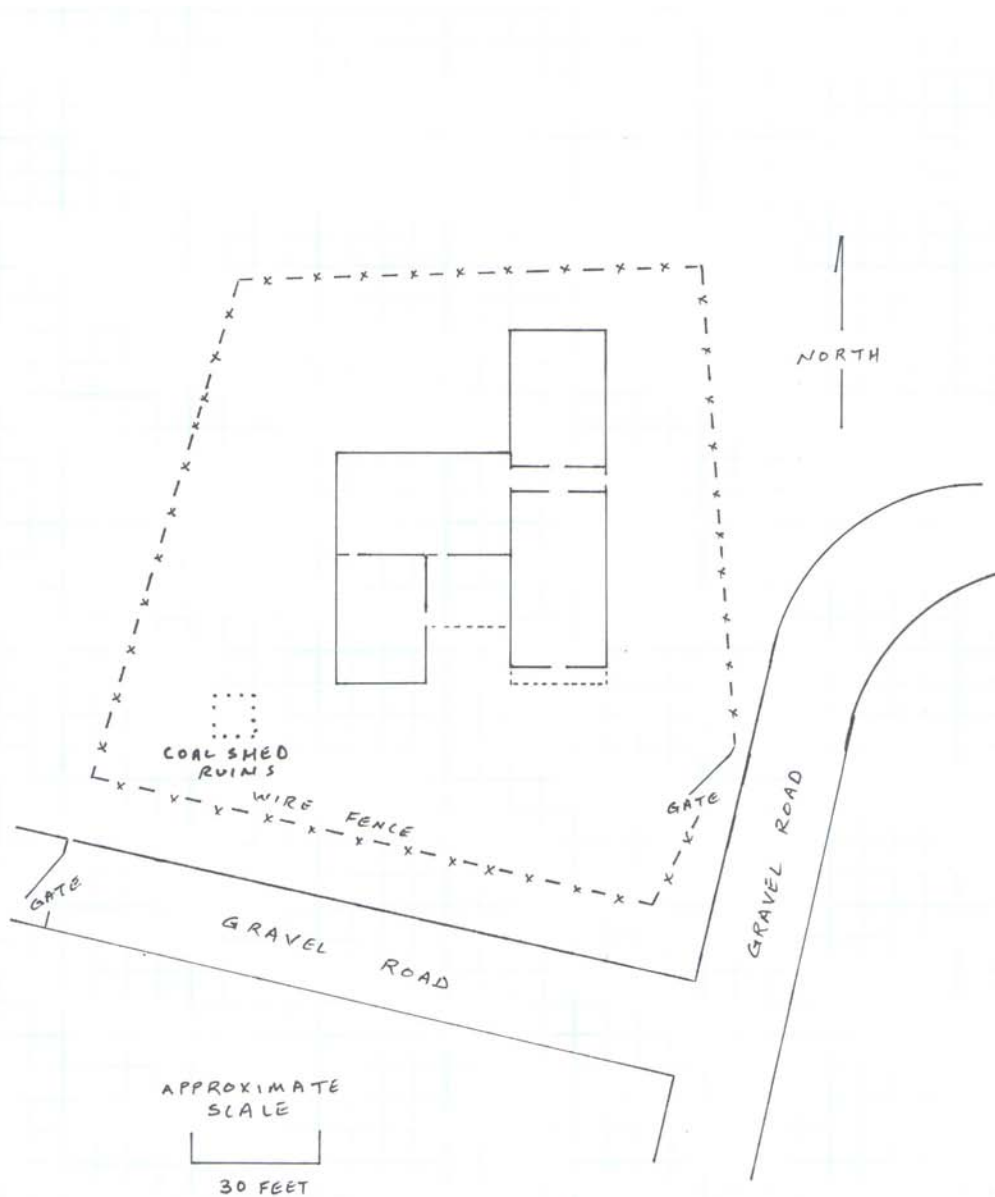
Las Animas, Colorado

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Sketch map drawn by preparer January 2018.

Nomination boundary is denoted by the wire fence.



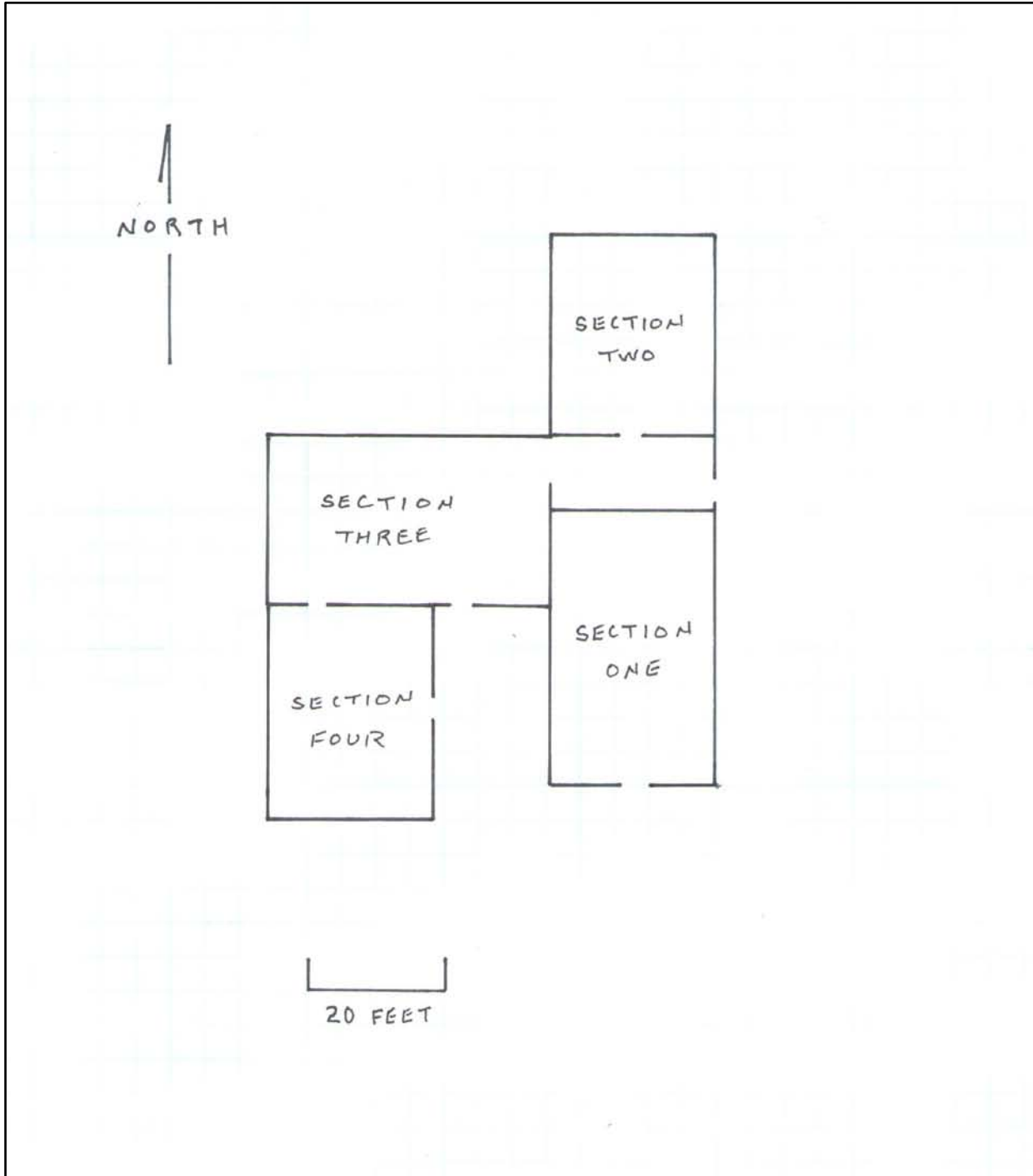
Starkville Central School

Las Animas, Colorado

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Building Footprint



Starkville Central School

Las Animas, Colorado

Name of Property

County and State

11. Form Prepared By

name/title Carl McWilliams (for property owner)

organization Cultural Resource Historians LLC

date February 26, 2018

street & number 1607 Dogwood Court

telephone (970) 493-5270

city or town Fort Collins

state CO

zip code 80525

e-mail historians@frii.com

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

CURRENT PHOTOGRAPH LOG

Starkville Central School
 Starkville, Las Animas County, Colorado
 Carl McWilliams
 August 22, 2017
 History Colorado, Office of Archaeology and Historic Preservation and National Register
 in Washington, D.C.

Photo No.	Description	View to:
1	View of the north side of the school	South
2	View of the north side of the school	North-Northeast
3	View of the north side of sections one and four, and of the west side of sections three and four	Northeast
4	View of the west side of sections three and four	East
5	View of the west wall of section two and the north wall of section three	East
6	View of the west wall of section two	East
7	View of the north wall of section three	South
8	View of the north wall of section three	South-Southeast
9	View of the west wall of section two and the north wall of section three	Southeast
10	View of plywood-filled window in the west wall of section three	Southeast
11	View primarily of the west and south walls of section four	Northeast
12	View primarily of the south wall of section four	North
13	View of the courtyard area between sections one, three and four	North
14	View of south wall of section one and the east walls of sections one and two	Northwest
15	View of south wall of section one and the east walls of sections one and two	West-Northwest
16	View of the east walls of sections one and two	West-Northwest
17	View of the east walls of sections one and two	West-Southwest

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18	View of entry door into hallway in the east wall of section two	West
19	View of entry door in the south wall of section one	Northwest
20	View of the south and east sides of the school	Northwest
21	View of the east walls of sections one and two	West
22	View of the north wall and the north end of the east wall of section two	Southwest
23	View of the north wall of section two	South
24	View of west wall of section two and the north and west walls of section three	East-Southeast
25	View of the west walls of sections three and four	East
26	Site overview	East-Northeast
27	Site overview	East-Northeast
28	Site overview	Northeast
29	Site overview	North
30	Site overview	North-Northwest
31	Site overview	North-Northwest
32	Interior view of east wall of classroom in section four	East
33	Interior view of northwest corner of classroom in section four	Northwest
34	Interior view of north wall of classroom in section four	Northeast
35	Interior view of section two	East-Northeast
36	Interior view of section two	West-Northwest
37	Interior view of section two	West-Southwest
38	Interior view of the hallway between sections one and two	East
39	Interior view of section one	North
40	Interior view of the north wall of the classroom in section two	West
41	View of side of school desk propped in the courtyard against the east wall of section four	West

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HISTORIC IMAGES

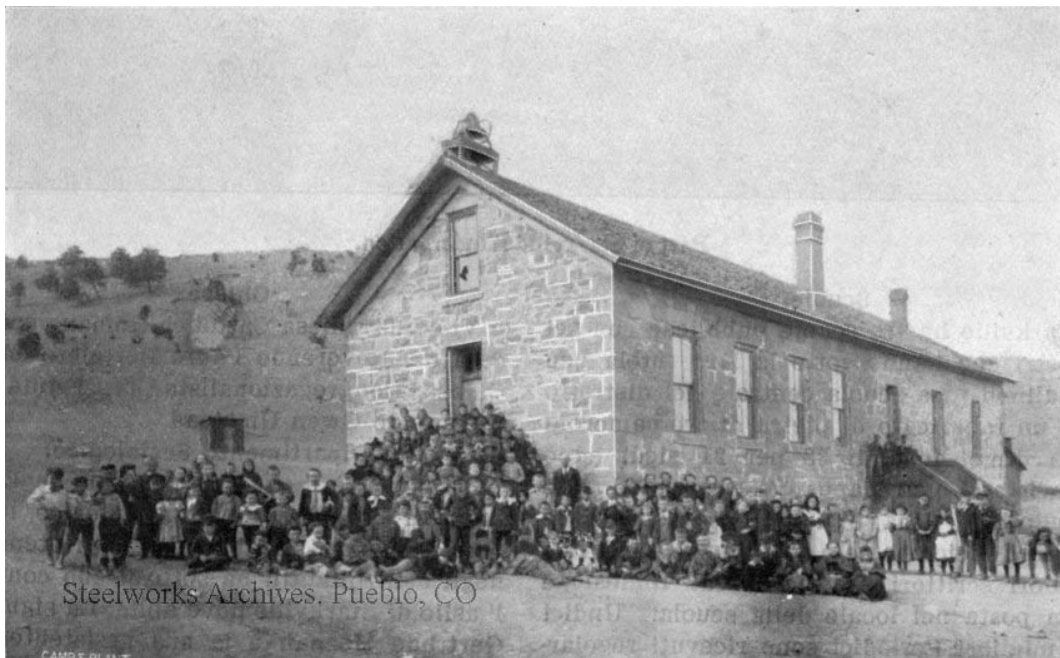


Figure 1: Starkville Central School, view to northwest, 1902. Courtesy of Steelworks Center of the West, catalog number cp_1902_05_03_p367, *Camp and Plant* vol. 1, no. 21

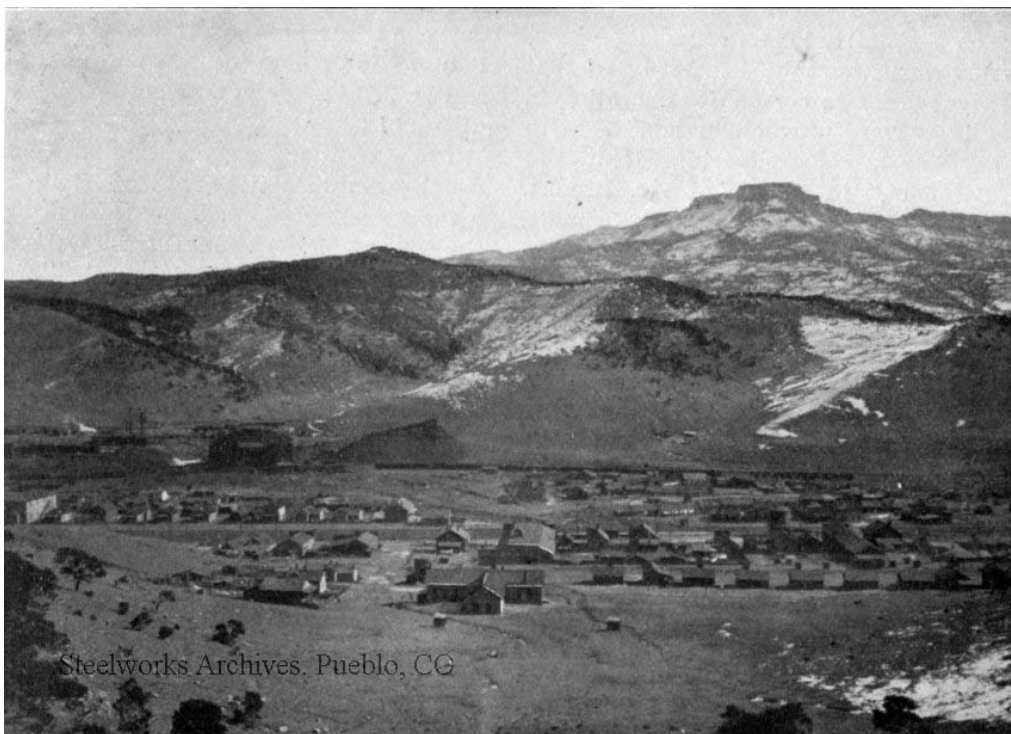


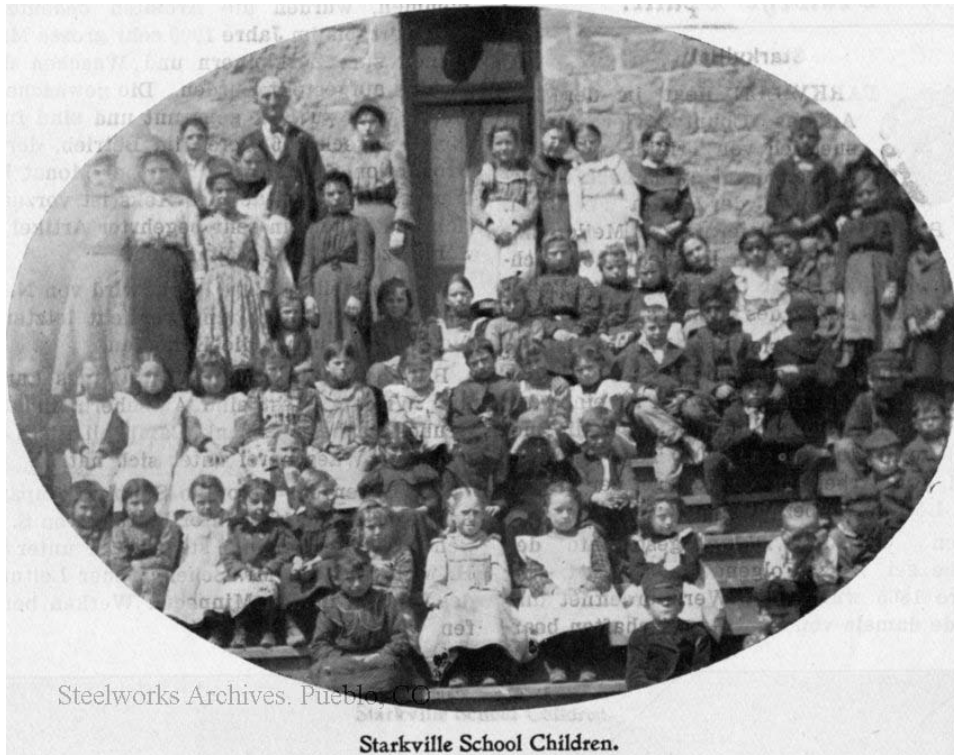
Figure 2: View of buildings in Starkville, with the Starkville Central School in the center foreground, and Fisher's Peak in the distance in the background, view to east, 1902. Courtesy of Steelworks Center of the West, catalog number cp_1902_05_03_p361, *Camp and Plant* vol. 1, no. 21.

Starkville Central School

Las Animas, Colorado

Name of Property

County and State



Steelworks Archives, Pueblo, CO

Starkville School Children.

Figure 3: View of children and teachers sitting or standing on the steps outside the entry door on the east side of the Starkville Central School, view to west, 1902. Courtesy of Steelworks Center of the West, catalog number cp_1902_05_03_p366, *Camp and Plant* vol. 1, no. 21.



Steelworks Archives, Pueblo, CO

Figure 4: View of children and desks inside the Starkville Central School, 1902. Courtesy of Steelworks Center of the West, catalog number cp_1902_05_03_p369, *Camp and Plant* vol. 1, no. 21.

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