

CHAPTER FIVE

The Last Transition



A few years after Laurel's minor renaming disagreement in 1986 and the vibrant growth of multiple cultural and educational programs within the institution, the school's parental community decided that it was high time that the district kept the promise they'd made Laurel back in the 1960s. A small but dedicated group of parents lobbied for Laurel to be included in the bond issue from 1968, which would allow many schools in the district to be remodeled. But beyond giving Laurel a cosmetic update, these parents also wanted Laurel to be a unified, K-6 grade school again. Their efforts drew the school board's attention, and after living in the modular buildings for a little shy of two decades, Laurel's people moved once more. This time, they occupied the former Barton School building on Prospect Road. and Stover Street. while the modular sections were moved and the core building leveled. This construction process was far less laborious than the initial one for the modular buildings, as rebuilding only took a year. Finally, the current Laurel building was ready to take her students back from Barton in the fall of 1993. However, while the construction process was smoother than the one during the 1970s, there was now the matter of uniting Harris and Laurel back into one institution. After all, though the two schools had functioned as siblings, they had developed into two entirely different units, and the melding of two organizations into one is easier said than

done. Luckily, once again Laurel had an exemplary leader to make the transition happen.

Before the construction of the unified Laurel School, a new principal came to take the reins at Laurel in June of 1990, a woman named Sherry Workman. Straight from the heart of Texas with her calming and soft-spoken demeanor, she rapidly embedded



Mrs. Sherry Workman,
Laurel principal

herself into the heart and soul of Laurel Elementary. And her first task, after the building of the new Laurel and the move-in of August 1993, was to meld the staff of the two campuses. After a tearful farewell to the Harris campus (which became the Harris Dual Language School), Mrs. Workman brought the whole staff together into one building. After all, although they had been one school for 25 years, the two campuses and different grade levels had created different cultures, which Mrs. Workman knew would have to be blended with kindness and honesty. So, the staff spent a day together breaking down barriers through Mrs. Workman's activities, which she led herself. She helped make the staff as one, and it showed when the new and improved Laurel was ready to open its doors.

But Mrs. Workman was a powerhouse in more ways than one. During her tenure, many wonderful programs were initiated at Laurel. In the summer of 1990, fourth-grade teacher, Betty Ellis Loffer, and the paraprofessional, Mrs. Lebsack, took a group of eleven fourth, fifth and sixth grade students to the Crow Canyon Archaeological Site, where they learned about ancient people by simulating their lives. There, the students camped and immersed

themselves in the culture of the Anazasi, expanding their horizons in an experience that had never been done before. The program was so admired that the following autumn, it was officially approved by Poudre R-1 and became a yearly staple at Laurel well into the 21st century.

As well as the establishment of the Crow Canyon trips, another venture started at Laurel during the 1992-1993 school year that had a lasting impact on the school and community: the Laurel Nature Club. Sponsored by the sixth-grade teacher, Ed Castro, and mentored by Kevin Cook, a local but nationally known naturalist, a small, intrepid band of intermediate students explored the natural world about them with a hands-on approach. They embarked on many adventures, including spending a night at the Cheyenne Mountain Zoo, where they slept to the sound of howling monkeys. They made a difference in Fort Collins through their many ecological projects, such as replanting black currants along



Newspaper ad circa 2004-2005.

the Poudre River and supporting the statewide effort to reintroduce the lynx to the mountains of Colorado. The reintroduction effort of the lynx was under way in Colorado shortly before Laurel chose the animal as their new mascot, the choice reflecting how the students were inspired by the lynx's reintroduction.

But the older grades didn't get to have all the fun! Laurel's younger students had as many opportunities to celebrate and learn about the world around them. Wendy Reed,



First grade 100th day celebration; teacher Mr. Werner-Salsbury with students, 2003.

Laurel's media technician and resident historian since 1995, remembers the many programs that helped Laurel's younger generations find the fun in school, such as the multi-grade 100th-day celebration. For this event, the teachers would count up to the 100th day of school, and on the appointed day, each grade level would celebrate in its own way: Kindergarten students brought in 100 of anything they chose to share, from wax crayons to soda tabs, and first graders dressed up as though they were 100 years old, filling the classrooms with pint-sized elders in glasses and graying hair.

In addition, second graders held a 'Pioneer Day', where students would come dressed as children from the 1800s, bring their lunches in pails or baskets and use a slate to practice their writing and arithmetic. To sell the illusion, their teachers would always check to make sure their student's fingernails were clean, inspecting each properly attired child as they came in from recess.



The present day Laurel, 1993.

Laurel also had many reading celebrations. Teachers decorated their doors with their favorite books, held ‘Drop Everything and Read’ events, and had a ‘Race to Read Contest’. This event was particularly popular, as the teachers of the two classes that read the most, one from the primary grades and one from the intermediate grades, got to go to the Bandimere Speedway and race cars. Although the contest was only held for two years, the winners, including Mrs. Ellis and Mr. Castro, were thrilled to take their trip to the track. In 1998, the library started celebrating ‘Read Across America’ and Dr. Seuss’s birthday, which has continued annually and always made for an entertaining spring. To honor the famous author, students would dress up as their favorite Dr. Seuss character or wear Cat in the Hat stovepipe hats while volunteers, staff, and community members came in and read to the classes. One of Laurel’s former students, Officer Rob Knab of the Fort Collins police, came in to read multiple times, which was always a treat for

the children. Beyond the class read-alouds, kindergarten teachers usually started the celebration early, beginning the Wednesday before Dr. Seuss’ birthday with a “Wacky Wednesday” day. During this school celebration, students could come dressed as creatively as they pleased, a shoe would be on the wall, and they would all make green eggs and ham in class.

After Mrs. Workman’s celebrated tenure, Laurel’s new principal, Tommi Sue Cox, stepped up to the helm in 2002. Hailing from the Four Corners of Colorado, Mrs. Cox brought a unique perspective to Laurel with her Navajo heritage, one which resonated well with Laurel’s diverse population. During the time of her hiring, an influx of charter institutions funded by both the state and the district began to enter the Fort Collins area. Unfortunately, the arrival of these new schools pulled students away from local institutions such as Laurel. In order to cope with these new, specialized schools, Poudre School District (or PSD, as it was now known) wanted all of their institutions to undergo rebranding, to find their ‘niche’ in order to attract more parents and students to each school. Some decided to become Core Knowledge schools, while others fell under the International Baccalaureate banner. Laurel, meanwhile, became the



Mrs. Tommi Sue Cox,
Laurel principal

Laurel Elementary School of Arts and Technology, officially changing their name and defining their focus in December of 2007. This focus was supported by parents and educators alike, as 90% of Laurel’s parental base supported their children attending an arts and technology-based school: “Arts and technology are what make learning fun,” said one response on the parent survey used to gauge

the community's support for the change. "It inspires our kids to use their imaginations and explore beyond the normal curriculum."

Emphasizing the arts was logical for Laurel, as it had long been dedicated to nurturing its students' creative spirit and was one of only seven schools which was built with a stage. As for the technology aspect, Laurel was only able to hire a few new teachers with technical abilities. One of these new teachers, Paul Poduska, went to a momentous Intel training, where he won Laurel's first SMART Board, an interactive whiteboard. At the time, it was the only one that the school could get, but it served as a starting point to prime teacher interest in its usefulness. Afterwards, Laurel was able to acquire funding to purchase other SMART Boards and projectors for every classroom years before any other Fort Collins elementary school. This truly cemented Laurel's place as an arts and technology school, which was reflected in the school's new mission: "Through the arts and technology, we educate the whole child." This motto reflected how Laurel wanted to teach their students not just to learn about technological advancements, but to appreciate every aspect of themselves as complete, well-rounded people. Eventually, even the rest of the district followed suit and bought more SMART Boards for other schools as well.

However, even before the school found it necessary to rebrand, Laurel was always pushing the boundaries of how far it would go for its students. In the year 2004, one of Laurel's beloved teachers, Mary Teets, introduced a new program called Journey in Government. This project was designed to educate children about every level of the government that impacted their lives, from the local to the federal. The program was the first of its kind and only came to fruition through the combination of many efforts, including those of parents Laurie Rodgers and Susan Hill. The

RIGHT: Coloradoan article on Dr. Seuss' birthday celebration, March 5, 2002.



BELOW: First grade and sixth grade book buddies.



premise was that fifth and sixth graders could apply to meet after school every Monday to learn, and would then go on various trips to explore the governing processes in Fort Collins and beyond. The only question was how they would be able to pay for the project. Fortunately, one of the parents of the Laurel community, Mel Fernandez, was able to help the school write a grant to fund the new program, which they submitted to the Bohemian Foundation. The Foundation responded enthusiastically, and in something that seemed close to a miracle, agreed to fund the program for all 17

children who signed up, which came up to about \$25,000. Thanks to their generosity, every kid in the program was able to fully participate, beginning with studying the Fort Collins City Council and receiving a visit from the mayor to visiting Colorado's capitol. The year-long course finally culminated in a trip to Washington D.C. in May of 2005, where the students met the state's senators, representatives, and even got passes into the houses of government to watch Congress work. The trip to D.C. was a memorable one, with one student becoming so enthralled at the sight of the Lincoln Memorial that he began to twirl in excitement. The program was so enjoyed that it was repeated in years to come, with Mrs. Teets eventually handing the experience off to the capable Margaret Chapman. After their establishment, the 'Journey in Government' and Crow Canyon trips became enduring legacies at Laurel. They are the alternating capstones that Laurel's older students can take during their final years at school, as crowning achievements to their elementary careers.

Yet even the more humble programs at Laurel are examples of the dedication and fortitude of the school itself. Shortly before its rebranding, Laurel found itself facing tough times in 2004, when there were drops in enrollment, and unfortunate cuts had to be made. This included detractions from the music, art, and PE programs, which were reduced from five to four days per week.



Mrs. Teets and 5th grade students visiting the state capitol, May 7, 2007.

However, this did not inhibit the love of teaching music for Kay Williams, Laurel's then-music teacher. At the time, Ms. Williams maintained an active private violin studio and wished to share the experience of learning to play an instrument with her public school students, even though her normal classes had been reduced.

To do so, Ms. Williams, with the wholehearted support of Mrs. Cox, arranged an informal meeting with the Serimus Foundation that resulted in a grant which provided instruments and instruction for the first small group of students in the Laurel Violin Program. Monetary and administrative support allowed Ms. Williams to implement the program for one full day per week. Due to overwhelming demand, more students were admitted to the program each semester.

The Serimus Foundation continued to support the program as it grew into the current iteration, serving 150–175 students per year. As it continued to develop, the program provided both classical training based in the Suzuki philosophy of music instruction as well as traditional folk music styles. Students were trained in solid foundational techniques which allowed for exploration into a variety of genres.

With the support of donors, including the Bohemian Foundation, instruments beyond violins were eventually added as well. These included guitars, banjos, mandolins, cellos, and basses.

Alumni of the Laurel Strings Program have continued to engage in music programs beyond their elementary school experience. Some have made music an axis of their burgeoning careers. These include talented blues and bluegrass musicians Grace Kuch and Eli Slocumb.

By the early 2000s, Laurel had racked up quite the track



Jamie Suto and Laurel violinists, February 2, 2006.

record of evolution and success as an integral part of generations of students' lives. It had created a community among its children, teachers, and parents that left indelible marks on all who experienced it, one that fostered acceptance and diversity—sorely needed traits in the rapidly-evolving, modern world. In particular, Laurel always taught her students that they never needed to fear or hate what was new to them, whether referring to people whose skin was a different color or to new technology that had never been seen before. This has always been, and continues to be, a point of pride for those lucky enough to enter Laurel's doors and experience Laurel's cultivated generosity. For they know that at Laurel, everyone is welcome, from homeless children to those with special needs to those who flourish in the Gifted and Talented program. All are welcome, and no one is left behind. As such, as the year 2006 dawned, it was no surprise that Laurel School's 100th birthday was truly an event to celebrate.

CHAPTER SIX

100 Years: A Celebration



Mr. Castro sat before his computer, tapping away at the keyboard as words spooled across his screen. The sun was streaming warmly through his windows, and it was looking to be a balmy day, which suited him just fine. It was the kind of day where anything could happen, and 'anything' was exactly what Mr. Castro was working towards. In all, the setting couldn't have been more different than it had 100 years before, when Hall had sat in his office in the middle of a snowstorm, mulling over the state of the Fort Collins education system. Yet over the course of a century, Mr. Castro and Hall were linked by one thing: Laurel School. For Hall, Laurel was an idea, a solution. But for Mr. Castro, Laurel had become so much more—it was a legacy, a living memory of the past century, and he wanted to celebrate the school with all the pomp and circumstance it deserved. Which is why he was currently writing an email to a small committee of like-minded people, the ones who would help bring the celebration of Laurel's 100th birthday to fruition.

Over the course of a year, Mr. Castro and his team (Andrea Beck, Mrs. Chapman, Mrs. Cox, Miriam Cromley, Karen Harris, Mrs. Lebsack, Deb Leicester, Lindy Marvin, Sandy McHugh, Lorre Olsen, Mrs. Schnorr, Tommie Stetson, and Mrs. Teets) reached out to alumni and planned celebratory events. The committee brought in alumni from several decades of Laurel's past to speak to current

students in a school-wide assembly. The group also produced a calendar in honor of the year that was sold to raise funds for playground equipment. Laurel hosted interactive mini productions throughout the year depicting historical figures from early Fort Collins history to teach Laurel's student body about their educational heritage.

To commemorate Laurel's 100 year celebration, The Fort Collins Coloradoan filled the newspaper with articles related to Laurel's birthday. CSU even adopted (with some slight alteration) Laurel's celebratory motto for their homecoming parade: "Rooted in the Past, Reaching for the Future." Inspired by parent Bonnie Benham, the phrase was perfect for both Laurel and Fort Collins at large. Yet the culmination of Laurel's 100th birthday was not until September 30, 2006, when alumni, students, and community members alike could be found gathered around the steps of the Old Laurel, now known as Centennial High School.



OPPOSITE PAGE: Laurel Elementary student body in front of the original Laurel, January 6, 2006.

LEFT: Mayor Doug Hutchinson with wife, Cathy, and grandchild, Sara, September 30, 2006.

On that bright morning, the grounds of Centennial H.S. hummed with activity, the old steps spilling over with people, young and old. Music wound through the general hubbub of conversation, this time from a live musical group instead of a record player, as it had in the days of Martha Thompson Scoby. As the morning began to warm, the crowd settled into rows of collapsible seats, listening as the Fort Collins High School Jazz Band gave way to a small group of intrepid Laurel violin players. Then, once the students shuffled off the stage, another Laurel alumni, Steve Lovaas, took their place, singing a clear, ringing rendition of the 'Star Spangled Banner,' and then Doug Hutchinson, Fort Collins' mayor, took the stage. Before the assembled crowd, he read a mayoral proclamation dedicated to the memory of all that Laurel had done for Fort Collins over the years, honoring the place it occupied in the city's collective memory. As the sun rose higher in the sky, there was a fluttering of wings as a cluster of white doves broke above the crowd, signaling to the onlookers that it was time to make the trek to Laurel's new site.

The crowd gathered their things and prepared to shift to the New Laurel as the original students had done: on foot. Led by the Fort Collins High School Marching Band, with their teacher, Mike

Smith, at the helm, the air again filled with chatter and music, the energy of a parade animating Fort Collins' streets as everyone trooped away from the old building. The fanfare welcomed not only the walkers, but an entourage of former students and teachers, riding in elegantly curved vintage cars, the headlamps gleaming like spotlights in the sunshine. Finally, the cars were followed by a flood of present Laurel students, families, and teachers, all carrying paper bags like the students of Laurel had that rainy day in 1975.

The welcome party was a bit different than the original children had experienced. In lieu of a day of settling into classes, the Laurel parade came to a halt before an outdoor festival filled with booths and tables arranged across Laurel's lawn. Before long, the playground was filled with delighted children burning off the energy that can only come from carnival food, and alumni from across the decades reconnected with their peers. In the meantime, a second stage saw an endless stream of music and performance, from the former music



LEFT: Vintage cars at Laurel's 100th year celebration.

OPPOSITE PAGE: Laurel's float at CSU Homecoming Parade.

teacher, Mrs. Courtney, directing Laurel's alumni choir through a set, to Sid and Ogie (Mr. Sadowske and Mr. Ogan) performing Abbott and Costello's classic rendition of "Who's on First?" Bands, gymnastic demonstrations, and a variety of other local acts illuminated the stage, earning applause and cheers throughout the afternoon.

Slowly, the audience turned their attention from the stage as the last act was waved away, rising from their seats to leisurely move towards Laurel's front entrance. There, they found a section of freshly turned dirt by the school's front doors, and beside it, a metal-capped box, ready to be lowered into the ground. Laurel had kept a time capsule before, one that was opened in the 1970s. But this one was to be special, not just a relic of days gone by, but a memento of appreciation, of hope that a school that had already endured for 100 years would do so again for another 50. The capsule was passed into the earth's hands, the soil blanketing the metal until it was hidden from sight. After that, the crowd drifted away,



back to their homes and jobs and families, while the necessary work of cleaning up began. The day, and the year of celebration, wound to a close, leaving only the capsule waiting patiently to be rediscovered in 2056.

For Mr. Castro, it was all he could have hoped for, as was only fitting for a school that had done so much for Fort Collins over the course of a century.



TOP: Local historian Wayne Sundberg (right) and alumni visiting classrooms in our 100th year.



LEFT: Mexican dancing by alumna and parent, Kathy Sanchez, along with Joe Guzman, at the celebration in September of 2006.



CLOCKWISE FROM TOP LEFT: 6th grade teacher, Paul Poduska, sealing the time capsule; Karen Harris and daughter, Brandi Harris Molin, both alumni, celebrating during one of the year's events; Principal Tommi Sue Cox driven in vintage style from the old Laurel to the present Laurel as part of the festivities; former principal, Keith Johnston with Sid and Ogie on the big day in 2006.



Epilogue



Everyone can agree that 115 years is a long time to be doing anything. That is at least three generations of time, three lifetimes worth of sorrow and joy, of learning and growth, of pleasure and pain. Yet that is exactly how long Laurel School has been ushering students and faculty through her doors. It is a demonstration of longevity that has watched granddaughters go to the same school as their grandmothers, and fathers teach in the same rooms they themselves sat in. In this way is Laurel like its arboreal namesake, a gift that keeps on giving as it scatters its students like seeds in the wind, to go forth and accomplish great things or to return home and nourish the next generation. Either way, everyone who has found themselves in Laurel's halls becomes another branch in this school's ancestral tree, one that will always be rooted in its past as it reaches for the future.



Billboard promoting Laurel, used in the city to commemorate our 100th year.

IN MEMORY OF KAREN HARRIS

An office manager, media tech, and paraprofessional from 1981-2018, she supported teachers and students for 37 years. Her kindness knew no bounds. For humans it was always a kind word, for four-legged friends it was always a dog treat at parent drop-off and pick-up.

Addendum



The following are email samples received from former students during the 2006 100th Year Celebration. They include additional details about life within the walls of Laurel.

School plays were fun—I was in “A Christmas Carol” one year but I don’t remember what part I played! We performed in a classroom or out in the middle of the big hall upstairs, I think. Most students walked home for lunch but “bus” students from the country brought their lunches and ate in the basement because there was no cafeteria. Milk could be purchased however.

Karen (Skold) Tow, *student 1953–1956*

I attended Laurel School from 1941 through 1947, all 6 grades. I remember the names of all my teachers and have some vivid memories of the school, friends, playground, events, the little store across the street, etc. Wow, what a long time ago! Every Friday during WW2, most of us took a dime to school to buy stamps for war bonds. My first-grade teacher, a redhead named Miss Sherman, joined the WACS the year after she was my teacher.

Phyllis (Hill) Stroh

I was an attendee of Laurel Elementary for grades 4–6. (That would have been 1965–1968.) I have memories of my classrooms

on the second level, Miss Tavelli shared that level with Mr. Bagley and another teacher. Lower level were the rest rooms, janitors’ room (it was dark and smelled of cleaning supplies), and Mrs. Wheeler’s 4th grade room and Mrs. Brown and someone else...my memory is aging too :) ! I remember that I was in my 6th grade class when we received the information that President Kennedy was shot.

Diane (Moreng) Johnson

I had the privilege and honor of knowing Laurel when she was in her spry 70’s, while I am confident the fair school has only gotten finer with age. The full novel of Laurel is literally comprised of tens of thousands of stories of the lives it has shaped, touched, molded, and impacted. Laurel’s teachers and staff were comprehensively devoted to developing the full humanity of students for a lifetime, well beyond the elementary school walls.

Brandon Kirby, *student 1981–1986*

I love that all of us who attended Laurel Elementary had the good fortune to grow up in a school where diversity was something we didn’t even think about—it was just who we were. As a kid, I took for granted that my friends Jared, Diana, and Lupe spoke Spanish at home, and that when I played at their houses after school, their parents didn’t speak any English. It didn’t strike me as unusual at all that my friend Thanh’s parents had come from Vietnam, or that when another of our classmates visited his grandparents, he’d go to a Native American reservation. We were all just friends.

Ashley Waddell, *student 1986–1989*

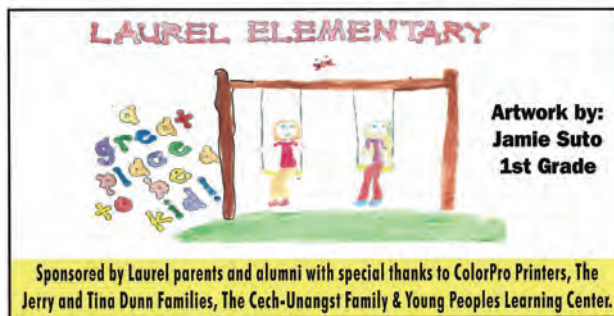
Below are sample artifacts related to Laurel School.

LAUREL SCHOOL HISTORY
 The Laurel school was built in 1906, when Franklin and Remington schools had proven too small to hold the school population of Fort Collins. It seemed then that Laurel was a long way from the downtown district. As there were few houses in the vicinity it was a question whether or not the town would build out to the school. But the board thought that it would so the school building was erected. The site was purchased from Mr. Perry Harrington. The board wanted large school grounds but thought it wiser not to spend any more of the peoples' money. The board was first going to build a four room building, but the fact that Franklin and Remington buildings were so rapidly filling up caused them to erect an eight room building. The first year



LEFT: Article in Fort Collins Express-Courier, February 24, 1929. TOP: Laurel-Harris staff, 1987-1988.

RIGHT: Student-designed billboard ad displayed in Fort Collins, 2004-2005.



LEFT: Mrs. Eileen Lebsack with student, Isaiah. Mrs. Lebsack was an instructional para professional at all three Laurel buildings for over 40 years, helping primary and intermediate students, and their teachers, in a multitude of ways. Many an adventure would not have happened without Mrs. Lebsack!



FROM TOP: EMF car, with Laurel in the background, early 20th century; article in Fort Collins Express-Courier, February 24, 1929; entry rug at the present Laurel Elementary School of Arts and Technology.



THE FORT COLLINS EXPRESS-COURIER, SUNDAY, FEBRUARY 24, 1929.

THE LAUREL STREET WORKSHOP

hold the board... came and sat on it. It's and another... always go under the... They come on cold days... when come on warm days... think the way... CHARLES CURS, LA.

2A-3B

Third Grade

ENROLLMENT
 Pupils: Abilisk, Mary Frances Abel, Helen Alexander, Marjorie Barrett, Dorothy Deering, Betty Jane Dismitt, Margaret Farmer, Edna Foster, Dorothy Grady, Evelyn Hayes, Ruth King, Georgia Lacy, Dorothy Pace, Betty Beach, Marjorie Robinson, Helen Rust, Joyce Vanover, Wilhelmina Wald, Victor Wehler, Robert Arnett, Harry Dunlap, James Evans, Solomon Fox, Gilbert Gallagher, Arthur Hartman, Robert Hatten, Kenneth Kennedy, John McClure, Oscar McGuire, Kenneth Higgins, Millie Sliver, George Thomas, Evelyn Vail, J. T. Wheeler.

Of the above enrollment, Phyllis Albert and Helen Rust have been neither absent nor tardy this year.

nd. Our place is reddish brown... In our piece of limestone we can see tiny shells. Limestone is made

most write them all over again. I think it is fun to write drills and hope to get a button.

the Tappan, Dorothy Schwerman, Elizabeth Stinson, Robert Berman, Lewis Frank, Harrison Schneider, Madrie Spain, Frank O'Neil, Osa, Dorothy, Kenneth Goodwin, Maxwell Harsh, Aubrey Gilkie, Antonette, Harold, Ernest Townsend, Antonette, Elizabeth, Andrew Albert, Richard, Richard; Mary McCulloch, Nona Berman and Doris Stinson, James Alaska; Charles Edwards, Frances Potts; Charles Paul, James Cannon and Virginia Street, Phyllis Frank, Martha Brinkman, Paul Brazil; Herb Godder, Henna, Charles.

DOMOTHY HAY EMBREY
CHUB FRY EXHIBIT
 What fun we had at school last fall! Our class had a pet exhibit. The B class were our judges. There were four rats, one rabbit, and three dogs brought to school. Some of the dogs barked so loudly that the teacher thought

was white.
 The teacher thought ask get, "What is the matter? problem?"
 The judge didn't know explain it on an old, "wouldn't matter if they" given it wouldn't that give."

LAUREL SCHOOL AT PETERSON AND LAUREL



The Addendum teaser you have just viewed in the previous pages is but a small part of the total addendum. There is much material, supplementary material, that enlivens and complements this story of Laurel School. Much more than we could possibly fit in the core history you have just read.

We'd like to invite you to visit Laurel's website and navigate to the history section (<https://lau.psdschools.org/about-us/history>). You will find maps, photos, historic letters, emails, and more. These will excite you and round out the amazing tale of Laurel School.

- Why was the school named Laurel?
- What do Laurel leaves represent?
- Are there old articles that share more elements of Laurel's story?
- What's the ghost story surrounding Laurel?
- Who were some of the staff members in each phase of Laurel?
- Is there a list of all of Laurel's principals?
- Which of the city's schools are named after former teachers at Laurel?
- What other cool things took place at Laurel School?
- What are the contents of the time capsule?

These questions and more are answered in the online addendum. Join us there. You will not regret it.

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- Page 27: Fort Collins Coloradoan, January 27, 1975
- Page 28: Fort Collins Museum of Discovery, #H00157a
- Page 31: Laurel Elementary School of Arts and Technology
- Page 33: top, Laurel Elementary School of Arts and Technology;
bottom, Ashley Waddell, alumna
- Page 35: Laurel Elementary School of Arts and Technology
- Page 38: Laurel Elementary School of Arts and Technology
- Page 41: Skillman Photography
- Page 42: Laurel Elementary School of Arts and Technology and Fort Collins Coloradoan, circa 2005
- Page 43: Laurel Elementary School of Arts and Technology
- Page 44: Laurel Elementary School of Arts and Technology
- Page 45: Skillman Photography
- Page 47: top, Fort Collins Coloradoan, March 5, 2002; bottom, Laurel
- Page 48: Fort Collins Coloradoan, May 7, 2007
- Page 50: Fort Collins Coloradoan, February 2, 2006
- Page 52: Fort Collins Coloradoan, January 6, 2006
- Page 53: Laurel Elementary School of Arts and Technology
- Page 54: Laurel Elementary School of Arts and Technology
- Page 55: Laurel Elementary School of Arts and Technology
- Page 56: Laurel Elementary School of Arts and Technology
- Page 57: Laurel Elementary School of Arts and Technology
- Page 58: Laurel Elementary School of Arts and Technology

Page 62: top left, Fort Collins Express-Courier, February 24, 1929;
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Arts and Technology