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United States Department of Interior
National Park Service

Nat. Register of Historic Places
National Park Service

National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Wyoming Valley School
other names/site number Wyoming Valley Elementary School; Wyoming Valley School Cultural Arts Center

2. Location

street & number 6306 State Highway 23 N/A not for publication
city or town Town of Wyoming N/A vicinity
state Wisconsin code WI county Iowa code 049 zip code 53588

3. State/Federal Agency Certification

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


Signature of certifying official/Title
State Historic Preservation Office-Wisconsin

Date 4/26/16

State or Federal agency and bureau

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

Signature of commenting official/Title Date

State or Federal agency and bureau

Wyoming Valley School

Iowa

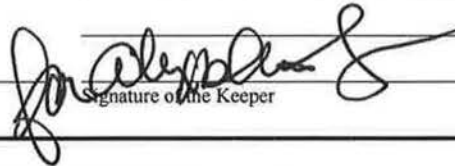
Wisconsin

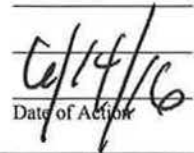
Name of Property

County and State

4. National Park Service Certification

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


 Signature of the Keeper


 Date of Action

5. Classification

Ownership of Property (check as many boxes as as apply)	Category of Property (Check only one box)	Number of Resources within Property (Do not include previously listed resources in the count)	
		contributing	noncontributing
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	1	0
<input type="checkbox"/> public-local	<input type="checkbox"/> district		buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> structure		sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> site		structures
	<input type="checkbox"/> object		objects
		1	0 total

Name of related multiple property listing:
 (Enter "N/A" if property 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)
 EDUCATION/school

Current Functions
 (Enter categories from instructions)
 RECREATION AND CULTURE/museum
 RECREATION AND CULTURE/auditorium

7. Description

Architectural Classification
 (Enter categories from instructions)
 Modern Movement

Materials
 (Enter categories from instructions)
 foundation CONCRETE
 walls CONCRETE
 GLASS
 roof ASPHALT
 other WOOD

Narrative Description

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

8. Statement of Significance

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

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

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

Property is:

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

Areas of Significance
(Enter categories from instructions)

Architecture

Period of Significance

1957

Significant Dates

N/A

Significant Person
(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Wright, Frank Lloyd

Marshall Erdman & Associates

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

Wyoming Valley School
Name of Property

Iowa
County and State

Wisconsin

9. Major Bibliographic References

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

Previous Documentation on File (National Park Service):

- 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 #

Primary location of additional data:

- X State Historic Preservation Office
 - Other State Agency
 - Federal Agency
 - Local government
 - University
 - Other
- Name of repository:
Frank Lloyd Wright Archives
Taliesin West, Scottsdale, AZ

10. Geographical Data

Acreage of Property 5.02 acres

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

1 15 734740 4777880
Zone Easting Northing

3 _____
Zone Easting Northing

2 _____
Zone Easting Northing

4 _____
Zone Easting Northing

See Continuation Sheet

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title	Timothy F. Heggland/Consultant	date	October 29, 2015
organization		telephone	608-795-2650
street & number	6391 Hillsandwood Road	zip code	53560
city or town	Mazomanie	state	WI

Wyoming Valley School

Iowa

Wisconsin

Name of Property

County and State

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

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

Property Owner

Complete this item at the request of SHPO or FPO.)

name/title	Gerald Opgenorth, President	Date	October 29, 2015
organization	Wyoming Valley School, Inc.	telephone	
street & number	6306 State Highway 23	zip code	53588
city or town	Spring Green	state	WI

name/title	Jeff Jacobsen	Date	October 29, 2015
organization		telephone	608-588-2938
street & number	5898 Upper Wyoming Road	zip code	53588
city or town	Spring Green	state	WI

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Section 7 Page 1

Description:

The Wyoming Valley School is a small, highly intact one-story elementary school building that was designed by Frank Lloyd Wright in 1956 and constructed in 1957. The 5.02-acre site is located just 2.5 miles south of Wright's world-famous Taliesin school and residence. The Wyoming Valley School was designed at the request of the Town of Wyoming school district board shortly after the board decided to consolidate its six existing, mostly one-room, rural schools into a single school district in 1956. The result was a 104-foot-long by 80-foot-wide Wrightian style school building that has an elongated, hexagonal plan. The southeast end of the building features two classrooms that are separated from one another by a partition wall. A large assembly room constitutes the building's northwest end, and a centrally positioned hall spans the width of the building between these two ends and has the main entrances to the school placed at either end. Centered in this hall is a large masonry mass that contains two fireplaces, one of which faces northwest into the assembly room while the other faces southeast into the hall itself. The floors throughout are of poured concrete and interior walls are of painted concrete block. The exterior walls of the school are also constructed of concrete block and these walls have large groups of windows that are trimmed in stained redwood inserted into them. Much of the building is covered with flat tar and gravel-covered roofs that extend out over the exterior walls, but there is also a large, half-story, elongated, hexagonal plan clerestory centered on the long axis of the roof. This clerestory is encircled with a continuous band of windows that admit more light into the interior of the school and the shallow-pitched hip roof of this clerestory is clad in asphalt shingles. The school was officially opened in January of 1958 and it immediately assumed a special place in the catalogue of Wright's work as "the only public elementary schoolhouse built from a Wright design."¹ The school was operated as such until 1988, when it was discontinued. In 1989 it was sold at auction to a private owner. During the years that followed, the school was usually unoccupied but it has always been well maintained. In 2010 its last private owner donated it to a non-profit group that has turned it into a local cultural center. Fortunately, the Wyoming Valley School building is still almost totally intact today and its rural setting has also remained essentially intact as well.

The Town of Wyoming is located in the north-central part of Iowa County, and is typical of the unglaciated part of southwestern Wisconsin known as the "Driftless Area." This landscape is characterized by rugged valleys that have been created by the numerous small streams that bisect them, and these streams flow northward towards the Wisconsin River, the watercourse that acts as northern border of Iowa County and which also acts as the boundary between Iowa and Sauk counties. Farming (generally dairy farming) is conducted on the flat bottom lands of the county's valley floors and along the tops of the ridges that border them, while the slopes of the valleys typically remain heavily wooded.

¹ Storrer, William Allin. *The Frank Lloyd Wright Companion*. Chicago: University of Chicago Press, 1993, p. 432.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Section 7 Page 2

Wyoming Valley is located in the center of the Town of Wyoming. It was created by the action of Rush Creek and the parcel of land that is associated with the school is situated on the floor of Wyoming Valley among the farms that line both sides of the creek. The Wyoming Valley School is situated on the west side of State Highway 23 (STH 23) on a 5.02-acre parcel of land approximately one-quarter mile north of the three-way intersection formed by State Highway 23, Percussion Rock Road and Upper Wyoming Road, 2.5 miles south of Taliesin, and five miles south of the Village of Spring Green. The school site is mostly flat and surfaced with mown grass; the school building is placed well back from the highway and towards the center of the parcel. Just behind the school to the west the land begins a very gentle ascent and the western (rear) portion of the parcel contains a stand of mature deciduous trees. State Highway 23 forms the eastern boundary of the parcel, while a shared gravel driveway forms the southern boundary. This driveway intersects STH 23 at a right angle. Farmland borders the school property to the south, west and north. Access to the school is via a "V"-shaped gravel driveway that has two unequal length segments. The shorter segment enters the parcel from STH 23 and continues for approximately 250-feet parallel to the north boundary of the parcel until it reaches the eastern main entrance of the school. The longer segment of the school's driveway branches off the eastern end of the shared gravel driveway continuing at a 45-degree angle for approximately 325-feet until it intersects with the shorter segment of the "V" close to the front door of the school. The building is sited at an angle to STH 23.

The plan of the school is contained within the conceptual framework of a 104-foot-long by 80-foot-wide elongated hexagonal shape that utilizes 60- and 120-degree angles and a four-foot modular unit system. These angles dictate the shape of most of the interior and exterior features of the school. The school has a 104-foot-long longitudinal axis oriented from the southeast to the northwest and its plan exhibits bilateral symmetry along this axis. A shorter 80-foot-long cross axis runs from the southwest to the northeast.

The design of the exterior of the school can be better understood if the interior plan is first explained.

Wright's plan featured two large classrooms on one side [the southern portion] of the school, and an assembly room, a kitchen, bathrooms and a teacher's room on the other [the northern portion]. A wide hall featured a fireplace with dual openings that faced both the classrooms and the assembly hall.²

When seen from above, the plan resembles an elongated hexagon. The north and south portions are separated from one another by a wide hall that forms the cross axis; the school's two principal

² "One-of-a-Kind Schoolhouse Sold at Auction." *Frank Lloyd Wright Quarterly*. Scottsdale, Arizona: The Frank Lloyd Wright Foundation; Spring, 1990, p. 6.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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entrances are located at either end of this hall. These two portions are not equal in either length or width, the southern portion being somewhat shorter when measured along the longitudinal axis and wider when measured on the cross axis. The southern portion is comprised of two equal-sized polygonal-shaped classrooms that are mirror images of each other. These classrooms are separated from each other by a partition wall that bisects the southern portion of the school, this wall being superimposed on the building's longitudinal axis. Wright then created a polygonal-shaped space in the center of the wide hall and in this space he positioned a hexagonal-shaped masonry chimney that is, as in so many of Wright's designs, both the physical and spiritual heart of the building. The "dual openings" mentioned above face southeast into this hall and northwest into the large multi-purpose assembly room that comprises most of the northern portion of the school. The school's small kitchen, combination teacher's room and library, and two bathrooms are located in two irregularly shaped spaces whose southeast-facing walls form the northwest wall of the main hall and each of these two spaces forms an ell that projects out beyond the northeastern and southwestern elevations of the school, respectively.³

The school rests on a concrete pad foundation. Furnaces are placed in a basement level utility room having poured concrete walls; the room is accessed from the west ell. The unglazed portions of the school's exterior walls are of hollow concrete block which rise up to the nearly five-foot-deep overhanging horizontal eaves that shelter them. The canted fascia boards that edge the eaves are of redwood, the soffits are surfaced in plywood sheets, and ventilation is provided by a continuous screened strip that is inset into the soffit and runs parallel with the perimeter walls. The horizontal roof of these eaves is surfaced in asphalt covered in gravel and this flat surface extends inward over much of the main part of the building until it meets the upward-sloping, asphalt-shingle-covered base of the half-story-tall, 76-foot-long clerestory that is centered on the longitudinal axis of the school. This clerestory features a continuous ribbon of 34 fixed, single-light, mostly oblong windows (thirteen of which face northeast, thirteen of which face southwest, and four of which face northwest and four, southeast) sheltered by an asphalt-shingle-covered, shallow-pitched hip roof with overhanging eaves. The upper part of the concrete chimney projects upward through the center of the roof.

Because Wright made extensive use of 60 and 120-degree corners in this design, it created a need for both custom windows and non-standard polygonal-shaped concrete blocks. This is especially notable in the northern and southern ends of the building, where each alternating course of concrete block projects outward slightly from the main wall surface, creating corners that appear to have quoins. The angled corner windows of the main story and those in the clerestory were also mitered in typical Wrightian fashion as well.

³ The perimeter walls of these two ells are actually mirror images of each other but their internal divisions differ depending on the programmatic requirements they were designed to fulfill.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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Northeast-Facing Main Façade (See Photo No. 2)

The northeast-facing façade of the school is asymmetrical in design and is divided into three distinct zones which reflect the distinct use in each: classroom, entrance, and assembly room. The left-hand (southern) zone forms the eastern classroom and its base consists of two courses of concrete blocks that are topped by a canted concrete window sill. Placed above this window sill is a group of six large wood sash windows. Five of the windows feature a large fixed single light above a short operable awning type single light. The sixth window is at the corner. The glass is a single sheet, mitered at a 120-degree angle which wraps the window around the corner, thus beginning the ribbon of windows on the next (southeast-facing) façade.

The center zone contains the main entrance to the school and also the projecting eastern ell that contains the combined teacher's room and library. A concrete block wall positioned at a right angle to the paired entrance doors provides some shelter from the wind. The entrance itself consists of a pair of wood-framed, single-light doors, both spanned by a single transom. The ell is placed to the right of the entrance. Its concrete block side wall is placed at a 60-degree angle to the wall surface of the main façade and has no openings in it. The northeast-facing wall of this ell is parallel with the main façade and features a band of three small, single-light windows that span the right-hand three-fourth of the width of the wall surface and which are placed just under the eaves of the roof. The two left-hand windows are both rectangular, single-light, wood-framed units. The corner window has a 90-degree miter so that the window wraps around the ell, the other half of this window being part of the northwest-facing façade of the school.⁴

The right-hand zone of the main façade forms the wall of the assembly room. This wall consists mostly of concrete block, but it too has a band of three rectangular single-light windows set just under the eaves. These windows are larger than the ones used in the ell just described. At the corner is half of a single light 120-degree mitered window that wraps around the corner of the façade, the other half of this window begins the band of windows on the next wall.

Placed on the roof above this façade and centered on it is the 76-foot-long half-story clerestory that was described earlier. The sloping base of this clerestory is covered in asphalt shingles and the northeast-facing side of the clerestory itself features a ribbon of 13 rectangular single lights along its length and a pair of 120-degree mitered windows placed at both ends.⁵ The clerestory has a shallow-

⁴ These windows provide light to the office space and library inside the ell.

⁵ The clerestory's roof was originally clad in cedar wood shingles, the later change to asphalt shingles being the only alteration that the exterior of the building has experienced.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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pitched, asphalt-shingle-clad, hip roof with overhanging eaves. Centered upon the roof is the upper portion of the school's hexagonal plan concrete block chimney mass.

Southeast-Facing End Façade (See Photo No. 4)

The 80-foot-wide southeast-facing end wall of the school is symmetrical in design and its center is formed by the exterior portion of a small, windowless hexagonal plan concrete block ell that is placed at the southern apex of the school's longitudinal axis. Half of this ell (which contains a storage room) is visible on the exterior. The remaining portion is continued inside the school, where it is bisected by the partition wall that separates the school's two classrooms. The rest of this elevation is formed by two identical walls that are placed to the right and left of the center ell and which enclose the eastern and western classrooms inside. These walls each angle away from the center ell at a 60-degree angle and Wright designed them to be continuations of the walls that make up the southern zones of the northeast and southwest-facing principal elevations. Both of these walls consist almost entirely of a group of six of the large two-part window units that were described above in connection with the main façade. These window units are placed above two courses of concrete block and a sloping concrete sill, and placed adjacent to the outermost window in each elevation is an equally tall but much less wide single sheet of glass that forms half of a mitered 120-degree angle window that bends around a corner, the other half of these windows being part of the northeast and southwest-facing elevations of the school.

The southeast-facing end wall is then terminated by the "V"-shaped end of the clerestory, each side of the "V" being composed of two rectangular single light window units. The overall design of this elevation is quite striking. The narrow, centrally placed prow-like ell, combined with the clerestory above, forms a well-defined center motif that is accentuated by the backward sweep of the angled walls. The result is a dynamic appearing elevation that gives something of the feeling of looking at a ship or airplane head-on.

Southwest-Facing Rear Façade (See Photo No. 6)

The 104-foot-long southwest-facing rear elevation of the school is essentially a mirror image of the northeast-facing main façade and it too is divided into three zones. The right-hand (northerly) zone is the side wall of the western classroom, the center zone contains a second main entrance and kitchen ell, and the left-hand zone is the side wall of the assembly room. Each of these zones contains window openings that are identical to those found on the main façade except for the fact that they are positioned in reverse order. The only thing that differs on this elevation is that much of the exterior wall surface that encloses the assembly room is hidden from view by an earthen berm that represents a continuation of the slope behind the school.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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Northwest-Facing End Façade (See Photo No. 8)

The 80-foot-wide northwest-facing end elevation is essentially identical conceptually to the southeast-facing end elevation described above. Again, two identical walls both turn away from a centrally placed, hexagonal plan, concrete block, windowless ell at a 60-degree angle and both of these walls also feature continuations of the narrow bands of windows described earlier that are placed just under the eaves of the roof.⁶ These walls then turn a 60-degree-corner, where they then become continuations of the northeast and southwest facing elevations of the school. This elevation differs, from the southeast-facing end elevation however, in that its angled walls are not as long as those found on the other end elevation due to the fact that the assembly room that they help enclose is not as wide as the two classrooms at the opposite end of the school. The northwest-facing end elevation also differs from its southeast-facing counterpart in that its width also comprises the northwest-facing elevations of the eastern and western ells that contain the school's kitchen and teacher's room and library as well, both of which also feature continuations of the narrow bands of windows described earlier that are placed just under the eaves of their roofs. Another difference is the fact that much of the lower portion of this elevation is hidden from view by an earthen berm that constitutes a continuation of the slope behind the school. This wall is then terminated by the "V"-shaped end of the clerestory, each side of the "V" being composed of two rectangular single light window units.

Interior

Like the exterior, the interior of the Wyoming Valley School is in excellent condition and it is still almost exactly as Wright designed it.

In order to better understand the design of the interior, it is helpful to study the way in which Wright introduced natural light into the building and especially into the classroom spaces. In addition to windows in the exterior walls, Wright designed a raised clerestory of windows that extends for much of the length of the building. All of the ceilings of the principal rooms are open to the clerestory; therefore, they all receive natural light. The transmission of natural light into the building is also aided by the fact that while the lower portions of the interior walls that help define the building's principal rooms are of concrete block, the upper portions consist of windows having clear glass, which allow the natural light from the clerestory to flow throughout the building.

⁶ This ell originally was used as a projection room for movies that were shown in the assembly room. It is currently used as a storage room.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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The principal entrance to the school is centered on the school's northeast-facing main façade. This entrance is at grade and has a poured concrete pad floor that is an extension of the poured concrete pad foundation that underlies the school itself, and a sixteen-foot-deep extension of the main roof at this location overhangs the entrance and provides shelter.⁷ One enters the school by passing through a pair of redwood-framed single-light doors that are placed at the northeast end of the interior's cross axis and which are surmounted by a full-width single light transom. These doors are flanked on the right by the angled wall of the eastern ell, which contains the teacher's room and library, and on the left by a six-foot-wide concrete block pier that provides some additional shelter from the wind. Once inside, one enters an 80-foot-long hall (the center axis) that separates the two classrooms to the left from the assembly room to the right and at the opposite, southwest end of the hall is another identical pair of single-light entrance doors. Placed on the right (northwest-facing) side of this hall just past the entrance is a concrete block wall that forms one wall of the girl's bathroom, and a broad opening in this wall a little further along opens into the adjacent girl's coatroom. A door opening in the right-hand side wall of this coatroom opens into the bathroom while a second door opening in the rear wall of the coatroom opens into the teacher's room and library. The latter is a simple rectangular plan room measuring 24-feet by 10-feet that has painted concrete block walls, two of which have continuous bands of four-foot-wide oblong windows; the room's plastered ceiling is flat. The left side of the hall is also fashioned of concrete block and forms one wall of the eastern classroom space (Classroom 1 on the attached floor plan).

Up until this point, the plastered ceiling of the hall is also flat, it being an extension of the broad flat eaves that shelter the exterior of the building. Once one passes the entrance to the girls' bathroom and the teacher's room and library, the hall widens into a polygonal-shaped foyer that occupies the center of the hall and the ceiling then slants upward to the base of the clerestory that crowns the building. Centered on the right-hand wall of this foyer is a massive hexagonal-plan concrete block chimney that extends upward through the clerestory and the roof. The fireplace opening that is centered on this side of the chimney has a tiled polygonal-plan hearth that extends outward into the foyer space. Placed on either side of the chimney is a door to the assembly room. These two doors consist of large single lights that are enframed in redwood and the door openings themselves are also simply enframed in redwood. Directly opposite these doors on the foyer's left-hand wall are two more doors that open into the two classrooms.

Moving through the foyer towards the rear entrance to the school the hall once again regains its flat ceiling and placed on the right side of this portion of the hall is a concrete block wall that forms one wall of the boys' bathroom, while the left-hand side of the hall, which is also fashioned out of concrete block, forms one wall of the western classroom space (Classroom 2 on the attached floor plan).

⁷ This floor is painted Cherokee Red, a favorite color choice of Wright's that is sometimes called "Taliesin Red."

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

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The hexagonal plan assembly room measures 28-feet-wide by 44-feet-deep, it occupies the northern end of the building, and its interior is especially notable because the space it contains has no internal partitions and it is open from its floor to the ceiling of the clerestory above, which means that the space it contains can all be seen at once. The floor of this room is lower than that of the rest of the school. The two doors in the room's south end open onto the topmost of three "V"-shaped concrete steps that span the width of the room and these steps descend downward to this lowered floor. The topmost level of these steps frequently acts as a stage area and it also has the tiled hearth of the massive hexagonal shaped concrete block chimney mass that is centered on the room's south wall between the two entrance doors set into it. Placed just to the right of the stage area on the room's west wall is a door opening that contains another hollow core flush panel redwood door that is surmounted by a single light transom, and this door opens into the fully equipped 24-foot by 10-foot kitchen that occupies most of the building's western ell. A second door is placed on the east wall of the room just to the left of the stage area. This door opens to the outside and it is reached by ascending three concrete steps. It consists of a single light that is enframed by redwood and is surmounted by a single light transom placed above it. The top third of this room's exterior walls consist of a continuous band of four-foot-wide single light windows that are each enframed in redwood and this band is only interrupted by a smaller eight-foot-wide by fourteen-foot-deep hexagonal plan room that is centered on the north wall of the assembly room opposite the south wall's fireplace. This smaller room projects out into the assembly room space and it has concrete block walls, door openings on both of its side walls each contain a flush panel hollow core redwood door, and three tall, narrow slit openings are set into the south-facing walls of this smaller room as well.⁸

In the assembly room especially, one's eyes are drawn irresistibly upward toward the ceiling and its supporting network of rafters. This plastered ceiling slants upward gradually from the top of the perimeter walls of the room until reaching the vertical walls of the clerestory, the hip-roofed ceiling of which is also gently pitched and plastered. The structural framework that supports the sloped portions of the ceiling consists of a system of interlaced Philippine mahogany-clad framing members that rise from the exterior walls and crisscross the room. These framing members utilize the 60°-120° angles that are found elsewhere in the building's design and they are arranged in a repeated "X"-shaped pattern. Each set of framing members on the east side of the building has a corresponding set on the west side and the members of each set meet overhead under the open clerestory, the meeting points form a continuous line that corresponds to the longitudinal axis of the building. This framing system is then extended southward for the length of the building and it crosses first over the central hall that has already been described and then over the classrooms that occupy the south end of the building.

⁸ This smaller room is usually used for storage but it has also functioned on occasion as a projection room and the projector used the center of the three slits in the room's south wall to project its beam onto a screen that is hung from the ceiling at the south end of the assembly room.

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The building's south end consists of two five-sided classrooms that are mirror images of each other and which are separated from one another by a partition wall located on the longitudinal axis of the building. Each of these classrooms measures 28-feet-wide by 38-feet-deep, each room has a two-part interior wall that forms part of the south wall of the building's center hall, and both rooms share the central partition wall. In addition, each classroom also has two exterior walls that consist almost entirely of groups of window units that each consists of large, fixed, single light window that has a smaller operable window placed underneath it. Each classroom is entered from the center hall via a hollow core flush panel redwood door that has no lights set into it, but each of these two openings is flanked on both sides by a full-height single light sidelight. The lower portions of each of the interior walls of these two classrooms are constructed of concrete block, they rise up to the level of the tops of each classroom's entrance door, and it is on these walls that chalkboards are affixed inside each classroom. The upper portions of these interior walls consist of groups of large single-light redwood-framed windows that extend from the tops of the concrete block lower portion up to the ceiling and whose top members follow the slope of the ceiling. In addition, several of the vertical members of the wooden framework that encase these upper portions also intersect with the exposed roof framing above, thereby adding another degree of stiffness and support to the ceiling of the school. Wright used this design to provide a measure of sound-proofing so that the noise created in one classroom would not carry over to the adjacent one. Of equal importance is the fact that this design allows the classrooms and other interior spaces to receive additional natural light from the clerestory above.⁹

Located at the south end of both classrooms is half of another eight-foot-wide by fourteen-foot-deep hexagonal plan storage room. This smaller room projects out into each classroom. It appears to be bisected by the partition wall that separates the two classrooms, and it has concrete block walls. A door opening that contains a flush-panel, hollow-core redwood door topped by a single light transom is placed on either side of this room, permitting access from either classroom. A tall, narrow slit opening is set into both the northeast and northwest-facing walls of this room as well.

Integrity

Both the exterior and the interior of the Wyoming Valley School are still in a highly intact state and the building has also benefitted from good maintenance throughout the years and is in very good

⁹ The natural light that the two classrooms, the hall, and the assembly room receive is augmented by the use of incandescent bulb ceiling fixtures. In spaces where the ceiling is flat, a simple ball ceiling light with a globe of frosted glass and a chrome-plated holder is used. Where the ceiling slants, however, a pendant fixture having a globe of identical design and size is used and is attached to the ceiling by a long chrome-plated stem.

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condition today. The only change that has occurred to the exterior has been the replacement of the original wood shingles on the clerestory roof with asphalt shingles. The latest reroofing occurred between 2010 and 2015, but the original shingles had actually been replaced some years before. Other than that, all of the school's original exterior features are still intact and in good condition including its windows, doors, and exterior trim. The same is also true on the interior with the exception of the original cabinetry that was located in the classrooms. This cabinetry was not built-in and it was removed by an earlier owner. Otherwise, original interior features are intact including original doors, windows, and light fixtures.

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Significance

By 1956, Frank Lloyd Wright's fame was world-wide. He had received every honor the architectural profession could bestow upon him and was even recognized as the greatest architect that the United States had yet to produce. That year, Wright was beginning construction on his redesigned Guggenheim Museum in New York, he was in the midst of a contentious battle to see his 1955 design for the Monona Terrace Civic Center in Madison, Wisconsin built, and he was also in the midst of publicizing his newly designed Mile High "Illinois" Skyscraper. In addition to these large scale works, Wright had also just completed the design for his Annunciation Greek Orthodox Church in Wauwatosa, Wisconsin (NRHP-12/19/74), and the recently published *Frank Lloyd Wright: The Complete Works*, shows that in that same year his office produced designs for at least another 34 new building projects, of which at least nine would begin construction in 1956 or soon thereafter.¹⁰ Nevertheless, that year Wright found time during this busy and fruitful period of his long career to turn his attention once again to the rural southwest Wisconsin landscape that had been associated with his family since the mid-1800s, to design a new schoolhouse that would serve the elementary school-age children that lived in his beloved Wyoming Valley.

The Wyoming Valley School is eligible for listing in the National Register of Historic Places (NRHP) in the area of Architecture as an exceptional example of a smaller-scale Wrightian style design within Frank Lloyd Wright's body of work. The Wyoming Valley School has statewide significance, rare as the only public elementary school ever built to a Wright design.

Designed by Wright in 1956 and built in 1957 for the Town of Wyoming school board, Wright's personal investment in the project indicates the project was actually a labor of love. Wright's celebrated Wisconsin home, Taliesin (NRHP-9/14/73), is located just three miles to the north of the school. Students at Wright's renowned Taliesin Fellowship received their training in a building complex whose nucleus is Wright's first-ever school design, the former Hillside Home School (NRHP-9/14/73) which he designed for his aunts, Ellen and Jane Lloyd Jones, in 1903. The extent of Wright's involvement in the design and construction of the Wyoming Valley School represented an unusually large personal commitment for him. In order to see the building completed Wright waived his design fees; he purchased two acres of the five acre site himself for \$750.00 in order to give the building a proper setting; he dedicated the assembly room in the school to the memory of his mother and his two aunts, who were teachers; and contributed \$7,000.00 toward the total cost of the school. The resulting building, while modest in size, is an excellent example of Wright's late work, it is of exceptional significance as his only executed design for a public elementary school building, and its significance is strengthened by its near original condition.

¹⁰ Pfeiffer, Bruce Brooks. *Frank Lloyd Wright: The Complete Works*. Cologne: Taschen, 2011, Vol. 3, *Frank Lloyd Wright: 1943-1959*, pp. 432-480.

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History

The history of the Wyoming Valley School began on January 17, 1956, when the Town of Wyoming's school district board held a public hearing at the Iowa County Courthouse in Dodgeville to discuss consolidating the Town's six existing rural school districts into one joint district. By bringing this matter to a vote, the board was addressing the reality of post-World War II rural education in Wisconsin. As repeated in the local newspaper, by 1956, continuing the traditional system of one-room rural elementary school made neither economic nor educational sense:

Several factors are involved in the move to create a common school district and to construct a single elementary school, which would serve the needs of the 67 children concerned. Some of these factors are the cost of heating and lighting the present schools; the difficulty of getting teachers; the fact that some of the schools are only serving a few children.

Those in favor of creating the new district hope to build a new school, centrally located. Present talk indicates that it would probably have three classrooms, an auditorium, toilet facilities, and a kitchen so that there could be a hot lunch program. This single school, serving the needs of all the children in the area, would also be in a position to take part in the milk program for school children. The proposed auditorium would serve the community's needs as it would be a gathering place suitable for parities, square dances, and meetings.¹¹

A referendum on the issue was passed by the voters of the district on April 3, 1956. In voting for consolidation, the people in the Township were following a state-wide trend that had already resulted in great changes for the children living in rural Wisconsin in the previous two decades.

In the long run, the single trend that most profoundly altered the structure of public primary education and the distribution of schools [in Wisconsin] was the consolidation movement. The number of school districts in Wisconsin peaked in the 1937-1938 school year when there were 7777 separate administrative units in the state. By 1952-53, the number had dropped to 4905 and by 1962 it fell to 869. By 1967, there were fewer than 500 school districts and in 1973, the number stabilized at about 435 (it was 433 in 1982). Accordingly, the number of one-room schools, which stood at 6181 in 1938, dropped to 3242 in 1953 and 156 in 1962. The last one room school house closed its doors at the end of the 1969-70 school year.¹²

Having made the decision to build a new school, the board selected Frank Lloyd Wright as its architect; a decision that was announced in the local papers in October. This action was seen as

¹¹ Wyoming May Dissolve 6 Districts, Build New School for 67 Children." Spring Green, WI: *The Weekly Home News*, January 5, 1956, p. 1.

¹² Wyatt, Vol. 3, (Education) p. 2-9.

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healing the rift between the Town and Wright that had been created when Wright petitioned the circuit court in 1953 for exemption from local real estate taxes on 80 of the 373 acres he owned at Taliesin. Wright claimed that “the Hillside School, eighty agricultural acres, and later the Midway Farm Buildings, were used for educational purposes [by the Taliesin Fellowship] and should therefore be tax exempt.”¹³ Wright’s claim was denied by a circuit court judge in Iowa County, so Wright then appealed the decision to the State Supreme Court, which also ruled in favor of the county and its local administrative unit, the Town of Wyoming, on November 10, 1954. Wright was outraged by this decision and by the actions of the county, and he retaliated by threatening to leave Wisconsin entirely after burning Taliesin to the ground. Fortunately, a testimonial dinner held in Wright’s honor at the University of Wisconsin’s Memorial Union raised \$10,000 from the 375 well-wishers who attended, and Wright’s threats were never carried out.

The resumption of good relations between the two camps was then speeded by the subsequent action of the Wyoming Valley School District Board.

Friendly relations have replaced the bitterness that existed a few years ago between Frank Lloyd Wright and some of his Wyoming Township neighbors when they were at outs over a tax controversy. Good evidence of this new harmony is in an announcement that the Wyoming school district has hired Wright as an architect for a new school which will replace several smaller schools now in existence.

There was word from Wright’s office that the architect is beginning work on the design for the school. It is expected that the school will be built between the present Upper Wyoming School and the Ernest Fahrnl Cheese Factory.

The architect’s great versatility is shown in the fact that he is willing to use his time and his talents for designing a little country school (his first) at the same time that he is startling the world with his proposal of a mile-high building in Chicago.¹⁴

Wright received this latest commission during one of the busiest periods of his long career. In late 1956 construction was just beginning on his Guggenheim Museum in New York, he was deeply involved in a heated public debate over the future of his Monona Terrace project in Madison, Wisconsin, his Mile High skyscraper proposal was causing a sensation, and his office was also busy producing designs for at least 34 other projects as well, most of them being single family residences. Nevertheless, the possibility of designing a new school so near to his home at Taliesin appears to have

¹³ Twombly, Robert C. *Frank Lloyd Wright: His Life and His Architecture*. New York: John Wiley & Sons, 1979, p. 377. Here and in the pages that follow, Twombly presents a good overview of this controversy.

¹⁴ “Wright to Design New School for Wyoming; Gives Kindergarten.” Spring Green, WI: *The Weekly Home News*, October 25, 1956, p. 1. The kindergarten referred to here would soon become the school’s assembly room.

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struck a deep chord in Wright and he responded by making an unusually large personal commitment to the project.

A country school under construction in Iowa County near here [Spring Green] owes part of its existence to Frank Lloyd Wright. The architect designed the school without cost, gave \$7000 towards its construction and brought additional land for the site. When asked about his gift, Wright said, "It was time we did something for the county. It's just one of the things I plan to do around here to make this a wonderful valley."

He said that he had no direct connection with consolidated joint school district 8 in the town of Wyoming. "I'm just a neighbor," he said.

The school is across the Wisconsin river from [Spring Green] and about two miles southwest of Taliesin, Wright's home near here.

Wyoming consolidated school, as it will be called, will contain two classrooms, an auditorium, teachers room, and kitchen. One of the classrooms will be dedicated in honor of Wright's mother, Anna Lloyd Wright, because of the architect's generosity.

It stands on the same site as the old Upper Wyoming school, one of the six tiny schools that were consolidated in April, 1956, to form the joint district. Upper Wyoming and the other schools will be used this fall until the new building is completed sometime in October.

Because the site on Highway 23 contained only three acres, Wright paid \$750 for an additional two and one-half acres to increase the tract to a more useful size. The district itself will pay just \$45,000 as its share of the cost of the school, which is being built by Marshall Erdman & Associates, Madison. Erdman said that a savings was affected by using some standard factory assembled building sections in the school.¹⁵

Ground for the new school was broken in the spring of 1957, a well was sunk in June, and by October the school, which is located close to the center of the town of Wyoming, was well on the way to completion.¹⁶ In January of 1958, the new school was officially opened for classes and even as the students took possession of their new building, their parents began making plans of their own for the use of the new facility. Just as Wright had intended, the assembly room quickly became a center for area activities and for groups such as the Wyoming Valley Community Club, which began holding its

¹⁵ "Neighbor Wright Helps Build School." *Milwaukee Journal*, August, 2, 1957. Wright actually purchased 2.02 acres of additional land, not the 2.5 acres reported here.

¹⁶ "Wright-Designed Wyoming Valley School Is Under Construction." Spring Green, WI: *The Weekly Home News*, October 10, 1957, p. 4. See also:

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monthly meetings there on January 26, 1958.¹⁷ The new school also provided its pupils with advantages that their previous schools could not, not the least of them being the fact that there was now a much larger group of children to interact with.

One child said that in the upper grades now they have enough for two ball teams and since the lower grades have enough for teams of their own, they aren't always in the way. One parent remarked that she could remember when the old Kritz School had three pupils and another said that she recalled a time when her two grandchildren were the only pupils at the Upper Wyoming Valley School.¹⁸

The Town held an official open house at the new school on February 3, 1958, an event that drew almost 1200 visitors from as far away as Chicago and Missouri.

Proving again that a Wright building is an attraction second to none, the open house at the new Wyoming Valley School drew crowds Sunday. At times it was difficult to find a parking place in the large field in front of the school. Attendance during the afternoon and evening open house was about 1,200.

Visitors explored every corner of the handsome new building, met the teachers—Mrs. William Schauf and Mrs. Ralph Nowatney—and ere served coffee, cheese and crackers, and cookies in the community auditorium.

Most adult visitors agreed that they would like to start their school days all over again in such a place, and Town of Wyoming residents were justly proud that theirs is the only Wright-designed rural schoolhouse in the United States....

In the modern setting of the new school, there was one interlude that harked back to the old days. During the evening open house, a transformer blew, dropping complete darkness over the gathering. For about two hours, while a Wisconsin Power & Light crew worked to restore electricity, guests at the school enjoyed their visit by the old-fashioned light of candles and lanterns. The fireplace served as a good place to keep the coffee warm.¹⁹

The fame of the new school spread quickly. Three weeks after the open house, the Spring Green *Weekly Home News* noted that Miss Laura Borrow, an architect practicing in Rome, Italy, had come to

¹⁷ Johnson, Harry. "Building Near Spring Green of Unusual Design." Madison, WI: *The Capital Times*, January 21, 1958.

¹⁸ Johnson, Harry. "Wright's School To Open New Wyoming Valley Era." Madison, WI: *The Capital Times*, October 17, 1957, p. 6.

¹⁹ "Wright-Designed Wyoming School Draws Crowd; 1200 at Open House." Spring Green, WI: *The Weekly Home News*, February 6, 1958, p. 1.

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Wyoming Valley especially to see the new school.²⁰ Wright also continued to play an active role in the life of the school. On May 22, 1958, the Spring Green newspaper noted that he had been the guest of honor at the annual Wyoming School picnic the previous Sunday, an event attended by over 200 guests.²¹ By the following year, area newspapers were noting the success of both the school itself and of the consolidation effort that made its construction necessary. The chairman of the school board, Bill Michaels, was quoted as saying that “We are paying for the school in 10 years, transporting all the pupils, and doing it for less than it cost us to run the six previous schools.”²² Another article later in the same year further noted that “even those who opposed consolidation in the early days are now enthusiastic about the facilities that this modern school in Iowa County has to offer.”²³ Some 67 pupils attended the school in its early years, including some whose parents were apprenticed at Wright’s Taliesin Fellowship, and each of the two classrooms taught three grades.

The school continued to operate until 1977, when the Wyoming Valley Consolidated School District No. 8 merged with the River Valley School District located across the Wisconsin River in the nearby Sauk County City of Spring Green.

To keep the Wright-designed school open, the River Valley School District decided to bus all fourth grade students out to the Wyoming Valley School. This fourth grade experience was referred to by locals by the delightful name “a year in the country.”²⁴

By the end of the 1980s, financial considerations convinced the consolidated school board that further consolidation efforts were necessary. In 1988, the board therefore decided that from then on the district’s children would be bussed into Spring Green where they would attend a new elementary school that would serve all the area’s elementary school age children. The Wyoming Valley School was then closed and the board put it up for auction the following year, whereupon it was sold to Chicago real estate developer Clyde W. Engle. Engle, who also owned 1200 acres across Highway 23 from the school, paid \$305,000 for the building. Although he kept the building in good condition, he had no actual plans for its reuse. In 1999, Engle sold the school to Sam Jacobsen, the owner and former CEO of PDQ Food Stores, Inc. of Madison, Wisconsin, who purchased the building in order to protect it, and who rented it to locals from time to time for various purposes usually related to the arts and education.²⁵

²⁰ “Wyo. School Has Visitor From Italy.” Spring Green, WI: *The Weekly Home News*, February 27, 1958, p. 1.

²¹ “Wright Attends School Picnic.” Spring Green, WI: *The Weekly Home News*, May 22, 1958, p. 4.

²² DuBois, Cleo Gehrke. “Wright-Deigned Rural School Gives Taxpayers a Break.” Madison, WI: *The Capital Times*, April 7, 1959.

²³ “Area Proud of Wright School.” Madison, WI: *The Capital Times*, September 28, 1959.

²⁴ Rott, Peter. Draft NRHP nomination for the Wyoming Valley School, September 9, 2014.

²⁵ Hesselberg, George. “Area Landowner Does Right by Wright.” Madison, WI: *The Wisconsin State Journal*, August 15, 2010.

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Finally, in April, 2011, Jacobsen's son, Jeff Jacobsen, donated the school and three of its 5.02 acres to the newly formed Wyoming Valley School, Inc., a non-profit group whose board consists of mostly local residents. The new owner's mission is "To restore and preserve the Frank Lloyd Wright-designed Wyoming Valley School for use as an educational center by offering arts and cultural workshops, performances, and lectures to residents of Wyoming Valley and the surrounding area." To this end, the Wyoming Valley School Cultural Center, as the building is now known, now hosts art exhibits and classes. The group makes the building available to local cultural arts programming, and recently raised enough funds and volunteers to replace the building's roof and kitchen plumbing, and to regrade the grounds and plant about 20 trees. Fundraising efforts are now concentrating on acquiring a new heating and air conditioning system, which will allow the building to be open year round.²⁶

Architecture

The Wyoming Valley School is an outstanding example of the Wrightian style of architecture. As its name suggests, this style was developed by Frank Lloyd Wright and his innovative application of the style's design principals resulted in exceptionally unique and beautiful buildings, often without compare in a community.

Frank Lloyd Wright (1867-1959), in 1991 was accorded the distinction of being chosen the "greatest American architect of all time" by a members survey of the American Institute of Architects.²⁷ During the course of his long career Wright produced designs for more than 1000 projects and among them were ten primary and secondary schools, of which the Wyoming Valley School and four others were actually built. Wright also designed the master plan for Florida Southern College and saw nine of the buildings in that plan completed to his designs. The Wyoming Valley School, however, which Wright designed in late 1956 and which was built in 1957, is the last school that he designed and is also his only executed design for a public elementary school.²⁸ The Wyoming Valley School building has a special place in the catalog of Wright's work because of the unusual degree of personal commitment to this project. That Wright did so much to ensure the school's completion can be explained by the fact that Wyoming Valley was of enormous importance in his life. In this valley Wright spent summers as a boy on the farms of his mother's relatives and years later one of these same Wyoming Valley farms became the site of Taliesin, and his school, the Taliesin Fellowship. The Wyoming Valley School was Wright's gift to his Wyoming Valley neighbors.²⁹

²⁶ Worland, Gayle. "Wright-Designed Spring Green School to Reopen as Cultural Arts Center." Madison, WI: *The Wisconsin State Journal*, April 19, 2011.

²⁷ "Frank Lloyd Wright." Accessed October 20, 2015, https://en.wikipedia.org/wiki/Frank_Lloyd_Wright.

²⁸ Wright's four other executed primary and secondary school designs were all for private schools.

²⁹ Wright's mother was Anna Lloyd Jones Wright (1838-1923). Her sisters, Jane Lloyd Jones (1848-1917) and Ellen Lloyd Jones (1845-1919) founded the Hillside School in Wyoming Valley in 1887 and the school building that Wright designed for them in 1903 would later become the home of his Taliesin Fellowship.

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Because Frank Lloyd Wright's influence on Twentieth century architecture has been so profound, most of the buildings that he designed and saw to completion during his lifetime are considered to be of exceptional architectural importance and many of those that still retain integrity are believed to be eligible for listing in the National Register of Historic Places as the "work of a master" as described in *National Register Bulletin 16*.³⁰ It needs to be mentioned, however, that not every building designed by Wright is automatically eligible for NRHP listing just because it was designed by him. As *National Register Bulletin 15* makes clear: "A property is not eligible [for listing in the NRHP] as the work of a master, however, simply because it was designed by a prominent architect. For example, not every building designed by Frank Lloyd Wright is eligible under this portion of Criterion C, although it might meet other portions of the Criterion, for instance as a representative of the Prairie style."³¹

As noted above, Wright designed ten primary and/or secondary level schools during the course of his career in addition to the campus of Florida Southern College and its Wright-designed buildings, and these ten individual buildings span the entire length of Wright's career and are reflective of a wide range of design trends within Wright's work. The earliest of these was also Wright's first independent design, this being the first of the two school buildings in Wyoming Valley that Wright designed for his aunts: Jane and Ellen Lloyd Jones. This was the Shingle style Hillside Home School building, which was built in 1887 and demolished under Wright's supervision in 1950 after being damaged by fire.³² This was followed in 1903 by a second, much larger school building that was also built for his aunts, the Hillside Home School II (NRHP 9/14/73), a stone-clad Prairie style building that in 1933 would become the core building in Wright's Taliesin Fellowship school of architecture.³³ Wright's next school design was for a proposed public school in Crosbyton, Texas, this being a two-story concrete block building containing four classrooms and a second floor auditorium that was designed in 1910 but never built.³⁴ This was followed by the Prairie style Avery Coonley Playhouse building that was built in 1912 on the Coonley estate in Riverside, Illinois, as a private kindergarten (NRHP).³⁵ Also designed in that same year was an unrealized project for a four-room Prairie style public schoolhouse to be located possibly in La Grange, Illinois.³⁶

Wright did not design another school until after World War I had ended and this one is located in Tokyo, Japan: the private Jiyu Gakuen Girl's School, which was built in 1921.³⁷ Five years later,

³⁰ *National Register Bulletin 16: Guidelines for Completing National Register of Historic Places Forms*. National Park Service: Washington, DC, 1991, p. 51.

³¹ *National Register Bulletin 15: How to Apply National Register Criteria for Evaluation*. National Park Service: Washington, DC, 1991, p. 20.

³² Storrer, 1993, p. 3.

³³ Storrer, 1993, p. 66.

³⁴ Pfeiffer, Vol. 1, *Frank Lloyd Wright: 1885-191*. Cologne: Taschen, 2009, p. 375. This design is not illustrated.

³⁵ Storrer, 1993, p. 175.

³⁶ Pfeiffer, Vol. 1, , p. 433.

³⁷ Storrer, 1993, p. 216. This school is still intact, it has been restored, and is now used for special events.

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Wright designed five small children's playhouses for the Oak Park [Illinois] Playground Association, called "Kindersymphonies, each of the five being a variant of the same floor plan. These buildings were never built but Wright later used several of their most important design elements in his Wyoming Valley School design, including the hexagonal-shaped main space, the lighting of the interior of the building with a clerestory, and the placing of a massive chimney mass with two fireplace openings at the heart of the building.³⁸ In 1928, Wright also designed a school to be located in Hampton, Virginia, for the Rosenwald Foundation (unbuilt), this being a building whose design consisted of a courtyard that was enclosed by classroom wings on two sides, while an auditorium was placed at one end in between the two wings.³⁹ By this time, Wright's designs had long since ceased to be associated with the Prairie style that he had done so much to create and they were now uniquely his own. These post-World War I buildings are now considered to be examples of what has come to be called the "Wrightian style". That they are all also examples of the Modern Movement, this being the overarching term that is used by the National Register, is also true, but the fact remains that these later buildings represent Wright's own unique design solutions and they are best evaluated within the context of Wright's total output.

Wright designed no further education-related buildings until 1938, when he developed a master plan for the Florida Southern College Campus (NRHP 1975) in Lakeland, Florida, at the request of the College's president, Dr. Ludd M. Spivey. This design arranged nineteen buildings around a system of covered walks and of these, nine buildings were constructed over the next nineteen years. The College also implemented Wright's general plan for the campus.⁴⁰

Wright's last design for a primary or secondary level school was for the Wyoming Valley School, which is located just 3 miles up State Highway 23 from the Hillside Home School II, his oldest surviving one. As was noted earlier, Wright received this latest commission during the busiest period of his long career and with so many projects on hand; he clearly had no need to take on the design of a small two-room rural schoolhouse. Nevertheless, the possibility of designing a new school so near to his home at Taliesin appears to have been especially important to Wright. Wright's mother, Anna Lloyd Jones Wright, was the daughter of Richard and Maillie Lloyd Jones, who had emigrated from Wales in 1844 with their seven children (there would be three more born in Wisconsin subsequently) and then settled on a farm in Wyoming Valley. As the Lloyd Jones children came of age they established separate farms of their own surrounding the farm of their parents and by the time Frank Lloyd Wright began spending parts of his teenage summers working on these farms the Lloyd Jones clan dominated the valley. It was his time spent on these farms that first acquainted Wright with nature and with the beauty of the southern Wisconsin countryside and his autobiography makes

³⁸ Pfeiffer, Vol. 2, *Frank Lloyd Wright: 1917-1942*. Cologne: Taschen, 2010, pp. 159-160.

³⁹ Pfeiffer, Vol. 2, *Frank Lloyd Wright: 1917-1942*, p. 180.

⁴⁰ Pfeiffer, Vol. 2, *Frank Lloyd Wright: 1917-1942*, pp. 314-319, 428, 449-451, and 469-472. See also: Pfeiffer, Vol. 3, *Frank Lloyd Wright: 1943-1959*. Cologne: Taschen, 2011, pp. 19, 64-66, 85, 120, 330-332, and 502.

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frequent references to, what for him would always be, his “beloved Valley.” Wyoming Valley was also deeply associated in Wright’s mind with his mother, who was a teacher by profession, and with her two sisters, Jane and Ellen Lloyd Jones, also teachers. They founded their Hillside School on the farm in Wyoming Valley that they inherited from their father; the design was Frank Lloyd Wright’s first independent architectural commission. Wright had a great belief in the benefits of education and in the inspiration that a good teacher could be to a young child, even if he had less respect for educational institutions themselves. Some indication of the depth of Wright’s appreciation for the role that his mother and her two sisters had played in his own life and in the role that this appreciation played in the creation of his Wyoming Valley School can be gained from one of the last interviews that Wright gave, which was to a lady that appeared at Taliesin West in the late spring of 1959, two years after his Wyoming Valley School had been put into use and a few months before his death.

She was Louise Elliott Rago, a teacher of art in the Wheatley School at East Williston, Long Island. Escorted by Dr. Harry Wood, head of the art department at Arizona State University, who was painting a portrait of Wright, Mrs. Rago hoped to get an interview for an art teacher’s magazine. Wright bowed courteously, but said, “Oh no! Not another interview!” Then it was mentioned that the lady was a teacher. Wright smiled and said, “You know, my mother was a teacher too. Come into my study.” ...

“A creative teacher,” said Wright, “is one of the finest examples of humanity.” Then he said that a child should begin to learn what is called art at the earliest possible age. “Put blocks in the child’s hands,” he said. “Let the child hold a sphere, a ball—and get a sense of the universe, a sense of God.”⁴¹

Wright set to work on his design for the Wyoming Valley School soon after receiving the commission and once the design was completed he entrusted the drafting of the plans to Herbert Fritz, an apprentice at Taliesin who subsequently became an important Madison and Wyoming Valley architect and who established his own home on land directly across from Taliesin. The inspiration for this new design was Wright’s “Kindersymphonies” design of 1926.

Wyoming Valley is adjacent to Taliesin in Wisconsin. For the design for a two-room schoolhouse there, Wright took his earlier scheme for the Kindersymphonies and revised the plan. The new school’s requirements demanded a larger plan than the Kindersymphonies, and Wright expanded the scheme accordingly. This is, therefore, another instance where an unrealized earlier project was able to be redesigned and applied to a later situation. The perspective shows the building constructed out of native Wisconsin limestone, but the material

⁴¹ Farr, Finis. “Frank Lloyd Wright: Defiant Genius.” *The Saturday Evening Post*, February 4, 1961. Part Five: The Years of Glory, p. 96.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

used was standard concrete block. Two large classrooms, an assembly room, bathrooms, and kitchen complete the scheme.⁴²

That Wright would revise a 30-year-old floor plan for his Wyoming Valley School design may seem surprising but in fact his designs for the Kindersymphonies were clearly still fresh in his mind even before the Wyoming Valley School commission materialized because Wright included an illustration of one of these designs in a book about his work published in 1955 that he collaborated on with Edgar Kauffman, Jr.⁴³ In addition, Wright's use of hexagonal plans for the Wyoming Valley School's assembly room and for the building's overall plan had been a recurring theme in his work ever since he first used it in a design for an unbuilt desert house of his own in 1924.⁴⁴ Hexagonal-based designs appear in many of Wright's subsequent residential designs and later examples that were utilized for public spaces include his 1938 design for the Ann Pfeiffer Chapel at Florida Southern College and also his 1954 design for the much larger Beth Sholom Synagogue, which he designed just two years before his Wyoming Valley School.⁴⁵

Wright's design for the Wyoming Valley School incorporated numerous design elements that are closely associated with his work. The northeast end of the building, the portion housing the assembly room, is partly inset into the hillside behind the school, and the exterior walls at this end of the building are largely covered by earth. By this means Wright insured that the school would be "of the hill, not on the hill," as he put it. He also used the topography of the site to create a natural berm that provided both insulation and the economy associated with not having to finish a portion of the exterior walls that were covered by the earth. Wright discussed the advantages of the berm-type, as he called it, in his book *The Natural House*, and he concluded by stating that "I think it an excellent form for certain regions and conditions. An actual economy and preservation of the landscape."⁴⁶

Upon entering the school, one finds oneself in a low-ceiling hall but this hall quickly opens into a much taller space in the center of the building. This simple device was a favorite of Wright's and he used it in buildings as small as the Seth Peterson Cottage (NRHP 11/9/1981) on Mirror Lake in Sauk County, Wisconsin, and as grand as the Solomon Guggenheim Museum in New York City. Making use of changes in ceiling levels was a typical Wrightian means of introducing vitality and a sense of drama into the interiors of his buildings and having the lower ceiling level inside the Wyoming Valley

⁴² Pfeiffer, Bruce Brooks. *Frank Lloyd Wright Drawings: Masterworks from the Frank Lloyd Wright Archives*. New York: Harry N. Abram, Inc., 1990, pp. 216-217, 233. Pages 216-217 show illustrations of one of the Kindersymphonie buildings and its floor plan, which was the same floor plan used for all five variants. Page 233 shows the perspective drawing of the Wyoming Valley School and also an early floor plan for that school that was clearly influenced by the Kindersymphonie plan.

⁴³ Wright, Frank Lloyd (Edgar Kauffman, Jr., ed.) *An American Architecture*. New York: Horizon Press, 1955, p. 41.

⁴⁴ Pfeiffer, Vol. 2, *Frank Lloyd Wright: 1917-194*. Cologne: Taschen, 2010, p. 134.

⁴⁵ Storrer, pp. 260, 400-401.

⁴⁶ Wright, Frank Lloyd. *The Natural House*. New York: The Horizon Press, 1954, p. 148.

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Town of Wyoming, Iowa County, Wisconsin

School be a continuation of the wide overhanging eaves that shelter the school's exterior was also Wright's way of bringing the world outside into the school and the inside out, as he believed architecture should.⁴⁷

Wright also placed a massive chimneypiece in the center of the Wyoming Valley School that has two openings, one of which faces into the assembly room and the second, into the center hall, where it can be glimpsed through the doorways of both classroom. By 1957, these fireplaces were not really necessary for heating the building; there were, after all, three furnaces located in the basement level utility room. Wright, however, retained a strong belief in the symbolic role of the hearth, and the fireplace and its associated chimney mass continued to appear as a central element of his residential designs and even in some of his non-residential designs until the end of his career. Large chimney masses and fireplaces can be found in all of Wright's built schools and also in his unbuilt designs for the Kindersymphonies and the Rosenwald School. Indeed, so strong was his belief in the symbolic value of the hearth and the comfort to be derived from it that working fireplaces were even to be found in such unlikely Wright-designed buildings as the Roux Library on the Florida Southern College campus in Lakeland, Florida, built in 1941.⁴⁸

The most striking example of Wright's principles in his design for this school, however, are the different ways in which he introduced natural light into the interior and thereby created a glare-free and welcoming learning environment for the school's children. For Wright, glass was one of the most useful and magical of building materials.

Perhaps the greatest difference eventually between ancient and modern buildings will be due to our modern machine-made glass. Glass in any wide utilitarian sense, is new.⁴⁹

In order to ensure that the school's classrooms would have sufficient natural light, Wright designed the exterior walls to be almost entirely of windows. These windows even wraps around the 60° corners, thereby ensuring maximum sun exposure and by "dissolving" the corner itself, created a more open space.

By separating the solid structure supporting the roof from the non-structural glass walls that kept out the elements, Wright made a major contribution to Modern architecture. This also

⁴⁷ Wright, Frank Lloyd. *Frank Lloyd Wright: An Autobiography*. New York: Duell, Sloan and Pearce, 1942, p. 141. "My sense of "wall" was no longer the side of a box. It was enclosure of space affording protection against storm or heat only when needed. But it was also to bring the outside world into the house and let the inside of the house go outside."

⁴⁸ Pfeiffer, Vol. 2, *Frank Lloyd Wright: 1917-1942*. Cologne: Taschen, 2010, p. 450.

⁴⁹ Wright, Frank Lloyd. *In the Cause of Architecture. VI. The Meaning of Materials—Glass*. New York: *The Architectural Record*, July, 1928. See: Gutheim, Frederick (ed.). *In the Cause of Architecture: Frank Lloyd Wright*. New York: Architectural Record, 1975, p. 197.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

allowed him to bring in natural light from more than one angle, thereby spreading it more evenly and with minimal glare.⁵⁰

Wrapping windows around a corner and enhancing this effect by butting the glass in the two corner windows together and mitering them were two of Wright's signature design elements and he used them again in the clerestory that crowns the school's roof. The clerestory is encircled by a continuous band of windows, has mitered corners at each end, and provides natural light to all of the interior's main rooms.

Yet another technique that Wright used to minimize glare in the classrooms was to have the school's exterior windows be partially shaded by the nearly five-foot-deep overhanging eaves that wrap around the entire exterior of the school. Somewhat shallower eaves can also be found on the clerestory as well and eaves like these have been a standard feature of Wright's designs almost from the beginning. Wright also made the school's entrance doors out of glass and he provided the entrance doors into the classrooms with sidelights, all of which further enhanced the sense that this school was a place of shelter and not a place of confinement.

Wright worked closely with the contractor, Marshall Erdman & Associates of Madison, to ensure that that the Wyoming Valley School could be built for the contract price of \$45,000. Wright and Erdman first worked together in 1949, when Erdman acted as the contractor for Wright's Unitarian Church in Madison, Wisconsin (NRHP 4/11/1973). In 1954 the two men began a more involved association devoted to the design and construction of prefabricated houses that were designed by Wright and built and marketed by Erdman. This association lasted until Wright's death in 1959, and Erdman's expertise in prefabrication was put to use in the Wyoming Valley School project. The degree to which prefabricated elements were utilized in the school is not known, but a newspaper account written while construction was taking pace mentioned that "It [the new school] is being made of sections from a prefabricated school building which Erdman sells."⁵¹ The Philippine mahogany cabinetry units that were originally located in the two classrooms account for some of these sections, but if others were used they have not yet been identified.

When the school finally opened in January of 1958, the classrooms were filled with a mixture of desks brought over from the six schools that the new one replaced. Otherwise, the new building delighted both the students who were to use it and the parents who were going to pay for it.

The new school—a place of books and sunlight and wide views over the hills—boasts two big classrooms, a wide hallway, plenty of storage cupboards made of Philippine Mahogany, open

⁵⁰ Hess, Alan. *Frank Lloyd Wright: Natural Design: Organic Architecture*. New York: Rizzoli International Publications, 2012, p. 124.

⁵¹ Wright Designs Rural School." Madison, Wisconsin: *The Capital Times*, August 7, 1957.

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fireplaces, spacious auditorium which has a platform-type stage and can be used as a community meeting place, an office for the teachers, a big kitchen, rest rooms and a basement utility room. Even on a dark day the walls of windows provide plenty of natural light, and in addition there are 21 ceiling lights in each classroom.⁵²

The Town of Wyoming's new school was very different from the typical new schools that were being built elsewhere in Wisconsin at this time. The post-World War II period in the United States saw large numbers of new schools being constructed to house the nation's rapidly growing numbers of school-age children and most of these new schools were located in the new suburbs that were being developed around the nation's older urban centers. One characteristic of these new suburban schools was that they were typically being built on plentiful, previously undeveloped land. As a result, the two-story school house designs that were typical of the pre-World War II period were replaced by more expansive one-story designs that could use to advantage their large suburban sites. An abundant supply of undeveloped land was also to be found in rural settings and the new consolidated schools of the period such also tended to be one-story designs for the same reason. In Wisconsin, these new one-story schools were almost invariably examples of Contemporary style design but they nevertheless still tended to retain pre-war floor plan features such as rectangular or square plan classrooms with flat ceilings, arranged along single or double loaded hallways, with natural light almost always entering each classrooms from just one side. This in turn meant that the other walls in the classroom on which blackboards were placed were often subject to glare, a problem that received a good deal of attention from the architectural press of the period.⁵³ Typically this problem was solved by introducing large banks of fluorescent lighting fixtures into the classroom's ceilings; however, the Wyoming Valley School, had no need of such fixtures because of the innovative ways in which Wright introduced natural light into his classrooms.

An interesting comparison can be made by contrasting Wright's Wyoming Valley School with another more typical consolidated rural Iowa County school located in the adjacent Town of Clyde. The Clyde Elementary School (6281 State Highway 130) was built at almost the same time and it too represents its Town's solution to the need to consolidate its existing one-room schools into a single modern building.⁵⁴ This one-story, brick-clad, Contemporary style school contains three classrooms and a separate auditorium/gymnasium, two bathrooms, and an office, but its floor plan still follows the traditional formula of having all of its rooms placed on either side of a central hallway. These rectangular and square plan rooms all have windows on one wall, flat suspended ceilings of acoustical tiles, and heating ducts in the space above, vented through the ceiling. But while this school and

⁵² Spring Green, Wisconsin: *The Weekly Home News*. January 30, 1958, p. 1.

⁵³ Early, Doyt. "Glare Control in Schools." *Progressive Architecture*, March, 1955, pp. 118-126. To cite just one example.

⁵⁴ This building (6281 State Highway 130, Town of Clyde, Iowa County) is still extant and it is now the Clyde Community Center.

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Section 8 Page 15

Wyoming Valley School
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others like it represented a significant improvement over the small one-room schools they replaced in terms of being much easier to maintain and having modern mechanical systems, the learning environment was not greatly different from the single room schools that they replaced. Wright's design, however, being based on a hexagonal shape that utilized 60- and 120-degree angles, created a floor plan that provided children with a much more dynamic and open interior. His polygonal plan classrooms allowed for more variety in seating arrangements than the standard classroom of the period and the placement of windows on more than one wall of these rooms plus the light from the clerestory above greatly reduced eye strain. As a result, Wright was able to supplement the natural light inside the school with incandescent lighting instead of the much harsher fluorescent lighting that was typically used in such situations. Wright also buried his heating ducts in the floor of his school, which permitted the ceilings of its classrooms and the assembly room to be open up to the roof, thereby revealing the supporting beams as an architectural feature while also allowing light from the clerestory to shine down into the interior. The end result was a beautifully balanced, almost domestic-like learning environment in which the children inside were sheltered from the weather but could still maintain a strong connection with the outdoors.

Even with all its advantages, though, Wright's Wyoming Valley School design was destined to remain a unique solution to the needs of the small consolidated school boards of this period. Once he completed this commission he then turned his attention to new, larger scale projects including a design for a new capitol building for the state of Arizona, a new master plan for the City of Baghdad, Iraq, and the new Marin County Civic Center in San Rafael, California. His design for the Wyoming Valley School was not forgotten. During 1957, Wright also revived his earlier Broadacre City plan of 1932; this being his early vision of what a decentralized suburban city could be like, and on which he had been working intermittently ever since. His new version of this plan was called "The Living City," and this plan was published in book form in 1958, a year before he died, and its text was accompanied by numerous new illustrations. Among the latter was his vision of what a small school building in such a city might look like and for this he chose to reproduce his design for the Wyoming Valley School, whose perspective drawing was included along with a slightly revised floor plan that is essentially identical to the one that was built except that now the perimeter wall that separates the two classrooms from one another has been replaced by a narrow hallway.⁵⁵ Thus, it appears that Wright considered his Wyoming Valley School to be an ideal solution for the needs of the more decentralized city that was his idealized vision for the United States of the future.

⁵⁵ Wright, Frank Lloyd. *The Living City*. New York: Horizon Press, 1958, pp. 128-130. On the original perspective drawing of the Wyoming Valley School is a penciled note stating that the bottom of the drawing that contains the building's legend should be cropped while the drawing should be retained. It also notes that the drawing should appear on pages 128 & 129 of the book, which it does.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Conclusion:

The Wyoming Valley School is eligible for listing in the National Register of Historic Places at the statewide level of significance because it is an exceptional example of school design from Wright's late period. It is also the only public elementary school of his design that was ever built. Wright completed more than 50 building projects of all kinds in Wisconsin but only three of them were schools. The first two of these were the successive Hillside Home School buildings that he designed for his aunts and the second of these, Hillside Home School II (NRHP) was built in 1903 as a private school, it afterwards became a part of Wright's Taliesin Fellowship, and it is now Wright's oldest surviving school building. The third school was the Wyoming Valley School, built in 1957, which is a two-room public elementary school that was Wright's last primary or secondary level school design. These two schools, Wright oldest and his last, are located just 2.5 miles apart, but while they are from different eras and have very different designs, both buildings embody design principles and design elements that Wright used and refined throughout his career and both schools also have a decidedly domestic appearance that reflects the learning environment that Wright created for the students that attended them. Wright's Wyoming Valley School was a modest commission compared to the many others that were in his office at the time, but for the reasons discussed in this nomination, this project was especially close to his heart. The building served as the Town of Wyoming's school until 1988, after which it was sold into private ownership. Today, the building serves as a local cultural center and its significance is heightened by the high quality of its construction, its highly intact state of preservation, and its excellently maintained condition.

Acknowledgements

The Fuldner Heritage Fund paid for the preparation of this nomination. This endowed fund, created through a generous donation by the Jeffris Family Foundation and administered by the Wisconsin Historical Society, supports the nomination of historically and architecturally significant rural and small town properties.

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Section 9 Page 1

Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Major Bibliographical References:

Frank Lloyd Wright Archives. The Archives still retains the original drawings, plans, and other documents that are associated with the construction and history of the school.

Gutheim, Frederick (ed.). *In the Cause of Architecture: Frank Lloyd Wright*. New York: Architectural Record, 1975.

Heggland, Timothy F. "Wyoming Valley School." Determination of Eligibility document for WisDOT Project #525505-00, SHSW Project #91-5006-1A, Sept. 19, 1991.

Hess, Alan. *Frank Lloyd Wright: Natural Design: Organic Architecture*. New York: Rizzoli International Publications, 2012.

The Madison Capital Times, various issues.

The Milwaukee Journal, various issues.

National Register Bulletin 15: How to Apply National Register Criteria for Evaluation. National Park Service: Washington, DC, 1991.

National Register Bulletin 16: Guidelines for Completing National Register of Historic Places Forms. National Park Service: Washington, DC, 1991.

Pfeiffer, Bruce Brooks. *Frank Lloyd Wright Drawings: Masterworks from the Frank Lloyd Wright Archives*. New York: Harry N. Abram, Inc., 1990.

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Storrer, William Allin. *The Frank Lloyd Wright Companion*. Chicago: University of Chicago Press, 1993.

Twombly, Robert C. *Frank Lloyd Wright: His Life and His Architecture*. New York: John Wiley & Sons, 1979.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Major Bibliographical References, Continued:

Wisconsin State Journal, various issues.

Wright, Frank Lloyd.

An American Architecture. Edited by Edgar Kauffman, Jr. New York: Horizon Press, 1955.

An Autobiography. New York: Duell, Sloan and Pearce, 1943.

The Living City. New York: Horizon Press, 1958.

The Natural House. New York: Horizon Press, Inc., 1954.

Wyatt, Barbara (ed.). *Cultural Resource Management in Wisconsin*. Madison: State Historical Society of Wisconsin, Division of Historic Preservation, 1986, Vol. 2.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Verbal Boundary Description:

Lot 1, Certified Survey Map 1288, Recorded in Vol. 9 CSM, p. 123. Iowa County Register of Deeds.
Lot 2, Certified Survey Map 1288, Recorded in Vol. 9 CSM, p. 123. Iowa County Register of Deeds.
Both lots are located in the SE $\frac{1}{4}$ of the SE $\frac{1}{4}$, Section 34, Township 8 North, Range 3 East, Town of Wyoming, Iowa County, Wisconsin.

Boundary Justification:

The boundary includes the 3.02 acre Lot 2 (Parcel ID #028-0434.A) that is currently owned by the Wyoming Valley School, Inc. and on which the school is actually located and the boundary also includes the 2.0 acre Lot 1 (Parcel ID# 028-0434.03), which is located immediately to the west of Lot 2. Historically, both lots were associated with the Wyoming Valley School from the time that construction on the school began, Lot 2 having been purchased by the Town of Wyoming School Board while Lot 1 was purchased by the Board with funds provided by Frank Lloyd Wright. These two lots were then combined into a single parcel and they remained in that state until 2010, when Jeff Jacobsen, the owner at that time, divided the parcel into two lots and donated the 3.02 acre parcel (Lot 2) to the Wyoming Valley School, Inc. while retaining ownership of Lot 1. The historic boundary includes both lots and contains all the land that has historically been associated with the Wyoming Valley School.

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Items a-d are the same for photos 1 – 24.

Photo 1

- a) Wyoming Valley School
- b) Town of Wyoming, Iowa County, WI
- c) Timothy F. Heggland, August 24, 2015
- d) Wisconsin Historical Society
- e) General View, View looking NW
- f) Photo 1 of 24

Photo 2

- e) Main Façade, View looking SW
- f) Photo 2 of 24

Photo 3

- e) General View, View looking S
- f) Photo 3 of 24

Photo 4

- e) NW-Facing End Elevation, View looking SE
- f) Photo 4 of 24

Photo 5

- e) General View, View looking ESE
- f) Photo 5 of 24

Photo 6

- e) Rear Elevation, View looking SE
- f) Photo 6 of 24

Photo 7

- e) Chimney Detail, View looking SE
- f) Photo 7 of 24

Photo 8

- e) SE-Facing End Elevation, View looking NW
- f) Photo 8 of 24

Photo 9

- e) Main Entrance, View looking SW
- f) Photo 9 of 24

Photo 10

- e) Entrance Hall, View looking WSW
- f) Photo 10 of 24

Photo 11

- e) School Office, View looking NW
- f) Photo 11 of 24

Photo 12

- e) School Library, View looking ENE
- f) Photo 12 of 24

Photo 13

- e) Hall, View looking WSW
- f) Photo 13 of 24

Photo 14

- e) Foyer, View looking SW
- f) Photo 14 of 24

Photo 15

- e) Foyer, View looking NE
- f) Photo 15 of 24

Photo 16

- e) Assembly Room, View looking SE
- f) Photo 16 of 24

Photo 17

- e) Assembly Room, View looking SW
- f) Photo 17 of 24

Photo 18

- e) Assembly Room, View looking NW
- f) Photo 18 of 24

Photo 19

- e) Foyer, View looking SSW
- f) Photo 19 of 24

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

Photo 20

- e) Classroom 2, View looking NW
- f) Photo 20 of 24

Photo 21

- e) Classroom 2, View looking SE
- f) Photo 21 of 24

Photo 22

- e) Classroom 2, View looking S
- f) Photo 22 of 24

Photo 23

- e) Classroom 2, View looking SW
- f) Photo 23 of 24

Photo 24

- e) Classroom 2, View looking NE
- f) Photo 24 of 24

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Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

List of Figures

Figure 1: floor plan

Figure 2: elevation drawings

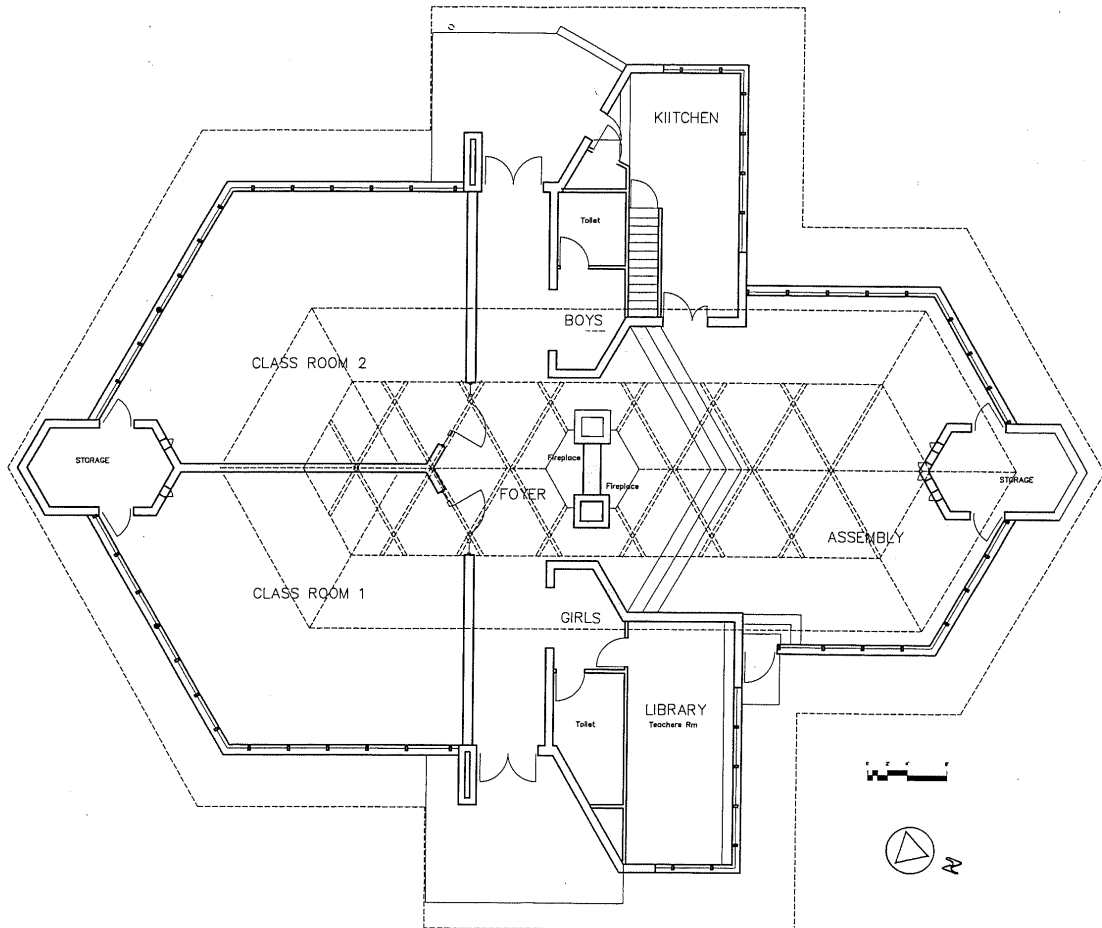


Figure 1

Wyoming Valley School
6306 State Highway 23
Town of Wyoming
Iowa County, Wisconsin

1956: As-Built Floor Plan

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National Park Service

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Section figures Page 2

Wyoming Valley School
Town of Wyoming, Iowa County, Wisconsin

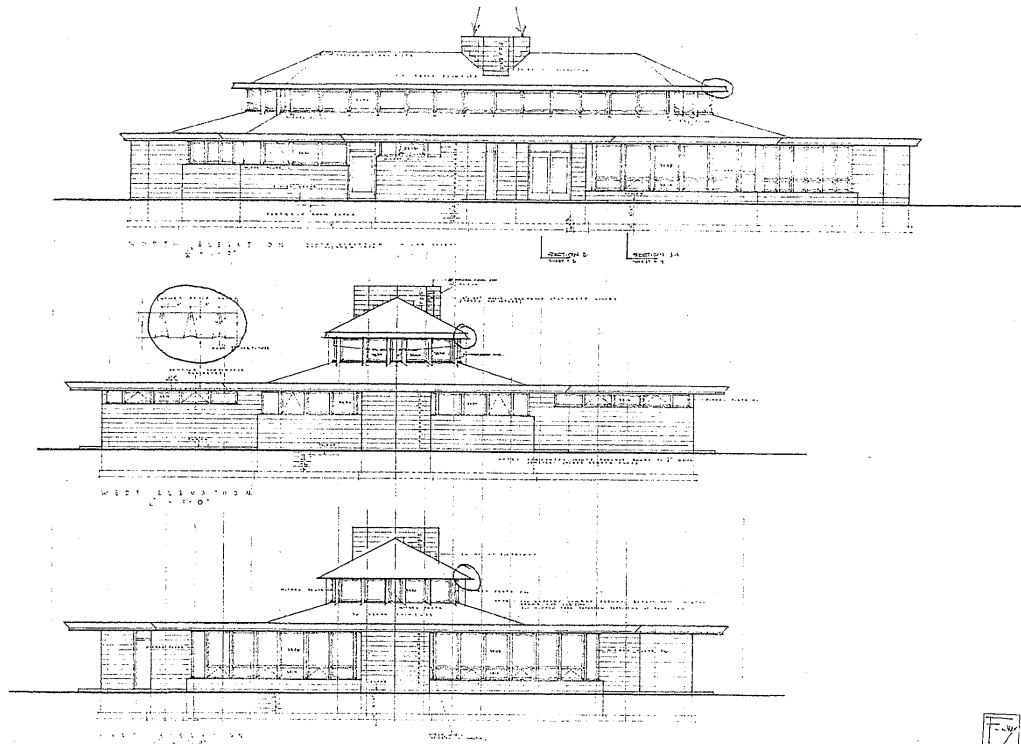


Figure 2

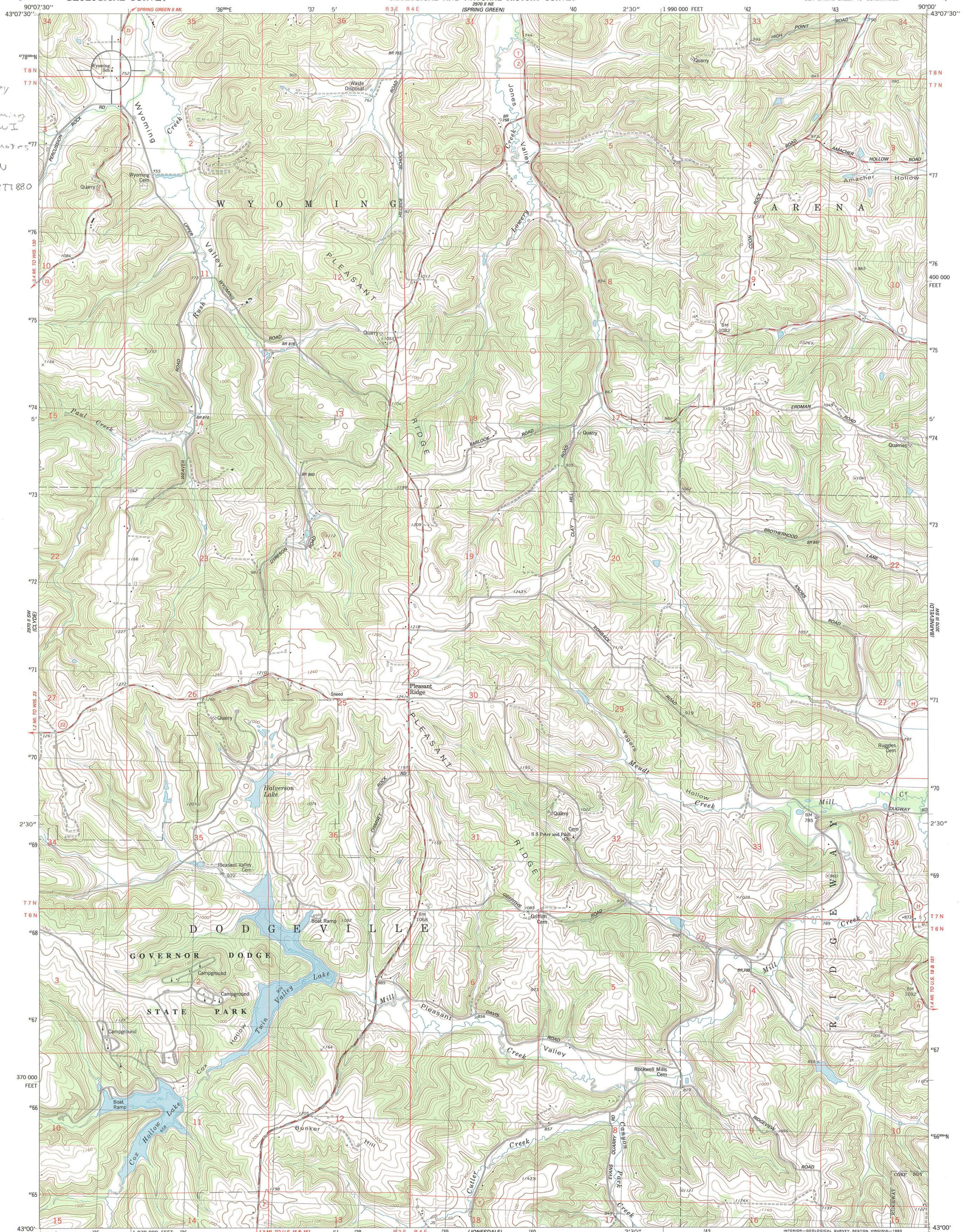
Wyoming Valley School
6306 State Highway 23
Town of Wyoming
Iowa County, Wisconsin

1956: Building Elevations

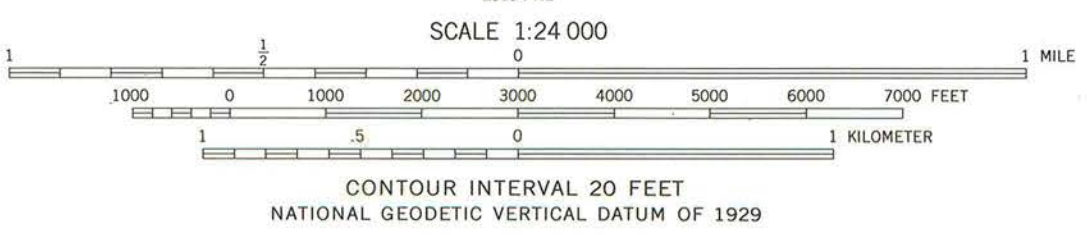


ELEVATIONS
SHEET

Wyoming Valley
School
Town of Wyoming
Iowa Co., WI
UTM (0-0-0-1-0-0-0-0)
Z E N
15 734 740 477 880



Mapped, edited, and published by the Geological Survey in cooperation with the Wisconsin Division of Highways and Wisconsin Geological and Natural History Survey. Control by USGS and NOS/NOAA. Topography by photogrammetric methods from aerial photographs taken 1958. Revised from aerial photographs taken 1978. Field checked 1980. Map edited 1983. Hydrography compiled from information furnished by Wisconsin Department of Natural Resources. Projection and 10,000-foot grid ticks: Wisconsin coordinate system, south zone (Lambert conformal conic, 1000-meter Universal Transverse Mercator grid, zone 15 1927 North American Datum). To place on the predicted North American Datum 1983, move the projection lines 4 meters north and 11 meters east as shown by dashed corner ticks. There may be private inholdings within the boundaries of the National or State reservations shown on this map. Fine red dashed lines indicate selected fence and field lines where generally visible on aerial photographs. This information is unchecked.



ROAD CLASSIFICATION
Primary highway, hard surface
Secondary highway, hard surface
Light-duty road, hard or improved surface
Unimproved road
Interstate Route
U. S. Route
State Route



THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS FOR SALE BY U. S. GEOLOGICAL SURVEY, RESTON, VIRGINIA 22092 AND WISCONSIN GEOLOGICAL AND NATURAL HISTORY SURVEY, MADISON, WISCONSIN 53706. A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST.

PLEASANT RIDGE, WIS.
824 SPRING GREEN 15' QUADRANGLE
N4300-W9000/7.5
1983
DMA 2970 II SE-SERIES V861























Office for the Green Book

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QUARTERLY
QUARTERLY





**4 PHOTOGRAPHERS
EXHIBIT
TODAY**

MASTERS
Miscellaneous of
PRIMITIVE ART















EAST
CLASS ROOM
HONORING
OUR FOUNDERS
LUCAS & JERRY WRIGHT
1971
THOMAS & EMILY













UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Wyoming Valley School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: WISCONSIN, Iowa

DATE RECEIVED: 4/29/16 DATE OF PENDING LIST: 5/25/16
DATE OF 16TH DAY: 6/09/16 DATE OF 45TH DAY: 6/14/16
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 16000377

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 6/14/16 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA _____

REVIEWER _____

DISCIPLINE _____

TELEPHONE _____

DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



TODD NOVAK

STATE REPRESENTATIVE • 51ST ASSEMBLY DISTRICT

(608) 266-7502
Toll-Free: (888) 534-0051
Rep.Novak@legis.wi.gov

P.O. Box 8953
Madison, WI 53708-8953

February 16, 2016

Wisconsin Historic Preservation Review Board
c/o Peggy Veregin
Wisconsin Historical Society
816 State Street
Madison, WI 53706

RE: Nomination of the Wyoming Valley School to the Wisconsin State Register of Historic Places and National Register of Historic Places

Ms. Veregin,

Please accept this letter in support of the Wyoming Valley School to the Wisconsin State Register of Historic Places and National Register of Historic Places.

The Wyoming Valley School is significant to architecture because it is an exceptional example of the Wrightian style, having been designed by world-famous architect Frank Lloyd Wright. Constructed in 1957 this elementary school is the only public school designed by Wright to have ever been constructed. The school project took on special meaning for Wright who was from the Wyoming Valley; he saw this as an opportunity to give back to his community by providing the children of the valley with a school that met the highest standards of comfort and technology.

Wright also included an assembly room in its design in order for the school to become a community resource. This assembly room was used by parents for meetings and was used by community groups for activities and as a gathering place. Today, although no longer a school, the building is used as a cultural center for the community and continues to be a vital resource.

The State Assembly recently passed Assembly Bill 512 for the creation of a Frank Lloyd Wright Heritage Trail to highlight Wright's architectural works throughout Wisconsin. I feel it of importance to give recognition to the historical places of Wisconsin, which is why I support the nomination of the Wyoming Valley School to the Wisconsin State and National Register of Historic Places.

Sincerely,

A handwritten signature in black ink that reads "TODD NOVAK". The signature is stylized and cursive.

Todd Novak
State Representative
51st Assembly District



WISCONSIN
HISTORICAL
SOCIETY

RECEIVED 2280

APR 29 2016

Nat. Register of Historic Places
National Park Service

TO: Keeper
National Register of Historic Places

FROM: Peggy Veregin
National Register Coordinator

SUBJECT: National Register Nomination

The following materials are submitted on this Twenty-sixth day of April 2016, for the nomination of the Wyoming Valley School to the National Register of Historic Places:

<u>1</u>	Original National Register of Historic Places Nomination Form
<u>1</u>	CD with NRHP Nomination form PDF
<u> </u>	Multiple Property Nomination form
<u>24</u>	Photograph(s)
<u>1</u>	CD with image files
<u>1</u>	Map(s)
<u>4</u>	Sketch map(s)/figures(s)/exhibit(s)
<u>1</u>	Piece(s) of correspondence
<u> </u>	Other:

COMMENTS:

<u> </u>	Please ensure that this nomination is reviewed
<u> </u>	This property has been certified under 36 CFR 67
<u> </u>	The enclosed owner objection(s) do or do not constitute a majority of property owners
<u> </u>	Other: