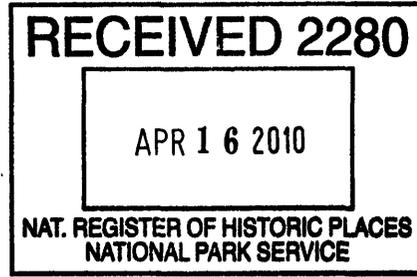


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**United States Department of Interior
National Park Service**

**National Register of Historic Places
Registration Form**

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

1. Name of Property

historic name Mount Horeb Public School
other names/site number Mount Horeb High School/Mount Horeb Elementary School/Mount Horeb Primary Center

2. Location

street & number 207 Academy Street **N/A** **not for publication**
city or town Mount Horeb **N/A** **vicinity**
state Wisconsin **code** WI **county** Dane **code** 025 **zip code** 53572

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.)

James D. ... 4/2/10
Signature of certifying official/Title Date

Deputy State Historic Preservation Officer Wisconsin

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

Mount Horeb Public School

Dane

Wisconsin

Name of Property

County and State

4. National Park Service Certification

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

Edgar H. Beall

5-28-10

[Signature]

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property
(check as many boxes as apply)

Category of Property
(Check only one box)

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

private
X public-local
public-State
public-Federal

X building(s)
district
structure
site
object

contributing noncontributing
1 0 buildings
 sites
 structures
 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
is previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)
EDUCATION/school

Current Functions
(Enter categories from instructions)
EDUCATION/school

7. Description

Architectural Classification
(Enter categories from instructions)

Materials
(Enter categories from instructions)

Late 19th and Early 20th Century American Movements/
Prairie School
Modern Movement

Foundation Concrete
walls Brick

roof Asphalt
other Limestone

Narrative Description

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

Mount Horeb Public School
Name of Property

Dane
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Wisconsin

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)

Education

Period of Significance

1919-1963

Significant Dates

1919

1941

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Claude & Starck

Law, Law & Potter

Narrative Statement of Significance

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

Mount Horeb Public School
Name of Property

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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:

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

Name of repository:

10. Geographical Data

Acreage of Property 7.0 acres

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

1 16 277920 4764650
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. Hegglund/Consultant for the Mount Horeb Landmarks Foundation, Inc.	date	May 9, 2009
organization		telephone	608-795-2650
street & number	6391 Hillsandwood Rd.	zip code	53560
city or town	Mazomanie	state	WI

Mount Horeb Public School

Dane

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	Dr. Wayne Anderson, District Administrator	date	May 9, 2009
organization	Joint School District No. 1	telephone	1-608-437-7887
street & number	1304 E. Lincoln St.	zip code	53572
city or town	Mount Horeb	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.

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

**National Register of Historic Places
Continuation Sheet**

Section 7 Page 1

Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

Description:

The Mount Horeb Public School is a freestanding, largely intact building that was originally designed to house Mount Horeb's combined public elementary school and high school, and it still houses the village's primary center today. The original and largest portion of the building was built in the Prairie School style in 1918 to a design supplied by the Madison architectural firm of Claude & Starck, which produced numerous excellent Prairie School style buildings in Wisconsin and other states between 1902 and 1927. This rectilinear plan building is three-stories-tall, it measures 150-feet-long by 80-feet-deep, and it has poured concrete foundation walls that enclose a full basement story. The exterior walls are faced in a dark red brick veneer over building tile and these walls are crowned by very tall parapet walls that hide the building's very shallow pitched, asphalt-covered gable roof from view. In 1941, a large one-story-tall gymnasium/auditorium addition was attached to the west end of the original building by a two-story hyphen. The rectilinear plan hyphen measures approximately 50-feet-wide by 60-feet-deep, while the gymnasium measures approximately 95-feet-wide by 85-feet deep. Both were designed by the highly regarded Madison architectural firm of Law, Law, and Potter. Like the original building, these later additions have poured concrete foundation walls that enclose a full basement story and the exterior walls are also faced in a dark red brick veneer over building tile. Discreet limestone trim ornaments both the older and newer portions of the school and, while almost all of the original one-over-one-light windows have now been replaced with modern ones, those on the north-facing main façade have been replaced with new windows that are very similar in appearance to the originals.¹ Not surprisingly, much of the interior of the original portion of the school has now been altered, but the original layout of the classrooms in this portion is still evident and the interiors of the 1941 additions are still largely intact.

The school is located in the south part of the village of Mount Horeb, which is itself located approximately seventeen miles west of the city of Madison, Wisconsin's capitol.² The schools' parcel is located in an architecturally significant, predominantly late nineteenth-early twentieth century residential neighborhood that is situated on a shallow hill that overlooks the historic downtown portion of the city, which is located three blocks to the north of the school. The school is set well back on an elevated parcel of land that crowns this hill. This parcel forms the northwest corner of a very large irregularly shaped block whose north side borders the east-west-running Academy Street, whose south side borders the east-west-running Spellman Street, and whose west side borders the north-south-

¹ For brevity's sake, please note that all of the building's door and window openings have a rectilinear form.

² The population of Mount Horeb was 5860 in 2000.

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Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

running South Second Street.³ The school itself is located on a flat portion of this parcel, but the land slopes downward to the north and northwest from the front of the school towards both Academy Street and South Second Street. The slope is landscaped with mature trees and mown lawn. Much of the rest of the west and south portions of the parcel are also covered in mown lawn, but the areas that lie immediately adjacent to the south and east sides of the school building are surfaced in asphalt and consist of parking lots. Concrete sidewalks and mown grass parkways edge the north and west sides of this parcel and its Academy Street side is also edged by a fine, low, fieldstone retaining wall whose date of construction is not known, but which historic photos show was not in place when the original 1918 school was built. Three breaks in this wall contain short, broad flights of steps that serve concrete sidewalks that lead up to the school's Academy Street entrances.

Nearly all the other lots in the surrounding area contain single family dwellings dating from the 1880s to the 1970s, one of which, the National Register-listed Prairie School style Henry L. and Sarah Dahle House, is located across Academy Street from the school and occupies the northwest corner formed by the intersection of Academy and South Fourth streets. This house was also designed by Claude & Starck and it was built in 1916, two years before the school was constructed begun.

Exterior, 1918 Building

The original portion of the school is a rectilinear plan Prairie School style building that is three-stories-tall, measures 150-foot-long by 80-foot-deep, and has poured concrete foundation walls that encloses a full basement story. This basement story is not visible on the exterior of the building except as an exposed concrete plinth that is located at the base of the exterior walls of the building. The exterior walls that rest on this foundation are faced in a dark red brick veneer that is laid in stretcher bond over building tile and these walls are crowned by very tall parapet walls that hide the building's very shallow pitched asphalt-covered gable roof from view.

North-Facing Principal Facade

The 150-foot-long principal façade of this building faces north towards Academy Street and it is symmetrical in design and it has a three-part composition that consists of two slightly projecting 15-foot-wide full-height bays that flank the 120-foot-wide central portion. Each of these two projecting bays contains one of the principal entrances to the school in its base. These identical entrances are at ground level, they are slightly recessed into the wall surface, and they each consist of an opening that

³ A smaller adjacent parcel that is located just to the south of this one is also owned by the School District and it is now occupied by the District's early learning center, which was built in 1968. This parcel is not, however, historically associated with the 1918 school building and is not included in the nomination.

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**National Register of Historic Places
Continuation Sheet**

Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

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contains a pair of entrance doors.⁴ These openings are flanked by simple brick pilasters that have equally simple limestone capitals and these capitals flank an equally tall, equally simple limestone entablature that spans the width of the door opening and has a very shallow rectilinear shape panel inset into its face. Placed immediately above this entablature is a thin limestone stringcourse that spans the full width of the projecting bay. A semi-circular-arched tympanum is placed above each opening; the tympanum is outlined in limestone and its face is filled with header bond bricks. There are no other openings in these two bays, but a second thin limestone stringcourse spans the width of each one at the level of the base of the parapet and a course of soldier bricks that is itself topped by a projecting course of header bricks is placed just above this stringcourse. In addition, a small rectangular limestone plaque is centered on the parapet wall above the stringcourse and the parapet wall is itself crowned with limestone coping.

The 120-foot-long central portion of this facade is twenty-two-bays-wide and this portion is treated as having a raised basement story above which are two taller main stories. The first story consists of twenty-two window openings that each now contain a recessed brick sill and a one-over-one-light double hung metal frame window that replaces the original wood sash one-over-one-light window. A broad limestone stringcourse spans the wall surface above these windows and it acts as the base on which the limestone bases of the thin pilasters that flank the twenty-two two-story-tall bays above rest. Each of these pilasters is two stories tall and each has a slightly flared but very simple abstract limestone capital as well. These pilasters flank the twenty-two bays that comprise the second and third stories of this portion of the façade, both stories of each of these bays contains a tall one-over-one-light double hung metal frame window, and both of these windows are separated from one another by a brick-clad spandrel. Placed immediately above the third story window openings is a thin limestone stringcourse that spans the full width of this portion of the façade at the level of the base of the parapet wall and this stringcourse is also crowned by a course of soldier bricks and a projecting course of header bricks.⁵ In addition, a large rectangular limestone plaque is centered on the parapet wall of this portion above the stringcourse; it bears the words "Mt. Horeb Public School 1918" in raised letters, and the parapet wall is itself crowned with limestone coping.

⁴ These entrances originally both contained pairs of one-light wooden doors, but the one on the left (east) now contains a pair of modern unglazed metal doors while the one on the right (west) contains a pair of modern metal frame one-light doors.

⁵ This stringcourse and the brick courses above it are placed at the same level as their equivalents in the two projecting end bays.

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**National Register of Historic Places
Continuation Sheet**

Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

Section 7 Page 4

East-Facing Side Elevation

The east-facing 80-foot-wide side elevation of the original building is asymmetrical in design, it has a three-part composition, and all three parts share a common parapet wall that is crowned with limestone coping. The 25-foot-wide left-hand portion originally had no openings of any kind but when the 1941 additions were constructed, a semi-circular plan, one-story-tall, flat-roofed pavilion that spans the full width of this portion was attached to the main wall surface. This pavilion is clad in the same dark red brick as the original building, it also has a raised concrete plinth at its base, and its wall surface is also crowned with a narrow limestone coping. Seven evenly spaced, double hung, one-over-one-light wood sash windows having limestone sills are arrayed around the perimeter of this pavilion and a small square limestone plaque is placed in the wall surface above each window opening as well.

The asymmetrical thirty-foot-wide center portion of this elevation projects outward several feet from the main wall surface and it is itself composed of two portions. The narrower left-hand portion has a single window opening located in its first story, a thin limestone stringcourse is placed immediately above this window, and a taller double hung, one-over-one-light window is placed in each of the two stories above. The wider right-hand portion contains a side entrance to the school in its first story that is identical to the entrances on the main facade described above except for the fact that its flanking pilasters are wider.⁶ Placed immediately above this entablature is a thin limestone stringcourse that spans the full width of this portion and it acts as the base for four thin pilasters that enframe three equal-width narrow bays that contain windows that light the staircase inside the building. Each of these bays contains three small one-over-one-light double hung windows that are separated from each other by brick spandrels, and the two center pilasters are also crowned by the same slightly flared but very simple abstract limestone capitals that are found on the main façade. A thin limestone stringcourse spans the width of this right-hand portion just above the uppermost window heads and a single small rectilinear limestone plaque is centered on the wall surface of the parapet wall above.

The symmetrical 25-foot wide right-hand (north) portion of this elevation is three bays wide. The left-hand bay of its first story contains a single small window opening that contains a one-over-one-light double hung window while the two other bays both contain equally wide but shorter one-light windows. A thin limestone stringcourse divides this first story from the three stories above. Each of these three bays is three-stories-tall and each story contains a single small window opening that contains a one-over-one-light double hung window.⁷

⁶ This entrance now contains a pair of modern one-light metal frame doors.

⁷ This stringcourse is placed at the same level as the stringcourse that spans the center portion of this elevation as described above.

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Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

South-Facing Rear Elevation

The 150-foot-long rear elevation of this building faces south, it was originally symmetrical in design, and it has a three-part composition that consists of two 30-foot-wide portions that flank a slightly projecting 90-foot-wide central portion.⁸

The 30-foot-wide right-hand (east) portion is five bays wide, each bay is three-stories-tall, and each story contains a single window opening having a limestone sill that originally contained a one-over-one-light double hung wood sash window. The four left-hand first story bays still contain these windows, but the right-hand one and all the others in the two stories above have now been replaced with modern windows that have three single lights and only the lowest of the three is movable.

The 90-foot-wide, slightly projecting center portion of this elevation is thirteen bays wide and the first story originally contained thirteen window openings that were identical to those found in the first stories of the other two portions. In recent years, however, all of the original windows in these openings have been removed, the bottoms of the openings have been brought down to the top of the plinth at the base of the elevation, and the openings have been mostly filled with glass blocks, although small single oblong lights have been placed at the tops of several of them. Thin pilaster strips crowned with simple brick capitals divide the thirteen bays in the second and third stories from one another. The original one-over-one-light windows in the second stories of these bays have also been replaced with modern windows that have three single lights, only the lowest of which is movable. The third story window openings in each bay are taller than those in the first two stories because these windows originally provided light to the building's original second story auditorium. It is believed that these openings originally contained a fixed upper sash and that the remainder consisted of a movable double hung window of the same size as those in the other stories. Today, the upper three-fourths of these openings have been filled with glass block and the lower fourth now consist of a single light.

The 30-foot-wide left-hand (west) portion of this elevation was originally identical to the right-hand portion and it is also five bays wide, each bay is three-stories-tall, and each story originally contained a single window opening having a limestone sill that contained a one-over-one-light double hung wood sash window. The windows in the two upper stories above have now been replaced with modern windows that have three single lights and only the lowest of the three is movable. The first story of this portion is now completely covered by a modern, red brick-clad, flat-roofed, one-story-tall, projecting three-part addition that was attached to the existing building to provide an additional internal circulation route for the school. This addition spans the full width of both the left-hand

⁸ All three portions have a limestone plinth at their base and limestone coping at the top of their parapet walls.

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Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

portion of the south elevation of the 1918 building, the full width of the first story of the two-story-tall hyphen that was attached to the west-facing side elevation of the 1918 building in 1941, and the full width of the two left-hand bays of the first story of the central portion of the rear elevation as well, and it culminates in a windowless, flat-roofed, three-story-tall stair tower that covers the entire second bay from the left of the central portion. Two door openings that each contains a pair of modern metal doors are placed at either end of this addition and five small oblong one-light windows that provide light for the hallway inside are positioned at more or less regular intervals along the wall surface between these two entrances.⁹

West-Facing Side Elevation

Like the corresponding east-facing side elevation, the west-facing side elevation is also asymmetrical in design, it has a three-part composition, and all three parts share a common parapet wall that is crowned with limestone coping. Describing the original appearance of this one is somewhat problematic, however, because a substantial part of it is now covered over by the 1941 hyphen that connects the original building to the 1941 gymnasium addition. What is visible shows that this elevation was essentially an almost identical mirror image of the east-facing side elevation. On this elevation, it is the 25-foot-wide right-hand portion that has no openings and the hyphen now covers all of its original first two stories. Here, a brick chimney stack is located at the extreme left edge and it projects several feet up above the parapet level.¹⁰

On this side too, the asymmetrical thirty-foot-wide center portion of the elevation projects outward several feet from the main wall surface and it was also composed of two portions, but the first two stories of both are also covered by the 1941 hyphen. What is visible today is a single window opening located in the third story of the narrower right-hand portion and the third story of three equal-width narrow bays in the wider left-hand portion that contains three small one-over-one-light double hung windows that light the staircase inside the building. Here too, each of the three bays in the wider portion is separated from others by narrow brick pilasters, the two center pilasters are also crowned by the same slightly flared but very simple abstract limestone capitals that are found on the main façade, and a thin limestone stringcourse spans the width of this left-hand portion just above the uppermost window heads and a single small rectilinear limestone plaque is centered on the wall surface of the parapet wall above.

⁹ Because this addition was attached to the existing 1918/1941 building, each portion, beginning with the one that covers the first story of the 1941 hyphen, steps out further from the elevation than the previous one.

¹⁰ Historic photos show that this chimney stack, which is still extant, was originally much taller than it is now and that it extended well above the top of the parapet walls.

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Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

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Like its east-facing counterpart, the symmetrical 25-foot wide left-hand (north) portion of this elevation is three bays wide and, while the two left-hand bays of its first story both contain equally wide one-light windows, the right-hand bay is now covered over by the 1941 hyphen. A thin limestone stringcourse divides this first story from the three stories above it and each of these three bays is three-stories-tall and each story originally contained a single small window opening that contained a one-over-one-light double hung window. The three stories of the two left-hand bays still contain their one-over-one-light double hung windows, but the right-hand bay is also now covered by the 1941 hyphen.

Exterior, 1941 Additions

The large, one-story-tall gymnasium/auditorium addition is attached to the west end of the original building by a two-story-tall hyphen, and both of these portions were built in 1941. The materials that were used on the exterior of these portions are identical to those used on the original building, but their overall design is an example of the early Modern Movement Style that is sometimes called "stripped classical" because of their almost abstract use of various elements of the classical vocabulary, such as the engaged pilaster strips that are used here to frame some of the window bays on the gymnasium/auditorium portion. The hyphen measures approximately 50-feet-wide by 60-feet-deep, while the gymnasium/auditorium measures approximately 95-feet-wide by 85-feet deep. These portions both have poured concrete foundation walls that enclose a full basement story and because the school's parcel slopes downward towards its northwest corner, the amount of the basement story of the these portions that is visible increases as one progresses so that by the time one reaches the west end of the gymnasium/auditorium portion, the entire basement story is visible. The exterior walls that rest on these foundation walls are also faced in a dark red brick veneer over building tile and discreet limestone trim ornaments both of these additions as well. While almost all of the original one-over-one-light windows in both portions have now been replaced with modern ones, those on their north-facing main façades have been replaced with new windows that are very similar in appearance to the originals.

North-Facing Principal Façade

The north-facing principal façades of the 1941 additions consists of the 50-foot-wide north façade of the two-story-tall hyphen portion and the 95-foot-wide three-part north façade of the one-story-tall auditorium/gymnasium portion.

The second story of the two-story-tall north-facing façade of the hyphen is seven-bays-wide. Each bay contains a single one-over-one-light metal sash double hung window that is a modern replacement for

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Continuation Sheet**

Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

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the wood sash original. These windows are separated from one another by thin brick-clad pilaster strips and both the sills and the heads of these windows consist of limestone stringcourses that span the full width of the façade. The first story of this façade would be identical but for two things. First, its two right-hand bays are now and have always been covered over by a square plan, flat-roofed entrance vestibule that serves the gymnasium. This vestibule is part of the 1941 work and it is faced in dressed and coursed limestone veneer. The word "GYMNASIUM" is set in high relief into the wall surface above the deeply recessed entrance door opening, which contains a pair of metal frame one-light doors that are surmounted by a very tall transom that is filled with glass blocks whose ribbed faces are arranged so as to create a basket weave pattern. Second, the lower portions of the windows in the three bays to the left of this vestibule are now covered by another, later, one-story flat-roofed, windowless ell. Consequently, only the two left-hand bays are still wholly visible and both of these bays contain single one-over-one-light metal sash double hung windows.

The north-facing main façade of the one-story-tall auditorium/gymnasium portion is symmetrical in design and it is composed of three parts.¹¹ The 55-foot-wide center part projects out several feet from the two 20-foot-wide sections on either side and its reinforced concrete basement story is mostly exposed and is five-bays-wide. Each of these bays contains a single one-over-one-light metal sash double hung window and these bays are separated from each other by broad concrete pilaster strips. The first story above is also five-bays-wide, and these bays are separated from one another by a broad brick-clad pilaster strip that is located directly above one of the equally wide pilaster strips in the basement story. These first story pilaster strips are each crowned by a thin limestone capital, but the bays that they flank are blind, their sole ornament is a small rectangular limestone plaque placed high up on their surface, and their only purpose is a decorative one: to break up this otherwise monolithic wall surface. The façade is then crowned by a parapet wall that is decorated with three parallel, slightly projecting header brick belt courses.

The center part of this façade is flanked on either side by a 20-foot-wide side part and these parts also have exposed reinforced concrete basement stories, although the slope of the ground exposes only a part of the left-hand (east) one. The left-hand (east) part's basement story is partially exposed to view and it is two-bays-wide and each bay contains a small, single, one-over-one-light, metal sash, double hung window. The first story above is also two-bays-wide and each bay contains a single taller, larger, one-over-one-light, metal sash, double hung window that is positioned directly above one of the basement story ones. The right-hand part is essentially identical to the left-hand part, the only differences being that this basement story is fully exposed to view and there is also an entrance door placed just to the left of the basement story's two windows.

¹¹ This portion appears to be one-story-tall on the outside but it is actually two stories in height inside.

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Continuation Sheet**

Section 7 Page 9

Mount Horeb Public School
Mount Horeb, Dane County, Wisconsin

West-Facing Side Elevation

The 85-foot-wide west-facing side elevation of the gymnasium/auditorium portion consists of two parts. The smaller part is the 15-foot-wide west-facing side elevation of the 20-foot-wide part that is described above. This elevation is one-bay-wide and it has a single small one-over-one-light window centered on its mostly exposed basement story and a much taller blind bay in the first story above that has a ventilator fitted into its uppermost portion.

The much larger 70-foot-wide portion of this elevation also has a mostly exposed reinforced concrete basement story and a number of small single or paired one-over-one-light windows are arrayed across its width. The first story above is dominated by a very slightly projecting four-bay-wide brick wall relief that is essentially an abstraction of a classical temple façade. The columns of this façade consist of five pilaster strips that support a tall entablature and these pilasters flank four essentially blind bays, the outer two of which also have paired metal emergency exit doors located in their bases that open out onto reinforced concrete staircases that have pipe railings and which descend to ground level.¹²

South-Facing Rear Elevation

The south-facing rear elevations of the 1941 additions consists of the 50-foot-wide south elevation of the two-story-tall hyphen portion and the 95-foot-wide three-part south elevation of the one-story-tall auditorium/gymnasium portion. Neither of these portions has exposed basement stories.

The south elevation of the two-story-tall hyphen portion has already been described in the discussion of the south-facing elevation of the 1918 building. The south-facing rear elevation of the one-story-tall auditorium/gymnasium portion is symmetrical in design and eight-bays-wide. The six center bays are flanked by seven tall pilaster strips capped with thin limestone capitals. Historic photos show that these six bays and also the two end bays originally contained tall two-over-two-light wood sash windows that provided natural light to the gymnasium/auditorium inside. These window openings, however, have now been bricked shut and all eight bays are now blind.

¹² The only ornamentation on this elevation consists of four small circular limestone plaques, one of which is placed in the entablature above each of the four blind bays.

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Mount Horeb Public School
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Interior

The original interior configuration of the 1918 school building consisted of first, second, and third story classrooms, a basement story gymnasium, and a third story auditorium. These stories were accessed by main staircases that were located at the east and west ends of the building and the classrooms were, for the most part, arrayed on either side of wide hallways that ran from east to west down the centers of each story. Students accessed the building from the outside by using the two principal entrances that faced north towards Academy Street and the additional entrances that were located at the foot of the main staircases in the east and west ends of the building.

When the 1941 additions were built, the separate gymnasium and auditorium rooms in the old building were turned into classrooms or rooms serving other purposes and their previous functions were transferred to the new, much larger facility in the new addition. In addition, the two-story hyphen that was built in 1941 to connect the old building to the new gymnasium/auditorium contained a new music room and a new domestic science room in its first story and new administrative offices in its second story.

Both old and new buildings have poured concrete subfloors and the floors in the heavy circulation areas such as hallways were originally covered in terrazzo. Walls and ceilings were plastered, windows and doors and their trim sets and baseboards and crown moldings were all of dark stained wood, the classrooms all featured dark stained built-in wood cabinetry for supplies, and large blackboards framed with dark stained wood trim were attached to the walls.

Not surprisingly, many of the original interior features described above have been changed over the years and this is especially true in the original portion of the building. Today, the ceilings in all of its original classrooms have been dropped and new ceiling lighting has been incorporated within them, much of the original flooring is now either carpeted or covered in linoleum tiles, and many of the original blackboards have now been replaced with modern bulletin boards instead. Other changes include the removal of almost all of the original building's built-in cabinetry, which was replaced with later blonde wood cabinetry of different design. Still extant are almost all of the original classroom doors, the original baseboard and crown molding trim, and the window and door trim sets. Also still extant are most of the second story and third story classrooms themselves. The most altered spaces are in the first story and in the basement story, but the third story is still largely intact and the only really significant change to the second story has been the removal of the library room's original hallway partition wall, which has permitted the library space to expand into and take over much of the original hallway.

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The most original interiors in the school are to be found in the 1941 additions. The first story music room in the hyphen retains all of its elaborate original built-in cabinetry and its blackboards, and original built-in cabinetry can also still be found in the domestic sciences room located just across the hall. In addition, the interior of the auditorium/gymnasium is also almost totally intact. This very large room has a square plan, a hardwood gymnasium floor, plaster walls that are clad with glazed tiles about a third of the way up their surface, and a ceiling that is divided into sections by the massive, intersecting, exposed steel I-beams that form the support for the roof. In addition, a large raised stage and accompanying backstage is inset into the room's north wall. The stage's rectangular proscenium opening is encircled by continuations of the glazed tiles that wrap the lower portion of the main part of this room, and these tiles spell out the letters "MH" above the center of the stage, which stand for "Mount Horeb." The only major change that has affected this room has been the filling in of the original windows on its south wall.

The changes that have been made to the exterior of the school over the years have been limited to the replacement of its original windows and to the construction of the small one-story addition that is attached to the side of the 1941 gymnasium entrance on the north façade of the school and the construction of the new one-story circulation addition that has been added to a small part of the rear elevation of the 1918 school and to the 1941 hyphen. These alterations are not serious enough, however, to affect the overall integrity of the building. The original designs of its major components are still clearly recognizable and the function of the building as a school is also still clear. In addition, while numerous changes have been made to the interior of the school over the years and especially to the interior of its oldest portion, the original designs are still evident and many of the original interior design elements are still intact as well. It is also believed that the later changes to the interior are significant in themselves because they document changes in the community that the school served and changes in educational policy that have occurred over the lifetime of the school.

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Mount Horeb Public School
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Significance:

The Mount Horeb Public School building is being nominated to the National Register of Historic Places (NRHP) for its local significance under National Register (NR) criterion A. More specifically, the School is being nominated because of its associations with the area of Education, a theme which is also identified in the State of Wisconsin's Cultural Resource Management Plan (CRMP). Research was undertaken to assess the NRHP potential of the school utilizing the Public Secondary Education study unit of the CRMP's Education theme section.¹³ The results of this research are detailed below and support listing of this building to the National Register using criterion A. The original portion of the Mount Horeb Public School was built for the village of Mount Horeb in 1918, and opened in 1919, to replace an earlier school building on the same site that had been destroyed by fire in 1917. The new building housed both elementary and secondary school children (1-12). It still housed these combined grades when it was enlarged in 1941, and it continued to be the village's only public school building until 1963, when a new high school building opened several blocks to the east. Subsequently, the 1918 school housed the village's middle school and its elementary school until a new elementary school was built just to the south of it in 1968. The 1918 school then became the village's middle school and it continued to serve this function until a new middle school complex was built several blocks to the east in 1993. The 1968 primary school was then converted into the village's early learning center while the 1918 School became the village's primary school, a role that it continues to fulfill today. Consequently, the period of significance extends from 1919, when the original school opened, to 1963, when the first of the village's new school buildings opened and the older school ceased to serve all of the village's school age children. While the 1963 date exceeds the 50 year cut off, the date represents a clear change in the Mount Horeb Public School's function as the community's only public school building.

The Mount Horeb Public School was designed in the Prairie School style by the noted Madison, Wisconsin architectural firm of Claude & Starck. It was built on the site of an earlier school that was constructed in 1894 to house the Lutheran Academy, a private secondary school. This building was subsequently purchased by the village to house its first high school in 1903, and it was its destruction by fire in 1917 that resulted in the construction of the present building. Once the new school was completed, three much smaller nineteenth century buildings that had housed the village's elementary school children up until that time were all discontinued and from that time on up until 1962, the 1918 School was the village's only school building. Not surprisingly, the growth of the village necessitated the enlargement of the school after a time and this was done in 1941, when a large gymnasium wing

¹³ Wyatt, Barbara (Ed.). *Cultural Resource Management in Wisconsin*. Madison: State Historical Society of Wisconsin, 1986, Vol. 3, pp. 3-1 to 3-12 (Public Secondary Education).

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designed by the noted Madison architectural firm of Law, Law, & Potter was attached to the west end of the original building. Since that time, the exterior of the building has remained largely intact, but the successive changes to the school's mission over the years, which first served grades 1-12, then grades K-9, then grades 7-9, and now grades 1-2, have resulted in numerous changes to the interior of the school. Even so, elements from each of the various stages of the school's evolution are still visible inside the building today and these changes do not detract from the overall significance of the school, which continues to serve its original function.

Education

The Mount Horeb Public School still serves as the village of Mount Horeb's primary school today, ninety-one years after it was first built, and it is believed to be eligible for listing in the NRHP at the local level of significance because it is both the physical embodiment of the village of Mount Horeb's continuing efforts to educate its children during a period of great growth in the village and because it also embodies many of the changes that have taken place in the development of educational policy during this period.

Like so many other Wisconsin communities that were founded in the mid-nineteenth century, the village of Mount Horeb owes its existence to proximity to early transportation routes and its prosperity to the coming of the railroad. The first land transportation route in this area was the Military Road, built between 1832 and 1837 to provide a land supply route that could serve U. S. Army forts located in Green Bay on Lake Michigan, Prairie du Chien on the Mississippi River, and Portage at the place of connection between the Fox and Wisconsin rivers. Because this was the closest thing to an actual statewide highway in Wisconsin in the 1830s, a number of communities developed along its route and this was especially true at places where the Military Road intersected with the routes of other later roads that were built by settlers who were moving into Wisconsin in ever increasing numbers. Mount Horeb, whose earliest beginnings were centered on just such an intersection, is one such community and was originally known as "the Corners" as a result.

It [the Military Road] was the main traveled route between Madison and Blue Mounds and on to Dodgeville until the coming of the railroad in 1881. Its route from Pheasant Branch on Lake Mendota was by way of Pine Bluff and followed the present Highways S and 78 leading south to the Corners. At a point near the southwest corner of the present cemetery, the four spikes of the Corners met. They were the Military Road North, the Military Road West, the Badger Mill

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Road to Verona [East], and the Mt. Vernon Road [South]. At the Corners the Old Military Road turned westward as it continued on its way to the Mounds [Blue Mounds].¹⁴

One of the earliest purchasers of land in the vicinity of the Corners was James Morrison, who patented a large tract of land that included much of the site of the present village of Mount Horeb in 1849. Within a year, part of this land was sold to Granville Neale and shortly thereafter to Ole Peterson. Other important early settlers were the Dryden brothers and Charles Carver, whose subsequent sales of land in the vicinity of the Corners intersection served to form the nucleus of the small hamlet that developed there.

The Corners evolved into Mount Horeb in 1867, when the former post office of that name kept in what is today the nearby village of Blue Mounds was moved to the slightly larger community of the Corners, which became "Horeb's Corners," and later "Mount Horeb."¹⁵ In the years that followed, institutions and businesses of the kind typically associated with early community development were built in this location. By 1881, Mount Horeb contained a school, two churches, at least two stores, a harness shop, blacksmith shop, wagon shop, and a hotel, along with a number of residences. In other words, Mount Horeb was a typical crossroads community of that time, one which served the basic needs of the farmers in its immediate vicinity, and had it not been for the coming of the railroad it would probably have remained at this level of development.

Throughout the first 15 years of Mt. Horeb's existence, its nearest rail service was at Black Earth. The Chicago, Milwaukee, and St. Paul owned the line. All merchandise and supplies necessary for the businessman, carpenter, or farmer were picked up at Black Earth and it was there that they disposed of their products. ... The one-way trip took two to three hours, depending on the weather, road condition, and the weight of the load to be hauled.¹⁶

The limited, somewhat isolated nature of Mount Horeb's economic and social life underwent a radical change with the coming of the railroad in 1881.

The Chicago and Northwestern Railroad through Mt. Horeb was built in 1881. The station was placed one-half mile from the early settlement, bringing about a relocation of some of the homes and business places already established there. Merchants from other localities also

¹⁴ *Mount Horeb: Presettlement to 1986*. [Mt. Horeb, Wis.]: Mt. Horeb Area Historical Society, 1986, p. 3. Today, this is the intersection of STH 78 (north), STH 92 (south), and Main Street (old USH 18-151, east and west).

¹⁵ *Mount Horeb: Presettlement to 1986*. Op. Cit., p. 4.

¹⁶ *Ibid*, p. 4. The village of Black Earth is located approximately 12 miles to the north of Mount Horeb.

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elected to settle in the new location since transportation is an important factor in the business world.¹⁷

With the advent of the railroad, Mount Horeb's population began to rise, including the population of school-aged children. Up until this time, the children in this vicinity had made do with schools that were little more than one and two-room rural schools. The earliest, the Haney School, was built in the 1860s at what is today the intersection of CTH ID (Main Street) and STH 78, which is ½ mile west of the present village boundaries. It continued to be used as a school until a year after the railroad arrived.

In the early 1870s, a school stood near present 106 North Eight Street. After it burned down, a one-room frame building was erected at the southeast corner of the present Union Cemetery and, after a second room was added, continued in use until 1918.¹⁸

In 1884, a one-story brick school was built in the village itself in the 200 block of West Main Street. In 1889, another slightly larger, two-story brick school building known as the District Number 1 School was built adjacent to it. Together, these two buildings housed grades one through eight and they would continue to serve the needs of the village and surrounding area until 1919, when the present building was opened.¹⁹ Those children who wanted to proceed further with their education, however, had to look to schools in neighboring villages to satisfy this need until 1893, when the Mount Horeb Lutheran Academy opened.

The Mount Horeb Lutheran Academy opened here in 1893 and had 116 students by the following year. It operated for ten years and then was bought by the village of Mt. Horeb to house its first high school.

The academy stood on a five-acre plot of land, the site of the present [1986] middle school, which had originally been planned by H. B. Dahle for real estate development. He bought the

¹⁷ Ibid, p. 14. The earlier settlement soon acquired the nickname "Old Town" and the one that developed around the railroad station, "New Town." Both have now been absorbed into the larger village that has developed around them since then.

¹⁸ *Mount Horeb: Presettlement to 1986*. Op. Cit., p. 69. Union Cemetery is situated on the northeast corner of Main Street and STH 78 in Mount Horeb. This school is no longer extant.

¹⁹ A second story and a wing were added to the 1884 building later on, as the school population expanded, but this building is no longer extant. The 1889 building served as Mount Horeb's Masonic Lodge for two years after the new school was built and then, in 1921, it was converted into a residence. Fortunately, after being threatened with demolition, this building was moved to a new site (ca.130 N. Second Street) in 2002. It has recently been restored, and it now the oldest surviving school building in the village. A good photo of these two buildings can be found on p. 70 of the publication cited above.

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land from Carl Boeck, but his plan fell by the wayside when Dahle was approached by the Rev. S. Gunderson, a persuasive Norwegian Lutheran pastor whose congregation wanted to open an academy. Dahle donated the land and became one of the founding members of the academy association.

A "handsome brick-veneered structure" was erected on the site, at a cost of \$12,000, the entire sum donated by the people of Mt. Horeb and vicinity.²⁰

Now, at last, the citizens of this area had a secondary school, but while the Academy was open to both boys and girls, it was not free. Tuition was \$29.00 a year, a sum that was sufficiently high to discourage many who would otherwise have attended. The first commencement was held in 1895 to accommodate a single student who already had enough credits to graduate in two years instead of the normal three.

The following year there were fifteen graduates, five of them women. Seven were from Mt. Horeb, but four came from as far away as DeForest, Norway Grove, Mount Vernon, and Waunakee.²¹

By 1899, Mount Horeb had grown to the point where it could officially be incorporated as a village and in 1901 its citizens voted in favor of having a free public high school. This wish did not become a reality until 1903 when a second referendum was held that authorized the purchase, for \$5000, of the Lutheran Academy building for this purpose. That the village needed such a school was clearly apparent by this time. In 1905, Mount Horeb's population had grown to 1002, and the village schools were also serving the children who lived in the surrounding school district, including those living on farms outside the village.

The three small nineteenth century elementary schools mentioned above and the former Lutheran Academy building continued to serve the village and the school district until February 1, 1917, when the former Academy building was destroyed by fire.²² Immediately thereafter, classes were established in other buildings throughout the village and a special meeting was scheduled to authorize the construction of a new District Free High School. This meeting was held in March of 1917 and not surprisingly, the vote in favor of the new school was overwhelming.

²⁰ *Mount Horeb: Presettlement to 1986*. Op. Cit., p. 68. A very good photo of this building is also to be found on p. 68.

²¹ *Ibid*, p. 69. All of these communities are located in Dane County.

²² "High School Destroyed by Fire." *Mount Horeb Times*, Feb. 9, 1917, p. 1.

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The vote favoring a school house at a cost of \$75,000 carried by a majority of 280. Only 7 percent voted against the appropriation. ... Everything pertaining to erection of the new building was left with the building committee, also the furnishing of same. It was indeed a harmonious meeting and we are now certain that we shall have a school building of which we can justly be proud. It is understood, of course that graded and High School will be in the same building.²³

The decision to combine classes for the village's elementary and secondary students in a single building reflected a common practice of that time.

Even well into the twentieth century, most of the districts that reported the existence of a high school apparently provided their secondary education within the walls of the elementary school buildings. In the 1913-1914 school year, there were 219 buildings in the state that contained primary grades and high school instruction and only 24 buildings devoted solely to public secondary education.²⁴

The Claude & Starck design that the building committee had decided on proved to be more expensive than the amount the first referendum had approved, partly because of its size but partly too because the cost of building materials had soared after the country's entrance into World War I. The building committee's subsequent public request to the voters for more money is a notable piece of plain speaking.

As we are about to begin the erection of the new school building, and as all building material is sky high, it will be necessary for you voters to vote the school board more money, if said building is to be completed.²⁵

Fortunately, the voters once again came through with additional funds and by April of the following year the local newspaper was reporting that "the first two stories of the high school building are up, and work is progressing nicely."²⁶ Although the school was essentially completed by December of 1918, the actual opening was delayed until January of 1919 because of an influenza epidemic in the village that had resulted in the death of one of the teachers and the closing of all of the school classes. Finally, on January 6, 1919, the doors of the new school building were opened to the public.

²³ "The School Meeting." *Mount Horeb Times*, Feb. 16, 1917, p. 4.

²⁴ Wyatt, Barbara (Ed.). *Op. Cit.*, Vol. 3, p. 3-5 (Public Secondary Education).

²⁵ "Annual School Meeting." *Mount Horeb Times*, June 29, 1917, p. 8.

²⁶ *Mount Horeb Times*, April 19, 1918, p. 1.

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Today, this village opened its great school building which will house all the public schools of the city, grades included, and which cost \$125,000. The structure is of solid red brick, modeled on the plan of the Lincoln school in Madison, but twice as large. It is a stately structure, located in a five acre tract on the site of the old high school,—a most slightly location on the south edge of the village. In the basement are gymnasium and domestic science departments, the grades are on the first floor, and on the second, auditorium, lecture room and high school quarters. In all particulars it is completely modern.

The committee under whose supervision the edifice was erected consisted of A. F. Gramm, clerk; C. A. Fink, director; and Roy Beat, treasurer. The community is immensely pleased with the building and feels grateful to the committee for its conscientious and intelligent service. The school undoubtedly is one of the finest, perhaps the finest, in any place of Mt. Horeb's population in all the state.²⁷

The new school was put into operation just in time too, because by 1920 the population of the village had climbed to 1350.

Mount Horeb's new school was built at a time when the design of the nation's public schools was receiving a great deal of attention from both the professional educational community and from architects. The huge surge in population that the country had experienced in the preceding decades had created a great need for new and larger schools and this need was also fueled by the nation's increasing acceptance of the merits of universal education. In addition, schools, and high schools in particular, were increasingly being asked to provide more in the way of education than just the classic three 'R's. By 1920, high schools were also being expected to provide facilities in which the physical sciences could be taught, the domestic sciences and the manual arts could be practiced, and the fine arts encouraged. Achieving these things meant that schools increasingly needed specialized classrooms as well as the general classrooms that had sufficed in the past. As a result, schools were becoming increasingly complex and this led both teachers and architects to seek a better, more sophisticated understanding of what good school design really was.

One result of this search was the establishment of standards for school design that were derived by the National Education Association's Committee on Standardization of Schoolhouse Planning and

²⁷ "Mt. Horeb Opens Beautiful New School Building Costing \$125,000 in Sightly Two Acre Tract and Dedication Occurs Soon." *Mount Horeb Times*, January 10, 1919, p. 4. While the 1918 Mount Horeb School was larger than Madison's Lincoln School it is actually only about a third larger, not twice as large. The parcel was larger than the noted two acres.

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Construction, this being a study group that was created by the National Education Association (NEA) just after the end of World War I. The task of this committee, which was made up of both architects and educators, was to establish basic standards that architects could use as a guide when drawing up school designs. The impetus for doing so came from the shared realization that the times called for both new school designs and new school curriculums. The results of this study were embodied in a massive book published in 1921 entitled *School Architecture: Principles and Practices*, in which all the aspects of school designs were examined and assessed and examples illustrating the best current practices were provided. In the concluding chapter, its author described the challenges that both educators and architects were then facing as follows:

The world war has accelerated the general trend toward a more flexible educational system. The educator considers his work from a new point of view. The old-fashioned formal program, with its stereotyped methods, was the inevitable product of an age that demanded that pupils in a given grade should, on a given day, recite practically the same lesson in standard graded schools from coast to coast.

That old method is giving way to a new one, one which considers the pupil who has only a few school years in which to prepare for his life's work. Universalism in education is yielding to individualism, the educational program which caters to the individual child.

The increasing flexibility of educational courses, the changes which this imposes upon school design, and the economic pressure, all emphasize the imperative need of basic or fundamental standards in schoolhouse planning.²⁸

The standards that were recommended by the Committee covered many things, including the proportion of space that should ideally be allocated in a school to its administrative space, instructional space, stairs and corridors, walls and partitions, accessory space, etc. Along with them, however, also came the comment that:

The design of the modern school structure should be elastic, not unyielding. It should be so built that floor spaces may be put, if necessary, to other uses than originally intended.²⁹

²⁸ Cooper, Frank Irving. "Standards of Schoolhouse Planning." In: Donovan, John J. and Others. *School Architecture: Principles and Practices*. New York: The Macmillan Co., 1921, p. 569.

²⁹ Ibid, p. 570.

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In other words, a degree of flexibility would be a key element in any successful new school design.

For a community the size of Mount Horeb, building a school that could accommodate all 12 grades under one roof and within a budget that the village could afford was challenge enough. Fortunately, Claude & Starck's design for the Mount Horeb Public School proved to be both durable and flexible. It could not, however, cope unaided with the vastly expanded student population that occupied it just twenty years after it was built. In 1928, for example, the student population the high school served was 159. By 1940, the high school population had climbed to 267, which, when added to the building's grade school population, made a combined total of over 500 students, a total that was far in excess of the rated capacity of the school. Even as early as 1930, the Mount Horeb School District had been getting letters from the State Superintendent of Public Instruction warning that the school was exceeding its capacity and by 1938 the school's deficiencies were having a serious effect on the quality of education that the school could provide. A special fault was the lack of space for the teaching of courses in agriculture. As the Superintendent pointed out:

Your plant provides no place at all for the teaching of courses in agriculture and you are located in a strictly agricultural region: most of the boys enrolled in your school live on farms and will return to the farm after graduation.³⁰

Finally, in August of 1940, the citizens of Mount Horeb once again approved spending \$75,000 to upgrade the existing school.³¹ Plans for the work were drawn up by the Madison architectural firm of Law, Law, and Potter. After the first bids came in too high, a second appropriation of \$20,000 was approved by the voters and work commenced early in 1941. The new work consisted of remodeling portions of the old building, which included among other things the replacement of the original basement level gymnasium and the original second story auditorium with new classrooms, and the building of a new wing that was to house a new auditorium-gymnasium and additional classroom space.

Increased room space and a new auditorium-gymnasium will remedy the crowded conditions and inadequate facilities which have become more acute with increasing yearly enrollments. But, equally important, plans have been made with provision for future expansion in enrollment and the accommodation of new courses which may be added to the curriculum.³²

³⁰ "Adjourned School Meeting Friday." *Mount Horeb Mail*, August 1, 1940, pp. 1, 8.

³¹ "Vote 161 to 70 for Addition to Schools." *Mount Horeb Mail*, August 8, 1940, p. 1.

³² "School Building Contracts Let." *Mount Horeb Mail*, January 2, 1941, p. 1. See also: Nov. 2, 1940, p. 1; Dec. 5, 1940, pp. 1, 8; Dec. 12, 1940, p. 1.

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The work was completed in time for the start of classes in September, just three months before the nation's entrance into World War II.³³ Also in 1941, rural pupils were bused to the school for the first time. The newly enlarged school continued to house the combined Mount Horeb grade and high schools until 1963. Not surprisingly, however, the time eventually came when even the enlarged school could no longer cope with the increasing school-age population in the area. During this period Mount Horeb's population increased from 1610 in 1940 to 1981 in 1960 and this increase was also accompanied by a steady enlargement in the area that the school served.

By 1959, the school district included the villages of Mt. Horeb and Blue Mounds and surrounding townships, with an enrollment of 700 students, with 17 teachers in the high school and 14 in the grades.

The increasing school population necessitated the building of a new high school on 30 acres of the Henry Thompson farm, east of South Eighth Street, in 1962. The grades were left in the building on Academy Street, now called the Middle School, as a 16-room primary school was built on Spellman Street in 1968.³⁴

When a new middle school was built across Garfield Street from the new high school in 1993, the 1968 primary school became the village's new early learning center and the 1918 school became its new primary school serving grades 1-2, with a current enrollment of 343.

Today, Mount Horeb's population has risen to more than 6000 but the Mount Horeb Public School building still house's Mount Horeb's primary school. Each change in the student population has been accompanied by changes to the interior of the school. Once the village's high school and middle school students were no longer being served, some of the school's more specialized historic rooms, such as those serving as science labs and domestic science and manual arts rooms, were altered to suit the more general needs of younger students. Other changes have been driven by changes in technology and corresponding changes in curriculum content. The original library room, for instance, has now been expanded, partition walls have been removed or reduced in size, and it now includes a large part of what was originally the second story hallway, while another former third story classroom is now a computer lab.

³³ "School Opens on Monday, Sept. 13-14." *Mount Horeb Mail*, September 4, 1941, p. 1.

³⁴ *Mount Horeb: Presettlement to 1986*. Op. Cit., pp. 70-71. Spellman Street runs parallel to and one block south of Academy Street and the land between the two schools is contiguous. The 1918 school served grades K-9 until 1968 and grades 7-9 until 1993.

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The Mount Horeb Public School building is thus believed to be locally significant under National Register Criterion A in the area of Education as an excellent, largely intact example of the kind of combined grade school/high school building that typified high school education in the first part of the twentieth century in all but the state's largest communities. First built in 1918 at a cost that was several times larger than that of any previous building erected in Mount Horeb, the new school building represented a substantial investment in the future on the part of the village's citizens, but it is safe to say that even they would be surprised by the fact that the school is still fulfilling its original purpose today. Over the course of its lifetime the school building has been enlarged when needed and its interior has been continuously remodeled to meet the changing needs of differing student populations and new developments in curriculum and technology. Consequently, it is believed that the school is eligible for listing in the NRHP because it represents the kind of school building that communities the size of Mount Horeb built in the first decades of the twentieth century in order to educate their children. It also embodies the ways in which these buildings evolved to meet the changing needs of such a community and it physically embodies many of the changes in educational standards and curriculum that occurred during the twentieth century as well.

Architecture

The original 1918 portion of the Mount Horeb Public School is one of several Prairie School style schools that were designed by the important Madison, Wisconsin architectural firm of Claude & Starck.

Claude & Starck

Claude & Starck was Madison's most prolific architectural firm in the first two decades of the twentieth century. The principals of the firm, which was in existence from 1895 to 1929, were Louis W. Claude (1868-1951), who was its principal designer, and Edward F. Starck (1868-1947), who was the managing partner. The two men were both Wisconsin natives who had formed a partnership in 1895, three years after Claude had returned from Chicago and a position in the offices of Louis Sullivan, where he had developed what would be a life-long relationship with Frank Lloyd Wright. The new firm lasted until 1929, during which time it produced many of Madison and Wisconsin's most outstanding buildings, ranging from schools to residences, retail buildings and factories. Their most important work was done in the Prairie School style, the most notable examples being a series of outstanding small libraries designed for communities in Wisconsin, Illinois, Michigan, Minnesota, and as far away as Washington state, and it is with this work that they are now most closely associated and

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best known. Claude & Starck completed three known projects in Mount Horeb. Their house for Henry L. Dahle, designed in 1915, and built in 1916, was the first.³⁵ The second was the now non-extant State Bank of Mount Horeb (105 S. First St.),³⁶ and the third was the much larger Prairie School style Mount Horeb Public School building, designed in 1917 and completed in 1919, which is located on Academy Street across the street from the Dahle House.³⁷ Both the Dahle House and the School are still largely intact today and they are excellent examples of Claude & Starck's mature Prairie School style work.

In his *Prairie School Review* article on the firm, Gordon D. Orr, Jr. placed the Mount Horeb Public School within a context that includes Claude & Starck's other Prairie School designs, these being the designs that he believed were of the greatest significance in the history of this firm.

Two schools designed in 1915 represent the most significant contributions to Prairie School architecture made by Claude and Starck in the field of public school buildings. The Lincoln School in Madison and the Lincoln School in Monroe are very similar in design. The Monroe School creates a contrast of dark red brick fields against the white terra cotta trim while the Lincoln School in Madison has a soft yellow brick blending with the white terra cotta. In each school the main façade has a broad center section that is divided into three horizontal components. The lower portion acts as a base that includes windows at the basement level and is capped with a long stone sill. Rising from the sill are slender pilasters between each window through the two stories to a foliated capital design appearing to support a continuous stone band encircling the building. Above the upper stone belt is a parapet of brick reaching to a coping. Set within the brick [parapet] are several handsome terra cotta medallions. The entrance to each building is capped by a large semicircular tympanum containing a terracotta eagle design and handsomely foliated elements. ... The compositional organization of base, shaft, and capital is evident in these broad facades. A similar organization of elements occurs in the end elevations of each of these buildings.³⁸

These two buildings, and the Monroe school in particular, would prove to be especially significant to

³⁵ Orr, Gordon D. Jr. "Louis W. Claude: Madison Architect of the Prairie School." *The Prairie School Review*, Vol. XIV, pp. 11 & 26. Listed in the NRHP (11/26/2003).

³⁶ *Mt. Horeb Times*. June 22, 1917, p. 8.

³⁷ Orr, Gordon D, Jr. Op. Cit., p. 31. Original Blueprints for the school are located in the Claude and Starck Collection, which is housed in the University of Minnesota's Northwest Architectural Archives in Minneapolis.

³⁸ Orr, Gordon D., Jr. Op. Cit., pp. 20-21. Monroe's Lincoln School was also built in 1915 and it was finally demolished in 1975 after being seriously damaged in a fire.

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the citizens of Mount Horeb because it was these schools that the building committee used as the models for their own new school.

Three of the members of the building committee of the new High School were at Monroe this week looking over the school buildings at that place. ... They were pleased with their visit and are of the opinion that they now know what kind of building will be best suited for conditions here.³⁹

The Claude & Starck design that the committee eventually approved was a larger but somewhat simplified version of the Monroe School, this simplification being the result of both the need for greater economy (Mount Horeb then had about a quarter of the population of Monroe) and also because of the scarcity of materials brought about by the country's entrance into World War I. As Orr has also pointed out, Claude & Starck's Mount Horeb Public School design was actually the first of a small group of similar schools that were designed by the firm towards the end of the war and at the end of that decade.

Another group of schools, later in the practice, shows the same concern for the façade organization into a base, a shaft portion composed of slender brick pilasters culminating with a capital and supporting a broad band of masonry above, and the parapet. In these later schools, however, the design of the capitals and of the entrances was generally of cut stone or cast concrete with simple detail used for ornamentation. The earliest of these was probably the Mt. Horeb School of 1918. The Argyle High and Grade School of 1920 and the Ableman High and Grade School of 1923 are also very similar. The entrances often may have had the semi-circular tympanum above the door but without the terra cotta designs within in it.⁴⁰

All of these schools have their antecedents in the earlier work of Louis Sullivan and Frank Lloyd Wright.

The most handsome of Claude and Starck's Sullivanesque designs may have been their school buildings. Two Lincoln Schools built in 1915—one in Monroe, Wisconsin, the other in Madison—were progressive and attractive designs. Both were similar in plan, with stair towers located at the ends of each building. Both designs were influenced by Frank Lloyd Wright's Larkin Building (1904), especially the side elevations with recessed spandrels and tall, closely

³⁹ *Mount Horeb Times*, March 23, 1917, p. 8.

⁴⁰ Orr, Gordon D., Jr. *Op. Cit.*, pp. 20-21. Claude & Starck's design for the Ableman School in Rock Springs, WI was never built.

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spaced piers. In addition, both schools had ornamentation influenced by Purcell and Elmslie's ornamental designs, especially those of the bank at Winona [Minnesota].

The school in Madison, on a hill overlooking Lake Mendota, was organized as a two-and-a-half-story block of classrooms with vertical circulation and entrances articulated at both ends. This relegation of service elements to the perimeter to allow consolidated program spaces was an innovation that Wright had introduced in the Larkin Building. Louis Kahn later expressed this concept as "served and service spaces." ... The Lincoln School in Monroe, Wisconsin was similar in concept, but with some differences. It had a much longer façade than that of the Madison building, and the stairs and entrances were integrated into the main building massing rather than treated as appendages.⁴¹

The Mount Horeb School, like the Monroe School, was clad in dark red brick, it also had its entrances integrated into the main building massing, and its main façade is even longer than that of its earlier Madison and Monroe counterparts, being twenty-two-bays-wide as opposed to the sixteen bay wide façades of both the Madison and Monroe schools. Its ornamentation, however, consists only of single cut stone semi-circular bands that enframe the tympanums above the two main entrances and simple slightly flared cast concrete capitals also crown the piers on the main façade.

The 1918 combination elementary and junior and senior high school building served the Mount Horeb community well for the next twenty years, but by 1940 the enrollment had increased from 159 in 1928 to 267 and the original school was literally bursting at the seams. Consequently, a large new addition was added to the west end of the original building in 1941 that consisted of a two-story hyphen that contained special purpose activity rooms and new office spaces, and this hyphen was connected to a large new gymnasium wing. The materials that were used on the exterior of the new addition were identical to those that had been used on the original building but its overall design is an example of the early Modern Movement Style that is sometimes called "stripped classical" because of its almost abstract use of various elements of the classical vocabulary such as the engaged pilaster strips that are used here to frame the window bays.

The design of the new addition was furnished by the very prominent Madison architectural firm of Law, Law, and Potter.⁴²

⁴¹ Schmitt, Ronald E. *Sullivan-esque: Urban Architecture and Ornamentation*. Urbana: University of Illinois Press, 2002, pp. 134-135.

⁴² "School Bids Opened Monday." *Mount Horeb Mail*, November 2, 1940, p. 1. See also: "School Building Contracts Let." *Mount Horeb Mail*, January 2, 1941, p. 1.

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Law, Law, & Potter

The firm of Law, Law & Potter, was Madison's largest and arguably its most important architectural firm in the 1920s and 1930s. The founders of the firm, James R. Law III (1885-1952) and Edward J. Law (1891-1983), were brothers who were both born in Madison and educated at the University of Pennsylvania School of Architecture. After working for several years in the Madison offices of Claude & Starck and the State Architect's office, James Law began his own practice in Madison in 1913 and he was soon joined by his brother, Edward, in a firm that was initially known as James R. & Edward J. Law, which was often abbreviated to just Law & Law.

One of the firm's first projects was the design of Madison's first skyscraper, the nine-story Gay Building on the Capital Square, built in 1913, a commission whose success paved the way for the many more commercial and institutional buildings in Madison's downtown that were to follow in the next decade.

By the mid-1920s, Law & Law had become Madison's most prominent firm and it was busy designing some of the most important commercial buildings built in Madison during that decade, among which were the classically inspired designs for the Beavers Insurance building (119 Martin Luther King Jr. Blvd.), the Bank of Madison building (1 West Main St.), and the now demolished First National Bank building (1 North Pinckney St.). By mid-decade the success of the office necessitated the expansion of the firm, which resulted in the naming of Ellis J. Potter (1890-ca.1990) as a principal in the restyled firm known as Law, Law and Potter. Along with its large-scale commercial projects, the firm also undertook the design of a notable series of Masonic Temples during this decade (all three of the firm's principals were masons), one of the most impressive being the Art Deco-influenced Neo-Classical Revival style Madison Masonic Temple (301 Wisconsin Ave. - NRHP 9/13/90) completed in 1925.

As the firm moved into the 1930s it was still turning out excellent new commercial buildings, among which was an especially important pair of high-rise office towers in Madison designed in the Art Deco style: the Tenney Building (110 E. Main St.), and the Wisconsin Power & Light Building (122 W. Washington Ave.), and the smaller but equally fine Holstein-Friesian building (448 W. Washington Ave.). Change was coming, however. The Depression brought new building activity in Madison to a halt and James Law left the firm in 1932 to serve as the mayor of Madison (1932-1943). This left Edward Law in charge of the firm, which survived the worst of the Depression years and resumed producing high quality buildings in a variety of increasingly modern styles until the beginning of World War II again brought a temporary halt to construction.

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Law, Law and Potter's design for the Mount Horeb school addition was completed just three months before the country was once again plunged into war and just two years after the firm had completed an addition to another Claude & Starck-designed school. This was the Evansville Grade School, a two-and-one-half-story building clad in cream brick that was built in 1921 and whose design was a variation on the same theme that Claude & Starck used in Mount Horeb. By 1939, Evansville, Wisconsin was in need of a new high school building and it therefore decided to build a large addition to house it that would be attached to its already existing elementary school.⁴³

Both the 1918 school and its 1941 addition are still in use today and house Mount Horeb's primary school and while their interiors have been modified over the years to suit evolving curriculum needs, the achievements of these two important Madison architectural firms are still essentially intact today and they continue to serve their original functions.

Criteria Consideration G

The period of significance for the Mount Horeb Public School is extended beyond the 50 year mark to 1963. From 1919 through 1963, this building served as the sole public school building in the village. 1963 marks the opening of the first new school building in the village, marking a change in the historic educational function of the Mount Horeb Public School.

⁴³ Montgomery, Ruth Ann. *The Evansville Review*: March 4, 1999; March 29, 2000; April 5, 2000. These issues contain several in-depth articles on the High School that cover its history from 1939 up to 2000. The combined grade school/high school is still extant and is still in use as a school today although its appearance has now been altered.

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Verbal Boundary Description:

Revised and Consolidated Assessor's Map of Mount Horeb, Outlot 86.

Boundary Justification:

These boundaries enclose all the land that has historically been associated with the Mount Horeb Public School and its grounds.

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Items a-d are the same for photos 1 - 14.

Photo 1

- a) Mount Horeb Public School
- b) Mount Horeb, Dane County, WI
- c) Timothy F. Heggland, November 2008
- d) Wisconsin Historical Society
- e) General View looking SW
- f) Photo 1 of 14

Photo 9

- e) East Staircase, View looking E
- f) Photo 9 of 14

Photo 2

- e) East-facing Side Elevation, View looking W
- f) Photo 2 of 14

Photo 10

- e) Third Story Hallway, View looking SW
- f) Photo 10 of 14

Photo 3

- e) General View looking NW
- f) Photo 3 of 14

Photo 11

- e) Typical Third Story Classroom, View facing NW
- f) Photo 11 of 14

Photo 4

- e) Rear Elevation, View looking N
- f) Photo 4 of 14

Photo 12

- e) Original 1918 Classroom Cabinetry, View looking N
- f) Photo 12 of 14

Photo 5

- e) Rear Elevation of Gym Addition, View looking N
- f) Photo 5 of 14

Photo 13

- e) Gym Interior, View looking W
- f) Photo 13 of 14

Photo 6

- e) General View of Gym Addition, View looking SE
- f) Photo 6 of 14

Photo 14

- e) Gym Interior, View looking N
- f) Photo 14 of 14

Photo 7

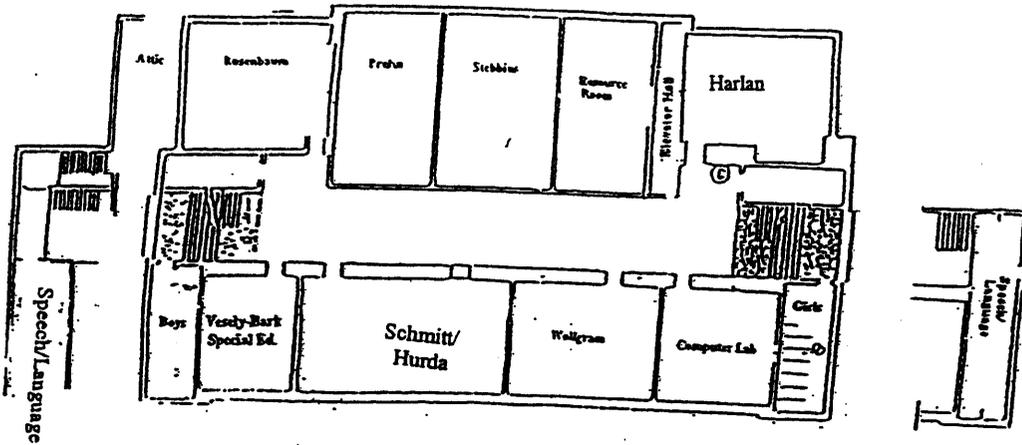
- e) Main Elevation of Gym Addition, View looking S
- f) Photo 7 of 14

Photo 8

- e) Main Elevation of 1918 Original Block, View looking S
- f) Photo 8 of 14

**FIGURE #1: MOUNT HOREB PUBLIC SCHOOL
MOUNT HOREB
DANE COUNTY, WISCONSIN**

Third Floor

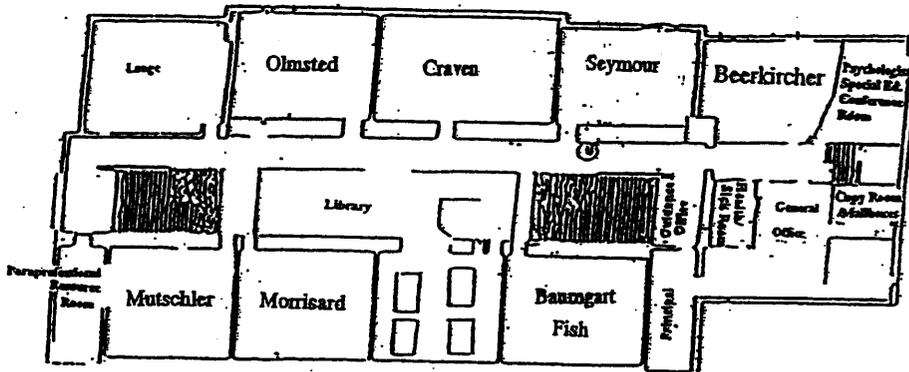


2008-09

- First Grade Classrooms**
 Beerkircher
 Harlan
 Morrisard
 Mutschler
 Prehn
 Rosenbaum (Looping)
 Seymour (Looping)
 Witte

- Second Grade Classrooms**
 Baumgart/Fish (Looping)
 Lange (Looping)
 Mizze
 Schmitt/Hurda
 Stebbins
 Wolfgram

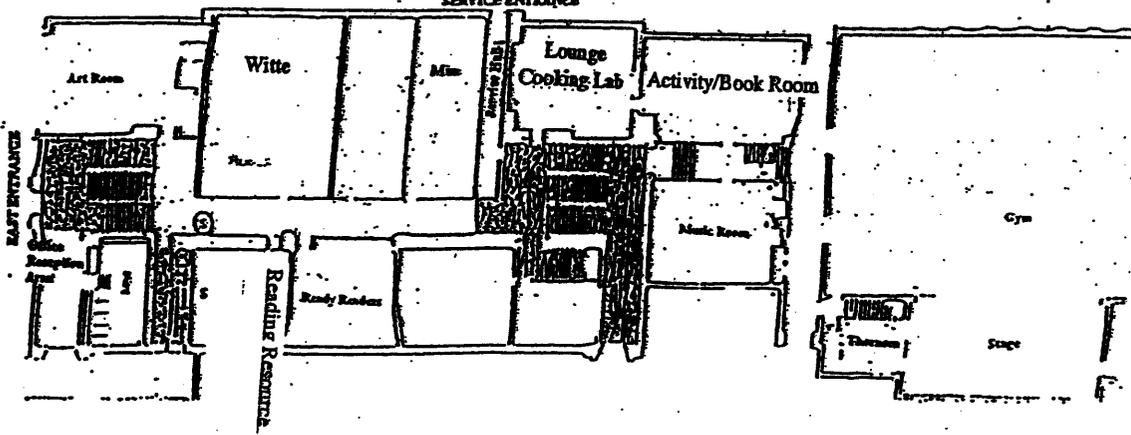
Second Floor



- Multi Age Classrooms**
 Craven
 Olmsted

First Floor

SERVICE ENTRANCES



Basement

