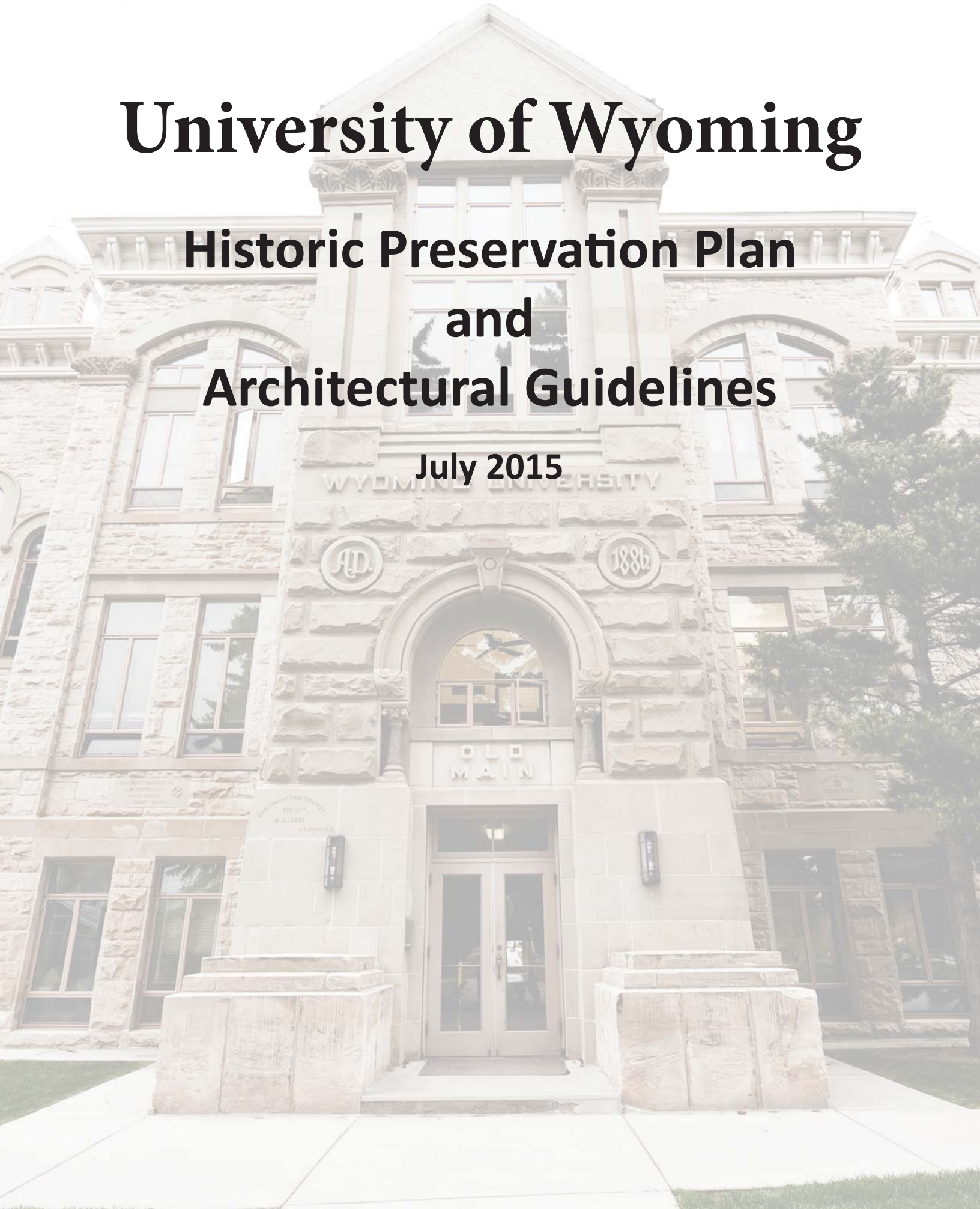
University of Wyoming

Historic Preservation Plan
and
Architectural Guidelines

July 2015



UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

JULY 2015

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EXECUTIVE SUMMARY

As the University of Wyoming (UW) has grown into a nationally recognized institution of higher learning, the physical character of its campus has acquired a distinctive presence inspired both by national trends and by Wyoming and its landscape.

This Historic Preservation Plan is a resource and guide to the ongoing stewardship of the historic buildings and landscapes that contribute to the campus' special character. Embracing the need for growth and change, the plan reaffirms campus guidelines for new construction that express the present, and a vision for the future, while preserving the historic attributes by which the campus is known.

Chapters 2 through 5 provide background on the growth and development of the campus, existing conditions, and an approach to the preservation of historic building and landscape features that emphasizes rehabilitation and adaptive reuse. Building on the University's Long Range Development Plan, Chapter 6 identifies distinct 'heritage landscapes' across the campus, describes their character-defining features, and provides guidelines for long-term preservation and treatment. The plan notes that recent trends in landscape design are strengthening the campus connection to the Wyoming landscape that dates to the University's early years.

Chapters 7 and 8 review conditions related to historic buildings on campus, summarizing the historical integrity of significant buildings and providing recommendations for future treatment that emphasizes preservation of authentic historic building fabric.

Chapters 9 and 10 provide guidelines for new construction that is sympathetic with the campus' historic character. The architectural features that define the UW campus character are identified and encouraged for inclusion in all new construction, additions, and alterations. These features include: a clearly defined main entrance; articulation of facades; strong vertical or horizontal elements; capped or vertical projection at the roofline; windows and doors consistent in size horizontally, in width vertically, and align or stack vertically, and it describes a UW material and color palette including the prominent stone.

For purposes of this document the campus has been broken into zones that correspond with the Long Range Development Plan. Design guidelines for each zone allow for slight variations in scale and material, but all buildings throughout the campus are expected to express UW campus character through their architectural features. It is recommended that new construction and major additions or alterations be reviewed by a Design Review Committee, and receive input from the general public through public meetings at the schematic design and design development stages.

Historic preservation is central to the University's character. The preservation and appropriate treatment of significant historic buildings and landscapes is part of the process of protecting and strengthening campus character. The concepts, design principles, and best practices of historic preservation are uniquely tailored to guide future design that is in sympathy with the established character of the University of Wyoming campus.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 1 ▪ INTRODUCTION

1.0 Introduction

1.1 Project Background and Purpose

- Building Program at the University of Wyoming
- The 1999 Historic Preservation Plan
- Purpose and Need for an Updated Plan

1.2 How to Use the Preservation Plan

1.3 How the Preservation Plan is Organized

1.0 - INTRODUCTION

The University of Wyoming was founded in 1886 on the eve of the Wyoming Territory's transition to statehood. Over the past 129 years, the University's evolution has paralleled that of the state and its people. As Wyoming's only public four-year institution of higher education, the University of Wyoming has special meaning to its residents, many of whom spent their formative years here acquiring the understanding of the world they inherited and would shape. The attachment that residents of Wyoming feel for the landscape they inhabit is reflected in the University they support. Wyoming's future is tied to the vision, creativity, and hard work of its people in their relationship to the land and its resources. The University of Wyoming is at the forefront of that vision and future in their continuing evolution. (Fraser 2010:155, Cassity 2015:1)

Since its founding in a single building on the rolling plain east of Laramie, the University of Wyoming has grown into a nationally recognized institution of higher learning. During each phase of its growth, the University has strived to keep pace with the needs of its academic programming. Over this time, the physical character of the University's campus acquired a distinctive presence inspired both by national trends in campus design and by Wyoming and its landscape. People who come here recognize the University's special character, which is valued by those to whom the University and its campus are home.

Introduction

1.0 Introduction
1.1 Project Background and Purpose
Building Program at the University of Wyoming
The 1999 Historic Preservation Plan
Purpose and Need for an Updated Plan
1.2 How to Use the Preservation Plan
1.3 How the Preservation Plan is Organized

The University of Wyoming campus will continue to grow and change. This historic preservation plan is a resource and guide to the ongoing stewardship of the historic buildings and landscapes that contribute to the campus's special character. The preservation plan helps the University manage change in ways that strengthen and preserve campus character. Embracing the need for growth and change, the plan also reaffirms campus guidelines for new construction that express the present and a vision for the future while being well-grounded in the character of Wyoming and its landscape.

In undertaking preparation of the preservation plan existing historic buildings and landscapes have been reviewed, character-defining features have been identified, and treatments have been recommended. Design guidelines for new construction have been outlined, building on the traditions articulated in 1924 and creatively adapted over time.

The plan presents guidelines for the appropriate treatment of historic buildings and landscape features and fabric. It outlines a flexible approach to decision-making about needed change that considers preservation issues and values and that uses preservation principles to further enhance character as the campus continues to evolve.

1.1 - PROJECT BACKGROUND AND PURPOSE

Over the course of its evolution and development, the University of Wyoming campus has experienced periods of growth closely tied to the health of the state and national economies as well as the facilities needs of its academic disciplines. Much of the funding for new construction at the University has come through action by the Wyoming state legislature and has historically been tied to royalties received from mineral production in the state. Periods of intense growth occurred during times when the economy was expanding, such as the 1920s, 1950s and 1960s, and the late twentieth century.

For the most part, campus planning and the design of buildings and landscapes have been undertaken in accordance with a set of concepts first articulated in the early 1920s. These concepts included a plan for the layout for buildings, circulation, and landscape spaces as well as aesthetic guidelines for the design of buildings that feature an emphasis upon the use of native sandstone. During some periods of growth, especially the 1960s, planning and design veered from these principles, with the result that some major construction projects did not reflect the character that people had come to recognize and value.

The role of historic preservation as a component of campus character has recently come to the fore. In the early 1990s, two projects were undertaken that triggered compliance with Section 106 of the National Historic Preservation Act of 1966 with respect to historic preservation. Though highly valued and generally respected for their history, University buildings had never been formally evaluated for their historical significance, and the University had no formal policy concerning the preservation of historic campus buildings.

In the Section 106 evaluation, one project, the construction of the Botany Conservatory Addition to the Aven Nelson Memorial Building, was found to have adverse effects upon the Aven Nelson Building and Old Main, both of which were determined to be eligible for listing on the National Register of Historic Places. As a result, a Memorandum of Understanding (MOU) was prepared to help mitigate the adverse effects, which led to a series of historic preservation actions at the University (Marmor 1999:2).

As required by the MOU, a survey and significance evaluation was undertaken of buildings over 49 years old on the campus and a preservation plan was prepared with guidance for future compliance with Section 106.

In addition, Historic American Building Survey (HABS) documentation was undertaken for the Aven Nelson Building as well as for the campus as a whole. Students from the University's American Studies Program prepared National Register Survey documentation for many of the historic University buildings under faculty supervision as a part of their academic work (Marmor 1999:2). In short, the MOU and related work raised awareness about historic preservation and the presence of historic buildings on campus.

Continued rapid growth at the University at the beginning of the twenty-first century has caused concern with regard to both the treatment of historic buildings and the design of new buildings in accordance with a recognized campus character. Those concerns suggested the need to prepare a more comprehensive historic preservation plan for the University and to include guidelines for new construction based upon established campus character.

Building Program at the University of Wyoming

Since 2000, the University of Wyoming has continued to implement an aggressive building program organized to meet its physical needs as the University's academic program continues to grow and develop. A capital facility planning process was

initiated in 2000 to address identified needs and is now in its third iteration. Management of the University's physical infrastructure is the responsibility of the Vice President for Administration and the Associate Vice President for Administrative Operations and is implemented by two departments, Physical Plant and Facilities Planning. Physical Plant is responsible for the maintenance and care of existing buildings and landscapes and is headquartered in the Service Building located at the corner of Lewis and 15th Streets. Facilities Planning is responsible for planning, design, and construction and is housed in Merica Hall.

The University's Capital Facilities Plan 2011--2016, also known as CFP III, outlines a plan for the physical development of the campus in support of the University's statewide mission (UW 2011). CFP III organizes the phasing of facility improvements as prioritized through four planning documents: the University Plan 3, Athletic Strategic Plan, Utilities Master Plan, and Long Range Development Plan.

University Plan 3 is the primary document through which the University of Wyoming undertakes planning for its academic program. Prepared by the Office of Academic Affairs, University Plan 3 integrates academic planning with plans for support services and capital facilities to ensure that all three are coordinated with the University's major academic directions. The planning process for University Plan 3 incorporated thoughtful and insightful feedback from interests both internal and external to the University. The University is continuing to undertake such planning as it looks forward to achieving institutional goals in the coming years.

CFPIII organizes the University's capital projects by planning phase and fiscal year for the years 2011 through 2016. Projects are listed and prioritized by biennium to facilitate translation to capital construction requests submitted to the State of Wyoming. Most capital projects at the University are funded by the state legislature, though state funding reductions in recent years have required the University to seek alternative sources of funding for infrastructure, maintenance, and operational needs.

Because of the central role of state funding to the University, facilities planning is undertaken in accordance with the requirements of Wyoming's State Building Commission, which oversees state construction activities. The Wyoming State Building Commission is comprised of the five elected officials: the Governor, who serves as chairman; Secretary of State; State Auditor; State Treasurer; and Superintendent of Public Instruction. Four additional members from the Wyoming State Legislature are appointed by the Governor, two from the State Senate and two

from the State House of Representatives, and serve on the Commission in an ex-officio capacity. The Administrator of the state's Construction Management Division functions as the Secretary to the Commission and is responsible for carrying out Commission directives and charges.

The State Building Commission requires three levels of project planning and implementation. At the University of Wyoming, the Facilities Planning office leads a planning team assembled for each project in undertaking the planning process. A typical planning team will include stakeholders, building users, representatives of the dean and/or department head of the affected college or department, representatives from Physical Plant and Information Technology, and representatives of the Facilities Planning Office. Professional consultants are retained to assist in each level of planning as appropriate.

Level I planning for a project requires preparation of a feasibility study describing the project and the need it addresses. Programmatic requirements are outlined, proposed construction to meet the program requirements is described, and background and context are provided, including a review of legal issues, environmental conditions, and possible alternatives. The Level I Report for a project is reviewed and approved by the University Executive Council, made up of the President, Vice Presidents, and a number of other University officials.

Level II planning involves conceptual design and preparation of a cost estimate for the project. An architectural design team works with the planning team to analyze the program and related design criteria; identify issues, opportunities, alternatives; and review site, building, permitting, environmental, social, and economic considerations. A conceptual design is prepared for the project from which a cost estimate is prepared. A project financing plan identifies potential methods of funding the project that may include several different sources.

Level III planning involves the preparation of complete construction documents for the project, construction, and the purchase of furnishings and equipment needed to put the facility into operation (UW 2011:5-6).

CFP III lists each proposed capital project at the University by fiscal year, describes the project, outlines the phase of planning being undertaken, and projects a schedule for completion. Schedules are adjusted based upon the availability of funds, priorities, and other considerations.

The 1999 Historic Preservation Plan

This Historic Preservation Plan for the University of Wyoming updates and replaces the previous Historic Preservation Plan prepared in 1999 (Marmor 1999). As noted above, the previous plan was one of several historic preservation actions undertaken to mitigate the adverse effect of construction of the Botany Conservatory Addition to the historic Aven Nelson Building under a Section 106 environmental review process required due to federal involvement in the project.

The 1999 Historic Preservation Plan was an important document in identifying historic building on the campus, outlining their context, and suggesting strategies and methods for preserving the University's built heritage. The preservation plan was prepared by Jason Marmor, who also prepared an historical overview of the University's development as part of the Historic American Buildings Survey (HABS) documentation of the campus. Both the preservation plan and the historical overview have been important base documents for the present update.

Upon review of the historical and architectural significance of buildings and landscapes on the University of Wyoming campus, the 1999 plan determined that the campus is eligible for listing as a historic district on the National Register of Historic Places. The campus is determined eligible for its association with the development and operation of the University of Wyoming and the University's central role in the lives of citizens of the state and in the state's contribution to the nation's history. The district is also significant for its architecture and for its representation of the work of Wyoming's regionally important architects. The preservation plan used the 1924 campus plan to delineate boundaries for the proposed historic district, 9th to 15th Streets west to east and Ivinson to Lewis Streets south to north.

Among its recommendations for the management of historic buildings, the 1999 preservation plan suggested:

- **Preparation of a permanent, expandable inventory of historic University of Wyoming properties;**
- **Appointment of a Campus Historic Preservation Coordinator to maintain the inventory, advise regarding preservation issues, and coordinate preservation activities;**
- **Creation of a Campus Historic Preservation Review Board to review and make recommendations concerning proposed projects that might affect historic campus properties;**

- Implementation of a historic preservation review process involving review by the Campus Historic Preservation Review Board and decision and action regarding its recommendations by the Vice President for Administration.

The preservation plan also included general guidelines for maintenance, remodeling, and new construction. The Section 106 environmental review process for historic preservation was outlined as required for federal, federally assisted (including funding), and federally licensed projects.

While the recommendations of the 1999 preservation plan for a formal design review process for historic buildings at the University were not implemented, the preservation plan was important in raising awareness about historic preservation in campus planning and providing baseline documentation and treatment recommendations.

Purpose and Need for an Updated Plan

Since the beginning, buildings and landscapes at the University of Wyoming have had a distinctive character expressive of their place in the Wyoming landscape as well as of contemporary design of the time. Evident in the University's first buildings, Old Main and Science Hall, a unified concept of design has emerged at the University that has resulted in a consistency of feeling and presence no matter in what period the building or landscape was constructed.

The University's character draws inspiration from the Wyoming landscape, the deliberate adaptation of architecture to local conditions and building materials. Buildings were to be similar in color and texture by utilizing native buff-rose-colored sandstone from the university's quarry and buff-colored brick to harmonize with the local geology. Building forms reproduce in stone the rugged offsets and irregularities suggestive of the natural rock and cliff formations of the region (Marmor 1994:18).

This unified concept was first articulated by the University's architects in 1924, when a campus master plan was prepared. Successive architects and designers have contributed to its expression, each period adding the unique imprint of its time. Together, the buildings and landscapes constructed at the University of Wyoming over the course of its history have created a campus with strong regional character representative of Wyoming and its people. The distinctive character of the campus has been a source of identity and pride for those who have lived, worked, and studied here.

Historic preservation is central to the University's character. The history of the University and the state of Wyoming can be read through its buildings and landscapes. The preservation of character-defining features and attributes that contribute what people identify as special about the University is essential if the University's sense of identity is to be carried forward into the future. The preservation and appropriate treatment of significant historic buildings and landscapes is part of the process of protecting and strengthening campus character.

The purpose of this preservation plan is to provide clearer guidance about campus character both in the treatment of existing buildings and landscapes and in the design of new buildings and landscapes within the campus context. The concepts, design principles, and best practices of historic preservation are uniquely tailored to help in this effort. Developed and adapted by the preservation and design communities over the past five decades, the preservation and design guidelines outlined in this plan provide information about designing in sympathy with the established character of the University of Wyoming campus.

1.2 - HOW TO USE THE PRESERVATION PLAN

This historic preservation plan is a resource and guide to the preservation and enhancement of campus character at the University of Wyoming. The plan identifies character-defining features of the campus and provides guidelines for accommodating change while preserving and building upon those features.

Because many of the features or resources contributing to campus character are historically significant, the plan emphasizes historic preservation and addresses the stewardship of historic buildings and landscapes. Maintenance and the treatment of remaining historic fabric is an important part of stewardship. Recognizing that change is essential to the University's mission, the plan provides guidelines for new construction as well as for the renovation and adaptive reuse of existing buildings.

The treatment and design guidelines included in the plan are tools to inform decision-making about change over time. Rather than providing an answer for every situation, the guidelines outline concepts and principles important to campus character and suggest how they may be applied. Every situation presents a combination of issues and opportunities that may differ depending upon their context. The information and guidelines included in the plan will help designers understand and respond appropriately to varying issues and contexts.

The chapters of the plan can serve as a checklist outlining items that should be considered when contemplating change with respect to campus character. They provide a strong philosophical foundation that is nonetheless flexible and adaptable to varying circumstances. Guidelines can often inspire creative and sensitive solutions that were not envisioned when a project was first proposed. The best outcomes are those that meet the needs of the University's academic and institutional programs while preserving the elements that define historic building and landscape character.

Since the University's historic character is central to campus image and identity, it is important that historic building and landscape features be preserved. In reviewing the existing historic resources in this preservation plan, the terms "significance," "integrity," and "existing condition" are used. The plan outlines the historic significance of buildings and landscapes, describes their integrity, and reviews the condition of historic fabric. These three terms have specific meanings within the field of historic preservation that are important to the preservation concepts and approach outlined in the plan and included in its guidelines.

Significance

Significance relates to the history of a building or landscape, why it is important and worthy of appreciation. In historic preservation, resources are evaluated for historic significance according to established professional criteria developed in association with listing on the National Register of Historic Places. Those criteria state that:

> *The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:*
>
> - *A That are associated with events that have made a significant contribution to the broad patterns of our history, or*
> - *B That are associated with the lives of persons significant in our past; or*
> - *C That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or*
> - *D That have yielded or may be likely to yield, information important in prehistory or history (National Park Service 1995:2).*

The University of Wyoming campus includes historic building and landscape resources that are significant to all four of the categories listed above. In particular, historic building and landscape resources associated with the suggested historic district comprising the University's central campus are considered significant with respect to Criteria A and C above, for their association with the University and the state of Wyoming as well as for the quality of their design. The significance of each individual historic building and landscape resource is summarized in Chapters 6 and 7 below.

Integrity

Integrity is the ability of a historic property to convey its significance; thus significance is typically established before integrity is assessed. The National Register of Historic Places describes integrity as the authenticity of a resource's historic identity, evidenced by the survival of physical characteristics that existed during the property's period of significance.

Integrity measures the degree to which the historically significant materials, features, and characteristics of a resource still exist and is assessed through seven aspects defined by the National Register:

> **Location** is the place where the historic property was constructed or the place where the historic event occurred;
>
> **Setting** is the physical environment within and surrounding a property; Design is the combination of elements that create the form, plan, space, structure, and style of a property;
>
> **Materials** are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property;
>
> **Workmanship** is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory;
>
> **Feeling** is a property's expression of the aesthetic or historic sense of a particular period of time; and
>
> **Association** is the direct link between an important historic event or person and a historic property. (National Park Service 1995: 44-45.)

In order to retain historic integrity, a property must possess many of these seven aspects.

Integrity is assessed by identifying the character-defining features of an historic property and determining whether enough of these features remain and are visible to convey the determined significance. Character-defining features are prominent or distinctive aspects, qualities, or characteristics of a historic property that contribute to physical character. Character-defining features also encompass those things that make a property special and potentially eligible for listing in the National Register of Historic Places. Preserving character-defining features helps to protect historic integrity.

Integrity is often closely related to the degree to which a resource's historic fabric remains intact. Historic building fabric includes features (such as entrances, walls, windows, stairways, or trim), and materials (such as stone, metal, wood, or plaster). Historic features and materials are also present in the historic landscape, and include spatial organization, land use, circulation, vegetation, views and vistas, and built features. Authentic building and landscape features and historic fabric that survive help make the historic significance of a resource visible.

When a resource retains a great deal of authentic historic fabric, the integrity of the resource is generally considered high. When there is little historic fabric remaining, integrity is generally considered low. Preservation efforts often focus on preserving the integrity of a resource by preserving historic fabric. Retaining the integrity of a resource is of paramount importance in historic preservation.

Historic significance accrues to a building or landscape over time, and changes that have occurred to a resource are sometimes considered to be historically significant. Many historic buildings, for example, incorporate a mixture of stylistic elements that have been added to an original structure over many years. These additions and alterations are a part of the evolution of the building and contribute to its story and significance and can therefore also contribute to its integrity.

An example is the 1959 addition of the Petroleum and Aeronautics Wing to Engineering Hall. Though later and different from the original building, the addition is sympathetic to the character of Engineering Hall, is part of its story, and contributes to its integrity.

Old Main was constructed in 1887 and renovated in the 1930s and 40s. During the renovations, the entire interior was gutted and reconstructed. The exterior of Old Main, therefore, retains integrity to the original construction date of 1887 while the interior has integrity to the 1940s.

Interior changes to the Aven Nelson Building in 1959 and to the Wyoming Union in 1972 and 2002 diminished the integrity of the respective buildings. The changes to Aven Nelson replaced an interior of high aesthetic and design quality with one that was utilitarian. At Wyoming Union, very little of the historic interior was retained.

Chapter 6 identifies historic features that contribute to the character and integrity of campus landscapes at the University of Wyoming. Chapter 7 describes the level of integrity of historic buildings on campus with respect to remaining historic fabric.

Existing Conditions

Existing conditions evaluation addresses a resource's physical condition, appearance, and soundness. These conditions are inextricably linked to maintenance. Inappropriate maintenance or lack of maintenance often leads to a loss of historic fabric and integrity, while appropriate maintenance retains and repairs historic fabric and supports integrity.

Integrity and existing condition are different but are closely related. An historic building can suffer from lack of use and deferred maintenance with peeling paint, a deteriorated roof, and weathered windows. Overall, it may only be in fair condition. Despite this, however, the building may retain a high degree of historical integrity with most of its original features, design, and materials intact. Recommended treatment might include removal of the inappropriate changes and taking care of the deferred maintenance items. Future changes that might be necessary for the building's reuse should attempt to preserve its overall integrity by preserving its historic fabric and character-defining features.

Chapter 7 includes a summary of the existing condition of each of the historic buildings reviewed. In general, buildings at the University of Wyoming are very well maintained. Where issues were observed, however, suggestions for maintenance work are outlined. Chapter 8 of the preservation plan provides treatment guidelines for historic building fabric as a basis for appropriate maintenance work.

The preservation plan for the University of Wyoming provides helpful information to assist good decision-making. It provides an overview of background information, a preservation approach, and design guidelines for maintenance and the consideration of design changes. The organization of the preservation plan is outlined below.

1.3 - HOW THE PRESERVATION PLAN IS ORGANIZED

The Historic Preservation Plan for the University of Wyoming is divided into ten chapters. The preservation plan begins with an overview of the University's history and significance. It continues with a review of existing landscape and building resources, including a summary of their significance, integrity, and existing conditions. A preservation approach is outlined to provide the context for the process of considering potential impacts on preserving and enhancing campus character. The final chapters provide guidelines for design, treatment, and maintenance with respect to historic buildings and landscapes as well as new construction.

Chapter 1 - Introduction, the current chapter, presents the purpose and background of the plan, discusses how the guidelines may be used, and outlines how the plan is organized.

Chapter 2 - Historical Overview, presents a summary of the University's physical development, dividing its historical development into six separate periods from 1886 to the present. This overview provides a background for consideration of how and why specific building and landscape resources contribute to campus character and are considered historically significant.

Chapter 3 - Historic Contexts, looks at the University's historical development in the larger context of national historical issues and trends. It presents several historical contexts, primarily related to planning and design, by which developments at the University were influenced and with which they are closely related. Appreciation of the historic contexts that influenced campus design helps reinforce appreciation of its significance and character.

Chapter 4 - Summary of Existing Conditions, summarizes planning and development at the University of Wyoming including the overall design, development, and integrity of its historic buildings and landscapes. Key issues and opportunities related to historic campus character are identified.

Chapter 5 - Preservation Approach, outlines an approach to enhancement through the preservation of historic buildings and landscapes and the design of new buildings and landscapes in sympathy with historic campus character. The chapter describes appropriate preservation treatments, suggests processes for considering

preservation issues, and presents the principles embodied in the Secretary of the Interior's Standards for Rehabilitation as a guide to making good preservation decisions.

Chapter 6 - Treatment Guidelines for Heritage Landscape Features, looks at the University's heritage landscapes. It identifies landscape areas of importance, describes their character-defining features, and provides general treatment recommendations.

Chapter 7 - Guidelines and Recommendations for Historic Buildings, reviews each of the historic buildings on campus. The historical development of each building is summarized along with reasons it is considered significant. The historical integrity of each building is outlined, noting where historic building fabric remains and where it has been lost. Existing building conditions are reviewed along with general recommendations for treatment and approach to future change.

Chapter 8 - Treatment Guidelines for Historic Building Fabric, presents treatment guidelines for historic building fabric at the University. It includes discussions of specific building features such as doors and windows; historic building fabric such as masonry and metals; and the preservation of interiors including spatial character, floor plans, and interior building fabric.

Chapter 9 - Design Guidelines, provides guidelines for new construction at the University in sympathy with established campus character and historic contexts. Looking at how buildings have been designed over time, the chapter identifies concepts and principles that have been used to recognize and enhance campus character while still encouraging contemporary expression.

Chapter 10 - Guidelines for Alterations and Additions, includes guidelines for the design of alterations and additions to historic buildings. It discusses the introduction of needed changes to historic buildings to meet changing programmatic needs such as state-of-the-art classrooms, new technology, upgraded mechanical systems, and barrier-free access.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 2 ▪ HISTORICAL OVERVIEW

2.0 Introduction
2.1 The Early Campus (1887-1917)
2.2 Expansion in the Twenties (1917-1929)
2.3 The Depression Years (1929-1943)
2.4 War and Postwar Expansion (1941-1969)
2.5 The Modern University (1969-1992)
2.6 Beyond the Centennial (1992-Present)
2.7 Conclusion

2.0 - INTRODUCTION

Walk the halls of many of the buildings on the campus of the University of Wyoming and you walk not just the halls of a building but the corridors of history, past the doors of rooms where instructors guided students into careers and lives to build up Wyoming, past the rooms where administrators and faculty worked through problems of war and depression and the opportunities of prosperity and the dreams of intellectual growth, past the rooms where Wyoming's people and their leaders acquired an understanding of their own values and priorities, an understanding of the world they inherited and the world they would shape. And then walk the campus, past the buildings where higher education in Wyoming has focused since before Wyoming became a state, and you walk with the sons and daughters of Wyoming from the late nineteenth century into the twenty-first.

The buildings and other elements of the campus landscape emerged sometimes slowly and gradually, and sometimes in robust surges, over the past 128 years. Each alteration, large or small, to the built environment of the campus represented an effort to respond to perceived needs of the university community and to achieve specific goals for the university and its component parts.

Historical Overview

2.0 Introduction
2.1 The Early Campus (1887-1917)
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2.5 The Modern University (1969-1992)
2.6 Beyond the Centennial (1992-Present)
2.7 Conclusion

In order to understand the historical significance of the buildings and other features on the campus, it is essential to explore, at least in their broad outlines, the patterns of change in the physical plant of the University of Wyoming. This historical context thus seeks to provide a framework to help campus planners and others as they seek to connect particular structures to the larger patterns with which they may be associated.

The University of Wyoming operates not only in Laramie, but throughout the state, with facilities to help fulfill its broad public mission of teaching, research, and service in virtually every part of Wyoming. Especially in its outreach efforts the university sometimes considers the state to be its campus and the university community, in fact, stretches from border to border. While university buildings and structures and other features elsewhere in the state (and, for that matter, elsewhere in Laramie) are important and sometimes of historical significance themselves, this planning effort and this historical context focuses on the core contiguous Laramie campus that stretches north and east from Old Main. Those other physical resources of the university that are not included in this planning document also deserve (and require) attention for their historical significance, and the university's mission statement explicitly affirms the institution's commitment to "responsible stewardship of our cultural, historical, and natural resources." While university planning needs to extend to those off-campus resources the same consideration and sensitivity to cultural and historical values, those additional resources in the state lie outside the current effort.

Two decades have passed since a historical context study was prepared for the University of Wyoming campus and in that time some buildings have been added, some have been removed, and others have been altered. That 1994 context, prepared as part of a Historic American Buildings Survey report, formed the basis of the 1999 campus historic preservation plan.[1] The current historical context retains the basic structure and periodization of the 1994 study with two noticeable revisions. Two distinct periods identified in that report as associated with world wars have now been merged into the periods whose patterns of change they generally anticipated. This revision is advisable both to (1) avoid a proliferation of short periods that do not always reflect distinct and separate periods in the life of the university and its physical plant and (2) underscore essential continuities represented in the war periods and postwar developments in the university. Where

[1] Jason Marmor, Historic American Buildings Survey: The University of Wyoming Campus, Laramie, Albany County, Wyoming, HABS No. WY-116, 1994. That HABS report and its historic context provide the basis for the 1990 historic preservation plan by the same author: Jason Marmor, Historic Preservation Plan for the University of Wyoming Campus (April 1999).

the 1994 context concluded with a post-World War II period (1946-present), this historical context breaks that final period (now comprising 68 years) into additional periods that hopefully capture the patterns of recent changes in the campus. As the understanding and writing of history is an ongoing process that is never frozen in time, it is assumed that future efforts to address the history of the University of Wyoming, writing with greater hindsight, will quite possibly revise the assessments and organization of this document. While that revisionist impulse is always appropriate, it is all the more so when the history involved is an effort to understand a place of higher learning.

2.1 - EARLY CAMPUS (1887 – 1917)

Imagine a clean slate with no writing, no images, no guidance at all as to what might appear on it by virtue of human effort and vision. Then imagine the equally blank ten-acre park east of Ninth Street in Laramie, Wyoming, and the adjoining ten acres recently purchased by the state from the railroad, in 1886. Even a few years later, after the first university building was erected in the center of those several blocks of land, the material prospect of future development was neither clear nor especially bright, but hopes were high. Dr. Grace Raymond Hebard arrived to take her position at the University of Wyoming in 1891. Wilson Clough, who recorded much of the history of the university, wrote that Hebard recalled that upon her arrival there were "no trees, no fences, no grass, no bushes. North of the building there was still a buffalo wallow, and to the east nothing but sagebrush and the city cemetery on the distant slope. And in the midst the tower rose like a beacon light."[2]

Rapidly, though not steadily, the university began to take shape as an institution of higher learning (though most of its students were enrolled in preparatory classes that, upon completion, would enable them to sign up for collegiate level work)[3] and as an actual campus with more than one building. Launched while Wyoming was still a territory, the university was incorporated by the legislature of the new state in 1891 and funds trickled in, the tiny faculty divided itself into academic departments and programs, and more and more students from places in Wyoming well beyond

[2] Wilson O. Clough, *A History of the University of Wyoming, 1887-1964* ([Laramie: University of Wyoming], 1965), 41. The physical plans for the campus were sufficiently unclear, or insufficiently communicated, that University Hall, the building that would become Old Main, was originally staked out facing south; a day or two later the stakes were moved to make it, and the future university, face west. Clough's single volume represents a compilation of three works by the same author. At the semi-centennial of the university he prepared a history and then added another history of the university during World War II. This volume includes those two volumes, slightly revised and edited, as well as his history of the university since the war. Unless there is reason to draw upon the earlier, independent, studies, this historical context will use the 1965 compilation; when the others are used, they will be specifically noted.

Laramie showed up ready to pursue the life of the mind for a few years. In 1893 a second building, for Mechanical Arts, was completed northeast of University Hall. This building, like its nearby predecessor, served multiple functions including not only engineering but also housed the mandatory military training required of land grant universities; it was an armory and in 1894 stored military equipment.[4] A large wing that dwarfed the original building was added in 1897 to provide a home for the school of mines. Such was the University of Wyoming at the dawn of the twentieth century: all male students wore military uniforms as cadets, two buildings had been constructed, the campus had doubled in size (to forty acres), landscaping was generally performed by agriculture students who worked two or three hours a day, a walk had been installed to Ninth Street, and trees were planted by classes and social organizations. Arbor Day 1897 saw the planting of 160 trees.[5] The clean slate was blank no more.

In its early years the city of Laramie looked east to the University of Wyoming campus and the campus, in turn, faced west toward town. University Avenue headed exactly to Old Main. Postcard (1910) from Michael Cassity collection.

In the first decade of the twentieth century the forty acres began to hold more of something resembling a university. The construction of a Science Hall, a central heating plant, and a Gymnasium / Armory (with seating for 1,000!) in the first few

[3] Deborah Hardy, *Wyoming University: The First 100 Years, 1886-1986* (Laramie: University of Wyoming, 1986), 15; see also historian T. A. Larson's description of the university at its founding: ". . . for many years the availability of college preparatory work at the University made it unnecessary for Laramie to establish a separate high school poorly supported outside Laramie, it would be many years before the institution could live up to its pretensions as a university." T. A. Larson, *History of Wyoming* (Lincoln: University of Nebraska Press, 1965, 1978; 2nd edition, revised), 228.

[4] Hardy, *Wyoming University*, 16, and on the military aspects of the university, 29.

[5] Clough, *A History of the University of Wyoming*, 1887-1964, 54, 41, 55.

years[6] was followed by the construction (1908) of Women's Hall (later, Merica Hall) as a dormitory for women, the better for them to be housed and boarded, and the better for the university to watch over and supervise them, a vigilant eye which was not provided for male students, with a major wing added the next year. In 1910 a Normal School, for the training of Wyoming's teachers, took its position immediately north of University Hall, now known as Hall of Languages because of its growing dominance by the liberal arts.

Normal School (Education) Building, constructed 1910. Postcard from Michael Cassity collection.

It wasn't just that buildings were being added, important as that was, but that they were being added with a sense of urgency and with the beginning of a sense of plan. President Merica was the force behind both. The University of Wyoming, he wrote in 1909, "should teach the people of the state that the day of little things has gone by . . . There is no place in the wide, wide world for baby universities. . . . Buildings must rise in a night and laboratories must have no element of incompleteness." The same year he invited architect William Dubois to submit a plan for the location of all future buildings.[7] (Dubois was an important figure in the shaping of the university campus, including individual buildings. He designed Merica Hall and after that Hoyt Hall and Agriculture Hall, and worked with Wilbur Hitchcock on Half Acre Gym; Dubois was also the designer of the Liberal Arts Building in the 1930s.) In 1911 Merica challenged the state boldly, "to maintain a University covering the usual work of a University

[6] Hardy, *Wyoming University*, 36.
[7] Clough, *A History of the University of Wyoming, 1887-1964*, 80. The content and fate of that plan, if submitted, is not known.

in certain colleges which it believes are needed for the State or close its doors."[8] He called for more land for the university, he called for a hospital for the university, he called for an administration building that would include an auditorium and library, for a second science building, for a veterinary building, for a new power plant, for a museum and for more. He called for more state funds for the university.[9]

University of Wyoming campus between 1910 and 1916, looking from southwest. The tower on Old Main was removed in 1916. Buildings from left: Normal School, Mechanical Arts and Power Plant, University Hall (Old Main), and Women's Dormitory (Merica Hall). Note red brick of Merica Hall. Postcard from Michael Cassity collection.

Much of the growth and support president Merica sought from the legislature did not materialize right away. In fact, the only new building to be funded immediately was a second science building. The hospital, by various accounts, was either dropped or denied and the city of Laramie planned to build a hospital on Ivinson near the university. The other buildings appeared on a gradual schedule. Of those, the most ambitious and prominent was a new Agriculture Hall situated northwest of the Liberal Arts Building, as Old Main was becoming known.[10] In addition one wing (the north wing) of a new dormitory for women, Hoyt Hall, opened in 1916 and the same year plans were begun for a new library and a music hall was approved.

[8] Clough, *A History of the University of Wyoming, 1887-1964,* 85.
[9] Perhaps in acknowledgement of the course Merica charted, the university began to provide the president a home near the university, purchasing the house as permanent quarters in 1912—the year Merica submitted his resignation, burned his papers, and left the university. Located at 715 Ivinson (originally Thornburgh), the house served as official residence for the university president until after World War II; at that point, as the rest of the campus moved eastward, so did the president's residence, as the university acquired the house at 13th and Ivinson.
[10] Hardy, *Wyoming University*, 79; Hardy writes that by 1920 this change in name had taken place.

Despite these additions, the increase of the physical plant did not exactly keep up with the increase in student enrollment. Between 1913 and 1917 the number of resident college students (a carefully defined part of the campus population) increased from 202 to 335.[11] And the "net registration," which evidently also included both university high school students in Laramie and off-campus enrollment, climbed from 329 to 769. By the time the United States entered World War I in 1917, three decades after the university had started on this land, something resembling an actual campus was taking firm shape. The buildings, most of them using stone from local quarries, were impressive structures that reflected different styles of the day they were individually built and also reflected the growing academic specialization within the university, including a balance between the liberal arts and the land grant fields of agriculture and engineering; they also expressed attempts to provide housing for students, at least for the female portion of the student population.

Agriculture Hall (constructed 1912-1913). Undated postcard from Michael Cassity collection.

The geography of the campus was notable too. When Hoyt Hall opened for women students to occupy in 1916, it was the farthest east of any building, and yet it remained west of Twelfth Street in Laramie. The campus conspicuously occupied the west end of what would in the future be the main campus, and the prominent buildings, including even Agriculture Hall and Science Hall which had drives extending to them, could be most easily accessed from Ninth Street. For that matter, almost all the buildings (Women's Hall and the new Science Building being the notable exceptions) faced west.

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[11] Clough, *A History of the University of Wyoming, 1887-1964*, 93.

2.2 - EXPANSION IN THE TWENTIES (1917 – 1929)

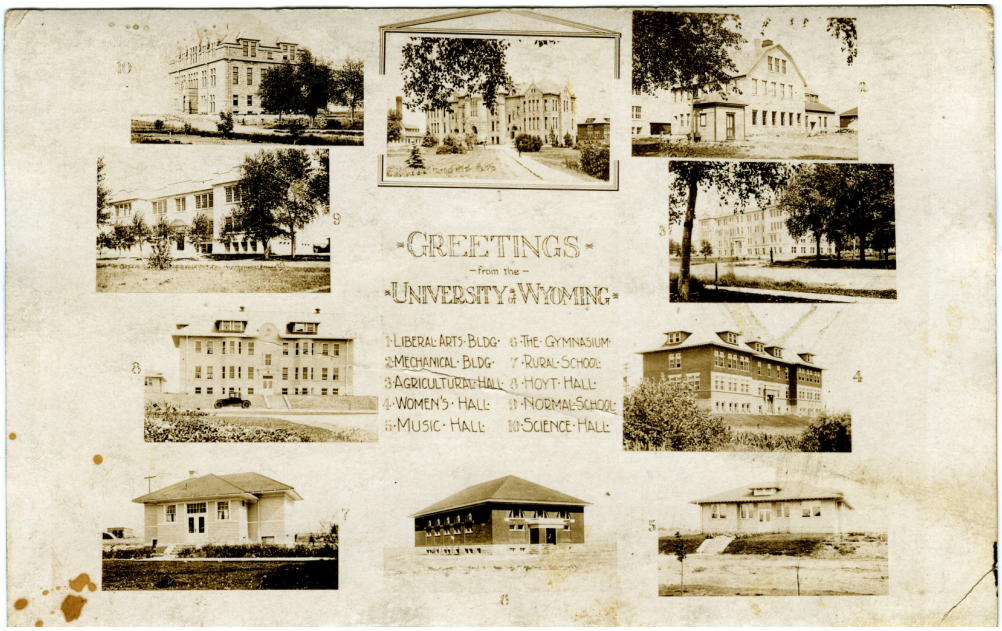
It is always tempting to block off time periods in the past by decades since the numbers are even and decades can be easily remembered. But historical processes seldom conform to the tidiness of calendar dates; moreover, there are seldom clear turning points, or watersheds, which neatly divide history into discrete segments. Because of the forces associated with World War I, however, the people of Wyoming and the University of Wyoming community had clearly entered into a more complex world than the one that had obtained at, and to some degree since, the founding of the university three decades earlier. Academic professionalization and specialization, public need, altered financial circumstance, and national forces unleashed during and after the war all combined to assure that the University of Wyoming would change profoundly in the coming years, and those changes were evident in the physical plant of the young university.

The university had, since its origin, possessed something of a military atmosphere, a quality that owed to the statutory requirement for land grant universities to provide military training. But the war in Europe intensified that aura and even reshaped campus life. The National Defense Act of 1916 created the Reserve Officers Training Corps and allowed for the issuing (instead of cadet purchasing) of uniforms. The university was among the first handful of universities in the nation to apply for and be approved for ROTC activity, with the result that male students had an obligatory two-year participation. (In 1918 ROTC was replaced in the university with the Students' Army Training Corps.) As Wilson Clough records of campus during the war, "Men marched to and fro in uniform over the campus, stood at attention in classes, saluted, jumped at barking orders, or, with distorted faces and strange sounds, thrust bayonets at dummy Germans. Military discipline was the watch word; almost a thing of the past were carefree students, the fraternity and the social life."[12] Other, more subtle changes came too. The university removed the teaching of German from the curriculum, for example,[13] and the university temporarily switched from the quarter system to the semester. Moreover, the physical campus itself changed. Again, Wilson Clough: "The athletic field [near the gymnasium] became a parade ground and the gymnasium a barracks, its galleries widened to accommodate bunks."[14] A fraternity house in a nearby residential area of Laramie also became barracks and

[12] Clough, *A History of the University of Wyoming, 1887-1964*, 103.
[13] Hardy, *Wyoming University,* 87.
[14] Clough, *A History of the University of Wyoming, 1887-1964*, 103. On the location of the athletic field, see the photograph in Rick Ewig and Tamsen Hert, *University of Wyoming* (Charleston, South Carolina, Arcadia Publishing, 2012), 104, where cadets are doing physical training on the athletic field.

a new building, later called the Commons, was constructed on the north side of the campus near Science Hall to serve as a mess hall (and prompted vigorous discussion over the appropriateness of both genders dining there). This building, a key facility on campus, would endure as a dining hall until after World War II.

In addition there were other changes to the campus that came during the war, but not as a direct result of the war: the construction of a Music Hall and the building of a Demonstration Rural School, the first of which reflected the growing fine arts component, weak though it was, at the university and the second of which reflected the growing settlement, via homesteading, of the rural parts of Wyoming, the need for public schools in the sparsely populated areas, and the commitment of the university to provide teachers for those people's schools. Plus, the university made at least two additions to the staff during these years. The new fiscal officer after the war was of obvious importance in the management of the various sources of revenues, but the hiring of a "gardener" was deceptive in its subtle importance. For more than simply maintaining the grounds of the campus, the gardener, William Zeller, it appears, was charged with beautifying the campus landscape. This went beyond the cultivation of "war gardens" and one source notes that, "for the first time, the 1918-19 Catalogue boasted that 'with the extension of the system of walks and drives, the grounds are taking on the aspect of the traditional college campus.'"[15] The president, Wilson Clough wrote, "reported the campus looking better than ever before."[16]



A gallery of campus buildings, 1920. Buildings are numbered clockwise from Old Main (Liberal Arts), top center. H. Svenson photo postcard from Michael Cassity collection.

[15] Marmor, Historic American Buildings Survey: The University of Wyoming Campus, 14.
[16] Clough, *A History of the University of Wyoming, 1887-1964*, 101.

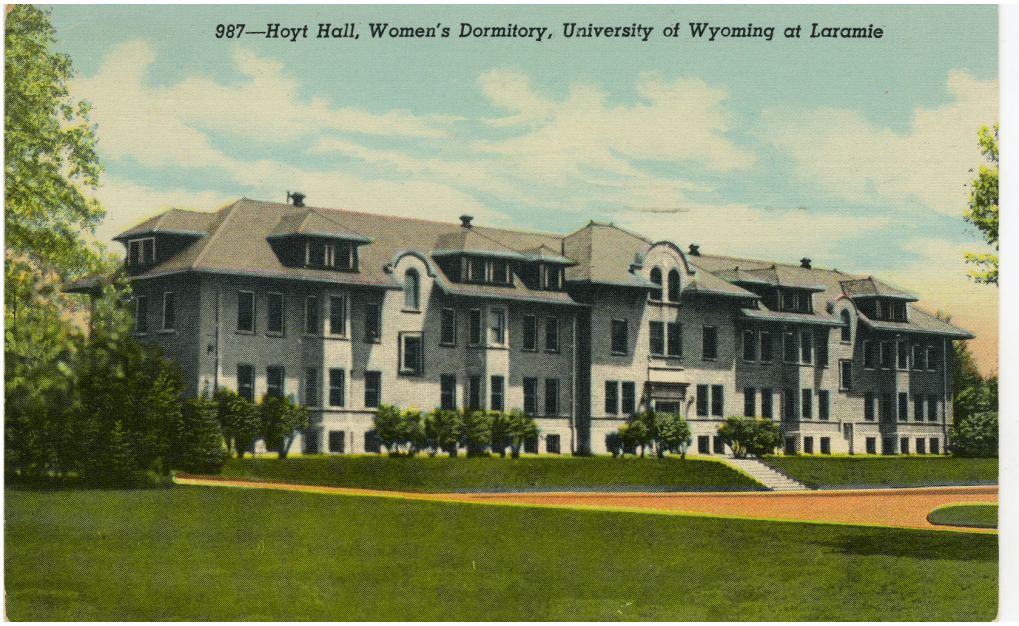
While registration dipped lightly during the war, postwar registration surged back and then grew, with almost 500 resident college students (and a net registration of over 1600) by 1920, an increase of about one-fourth, with 700 by 1922, thus doubling the figures of a few years earlier, and stressing the ability of the university to accommodate the students from around the state who converged on the campus. In 1920 president Aven Nelson listed the needs of the university and took note of the growing enrollment and its attendant implications: "Our splendidly increasing student body will not long remain so happy and contented . . . if they find that Wyoming values its dollars more highly than its sons and daughters."[17] At the top of the list of needs were buildings. The university library had been located in the basement of Old Main and continued to grow beyond the space provided for it. It needed a new building. The Mechanical Arts building was aging and a modern engineering building was needed to replace it. And the gymnasium and armory needed to be replaced.

As the university turned to the state for more support, the response changed the university. Two fundamental developments coincided with this request. The first was the opening of federal lands to mineral production on a lease basis instead of on a claims basis, a statutory revision that enabled and encouraged mineral development on a greater scale than previously. The same federal legislation set the formula for royalty payments to the states, allowing the state 37.5 percent of the royalties. That new system was one change. The other came when the state of Wyoming created a formula for the division of that money between the competing interests and needs in the state, ultimately allowing a regular (at least when mineral production was sufficient, and with some limits) flow of funds into the university building fund. The long-term implication was not certain, but the immediate consequence was clear: "More funds were provided than the institution had in its whole previous history," said president Nelson.[18]

So the university began a new building effort. A new power plant near the north side of campus moved the din of power generation away from the academic part of the campus and used tunnels constructed during the war years to pump steam into the other buildings—perhaps an added incentive to keep the buildings close in the original section of the campus. Some people evidently marveled at the huge

[17] Nelson is quoted in Clough, *A History of the University of Wyoming, 1887-1964*, 107.
[18] Hardy, Wyoming University, 77; Clough, A History of the University of Wyoming, 1887-1964, 108. The provisions and formula of that law were replaced in 1923 with a different formula which did not place a limit on the total sum that might be received by the university. See the discussion by Clough, *A History of the University of Wyoming, 1887-1964*, 116-17 and by T. A. Larson, *History of Wyoming* (Lincoln: University of Nebraska Press, 1965, 1978; 2nd edition, revised), 431.

chimney (sixty-five feet tall) that made it the tallest smokestack (and perhaps also the tallest structure) in the state.[19] The addition to Hoyt Hall was finished in 1920-21.[20] The new library (later the Aven Nelson Building) near Ninth Street, designed by Wilbur Hitchcock, also provided homes for academic departments when it opened in 1923.[21] Broadly proclaimed for its beauty and a critical resource for the entire campus community, the library had long been needed, worked for, and waited for. When it was complete, Wilson Clough reported, "To alumni and faculty, as they gazed about the light, spacious quarters, scientifically ventilated and accessible, a dream seemed to have come true. With a home and a trained staff, the library moved into its true place as the center of University life."[22]



Hoyt Hall, constructed 1916 and added onto in 1920-21. As with almost all UW buildings at the time of its construction, Hoyt Hall faced west. Sanborn postcard from Michael Cassity collection.

Had the library been the only new building started in the early 1920s the building program that produced it would have been important, but two additional major efforts made the construction that much more impressive. One was the Gymnasium/Armory and it opened with basketball games in January 1925. This building, called Half Acre Gymnasium after the measure of its basketball floor, held seating for 4,000, a swimming pool, two gym floors, a rifle range, and a substantial

[19] Clough, *A History of the University of Wyoming, 1887-1964*, 112.
[20] The 1921 addition to Hoyt Hall is ordinarily used as the completion date for the building, although the date has also been given as 1920 and 1922. Clough, *A History of the University of Wyoming, 1887-1964*, 112; Marmor, Historic American Buildings Survey: The University of Wyoming Campus, 17.
[21] Eileen F. Starr, *Architecture in the Cowboy State, 1849-1940* (Glendo: High Plains Press, 1992), 60.
[22] Clough, *A History of the University of Wyoming, 1887-1964*, 119.

space for the armory.[23] The building, monumental in its proportions and detailing, however, was also significant for its location. Unlike virtually the entirety of the major campus buildings that had previously been located on the west edge of the campus, right off Ninth Street or close to those buildings that were, Half Acre Gymnasium was located far to the east, even to the northeast. Perhaps as a way of staking claim to distant corners or to remove the gym and armory from the academic units, this move in one stroke virtually doubled the space actively occupied by the University of Wyoming campus. Filling in that space would be another matter.

Half Acre Gymnasium and Armory (constructed 1923). Postcard from Michael Cassity collection.

As if to underscore the building activity indicated with these two buildings, yet a third major building also rose on the campus in the early and mid-1920s. The Engineering Building took its place in this move to the east, this time just east of the Science Buildings. In 1927 the Engineering Building was finished, but that accomplishment actually included a cluster of buildings and shops. The final complex included four distinct shop units, each with two shops, as well as the main Engineering Building itself. Designed by UW engineering graduate and former faculty member (who left for private practice in 1922) Wilbur Hitchcock and also Frederick Hutchinson Porter of Cheyenne,[24] the building represented a significant achievement in several ways. Functionally, the building was critical to the Engineering program at the university. Robert Sutherland, in his history of the College of Engineering at UW, writes, "These shops were an important step forward in giving engineering on

[23] Clough, *A History of the University of Wyoming, 1887-1964*, 119-20

[24] Hitchcock would die in an automobile accident in 1930; Porter would become the architect for a number of buildings on campus, especially some of the most distinctive and impressive of the post World War II building boom, including Wyoming Hall, Education, Coe Library, Ross Hall, Student Health Services, and the addition to the Hall of Science / Geology Building. See also Starr, *Architecture in the Cowboy State*, 63.

campus a sense of solidarity, of joining with the historically more important liberal arts establishment in offering sons and daughters of Wyoming a more complete array of educational offerings. This step forward was further augmented when the beautiful new engineering building was completed in 1927 adjacent to the shops."[25]

A five-story sandstone building, this was also significant architecturally and its central tower especially attracted attention. That tower reputedly resembles the tower on the American Radiator Building in New York, a building designed by Raymond Hood, recent mentor to Wilbur Hitchcock. Finally, the Engineering Building was significant for its location. With its inescapable mass and size and linear features, this building conspicuously continued the line of buildings marching east from Science Hall, which no longer faced west. These buildings were facing the south, facing the dormitories across an open area.

None of this was by accident for there was another development that was generally unseen but of equal importance. With the enhanced revenue prospects early in the decade, the new president of the university, Arthur G. Crane, called for the development of a plan for design and placement of buildings on the campus. The plan, expected to guide campus development for another twenty-five years, was developed primarily by Wilbur Hitchcock and then adopted by the Board of Trustees in 1924.[26] The key feature of this plan was the placement of buildings around an open space to form a campus quadrangle; Hitchcock and his colleagues even developed a scale model of what the campus of the future would look like. In addition, Hitchcock and Raymond Hood formulated a general "style" of the buildings, variously called Neo-Gothic or Collegiate Gothic, which endeavored to incorporate the lines and textures and even colors of the regional topography into its features. A concise summary of this style is that of Jason Marmor, in his Historic American Buildings Survey of the campus: "The success of the distinctive style which emerged from this process was the result of the deliberate adaptation of architecture to local conditions and building materials."[27] The Work Projects Administration guide to Wyoming, produced a decade and a half later, after more of the plan became implemented, described key elements: "Modified Gothic is the dominant

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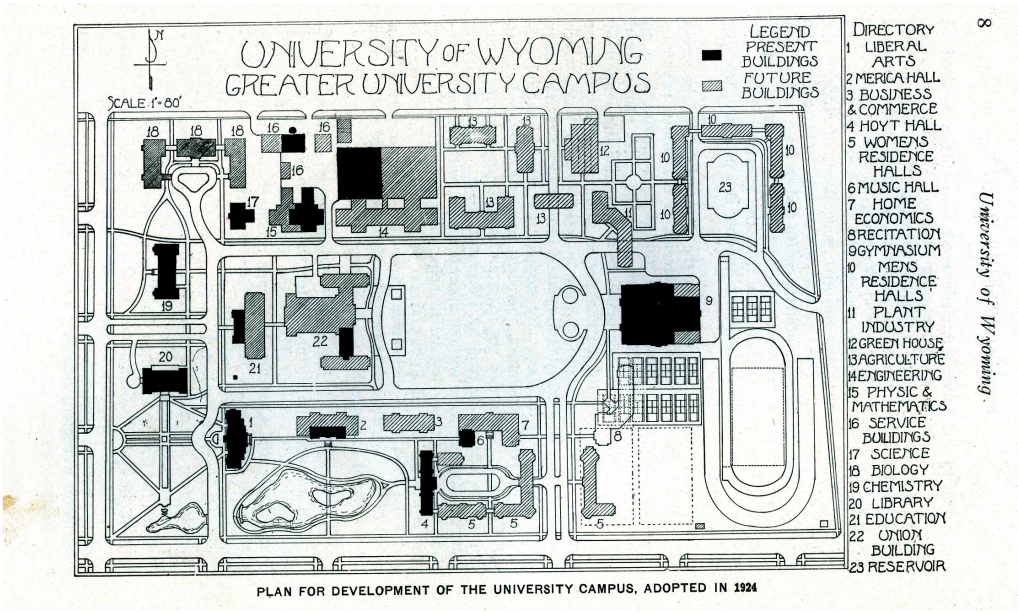
[25] Robert L. Sutherland, History of the *University of Wyoming College of Engineering, 1893-1993* (Laramie: Robert L. Sutherland, 1993), 55.

[26] Clough, *A History of the University of Wyoming, 1887-1964*, 117. Crane observed, "It immediately became apparent that a building plan was essential if construction was not to be piece-meal and haphazard." In addition to Hitchcock, the formulators of the plan included McCrary, Cully and Cathart, landscape architects in Denver. Arthur G. Crane, "President's Ten-Year Report to the Board of Trustees," *Bulletin, University of Wyoming*, XXIX (December 1932), 7.

[27] Marmor, Historic American Buildings Survey: The University of Wyoming Campus, 18.

architectural scheme, particularly in the newer buildings. Broken perpendicular lines predominate, and the whole gives an impression of mass, suggestive of the natural rock and cliff formations of the area."[28] As for the color and texture of the buildings, that depended upon the materials used and in 1923 Senator F. E. Warren (whether as a personal gift or on behalf of the federal government is unclear) presented to the university title to ten acres north of Laramie that contained a quarry for the rose or buff colored sandstone. That quarry, moreover, provided materials for the buildings and, as Clough notes, "students began to learn the art of stone-cutting."[29] This particular learning opportunity may not have been reflected in the official curriculum of the university.



1924 Campus Development Plan from Arthur G. Crane, "President's Ten-Year Report to the Board of Trustees," *Bulletin, University of Wyoming*, XXIX (December 1932), 8.

The 1924 plan guided the placement and the design of the Engineering Building and Half Acre Gymnasium. It also generally anticipated the location but not the design of the next building, a men's dormitory—the first such for men on campus. This building (later named for registrar Ralph McWhinnie) resembled the other large academic buildings that preceded it in construction. This was different from the configuration anticipated by the plan; the footprint of the building in the plan suggests a string of "residence halls" in a U shape rather than the single tall building that emerged and thus the resulting dormitory was perhaps more true to the general intent of the building style than to the particulars of the plan. This building too had a tower.

[28] Workers of the Writers' Program of the Work Projects Administration in the State of Wyoming, *Wyoming: A Guide to Its History, Highways, and People* (Lincoln: University of Nebraska Press, 1981; reprint of 1941 Oxford University Press edition), 168-69, 202.
[29] Clough, *A History of the University of Wyoming, 1887-1964*, 117.

As significant as its striking design and appearance, however, was its location; the men's dormitory was located even farther east along the line that started with Science Hall and Engineering, and, in fact, it was even to the northeast of Half Acre Gymnasium, leaving a considerable gap in the space between the dormitory on the east and Engineering to the west. The reasons for this distant location of course were not specified on the diagram of the university plan. The gymnasium's remoteness from the rest of the campus presumably was due to its athletic and military functions, not exactly mainstream academic endeavors. But the men's dormitory clearly was located farther from the academic buildings than were the women's dormitories, which were next door. In fact, an aerial photograph of campus in 1930 seems to suggest that the men's dormitory was located not just in a remote corner of the campus, but especially far from the women's dormitories, perhaps as far from them as physically possible given the space available for campus expansion.

Aerial view of University of Wyoming campus, 1929-1930. Source: University of Wyoming, American Heritage Center, Miscellaneous AHC Collections, Photo identifier 161229.

By the time the men's dormitory opened in 1928, the university's revenues had been weakened by a faltering economy in the state and nation. Those strains were felt during much of the 1920s. Despite the general image of prosperity implicit in clichés about the roaring twenties, Wyoming's economy was in trouble in the 1920s. Oil and coal production declined after the first several years of the decade, farmers and ranchers had faced the bleak circumstances of agricultural depression since about 1923, cities could not keep up with the services necessary to accommodate the growing numbers of people moving from the countryside, small businesses found themselves squeezed on the one hand by chain stores and national companies and on the other hand by declining consumption by those who worked in the oil industry, in the coal mines, on the farms, in the timber industry, and

elsewhere.[30] The permanent building fund at the university shielded UW from some of those stresses, but even that fund failed to provide enough revenue to fulfill the ambitions of growth and construction on campus. President Crane's plans had been fulfilled in great measure in a handful of years, but some key projects remained dreams of the future. When the stock market crashed in October 1929, those dreams became that much more difficult to realize.

2.3 - THE DEPRESSION YEARS (1929 – 1943)

As the Depression settled deeper and deeper into the state in the years after 1929, the university was hardly exempt from the pressures, but there was a lag in the way it experienced the downturn. For a while enrollment continued to climb, even reaching a high point of 1,400 college students in the fall of 1931. Hidden within that number, however, was a decline in freshman enrollment, an ominous trend for future registration. Even so, the university aspired to more construction in 1930, drawing up a list of projects including, according to Clough, "an enlarged College of Education, a women's building, a place for the preservation of state historical records and mementoes, and a College of Liberal Arts, this last 'the largest building projected, with auditorium and student union quarters.'"[31] Each of those buildings had to wait and the permanent building fund was used to pay off existing building indebtedness instead of initiating new projects, but one plan, not on the main list, could be acted upon more easily. In 1930 architect Wilbur Hitchcock developed a plan for Fraternity Park, a space east of Fifteenth Street that he designed with sororities on the south side of a quadrangle containing tennis courts and fraternities on the north side. One sorority promptly placed its new building there, but the Depression meant that house would be the only one in the park during most of the following decade.[32]

After 1931 the general building program at the university ground to a halt and budget cuts went deeper and deeper into the operation of the school. Wilson Clough wrote a semi-centennial history of the university in the 1930s, the first of several chronicles of UW's development that he prepared, and was thus writing as the events unfolded. He observed, "In March, 1932, the University's budget was slashed nearly $100,000, faculty were assessed, along with other state employees, for state relief, married women were excluded from employment, faculty travel was restricted, and

[30] For the general contours of society and economy in Wyoming in the 1920s, see Michael Cassity, *Building Up Wyoming: Depression-Era Federal Projects in Wyoming, 1929-1943* (Cheyenne: Wyoming State Historic Preservation Office, 2013), 9-36.
[31] Clough, *A History of the University of Wyoming, 1887-1964*, 131, 161; Hardy, *Wyoming University*, 102-03.
[32] Hardy, *Wyoming University*, 123.

staff vacancies were not met by replacements."[33] Merica Hall, the first women's dormitory, was closed but reopened in 1932. While it was plain that others in the state suffered the Depression more and that other institutions were hit harder than the university, still the tightened budgets and sacrifices at UW were significant, were deeply felt by some people more than others, and would leave an enduring mark especially on the people denied, or partially denied, education opportunities.

A gallery of major buildings on the eve of the Depression. Sanborn postcard from Michael Cassity collection.

The public works and relief programs of the Franklin Roosevelt administration beginning in 1933 offered some respite for students and also provided some assistance for maintenance, and ultimately expansion, of the university's physical plant. Much of that relief was slow in coming, though. The major early initiative of the New Deal in the direction of work projects, the Public Works Administration (PWA), was large but directed to the vast projects like the construction of Alcova and Seminoe Dams on the North Platte River. Even with that, the funds were sparingly expended and carefully guarded, so that the expenditure did not provide visible impact on unemployment. Some federal moneys went for highway and other work, and some funds were made available for direct relief to the unemployed, but it was only in the late fall and winter of 1933-1934 that the New Deal began to hire people who were out of work to perform other kinds of work with the creation of the Civil Works Administration (CWA). The CWA put about ten thousand people to work on a multitude of small projects in the state during the winter of 1933-1934, and that included projects in and around the university but the CWA's role was clearly less at UW than it was in most of the state; it was directed not at building buildings but at

[33] Wilson O. Clough, *A History of the University of Wyoming, 1887-1937* (Laramie: Laramie Printing Co., 1937), 161-62, 152.

repairing them and landscaping their grounds and it was directed not at students but at those who had lost their jobs and were on the unemployment lists. Nonetheless, some students and others were put to work on the grounds of the university.

The administration and the trustees of the university saw the opportunity presented by the Public Works Administration, however, and undertook a campaign to secure a loan and a grant to construct the new auditorium and liberal arts building that they had wanted and had postponed. This turned into a complicated matter requiring first the permission of the legislature in authorizing bonds to underwrite the loan (which permission was soon received), but then the PWA officials disputed the legal right of the university to pledge future income from its land against building indebtedness. To establish that right, the university initiated a "friendly" court case by which it could demonstrate and secure concretely its legal power for such an issuance, and that case went to the Wyoming Supreme Court. In June 1934 that body decided in the university's favor so the administration began a vigorous lobbying campaign in Washington to get the PWA loan, enlisting the help of Senator Joseph O'Mahoney. Finally, in late 1934, the University of Wyoming received a loan of $300,000 (and some of it a grant) from the PWA to construct what became the Liberal Arts building.[34]

Even though construction did not begin on this building until 1935, a corner had been turned. In the larger picture, this PWA project was important because, as big as the new building was, it was a small fraction of the size of projects that the PWA had in mind and was accustomed to sponsoring; in the future the PWA would be the agency behind a number of schools and other public buildings in the state. But it was also important from the perspective of the university. Laying the cornerstone of this building meant, first, that after a long dry spell of not building—the seven years since 1928 when the Men's Residence Hall opened—construction was once again taking place on the campus. But it also represented a change in the direction of growth on the campus by placing on the open space something resembling a keystone that would shape the rest of construction there. The new Liberal Arts Building was located at the west end of what was then called the "open range," and it stood opposite that space from Half Acre Gym. As Wilson Clough observed at the time, "the center of the campus definitely moved eastward, and the 'open range' took a more central position."[35]

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[34] Clough, *A History of the University of Wyoming, 1887-1964*, 138-39; Hardy, *Wyoming University*, 111.
[35] Clough, *A History of the University of Wyoming, 1887-1937*, 164.

The Liberal Arts Building also was important to the Public Works Administration. At the end of the decade the PWA published photographs and reports of some of its representative and exemplary projects and that volume included the UW Liberal Arts Building. Presenting a photograph of the building exterior and a diagram of its interior, the reported noted, "the structure is entirely fireproof and the exterior walls are faced with a rough ashlar of local stone obtained in a quarry owned by the university."[36] A building with four stories and a basement, the auditorium in the center was surrounded by offices and classrooms and provided lobbies on the first and second floors. When it was completed in June 1936 it was the pride of the university, and for good reason. It was one of the largest buildings on campus, and certainly the largest academic building, and it was a structure symbolizing beauty and strength, reflecting fundamental elements in the style suggested by its counterparts north and east of the quadrangle and moving them forward. That it rose from the ground in the depths of the Depression, that it marked a turning point in the direction of the campus, that it marked the beginning of a new phase in the midst of the Depression when the very act of building anything was in doubt, all made it that much more an achievement.

The PWA was not the only public works program to make a contribution to the campus. In 1935, after frustration with that agency's record in creating jobs and creating them quickly, President Roosevelt created the Works Progress Administration (WPA), and charged it with doing much the same that the short-lived Civil Works Administration had done—perform work on a great many small public projects. Active throughout the state of Wyoming, the WPA left its mark in virtually every county and community, and that includes on the campus of the University of Wyoming. Those marks, however, are often difficult to see for the WPA workers did not generally undertake the construction of buildings, although some modest buildings can be found, but instead focused on the campus landscape.

Given the growing number of utility buildings and structures on the campus, necessary to provide garages and services and storage essential to university functions, there is a strong likelihood that WPA projects produced some of them, although there is no master list of projects and products and their identities are not recorded elsewhere. Project records do indicate that the WPA built a one-story building for use as a petroleum laboratory and they show that the WPA developed

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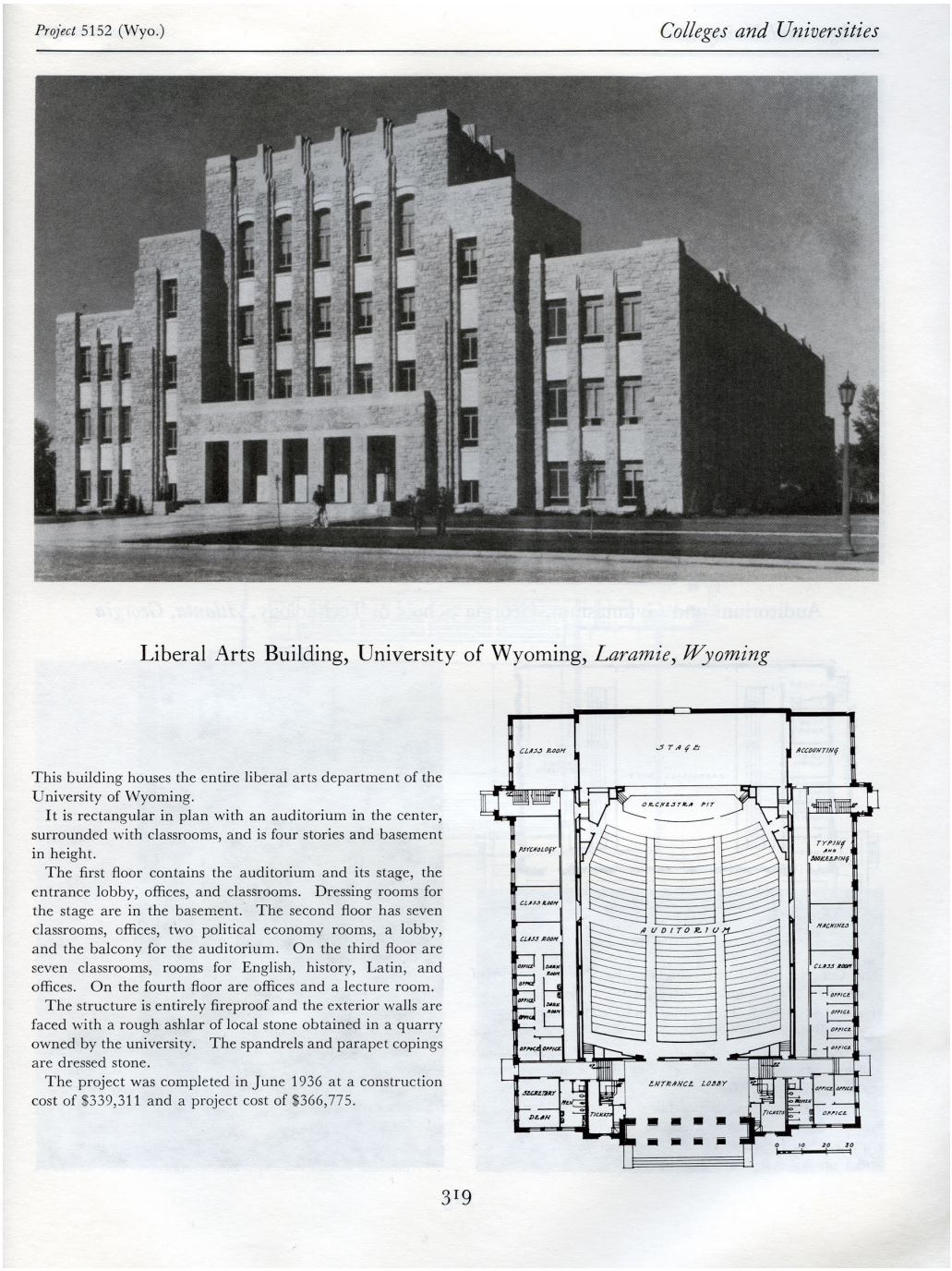
[36] C. W. Short and R. Stanley-Brown, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and other Governmental Bodies Between the Years 1933 and 1939 with the Assistance of the Public Works Administration* (Washington, D.C.: Government Printing Office, 1939), 319.

water for irrigation on campus (a series of ditches provided irrigation for the grounds until sprinklers were installed much later). The WPA also provided clerical workers for programs at the university. One general WPA project on campus, typical of that agency, recorded in omnibus fashion: "Work will permit much-needed general development of the campus of the University. Work consists of construction of concrete curb, gutter and sidewalk, concrete and clay tennis courts; street grading and walling; construction of working 6 inch and 8 inch sewer and manholes; 1 inch, 3 inch, 4 inch and 6 inch water main, concrete irrigation canal, service tunnels, eradication of any [unreadable], grading, and landscaping and all incidental work."[37] Jason Marmor quotes Arthur Crane crediting WPA projects with "undoubtedly [advancing] the development of the campus 10 years beyond what could have been hoped for with state resources alone." Crane actually was quite specific about the contribution: "During the past several years, the planting of shrubbery and trees, improvements in grading, the making of new lawns, the construction of curbs, gutters, sidewalks, irrigations reservoirs and ditches, has been done largely with the help of WPA workers."[38]

There was one program where the federal project held a particular connection to the university, though the thread making that connection was not altogether obvious. President Crane had taken a special interest in the welfare of students during the Depression and often made a case for assisting them with every means possible. Crane argued that the impact of the Depression on the nation's youth was particularly devastating since the ravaged economy often meant that they had to drop out of high school or college, that they, never having held a job because of their youth, would have trouble getting any kind of employment and thus would be disproportionately injured by the Depression and that injury would last for the rest of their lives. Early in the New Deal when the government set up the

[37] Wyoming WPA Projects Files, Planning and Control Section, Project Folders, National Archives and Records Administration, Reel 215. Wyoming State Historic Preservation Office and Wyoming State Archives, Cheyenne, Wyoming.

[38] Marmor, Historic American Buildings Survey: The University of Wyoming Campus, 28. A. G. Crane, *The University of Wyoming, 1940: A Pioneer Comes of Age* (Laramie, Wyoming: University of Wyoming, 1940), 31. One aspect of this work that may, in retrospect, appear to be of less significance than it was at the time was that of irrigation (and irrigation ditches), a feature which is no longer present on campus. Crane explained: "Located as the University is on primitive prairie, all trees, shrubbery and grass must depend upon irrigation. The University now possesses three flowing wells, one of which has been in operation for over forty years. The two newer wells are also equipped with electric pumps for augmenting the natural flow to the reservoirs, water from which is conducted through concrete ditches to all parts of the campus. The entire 96 acres of campus are now under flood irrigation and independent of the Laramie water system, often overloaded during the summer season. Trees and shrubs under flood irrigation have actually shown nearly double the annual growth made by similar trees receiving only the old more expensive hose irrigation." Crane, *The University of Wyoming, 1940: A Pioneer Comes of Age*, 31.



Project 5152 (Wyo.) *Colleges and Universities*

Liberal Arts Building, University of Wyoming, *Laramie, Wyoming*

This building houses the entire liberal arts department of the University of Wyoming.

It is rectangular in plan with an auditorium in the center, surrounded with classrooms, and is four stories and basement in height.

The first floor contains the auditorium and its stage, the entrance lobby, offices, and classrooms. Dressing rooms for the stage are in the basement. The second floor has seven classrooms, offices, two political economy rooms, a lobby, and the balcony for the auditorium. On the third floor are seven classrooms, rooms for English, history, Latin, and offices. On the fourth floor are offices and a lecture room.

The structure is entirely fireproof and the exterior walls are faced with a rough ashlar of local stone obtained in a quarry owned by the university. The spandrels and parapet copings are dressed stone.

The project was completed in June 1936 at a construction cost of $339,311 and a project cost of $366,775.

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A major landmark at the university, and a building that shifted the center of gravity for the campus, the Liberal Arts Building was also featured in a volume that showcased select Public Works Administration projects (one of four from Wyoming). Source: C. W. Short and R. Stanley-Brown, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and other Governmental Bodies Between the Years 1933 and 1939 with the Assistance of the Public Works Administration* (Washington, D.C.: Government Printing Office, 1939), 319.

Federal Emergency Relief Administration to provide assistance (in the form of direct relief) to the unemployed, Arthur Crane argued that some of that money should be made available to students. Wilson Clough noted that Crane, who also happened to chair a committee of the Association of Land Grant Colleges, "was in no small way instrumental in persuading the government to apportion some of the federal relief funds to keeping youth in schools and colleges." He lobbied and

argued and presented the particulars and the FERA set aside funds for a student aid program.[39] Then, in 1935 when the WPA was created, a new agency within the WPA appeared: the National Youth Administration and its mission was exactly to help out those students, male and female, in the nation. That included students at the University of Wyoming. The projects of the NYA were often small and involved a wide range of work from cleaning and shelving books to landscaping to, ultimately, heavy construction. The university endeavored, as Crane made clear, to put these young people to work in projects related to their academic studies, and several photographs clearly show NYA workers preparing dinosaur bones for a museum display at the university. Other photographs show student workers with shovels and rakes working on landscaping and gardening, and these likely were NYA workers. And immediately south of the new Liberal Arts Building a sidewalk has the initials of about twenty workers and then this imprint in one panel of the sidewalk: N.Y.A. CONCRETE GANG, OCT. 1936.

Etched into a sidewalk near the Arts & Sciences Building, the mark of the National Youth Administration's work endures.

Another WPA program, the Federal Art Project and its allied efforts in other agencies, put artists to work and that also included putting them to work in Wyoming, and at the University of Wyoming. The Federal Art Gallery in Laramie was described in *Time* magazine in 1938: "Laid out by experts from Washington, such a Federal art gallery as that in Laramie, Wyo. has all the elegance of Manhattan's Museum of Modern Art."[40] And the article included a photograph of the Wyoming gallery. Where was the gallery? It was in the second floor lobby of the new Liberal Arts Building. As the director of the Wyoming art project explained, "Before these Federal galleries were established, Wyoming did not have even an art exhibit hall suitable for exhibitions of art. A professional gallery did not exist in Wyoming." He also explained that "a relatively few people of the state had ever seen an art gallery."[41] In a way, when we are talking about the development of the campus of the University of Wyoming we are also talking about the broader social and cultural development of the state of Wyoming.

[39] Clough, *A History of the University of Wyoming, 1887-1964*, 137; Hardy, Wyoming University, 124.
[40] "Art: In the Business District," *Time*, September 5, 1938, 38.
[41] E. E. Lowry, "A Review of the Federal Art Galleries in Wyoming," hand written date of 3-25-38, copy in Herbert Dieterich Papers in Wyoming State Archives.

There was one other major campus project for which the identity is clear and the building itself iconic. The original plan for the Liberal Arts Building included facilities for a student union. While the new building provided many functions, serving as a student union was not among them. In late 1937 and 1938 plans were developed for a union and this time the PWA was more accommodating, perhaps facilitated by president Crane's trip to Washington to push for the building. Bids were taken and construction of the building, the Wyoming Union, began. By autumn 1938, at the university homecoming, the cornerstone for the new building was laid amidst great fanfare with a procession that started from the Liberal Arts Building and marched to the rising Wyoming Union. With its use of stone from the university quarry, with its considerable size, and with its prominent location on what was becoming the center of the campus, the Wyoming Union became a new focus of attention. As for its style, the campus newspaper in January 1938 commented, "Architecturally the new building will conform to the new campus buildings—the men's residence hall, the gymnasium, the engineering hall and the new liberal arts building. These structures are suggestive of the natural phenomena of Wyoming—flat-topped surfaced such as are seen in hundreds of Wyoming's buttes, a rising massiveness of form, irregular surface contours, and the whole creating a general impression of mass."[42] In addition to those lines, however, the Wyoming Union also featured a tower in much the same way that the Men's Residence Hall did. But the union was more than an achievement for the university; as a dramatic and iconic building it represented then, and continues to represent, the contributions and changes of the public works programs of the federal government in the years of the Depression for Wyoming and beyond in addressing the problem of unemployment and building up the facilities and systems to serve the needs of the public.

In 1937 the University of Wyoming celebrated fifty years as an operating institution of higher learning just as the state was making visible progress in climbing out of the circumstances of Depression. As Wilson Clough wrote in his semi-centennial history of the university,

> Enrollments in its forty-ninth year for the first time passed 1,700. A new liberal arts building and auditorium had centralized its oldest and largest college, and opened new possibilities for its academic and cultural life. Old Main was undergoing renovation towards being fully given over to administration, and a housing campaign promised to add new dormitories in the near future. Campus planning had born fruit in a campus of unique and attractive character, one on which spaciousness left room for growth. Statewide recognition of the institution had never been more encouraging . . . .[43]

[42] This is from the January 6, 1938 issue of *The Branding Iron*, as quoted in the University of Wyoming Survey Form, Wyoming Union, Section 8, page 2. Wyoming SHPO.
[43] Clough, *A History of the University of Wyoming, 1887-1964*, 146.

A number of signs indicated the achievements, including the buildings that had recently emerged on campus around what was becoming known as Prexy's Pasture. In addition, one focused tribute that attempted to put several themes together appeared inside the new Wyoming Union shortly after it opened. As the union was nearing completion, the Associated Students of the University of Wyoming, representing the students to whom the union in many ways belonged, commissioned a mural to be painted for display in the union. They selected a WPA artist from Utah and his vision captured key elements of the history of the university. Lynn Fausett's large (7'x28') mural, *Western Welcome*, has two main elements, one being the staged-kidnapping of the new president Arthur Crane when he arrived to take the helm of the university in 1922. The other element features the buildings that Crane pushed to completion on campus, the buildings each recognizable and prominent. The mural continues to hang inside the Wyoming Union, that building not the least of Crane's contributions.

The Wyoming Union did not represent, however, a completion of the university's building plans and hopes. Still other buildings were on the list including new dormitories, student health center, new building for the College of Education, shops for Engineering, a wool laboratory, a greenhouse, a power plant, and "reconstruction of Old Main."[44] In fact, when president Crane submitted this list to the legislature in 1939, he had already received approval from the PWA for each, but the state legislature cut the funds necessary.[45] The only substantial building to emerge from the list, at least in the short run, was a new dormitory for women located east of Hoyt Hall. Built in 1940 and 1941, this dormitory, named for the first Dean of Women, Emma Howell Knight, initially consisted of only one wing of the current building. (It is possible that the sidewalk north of Knight Hall stamped with the WPA initials was poured at this time.) With the opening of Knight Hall in 1941, the wave of construction that had reshaped and redirected the campus in the Crane administration faded to an end. Perhaps the only other gesture in that direction was the university's attempt in 1939 to stimulate construction in Fraternity Park by enlarging the size of lots and also reducing the prices on those lots.[46] (Previously the lots appeared to be designed for two rows of houses on each side of the park; the new configuration appeared, at least as it ultimately was realized, to reduce the two rows to one.) But that was all. The next construction on the campus, in the early 1940s, had a distinctly military aspect in appearance and function.

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[44] Clough, *A History of the University of Wyoming, 1887-1964*, 170, notes that the remodeled president's quarters in Old Main were ready for occupation February 16, 1940.
[45] Clough, *A History of the University of Wyoming, 1887-1964*, 162-63.
[46] Clough, *A History of the University of Wyoming, 1887-1964*, 169.

Wyoming Union, a Public Works Administration project, nearing completion March 5, 1939. Wire service photo from collection of Michael Cassity.

2.4 - WAR AND POSTWAR EXPANSION (1941 – 1969)

Even before U.S. official entry into World War II, the University of Wyoming took on something of a war footing. As Wilson Clough observed of president Crane as early as 1938, "he was now increasingly aware of the coming crisis and considerably extended his speaking program to include topics on the University's place in such a time." In 1939, even before the German invasion of Poland that triggered the beginning of World War II in Europe, Crane had applied for a Civil Aeronautics Authority Pilot Training Course to provide flight instruction for "national defense purposes." With a long and prominent military presence already on campus, the UW Reserve Officer Training Corps became more rigorous and demanding and in 1940 president Crane stressed to the legislature the "need for a defense program in both military training and the contribution of educational resources." The university was thus in the midst of preparations for war in January 1941 when president Crane was abruptly fired by the Board of Trustees, a circumstance that complicated the transition and that also meant a loss of the key force behind the building program of the university. Even without Crane's leadership, however, by graduation in the spring of 1942, Clough writes, "the University was . . . aligned with the war effort."[47] A host of programs preparing students and recruits for military service and for non-military work in support of that service began to spring up in various parts of the campus.

[47] Clough, *A History of the University of Wyoming, 1887-1964*, 160, 166-67, 168, 175, 200.

Those programs, and the recruits they brought to campus (at one point nearly 1200 men in uniform on campus[48]), meant additional attention to the new population. The university contracted with the Army (and evidently with the Navy too) to provide instruction and also housing and board for trainees. Some of this was undertaken by shifting one population to another dormitory to make room for another group. So Knight Hall became a barracks instead of a women's dorm. The Men's Residence Hall (McWhinnie) now housed men in uniform. Thus the depleted enrollments

The Engineering Building, with its prominent tower, served as a key landmark and monument on campus, even during World War II when this postcard was mailed in October 1943. The writer of the message on the card noted the wartime changes: "The University has opened with approximately 600 civilian students as well as about 1000 soldier trainees. Our Fall enrollment 3 years ago was 2100." This precision was understandably exact, for the card was signed by Bernice and Ralph E. McWhinnie. Postcard from Michael Cassity collection.

occasioned by the war were somewhat offset by the presence of trainees in the new military programs. But more was needed, and in 1940 the Cowboy Dorms were constructed near the northwest corner of the campus. These dormitories were simple rectangular barrack-style buildings, and could have doubled for such on a military base except for their fake-log siding. The West Cowboy Dorm (and possibly also the East) appears to have been constructed by WPA workers or possibly even NYA workers, but the documentation of that work is inconclusive. While the mood, appearance, pace, and academic thrust of the campus changed during the war, the enduring alterations to the physical plant were limited mainly to the Cowboy Dorms—and those buildings served as important landmarks in time, if not in space, until they were razed.

[48] Clough, *A History of the University of Wyoming, 1887-1964*, 218.

A hallmark of effective administration is to plan for future developments so as to be prepared for them—and their consequences—before the actual need. As early as January 1944, well before the allied invasion at Normandy launched an offensive that turned the tide of war, the university had started planning for postwar construction. The board sent a ten year plan costing four million dollars to the legislature; the legislature did not adopt the proposal, but the vision was clear: new wings for the Engineering Building and also for Liberal Arts; new space for Agriculture, Home Economics, and Education as well as an expanded power plant and additional shops.[49] That list of future needs gained urgency with another development of 1944: the enactment in Washington of the G.I. Bill which foretold the return of significant numbers of veterans seeking education opportunities of one kind or another. And yet another dimension of future needs was signaled in president James L. Morrill's speech before his departure in 1945: he called upon Wyoming to "look beyond regionalism and to the larger University, a University of national dimensions," as Clough summarized it.[50] These three elements—an ongoing need for new construction, mushrooming enrollments, and the striving for academic excellence of national recognition—shaped the future of the University of Wyoming.

As it happened, in 1942, just as the war effort was getting underway, the university acquired more land to the east of Fifteenth Street. The orphanage known as Talbot Hall (on land situated on the northeast corner of Fifteenth and Grand) and its buildings became university property and the facility was soon remodeled as residential space for faculty and staff; this included also Dray Cottage. In the same location the wood-frame Hudson dormitories were added as residence halls for men, bringing university dormitory capacity for single men to 1200. In addition, the university created Veterans' Village southeast of Fraternity Park. Veterans' Village had seventy-five prefabricated houses by January 1946 and was projected within two years to have a thousand such units.[51] In addition to the housing, temporary quarters, often of the steel Butler Hut variety, appeared all over campus to provide classroom space; this included three such units directly north of the Liberal Arts Building. The word "unsightly" emerged as a common description both of the individual units and of their proximity to the stately campus buildings so recently erected.[52]

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[49] Clough, *A History of the University of Wyoming, 1887-1964*, 235.
[50] Clough, *A History of the University of Wyoming, 1887-1964*, 240.
[51] Clough, *A History of the University of Wyoming, 1887-1964*, 246.
[52] See, for example, the photograph of the Liberal Arts Building with three modular units lined up immediately north of that building in Watson A. Bowes and Gerald T. Hart, *An Appraisal of Property and Insurance Study, University of Wyoming* (Denver: Bowes & Hart Valuation Consultants, 1950), 117. A copy of this report can be found in the Emmett Chisum Special Collections, Coe Library, University of Wyoming.

At this point the university was attempting to catch up to the needs created by the dramatic surge in enrollment instead of preparing for them. In the spring of 1946 the governor and legislature provided approval for the university to issue bonds for three new dormitories and the Federal Works Agency (into which had been consolidated the various public works programs of the New Deal in 1939) provided startup funds for the development of plans and specifications for a new men's dormitory and new buildings for Agriculture and Education.[53] In late 1946 the new president, George Duke Humphrey, also initiated plans for a new stadium and fieldhouse, both structures to memorialize the university community's war casualties. This was the beginning of a new wave of construction. As historian Hardy writes, "During the Humphrey administration, central campus took the form it has today; in addition the University acquired its first high-rise dormitories, and its present (though then smaller) football stadium and fieldhouse."[54]

In 1947 the legislature appropriated more money for the university than ever before and a key element of that appropriation was for buildings, including a cafeteria annex to Knight Hall and a new men's dormitory (both designed as self-liquidating—they would pay for themselves). Clough notes that appropriation also provided funds for the improvement and reseeding of Prexy's Pasture, recently a drill field (and with more changes and "face-lifting" to come in 1949).[55] So the installation of sprinklers, shrubs, and walks helped transform the pasture into a genuine quadrangle. The legislature, in a special session in June 1948, provided supplemental appropriations to start the process for constructing new Agriculture and Education buildings, and for the further remodeling of Old Main (in progress and to be completed in summer 1949). Evidently it also provided for the acquisition of more land; at this point the land on campus amounted to about 240 acres.[56]

By the end of the 1940s, after a serious struggle to meet the escalating needs of the university (which also included faculty shortages attempting to meet the needs of the flood of students as well as shortages of library and other facilities), new, permanent buildings began to rise around Prexy's Pasture. The cafeteria addition to Knight Hall opened in 1949 and the dormitory addition in 1950; and the new men's dormitory, Wyoming Hall, located east of the Men's Residence Hall (McWhinnie) opened in 1951. Two parts of a new Agriculture Building, east of Engineering, were ready in autumn 1950. The Education Building, along with its laboratory school, would

[53] Clough, *A History of the University of Wyoming, 1887-1964*, 249.
[54] Hardy, *Wyoming University*, 172.
[55] Clough, *A History of the University of Wyoming, 1887-1964*, 272.
[56] Clough, *A History of the University of Wyoming, 1887-1964*, 268.

be ready for classes in 1951. All three of these buildings (Wyoming, Agriculture, Education) were designed by Frederick Hutchinson Porter, as would be others in this postwar surge of construction.

The quadrangle itself, Prexy's pasture, looked completely different from what it had just a few years earlier and it was not just because of the new buildings around it. Not only had it been landscaped, but it now offered parking space along its sides for the postwar automobile culture.[57] Memorial Stadium and Fieldhouse (also Frederick Hutchinson Porter designs) were to be finished in 1951 and the stadium was already being used for football games in 1950. (At the laying of cornerstones for these buildings one of the participants was none other than the Acting Governor of Wyoming, Arthur G. Crane.) And to put the growth of athletic facilities into context, that growth had generally been post World War II. As historian Deborah Hardy notes, "Football in Wyoming had barely ranked as a living sport before Duke Humphrey became president."[58]

Knight Hall. Sanborn postcard from Michael Cassity collection.

There was still more construction on the way, and a new Law School building was started on Ivinson in 1951-52. In 1955 the legislature approved a plan for sixty married student apartment units.[59] And the 1955 bequest of William Robertson Coe made possible the construction of a new library; his funds were matched by the state and the Coe Library began to take form east of Knight Hall at the corner of Thirteenth and Ivinson in 1956 and opened for use in autumn 1958.

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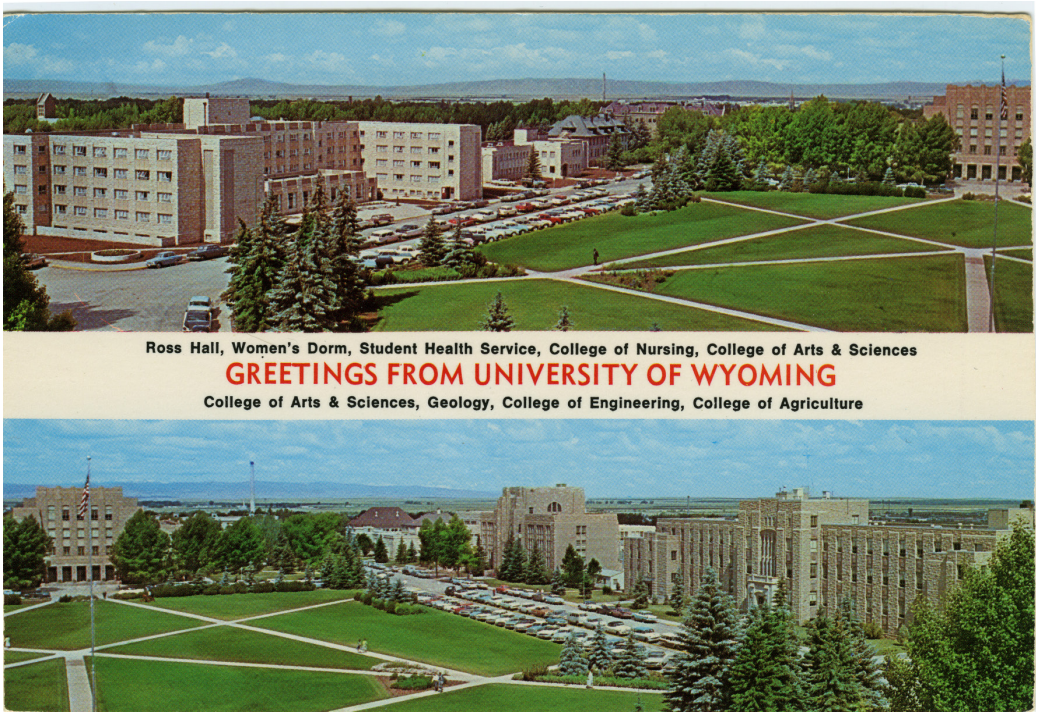
[57] Clough, *A History of the University of Wyoming, 1887-1964*, 272.
[58] Hardy, *Wyoming University*, 199.
[59] Clough, *A History of the University of Wyoming, 1887-1964*, 284.

Lest it be thought that the expansion of the university was simply in bricks and mortar (or in sandstone ashlar), the same dramatic expansion was evident throughout the university. The value of buildings had quadrupled, it is true. At the same time, however, half the degrees the university had granted in its entire history had been awarded in the decade after World War II and the university enrollment in 1955-1956 was nearly 3,000. New academic divisions and colleges had been created, had divided, had reorganized, and the academic structure of the university had generally been completely overhauled. As of 1956 the Liberal Arts Building became the Arts and Sciences Building.[60]

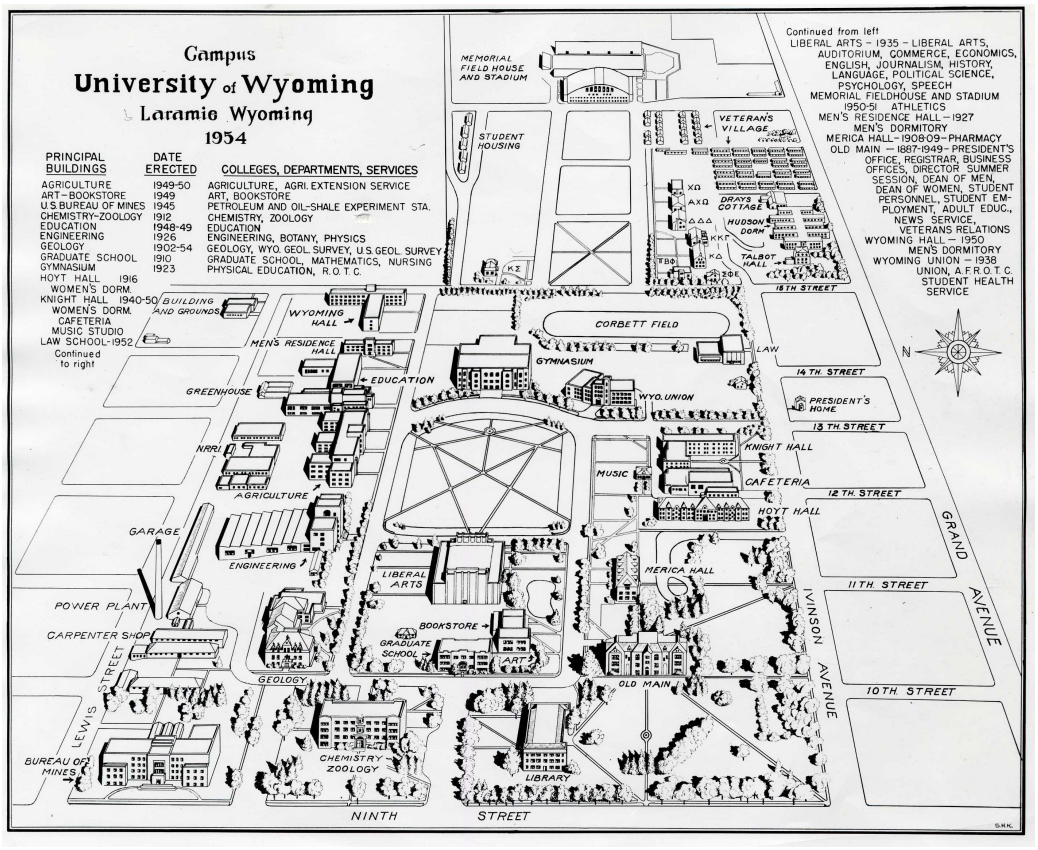
The completion of Coe Library (Frederick Hutchinson Porter, architect) in 1958 may mark the end of one phase, the immediate postwar phase, of campus expansion and construction but more buildings were yet to come. In 1959-1960 a new bond issue provided for the construction of tall, modern dorms on Grand, east of Fifteenth. These new men's dormitories would become Crane and Hill Halls. Plus, a new women's dormitory, named for former governor Nellie Tayloe Ross, opened in 1960 between Knight Hall and Prexy's Pasture. Near Ross Hall was another new building, this one housing the Student Health Center and the School of Nursing. Both of these were also Frederick Hutchinson Porter buildings and the construction of these two buildings, as it turned out, also filled in the last remaining space around the perimeter of Prexy's Pasture. The selection of this location was not altogether natural or unanimous; in fact, the construction of Ross Hall had been moved to this location only after its original intended site, at the corner of Ninth and Ivinson, was

Completed in 1951, the Education Building helped enclose the quadrangle. Noble Post Card from Michael Cassity collection.

[60] Clough, *A History of the University of Wyoming, 1887-1964*, 284-85.



In addition to the new buildings around Prexy's Pasture in the post World War II surge of growth, the university also provided additional parking space. Herb Pownall / UW Photo Service photo, Sanborn postcard from Michael Cassity collection.



Campus in 1954 showing expansion eastward, including Wyoming Hall, the new Law School Building, War Memorial Stadium and Fieldhouse, and Veterans' Village. Source: Emmet Chisum Special Collections, Coe Library, University of Wyoming.

denied it in a law prohibiting construction at that location by making that piece of land a state park.[61] The same concerns would surface soon regarding other proposals for construction on the quadrangle.

Coe Library: "Modern buildings of colorful native stone in a setting of beautiful lawns, flower gardens and trees make the campus on U.S. 30 in northeast Laramie one of the most attractive in the United States." I. A. Jacobson / H. C. Easton postcard from Michael Cassity collection.

In 1962 when the University of Wyoming marked its seventy-fifth anniversary, it also dedicated the completion of several major construction projects: the remodeled old library, now the Aven Nelson Building; the Health Services Center and School of Nursing building; the Nellie Tayloe Ross Hall, the new Commerce and Industry Building on Ivinson; Crane and Hill Halls (and cafeteria); a steam plant and utility distribution building, a garage / warehouse facility, and "a fifty-five acre physical education, recreation and athletic area."[62] The building achievement was substantial and it also reflected growth elsewhere in the university, but many on campus saw the physical growth as receiving attention at the expense of the core mission of the university. Historian Deborah Hardy writes that "Duke Humphrey was considered by many faculty to be a 'bricks and mortar' man, who demonstrated little understanding of academics and cared less."[63]

[61] See the cogent discussion by Phil Roberts of this "park" in his pamphlet, "The Campus of the University of Wyoming," (Laramie: Albany County Tourism Board, 2012), 12.
[62] Clough, *A History of the University of Wyoming, 1887-1964*, 298.
[63] Hardy, *Wyoming University*, 205.

From left: Hill Hall, Cafeteria, Crane Hall, new dormitory and dining facilities, a part of the bricks and mortar expansion of the George Duke Humphrey administration. Dexter Press / Sanborn postcard from Michael Cassity collection.

In one academic area Humphrey had a special interest but even that was contested. Humphrey had proposed a new science center, a single building that would house the various physical science departments on campus. This was included in a plan for more development, including remodeling existing dormitories and adding one more, and that substantial package quickly ran against major financial hurdles from previous building endeavors that were still not paid off. But the science center—the George Duke Humphrey Science Center—was what Humphrey called "the most important request I have presented to the Legislature in my years at the University."[64] In 1963 the legislature approved the plan, including for the dormitories and additional married student apartments, and added approval for further bonded indebtedness two years later and now a classroom building was also in the mix. The building ran into a firestorm of resistance, and vocal protest, however, in 1965 when the Board of Trustees chose the site for its construction: on the northwest and southwest corners of Prexy's Pasture, near the Arts and Sciences Building. At that point, and after considering other locations, including the parking lot east of Wyoming Union, which proved equally unsatisfactory, the site chosen was on the west side of Arts and Sciences, between Old Main and Geology.[65] That space was not vacant, however, and the old Rural Demonstration School building and the postwar Art / Bookstore building were removed to make space for the new center.

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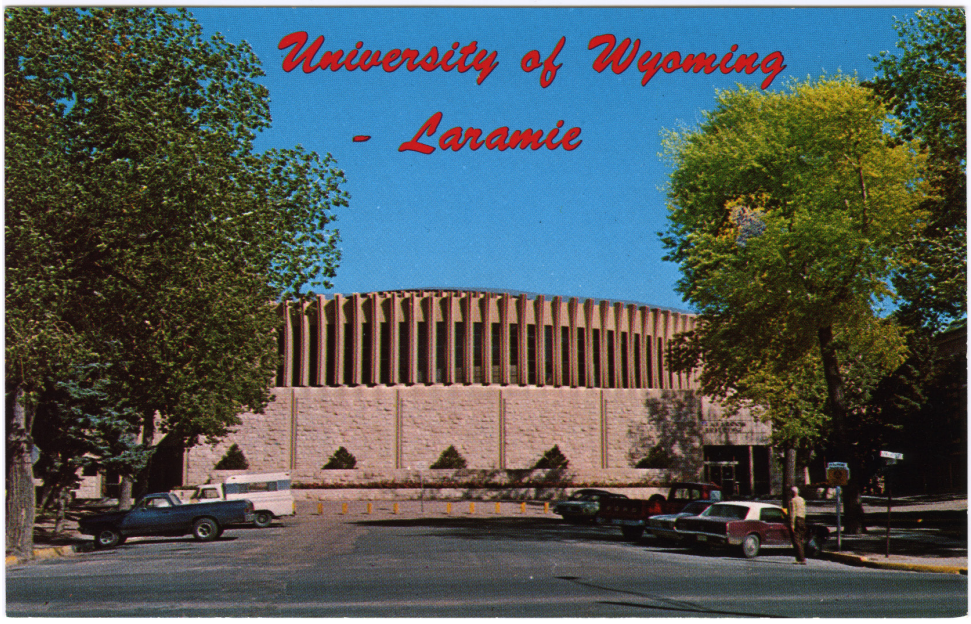
[64] Hardy, *Wyoming University*, 174.
[65] Ewig and Hert, *University of Wyoming*, 111; Roberts, "The Campus of the University of Wyoming," 2.

The modern architecture of the three new buildings (Biological Science, Physical Science, Classroom) contrasted dramatically with the surrounding buildings that reflected a different era and purpose; their main connection to the past was that their designs were prepared by Eliot and Clinton Hitchcock, sons of Wilbur Hitchcock who had designed earlier buildings on campus. The friction over building space and the special nature of Prexy's Pasture left its scars and tensions. In 1971 a state law prohibited further construction on Prexy's Pasture.[66]



Located in the center of the new science complex on the west side of campus, the Classroom Building also represented an abrupt shift in architectural style for the old part of campus.

The remaining Humphrey administration construction included the building of four new dormitories for women in 1965 (White, Downey, McIntyre, and Orr), in the location of old Talbot Hall and Dray Cottage, for the first time removing women's housing from the center of campus—and all that had signified. At the time this robust surge of construction was taking place, however, there emerged doubts about the future liabilities of such efforts and whether they were needed and whether they could be sustained. As historian Hardy writes, "It may have been prophetic that in 1962 the University had to require out-of-town freshmen to live in recently-built dormitories that might otherwise have stood partially empty. Within twenty years, classroom, library, and office space was at a premium, in spite of remodeled facilities in the center of campus and additional buildings on its outskirts. Humphrey's bricks and mortar provided no permanent solution to the University's need for space."[67]

In 1966 Wyoming Hall (generally referred to by then as Wyo Hall) closed because of vacancies in the dormitory's rooms. In 1970 the Knight and Ross cafeterias closed and in 1973 the cafeteria for Crane-Hill closed.[68]

[66] Hardy, *Wyoming University*, 175.
[67] Hardy, *Wyoming University*, 175.
[68] Hardy, *Wyoming University*, 228.

Downey and McIntyre Halls. Jack Decker photo, D&G Enterprises postcard from Michael Cassity collection.

2.5 - THE MODERN UNIVERSITY (1969 – 1992)

The first new major construction activity after the surge of building that concluded with the new dormitories reflected a new direction for the university. In one sense it was not exactly a literal new direction, for the campus had been moving eastward for a long time; but now it leaped past Fraternity Park to build a Fine Arts Center east of Fraternity Park in 1972. What it indicated rather, was the beginning of what would later be a cluster of buildings somewhat removed and separated from the main campus by a band of residential housing—fraternity, sorority, and dormitory—that stretched south from Greenhill Cemetery. Aside from the remodeling and expansion of existing buildings on campus (including the building of a new Geological Survey Building, attached to the existing Geology Building in 1976, and the large Engineering additions in 1983), this area would become the focus of future efforts. In 1974 the Law School received a new building and it was located northeast of the Fine Arts Center; in 1975 the Corbett Physical Education Building was located southeast of Fine Arts. For that matter, there was no consensus on whether the university needed to rehabilitate the existing War Memorial Fieldhouse or to build a new facility.

Given the absence of an ongoing stream of construction, given the size of the new structure, and given its modern dome-shaped architecture, the Arena Auditorium made that much more of an impression when it was finally completed as an entirely new facility in 1982. Its location fulfilled two different needs: it was naturally located near other athletic venues, situated directly north of the existing fieldhouse and slightly northwest of the stadium; it also added weight to the emerging cluster of

buildings in the complex sometimes being referred to already as an east campus. In 1992 the university added another distinctive, and large, building to that part of campus, this one situated across the street and northeast of the Arena Auditorium. The Centennial Complex (in recognition of the university's 1986 centennial) contained the Art Museum and the American Heritage Center. This was the tipi-shaped building designed by Antoine Predock. A few years later, the next major building to campus also was situated on its east side, but this time moved north so that the Animal Science / Molecular Biology Building was actually east of Greenhill Cemetery, indicating that campus expansion was beginning to surround that cemetery.

2.6 - BEYOND THE CENTENNIAL (1992 – PRESENT)

By the end of the decade of the 1990s there had been little more major construction, although remodeling was a frequent activity. After the turn of the century, however, a new surge of construction began to add more buildings to the campus. In this the athletic facilities began to move yet farther east and north, to the area north of Willett Drive and west of Thirtieth Street. When construction of academic and administrative buildings took place, from about 2007 on, it sometimes squeezed into existing spaces (the expansion of Coe Library in 2009; and the Business addition and remodel and the Berry Biodiversity Conservation Center, both in 2011; and the expansion of the Health Sciences Center in 2011), sometimes added to the growing complex in the east campus (Information Technology in 2008 and the Visual Arts Facility in 2012), and sometimes moved into new areas (the Anthropology Building crossing Lewis Street to the north in 2007). This construction, as a group not neatly defined as an architectural theme, did represent an important building surge.

At the same time, that building surge seems to be tapering off. At the end of 2012 one observer, looking at the new buildings on campus, came to the obvious conclusion: "In all its 125-year history, the university never looked more prosperous."[69] But the energy boom that fueled this recent construction was weakening and university spokesperson Chad Baldwin confirmed that pattern: "The boom years are probably over."[70]

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[69] Gregory Nickerson, "Next UW President to Inherit Upgraded Campus, Downgraded Budget," in WyoFile, December 4, 2012. This article can be found at: http://wyofile.com/gregory_nickerson/next-uw-president-to-inherit-upgraded-campus-downgraded-budget/#sthash.RxMT9uuw.dpuf.

[70] Baldwin is quoted by Nickerson in "Next UW President to Inherit Upgraded Campus, Downgraded Budget."

2.7 - CONCLUSION

Just as the University of Wyoming's organization, mission, constituency, and academics have transformed over the decades since the 1880s, the university's campus has also evolved and expanded in those years. That evolution, however, has not followed a direct and linear course, but has been sometimes halting and painfully slow and at other times has proceeded with a speed and intensity that has even caused some on campus to express concerns about direction and priority. The result of the development of the campus has been the formation of a mosaic of buildings and other physical features on the ground, and that mosaic also represents a pattern in time—pathways and milestones in history. That historical pattern reflects more than individual buildings, each with its own history and style; the pattern rather is a collection of buildings and structures in which the total is more than the sum of the parts.

The buildings and structures—the built environment from the ground up—of the University of Wyoming campus in Laramie represent more than bricks (or stones) and mortar, more than classrooms and activity centers, and more than dormitories and laboratories. They represent the dreams of the future of those who created them and the aspirations for the state and nation by those who have depended upon them. They represent a bridge to the future by past generations of Wyomingites and now links to the past by our own and future generations. Photo: cornerstone of Liberal Arts (Arts & Sciences) Building, Michael Cassity, 2009.

To walk the campus of the University of Wyoming, and to walk it thoughtfully with the reflection and introspection appropriate to an institution of higher learning and fitting for a place where academic research and investigation are the precursors to decision and action, is to comprehend the layers and meanings of that mosaic. The pensive observer of the campus buildings and their layout can even walk the paths of the past and look at change over time much as an archaeologist might carefully peel away the layers of history to chart the course of earlier societies' evolution and challenges, in this case to mark the setbacks and surges, the prosperity and the want, the triumphs and the tragedies of the history of the university, and, for that matter, even to glimpse aspects of a history that is not always told in the university archives. And so the mosaic gives not just texture but meaning to some of the contours of the history of the university. To alter that mosaic, piece by piece, is also to alter the larger pattern, and any changes made—any additions, subtractions, modifications—need to be planned carefully and sensitively, with great forethought to the legacy of University of Wyoming, past and future.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 3 ▪ HISTORIC CONTEXTS

- 3.0 Introduction
- 3.1 Campus Planning in America
- 3.2 Historic Contexts
  - Land Grant Institutions c. 1862-1900
  - The Gothic Style c. 1829-1935
  - The City and University Beautiful Movements and Beaux Arts Design c. 1893-1930
  - Progressivism and Educational Theory c. 1890-1920
  - Modernism c. 1933-1979
    - Early Modernism c. 1912-1939
    - The New Deal and the Art Deco Style c. 1933-1941
    - Midcentury Modern c. 1945-1979
  - Post-Modernism c. 1979-1990
  - Signature Architecture c. 1990-2015 (Present)
  - Contemporary Campus Landscapes c. 2000-2015 (Present)
- 3.3 Significance Evaluation

3.0 - INTRODUCTION

Historic contexts are those patterns or trends in history by which a specific occurrence, property, or site can be understood, and its meaning within history or prehistory made clear. The physical evolution of the University of Wyoming campus can be tied to several historic contexts involving planning and design trends at a local, regional, and national level. This chapter identifies the historic contexts that relate to built features of the University of Wyoming campus. These historic contexts are consistent with the evaluation process used to identify resources eligible for listing in the National Register of Historic Places.

The process of evaluation involves identifying the facets of history at the local, state, and national level that each property represents; whether that facet of history is significant; whether the property is a building or landscape that has relevance and importance in illustrating the historic context; how the building or landscape illustrates that history; and whether the building or landscape possesses the physical features necessary to convey the aspect of history with which it is associated.

Historical Overview

3.0 Introduction
3.1 Campus Planning in America
- Land Grant Institutions
- The Gothic Style
- The City and University Beautiful Movements and Beaux Arts Design
- Progressivism and Educational Theory
- Modernism
  - Early Modernism
  - The New Deal and the Art Deco Style
  - Midcentury Modern
- Post-Modernism
- Signature Architecture
- Contemporary Campus Landscapes

3.2 Historic Contexts
3.3 Significance Evaluation

Consideration of campus buildings and landscapes within a particular geographic, temporal, and thematic framework of historic contexts allows for evaluation of the importance of the features as compared with similar features of the period during which they were designed and constructed. While this study does not involve preparation of a National Register of Historic Places nomination, the process of employing the register's criteria provides a useful framework for evaluating the importance of historic buildings and landscapes.

The section that follows provides an overview of campus planning in America as it preceded the establishment of the University of Wyoming. It is followed by a series of historic contexts relevant to the history of the University of Wyoming campus, including Land Grant Institutions, the Gothic Style, University Beautiful and Beaux Arts Design, Progressivism and Educational Theory, New Deal Era Design, Modernism, Post-Modernism, and Constructing the Contemporary Landscape.

3.1 - CAMPUS PLANNING IN AMERICA

Since the early days of American settlement, higher education has been prioritized in the United States. A total of nine colleges were established during the Colonial era, with Harvard (New) College the first of those chartered in 1636. Harvard was established in Massachusetts based on the English educational system. The College of William and Mary, Yale University (Collegiate School), Princeton University (College of New Jersey), Columbia University (King's College), University of Pennsylvania (College of Philadelphia), Brown University (College of Rhode Island), Rutgers, The State University of New Jersey (Queen's College), and Dartmouth College followed, all prior to the Revolutionary War. These early colleges subscribed to an academic curriculum similar to traditions established in England, with one important distinction: the institutions were dispersed throughout the colonies to serve the regional needs of the Colonial populace rather than following the centralized instruction model exhibited by Oxford and Cambridge in England.

Along with their diversity of settings, Colonial colleges varied widely in terms of their physical form. The Harvard campus took the form of a three-sided courtyard plan, while the College of William and Mary was laid out like Oxford, with an enclosed quadrangle forming the principal space of the campus. Elsewhere, several colonial colleges were housed in single large buildings fronted by expansive greenswards. At Princeton, a campus greensward was deliberately created by setting the principal building back from the road. As these colleges expanded, their resulting spatial patterns often differed distinctly from English models, in part due to the amount of space available within their rural settings. American colleges tended to face

outward and feature individual buildings set within open landscape spaces. English colleges tended to be inward-looking, with buildings arranged around a central open courtyard and set within a walled precinct.

Oftentimes located in rural areas rather than in cities, American academic institutions reflected the belief that urban areas would have a negative influence on impressionable students. Later, during the late eighteenth and nineteenth centuries, the picturesque setting of the rural landscape was considered to be more healthful and inspiring to students. In response to the environmental and social concerns arising from the Industrial Revolution of the nineteenth century, Americans began to consider a picturesque setting, complete with views to natural surroundings, as having the potential to favorably impact the mental and physical health of the student body.

One example of a nineteenth century campus that reflected these ideals was the University of Virginia. In 1826, former President Thomas Jefferson initiated a new approach to the design of higher education institutions within his home town of Charlottesville, Virginia. Jefferson reconceived the nature of the campus and its role in education with the creation of an "academical village," dedicated to an enlightened dialogue between students and teachers in a range of venues that included garden classrooms, and housing composed of small student rooms connected with one another, yet punctuated regularly with larger pavilions that housed the faculty. Jefferson's design was anchored centrally by the largest building of the village—the library. Placing the library symbolically at the head of the college suggested a commitment to research and continuing study that had previously not existed at American colleges. (Turner: 83) Across from the library, the campus was open and oriented to an expansive vista of the natural landscape intended to inspire and refresh.

The most prevalent architectural style of the antebellum period revolved around a revival of the philosophical and academic values of antiquity, spurred on by the newly-founded American republic. By the early nineteenth century, as Americans embraced the principles of their new democracy, they also attempted to separate themselves from Old World practices involving monarchy and tyrannical rule. Classical Greek concepts of republic, democratic rule, and a premium placed on education offered an excellent model for the new country, and in particular the physical expressions of government and higher education. The creation of the new political and social order influenced not only politics, but design of the landscape and the buildings placed upon it.

Attention to classical models suggested that academic institutions promote the ideals of order and knowledge gained through study, and the theme of "the nobility and necessity of the traditional college and its classical curriculum." (Turner: 89–90.) While these ideals were expressed through choices of curricula and methods of moral discipline, they were also evidenced in the campus landscapes.

Beginning around 1820, Classicism, as a design style, became a popular form in America, intended to convey adherence to the ideals of the new republic. Classicism was based on principles of order and symmetry. Buildings were sited in the landscape in symmetrical, orderly patterns with linear axes and bilateral termini. Examples of this campus planning style can be found at the University of Virginia, with its symmetrical ranges of buildings. Other colleges, such as Girard College in Philadelphia, and the University of Wisconsin, constructed new complexes that featured buildings in a Classical style, such as the Greek temple-form, arranged in symmetrical groupings. Symbolism was also apparent in the siting of prominent buildings during the era of Classicism. Colleges and universities were often located on hills or ridges to suggest the educational institution as a temple on a hill.

During the antebellum period, democratic influences within the new republic began to suggest a new model for American higher education. Many of the schools established during the Colonial and Early Nation periods perpetuated a traditional system of education, with a religious emphasis and narrowly classical curriculum. However, as the nation began to experience population growth, migration, waves of immigration, as well as the ill effects of the Industrial Revolution, the need for new educational opportunities became clear. The expanding American frontier, rivalries amongst religious sects, and the promise of democracy as it might include opportunities for education helped to contribute to a proliferation of colleges in the country.

Pressure to address the needs of other populations led to the establishment of small numbers of new types of schools during the mid-nineteenth century: scientific and training schools, agricultural schools, manual training schools, and women's colleges. (Turner: 89) Recognizing the economic imperative to nurture and disseminate technical training, the federal government acted to promote the establishment of state-supported institutions of higher learning. In 1862, Congress passed the Morrill Act, named for representative Justin Smith Morrill of Vermont, which granted land to the states that could be sold and the proceeds used to establish colleges. Based on the statutes of the law, the so-called Land Grant Institutions were to offer instruction in the fields of mechanical arts, agriculture, and military science. Later, these same

schools would become home to agricultural experiment stations, based on passage of the Hatch Act in 1887, that would disseminate new information to the public, especially in the areas of soil minerals and plant growth.

By the time the Morrill Act was passed in 1862, American stylistic tastes had begun to move away from the formal, geometrical, and rigid aesthetics of classical revival styles, and to embrace the more flowing character of the Romantic style of architecture and landscape design. The Romantic period was characterized by arrangements of elements within a landscape in a natural way so that they appeared organic and not contrived, despite the fact that Romantic sites were often heavily manipulated through plantings, creation of water features, installation of curvilinear walkways that followed natural topography, and the framing of views to create attractive focal points. It was during the post-Civil War era that the nation experienced a burgeoning interest in the establishment and design of public parks as remedies for crowded cities, tedious grids of urban streets, and industry in general. The natural landscape was also thought to serve a didactic purpose as suggested by work of Hudson River School artists. The Romanesque building placed in a park-like setting was the best representation of the style of this era. The planting of trees and the use of curvilinear walks were important expressions of the Romantic style.

During the late nineteenth century, the American higher education system began moving away from the concept of independent colleges towards a university curriculum and pedagogical philosophy. Popular until this time was the German educational model that involved the assemblage of departmental faculty devoted to scholarship and teaching into individual "colleges." Because the collegiate tradition had by this time become a valued part of American education, even with a strong cultural impetus toward the university model, many institutions resisted the change, and American education systems began to coalesce into a new hybrid form. A highly democratized system evolved to provide education for increasingly larger numbers of students—both men and women—often with very different goals, and focusing on technical and liberal arts education, and both undergraduate and graduate study.

Over time, American campuses have continued to change to meet new demands of increased enrollments, technological advances, and changing perceptions of the role of campus planning in influencing pedagogy. However, these early models have formed the basis for American contemporary universities like the University of Wyoming. One continuous thread that extends throughout is the goal of each institution to not only to satisfy the physical needs of the school and its constituents, but to express and reinforce a symbolic image and underlying purpose. (Turner: 304)

3.2 - HISTORIC CONTEXTS

The University of Wyoming reflects several trends in American campus planning and design present at the time of its establishment in 1886. As a Land Grant Institution established in 1886, the University reflects a particular curriculum, and associated building and landscape types, based on the statutes of the 1862 Morrill Act. Buildings of the early campus also reflect architectural styles of the time and reference the Victorian preference for Gothic architecture and a preference for the architectural style known as Collegiate Gothic. Later campus buildings and landscape elements combine the planning ideas of the University Beautiful Movement with variations of both the Beaux Arts and Collegiate Gothic styles of architecture and landscape architecture. The University Beautiful Movement and related Beaux Arts architectural style were used to establish a clear framework for campus growth in the 1920s that guided the development of many large and sometimes monumental University of Wyoming buildings within a geometric framework that sets them off to advantage and helps to form unifying landscape places and spaces. The principal landscape component of the style—the quadrangle—is perfectly suited to the community design needs of the campus and has come to symbolize many academic institutions, including the University of Wyoming in the form of Prexy's Pasture.

Although World War II and the resulting G.I. Bill profoundly influenced campus planning for nearly two decades between 1941 and 1960, many of the imprints of the period were temporary and do not survive today. Lingering social and societal impacts of the war, however, would contribute to the popularity of the Modernist style of architecture. Modernism would profoundly affect the character of buildings and landscapes at the University of Wyoming as elsewhere in America. More recently, two additional trends have affected design and planning at the university—postmodern signature buildings, and an emphasis on campus livability and community. These contexts are explored in more detail below.

Land Grant Institutions, c. 1862–1900

A Land Grant College or University is an American institution of higher education designated by a state to receive benefits derived from the 1862 Morrill Act, and its 1890 update. These two acts granted federally controlled land to the states, which they could use to fund institutions offering higher education to the public. Exceptions include Cornell University and the Massachusetts Institute of Technology, which are private land-grant institutions. As noted above, the Morrill Act accommodated new needs in the American education system resulting from societal changes due to the Industrial Revolution, and a wider cross-section of society seeking a college degree,

including women, immigrants, and those interested in technical training in a variety of areas. (Turner: 89) Recognizing the need to nurture and disseminate technical training and allow for a broadening of the higher education experience to include a wider cross-section of Americans , the U.S. Congress passed the Morrill Acts to promote the establishment of state-supported institutions of higher learning. Based on the statutes of the law, the land-grant schools were to offer instruction in the fields of mechanical arts, agriculture, and military science.

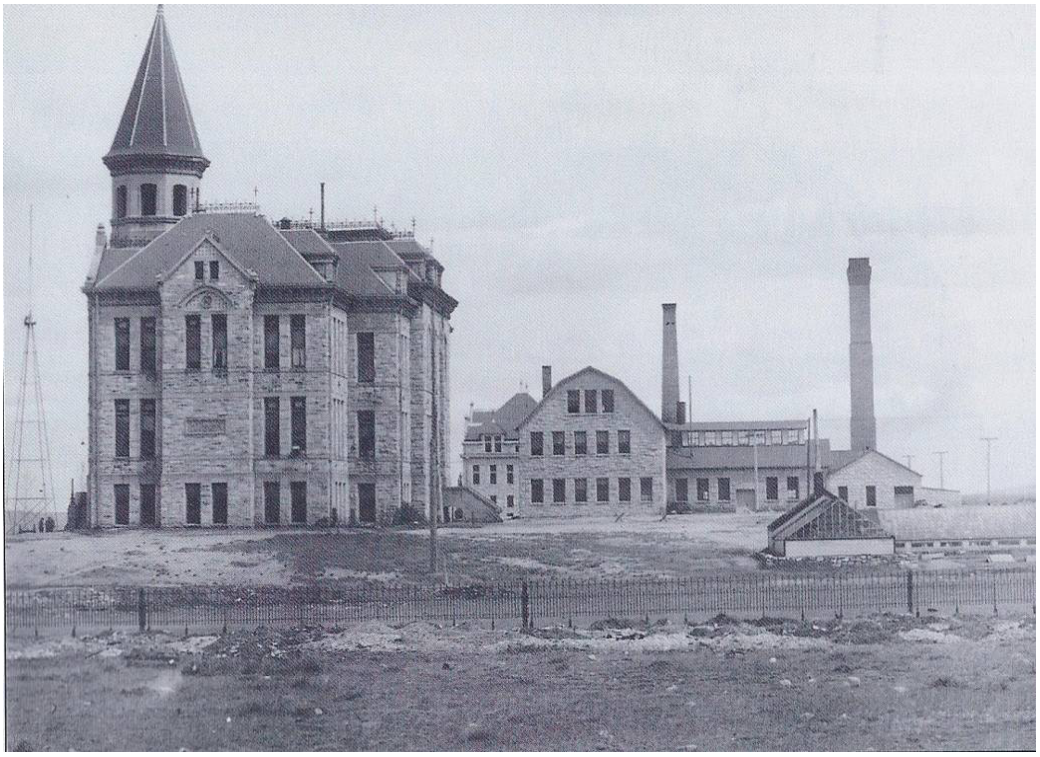
The mission of Land Grant Colleges contrasted with the historic practice of focusing higher education on an abstract liberal arts curriculum. Ultimately, most land-grant colleges became large public universities that expanded their curricula to offer a full spectrum of educational opportunities.

Many land grant institutions were founded on previously cultivated land. The University of Arkansas was founded in 1871 on the site of a hilltop farm. North Carolina State University was established as a land grant institution in 1887 on donated land that had previously served as a farm. Other land grant institutions in the south were established in locations of earlier colleges, some of which were affiliated with religious groups struggling to survive in the post-Civil War period. Auburn University in Alabama, founded as a Methodist college in 1856 and established as a land grant institution in 1872, was the first land grant school in the south that was separate from the state university. The University of Florida started as a seminary that gained land grant funding in the post-Civil War era. The University of Georgia is unique among land grant colleges in its was established in 1801 with state funding, but later acquiring land grant status in 1866.

The founding of the University of Wyoming in 1886 as a land-grant institution is consistent with these trends, although it was established on land donated by and or purchased from the town of Laramie, the Union Pacific Railroad, and private land owners.

At the University of Wyoming, the first campus building, Old Main, reflects the spirit and intent of the Land Grant Institution through its massive form and all–in-one academic structure, egalitarian educational approach featuring a curriculum of agriculture, military science, science, and engineering. Its massive stone form, tower, and sharply peaked roof forms are representative of the Gothic style (see also Neo-Gothic Style historic context below). Merica Hall, completed in 1908, reflects the practical nature of land grant education through its relatively simple and utilitarian character and limited ornamentation.

The siting of the early campus buildings occurred as objects loosely arranged in an open field with little or no organizational plan. The Gothic style of the building architecture and features such as the tower also tie Old Main to a late-nineteenth century vocabulary that was distinctly academic in symbolic nature. Later, the school would add buildings to house the principle courses of study relating to the Land Grant ideal—Agriculture, Engineering, Sciences, and Military Science—and the landscape would be used to support military training and drills. The first athletic facility doubled as an armory. An agricultural experiment station was later established at the university as well, ensuring the school's eligibility for federal and state funds.



The Neo-Gothic architecture of Old Main (front) and Science Hall (distant rear) dominated the early campus landscape. (Ewig 2012:40)

The Gothic Style, c. 1829–1935

One of the traditional architectural styles employed at many colleges and universities during the late nineteenth century was the Neo-Gothic that emerged during the mid-eighteenth century but remained popular during the Victorian era, because of its moral overtones, for academic, political, and religious buildings. The Gothic style was adapted to the monumental scale and massive size of academic buildings in variants known as Richardsonian Romanesque and Collegiate Gothic that emerged during the early twentieth century and has their antecedents in Gothic Revival, a style inspired by medieval Gothic architecture.

Features that best exemplify the style include steep, gabled roofs, and sometimes flat roofs with parapets, heavy, undressed stone or brick walls, arched tall and narrow windows with wood or lead dividers topped with stone moldings, tracery involving curvilinear shapes of carved stone that creates a geometric patterned divider in the windows, relief sculpture on exterior walls, tablets or plaques set into principal facade exterior wall with inscriptions or relief sculpture, a fleche that is a vertical decoration in the point of a spire or pinnacle, finials at the apex of walls or gables, recessed entrances framed with arches and surrounded by stone moldings, stone carvings, dormers, and the use of crenellation.

Science Hall is Collegiate Gothic in style (Ewig 2012:27).

At the University of Wyoming, architects Wilbur Hitchcock and Raymond Hood determined as part of the 1924 campus master plan that buildings should have a common character using local materials and reflecting the character of the region. To a significant extent, buildings designed in the Collegiate Gothic style, including buildings designed by Hitchcock, were most successful in achieving this vision. The Collegiate Gothic had already been employed in several buildings, including Science Hall, completed in 1902.

The City and University Beautiful Movements and Beaux Arts Design, c. 1893–1930

While Victorian trends and the Gothic style design were popular during the late nineteenth and early twentieth centuries, the 1893 World's Columbian Exposition in Chicago, where Daniel Burnham and Frederick Law Olmsted created the ideal "White City," contributed to the emerging popularity of Neo-Classical design. The White City was based on Beaux Arts principles derived from French Neo-Classical architecture espousing symmetry, balance, and splendor. The popularity of this style led to the subsequent City and University Beautiful urban and campus planning movements.

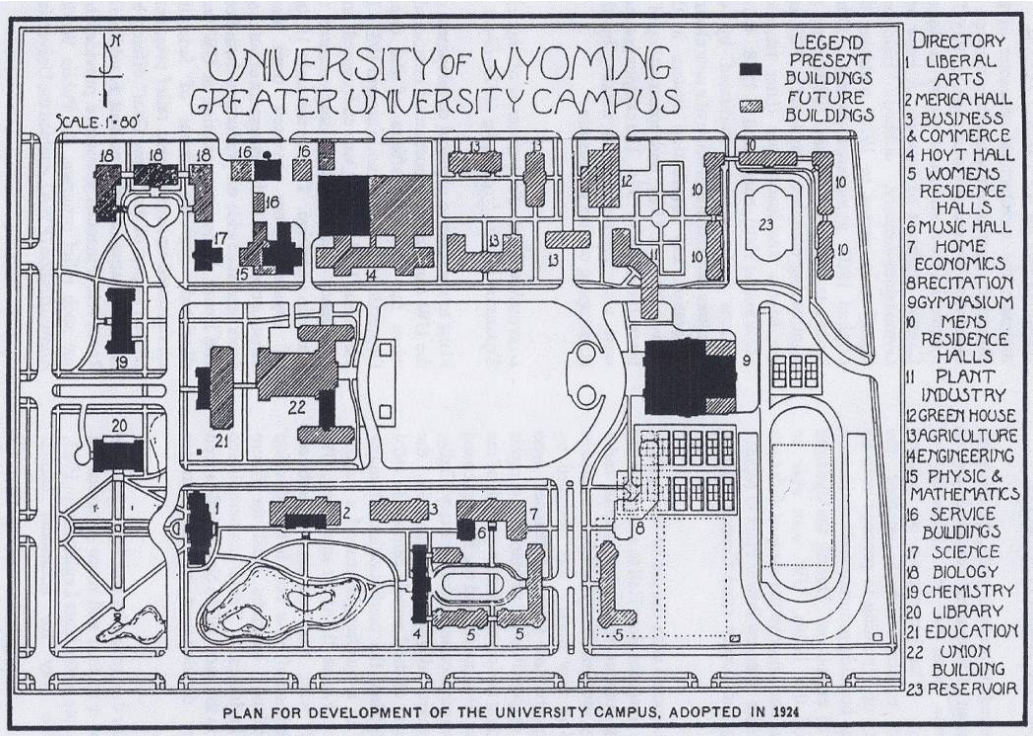
The Beaux-Arts system of planning followed principles of monumental organization which facilitated orderly planning on a grand scale and was capable of incorporating many disparate buildings or parts within a unified, overall pattern. (Turner: 167)

This system was particularly useful for campuses that already existed—such as the University of Wyoming—where trustees or planners wanted to "collect" and organize their buildings into a uniform, comprehensive plan. Beaux-Arts planning utilized bilateral symmetry; axial alignments; monumental buildings as focal points and termini to a long axis; and symmetrical, hierarchical circulation patterns that featured central walkways with secondary routes leading from them. Architectural features representative of the style included flat roofs and attic stories, colossal columns emphasizing double doorways, dentil moldings on cornices, and limestone banding between stories.

The Beaux Arts soon began to influence architecture and land planning throughout the nation. The Beaux Arts style was also integral to the emerging City Beautiful Movement that sought to improve the quality of American cities that had been ravaged by the Industrial Revolution. The City Beautiful Movement initially introduced beautification and monumental grandeur to urban areas, but the ideas espoused in the movement were also adopted by many colleges and universities. With Beaux Arts design, the planning principles of geometry, symmetry, and order would replace the picturesque as the desirable character or parti.

Following the late nineteenth century trend in education toward the university curriculum and away from the concept of a collection of independent colleges, many institutions began to emerge as hybrids of the two systems. A highly democratized system evolved to provide education for increasingly larger numbers of students—both men and women—often with very different goals, including technical and liberal arts education, and undergraduate and graduate study, particularly within schools like the University of Wyoming that were based in Land Grant legislation.

Such diverse interests required a new form of planning. Whereas earlier the American college had tended to form a "village," the new university was seen more as a "city." (Turner: 167) Following the trends espoused in Chicago, universities adopted a "City Beautiful" stance, planning their campuses as if they were independent communities, with disparate buildings neatly connected through axial alignments that ran through the buildings' interiors as well as across landscaped spaces. This Beaux Arts system of planning was highly practical for growing campuses, such as the University of Wyoming, where disparate buildings or parts could be unified following principles of monumental organization.



The 1924 Master Plan that Influenced Beaux Arts Development of the campus.

At the University of Wyoming, the 1924 master plan incorporated many of these concepts and clearly reflects Beaux-Arts principles of design and was undoubtedly influenced by the University Beautiful movement. Here, the original campus plan—a linear arrangement of a group of buildings on a ridge—was augmented with buildings constructed around a central open space or quadrangle. The new quad, which would eventually become known as Prexy's Pasture, emerged between 1924 and 1950, to order the campus in the style of the Beaux Arts. Buildings that reflect the style include the library constructed in 1923.

The University campus, however, is truly an amalgam as the site plan does not adopt several of the key principles of the Beaux Arts, such as monumental buildings with focal points terminating long axes, a strong adherence to symmetry, or hierarchical circulation patterns that featured central walkways with secondary routes leading from them. Although the master plan would take decades to accomplish, the western portion of the campus continues to convey the influence of the Beaux-Arts style. Although the current campus is not and has never been symmetrical, the general concept of a unified plan remains clear, with a landscape element—Prexy's Pasture—serving as the overarching organizing feature of the composition. Many of the key buildings retain a dialogue across the central open space and there are many other axial connections that speak to the Classical ideal.

Progressivism and Educational Theory, c. 1890–1920

A national trend that affected planning and development at the University was Progressive era educational theory. This mode of thought was based on the belief that educating the public in a democratic fashion was the best way to improve society. In the West, this philosophy was embraced with particular enthusiasm because it provided a way for educators, politicians, and others to enhance the status of the region in the eyes of the nation. Progressive era educators also perceived their institutions as bringing tangible improvement to the region by educating a generation of young people to make practical differences in their communities. Consequently their emphasis was on applied rather than theoretical knowledge. Progressives pushed for increased entrance requirements to universities and the creation of professional schools such as medicine, law, engineering and education.

The University of Virginia led the way in the south but other universities soon followed suit in expanding programs and academic specialization. This expanded program naturally resulted in an increased need for student accommodations as well as buildings for new schools. Because the University of Wyoming was already a progressive institution by nature as a co-educational school that offered a range of technical programs, the progressive movement did not heavily influence the curriculum or development of new facilities. The University would add some professional schools later, beginning in the 1950s, such as a Law School.

Modernism, c. 1933—1979

Early Modernism, c. 1912—1939

In America, Modernist influences began as early as 1900, and offered a bold departure from the Beaux Arts School in spatial organization and the use of traditional materials and construction methods. The Modernist Movement was important for reconciling the principles of underlying architectural design with rapid technological advancement in a modernizing society, including the influence of the automobile. Louis Sullivan and Frank Lloyd Wright were two of the pioneers of the style in America. Wright's approach to design was heavily influenced by the reform movement during the early twentieth century. One of his important contributions was in the conception of American educational buildings and the arrangement of complexes and site design.

During the 1920s, European architects such as French Modernist LeCorbusier, Walter Gropius, and Ludwig Mies van de Rohe, all trained under Per Behrens, led the way in an architectural revolution. Characteristics of Modern architecture during this period included uncluttered and minimalist design, simple, unornamented buildings, the

use of modern materials such as glass, steel, and concrete and expressed structure. Floor plans were functional and logical, while a goal was to blur the line between indoor and outdoor spaces, dissolving the sense of envelope by blending it into the background with large glass walls and minimal structure.

In 1932, the International Exhibition of Modern Architecture in the Museum of Modern Art in New York helped to consolidate the vision of the many architects practicing variations of the style. It was not until after World War II, however, that the influence of the International Style began to affect the architectural character of the American landscape. On academic campuses, Modernism was particularly influential due to the introduction of Walter Gropius to the Harvard School of Design by Dean Joseph Hudnut in 1937.

In addition to architecture, campus site planning was also influenced by Modernism. Organic relationships, like those espoused by Frank Lloyd Wright, were again desirable. In the spirit of moving away from a design model where buildings contributed to a unified plan, Hudnut would declare all attempts to bind universities to master plans failures. Instead, he advocated a layout of free-flowing "organic" development for campuses in which buildings could be conceived as individual components or objects—entities unto themselves—and which bore no relation to the rest of the campus composition.

The New Deal Era and the Art Deco Style, c. 1933—1941

During the Great Depression, public works programs administered by the Public Works Administration (PWA) included construction projects to develop important monumental public buildings—armories, school and university structures, post offices, libraries, prisons, and hospitals among them—that would afford work to unemployed architects, as well as laborers, tradespeople, and craftsmen, including masons, carpenters, pipe fitters, welders, plasterers, electricians, plumbers, roofers, and window glazers. During the Depression, work was also given to many artists to embellish the new structures, including the painting of interior murals. For several reasons, many of the buildings completed as part of the program were designed in the Art Deco style or versions of it that are known as international, twentieth-century modern, modern, and even monumental government public architecture.

It is thought that the Art Deco style was suited to the process of using many workers not necessarily skilled in construction. The simple nature of the style, characterized by geometric shapes, was considered easier to build than the Collegiate Gothic or Classical. The use of a modern style, coupled with solid, monumental construction,

was also intended to communicate confidence in the government and a positive outlook for the future during a difficult time in American history. Buildings constructed during the period were to be of simple and durable design, low-cost construction and upkeep, and in harmony with nearby architecture.
At the University of Wyoming the Wyoming Union and Liberal Arts buildings, constructed using PWA funding, perfectly exemplify the style and the period, with detailing and features clearly Art Deco in character.

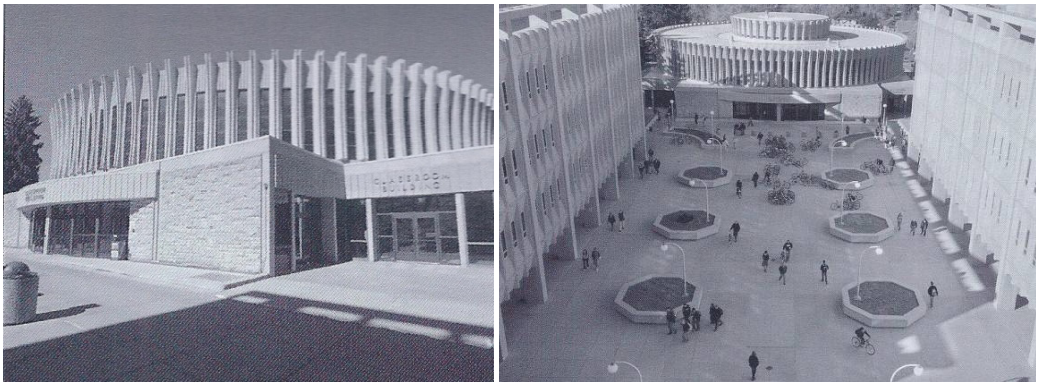
The Wyoming Union (left) and Arts and Sciences building (right), were developed during the New Deal era. (Heritage Strategies 2014)

Midcentury Modern, c. 1945—1979

It was not until after World War II that Modernism began to resonate with Americans. During the 1940s and 1950s, notable architects Eero Saarinen, Alvar Aalto, and Oscar Niemeyer produced important works that influenced American ideas about architecture. Following World War II, the Modern style became the choice of the artistic and intellectual avant-garde, and soon became the new architectural symbol of many academic institutions. The manner in which space was treated, however, was a great departure from the Beaux Arts traditions that had been applied to campus design since the 1920s.

After World War II, campuses—long considered microcosms of cities—gradually became even more closely to resemble urban environments, including their attendant problems such as dense but fluid populations, conflicting land-use patterns, traffic congestion, and diverse interests. Modern architecture was seen as one way to alleviate some of these problems. The first attempt to introduce modern architecture to a campus in the United States was in 1956 at the Illinois Institute of Technology, where Mies van der Rohe designed and built Crown Hall, his first steel-and-glass campus building. Although modern in appearance, the building

also included classical planning ideals of hierarchical symmetrical organization and connections. The theoretical underpinning of free-flowing development inherent in Modernism soon resulted in physical changes on many college campuses, with buildings appearing ad hoc wherever there was space to site them. When land became a limiting factor, colleges began to expand vertically.



The Classroom building (left) and the Sciences Center (right), built in the early 1960s, reflect the Modernist style of architecture (Ewing 2012:111).

At the University of Wyoming, the Classroom Building and the Sciences Center clearly reflect the precepts of Modernism, including an object-like quality set within the Beaux Arts layout of west campus. Along with these two structures, the post-war need for housing was heavily influential during the 1960s, and resulted in the construction of several high rise buildings on campus that also exhibit a Modernist style of architecture.

Some of the high rise dormitories built at the University of Wyoming in the 1960s that reflect the Modernist style of architecture. These buildings were part of the eastward growth of the campus. (Heritage Strategies)

Post-Modernism, c. 1979—1990

By the late 1970s, Modernism began to fall out of favor, particularly due to the lack of historical references. Americans began to seek meaning in the past, and a new architecture emerged referred to as Post-Modernism. The style is associated with skeptical interpretations of earlier styles of architecture and sometimes referred to as deconstructivism and post-structuralism. Post-Modernism is typically marked by revival of historical elements and techniques in a reimagined way.

Signature Architecture, c. 1990—2015 (present)

One of the other trends in campus planning and design that emerged at the end of the twentieth century was the use of works by notable architects to call attention to the importance of the university. Many public universities have been forced to supplement inadequate state funding with development campaigns dependent on private philanthropy, including that of alumni and others. "Signature" architects began to be commissioned by universities in the early 1990s to design buildings that would attract attention to their schools. The University of Cincinnati has been particularly successful in the use of this approach to transform the school from a commuter environment to a thriving activated live-in campus. The use of signature architects to design singular works was considered an important tool in garnering financial support by generating excitement amongst alumni and other campus stakeholders. This trend can also be understood as a response to the emerging interests of students and what attracts them during this revolutionary era in communications technology, the rise of integrated disciplines, and rapid advances in the sciences. In particular, many students are a product of consumer culture,

The American Heritage Center, designed by internationally-acclaimed architect Antoine Predock in 1993, is an important example of signature architecture at the University. (Heritage Strategies)

Contemporary Campus Landscapes, c. 2000—2015 (present)

Today, it is recognized that subtle landscape and environmental gestures can make extensive, discontinuous campuses cohere into harmonious academic communities. University of Virginia University Architect, David Neuman, has said that a strong planning armature is the key to a successful campus, suggesting that neither memorable buildings nor distinctive landscapes by themselves can make a good campus. It is the interplay between the two; the order of the whole that counts. (Levinson: 87–94.) Planning is the key to a comprehensive vision that integrates the physical campus with institutional identity. As Vassar College President Frances Daly Ferguson put it, without planning, "even the most beautifully situated campus can be ruined by poorly located buildings and bad open space." (Levinson: 87–94.)

Current efforts being conducted by the University of Wyoming on the Long Range Development Plan appears consistent with this larger trend. In addition, the enhancement of the campus landscape with new plazas that interpret the local landscape of Vedauwoo through the use of native stone and plant materials has transformed the campus, which now exhibits a memorable sense of place that is uniquely tied to southeastern Wyoming.

3.3 - SIGNIFICANCE EVALUATION

To date, the University has not pursued listing the campus in the National Register of Historic Places. However, because National Register criteria are the recognized benchmark for identifying importance and value in American history and designed and engineered resources, work conducted on behalf of this preservation plan has included evaluation of the campus in accordance with register criteria. The evaluation that follows generally follows the guidance of the National Register of Historic Places by considering buildings and landscapes that are at least fifty years of age as historic and treating them in a way that is different from designed elements of a younger age. While the National Register does recognize properties of exceptional significance that are less than fifty years of age, the criteria that need to be met are more stringent than those for older resources. One of the more complicated aspects of evaluating the significance of a building or landscape that is less than fifty years of age is that appropriate contextual evaluation has often not yet been developed. This is in fact the case at the University of Wyoming, although initial context development is included above. Properties eligible for or listed in the National Register of Historic Places are subject to Section 106 review and need to comply with the Secretary of the Interior's Standards for the Treatment of Historic Properties when federal funding is employed.

National Register Criteria Relating to Significance

In order for a property to be eligible for inclusion in the National Register of Historic Places, it must possess significance under one of four criteria at the local, state, or national level. The Criteria for Evaluation state:

> The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:
>
> - That are associated with events that have made a significant contribution to the broad patterns of our history; or
> - That are associated with the lives of persons significant in our past; or
> - That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or

- That have yielded, or may be likely to yield, information important in prehistory or history. (National Park Service 1995.)

The University of Wyoming Campus

The University of Wyoming campus appears significant at the state level under National Register criteria A and C in the areas of Architecture, Community Planning and Development, Education, Landscape Architecture, and Social History as a collection of distinctive works of Architecture and Landscape Architecture that together form a cohesive campus and sense of place for the University community. The period of significance associated with the campus extends from 1886 with the establishment of the University of Wyoming, and ends in 1964, the fifty year age consideration for listing properties in the National Register of Historic Places. There is one building on campus—the American Heritage Center—that is less than 50 years old, but appears to be individually significant and eligible for listing in the National Register of Historic Places as the work of a master. As such, it needs to meet the eligibility requirements of Criterion Consideration G: A property achieving significance within the past 50 years if it is of exceptional importance. (National Park Service 1997.)

Broader Historical Significance

Some university historical resources bear a historical significance other than, or in addition to, their architectural significance within the framework of the National Register of Historic Places. Buildings, structures, and other historical resources need to be evaluated for significance deriving from their associations with historical patterns and events that are important at the local, state, or national level. Whether or not they hold significance for their architecture, they may instead or also be significant for historical associations that are independent of their design, materials, and placement. Put simply, the institutional and academic and social contours of history on campus are vital to understanding the significance of the buildings and other features that dot the campus landscape. As we seek to understand the significance of the buildings on campus, we need, in other words, to explore the reasons for the construction of the buildings, what happened inside the buildings, and what happened around them. Ultimately, it is those activities that constitute what the university is all about.

The events and patterns of history associated with the University of Wyoming generally have to do with the distinctive purpose of the university, what sets it apart from other institutions in society. The way the university operates and the purposes to which it has set itself include several elements that contribute to the historical significance of the campus buildings and other structures:

- **The university is not just a set of buildings where a body of knowledge is passed from one generation to the next or where a workforce is trained. The university campus is designed as a place where intellectual growth can take place, where ideas can be freely discussed and explored, where the spirit of creativity can flourish, where citizens and leaders in the state and nation acquire not only information and skills but also inspiration, where students and faculty can join in a quest for deeper meanings and purposes, and where the circumstances of existence can be either reinforced or challenged by research, teaching, performance, and service. There may be times when the University fulfills that promise, and there may be times when it falls short. Both are equally significant in understanding the significance of the development of the University over time.**

- **The evolution of the University of Wyoming from its beginnings in 1886 and 1887 has followed a sometimes winding path according to the strength of various forces at different times and in concert or in opposition to larger currents at work in society. For while the university is sometimes viewed as isolated from "real life," as an ivory tower apart from the storms and stresses of life in the rest of the state and nation, university purposes, missions, organization, and issues are shaped by the larger world of which they are a part and they also help shape that world. At its most fundamental level, the size, programs, and policies of the university are closely connected to the economic, social, and cultural currents at work in the state and nation, and these are reflected in the buildings of the campus of the university.**

- **Finally, the university, and its culture and institutions, is also a place where a measurable percentage of the population of the state make their homes and lives, make a living, develop relationships and values, govern themselves, entertain themselves, help each**

other, and in a multitude of ways create a distinct community. The buildings and structures and other resources on the campus reflect the contours of how that community has changed over time. In buildings large or small, architecturally notable or not, the institutional, intellectual, and social activities associated with the various buildings and structures and other objects can make those resources historically significant under the framework for evaluation used by the National Register of Historic Places. The patterns of history with which these changes are associated are patterns not just of growth and expansion, but are more meaningful patterns of evolving purpose and structure. By recognizing the historical contexts from which these buildings and structures emerged, and the patterns and contexts which they also thereby reflect, moreover, we can not only learn more about the buildings; we can just as importantly learn more about the past from the buildings.

The campus is significant for its associations with the contexts discussed above, within the areas of significance identified above, as follows.

Criterion A Significance

Education

The historical patterns of education at the University of Wyoming are broad and far reaching. The structure of education has evolved substantially since the 1880s and has reflected larger patterns in the institutions of learning.

One key element in the organization and orientation of education in the University of Wyoming has been its founding as a land grant institution of higher education. Aside from the architecture and design of the buildings, this raises substantive historical issues with which campus buildings are associated. Where in many states land grant origins have meant the development especially of colleges (and universities) whose special strengths have been in the sciences and agriculture, from its beginnings the University of Wyoming, owing to its role as the sole four-year institution of higher education in the state, has placed equal, and sometimes greater, emphasis on the liberal arts. That shifting emphasis and sometimes competition has been reflected in the priority and purpose given to the various buildings of the university.

Another signal aspect of the evolution of education on the campus has been that associated with the pattern of institutional modernization, a pattern in which the organization of the university has become increasingly centralized and arguably

based on an industrial model, has divided academic disciplines and fields of study into increasingly specialized areas of expertise, has become part of a national or global system of educational institutions, and has developed an identity that is also expressed in global and national terms. Each of these elements finds expression in the physical plant of the university, whether it is in the early role of the university almost as a high school for Laramie, the concentration of administrative offices in Old Main replacing classrooms and other activities, the construction of various buildings to house academic units that not long before had been combined with other units, and the rise of entirely new units that operate as much, or more, in the global arena as they do in a Wyoming setting.

Related to that modernization pattern, but also distinctive in its own right, is the historical pattern in which the purposes and processes of learning on campus are connected to the economy of the state. Where 100 years ago agriculture in the Wyoming Territory and in the state was shaped by the homesteader that maintained a small subsistence-level farm or ranch, as the twentieth century progressed agriculture became more complicated. Agricultural operations in Wyoming evolved into larger entities where production was more focused on particular, marketable commodities. This transition is reflected in the facilities available on campus for the study of agriculture into more complex and diversified offerings. Likewise, the Petroleum and Aeronautics Addition to Engineering Hall reflected shifting contours of not only the post World War II industrial world, but of the content and emphasis of education at the university. Similar patterns can be found in virtually every part of the university and they reflect a vital aspect in the evolution of education in the University of Wyoming.

Education as a historic context for the university campus needs to be considered also on another level: that of teaching teachers. In this area, the evolution of the university shows, again, not only growth but substantive change. One of the early buildings to emerge on campus was a Normal School, a precursor to a College of Education. This had an important, even critical, function in the widespread, sparsely populated state, where the growing rural population needed schools and teachers. The university even built a rural schoolhouse in the center of the early campus to help train those teachers. As the rural schoolhouses faded away, so did the counterpart building on campus and a new College of Education building emerged after World War II that would confront the mushrooming school population (and teacher training) associated with the Baby Boom.

In addition to the specific historic purposes and functions of campus buildings, some display iconography, such as this by Robert Russin on the Agriculture Building, that harkens back to the system of agriculture in the early twentieth century.

Social History

The context of social history may at first appear to be an unwieldy catch-all for evaluating the significance of historic resources on the campus of the University of Wyoming, and some may be inclined to dismiss it as a collection of life's trivia, and it certainly can be of negligible value when reduced to a rigid, lifeless category. But social history also holds a powerful potential by which we can come to both a closer and a broader understanding of the relationships, activities, and cultures of the people making up the university community. Fundamentally, social history provides a focus on those aspects of life that reflect and shape the values, institutions, work, priorities, discipline, and goals of the broad American public and its many parts and that includes the parts on university campuses. It ranges from statistical demographic concerns to more subtle intellectual and artistic expressions, from cultural uniformity to the diversity of peoples and ideas, from recreation to restraint. Perhaps there are few other contexts, few other areas of significance, so capable of penetrating and illuminating the evolution of campus life and the physical resources associated with campus life as that of social history.

The military atmosphere that sometimes prevailed on campus was not only a feature of wartime circumstance but also marked the construction of buildings at UW during peacetime. This is the cornerstone of Half Acre Gymnasium, which doubled as an armory.

One way to use social history is to chart the constantly evolving population dynamics of the campus. Patterns of enrollment are part of this, including the tiny, mainly high-school-level registration at the beginning of the university's academic life, the slow growth of college enrollment early in the twentieth century, its decline with the onset of the Depression, the resurgence prior to World War II, and the explosion of enrollment in the postwar years. That statistical pattern, not exactly a model of steady growth, contained within it important associations as dormitories, dining halls, and recreation facilities followed (but sometimes preceded) the construction of classrooms and academic offices. In addition, the expectations of different parts of the campus population were defined differently, and unequally, as women were expected to live in dormitories (near the watchful center of campus) and to follow rules of curfew while men were not. And that gender differentiation extended to faculty administration as well; when the Depression hit, married women were fired. The physical remnants of this part of the University of Wyoming's social history can be found in the building of women's dormitories; their very placement and construction offers clues to the larger issue of gender equality on campus.

Social history as a context also allows for the careful evaluation of parts of campus life that are not always connected to mainline academic pursuits. For example, at various times in its history the University of Wyoming has had a clear and pervasive

military organization and appearance and the construction of Half Acre Gymnasium served a dual purpose in providing also space for an armory. Some buildings and spaces were put to military use at other times and during World War II the campus served a distinctly military purpose with training facilities and residence halls dedicated to that mission. Or, to consider another aspect of campus life, athletics and their impressive modern facilities, which shape a fair portion of the university's image in the state, are very much a post-World War II development. These and other aspects of the University have distinct histories that reach well beyond a linear process of growth and development, and those histories help to understand the historical significance of physical resources present today on the campus.

One of the few remaining visible remnants, and perhaps the only one, of the Works Progress Administration / Works Projects Administration work on campus is this segment of sidewalk north of Knight Hall.

Some of the interaction between the university and the city of Laramie and the state and nation is evident in the social history of the university in the ways in which powerful forces from outside the university have frequently shaped the institution and its physical plant. The impact of wars is clear once one starts to seek out the marks of the past associated with World Wars I and II—the uses to which existing buildings and open spaces were put, the construction that took place to accommodate the programs (such as the Cowboy Dorms which are now gone)—but other equally powerful external forces have helped shape the UW campus. Those social forces may be gradual and understated. The rise of the automobile in American culture, for example, proved to be an integral element in campus planning and construction as driveways and roadways and parking defined campus access and encircled even Prexy's Pasture.

Associated with the despair of the Depression and with programs to put people to work and build up the state's infrastructure, the social forces were achingly familiar at the time: the construction activities associated with Franklin Roosevelt's work relief and public works programs ranged from the daunting architectural achievements to the more obscure sidewalks and landscaping of the campus. And, of course, one of the most powerful forces in shaping the campus of the University of Wyoming came with the dramatic surge in enrollment following World War II, a surge that completely revised the appearance of the campus. The buildings and other historic resources on campus continue to testify to these and other aspects of the social history significance of the University of Wyoming.

Criterion C Significance

Architecture

The University of Wyoming is significant at the state level in the area of architecture for the collection of historic buildings that reflect specific ideas promoted by the administration and various designers and planners hired to guide the establishment of architectural guidelines and master plans. Notable works of architecture are present throughout West and Central campuses that reflect several of the stylistic contexts discussed above. Although there are several individually important buildings, the collection of structures, and their siting to create a hierarchy of spaces and places edged by buildings, are also significant taken as a whole.

Notable architects involved in the design of buildings at the University of Wyoming have included William Dubois, Wilbur Hitchcock, Frederick Hutchinson Porter, Eliot and Clinton Hitchcock, and Antoine Predock.

Community Planning and Development

One of the areas of significance associated with the University of Wyoming campus is Community Planning and Development. As a campus community that spans more than 750 acres, the University of Wyoming reflects several periods of master planning and development, each of which was guided by professional architects, landscape architects, and planners. The resulting composition of buildings, circulation features, plantings, and open spaces, arranged with consideration paid to grouping like land uses, and ensuring internal connectivity, as well as connections to the greater Laramie community, is significant as a work of community planning and development. Perhaps the most well-known of the planning efforts that helped to structure the West Campus is the master plan prepared by University architect Wilbur Hitchcock in conjunction with the Denver-based landscape architecture firm of McCrary, Cully, and Cathcart in 1924. Wilbur Hitchcock's plans for Fraternity Park

or Mall in 1930 also served as an essential structuring effort for Central Campus. Master plans have been prepared at several additional junctures in the University's history, including 1966, as prepared by Hellmuth, Obata & Kassabaum, and the Campus Plan prepared in 1991. The present-day Long Range Development Plan, completed in 2010, follows this legacy of using planning as a tool for wise growth on campus. The resulting campus layout and organization conveys a unique sense of place that also represents an important work of planning within the state of Wyoming.

Landscape Architecture

The University of Wyoming is also significant at the state level in the area of landscape architecture for the design and composition of spaces, streetscapes, promenades, plazas, and other landscape features that comprise the campus. The west and central campus areas in particular reflect campus design ideals representative of the early twentieth century that incorporated quadrangles and plazas as organizing elements. These inwardly-focused central open spaces afforded logical locations for the addition of building program as the University grew, and encouraged social interaction amongst the University community. Carefully sited circulation systems and plantings reinforced the formal spatial framework and helped to convey a sense of human scale to the campus. Many of the heritage landscapes associated with the University of Wyoming campus are the work of several notable designers, including the Denver-based landscape architecture firm of McCrary, Cully, and Cathcart, S.R. DeBoer of Denver, University architect Wilbur Hitchcock, Herb Schaal of EDAW, and Mark Kosmos of Robert Peccia & Associates.

Conclusion

By using the framework of the National Register of Historic Places to evaluate the historical and architectural significance of the buildings, structures, districts, objects, landscapes, and sites on the University of Wyoming campus in Laramie it is clear that the university has a concentration of significant cultural resources. Architecturally, these features include iconic stone buildings immediately familiar to many people all across Wyoming, buildings that are monumental, buildings that are recognizable because of the color and texture of their sandstone ashlar, and buildings that are arranged around the quadrangle known as Prexy's Pasture, and the very landscaping of the campus contributes to that concentration. Some of those buildings are representative of specific architectural styles and some are the work of important architects, and some represent the fruits of early twentieth century architectural plans.

Plus, in addition to those architectural features, the concentration of historic features on the campus includes those parts of the campus that, regardless of their architectural distinction, are associated with the events and patterns in the development of the university academically, socially, and institutionally. Many of these individual architectural and historic resources are significant in and of themselves and others are significant because they contribute to the historic whole of which they are a part. The result is a powerful and cohesive concentration of resources of historical significance and of importance to the people of Wyoming.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 4 ▪ SUMMARY OF EXISTING CONDITIONS

4.0 Introduction

4.1 Planning at the University of Wyoming

- Long Range Development Plan
- Planning and Review Processes

4.2 Overview of Historic Landscape Conditions

- Chronology of Campus Landscape Development
- The University of Wyoming Campus as a Cultural Landscape
- National Register Significance and the Campus Landscape
- Heritage Landscapes
- Condition
- Integrity
- Summary of Issues

4.3 Overview of Historic Building Conditions

- Conditions of Historic Buildings by Period
- Architectural Treatment and Style
- Integrity of Historic Buildings
- Summary of Issues

4.0 - INTRODUCTION

The University of Wyoming possesses a remarkable collection of historic buildings and heritage landscapes that reflect ongoing growth and development since its founding in 1886. As the University has expanded and evolved to meet the emerging needs of its constituency, the built environment has changed as well, sometimes affecting the character and integrity of historic buildings and landscape features. This preservation plan is concerned with guiding future change such that important aspects of surviving historic campus features might be retained for the benefit of future generations as a way of maintaining a connection to the University's roots and notable past accomplishments.
In support of this goal, this chapter offers an overview of the existing campus and its built features to establish a foundation of knowledge relating to heritage resources and their importance, condition, and historic integrity.

Chapters 6 and 7 build upon this information with more specific information about individual components of the campus. This chapter is intended to serve as a platform for the information conveyed in chapters 6 and 7 by summarizing at a broad level the current or existing conditions associated with the campus.
It also establishes the planning and design framework within which preservation strategies will be accommodated; this chapter

Historical Overview

4.0 Introduction
4.1 Planning at the University of Wyoming
4.2 Overview of Historic Landscape Conditions
4.3 Overview of Historic Building Conditions

identifies the current planning documents that chart future change on campus and the key principles contained therein that relate directly to the issues at the forefront of this historic preservation plan update.

In order to prepare this preservation plan, team members conducted a detailed survey of campus buildings and landscapes, focusing on historic features, but taking the entire built environment of the campus into consideration. The survey information was subsequently assessed in order to determine how much historic buildings and landscapes have been altered over time, and thus to what degree their historic integrity has been affected. In addition to assessing the integrity of historic built features, the survey data was used to evaluate the physical condition of remaining historic fabric to identify preservation maintenance issues to be addressed by this plan.

The results of the survey findings and assessments are included in Chapter 6 for landscapes and Chapter 7 for buildings. These two chapters identify character-defining features for each surveyed resource, assess their integrity and condition, and provide a series of preservation strategies for their protection and maintenance.

4.1 - PLANNING AT THE UNIVERSITY OF WYOMING

Planning is an ongoing process. Since the construction of Old Main beginning in 1886, the University has carefully considered campus expansion and growth. Although Old Main was initially designed to face south, it was eventually built to face west toward 9th Street and the town of Laramie. As additional buildings were added, a strong edge was formed along the ridgeline and framed by a north/south walk that followed the alignment of 10th Street. Early campus planning involved the construction of walks, planting of trees, and the addition of a wrought iron fence around the perimeter of University-owned land. Although some records indicate that a campus master plan was prepared in 1909 to guide growth, a copy of this plan has not been located.

One of the most important planning efforts conducted on campus occurred in the early 1920s when University architect Wilbur Hitchcock prepared a detailed directive for the placement of new buildings using quadrangles and open space systems as an organizing element. The 1924 master plan was devised in the Beaux Arts tradition, and was consistent with campus planning efforts being conducted elsewhere within the United States during the period. The plan effectively reoriented campus inward to focus on a central open space (later Prexy's Pasture), with future building locations indicated along its perimeter. This plan was used to guide growth east of 15th Street for decades to come.

In 1930, Hitchcock prepared another master plan for campus, this time focusing on land acquired by the University to the east of 15th Street, which was envisioned as a center for Greek life and student recreation. The Fraternity Park or Fraternity Mall plan similarly guided the limited development that occurred during the Great Depression, as well as the growth that has occurred since.

The demands of rapid growth resulting from the passage of the G.I. Bill beginning in the 1940s, coupled with the design principles embodied in Modernism, began to affect campus planning in the 1950s and 1960s. Debate, at times heated, ensued with respect to appropriateness in terms of architectural character and site planning. One of the responses was passage of bills by the state legislature to prohibit further construction within the open space of Prexy's Pasture, the Southwest Park area, and Fraternity Mall. Another included the preparation of an ambitious campus master plan in 1966, although it was only partially implemented.

Today, the principal blueprint for campus growth is a 1991 campus master plan, which has been augmented through development of the Long Range Development Plan (LRDP). The 1991 plan divided the campus into districts or zones of uses, established a circulation framework for vehicles, bicycles, and pedestrians, and presented a comprehensive landscape plan. The 1991 plan recognized the importance of protecting historic qualities and the sense of place associated with the campus, while allowing flexibility for future development. The preservation and linkage of major open spaces were proposed. The campus landscape plan identified courtyards, gateways, and pedestrian spaces to enhance architecture, aesthetics, views, and exterior spaces. Most significantly, the plan proposed turning Prexy's Pasture into a pedestrian space by eliminating automobiles from the quadrangle, a proposal that was implemented in subsequent years (UW 2010:v3, 58).

In 2010, the University completed work on the LRDP, which builds on and further develops the information afforded in the 1991 plan. The LRDP is an important document that provides a physical and conceptual foundation for the guidelines and recommendations featured in this historic preservation plan.

Long Range Development Plan

The University's 2010 Long Range Development Plan (LRDP) provides a vision for the future of the campus and is actively used to guide the planning of new development and construction projects. Building upon concepts suggested in the 1991 campus master plan, the LRDP projects future growth and build-out of the campus and identifies planning and design principles to fulfill the University's vision of a vibrant, cohesive, functional campus of strong character and high quality.

The LRDP was prepared following completion of the University's plan for academic programming, University Plan 3, 2009-2014, and translates its institutional vision into a plan for the physical development of the campus needed to fulfill it. The LRDP focuses upon the future development of open space, circulation, buildings, and utilities. It takes a broad view of the campus, and identifies locations, appropriate design character, and organization for new development, while suggesting ways to increase efficient use of existing space, accommodating anticipated growth while strengthening the overall character of the University.

The LRDP presents nine direction-setting planning and design principles, each with multiple objectives that help describe how desired conditions can be achieved. To achieve the physical vision for the campus, future development needs to follow these principles (UW 2010:V2, 84-93).

1. **Emulate UW's sense of place on the Central and East Campus**
   The strong history and physical characteristics of West Campus establish the University's sense of place – or unique character, culture and historic development. New development on Central and East Campus should reflect the timeless design of West Campus through consistency and efficient use of space. The consistent yet creative use of building materials, convenient and safe circulation routes and campus open space can convey the University's sense of place on Central and East Campus.

Key objectives relative to the preservation plan include:

- **Encourage continuity of design elements, and strong physical and aesthetic connections.**
- **Maintain historically significant structures and appropriate space between new and existing development on campus.**

2. **Connect East and Central Campus with West Campus**
   The separated concentration of uses can benefit from better connections and improved campus design. Campus connectivity can be strengthened by enhancing significant routes, creating new and easily accessible access ways and eliminating real and perceived barriers that prevent convenient and safe connections through campus.

3. Organize campus development around a hierarchy of natural and landscaped open spaces

   The natural environment is a character-defining element that contributes to the campus' sense of place. A range of open spaces with different sizes and design characteristics should be set aside to strengthen the relationship between the built and natural environments. Natural and landscaped open space should be integrated with new development as an organizing feature to promote social interaction, outdoor learning, recreation, sustainability and the overall campus ambiance.

Key objectives relative to the preservation plan include:

- Enhance and define underused areas, protect and celebrate existing open spaces and establish new open spaces adjacent to existing and new buildings.
- Identify key open space areas throughout campus and reserve these locations for future development of campus green spaces and plazas.
- Organize site layout and design around the centralized location of key open spaces.

4. Develop a walkable, bikeable, and transit-oriented campus

   Safe and efficient routes for walking and biking and convenient shuttle transit create a more connected and lively environment, and enhance the ability of campus users to efficiently reach their destinations.

5. Locate campus uses to maximize collaboration, synergies, and efficiencies.

   Collaboration and cooperation among users stimulates a healthy campus environment, and efficient use of existing campus property reduces the need to acquire new sites surrounding the campus.

6. Optimize the ecological health and sustainability of campus

   The future success and health of the campus depends on its relationship with the natural environment and ability to conserve resources.

7. **Optimize existing campus facilities**

   A long range plan for the development of the campus assumes that new facilities will only be constructed as necessary. New programming needs can often be accommodated in underutilized facilities or renovated spaces that already exist on campus. Adaptive reuse of existing structures where feasible can lead to greater resource efficiency and a stronger visual tie between old and new. Consider creative approaches to reusing and updating existing facilities on the UW campus before constructing new facilities.

Key objectives relative to the preservation plan include:

- Consider creative approaches to reusing and updating existing facilities on the UW campus before constructing new facilities.

8. **Establish well-defined and attractive campus edges and gateways**

   The University should develop formal and informal gateways and edges that create a desirable first impression and provide users with cues signaling when they have entered or exited a unique campus place.

9. **Create flexible learning environments throughout campus**

   Building on the University's historic living learning pattern of development, new project and redeveloped spaces should be designed to accommodate a range of academic programs, curricula, teaching approaches and new multi-disciplinary alliances and changes in use over time.

Building on the character of historic West Campus, the LRDP emphasizes development of a hierarchy of open spaces across the campus connected by a network of pedestrian paths, bikeways and streets. The hierarchy of open spaces includes:

- Signature spaces
- Major quadrangles
- Minor quadrangles,
- Entry courts
- Front lawns
- Other outdoor spaces

Long Range Development Plan Concept

Connecting these spaces are major promenades for walking, cycling, and limited service and emergency vehicles; walks and pathways, public streets, and service routes (UW 2010:V2, 65).

Many of the existing open spaces on West Campus upon which this hierarchy is based are discussed herein as heritage landscapes that feature character-defining historic features.

Signature spaces are the most well known open spaces on campus and serve as focal points for the University's most historic and prominent buildings. Signature spaces are critical in establishing campus character, and the LRDP identifies three: Prexy's Pasture, Southwest Park, and Fraternity Mall.

Over the long term, the University's Central Campus and East Campus are being developed to emulate the spatial character of historic West Campus, with an emphasis upon the pedestrian experience. New open spaces will fill in gaps between existing facilities, provide a focal point for new clusters of buildings, and enhance and connect to existing campus open spaces. New buildings will frame and activate new open spaces while new pathways will lead to and through new plazas and other landscaped areas (UW 2010:V2, 65).

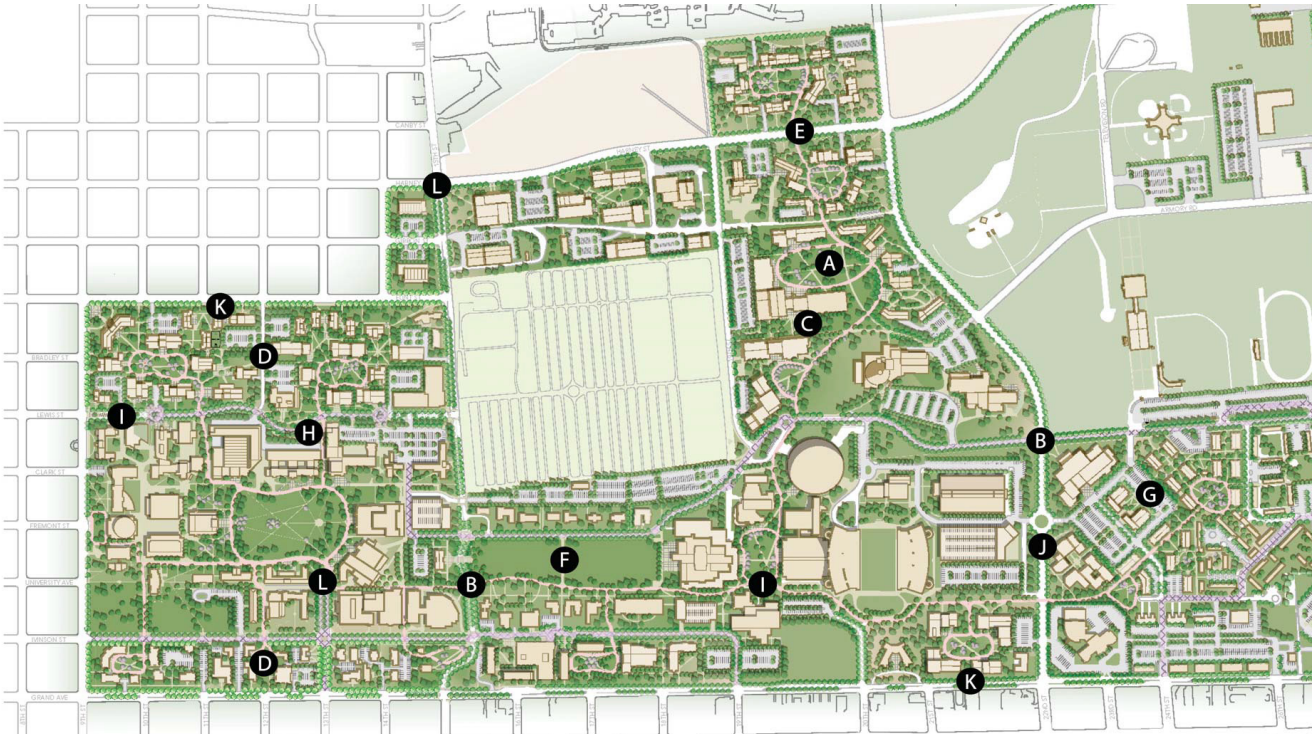
The plan's development concepts specifically highlight enhancing areas adjacent to Prexy's Pasture, noting how Prexy's Pasture reinforces the University's unique sense of place. The open space strongly influences the design and layout of adjacent campus buildings and facilities. The LRDP suggests that the University should continue to orient new development projects towards Prexy's Pasture as a way to enhance the importance of this central organizing element.

Specifically, the LRDP suggests that new campus design:

- Maximize aesthetic interest and attractiveness of Prexy's Pasture as the most prominent signature open space on the UW campus.
- Increase opportunities for formal and informal meetings and gatherings in and adjacent to Prexy's Pasture.
- Ensure that redevelopment opportunities do not detract from the historic character and unique sense of place around Prexy's Pasture and throughout much of the West Campus academic core.
- Improve connectivity to and through Prexy's Pasture (UW 2010:V1, 186).

The LRDP includes a set of design guidelines for implementation that have been used as a basis for the guidelines in this preservation plan. The plan emphasizes that every project on campus should be acutely sensitive to its immediate and larger contexts, and contribute to a greater sense of coherence, even as it expresses its uniqueness and embodies the spirit of its age. Traditions of the campus should be the starting point and form the context that is UW, and creativity should be encouraged related to this context (UW 2010:V2, 313).

With respect to new buildings, the LRDP provides guidelines for the location, orientation, organization, and massing of buildings. The relationships of buildings to adjacent open spaces are emphasized.



A Creating a Hierarchy of Open Spaces and Green Linkages

B Connecting East, Central and West Campus

C Creating a Critical Mass Academic Uses on Central Campus
(Includes future site of LCCC on 22nd St North of new Visual Art Facility)

D Expanding the West Campus Academic Core

E Allowing for Future Expansion of the Reseach and Business Park

F Enhancing Fraternity Mall

G Redeveloping Summit View Apartments Area

H Enhancing Areas Adjacent to Prexy's Pasture

I Creating a Simplified Clear Pedestrian and Vehicular System

J Enhancing the Visitor Experience

K Creating Well-Defined Campus Edges and Entries

L Establishing Comprehensive Signage and Wayfinding

Long Range Development Plan recommendations

Guidelines for sustainability note how buildings may relate to environmental considerations such as orientation to sun and wind. These build upon considerations that were clearly involved in the siting of historic buildings and landscape elements. As such, they build on the existing historic campus character and its relation to the regional landscape (UW 2010:V2, 316-325). Guidelines for open space and vegetation emphasize enhancement of the sense of identity, ecological considerations, and the incorporation of native plant communities (UW 2010:V2, 329-331, 334-335). This approach is a more recent addition to the campus.

In addressing building materials, massing, and form, the design guidelines state that building facades should be articulated to engage the human eye and respond to the historic context of the campus and the immediate surroundings of the building while

exploring and encouraging new technology and contemporary design elements. A color palette and materials should be selected that is harmonious with existing campus buildings, using native sandstone as an element of cohesion (UW 2010:V2, 322-323).

While emphasizing historic campus character, the LRDP design guidelines are primarily concerned with new construction and only minimally address appropriate treatment for historic building and landscape features. Specific reference to historic buildings is made in one of the guidelines, however, as follows:

> ***Consider appropriate preservation treatments for significant or potentially significant historic properties including buildings, structures, objects and sites. By definition any building fifty years or older is eligible for the historic register. All elements of facilities should be respected and preserved to retain historic character of campus. Building additions to historic or historically eligible structures should respect the original building identity and not duplicate the historic structure.***
>
> - ***Follow The Secretary of the Interior's Standards for the Treatment of Historic Properties when considering the preservation, rehabilitation and/or restoration of historic properties.***
>
> - ***Consult with the State Historic Preservation Office early in the planning and design process when considering changes to historic properties.***
>
> ***Sustainability and preservation goals should be promoted by ensuring the ability to re-use building and site materials when feasible. Existing buildings or portions of building structures and site improvements should be evaluated to understand those portions that can be reutilized and repurposed with minimal or limited reconstruction to extend the life of the facility (UW 2010:V2, 327).***

In summary, this preservation plan fully embraces the vision, principles, concepts, and guidelines expressed in the LRDP. The preservation plan supports the LRDP by emphasizing the importance of historic buildings and landscapes to the campus character addressed through the LRDP, promoting their preservation and appropriate treatment, and focusing new design on the creative interpretation of historic character.

Planning and Review Processes

Over the years, the University of Wyoming has developed processes and procedures for the planning, design, and implementation of new projects to meet the needs of its academic and institutional programs as well as the vision articulated in the Long Range Development Plan. With the number and scale of projects that have been implemented and the degree of support planning as represented in University Plan 3 and the LRDP, planning processes are both professional and well-disciplined.
As outlined in Chapter 1, planning, design, and review processes for construction projects at the University are managed by the Facilities Planning office and organized in accordance with State Building Commission requirements. Prioritized in the Capital Facilities Plan and subject to approval by the University Executive Council, each project goes through a process of feasibility study (Level I); conceptual design (Level II); and design development, construction document preparation, bidding, and construction (Level III).

A planning team is formed to guide the development and design of each project and generally includes stakeholders, building users, representatives of the dean and/or department head of the affected college or department, students, and representatives from Physical Plant and Information Technology. Working with professional design consultants, the planning team meets regularly during each stage or level of planning to review the work undertaken and to provide guidance to the designers.

Public information meetings are held at the schematic or design development phase of projects to gather public input. Updates on the planning process are included in University publications and communications to keep the larger University community informed. All comments and recommendations are forwarded to the Vice President for Administration .

The University Executive Council is responsible for final decisions on the priority of projects and on moving projects toward the next step in implementation. Need and the availability of funding are key considerations. Because of the University's unique role as a state institution in Wyoming and the financial support provided for both operations and development by state government, state legislators play a central role in providing input and support for construction projects. Most projects must ultimately be approved by the State Building Council, chaired by the Governor, and are implemented in accordance with state Construction Management Division procedures as required for all state funded projects.

To facilitate the planning process and assist professional design consultants, the Facilities Planning office has developed Design Guidelines and Construction Standards for projects at the University. The Design Guidelines are used by design professionals in facilitating campus site, landscape, and building design by providing information on desired standards for layout, size, materials, and performance.

Similarly, the Construction Standards provide technical requirements in the specifying of construction materials and systems. Both documents are intended to address quality, consistency, and performance standards and avoid future problems. Neither document is intended to address issues related to historic preservation or campus character.

View of campus from the south, 1903, showing the perimeter fence and several early buildings. (American Heritage Center in Ewig 2012:40)

4.2 - OVERVIEW OF HISTORIC LANDSCAPE CONDITIONS

Chapter 6 of the historic preservation plan provides detailed information about each of the landscapes assessed as contributing to the significance of the University of Wyoming campus, including their historical development, significance, integrity, condition, and future management. This section provides an overview of the information available for the entire group of significant landscapes, identifying common themes and issues relating to the topics explored in more detail in Chapter 6. This overview provides an opportunity to establish priorities for the historic preservation plan and consider campus-wide issues and concerns. Conveyed below are the key eras of historical development associated with the campus landscape, the associated styles that have resulted in campus character, the affect that change has had on integrity, and the factors contributing to condition problems.

Chronology of Campus Landscape Development

Chapter 2 of this plan establishes a framework of historic periods for campus development that takes into consideration several factors, including University growth and expansion, statewide economic and demographic trends, and the influences of national and international events such as the Great Depression and the two twentieth century world wars.

The Early Campus (1887 – 1917)

As initially developed during the late nineteenth century, the University of Wyoming campus was a modest land area of twenty acres located at the eastern edge of the town of Laramie. The early campus is described by one professor, Dr. Grace Raymond, upon arrival as having "no trees, no fences, no grass, no bushes. North of the building there was still a buffalo wallow, and to the east nothing but sagebrush and the city cemetery on the distant slope." (Clough 1965:41)

Campus buildings were grouped along a ridgeline that followed the orientation of Laramie's 10th Street corridor, and faced west toward the town and the campus edge at 9th Street. By the end of the nineteenth century, efforts had been made to plant trees and grass on campus. By the early twentieth century, the campus featured two academic buildings, additional support structures, a walk leading north/south along the 10th Street corridor, and walks that fanned out westward from the two principle academic building, an iron perimeter fence that enclosed the growing campus, now 40 acres in size, housing facilities, and a gymnasium.

Despite these improvements, the University campus remained an open landscape of the high plains, with little discernible sense of spatial definition beyond the clustered buildings, until the 1910s. By the eve of America's entry into World War I, the plantings had begun to mature and several additional buildings had been constructed, helping to convey a stronger sense of place. The walk leading to Old Main is one of the most important. Constructed of sandstone blocks, the walk was enhanced in 1911 through a gift of three wrought iron lamp posts by the graduating class.

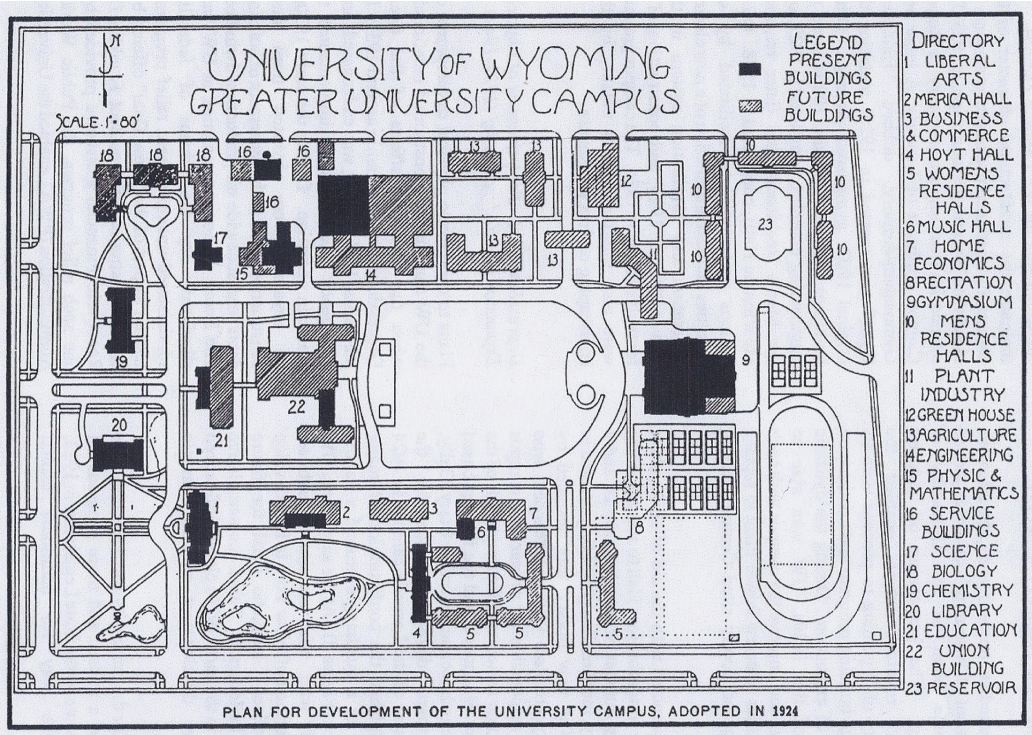
Reports of a campus master plan, requested of architect William Dubois by University President Charles Merica in 1909, may have guided development during the early 1910s. However this document has never been located. The University continued to grow throughout the period, expanding to 54 acres in 1912. Campus developments included roads and parking, walks, and plantings.

Throughout this early period, campus buildings were built further to the east, but continued to be sited to face west toward Laramie. Merica and Hoyt Halls were positioned to create two sides of a potential quadrangle at the southwest corner of the campus. Similarly, the new Library (now Aven Nelson Building), in planning since 1917 but not completed until 1923, formed one side of a potential quadrangle in front of Old Main. An athletic field was established on the later site of Prexy's Pasture by 1917. This was later used for military training after the United States entered the conflict in Europe in 1917. At the same time, the gymnasium was converted into a barracks and a mess hall constructed.

Expansion in the Twenties (1917 – 1929)

Following World War I, the University of Wyoming campus returned to an academic focus, and to improvement of the physical plant. Botany Professor Aven Nelson, who was often referred to as the campus gardener and landscape architect, is known to have regularly planted flowers and shrubs on grounds. The sunken garden along Ivinson Street within the Southwest Park is thought to have been created by Nelson, who also served as President of the University from 1917 until 1922. Nelson charged university gardener William Zeller with beautifying the campus landscape. The 1918–1919 school Catalogue noted with pride that "with the extension of the system of walks and drives, the grounds are taking on the aspect of the traditional college campus;" and that the campus is "gradually being graded and ornamented with flowers, shrubs, and trees." (Marmor 1994:14)

To accommodate growing numbers of students, the school continued to grow. With the 1920s came new prosperity. To guide the need for growth, the University architect Wilbur Hitchcock was asked to develop a campus master plan. In conjunction with the Denver-based landscape architecture firm of McCrary, Cully, and Cathcart, Hitchcock completed a plan in 1924 that reflected Beaux Arts principles that were popular during the period, particularly within the realm of campus planning. The plan gave order and orthogonal and geometric structure to the layout of buildings, circulation, and open space sufficient to guide decades of new construction. Key elements of the plan included a green or open band along 9th Street, a park-like open area along Ivinson Street, and a central expansive open space that, over time, would be activated through the addition of new buildings sited to face one another in axial relationships. Smaller open spaces would also be formed between groups of buildings elsewhere.

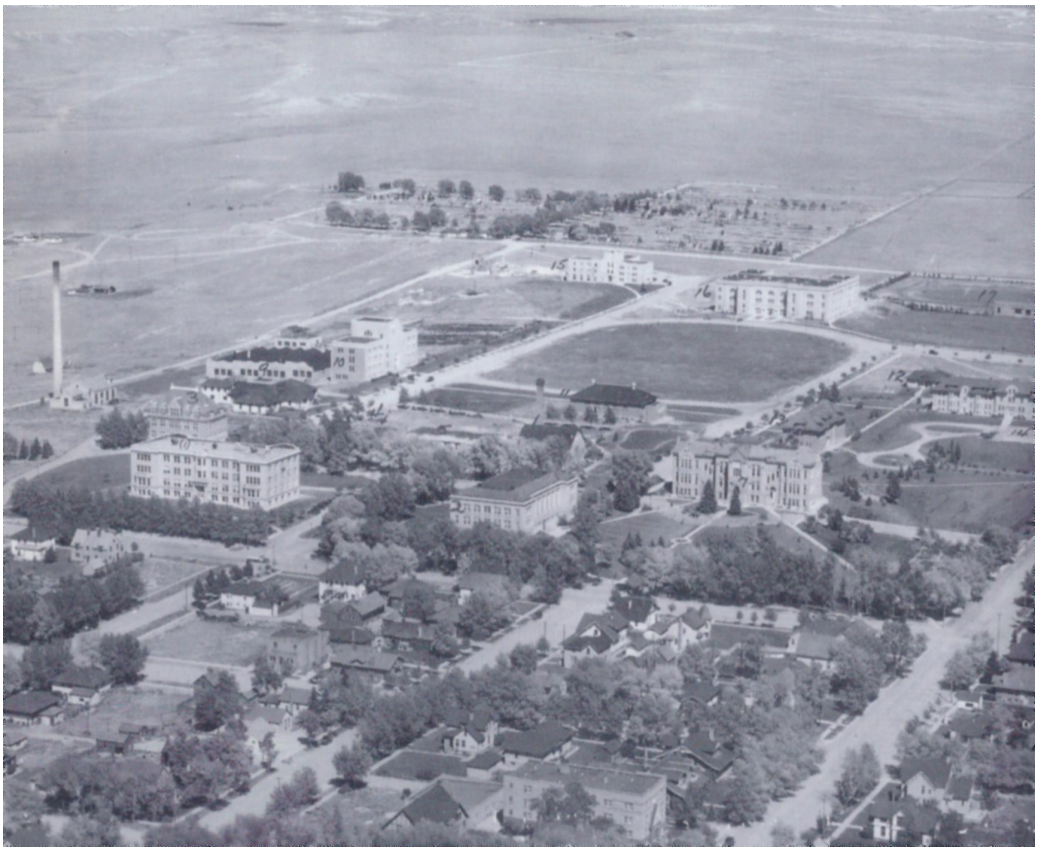


Hitchcock's 1924 Master Plan. (Marmor 1994:19)

Engineering Hall, built in 1927. Note the spruce plantings. (American Heritage Center in Ewig 2012:49)

Although Hitchcock's plan was not followed exactly, it was used to establish several building sites and related open spaces. One of the key developments relating to the plan was a reorientation of the campus from a westward directionality to an inwardly-focused place organized by open space. The form of today's Prexy's Pasture was clearly articulated by the end of this period.

The sandstone building material selected as desirable for campus buildings was also used to construct planting beds and other features of the landscape. Native spruce trees appear to have been used in many locations to help ameliorate wind and other undesirable climatic conditions.



Bird's eye view of campus, 1930 (Ewig 2012:52)

The Depression Years (1929 – 1941)

Building on the growth of the 1920s, in 1930 Wilbur Hitchcock prepared plans for the expansion of the University eastward across 15th Street. His design for Fraternity Park featured a subdivision plan with parcels that could be acquired by sorority and fraternity groups in order to construct their houses. The parcels fronted on a dedicated open green space in the center that featured a range of recreational developments.

In conjunction with efforts to develop Fraternity Park, around 1931 the University hired Denver landscape architect S.R. DeBoer to reexamine the 1924 master plan. DeBoer reaffirmed and strengthened the concept of the master plan, with central malls around which buildings would be grouped. Recommendations were made to divide the campus into building groups by use and traffic patterns. Post-1931 construction generally followed DeBoer's principles of facilities siting.

During the 1930s, however, the University, like many places in America, suffered a financial downturn. After one sorority purchased a lot in Fraternity Park and built a house, the demand collapsed, and the area otherwise remained undeveloped for the remainder of the decade. Despite the financial conditions, the campus expanded to 96 acres in 1937.

Two important new buildings were added during this period based on the funding made available through the federal Works Progress Administration program—the Wyoming Union and the Arts & Sciences building. Make work programs, specifically the National Youth Administration (NYA), provided labor for campus landscape improvements that included new concrete sidewalks, grading, and planting. Enrollees in the NYA, or possibly the WPA, participated in the construction of two new dorms designed to house student pilots as the United States readied to enter World War II.

World War II and Postwar Expansion (1941 – 1969)

The University of Wyoming played an important role in the war effort during World War II, providing facilities for military training, and adapting campus academic and housing structures for military use. In 1944, the U.S. Congress passed the Servicemen's Readjustment Act (P.L. 78-346, 58 Stat. 284m), known informally as the G.I. Bill. This law provided a range of benefits for returning World War II veterans, including educational assistance. The response was almost immediate, with enrollments in the University skyrocketing over the course of the 1940s and 1950s.

To address the need, the University expanded the campus in 1944 by purchasing the Cathedral Home for Children at the northeast corner of Grand and Fifteenth Street. Existing buildings were adapted for use by faculty and staff.

Following the war, the University was forced to erect large numbers of temporary buildings throughout campus to accommodate the growing numbers of students. These served as housing, Laboratory, classroom, and administrative office space. Housing developments composed of prefabricated dwellings were also constructed.

Although these developments affected the character of the campus, the University also worked to improve the grounds. On the central green, the school used money appropriated by the state legislature to improve the turf, plant shrubs, build walks, and install a sprinkler system. Several new permanent buildings were added to West Campus—Fine Arts, Agriculture, Wyoming Hall, Law School—between 1948 and 1954. In addition Corbett Field and the War Memorial Stadium and Fieldhouse were constructed, ushering in the era of large-scale athletic facilities and contests.

During the mid-1950s, the growing influence of Modern architecture began to play a role in the University of Wyoming campus. The first building to reflect the style was the William Robertson Coe Library, located on West Campus. However, it was the need for permanent housing structures to replace the temporary housing constructed to accommodate growing enrollments resulting from the G.I. Bill that contributed the first of several more controversial Modernist buildings and associated landscapes. The Crane and Hill Hall complex, completed in 1962, and high-rise complex built in 1965 through 1967, were a marked departure from the traditions established by Wilbur Hitchcock and Raymond Hood in the 1920. The landscapes associated with these buildings were also modernist, with the large buildings serving as objects in a field with little connection to the surrounding context or camps or urban fabric.

Similarly, the need to construct a new Science building complex led to another significant change to the campus. At first proposed for construction on part of Prexy's Pasture, the Sciences complex was eventually built on West Campus north

The George Duke Humphrey Science Center (Ewig 2012:111)

of Old Main and Aven Nelson along the original 10th Street pedestrian corridor. Part of the complex—the Classroom building—was sited on top of the historic entrance into campus from 9th Street, altering the historic relationship of the campus along its western margin. These buildings were also modernist in their design, and constructed of concrete, serving as a departure from the character of the historic West Campus in several ways, and creating new types of spaces not part of the vocabulary of the 1924 master plan.

The Modern University (1969 – 1992)

The 1970s and 1980s were less active in terms of growth and development on the University of Wyoming campus. New buildings were added to the West Campus and along the margins of Fraternity Park, including the Fine Arts center, a new Law School building, the Corbett Physical Education building, and the Geological Survey building. West Campus was heavily altered when massive additions were constructed in association with the Engineering and Agriculture buildings, which fronted Prexy's Pasture. Campus grounds were also improved, including the addition of sculptural elements, such as the "Nuclear Family" placed at the center of Prexy's Pasture. The campus was heavily traveled by automobiles at this time, and parking became a ubiquitous part of the character of the landscape.

Beyond the Centennial (1992 – present)

During the 1990s, as the campus continues to expand eastward, and reaches a size of 785 acres, awareness began to grow about the importance of retaining historic features and reinstating a pedestrian, live-in quality for students. The addition of a botany conservancy to the historic Aven Nelson building, which extended southward into the approach corridor to Old Main, resulted in a recognized need to evaluate proposed building programs for their effect on historic campus resources. At the same time, the Centennial Complex and several new large expansive athletic and housing facilities were built within the East Campus. These facilities introduced new architectural and landscape vocabularies that drifted even farther from the design guidelines established in the 1920s.

By the 2000s, the University recognized a need to reign in the expansion and return the campus to a pedestrian friendly environment. Prexy's Pasture was completely rehabilitated as a pedestrian environment, and a series of small plazas reflective of the native landscape were built around the perimeter of Prexy's Pasture near the entrances to many of the older buildings, as well as elsewhere on campus. The Long Range Development Plan suggests the University follow a careful design and planning process in the future that draws from the successful characteristics of

The Centennial Complex. (Ewig 2012:115)

the historic campus to begin to look at strengthening the campus experience by enhancing connectivity, locating opportunities for infill rather than continuing to construct object buildings further and further to the east, and using native landscape elements to enhance the campus's unique sense of place. Several buildings located on West Campus built in the 2000s reflect this approach, including the Berry Biodiversity Center.

The University of Wyoming Campus as a Cultural Landscape

The University of Wyoming campus is a cultural landscape. Cultural landscapes are defined as "geographic areas, including both cultural and natural resources and the wildlife or domestic animals therein, associated with a historic event, activity, or person or exhibiting other cultural or aesthetic values." (Birnbaum 1994)

Cultural landscapes are typically composed of a number of character-defining features, which, individually or collectively contribute to the landscape's physical appearance as it evolved over time. In addition to vegetation and topography, cultural landscapes may include water features, such as ponds, streams, and fountains; circulation features, such as roads, paths, steps, and walls; buildings and structures; site furnishings, such as benches and lighting; and sculptural objects. Most historic properties have a cultural landscape component that is integral to the significance of the resource. (Birnbaum 1994.)

The University of Wyoming campus includes historic landscape resources with the potential to reveal important aspects of our country's educational history, as well as a particular response to national and regional trends in site planning and campus design and development. As with many cultural landscapes, the University of Wyoming also has the potential to reveal much "about our evolving relationship with the natural world." (Birnbaum 1994.)

For cultural landscapes, documenting existing conditions and analyzing and assessing the character and interplay between natural and cultural historic resources is crucial to determining a strategy for their management. Cultural landscape analysis involves two primary activities: evaluating historic significance and assessing historic integrity. Both are tested against criteria determined by the National Register of Historic Places. The National Register of Historic Places has developed nationally-recognized methods for evaluating the significance and integrity of historic buildings and landscapes.

National Register Significance and the Campus Landscape

The National Register of Historic Places is a list of properties that meet federally-identified criteria for significance in American history. It is generally considered to be the standard for evaluating historic properties. As noted above, the University's LRDP indicates that appropriate preservation treatments be considered for historic properties on campus that are eligible for listing in the National Register of Historic Places. Typically, properties are considered historic if they are fifty years of age or older. The significance of historic properties must also be evaluated to consider their contribution to broad patterns in American history or architecture/design to be eligible for listing in the National Register of Historic Places. Finally, historic properties must possess integrity, which is the ability to convey their historic associations.

The West Campus as a whole, along with portions of Central Campus, constitute a significant historic landscape that is eligible for listing in the National Register of Historic Places due to the fact that the property is at least fifty years of age, reflects broad trends in American history relating to landscape architecture and community planning and development, and possesses sufficient integrity to convey its historic associations. Integrity, however, has been diminished to a great degree by ongoing change, including that which has occurred during the more recent past.

Heritage Landscapes

While this historic preservation plan update is concerned with the identification of historic landscapes—those places on campus that are at least fifty years of age—also important is the articulation of qualities expressed in the landscape that have resulted in a unique sense of place. At the University of Wyoming, there are several landscapes that are relatively recent additions to the campus that have immediately enhanced its sense of place. To acknowledge their importance and role in the cultural landscape of the University of Wyoming campus, they are grouped together with areas that include historic features, spatial patterns, and uses, and referred to as heritage landscapes.

An example of a heritage landscape is the new plaza type that features native vegetation and granite boulders to create intimate seating areas at building entrances around Prexy's Pasture and elsewhere within West Campus. Visitor friendly, promoting sustainability, and in keeping with aesthetics defined for the campus, these areas suggest how contemporary design can be harmonious with and even enhance the character of the historic campus.

Condition

In general, survey of the campus by project team members suggested that the majority of the buildings and landscapes are in good condition and well-maintained. One of the concerns for the future involves ensuring that maintenance budgets and staff are consistent with the needs of preservation maintenance, and the evolving demands of the heritage landscape care. The plazas, for example, have introduced new materials and maintenance procedures that must be accommodated by maintenance personnel. The University must carefully assess the need to increase maintenance budgets to ensure proper preservation maintenance, as outlined later in this report, as well as the ongoing care of newly introduced landscape features.

Integrity

Integrity, discussed in Chapter 1, is the ability of a historic property to convey its significance and is closely related to the degree to which the character defining features and historic fabric of a historic resource remain.

As revealed in the discussions above, much change has occurred within the campus over the years, particularly in regards to the landscape. Many of the open spaces that qualify as historic landscapes have been extensively altered. In many cases, the character-defining features that are identified for each of the heritage landscapes discussed in Chapter 6 represent somewhat intangible qualities of land use, patterns of spatial organization, vegetation typologies, views and vistas, and circulation systems, rather than individual resources that survive from the landscape's date of origin. Despite the loss of historic fabric in many cases, these intangible qualities are nonetheless critical and essential. Understanding and respecting their value is an important part of the future preservation of these heritage landscapes.

Summary of Issues

Heritage landscapes at the University of Wyoming are well maintained, a tribute to those involved in upkeep and maintenance. Although the few condition issues observed during survey work conducted on behalf of this study are included as part of the individual landscape descriptions in Chapter 6, there are a few overarching goals and issues relating to planning, design, and preservation maintenance that are the result of this project. They are taken into consideration in subsequent chapters that address future management and maintenance strategies.

Heritage Landscape Management Goals

- Identify those features of the campus landscape that are important to the history of the University of Wyoming, its unique sense of place, and its built heritage.
- Suggest appropriate methods for protecting, preserving, and recognizing these heritage landscape features.
- Outline appropriate repair and replacement procedures for the care of deteriorated and damaged heritage landscape features.
- Discuss the role and importance of designed spatial qualities to the academic and social life and interaction associated with the campus.
- Discuss the role and importance of designed and designated views and vistas in the arrangement of campus spaces and its sense of place.
- Identify appropriate and visually compatible materials and site furnishing products for the campus landscape setting based on the identification of heritage landscape features.
- Suggest strategies for addressing aging historic vegetation.
- Identify maintenance facilities, practices, and personnel needed, beyond what is already available, to support the stewardship, care and management of heritage landscape features.
- Suggest ways of balancing the needs of heritage landscape resources with the principles of sustainable design.
- Maintain the heritage landscapes and associated resources that comprise the historic core of campus.
- Develop strategies that allow the historic landscapes to be maintained while simultaneously allowing the University of Wyoming to address its changing needs.
- Evaluate the potential impacts to the historic core of campus when considering the development and siting of new buildings and associated facilities.

4.3 - OVERVIEW OF HISTORIC BUILDING CONDITIONS

Chapter 7 of this historic preservation plan provides summaries for individual historic buildings at the University of Wyoming, including their historical development, significance, integrity, condition, and treatment recommendations. This section of Chapter 4 provides an overview of that information for the entire group of historically significant buildings, identifying common themes and issues related to those topics. Through this overview, we are better able to develop priorities for the plan's preservation approach and address issues that exist campus-wide. This section looks at the historical development of buildings on campus by period, reviews architectural treatment and style over time, outlines the extent to which historical integrity has been preserved, and reviews common issues related to the physical condition of buildings.

Conditions of Historic Buildings by Period

The Historical Overview in Chapter 2 divides the development of the University of Wyoming campus into six periods, from 1887 to the present. Buildings considered of historical significance are generally those 50 years of age and older, the criteria used for determination of eligibility for listing on the National Register of Historic Places. In this preservation plan, we have reviewed buildings dating up to 1969, which coincides with the end of the historical development period War and Postwar Expansion (1941-1969). The buildings completed on campus between 1965 and 1969 were planned and approved for construction by 1965 and belong architecturally to that period.

In the first 54 years of the University's development, encompassing three historical periods from 1887 to 1941, the University's most historically significant buildings were constructed. Today, only 13 campus buildings remain from these periods.

The Early Campus (1887 – 1917)

The University's earliest period of development, The Early Campus, spans from the construction of Old Main in 1887 to the end of World War I. Five buildings remain from this early period, including Old Main, Geology (Science Hall), Merica Hall, Agricultural Hall (a portion of today's Health Sciences), and Hoyt Hall. Historically significant to the early development of the campus along 9th Street, these buildings are particularly vulnerable to change, not simply because of their age but because of their size, use, interior configuration, and construction.

Of these five buildings, the two earliest, Old Main and Geology, are constructed of sandstone while the other three are constructed of brick. The use of sandstone for Old Main and Geology initiated the practice of using local sandstone at the University. After moving away from that practice in the first two decades of the twentieth century, it would be re-established and formalized in the 1920s as a campus tradition. Both buildings are also Romantic in style, Richardsonian Romanesque and Collegiate Gothic, while the three later brick buildings are formal and classically inspired.

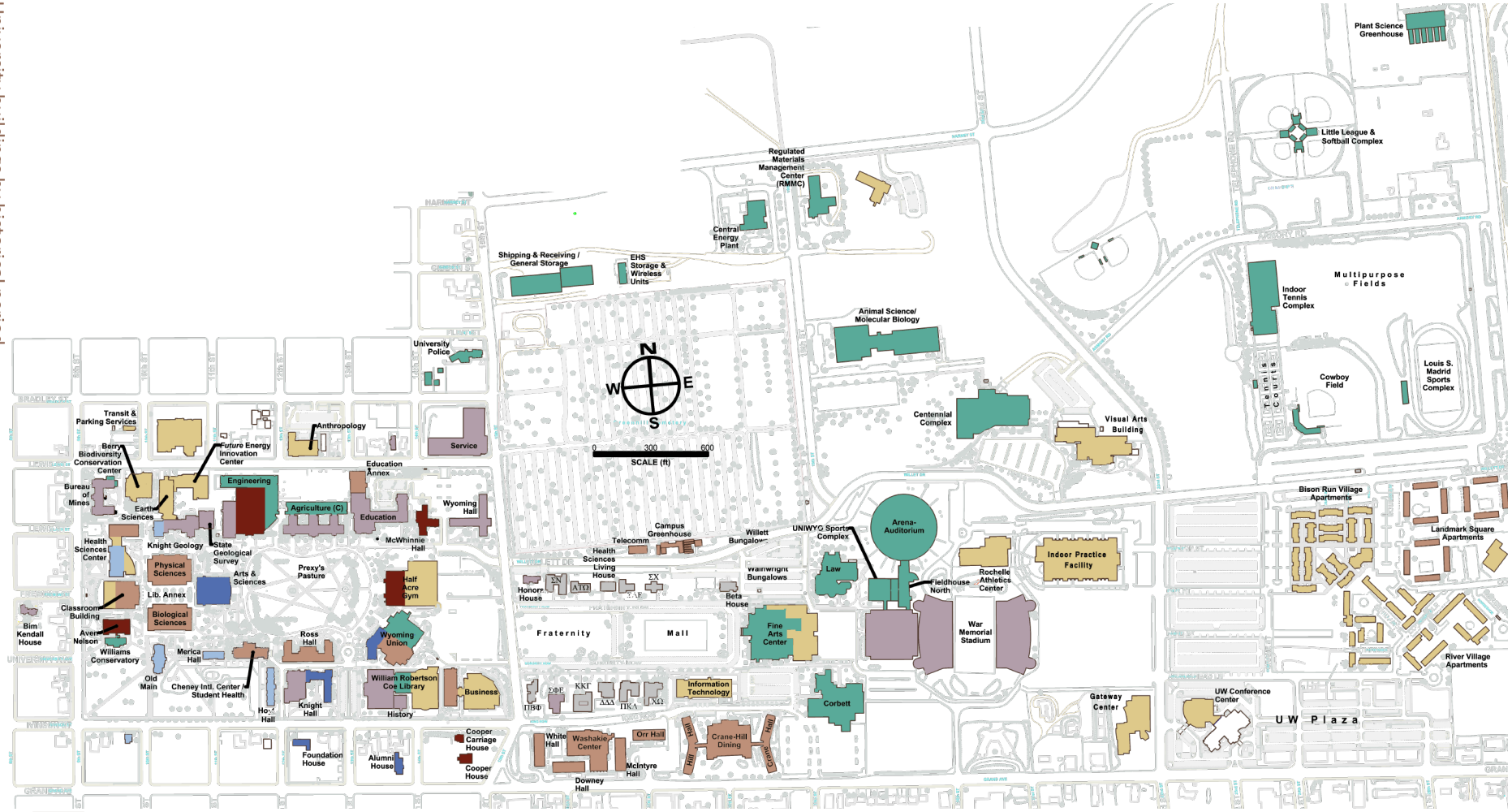
Four of the five buildings during this period used wood as an interior structural material. Only Agricultural Hall was constructed of fireproof concrete and steel. Wood construction for the interiors of these buildings posed challenges in meeting the requirements of contemporary structural and fire codes, challenges common for historic buildings.

Four of the five buildings have had a change of use, and three have been significantly altered on the interior. Old Main was completely gutted on the interior and restructured with new concrete floors in the 1930s and 40s. As the University's first building, Old Main originally served multiple uses, and its interior layout was complex with multiple levels, room sizes, and configurations. The restructuring destroyed the historic interior of the University's most iconic building but made it more usable as the University's primary administrative building, including the office of the President.

As the University's first large academic building still surviving, the Agricultural Building was configured with good-sized classrooms with large windows aligned along spacious double loaded corridors. The sizes of the rooms, simplicity of the layout, and generosity of the windows made the building easily adaptable to new uses over time. Its interior was completely altered with new finishes during recent renovations, however, including replacement of the large historic wood doublehung windows.

In contrast, as former dormitories with numerous small rooms along narrow corridors, Merica Hall and Hoyt Hall have been more limited in their adaptive reuse potential. Their current use for administrative offices is adequate and appropriate, however, and ironically they retain a great deal of historic fabric on their interiors. Lower profile and less valued (Merica has been threatened with demolition), the two buildings have survived intact due somewhat to benign neglect.

University buildings by historical period



THE EARLY CAMPUS 1887-1917

EXPANSION IN THE TWENTIES 1917-1929

DEPRESSION AND WORLD WAR II YEARS 1929-1941

POSTWAR EXPANSION 1941-1958

POSTWAR EXPANSION 1958-1969

MODERN UNIVERSITY 1969-1992

BEYOND THE CENTENNIAL 1992-PRESENT

NON-UNIVERSITY BUILDINGS

The original Geology building, small in size and elaborate in architectural design, generally retains its original use. Additions to its rear, east façade has transformed it into an entrance structure for the larger geology complex. When the additions were added in the mid-1950s, the interior of the original building was renovated and original windows were replaced, with the loss of historic fabric.

In sum, the five early buildings retain most of their historical integrity on the exterior, but three of the five have been altered on the interior. All five buildings are in good physical condition. Old Main suffers from deterioration of the sandstone used for decorative features (a different stone from the rough walls), probably due to the nature of the stone when subjected to thermal expansion. Merica has minor masonry cracking due to the rusting and jacking of steel lintels at windows. Merica has had its maintenance deferred, in particular new roofing, because it was slated for demolition. Merica should be preserved and appropriately rehabilitated for continued administrative use.

Expansion in the Twenties (1917 – 1929)

The period of the 1920s is known as a time of growth and maturation at the University, both academically and physically. In 1924, the campus master plan was adopted along with guidelines for new construction that established the use of local sandstone and inspiration from the Wyoming landscape as campus traditions. Five surviving buildings represent this period.

The two earliest buildings, Engineering Shops and Aven Nelson (the University Library), were constructed of the same rough textured brick with rich textured mortar. Both were built before adoption of the campus master plan and guidelines and are shown as existing buildings on the master plan. Their rough brick, however, is the most sympathetic and appropriate brick on campus in relation to the character of the rough sandstone used on many buildings.

Aven Nelson was a landmark building for the University, its first dedicated library, and was representative of the University's maturation. It was a well-designed building on both the exterior and interior. Stylistically, Aven Nelson continued the design vocabulary established by Agricultural, Merica, and Hoyt Halls. Like those buildings, Aven Nelson was constructed with brick, was classically inspired, and was located with an orientation toward 9th Street. The building created the beginnings of a quadrangle in relation to Old Main, similar to that formed by Merica and Hoyt.

The interior of Aven Nelson was gutted in 1959 when Coe Library was constructed and Aven Nelson was adapted to use by the Botany Department. The spacious library interior was lost. The exterior of Aven Nelson was compromised by construction of the Botany Conservatory, which obstructed what had once been the primary entrance façade of the building. The original south entrance was removed when the building was renovated in 1959.

The Engineering Shops were constructed in 1923/24 and constituted a series of shop and laboratory spaces that stepped northward down the hill from what would become Prexy's Pasture. The building is now almost completely obscured by the Engineering Building and its 1983 additions, that surround the shops. Most notable about the shops are the sawtooth clearstory glass roof monitors that once provided light to the workspaces but are now covered with roofing on the outside and ceiling on the inside.

The three buildings completed after adoption of the master plan and guidelines are exemplary of campus architectural character and include Half Acre Gymnasium, Engineering Building, and McWhinnie Hall. All three are located on Prexy's Pasture, established by the master plan, and all three use sandstone as their primary exterior materials as called for in the architectural guidelines.

The three buildings are stylistically different but similar in character. Half Acre Gym, located on the formal east axis of Prexy's Pasture, is symmetrical and classically Beaux Arts in style. Yet its use of rough sandstone and smooth sandstone details with receding surfaces is in character with other University buildings. The Engineering Building is stylistically the most adventurous and cutting edge for the time, but features similar materials, forms, and details in an Art Deco stylistic format. McWhinnie Hall is perhaps the most UW of University buildings. Its Collegiate Gothic style features asymmetric forms, receding vertical masses (buttresses), and refined contrasts in stone texture and detailing. All three buildings conform to the campus character articulated in the 1924 master plan guidelines.

The Engineering Building and Half Acre Gym remain in their historic uses. The Engineering Building has a very high level of historical integrity, including most original windows. On the interior, public spaces remain intact although offices and classrooms have been renovated to meet programmatic needs while retaining historic features. Half Acre Gym was renovated in the 1980s with the unfortunate loss of historic characteristics both inside and out. A large addition is currently being constructed to the east side of the building. The exterior design of the building was

altered late in the design process to be more sympathetic to the historic character of the building, an event which identified the need for the design guidelines included in this preservation plan.

McWhinnie Hall, originally a men's dormitory, was adapted to administrative uses in 1966, similar to Merica, Hoyt, and Knight Halls. Some historic spaces and features were unfortunately lost during this transition. Nonetheless, the building retains a high level of integrity. All five buildings from the 1920s are in good physical condition with only minor issues.

The Depression Years (1929 – 1941)

Three major new buildings were constructed on the West Campus during the Depression period, Arts & Sciences, Wyoming Union, and Knight Hall. All three buildings continued filling out the vision of the 1924 master plan. Arts & Sciences and Wyoming Union are located on Prexy's Pasture. All three are iconic buildings at the University and are expressive of campus character.

Most prominent is Arts & Sciences, originally called Liberal Arts, located on the major axis of Prexy's Pasture. Arts & Sciences continued the Art Deco styling pioneered by Engineering Hall as well as formality in its symmetrical design, appropriate to its prominent location at the west end of Prexy's. Its use of rough sandstone walls, smooth sandstone details, and receding massing as the building rises are character defining features of campus architectural character. Its pilasters and pinnacles recall the buttresses and detailing of Collegiate Gothic.

Wyoming Union and Knight Hall continue the tradition of Collegiate Gothic on campus for buildings associated with student life, similar to McWhinnie Hall. The style's asymmetry most easily accommodates the vocabulary of sandstone materials and receding massing of the campus character.

Arts & Sciences and Wyoming Union continue in their historic uses. Arts & Sciences retains a high degree of historical integrity on both the exterior and interior. Changes have been made to the main entrance for accessibility to the auditorium and to the interior with the installation of elevators. Otherwise, the building retains most of its historic fabric. Renovations are desired by the department using the building and may be accomplished with appropriate preservation treatments.

Wyoming Hall, on the other hand, has been renovated several times over the years, in 1959, 1972, and 2002. The building retains integrity on the primary west and south facades of its exterior, but the interior has been dramatically altered and expanded to accommodate changing programmatic uses related to student life. Only a few interior historic features remain.

Knight Hall was constructed as a woman's dormitory to replace Merica and Hoyt Halls. However, it too has been replaced for that use and like the two earlier buildings and McWhinnie Hall, has been adaptively reused for administrative offices. Interior and exterior historic features have been largely retained.

War and Postwar Expansion (1941 – 1969)

Following World War II, the University of Wyoming experienced three decades of dramatic growth and expansion as the nation transitioned to modern late-twentieth century life. Enrollment grew and academic programs developed and matured. The University's physical growth struggled to keep pace. Early during this period, from 1941 through the late 1950s, architectural design modernized but continued to largely reflect attributes of historic campus character. The vision of the 1924 campus master plan was filled out with new buildings bordering Prexy's Pasture.

Late during this period, in the 1960s, designers began moving away from traditional campus character and embracing more modern national and international trends. There was concerted effort to express a modern vision of the world. While some buildings continued to use sandstone as a material, its use was visually subordinate to the more prominent use of concrete, and how it was used was different, as flat rectangular planes rather than three dimensional masses.

The campus expanded eastward during this period as well, first with the construction of the new stadium and fieldhouse and later with large dormitory complexes that replaced the more quaint dormitories on historic West Campus. Conflicts began to arise in the placement of new buildings, as the 1924 campus plan was filled out and the amount of remaining open space in the academic core of West Campus was limited. Controversy ensued with the development of the new Science Center in the mid-1960s on West Campus, squeezed in behind Arts & Sciences and eliminating the historic primary road entrance to Prexy's Pasture. The state legislature eventually restricted any further development on Prexy's Pasture or Southwest Park.

During the first two decades of this period major new buildings were constructed on West Campus on and in the vicinity of Prexy's Pasture, including the Agricultural Building , Education Building, Wyoming Hall, Coe Library, and expansion of the Geology Building and Knight Hall. Stylistically, these buildings continued to incorporate campus traditions but translated them to more modern forms, with horizontal lines, the introduction of red stone panels to accent the sandstone, and the use of glass block. The 1960 construction of Ross Hall and the Student Health Center along the south side of Prexy's Pasture completed the 1924 vision for the University's main quadrangle.

The academic buildings constructed during this period continue to be used academically and most have had additions. The dormitories, Wyoming and Ross Halls, have been adapted to office uses as have previous dormitories on West Campus. All largely retain their historic character and have a relatively high degree of historical integrity. The Agricultural Building in particular has been changed very little.

Of the 1960s dormitory complexes, Crane and Hill have limited use today and plans are being prepared to demolish the buildings and redevelop the site to provide new housing that more adequately meets the expectations of the incoming students the University needs to attract. The mid-1960s dorms just west of Crane and Hill have been recently renovated but may also eventually be redeveloped.

The lack of human scale and general unfriendliness of the building complexes constructed in the mid-to-late 1960s in addition to their diversion away from traditional campus character is noticeable, especially in their exterior courtyards. Their divergent character has in part led to the desire for this historic preservation plan and design guidelines.

The Modern University (1969 – 1992)

The trend away from traditional campus character that began in the mid-1960s continued during the decades of the 1970s and 80s. Most of the construction that occurred during this period took place as the campus extended eastward to Central and East Campus. New construction was suburban in character with self-contained buildings that did not emulate the character of the historic campus of quadrangles, entrance courts, and pedestrian walkways. On historic West Campus, four major projects were undertaken, large additions for the Agricultural and Engineering Buildings, an addition to Wyoming Union, and the new Pharmacy Building.

Most significant of the projects on West Campus were the two additions to the Agricultural and Engineering Buildings. Located on the north side of the two buildings and massive in size, the 1983-84 additions were contemporary in style and made no attempt to recognize or relate to the historic buildings on Prexy's Pasture. The sizes of the additions dwarf and are in dramatic contrast to their historic counterparts.

Similarly, the addition and expansion to Wyoming Union made little attempt to embrace its historic predecessor. The new Pharmacy Building, located in front of the historic Geology building, was planned with the demolition of former Agricultural Hall (currently Health Sciences) in mind. The building's principle south façade was planned to open onto a courtyard to be located where the historic building stood. The planned demolition, however, did not take place.

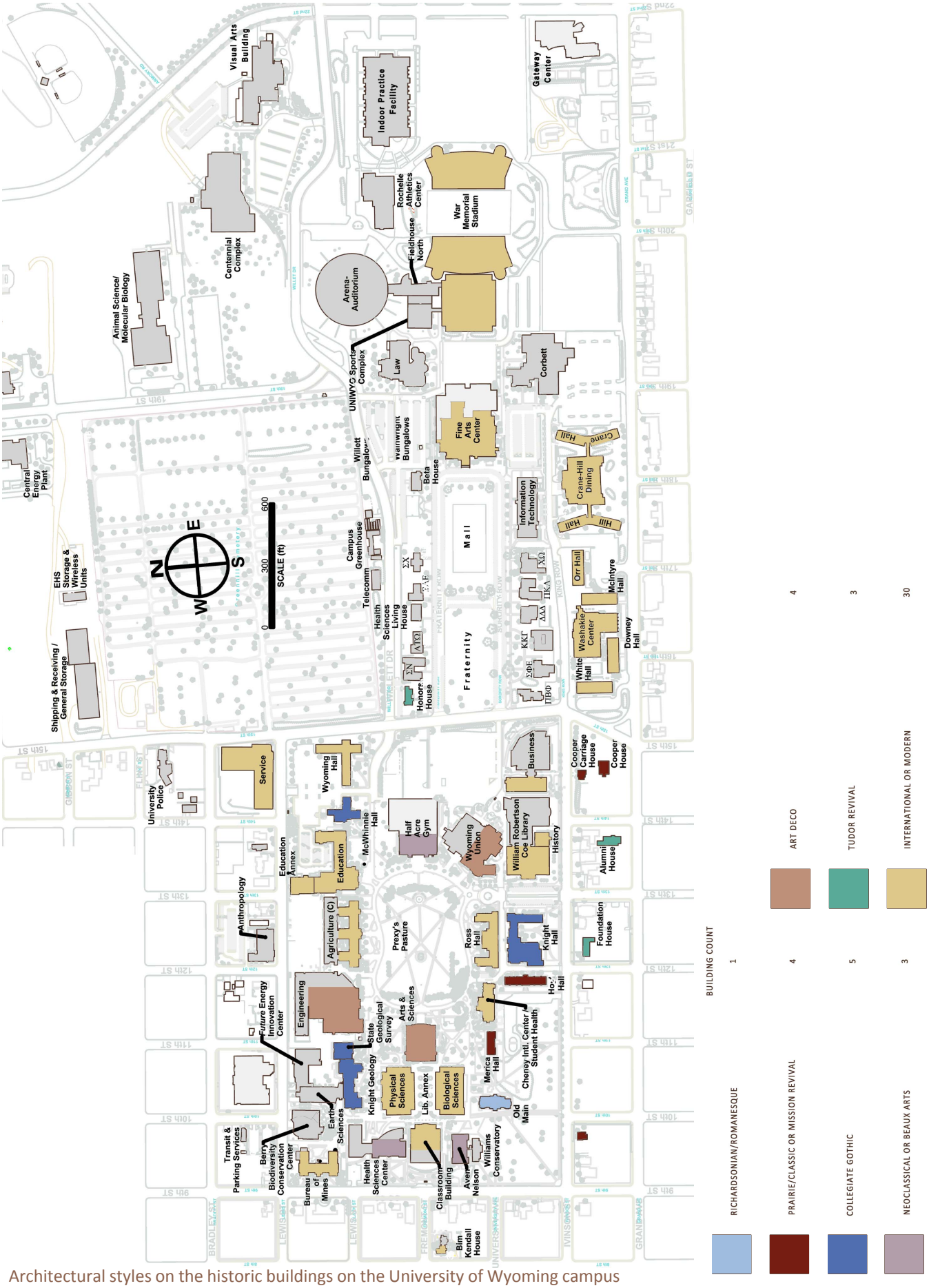
Beyond the Centennial (1992 – Present)

During the University's centennial, plaques were placed in the entranceways of the older historic campus buildings relating their histories. The 1991 campus master plan presented a vision emulating the 1924 plan by creating a hierarchy of outdoor open spaces linking and relating buildings and connecting spaces with pedestrian walkways. Prexy's Pasture was converted to a pedestrian space with the removal of automobiles and parking. This vision was dramatically expanded and reinforced in the 2010 Long Range Development Plan, discussed earlier in this chapter.

New building projects tended to be more contextual in nature, reflecting historic qualities and embracing sustainable principles of design and performance. The proposed construction of the Botany Conservatory in front of historic Aven Nelson as well as a new Mineral Research and Reclamation Center attached to the S.H. Knight Geology Building led to a series of actions that raised the profile of historic buildings on campus, including the 1999 Historic Preservation Plan, discussed in Chapter 1.

In time, the desire to recognize and reaffirm the importance of historic campus character strengthened. The campus continued to expand eastward, but with an eye to gradually implementing the vision of a vibrant walkable campus with a hierarchy of outdoor spaces as envisioned in the 2010 master plan.

On West Campus, large new additions were constructed expanding Coe Library, the Business School, Geology Building, Wyoming Union, and Half Acre Gym. In most of these projects, especially Wyoming Union, Business School, and Half Acre Gym (after changes), the attempt was made to recognize and build upon historic campus character while maintaining contemporary expression. In the 2005 Health



Architectural styles on the historic buildings on the University of Wyoming campus

Sciences Center, historic Agricultural Hall and the Pharmacy Building were renovated and creatively connected in a project that, for the most part, is a good example of appropriate adaptive reuse.

Architectural Treatment and Style

In sum, buildings on the University of Wyoming campus have been designed in a wide variety of architectural styles expressive of the times in which they were built. From the Romanesque of Old Main, to the Beaux Arts of Half Acre Gym, to the Collegiate Gothic of McWhinnie Hall, to the Art Deco of Arts and Sciences, to the International Style of Coe Library and the Education Building, most buildings have been expressive of the styles of their time. The replication and copying of historic styles is not part of the campus tradition.

Rather, buildings of each period have used materials, forms, textures, colors, and creative design innovation to foster the consistent campus character for which the University is known and appreciated. First articulated in the 1924 Campus Master Plan, this character has been carried on and reinterpreted decade after decade no matter what style is being used. Notable exceptions to this trend date from the 1960s, 70s, and 80s and were intentional, seeking to consciously break away from historic precedents, not always to desirable results.

Today, the importance of sustaining and reinforcing campus character is recognized along with the fact that creativity and innovation is not sacrificed in this endeavor. The character of the University of Wyoming campus takes inspiration from its context, the Wyoming landscape, and features local materials in its expression. The preservation and appropriate treatment of historic buildings and landscapes is an important part of campus character. The guidelines for both historic buildings and landscapes and for new construction included in the preservation plan will help strengthen and enhance campus character over time.

Integrity of Historic Buildings

The historical integrity of buildings on the University campus varies building by building depending upon the nature of the changes that have been made to them. The exteriors of most buildings have been preserved, with replacement to entrance doors and windows (Old Main, Geology, Health Sciences) the most common negative impact to historic fabric.

The largest impact on the integrity of historic buildings has occurred on interiors. The interiors of some historic buildings have been almost entirely lost (Old Main, Geology, Wyoming Union, Aven Nelson, Health Sciences). In other buildings, interior historic features have been retained, especially in public spaces, while needed renovations were undertaken to offices and classrooms to meet programmatic needs (Engineering Building, Petroleum and Aeronautics Addition). A number of buildings, especially older dormitories, have had interior renovations to accommodate adaptive reuse and accommodate modern building code requirements while retaining a good deal of historic interior finishes (Hoyt, Knight, McWhinnie, Wyoming, Ross).

The overall integrity of historic buildings on campus is good and should not be allowed to diminish in the future. Chapter 7 of this plan provides individual descriptions of each historic building, including a discussion of its historical integrity. In undertaking new projects, historic construction drawings need to be consulted to clearly identify historic fabric that should be preserved.

Summary of Issues

Historic buildings at the University of Wyoming are very well maintained, a tribute to the Physical Plant department which works under some pressure given the increasing number of facilities to be managed and budgets that do not keep pace. Physical issues observed during the survey of historic buildings were relatively minor in scope. Issues observed for each building are summarized in Chapter 7.

Key physical issues for historic buildings include:

- Open joints in masonry string courses and parapets that can allow water to enter masonry walls, freeze and cause cracking and deterioration. In general, parapets appear to be in good condition and roofs, though not surveyed, appear to be well maintained. Joints in the tops of parapet stone appear to have sealant installed, which is sound and appropriate. However, open joints in horizontal masonry string courses and some parapets were observed.
- Stone deterioration, especially at entranceways and outdoor planters. The deterioration of stone around entranceways may be due to the use of salt and physical damage during clearing of snow. In some places, such as the smooth decorative stone on Old Main, the stone appears to be of deficient quality. Planters and some stone walks are cracking and displaced due to water penetration and freezing, causing expansion and displacement.

- Jacking of masonry at window lintels due to the rusting of metal lintels supporting brick and stone. When the lintels rust, they expand and lift the masonry. Cracks appear diagonally upward. The problem was observed on several buildings involving both brick and stone, but none was particularly severe.
- Inappropriate masonry repairs using mortar that does not match historic mortar in color, texture, strength/flexibility, and profile of the strike. A number of masonry repairs were observed on different buildings using grey or white mortar, where no attempt was made to replicate historic characteristics.
- Use of sealant in masonry repairs on vertical surfaces. Use of sealant is permissible, and even desired, in masonry joints on horizontal surfaces (facing the sky) such as the tops of parapets and planters. However, sealant should not be installed in joints on vertical wall surfaces. Water vapor needs to escape through the joints of masonry walls. When blocked by sealant, it will move through stone or brick and will cause deterioration and cause cracking when it freezes.
- Glazing material on older windows that still remain has become hard and is deteriorating in many places. Conditions on Arts and Sciences, Engineering, Agriculture, and other buildings were observed. It is highly desirable to retain historic windows where possible. But due to the extreme weather conditions experienced during Wyoming winters, the replacement of poor performing historic metal windows is understandable. If replaced, new windows should match historic windows in configuration, character, operation, and appearance. Historic wood windows should not be replaced, though most have been where they existed (wood windows remain at Merica). Rather, weatherstripping and interior or exterior storm windows should be installed.
- Use of appropriate preservation treatments for historic building fabric, as outlined for various different types of materials in Chapter 8.

Key preservation issues for historic buildings include:

- Demolition of historic buildings. Relatively few historic buildings have been lost on campus since the 1960s. Merica Hall was slated for demolition in the 2010 Long Range Development Plan and Capital Facilities Plan 2011-2016, however following subsequent discussions, the building is likely now to be preserved and rehabilitated.

- **Loss of exterior historic building fabric in renovation and adaptive reuse. The removal of the aluminum sunscreen on Coe Library and the replacement of historic wood windows at Health Sciences in renovations undertaken within recent years are examples. Changes to Old Main, Half Acre Gym, and Geology are older examples. Every effort should be made to retain historic building fabric when buildings are renovated.**
- **Loss of interior historic building fabric in renovation and adaptive reuse. The interiors of historic buildings should be retained wherever possible. Entranceways, public spaces, stairways, and corridors in particular should be preserved. Classrooms, offices, and work spaces can be adapted to meet programming needs while still preserving historic features and detailing.**
- **Architecturally appropriate additions and new construction. The design of new additions to historic buildings that reflect and are sympathetic to the historic building's character. As outlined in the design guidelines included in Chapters 9 and 10, new designs should be creative and expressive of the time in which they are built but should represent and reinterpret historic campus character.**

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 5 ▪ PRESERVATION APPROACH

5.0 Introduction

5.1 Mission, Vision, and Sense of Place

5.2 The Evolution of Campus Character

5.3 Preservation Approach

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5.0 - INTRODUCTION

In Chapter 1, this preservation plan introduces the concept of historical integrity and notes its importance in historic preservation. Chapter 4 summarizes the level of integrity remaining for existing historic buildings and heritage landscape on the campus, while Chapters 6 and 7 provide more detailed discussions on integrity and identifying character-defining features for individual historic buildings and heritage landscapes and their suggested treatment.

One important goal for the University of Wyoming Historic Preservation Plan update is to assist the University in preserving and protecting the historic integrity of resources which symbolize the history and evolution of the campus and convey its unique sense of place. Today a strong legacy of Wyoming's educational, agricultural, and mineral extraction heritage is reflected in the campus buildings and landscapes. Preserving these resources today ensures future generations will also have the opportunity to experience and learn from the historic built environment, even as it continues to change and evolve.

This chapter outlines the conceptual framework and approach to historic preservation and stewardship for the University of Wyoming campus. Historic buildings and heritage landscapes are

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integral to campus character. Historic preservation 'best practices' provide practical guidance to good decision-making about the treatment of historic resources when change is necessary. This chapter relates historic preservation to the University's mission and vision, reviews the evolving nature of campus character with a focus on campus character today, and outlines an approach to its preservation and enhancement.

5.1 - MISSION, VISION, AND SENSE OF PLACE

As discussed in the Long Range Development Plan (LRDP), the University's mission is the overarching inspiration that drives decision making on campus and was the basis for key concepts articulated in the LRDP. The mission statement expresses the quality of desired experiences and interactions that take place on campus. The University's mission also speaks to the desired physical environment of the campus (UW 2010:V2, 24).

The University's Mission Statement indicates:

> *The University of Wyoming aspires to be one of the nation's finest public land-grant research universities. We serve as a statewide resource for accessible and affordable higher education of the highest quality; rigorous scholarship; technology transfer; economic and community development; and responsible stewardship of our cultural, historical, and natural resources. In the exercise of our primary mission to promote learning, we seek to provide academic and co-curricular opportunities that will:*
>
> - *Expose students to the frontiers of scholarship and creative activity and the complexities of an interdependent world;*
> - *Ensure individual interactions among students, faculty, and staff;*
> - *Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and*
> - *Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the University community.*
>
> *As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.*

> *The primary vehicles for identifying the specific actions and resource allocations needed to accomplish this complex mission are the university's strategic plans, revised periodically. (UW 2010:V2, 24)*

A vision for the University of Wyoming was created by the Office of Academic Affairs in the August 2008 document Creation of the Future 3—Access, Excellence, Leadership. The vision expresses the scholarly direction that is expected within the University. There are several key elements identified in the vision statement that relate to the physical design of the campus. The vision describes characteristics that make the campus outstanding: unique geographic setting, statewide presence, sense of place, history, and educational integrity. This vision is central to the campus experience as implemented through the LRDP (UW 2010:V2, 25).

> *Alone among society's institutions, universities both imagine the future and create it; and alone among states in the U.S., Wyoming entrusts this duty to a single, public, land-grant, research university.*
>
> *The University of Wyoming is a community of scholars, learners, and leaders committed to two institutional hallmarks. The first is our mission to explore, create, and share knowledge, in areas that are meaningful to our constituencies and at a level of accomplishment that garners international recognition. The second is a culture that advances the intellectual and ethical capacities of our students and employees, with a degree of effectiveness that is exemplary among public universities.*
>
> *The University of Wyoming is also an institution with a distinctive character. Counting among its assets a remarkable geographic setting, unparalleled statewide presence, and a heritage of strong public support, the university embraces both its historic sense of place and its mandate to create the future.*
>
> *We prize the institution's stature as a national model for access to higher education, excellence in areas of inquiry that are relevant and important to the state and region, and the cultivation of leadership in civil society. We take pride in possessing the will to focus energy and resources on endeavors that build what Wallace Stegner envisioned as "… a society to match its scenery …" (UW 2010:V2, 25)*

Campus character and sense of place are important components of the University's mission, vision, and identity. The character of the University of Wyoming campus creates an environment that inspires, supports, and sustains the University's mission.

As documented in this preservation plan, the University's rich collection of historic buildings and heritage landscapes contribute to campus character and identity, and are physical manifestations of the University's long and layered history. Ongoing stewardship of historic buildings and heritage landscapes is important to the University's future.

5.2 - THE EVOLUTION OF CAMPUS CHARACTER

The University's mission, however, is to continually meet the needs of contemporary academic programs, in some cases requiring change in the built environment. Balancing the ongoing need for change with the preservation of campus character, including the stewardship of historic buildings and heritage landscapes, is an ongoing challenge, the kind of challenge that we all face in the larger world.

As described in the historical overview in Chapter 2 and discussed in the summary of existing conditions in Chapter 4, campus character at the University of Wyoming was inspired by its earliest buildings and officially recognized and articulated in the University's 1924 campus master plan. Since the mid-1920s, campus architects have generally conformed with, but continually reinterpreted, desired campus character through its expression in changing architectural philosophies, forms, and styles.

The 1924 campus master plan created the landscape concept of a central campus quadrangle, Prexy's Pasture, surrounded by groups of buildings with smaller landscape areas and linkages creating a hierarchy of campus spaces. Today's LRDP builds upon and greatly enriches this concept.

Above all else, campus character has taken inspiration from the Wyoming landscape. The desired character of campus buildings as articulated by architect Wilber Hitchcock in 1924 was the result of the deliberate adaptation of architecture to local conditions and the use of local building materials. Buildings were to be similar in color and texture by utilizing native buff-rose-colored sandstone from the University's quarry and similar buff-colored brick to harmonize with the local geology.

As expressed in University catalogs since the 1940s, "the architectural style of buildings erected since 1923 reproduces in building stone the rugged offsets and irregularities of the mountain peaks near by." The general character of the University's architecture was described as one where "broken perpendicular lines predominate, and the whole gives an impression of mass, suggestive of the natural rock and cliff formations in the area" (Marmor 1994:18).

It the mid-1930s, Denver landscape architect S.R. DeBoer expanded upon the 1924 campus plan, taking advantage of campus location on a natural ridge and recommending an appropriate design for the main campus consisting of an open mall around which buildings are grouped. With respect to architectural design, DeBoer suggested that University buildings should "express more or less the feeling of the high plateau region it serves. This means buildings should be of a more or less rugged design but not too severe or barren, with strong horizontal lines and wide eaves. Native stone material is used to great advantage..." (Marmor 2010:26). In the 1930s, evolving architectural and landscape architectural styles have reinterpreted this aesthetic, as evidenced in the historic buildings and landscapes reviewed in Chapters 6 and 7.

Today's emphasis on **sustainability** and the environment, established in the LRDP, is perfectly in tune with the campus aesthetic and is a basis for expression of campus character in buildings and landscapes being constructed today and in the future. Sustainability is realized through the response of buildings and landscapes to climate and their resulting performance.

Recent landscape designs on Prexy's Pasture and elsewhere on campus using local stone and native trees and shrubs are a case in point. The same is true for recent buildings designed in accordance with principles of sustainability. The relationship between sustainability and campus character and design is central to the LRDP and the design guidelines included in Chapter 9 of this preservation plan.

Similarly, the concept of **stewardship** for buildings and landscapes is central to today's interpretation of campus character. With respect to natural resources, stewardship means managing for a healthy ecosystem, promoting biodiversity and biotic integrity, and maintaining ecological processes over time. With respect to historic buildings and heritage landscapes, stewardship means preserving historical integrity by identifying and preserving historic fabric and character-defining features.

5.3 - PRESERVATION APPROACH

The point is that campus character evolves along with the University and its mission, programs, people, and the times. Consistent within that evolution is the inspiration provided by the Wyoming landscape and its expression through the use of local building and plant materials and through artistic devices of form, color, textures, and design elements. The twin concepts of sustainability and stewardship are the foundation of campus character today.

The purpose of this preservation plan is to assist campus decision-makers, planners, staff, and facility managers in the stewardship of historic buildings and heritage landscapes while accommodating future change. Primarily, this relates to the identification, preservation, and treatment of historic building and heritage landscape features and fabric.

Historic preservation practice distinguishes between four different types of treatments: Preservation, Rehabilitation, Restoration, and Reconstruction. Each type of treatment is appropriate to a different set of goals and conditions. Preservation treatment involves retention of the greatest amount of historic fabric, features, and materials. Rehabilitation treatment acknowledges the need to alter or add to a property to meet continuing or new uses while retaining historic character. Restoration treatment allows for an accurate depiction of the property's appearance at a particular time in its history. Reconstruction treatment establishes a framework for recreating vanished historic elements based on documentation.

These four preservation treatments may be considered with regard to their application to historic buildings and heritage landscapes on the University of Wyoming campus and are more fully described below.

Preservation

Preservation is defined as the process of applying measures necessary to sustain the existing form, integrity, and materials of an historic property. Work, including preliminary measures to protect and stabilize features, generally focuses on the ongoing maintenance and repair of historic materials and features rather than extensive replacement and new construction. New exterior additions are not within the scope of this treatment; however, the limited and sensitive upgrading of mechanical, electrical, and plumbing systems and other code-required work to make properties functional is appropriate within a preservation project (NPS 2014). Preservation should be the baseline treatment for buildings and landscapes that are too significant and important to change.

As described in Chapter 4, most buildings and landscapes on the University of Wyoming campus have experienced change over the years and have varying degrees of remaining historical integrity. Some buildings that retain a high level of integrity, such as Arts and Sciences and Engineering Hall, are in active use and may require changes in the future to accommodate programming needs.

Preservation treatment is usually reserved for buildings and landscapes of high integrity and great significance. Old Main and Geology, the oldest surviving buildings on campus, might be most significant and appropriate for a preservation treatment, but both buildings have been altered by renovations undertaken in the 1940s and 50s and do not have a high level of integrity.

Of other historic campus buildings, Cooper House and its landscape are probably the only ones to which a preservation treatment should be applied. The building and landscape are significant, retain a high degree of integrity, and their use by the University's American Studies program is both highly appropriate and restrained in intensity and requirements to allow for continued use with minimal need for change.

A landscape feature to which a preservation treatment should be applied is the statue of Tyrannosaurus Rex created by S. H. Knight in 1964 and located on Prexy's pasture adjacent to the Geology Museum. This copper statue is a unique historic artifact directly related to the University's archeological investigation of prehistoric dinosaurs in Wyoming. The cast iron fence surrounding the statue is a remnant of the fencing that once enclosed the campus (Ewig 2012:37-38).

Rehabilitation

Rehabilitation is defined as the act or process of making possible a compatible use for a property through repair, alterations, and additions while preserving those portions or features which convey its historical, cultural, or architectural values (NPS 2014). Often referred to as adaptive reuse, any new, expanded, or upgraded facilities should be designed to avoid impacts to character-defining historic elements. They should also be constructed of compatible materials. Retention of original historic fabric should be the primary consideration in undertaking a program of rehabilitation and adaptive reuse.

Rehabilitation accommodates needed change and is the most appropriate treatment for most buildings and landscapes at the University of Wyoming. As described in Chapters 6 and 7, most historic buildings and heritage landscapes on campus have already been modified to accommodate changing programs and needs. Most of the

campus historic buildings retain integrity on their exteriors and some also retain integrity on their interiors. Going forward, rehabilitation treatment is the most appropriate approach to preserving the integrity of historic buildings and heritage landscapes on the campus.

Restoration

Restoration refers to returning a resource to its appearance at a specific previous period of its history. Restoration is defined as the act or process of accurately depicting the form, features, and character of a property as it appeared at a particular period of time by means of the removal of features from other periods in its history and reconstruction of missing features from the restoration period. In this context, historic plans, documents, and photographs should be used to guide the work. The limited and sensitive upgrading of mechanical, electrical, and plumbing systems and other code-required work to make properties functional is appropriate within a restoration project (NPS 2014).

It is unlikely that Restoration will be a treatment used for projects on the University of Wyoming campus except for possible isolated, special circumstances, such as the possible restoration of selected building or landscape features.

Reconstruction

Reconstruction is defined as the act or process of depicting, by means of new construction, the form, features, and detailing of a non-surviving site, landscape, building, structure, or object for the purpose of replicating its appearance at a specific period of time and in its historic location (NPS 2014) A reconstruction is a new resource made to replace an historic resource that has been lost.
Like Restoration, Reconstruction is not anticipated to be relevant to future projects at the University.

Recommended Overarching Approach for the University of Wyoming

In sum, Rehabilitation is the most appropriate approach to the stewardship of historic buildings and landscapes on the University of Wyoming campus. Rehabilitation accommodates the need for ongoing evolution and change while preserving character-defining features important to the campus and its history.

5.4 - BEST PRACTICES – THE SECRETARY OF THE INTERIOR'S STANDARDS

Best practices in the stewardship of historic buildings and landscapes are compiled in *The Secretary of the Interior's Standards for the Treatment of Historic Properties* (NPS 2014). Developed and honed by historic preservation professionals through decades of practical experience, the Standards are a touchstone for activities affecting historic buildings and heritage landscapes and help ensure that important issues about the care of historic buildings and heritage landscapes are not forgotten in the process of making decisions about other issues.

Historic preservation is a practical discipline that can accommodate growth and change while continuing to preserve the characteristics that make a place special. The principles that have been developed in the field of historic preservation emphasize the importance of preserving historical integrity by preserving authentic historic fabric to the maximum extent possible.

Building and landscape uses come and go, but once lost, original historic fabric can never be reclaimed. The preservation and maintenance of original historic fabric, features, materials, and design elements, therefore, is central to a sound preservation approach. An underlying objective of this preservation plan is to encourage and promote the preservation and maintenance of historic building and landscape fabric in as many ways as possible.

The Secretary of the Interior's Standards inform good decision-making. The Standards are a set of principles that are applied thoughtfully to situations on a case-by-case basis. Their durability is testimony not only to their soundness, but also to the flexibility of their language. They provide a philosophy and approach to problem solving for those involved in managing the treatment of historic buildings and landscapes. They are not rules and are not a set of solutions to specific design issues. Following a balanced, reasonable, and disciplined process is often more important than the exact nature of the treatment option that is chosen. The Standards help ensure that the critical issues are considered.

The Secretary of the Interior's Standards for the Treatment of Historic Properties provides an individual set of standards for each of the four commonly identified historic preservation treatments discussed above: Preservation, Rehabilitation, Restoration, and Reconstruction. As discussed, Rehabilitation is the most appropriate preservation treatment where extensive changes are anticipated to meet changing programmatic needs. The Secretary of the Interior's Standards for Rehabilitation have therefore been used in this preservation plan as the basis for the overall recommended treatment for the University's historic buildings and heritage landscapes.

The Secretary of the Interior's Standards for Rehabilitation are particularly useful in consideration of the appropriate maintenance of historic buildings; the alteration of older buildings as necessary for reuse, safety, and accessibility; and the construction of new buildings in an historic context. The ten standards that comprise the Standards for Rehabilitation are quoted below followed by a brief discussion of the implications of each. Additional discussion of the Standards for Rehabilitation may be found online (NPS 2014).

STANDARD 1 – ***A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.***

Standard 1 recommends compatible use in the context of adaptive reuse and changes to historic buildings and landscapes. This standard encourages property owners to find uses that retain and enhance historic character, not detract from it. The work involved in reuse projects should be carefully planned to minimize impacts on historic features, materials, and spaces. The destruction of character-defining features should be avoided.

STANDARD 2 –***The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.***

Standard 2 recommends the retention and preservation of character-defining features. It emphasizes the importance of preserving integrity and as much existing historic fabric as possible. Alterations that repair or modify existing historic fabric are preferable to those that require total removal.

STANDARD 3 – ***Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.***

Standard 3 focuses on authenticity and discourages the conjectural restoration of an entire property, feature, or design. It also discourages combining and/or grafting historic features and elements from different properties, and constructing new buildings that appear to be historic. Literal restoration to an historic appearance should only be undertaken when detailed documentation is available and when the significance of the resource warrants restoration. Reconstruction of lost features should not be attempted without adequate documentation.

STANDARD 4 – ***Changes to a property that have acquired historic significance in their own right will be retained and preserved.***

Standard 4 recognizes that buildings change and that many of these changes contribute to a building's historical significance. Understanding a building's history and development is just as important as understanding its original design, appearance, and function. This point should be kept in mind when considering treatments for buildings that have undergone many changes.

Most historic buildings contain a visual record of their own evolution. This evolution can be identified, and changes that are significant to the history of the building should be retained. The opportunity to compare multiple periods of time in the same building lends interest to the structure and helps communicate changes that have occurred within the larger landscape and community context.

STANDARD 5 – ***Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.***

Standard 5 recommends preserving the distinctive historic components of a building or landscape that represent its historic character. Workmanship, materials, methods of construction, floor plans, and both ornate and typical details should be identified prior to undertaking work.

STANDARD 6 – ***Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.***

Standard 6 encourages property owners to repair historic character-defining features instead of replacing them when historic features are deteriorated or missing. In cases where deterioration makes replacement necessary, new features should closely match historic conditions in all respects. Before any features are altered or removed, property owners are urged to document existing conditions with photography and notes. These records assist future choices that are appropriate to the property's historic character.

STANDARD 7 – ***Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.***

Standard 7 warns against using chemical and physical treatments that can permanently damage historic features. Many commercially available treatments are irreversibly damaging. Sandblasting and harsh chemical cleaning, in particular, are extremely harmful to wood and masonry surfaces because they destroy the material's basic physical properties and speed deterioration.

STANDARD 8 – ***Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.***

Standard 8 addresses the importance of below-ground prehistoric and historic features. This issue is of most importance when a construction project involves excavation. An assessment of a site's archeological potential prior to work is recommended. If archeological resources are present, some type of mitigation should be considered. Solutions should be developed that minimize the need for excavation of previously unexcavated sites.

STANDARD 9 – ***New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.***

STANDARD 10 – ***New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.***

Standards 9 and 10 are linked by issues of the compatibility and reversibility of additions, alterations, and new construction. Both standards are intended to 1) minimize the damage to historic fabric caused by building additions, and 2) ensure that new work will be different from, but compatible with, existing historic conditions. Following these standards will help to protect a building's historic integrity.

In conclusion, the basis for the Standards is the premise that historic resources are more than objects of aesthetic merit; they are repositories of historical information. It is important to reiterate that the Standards provides a framework for evaluating preservation activities and emphasizes preservation of historic fabric, honesty of historical expression, and reversibility. All decisions should be made on a case-by-case basis. The level of craftsmanship, detailing, and quality of materials should be appropriate to the significance of the resource.

5.5 - PRINCIPLES FOR ACCOMMODATING CHANGE

The philosophy behind this preservation plan is that a stewardship approach contributes to a viable, healthy campus by preserving and strengthening character and by accommodating change in a sensitive manner. A primary goal is to identify and preserve character-defining building and landscape features and thereby enhance the campus as a significant and distinctive place.

Continued education of students, faculty, staff, and visitors regarding the history and significance of the University and its buildings and landscapes as well as the larger Wyoming landscape is important in generating appreciation and support for the appropriate treatment of its resources. Appropriate maintenance, addressed in Chapter 8, is vital to the conservation of character-defining building and landscape elements. Flexibility in planning and design is the key to developing solutions for changing needs that will last for the long term.

The concept of rehabilitation, encouraging and facilitating the long-term preservation of character-defining building and landscape features, can be summarized in the following general principles that are based upon the Secretary of the Interior's Standards and should be considered in planning maintenance, reuse, renovations, new construction, and other future work at the University:

- Continue to use a property as it was designed to be used, or find a new use that minimizes necessary changes to character-defining features.
- Identify and retain distinguishing building and landscape qualities and characteristics.
- Maintain, protect, and repair existing character-defining features, materials, and finishes. If features are deteriorated beyond repair, replace in kind.
- Be authentic: if a feature is missing or must be removed, use accurate documentation to guide replacement.

- Respect the evolution of historic changes, fashion, taste, and use.
- Do not use maintenance methods or materials that damage significant building and landscape fabric.

Where needed changes require new construction:

- Respect the evolving implementation of the University's LRDP.
- Follow an established design review process.
- Accommodate the needed program to the maximum extent possible without destroying the character of existing resources.
- Understand that future change will continue to occur.
- Respect the existing building and landscape context.
- Maintain a high quality of design and craftsmanship.
- Take a humanist approach – design places that are friendly and where people will want to be.

5.6 - NATIONAL REGISTER HISTORIC DISTRICT

The 1999 Historic Preservation Plan for the University recommended that a National Register Historic District be created for the historic core of the campus. This updated preservation plan strongly concurs in that recommendation and urges the preparation of a historic district nomination as an early step in the implementation of this historic preservation plan.

The National Register of Historic Places is the nation's official list of historic resources that have been determined worthy of preservation. The National Register is maintained by the Secretary of the Interior in accordance with recognized professional standards and is composed of districts, sites, buildings, structures, and objects significant in American history, architecture, archaeology, engineering, and culture.

Listing on the National Register is purely an honorary designation. It recognizes the importance of a historic resource without placing any obligations or restrictions on the resource owner. Listing does not give any federal, state, or local governmental entity rights or regulatory controls with respect to designated property. Any regulatory reviews come into play only when there is direct federal involvement in a project, such as funding or licensing, and happens whether a resource is listed or not. There is no downside to this recommendation.

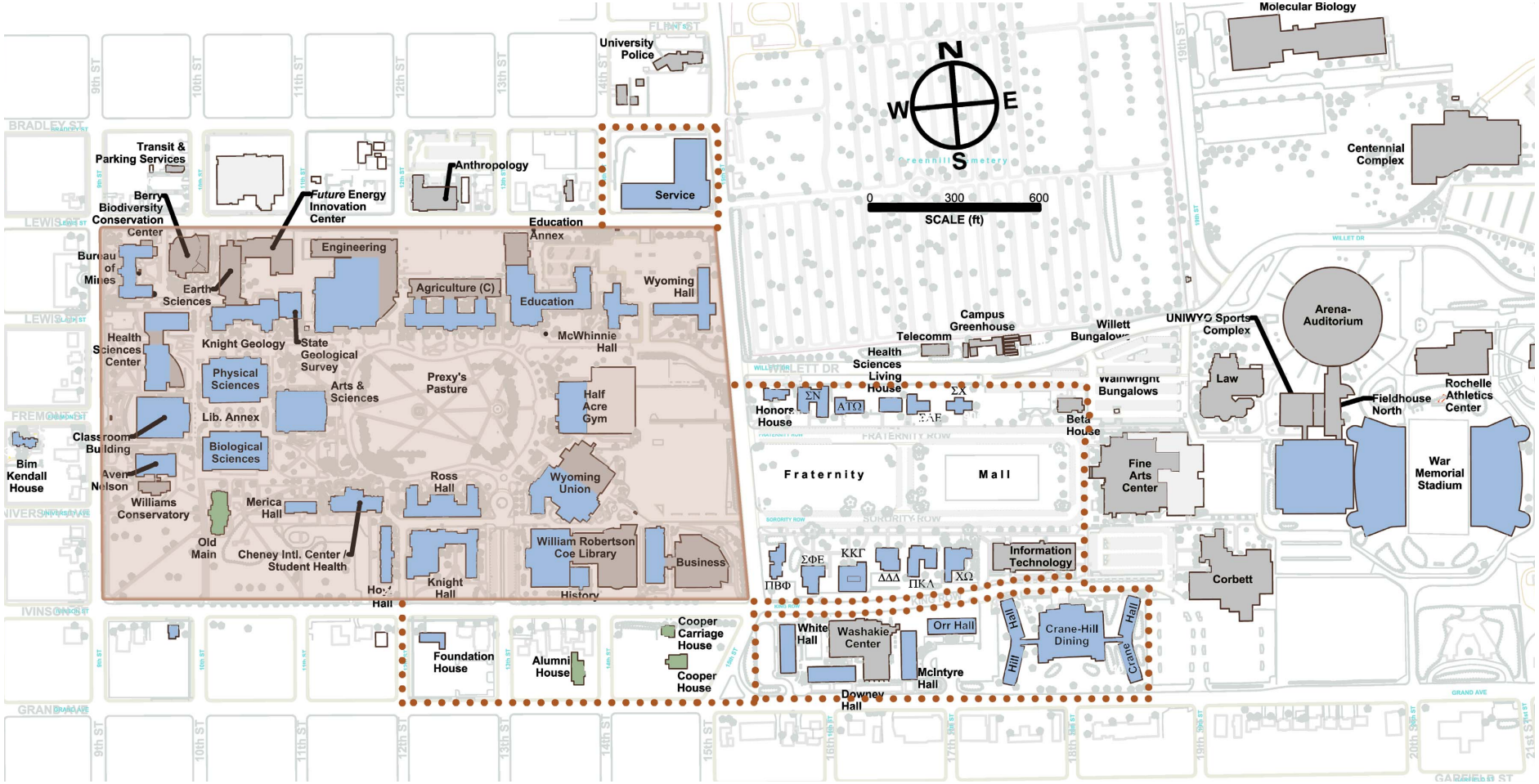
A National Register Historic District will raise the profile of the University of Wyoming campus, giving it the national recognition it deserves. Listing will highlight the distinctive character of the campus and lend recognition to the University's academic programs. National Register designation is often used in fundraising with alumni who appreciate national recognition of the place where they spent their formative years.

Most of the historic buildings reviewed in this preservation plan have been reviewed and considered eligible for listing on the National Register. Official determinations of eligibility, however, have not been made. Only Old Main, Cooper House, and Alumni House are currently listed on the National Register.

Most appropriate for the University of Wyoming campus is the creation of a National Register Historic District which will recognize historic buildings and landscapes as a collection of resources significant to Wyoming history. A discussion of the significance of the University of Wyoming campus and the criteria for evaluation are included in Chapter 3 of this plan, Historic Contexts. In Wyoming, National Register evaluations are undertaken by the National Park Service in partnership with the Wyoming State Historic Preservation Office, which guides the nomination process at the state and local levels.

As in the 1999 plan, this preservation plan recommends that the National Register Historic District initially focus on the historic West Campus described in Hitchcock's 1924 campus master plan, but other buildings beyond those borders could also be reasonably included. Most of the University's historic buildings and landscape areas dating from 1886 through 1965, the fifty-year cutoff for evaluation for the National Register, are located in this area. The proposed initial district would be bounded by 9th Street and 15th Street west to east and Ivinson and Lewis Street south to north. The historic district would be comprised of "contributing" buildings, considered historic, and "non-contributing" buildings, not considered historic (see map on the following page).

Additional University buildings beyond those within the historic district suggested here are probably eligible for listing on the National Register. They could be individually listed or included in an expanded historic district either now or in the future. They might include War Memorial Stadium and Memorial Fieldhouse, the Service Building on Lewis Street, the area of Fraternity Row, the 1960s dormitories, and Centennial Complex. Such additional designations should be considered.



Contributing buildings

Buildings currently on the National Register

Proposed Historic District

Potential expanded nomination area

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 6 ▪ TREATMENT GUIDELINES FOR HERITAGE LANDSCAPE FEATURES

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6.1 General Guidelines for Heritage Landscapes

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- Site Planning and New Construction Guidelines
- Spatial Organization Guidelines
- Views and Vistas Guidelines
- Land Use Guidelines
- Natural Features and Systems Guidelines
- Planting and Vegetation Guidelines
- Circulation, Parking, and Paving Guidelines
- Universal Accessibility Guidelines
- Walls and Fences Guidelines
- Commemorative Features and Artwork Guidelines
- Site Furnishings Guidelines
- Maintenance Guidelines

6.2 Campus-Wide Treatment Recommendations

- Campus-Wide Recommendations

6.3 West Campus Heritage Landscapes

- Ivinson Streetscape
- State Park
- 9th Street Streetscape
- Old Main Pedestrian Entrance Corridor and Memorial Garden
- 10th Street Pedestrian Corridor
- Prexy's Pasture and Plazas
- Arts & Sciences to Merica Quad

Arts & Sciences to Geology Quad
Knight Hall Courtyard
Sciences Center Plaza
13th Street Vehicular Entrance Corridor
Willett Drive Entrance Corridor
Foundation House Landscape
Alumni House Landscape
Cooper House Landscape
6.4 Central Campus- West
Fraternity Mall
High Rise Residence Hall Complex
Crane-Hill Residence Complex
6.5 Central Campus-East
Centennial Complex
War Memorial Stadium and Fieldhouse

6.0 - INTRODUCTION

The information conveyed as part of this chapter is intended to provide a framework for management and planning as it pertains to the recognition and protection of heritage landscapes on the University of Wyoming campus. The chapter is comprised of two principal parts—a set of guidelines for landscape stewardship that are grounded in an understanding of the contemporary campus landscape and its historical evolution and development, and the identification of heritage landscapes on campus that merit preservation treatment, and specific strategies for their management. The information provided herein is intended to be compatible with the University of Wyoming's Long Range Development Plan, which provides guidance for future design and development of the campus as it is envisioned to meet the evolving needs of students, faculty, and administrators (UW 2010:v1, 5).

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6.4 Central Campus- West
6.5 Central Campus-East

6.1 - GENERAL GUIDELINES FOR HERITAGE LANDSCAPES

This section offers overarching guidance in the form of preservation guidelines that cover a broad scope of management issues relating to the University of Wyoming campus in terms of its heritage landscapes. The heritage landscape guidelines relate to a philosophy of cultural landscape treatment based on the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes. They provide broad preservation guidance to direct effective stewardship of the heritage landscape resources of the University of Wyoming.

These guidelines should be reviewed prior to altering the built environment of the University of Wyoming campus. They are also intended to support the specific treatment recommendations proposed in the next section, and should be considered in conjunction with any project or initiative undertaken within heritage landscape areas.

The overarching concept for managing the heritage landscapes of the University of Wyoming campus is to maintain a flexible approach to treatment, whereby the design concept and spatial intent of the landscape is preserved, even if changes are proposed to meet the evolving needs of the University. This concept is borne from the knowledge that, while the campus has attained a unique and recognizable character, it is a living environment that must be allowed to change.

The guidelines address those issues that are common throughout the campus, regardless of its geographic location. Topics include site planning, spatial organization, land use, natural features and systems, planting and vegetation, circulation, paving and parking, walls and fences, site furnishings, commemorative and artwork features, and views and vistas.

Use of Preservation Guidelines

The heritage landscape preservation guidelines that follow should be considered both by University Facilities Planning Office personnel and outside design consultants, during all stages of planned alterations to historic areas of the University's campus. When undertaking alterations to historic resources, the following steps should be taken:

- **Review the most recent versions of the University of Wyoming Long Range Development Plan, master plan, any relevant precinct studies, and this Historic Preservation Plan.**

- Review building code issues documented by the University and the state of Wyoming.
- Review the project-specific requirements for the proposed alteration.
- Consult with a historic architect, historic landscape architect, and/or historic preservation specialist to confirm the historical significance of the existing historic resource, the condition of the existing historic fabric, and the impact of any proposed new uses or alterations on the existing historic fabric.
- Provide plans involving change to National Register-eligible or listed properties to the Wyoming State Historic Preservation Office for review.

General Guidelines

- Protect and maintain the historic landscape and architectural character of the campus.
- Promote functionality and convenience, energy efficiency, and comfort as part of the built environment of the campus as a whole, without compromising the integrity of historic features.
- Understand that the historic campus landscape has equal value to that of historic architecture.
- Recognize that the relationships between buildings and landscaped open spaces help define the character of the campus and must be preserved, maintained, used, and developed carefully.
- Avoid additions to historic structures and landscapes whenever possible. If additions are required, design them to be as unobtrusive as possible and to not overwhelm the original structure. Ensure that additions are compatible in design and detailing to the original structure, while clearly representing a contemporary work.
- Avoid placing new features in such a way as to compromise the views of any historic building facades or important landscape features.
- Endeavor to preserve and maintain heritage buildings and landscapes in good condition and to present a positive appearance to alumni, visitors, students, and the general public, while protecting their enduring value.
- Understand that incompatible treatment of heritage landscapes that occurs as part of routine maintenance and minor alterations can eventually have an impact equal to major rehabilitation and new construction.

- Minimize the visual impact of functional elements such as parking lots, trash receptacles, dumpsters, traffic signs, mechanical and electrical equipment, bus shelters, and utility lines within historic campus spaces. Carefully group, place, and screen these types of features to be as inconspicuous as possible and respectful of adjacent historic landscapes and buildings.
- Evaluate trees and other landscape elements to ensure that they do not obscure important spatial and visual historic relationships between buildings, paths, roads, and spaces.
- Institute environmentally-sound cultural and natural resource treatment and maintenance methods that are also culturally sensitive and sustainable over the long term.
- Ensure that any design guidelines developed for the campus encourage adaptation and change that preserves character-defining features.
- Design universal accessibility features to be the least intrusive to the character of historic spaces and places, and endeavor to maintain the symmetry, detailing, and visibility of important building facades and landscapes.
- Maintain historic artwork, sculpture, mosaics, decoration, and detailing.
- Avoid adding parking areas in heritage landscapes.
- Avoid developing new uses for existing buildings and landscapes that require new parking lots within historic landscapes.
- Base all work involving historically significant features on historic documentation derived from research and evaluation consistent with National Register of Historic Places standards.
- Undertake appropriate archaeological investigations prior to commencing construction in areas that are likely to contain subsurface cultural deposits. Limit the extent of disturbance to that necessary to meet research and management. Ensure that any excavated earth is replaced in a manner that replicates the landscape's appearance prior to digging.
- Ensure that any construction, demolition, or maintenance activity that involves ground-disturbance in an area that may contain subterranean cultural resources is monitored by a qualified archaeologist.
- Avoid moving historic buildings, structures, or landscape resources. Moving historic resources destroys its association with its

original setting, landscape features, and potential archaeological information. Historic resources may be moved as a last resort to avoid demolition; however, the resource should be relocated to a new site with a similar historic setting and every effort must be made to preserve original fabric.

- Avoid removing significant historic buildings and structure.
- Document all alterations to historically-significant features through drawings and photography, and maintain the documentation in an archival setting.

Site Planning and New Construction Guidelines

New construction can have either a positive or negative impact on the character and significance of a historic landscape. An important goal for new construction is to design new buildings to enhance and complement existing historic features, rather than detract from them. New construction does not need to replicate the historic landscape and building features that remain, but it should be consistent in massing, form, scale, and setback. New construction should also maintain the pedestrian-oriented scale of the University's West Campus.

- Undertake all new landscape-related work in compliance with the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for the Treatment of Cultural Landscapes.
- Evaluate all proposed new development that may affect heritage landscape features in consultation with an historical landscape architect, archaeologist, and other appropriate preservation professionals.
- Consider both the opportunities and constraints of altering the campus landscape prior to undertaking any new planning and construction initiatives.
- Implement a process for evaluating how a new campus project or undertaking may affect heritage landscape resources.
- Consider utilizing previously-disturbed sites as the location for new development.
- Select project teams and architects for the design of new construction projects who have experience working with historic buildings or contemporary buildings within a historic context to ensure that design compatibility is achieved.

- Design and situate new additions and alterations to the landscape in such a way that, if removed in the future, the essential form and integrity of the landscape would be unimpaired.
- Design new building and landscape features to visually relate to the historic environment.
- Carefully site new buildings within appropriate designated open space to fit within the broad campus design parameters.
- Identify the character-defining features of the surrounding historic buildings and landscape in order to consider ways to protect them.
- Design new building and landscape features to complement the materials, size, scale and proportion, massing, and architectural vocabulary of existing features in the surrounding historic area. Materials should be of a complementary color, size, texture, scale, and level of craftsmanship. Avoid the use of materials that are visually incompatible with surrounding historic landscape and buildings.
- Differentiate new work from existing historic resources. Replications of historic elements should be avoided in new construction because false historicism diminishes the integrity of the existing historic buildings and confuses the distinction between old and new.
- Avoid demolishing historic buildings, structures, and landscape features when designing new construction projects, or demolishing the majority of a structure while leaving only the historic facade. This practice destroys the historic integrity of the structure and leaves a false historical exterior.
- Undertake sufficient study and recordation of historic landscape features that require modification, repair, or removal using drawings and photographs before work is performed to protect research and interpretive values.
- Undertake archaeological investigations when new development will cause ground disturbance in an area that may contain buried cultural resources.
- Avoid impacts to archaeological sites by designating a limit-of-disturbance area around the resource. The limit-of-disturbance area should be determined by an archaeologist.
- Utilize sustainable and “green” methods of new construction whenever possible.

Spatial Organization Guidelines

A clear understanding of how landscape resources are sited and how context contributes to significance should guide management decisions for heritage campus landscapes. The relationships between buildings and landscaped open spaces define the character of the campus and must be preserved, maintained, used, and developed carefully.

The responses of cultural resources to topography and natural resources often determine aspects of site design. Landform and natural resources such as streams, hills, ravines, forests, and prime agricultural soils often provide a context for cultural resources, and affect their development. Preservation of the relationship between a resource and key contextual conditions is often desirable.

- Maintain all historic spatial patterns within the campus.
- Maintain the relationships between historic buildings and historic landscape features. If a feature is to be removed, consider replacing it with a new feature that helps to maintain historic spatial patterns.

Views and Vistas Guidelines

Views are an essential part of the campus experience. Buildings face one another across open space forming quadrangles, while paths offer glimpses of spaces, places, and important buildings, and windows and plazas help connect members of the campus community with each other and their environment. Views and vistas should be an important consideration in the preservation of heritage landscapes at the University of Wyoming.

- Avoid obscuring historic relationships between and views of important buildings with tree plantings and other landscape elements.
- Avoid new development that will block existing views.
- Undertake periodic maintenance efforts to selectively thin, prune, or remove vegetation that is obscuring important views.
- Minimize the visual impact of vehicular circulation systems. Consider using techniques such as vegetative screens to diminish views of roads and parking.

- Minimize the visual impact of functional site elements such as parking lots, trash receptacles, dumpsters, traffic signs, mechanical and electrical equipment, bus shelters, and utility lines within historic areas of campus. Carefully place and screen functional site elements to be as inconspicuous as possible and respectful of adjacent historic landscapes and buildings.
- Avoid placing new structures within the historic campus in such a way as to compromise views of important building facades.
- Consider incorporating views of the native landscape and mountains to the east into the campus experience.

Land Use Guidelines

Land uses often influence the form and configuration of built features. They also influence the way that the community interacts with a place. Retaining historic land uses, or adaptively reusing historic resources by introducing a compatible new use are often important goals of historic preservation.

- Maintain the historic land uses that exist within the heritage landscapes to the degree possible.
- Give equal weight to both natural and cultural features in treatment and land-use decisions.
- Avoid land-use activities, permanent or temporary, which threaten or impair known or potential archaeological resources.
- Limit, monitor, and control access to areas that are vulnerable to damage from human access or use.

Natural Features and Systems Guidelines

Natural features and systems are often a key consideration in the origin and siting of cultural features. Protecting and celebrating natural features help to convey a unique sense of place within the built environment.

- Maintain the remaining native topography of the campus.
- Protect slopes from erosion by maintaining healthy vegetative cover.
- Limit ground-disturbing activities when implementing new development and construction. Avoid excessive grading, make every effort to control soil erosion and run-off, and consider other locations for development before building in ravines and other areas with steep slopes or with the potential to impact water resources, woodlands, and other important natural resources.

Planting and Vegetation Guidelines

The University of Wyoming campus features a combination of historic plantings and contemporary plantings of native species in carefully designed compositions. The historic and contemporary plantings are distinct in character. The contemporary plantings have been shown to complement the campus's built environment and create a unique sense of place.

Because campus plantings will evolve due to the living nature of plant material, this section addresses replacement and care in the context of preserving heritage landscapes.

- Identify and document the locations of historic plant materials on campus. Determine and document the design intent associated with historic plantings on campus. Utilize the information to maintain historic plantings in good condition and replace them when needed. When replacement is necessary, install plant material that is consistent with the historic. If the historic plant is no longer available, replace it with a species that is similar in terms of size, form, color, and habit.
- Evaluate the health and vigor of significant historic trees and shrubs using an arborist and horticulturalist, and develop a plan for long-term treatment and maintenance.
- Undertake periodic and cyclical maintenance of all vegetation in order to prevent deterioration or loss of plant material. Frequent maintenance of vegetation will also prevent damage to adjacent and nearby resources, such as historic buildings and sidewalks. Maintenance practices should be tied specifically to the design intent of the historic landscape.
- Develop and adhere to a planting master plan that contains a list of preferred material for any future plantings within heritage landscapes of the campus.
- Ensure that the design palette incorporates appropriate species for each location. For example, avoid using large-scale shrubs adjacent to walks, which will require excessive pruning to maintain at an appropriate scale.
- Rely on vegetation that is native to Wyoming and the Laramie region for non-specialized or non-thematic plantings, as they typically require less water and maintenance, survive longer, and rarely become invasive.

- Retain as much existing, native vegetation as possible.
- Engage a qualified archaeologist to monitor planting efforts in areas that may contain subterranean cultural resources.
- Practice integrated pest management (IPM) wherever possible. Avoid the use of pesticides and herbicides unless absolutely necessary. If chemical controls are used, apply the minimum necessary to achieve the proposed effect. Allow only qualified applicators to apply chemicals.
- Avoid using de-icing salts; their high-sodium content can damage plants and materials.
- Employ best management practices in maintaining plants and plant communities.
- Avoid installing vegetation that is known to be invasive. Invasive plants grow quickly and aggressively, and tend to overtake and outcompete native, or less aggressive, vegetation for nutrients. Invasive plants can quickly escape their intended boundaries and colonize large portions of land in a small amount of time.
- Monitor for and control invasive plant species. Remove and/or control any invasive species which have already been planted or naturalized.
- Remove dead trees and shrubs and those identified as potentially hazardous to individuals or resources because of their health or condition. When removing vegetation, the following recommendations apply:

    - Use the most ecologically-sensitive means of vegetation removal.

    - Consider using mechanical means of removal, such as hand-pulling or with tools, before employing chemicals. Avoid the use of heavy equipment.

    - Cut all tree and shrub trunks to be demolished flush with the ground, and grind to remove. Avoid leaving stumps.

- Undertake tree removal from areas with known or potential cultural and archaeological resources under the guidance of a historical landscape architect and archaeologist.

- Existing vegetation, especially trees, in construction areas should be protected from soil compaction and closely monitored throughout the construction period. Tree roots typically extend at least to, and usually well past, the drip line of the tree. At a minimum, the area within the drip line should be protected from soil compaction from construction equipment, which will inhibit water penetration to the root zone and threaten the health of the tree.
- Establish careful policies for commemorative and garden features such as memorial trees and other plantings that respect the character of heritage landscapes.

Circulation, Parking, and Paving Guidelines

Much of the parking that was formerly allowed on campus has been moved to a perimeter system. Parking still occurs in localized parking lots within proximity to some historic buildings. Parking can disrupt the historic setting of certain buildings. In many areas, the parking has been adequately screened or is acceptable along road margins, and is not necessarily a problem. There remain a few locations where modification to existing parking would benefit the character of the historic landscape. These are discussed as part of the heritage landscape section.

- Retain all historic sidewalks and pedestrian circulation patterns.
- Attempt to replace historic paving materials in-kind, utilizing materials that are similar in appearance and composition to those that must be replaced.
- Avoid altering existing circulation routes or establishing new circulation routes unless absolutely necessary.
- Avoid constructing new roads within any heritage landscapes.
- Avoid removing roads that are historically significant.
- Minimize the visual impacts of vehicles and vehicular access systems. Consider the potential impact on views when planning to add or change circulation systems.
- Continue to limit vehicular access within portions of the campus to perpetuate the master plan goal of rendering the University of Wyoming primarily a pedestrian campus. Make campus vehicular access as unobtrusive as possible.
- Minimize the visual impacts of any new pedestrian access systems.

- Consider the potential impacts of new pedestrian walks. Assess the following: the visual impact of walks on important viewsheds; potential impact on sensitive natural and archaeological resources; and accessibility issues. If issues of concern cannot be mitigated, consider using a different alignment for the walk that fulfills related goals.
- Avoid using asphalt paving for sidewalks and paths throughout campus in favor of concrete materials.

Universal Accessibility Guidelines

- New construction of both buildings and landscapes should provide barrier-free access under the provisions of the Americans with Disabilities Act (ADA).
- Make barrier-free and universal accessibility a primary design factor when considering overall planning, design, and interpretation within the campus landscape. All features associated with accessibility should conform to ADAAG (Americans with Disabilities Act Accessibility Guidelines) standards.
- Recognize that universal accessibility includes access opportunities for persons who are visually impaired, as well as physically-impaired, and for persons who use walkers, canes, or crutches, as well as wheelchairs.
- Implement accessibility features in such a manner that they do not detract from the character of heritage landscapes.
- When undertaking work required by life safety or accessibility codes, features should be designed to be functional, but as unobtrusive as possible.
- Ensure when new stair towers or elevators are required outside the existing building footprint that the addition complies with the guidelines provided for new construction.
- Accessibility improvements should not be highly visible design statements that overwhelm or detract from the existing building.
- Implement accessibility features in such a manner that they do not detract from the character of the historic resource. The best designs will provide barrier-free access that promotes independence for disabled persons while also preserving significant historic features.
- Preserve the historic entry experience of historic sites and buildings for everyone.

- Modify entrances located at or near to grade to provide barrier-free access wherever possible. At grade entrances or low slope ramps that do not require handrails will minimize the impact of the accessible entrance. If required, ramps should be located on secondary elevations whenever possible and should be integrated to work with the existing rhythm and design of the building. New ramps and railing should be constructed using compatible materials and design.
- Avoid steep slopes, ensure that walk widths meet ADAAG standards, and take other precautions to make these walks accessible to all visitors. As an alternative, consider down-grade sloping ramps that connect to interior elevators.
- Preserve visual symmetry where applicable.

Walls and Fences Guidelines

The design and placement of fences and walls are typically related to adjacent principal structures, or property containment. They often contribute to the overall spatial organization of a place and create an important sense of enclosure. There are few historic walls and fences within the University of Wyoming campus. Those that exist are rare features that should be protected.

- Avoid adding walls and fences in heritage landscape areas that traditionally did not have such elements.
- Match the original materials when undertaking repairs to historic walls and fences.
- Avoid installing chain-link, vinyl, manufactured wood, or concrete-block walls in locations that are visible from heritage landscapes.

Commemorative Features and Artwork Guidelines

Commemorative features include plaques, memorials, and dedicated benches, and trees. The University of Wyoming campus also includes numerous sculptural artwork pieces. These provide links to important events and persons associated with the University. Together with their landscape settings, these features are an integral component of the campus. To adequately plan for their retention and maintenance, as well as future additions, consider the guidelines that follow:

- Create a long-term plan and vision for the accommodation of future commemorative and artwork features within the campus. The plan should identify appropriate types and locations for future features.

- Commemorative features are revered objects that require regular maintenance to remain in good condition. Prepare a comprehensive commemorative feature maintenance program that includes a manual to guide work for each individual artwork, monument, or type of monument.
- Inspect artwork and monuments regularly to ensure that they remain in good condition. Document inspections with reports and photographs to aid in the understanding of any chronic condition issues.
- Maintain the landscape compositions surrounding monuments and artwork as frameworks for the objects. Remove or correct overgrown plantings, cracked paving, and poor site drainage as observed.

Site Furnishings Guidelines

Site furnishings are essential elements of the campus that afford a sense of comfort, scale, and welcome for the University community. There are few site furnishings on campus that are historic, however.

Nonetheless, all site furnishings should be maintained in good condition. Generally, they should be considered as a part of a larger system of features that either conveys a sense of identity to the campus as a whole, or specific precincts or areas of the campus. They should be designed to be as non-intrusive as possible. By conceiving of site furnishing as consistently represented systems of features, the University can reduce visual clutter and allow the character of the architecture and landscape to dominate.

- Keep the number of contemporary site furnishing to the minimum required for the comfort and safety of the campus community.
- Use site furnishings that are compatible with the character of the campus in composition, style, and materials. Ensure that all new small-scale features, such as seating, signage, light posts, and railings are compatible with the historic character of the campus. Ensure that the styles of site furnishings throughout campus are compatible with one another, and consistent within areas of similar historic character and design.
- Provide new site furnishing features that are a product of their own time. Avoid establishing site furnishings that are historic replicas.

Maintenance Guidelines

Preservation maintenance is an essential part of the process of meeting the Secretary of the Interior's Standards for the Treatment of Historic Properties. Maintenance is preservation. In keeping with the intentions of the standards, there are best practice guidelines for undertaking work on specific historic resource materials, including both landscape and building elements.

- **Consider the cumulative effects of routine maintenance and minor alterations as seriously as major rehabilitation and new construction.**
- **Establish a specific fund for maintenance of existing historic buildings and landscapes, and make the fund known to potential donors. Include maintenance funding as part of the total cost of any new buildings and landscapes.**
- **Establish a preventative maintenance schedule for the special conditions of historic buildings and landscapes.**
- **Prepare maintenance manuals that direct the specific tasks for individual buildings and landscape features and when they are to be performed, and maintenance protocols that indicate the approved methods for how to complete maintenance tasks.**
- **Prepare appropriate maintenance schedules and specifications for each historic building and landscape area.**
- **Provide preservation training for buildings and landscape staff.**

6.2 - CAMPUS-WIDE TREATMENT RECOMMENDATIONS

Treatment recommendations are the tools that preservation professionals use to guide specific tasks involving management, maintenance, change, and intervention within an historic property. They are intended to be consistent with the overarching guidelines used to direct the overall approach to planning preservation projects. Treatment recommendations indicate what actual projects should be considered.

Within this section, treatment recommendations are divided into two categories: campus-wide recommendations that address broad issues, and recommendations relating to a series of heritage campus landscapes that have been identified through preparation of this plan.

Identifying and preserving the elements of the landscape that contribute to the character of the core campus is an essential part of the preservation planning process. For each of the heritage landscapes discussed below, the landscape is described and the form and detailing of key materials and features that are important in defining a resource's historic character and which must be retained in order to preserve that character—the character-defining resources—are listed. These may include patterns of spatial organization, circulation, vegetation, site furnishings, as well as buildings, among other feature types.

Each of the heritage landscape assessments that follow results in a list of specific recommendations.

Campus-Wide Recommendations

- **Establish a process for evaluating how new campus projects or undertakings may affect historic resources. A recommended process might be as follows:**

IDENTIFY what type of project will be implemented. Will it involve demolishing a feature, constructing a new feature, or relocating an existing feature?

ASSESS how the proposed project may affect the cultural landscape and historic character of the campus. Will the project require the removal or alteration of historically significant features? Will the proposed project enhance or detract from the historic character of the campus?

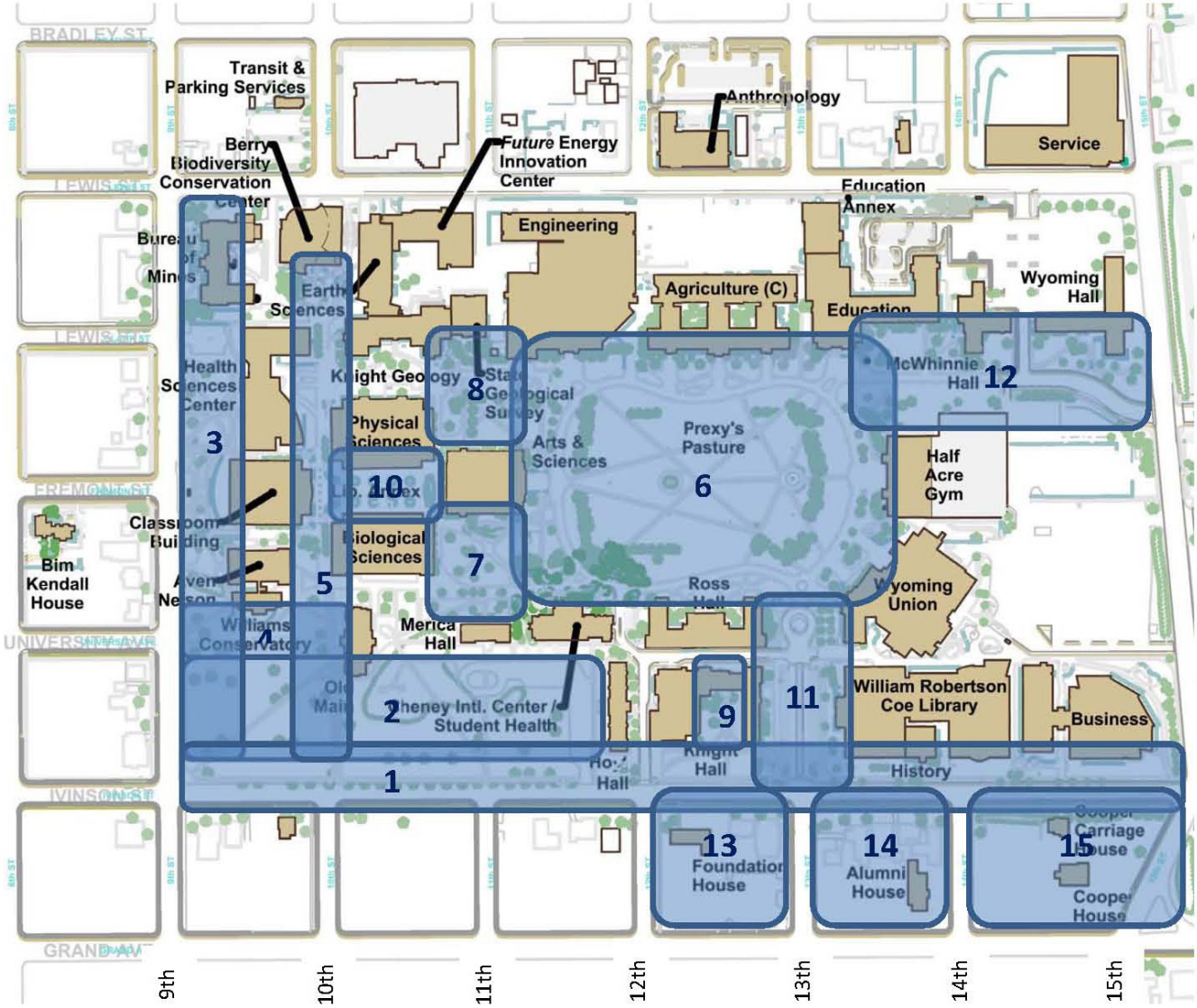
DESIGN new features to be visually compatible with the historic character of nearby features. Think creatively about how new buildings or landscapes may incorporate both contemporary and cutting-edge design while respecting their historic environs. This stage applies for both new features that will be constructed, as well as to spaces that remain after a feature is removed or altered.

IMPLEMENT the project in such a way that minimizes damage to, or loss of, cultural resources, including historic landscape features and archaeological resources.

EVALUATE the end result of the project to determine how it relates to its historic and non-historic surroundings. Make notes about what works well and what does not and apply these lessons to future projects.

- **Create or strengthen ceremonial pedestrian and vehicular gateways onto campus to reinforce the University's sense of place and campus identity with the town of Laramie.**
- **Undertake viewshed analyses when planning for new development. Viewshed analyses will help campus planners and managers determine how proposed features will impact historic views. Utilize the latest technology, including GIS systems, remote sensing technology, viewshed analysis software, and new archaeological methodologies in order to identify landscape features and accomplish landscape-related goals.**
- **Maintain historic features of the campus in good condition. Repair all condition issues identified for historic buildings and landscapes.**
- **Continue to use a consistent standard and palette of site furnishings within historic areas of campus. Ensure that new site furnishings are compatible with the historic character of campus yet a product of their own time. Update site furnishings that are not consistent with the historic character of the landscape.**
- **Consider creating a guide to the campus's historic resources for visitors.**
- **Consider labeling plants of interest with signs indicating their Latin and common names.**

6.3 - WEST CAMPUS HERITAGE LANDSCAPES



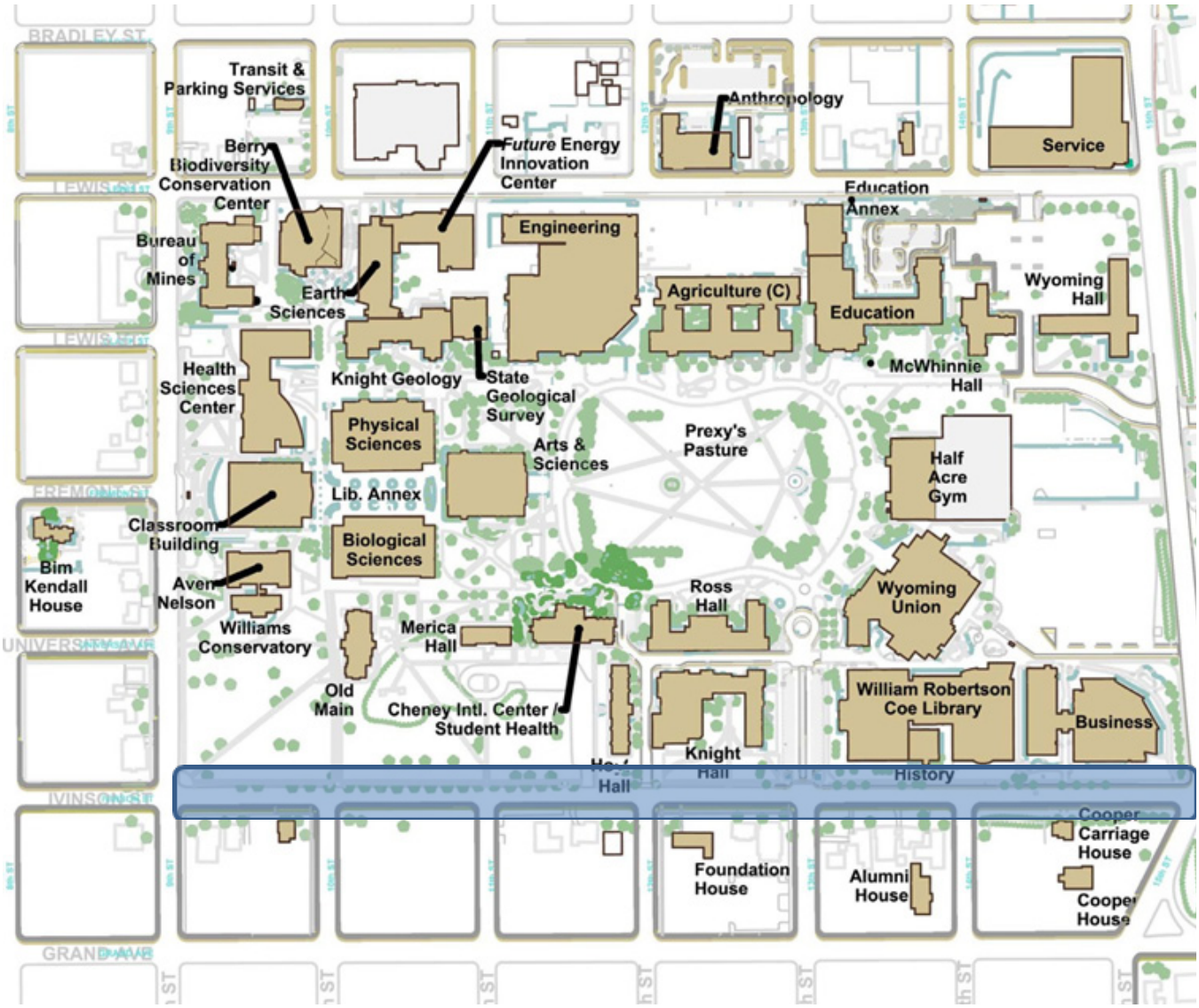
West Campus Heritage Landscapes

1. Ivinson Streetscape
2. State Park
3. 9th Street Streetscape
4. Old Main Pedestrian Entrance Corridor and Memorial Garden
5. 10th Street Pedestrian Corridor
6. Prexy's Pasture and Plazas
7. Arts & Sciences to Merica Quad
8. Arts & Sciences to Geology Quad
9. Knight Hall Courtyard
10. Sciences Center Plaza
11. 13th Street Vehicular Entrance Corridor
12. Willett Drive Entrance Corridor
13. Foundation House Landscape
14. Alumni House Landscape
15. Cooper House Landscape

Ivinson Streetscape

The Ivinson Streetscape heritage landscape edges the core of West Campus to the south. Ivinson Street (formerly Thornburg) forms a clear boundary to the southern part of West Campus. For nearly a century, the row of cottonwood trees along Ivinson has served as an important identity element of campus. The primary historic feature of the streetscape is the row of mature cottonwood trees that parallel Ivinson and a pedestrian walk that follows the road between 9th and 15th streets. In several locations, a second row of trees frames the walk to its north, establishing a character-defining spatial quality. Although the exact date that the cottonwood trees were planted has not yet been determined based on research conducted on behalf of this plan, the trees are generally considered to be between 75 and 95 years old. Additional landscape features that comprise this heritage landscape include turf panels between the road and walk, lighting features that sometimes include flags, benches, emergency call boxes, and trash receptacles. Although the turf panels and sidewalk are likely consistent with features that have been present for at least fifty years, the site furnishings are contemporary additions.

The trees form a permeable edge to the campus, allowing for views of the open spaces and buildings that form the southern margin of West Campus, such as State Park and the sunken garden, Knight Hall, the Coe Library, and the Business School. The 10th Street pedestrian entrance into the campus cuts through the space, as does the vehicular entrances at Hoyt Hall and 13th Street. All three of these circulation routes follow historic alignments.



Map of West Campus highlighting the Ivinson Streetscape landscape.

The University of Wyoming currently owns properties south of Ivinson Street, and continues to plan for future expansion of the campus in this direction, at least as far as Grand Avenue. Despite this planned expansion, the trees along Ivinson will remain an important component of campus, marking a very different type of space than the buildings between Ivinson and Grand, which are residential in character.

Condition

The Ivinson Streetscape landscape is in good condition. No condition problems were observed in association with this heritage landscape during the survey on behalf of this plan. It is likely that portions of the northern row of trees have been lost either through building development, or aging. The surviving trees are reaching the end of the life cycle for this species.

Integrity

The Ivinson Streetscape retains all aspects of integrity. Diminishing integrity slightly is the addition of contemporary site furnishings, although they are generally compatible with the historic character of the heritage landscape due to their simple, unornamented style and careful siting. The character of the easternmost end of the streetscape has been altered through construction of the new Business School. However, the architecture of the building and the new plantings are an improvement over the parking area that formerly occupied this location.

Significance

The Ivinson Streetscape is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains historic integrity. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- Regularly spaced row of cottonwood trees that define a strong edge to West Campus
- Linear concrete sidewalk that parallels Ivinson Street along the southern margin of West Campus
- Turf panels between Ivinson and the sidewalk
- Crossing of the sidewalk by the pedestrian walk at 10th Street, the Hoyt Hall vehicular entrance, and the vehicular entrance road at 13th Street, all of which are historic circulation routes
- Linear views along the streetscape corridor
- Views into State Park and the sunken garden, the Knight Hall courtyard, the road and walk crossings, and the Coe Library

Treatment Recommendations

- **Retain and maintain the character-defining features of this heritage landscape as noted above.**
- **Develop a replacement plan for the aging cottonwood trees along Ivinson Street. These trees are an important part of the identity of the University of Wyoming campus. Because this species is generally shade intolerant, it likely will not be possible to replace individual trees as they age and begin to fail. To perpetuate the current even-aged stand quality of the rows and reestablish a double row of trees as possible along Ivinson Street, it will likely be necessary to replace them all at once. Consideration should be paid to planting the largest trees possible at the time they are replaced.**
- **Continue to include a cohesive and non-intrusive palette of site furnishings along the corridor that includes light poles with flags and stone bases that are consistent with a campus-wide standard, benches and trash receptacles that are consistent with a campus-wide standard, and emergency call boxes. When placing site furnishings within this heritage landscape, consider carefully their compatibility with the historic nature of West Campus.**
- **Consider using street trees along other edges of campus. Identify other tree species that might be used that are longer-lived than the cottonwoods, and in order to avoid establishing a monoculture that might be susceptible to disease.**

State Park

State Park is an expansive open greensward that occupies the southwestern corner of West Campus between 9th Street and Hoyt Hall, and the Ivinson Street streetscape and Old Main, Merica Hall, and Student Health. The State Park landscape has remained an open park-like landscape since the initial development of campus. It was formally established as a state park in 1959. In response to proposals to site Ross Hall within this open space, state Representative Frank Mockler introduced legislation, which passed and was enacted, amending the enabling act of the University such that no building, regardless of financing, private or public, could be erected in that space. It is typically referred to as state park land, although the University maintains the landscape and its attendant features.

The features that comprise State Park include groves of mature shade trees, including cottonwoods, clumps of evergreens, turf grass lawn, gardenesque planting beds of ornamental trees, shrubs, and perennials with boulder accents, the Vietnam Veterans Memorial, a memorial to Tommy Thompson, concrete walks, an identity sign, and site furnishings composed of benches, lighting, and trash receptacles. On the sloped terrace of land south of Student Health, concrete curbs form the letters "U" and "W" for the University. Annual flowers are planted within the curb outlines. A portion of the park is referred to as the sunken garden for its bowl-like form.

Although most of the features associated with the sunken garden are contemporary additions, the idea for this garden is thought to have been proposed by botany professor Aven Nelson, who also served as President of the University (1917–1922). The space has also sometimes been referred to as the Hollows. The landform is essentially a basin surrounded by higher terrain.

The open space of State Park is indicated in the 1924 master plan for the campus. However, it appears that the plan was little followed. The layout of paths and other features is not consistent with those proposed in the plan. Water features shown in the 1924 master plan appear never to have been implemented.

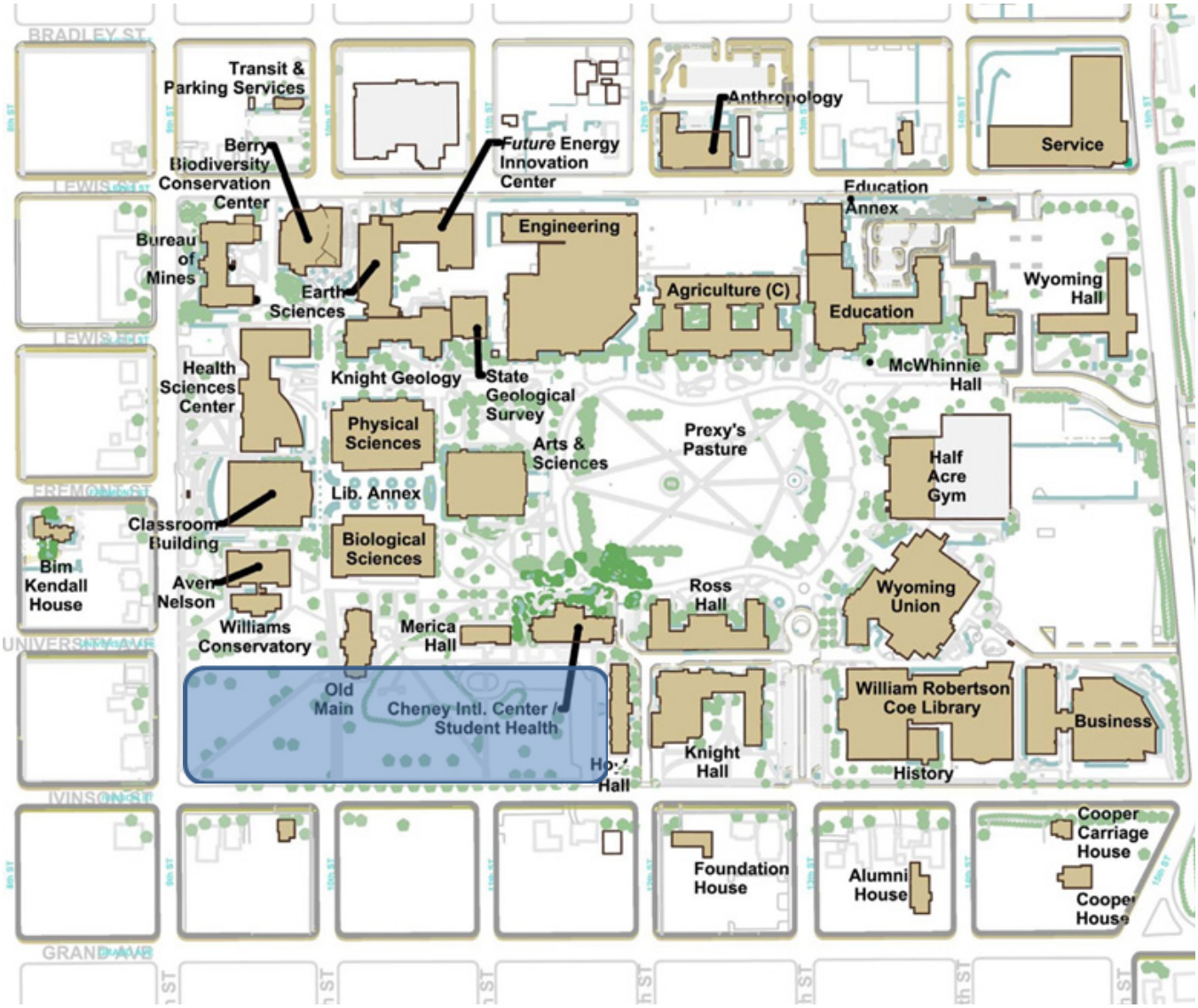
The trees in this area are some of the oldest on the campus, probably planted during the organized tree planting campaigns of the 1890s. Many of the circulation features, including the road and circular turnaround west of Hoyt Hall, the 10th Street walk, and the diagonal walks leading toward Old Main from Ivinson, follow alignments that have been present for at least fifty years. The walk that follows the alignment of 10th Street into campus currently includes two parallel pavements. One of these is a contemporary addition intended to support bicycle use. A large cluster of spruce trees that mark the entrance at the corner of Ivinson and 9th Street, and the associated sandstone identity sign, also appear to have been present for at least fifty years. Walks leading from Ivinson toward Merica and Student Health also appear to be later additions, while the walk extending toward Hoyt appears on historic maps of the campus.

The two commemorative features—the Vietnam Veterans Memorial, and the Tommy Thompson memorial—are also relatively recent additions to this landscape. Additionally, several trees and benches located within the space have been marked with plaques indicating their status as commemorative gifts to the school.

Condition

The State Park landscape is in good condition. There is erosion of the bank below Hoyt Hall, and some of the concrete curbing that forms the outline of “UW” outside Student Health is missing. Also, irrigation is leading to soil loss and erosion to the southeast of Old Main. There is also a social trail that leads toward the 10th Street walk from the south side of Old Main. It is likely that trees present historically have been lost over time due to aging. Several of the existing trees are mature or reaching the end of their life cycle.

Images, top left to bottom right: 1) the entrance into campus at the corner of 9th and Ivinson; 2) the walk that leads through State Park toward Old Main; 3) the Sunken Garden from Ivinson; 4) a planting bed within the Sunken Garden; 5) the Vietnam Veterans Memorial; 6) a bench with a plaque; 7) view toward the Tommy Thompson Memorial; 8) the double walk leading toward Old Main from Ivinson.



Map of West Campus highlighting State Park.

Integrity

The State Park landscape retains integrity of location, association, setting, and diminished integrity of design, workmanship, materials, and feeling due to the extent of changes made in the recent past. To retain integrity, surviving historic resources should be protected and replaced in kind when replacement is necessary.

Significance

The State Park is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- Bowl-shaped landform
- Dedicated green space composed of turf lawn, tree plantings, and concrete walks
- Alignment of the diagonal walk leading from the corner of 9th and Ivinson streets toward Old Main, the diagonal walk leading toward Old Main from Ivinson, the vehicular entrance and circular turnaround near Hoyt Hall, and the walk leading toward Hoyt Hall from Ivinson
- Spatial containment associated with row of cottonwoods along Ivinson and buildings to the north and east
- Long expansive views across the open green space
- Stone identity sign at the corner of Ivinson and 9th streets
- Clusters of large spruce that frame the pedestrian entrance into campus at the corner of Ivinson and 9th streets
- Terraced landform west of Hoyt Hall
- Stairs leading to Hoyt Hall from the vehicular road and pedestrian walk to the west

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Replace historic features, such as plantings, in kind as replacement is needed.
- Repair evidence of erosion on the bank below Hoyt Hall.
- Repair evidence of erosion south of Old Main.
- Consider repair or paving of the social trail leading to the 10th Street walk from the south side of Old Main.
- Consider historic planting plans of the State Park area in developing planting plans for the future.

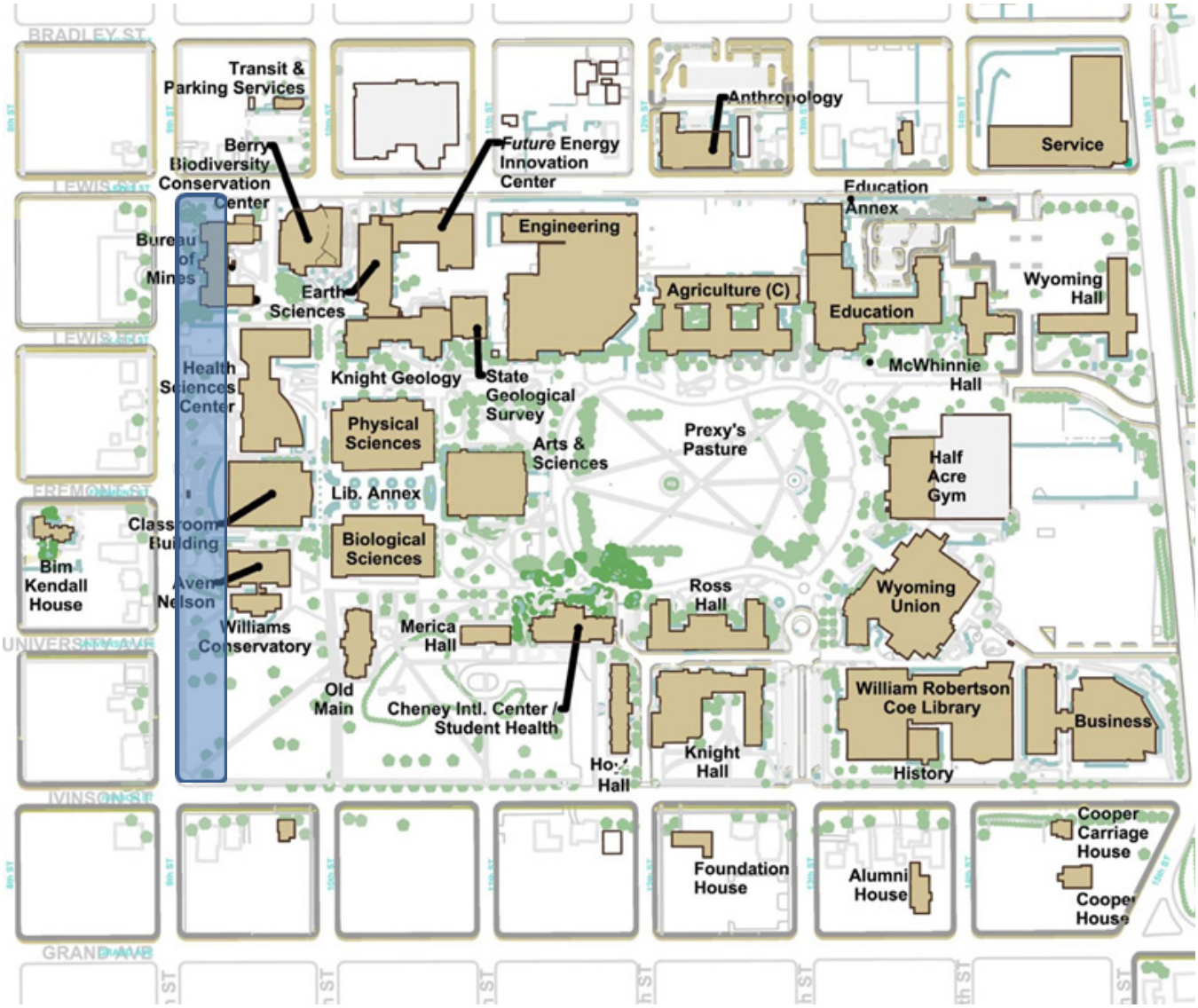
9th Street Streetscape

Historically, the University of Wyoming campus was sited to the east of 9th Street, and buildings were designed to face west toward the town of Laramie. Today, 9th Street remains the formal western edge of campus, although properties have been acquired outside of the original campus in this direction. The 9th Street streetscape has changed to a great degree over time, including over the past fifty years. It currently includes a sidewalk system that edges 9th Street between Ivinson and Lewis streets, a bus stop and shelter, foundation plantings associated with several buildings, the terrace associated with the Classroom building, spruce plantings, cottonwood trees, turf lawn panels, and site furnishings comprised of light poles with flags, benches, and trash receptacles. The corridor is crossed by circulation features that lead into campus, including a sandstone walk that leads to Old Main, and concrete walks associated with Health Sciences, the Classroom Building, Aven Nelson, and Bureau of Mines. The Health Sciences building is a contemporary addition; the other buildings have been identified in this plan as historic resources.

As originally configured, the University of Wyoming featured a group of buildings sited on a ridgeline that paralleled 10th Street. Early buildings faced west, with walks extending from the front entrances to 9th Street. During the mid-twentieth century,

Images, top left to bottom right: 1) the green between the Classroom Building and 9th Street, looking south; 2) the retaining wall and walks associated with an addition to the Health Sciences building; 3) the landscape in front of the Bureau of Mines building; 4) paving along 9th Street near the bus stop; 5) the green in front of Health Sciences; 6) the outdoor plaza associated with the Classroom Building.

the University began to add buildings within the linear zone between 9th and 10th streets, including Aven Nelson in 1923 and the Bureau of Mines building in 1945. An important entrance into campus was located midway along the north/south axis across from Freeman Street. In the 1960s, the Classroom Building was added to the north of Aven Nelson, replacing this entrance.



Map of West Campus highlighting the 9th Street Streetscape landscape.

Condition

The 9th Street Streetscape landscape is in good condition. No condition problems were observed in association with this heritage landscape during survey on behalf of this plan. Several of the existing trees are mature or reaching the end of their life cycle.

Integrity

Today, the 9th Street streetscape retains some historic landscape character and components, such as turf lawn, cottonwood and spruce tree plantings, and a sidewalk along the margin of the road corridor. The 9th Street Streetscape landscape retains integrity of location, association, and setting; and diminished integrity of design, workmanship, materials, and feeling due to the extent of changes made in the recent past. To retain integrity, surviving historic resources should be protected and replaced in kind when replacement is necessary.

Significance

The 9th Street Streetscape is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

There are also numerous contemporary additions, such as the bus shelter and site furnishings, that diminish the historic character and cohesive sense of place that effectively signals the formal edge of campus. Today, an opportunity exists to treat the 9th Street Streetscape as a cohesive corridor and unify the landscape treatment so that it signals the campus edge in a way that more closely approximates the Ivinson Streetscape. Historic plans should be considered in the design of new unifying landscape features.

Character-defining Features

- **Open green space between 9th Street and campus buildings**
- **Linear sidewalk along 9th Street**
- **Tree plantings along the sidewalk**
- **Foundation plantings around the Bureau of Mines building**
- **Linear views along the sidewalk corridor**
- **Views of the building facades along the sidewalk**

Treatment Recommendations

- **Retain and maintain the character-defining features of this heritage landscape listed above.**
- **Consider redesign of the 9th Street corridor to establish a cohesive streetscape that also signals the historic importance of this part of campus, using historic treatment as a guide, and ensuring protection of surviving historic elements.**
- **Consider providing vertical and climatic relief for the outdoor terrace associated with the Classroom building. Consider shade or pergola structures that would offer spatial definition and more variety in climate amelioration, but that do not exceed the weight restrictions associated with the structure that sits overtop of underground space.**
- **Consider marking the historic entrance into campus at the end of Tremont Street as part of any new design within the corridor.**

Old Main Pedestrian Entrance Corridor and Memorial Garden

Old Main was the first building constructed as part of the University. It was sited to face 9th Street atop a ridgeline that is on axis with 10th Street. By the late nineteenth or early twentieth century, the University built a sandstone walk to connect the front entrance of the building with 9th Street. This walk survives today, along with several other historic landscape features added later. At 9th Street there is a cluster of spruce trees that mark the walk to Old Main similar to the planting that edges the diagonal walk at the corner of 9th and Ivinson streets. Midway through the corridor, three historic iron lamp posts, a fountain surrounded by stone paving, and a stone bench frame the walkway. These features are commemorative elements donated by graduates of the University. The lamp posts were donated by the Class of 1911 to mark the 25th anniversary of the establishment of the University. The stone bench was donated by the Class of 1920; a remnant base underneath one of the evergreen trees in the area suggests that there may originally have been two of these benches. The stone fountain was given in honor of the memory of Lowell O'Bryan by his classmates in 1922. Further research is needed to determine the origin of the planting beds that flank the walk to the east of the fountain. Closer to the building, there is a grove of mature spruce that flanks the front entrance. The corridor is edged to the north by a 1994 greenhouse addition associated with Aven Nelson. State Park is located to the south.

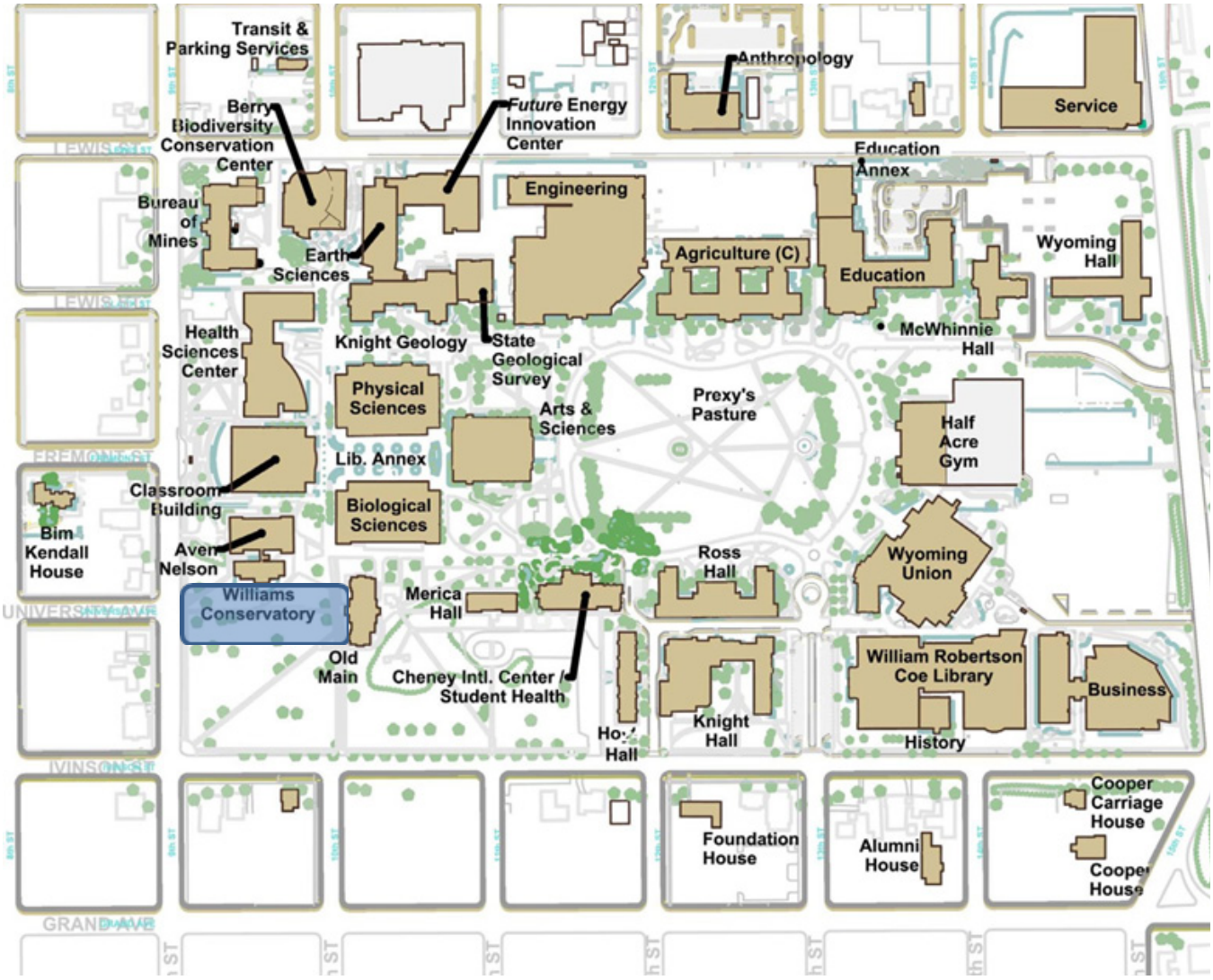
Images, top left to bottom right: 1) view west from near the front of Old Main looking along the path edged by planting beds,the fountain, the lamp posts, and the evergreens near 9th Street; 2) a close up view of the stone fountain; 3) view across the fountain toward the greenhouse and Aven Nelson; 4) a bench donated by the class of 1920 sited beneath some older trees along the edge of the corridor.

Condition

The spruce trees that flank the walk leading toward Old Main from 9th Street as well as those outside the main entrance are large and serve to block key views of the building facade. Evidence of the base of a stone bench is present beneath one of the larger evergreen trees within this space, although the bench is missing. Otherwise, the Old Main Pedestrian Entrance Corridor landscape is in good condition. No condition problems were observed in association with this heritage landscape during survey on behalf of this plan. Several of the existing trees are mature or reaching the end of their life cycle.

Integrity

The 1994 greenhouse addition interferes with the view northward of the facade of Aven Nelson. The greenhouse itself is not compatible with the historic character of the corridor, diminishing its integrity of setting. Otherwise, the Old Main Pedestrian Entrance Corridor landscape retains all aspects of integrity.



Map of West Campus highlighting the Old Main Pedestrian Entrance Corridor and Memorial Garden landscape.

Significance

The Old Main Pedestrian Entrance Corridor is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- **Linear axial walk linking 9th Street and the entrance into Old Main**
- **Grove of evergreens at 9th Street (although these are also interfering with important historic views of the building facade and entrance)**
- **Other tree plantings**
- **Three wrought iron lamp posts donated by Class of 1911**
- **Limestone fountain in honor of Lowell O'Bryan**

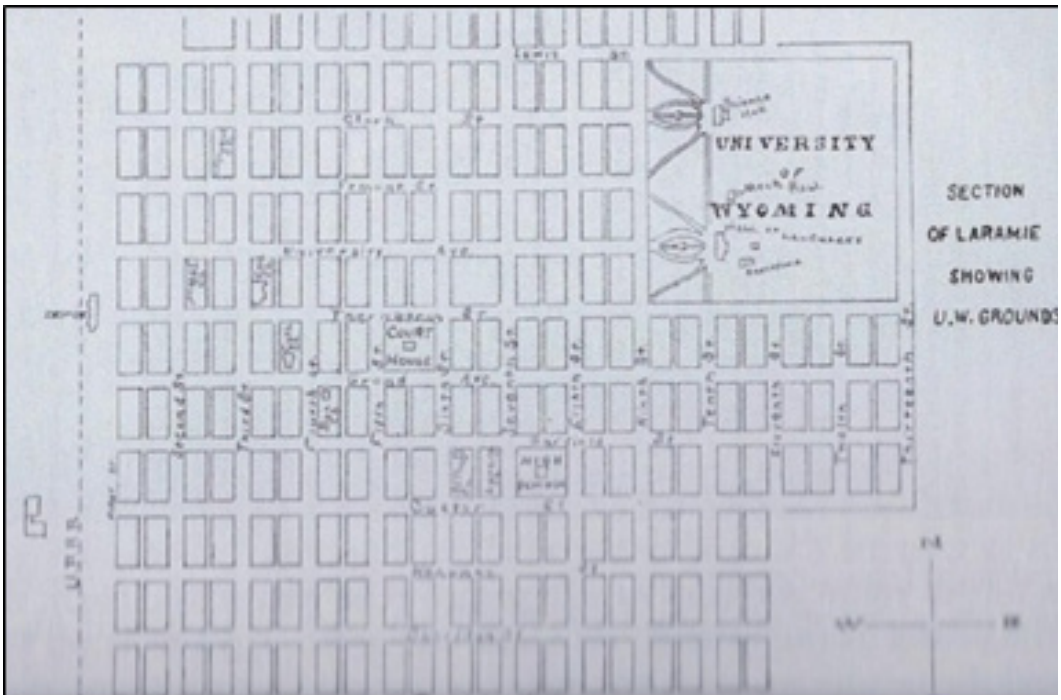
- Stone bench presented by the class of 1920
- Turf lawn
- Evergreen trees in front of Old Main (although these are also interfering with important historic views of the building facade and entrance)
- Planting beds between the fountain and the evergreen tree plantings in front of Old Main
- Linear views along the walk

Treatment Recommendations

- Retain and maintain the character-defining features listed above.
- Consider removing the spruce trees near the building that are currently blocking views of the entrance into and the facade of Old Main
- Conduct research to determine the origin and role of the planting beds that edge the walk leading to Old Main
- Thin the cluster of spruce at the walk leading into campus at 9th Street.
- Consider planting a hedge of evergreen shrubs to the south of the greenhouse addition to Aven Nelson to limit views of the structure from the Old Main Pedestrian Entrance Corridor.
- Consider replacing in kind the second bench donated by the Class of 1920 that has been lost. Use the existing bench as a model.

10th Street Pedestrian Corridor

Since the late nineteenth century, University buildings have formed a linear edge to a corridor that follows the alignment of 10th Street northward. The 10th Street pedestrian corridor extends into campus from Ivinson and continues to the rear entrance into the Berry Biodiversity Center. The corridor is paved with concrete walks of varying widths. Between Ivinson and the Old Main, the walk is composed of two parallel walks. The second walk was added parallel to the original walk system to accommodate bicycle traffic since 2000. The corridor is edged by several historic buildings including Old Main, Aven Nelson, Biological Sciences, Physical Sciences, the Classroom Building, the Bureau of Mines to the west, and the S.H. Knight Geology building. There are also several later, contemporary buildings the edge the walk at the northern end, including the extension of Health Sciences, the Berry Biodiversity Conservation Center, and the Earth Sciences building.



Early twentieth century map showing the 10th Street corridor between Ivinson and Lewis streets. (Ewig 2012:20)

In the vicinity of Old Main, the corridor conveys a traditional campus character composed of turf and large trees. As it passes through the complex associated with the sciences and classroom buildings, the corridor features mid-century Modern elements such as bollards, planters, and broad, theatrical stairs. Further north, the corridor passes through a more contemporary landscape that features plantings of native species composed with rock outcroppings.

Condition

The walks, walls, and stairs that comprise the landscape around the Classroom building and Sciences complex are heavily used by skateboarders as props for tricks. This activity can lead to damage to the areas used by the skateboarders. Otherwise, the 10th Street Pedestrian Corridor landscape is in good condition. Several of the existing trees are mature or reaching the end of their life cycle.

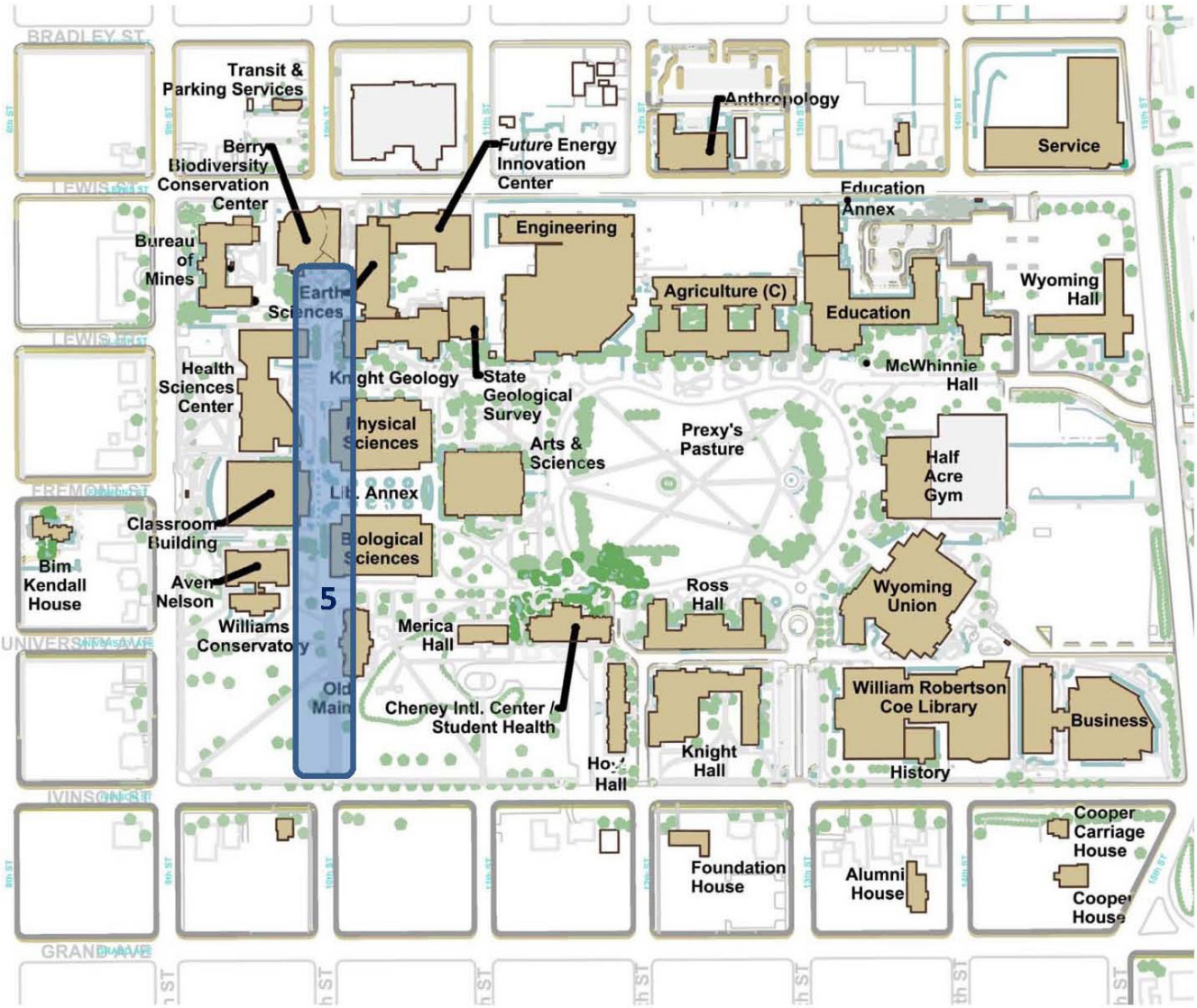
Integrity

The double walk system between Ivinson Street and Aven Nelson diminishes the integrity of design and feeling within the most historic section of this corridor. Contemporary buildings and plantings at the north end of the corridor also diminish integrity of design, setting, and feeling. The corridor otherwise possesses sufficient integrity to continue to convey its historic associations.

Images, top left to bottom right: 1) view north along the double walk near Old Main; 2) view south along the double walk toward Ivinson from Old Main; 3) view north along the walk after the double walk has been reduced to a single walk; 4) view of the walk in front of the Classroom building; 5) view south toward the Classroom building and Health Sciences; 6) view north along the walk toward the S.H. Knight Geology building.

Significance

The 10th Street Pedestrian Corridor is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.



Map of West Campus highlighting the 10th Street Pedestrian Corridor landscape.

Character-defining Features

- **Old Main, Aven Nelson, Biological Sciences, Physical Sciences, Classroom Building, S.H. Knight Geology buildings**
- **Concrete walkways linking the linearly arranged buildings**
- **Turf lawn**
- **Mature shade and evergreen trees**
- **Stone walls**

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Remove the second concrete walk between Ivinson Street and Aven Nelson.
- Simplify the expression of the corridor as a celebratory pedestrian experience through this part of campus.
- Unify the corridor as possible by smoothly connecting walks, using plantings, and consistent site furnishings where historic features are

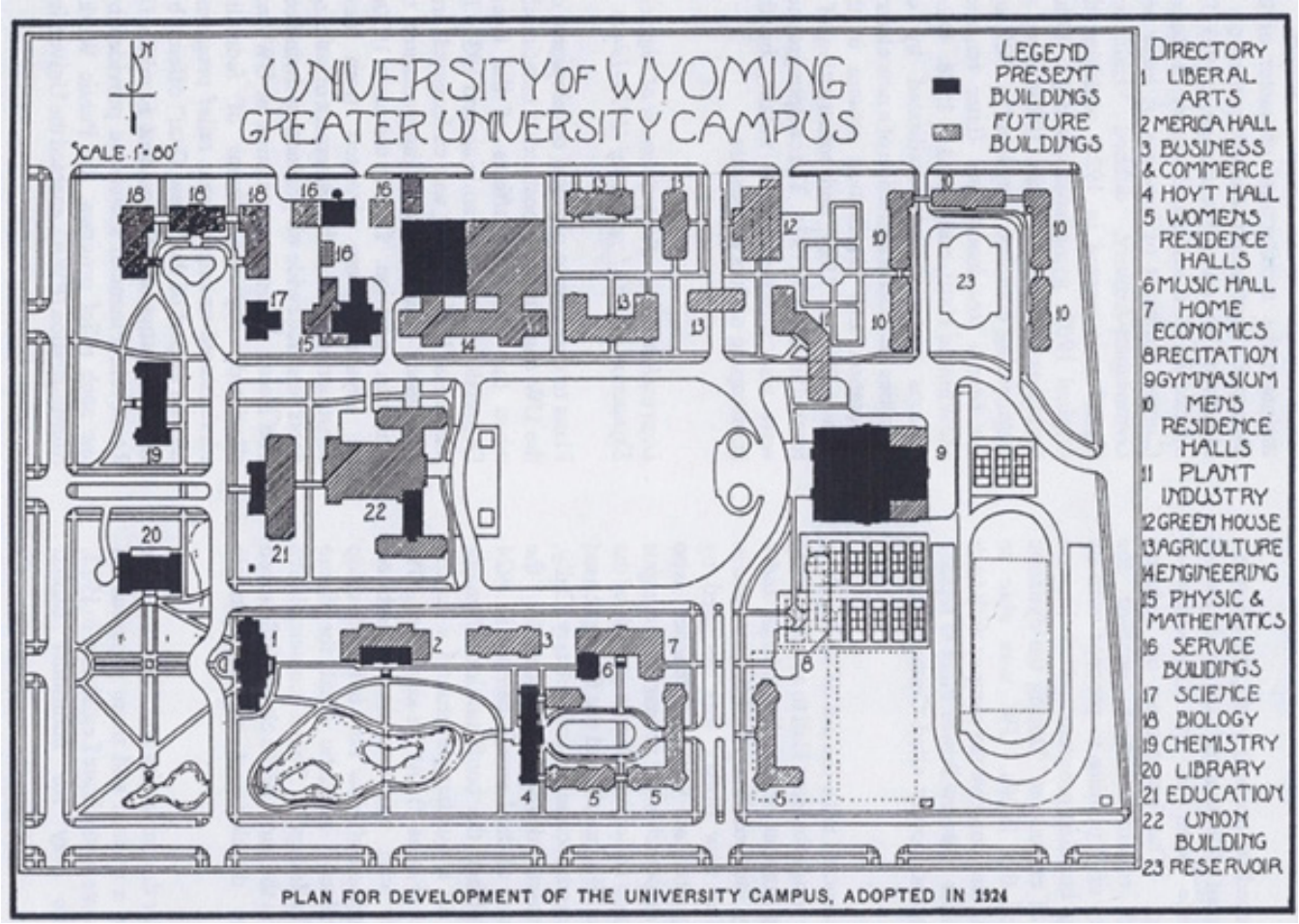
Prexy's Pasture and Plazas

Prexy's Pasture occupies a central and prominent location on the University of Wyoming's West Campus. It is also an iconic space that forms the heart of the school in fact and in memory. Located in the center of the main quadrangle of academic buildings as created by historic buildings that include Agriculture, Engineering, Education, Half-Acre Gym, Wyoming Union, Ross, and Arts & Sciences, the large central open space of Prexy's Pasture was first articulated in the 1924 master plan for campus. Over time, it has been improved with plantings, statuary, site furnishings, and circulation features. In 2004, the space was converted to a primarily pedestrian landscape with roads and parking that formerly encircled the green removed, to the great benefit of the University. Although the individual features of the space have been altered several times since the 1920s, the space survives as an important heritage landscape. Like the State Park open space, Prexy's Pasture was protected through passage of Title 2 Chapter 17 Article 4 Part B of the Wyoming Legislature Statute, which is intended to preserve the natural and open beauty of the open space. The legislation requires that no structures or buildings are to be built within the limits of the quadrangle.

Prexy's Pasture is a level, grassy space traversed by a unique pattern of concrete walkways that criss-crosses the turf. That links the perimeter buildings with one another. The perimeter undulating oval walk, which follows the route of a former vehicular drive that encircled Prexy's Pasture between 1948 and 2004, collects the internal walks. Groves, rows, and stands of evergreen trees mark the east and west ends of the space, and extend along portions of the north and south sides as well. Lighting, planting beds, and benches are also present along the margins of the paths. Trees such as blue spruce and mugo pine have historically been planted in Prexy's Pasture; some survive today.

West of center is a white marble statue titled Nuclear Family (1983) by University artist Robert Russin. The sculpture is sited within a walled planting bed that serves as a focal point for the space. The eastern side of the space features a flagpole set within a paved plaza. Nearly rectangular in plan, with gracefully curving plantings of pine groves at each corner, and an undulating system of perimeter circulation, Prexy's Pasture has an open and inviting character.

The central green space has been used throughout the history of the school for outdoor activities, including military drills and football games. The quadrangle was given the name Prexy's Pasture during the administration of President Arthur G. Crane (1922-1941). The name is attributed to an obscure rule that the university president, or "prexy" is given exclusive use of the area for livestock grazing. In the 1940s, the University began to make improvements to Prexy's Pasture, including reseeding, planting of shrubs, walks, and the installation of sprinklers. These improvements transformed the "pasture" into a true campus quadrangle. In the 1950s and 1960s, vehicular use of the campus increased dramatically. Parking use of the circulation features also expanded during this period.

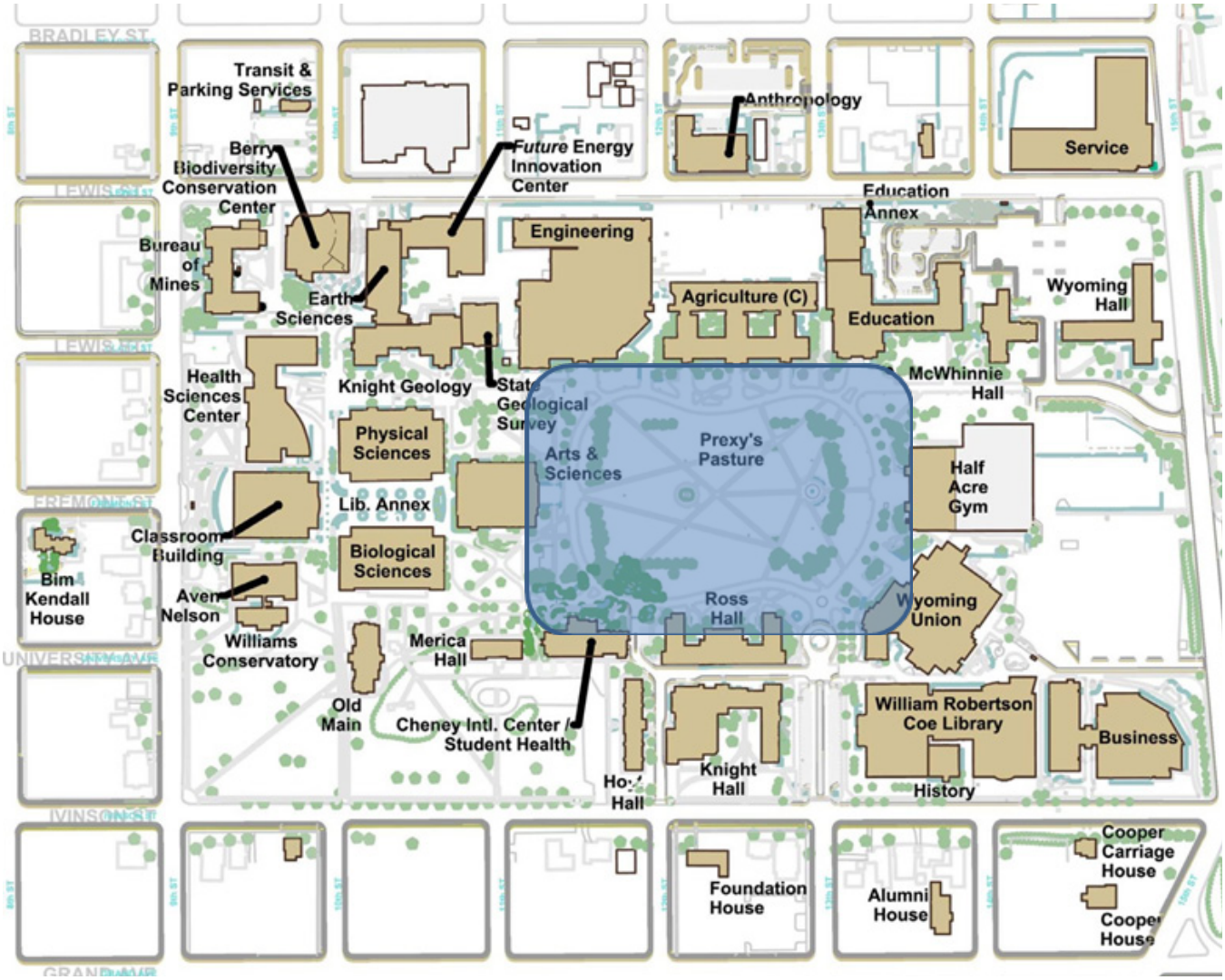


The 1924 Master Plan, illustrating the central open space that became known as Prexy's Pasture. (Marmor 1994:19)

Despite its identification as the central organizing element of campus in the 1924 master plan, Prexy's Pasture did not take on its current form until 1950 after the form of the landscape was formalized. In 2004, vehicular access to the perimeter circulation system and associated parking was replaced with a pedestrian walk. As part of the renovation, additional turf and new lighting was installed.

As part of the planned renovation of Prexy's Pasture, several new plazas have been constructed along the margins of the open space in association with some of the perimeter buildings. These plazas, including Simpson and Cheney, feature trees, rocks, and flowering forbs reflective of the native nearby landscape of Vedauwoo. These plazas have uniquely tied the campus landscape to a sense of place in keeping with the character and feel of southeast Wyoming, and have added color, texture, and interest to the campus that has been entirely positive.

Images, top left to bottom right: 1) view across Prexy's Pasture including the walk system; 2) the University Family sculpture that is the focal point of the space; 3) view across Prexy's Pasture toward Arts & Sciences; 4) view across Prexy's Pasture toward the historic Agriculture building with a large later addition behind; 5) one of the plazas around Prexy's Pasture; 6) example of native plantings associated with the plazas.



Map of West Campus highlighting Prexy's Pasture and Plazas.

Condition

Prexy's Pasture is generally in good condition. There is a social trail that crosses the space leading toward Engineering. The University has repeatedly attempted to prevent students from using this social trail, but it remains an earthen track within the manicured turf of the quadrangle.

Integrity

The individual features of the space have been altered several times since the 1920s. Therefore, few of the extant features associated with Prexy's Pasture are historic. However, the forms, patterns of spatial organization, and character of the space survive from the historic period. The integrity of design, feeling, workmanship, and materials are all diminished due to these changes. Prexy's Pasture otherwise possesses sufficient integrity to continue to convey its historic associations.

Significance

Prexy's Pasture is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- **Central open space as the organizing element at the heart and center of West Campus**
- **Turf lawn edged by plantings of evergreen trees**
- **A symmetrical system of concrete walks that connect the buildings along the perimeter**
- **A perimeter undulating oval circulation system that collects all of the walks**
- **A central focal point**
- **Reciprocal views between the buildings sited across the green from one another (Arts & Sciences with Half Acre Gym; Ross Hall with Agriculture; Wyoming Union with Engineering)**
- **Landscaped areas in front of the buildings with landings at the entrances**
- **Stone identity signs in front of the buildings**

Treatment Recommendations

- **Retain and maintain the character-defining features of this heritage landscape listed above.**
- **Retain and maintain the contemporary plazas around the perimeter of Prexy's Pasture that contribute to the campus's unique sense of place.**
- **Promote a pedestrian-friendly environment within this heritage landscape**
- **Retain and maintain the plazas built since 2000 near the entrances of many buildings**
- **Evaluate the need to pave the social trail that crosses Prexy's Pasture.**

Art and Science to Merica Quad

The open space or quadrangle located between the Arts & Sciences building and Merica Hall is also edged by Prexy's Pasture to the east and Biological Sciences to the west. This quadrangle is one of the most traditional campus spaces associated with the University of Wyoming. This area includes mature shade and evergreen trees, shrubs clipped into hedge forms, turf lawn, intersecting concrete walks, and a central focal point in the form of a statue of Benjamin Franklin (1954). A portion of one of the sidewalks that passes through this space was etched with the initials of National Youth Administration enrollees engaged in campus improvements during the Great Depression. There are also some plantings that reflect a more contemporary approach to planting design within the quad, including aspen trees and rock outcroppings. This space is shady, quiet, friendly, and inviting, with places to sit and reflect.

As originally delineated in the 1924 master plan, this space was to feature a formal road corridor and would not have resulted in an internally-focused quadrangle. The road was never built as shown on the master plan, and this space slowly evolved into a quadrangle, which took on its current form with completion of the Biological Sciences building.

Images, top left to bottom right: 1) walks leading through the quad, Merica is visible, left; 2) etched concrete sidewalk installed by the NYA during the New Deal era; 3) shubs are pruned to form hedges within the quad, which has a more historic feel than other aspects of campus landscaping; 4) a boulder, aspen, and bench arrangement with the quad for quiet contemplation.

Condition

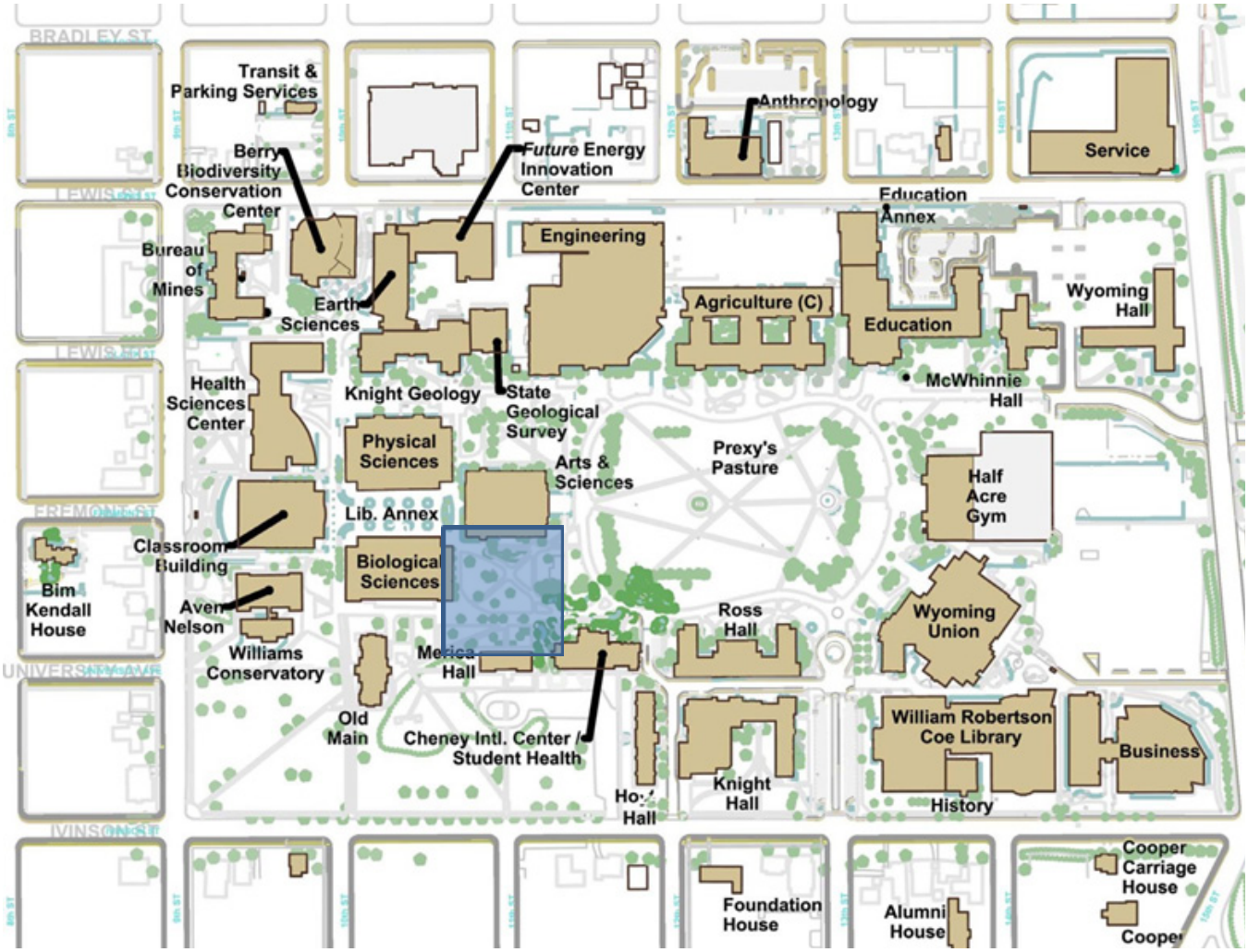
The Arts & Sciences to Merica Quad is generally in good condition. The base of the Benjamin Franklin statue is scratched and has been damaged by passing vehicles.

Integrity

There are several historic features associated with this quadrangle that include Depression-era concrete sidewalks, mature plantings, and the Benjamin Franklin statue. This quadrangle appears to possess all aspects of historic integrity.

Significance

The Arts & Sciences to Merica Quad is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.



Map of West Campus highlighting Arts & Sciences to Merica Quad.

Character-defining Features

- Arts & Sciences, Merica Hall, Biological Sciences, Student Health buildings
- Turf lawn set with trees and shrubs
- Concrete walks, some etched by NYA enrollees
- Stone identity signs
- Benjamin Franklin statue

Treatment Recommendations

- Retain and maintain the character-defining features listed above.
- Repair the damage to base of the Benjamin Franklin statue.

Arts and Science to Geology Quad

The open quadrangle between the Arts & Sciences and S.H. Knight Geology buildings is also edged by the Physical Sciences building and the State Geological Survey building. Like the quadrangle to the south of Arts & Sciences, this is one of the more traditional campus landscapes located at the University. It features concrete walks, turf lawn, mature shade and evergreen trees, a contemporary sculptural work— Support of an Educator, by professor Ashley Hope Carlisle—lighting features, benches, trash receptacles, and wrought iron fencing enclosing a model Tyrannosaurus Rex. The character of this space is friendly and inviting. There are places to sit and reflect. There are fewer trees creating a canopy here than in the quadrangle to the south.

Several of the features that form this quadrangle are historic, including the Arts & Sciences building, S.H. Knight Geology, and Physical Sciences. The Tyrannosaurus Rex statue was installed in the 1960s, and enclosed with wrought iron fencing salvaged from the original campus perimeter fence of the early twentieth century. Stone identity signs placed outside the older buildings are also historic. Like the Arts & Sciences to Merica Quad, this space was designed in the 1924 master plan to be bisected by a road corridor. The quad has evolved with the construction of perimeter

Images, top left to bottom right: 1) walks leading through the quad, with a view of the Tyrannosaurus Rex beyond; 2) the entrance to the Geology Museum; 3) the sculpture Support of an Educator; 4) the stone identity sign for the State Geological Survey Building.

Condition

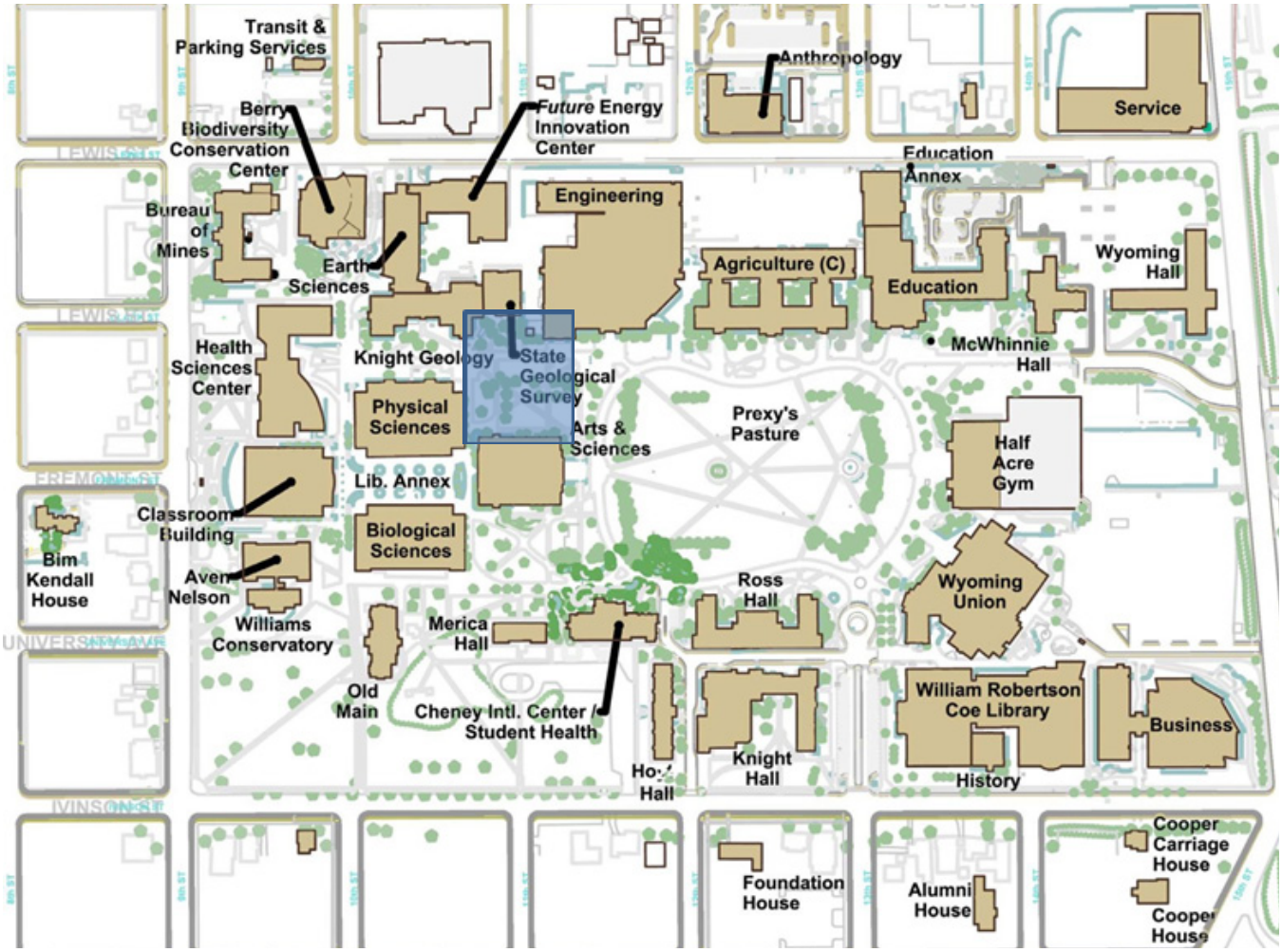
The Arts & Sciences to Geology Quad is generally in good condition. No condition issues of concern were observed during campus survey conducted as part of this project.

Integrity

Non-historic additions to the space, such as the State Geological Survey Building, have diminished the integrity of setting of this space to a degree. However, it appears to possess sufficient integrity to convey its historic associations.

Significance

The Arts & Sciences to Geology Quad is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.



Map of West Campus highlighting Arts and Science to Geology Quad

Character-defining Features

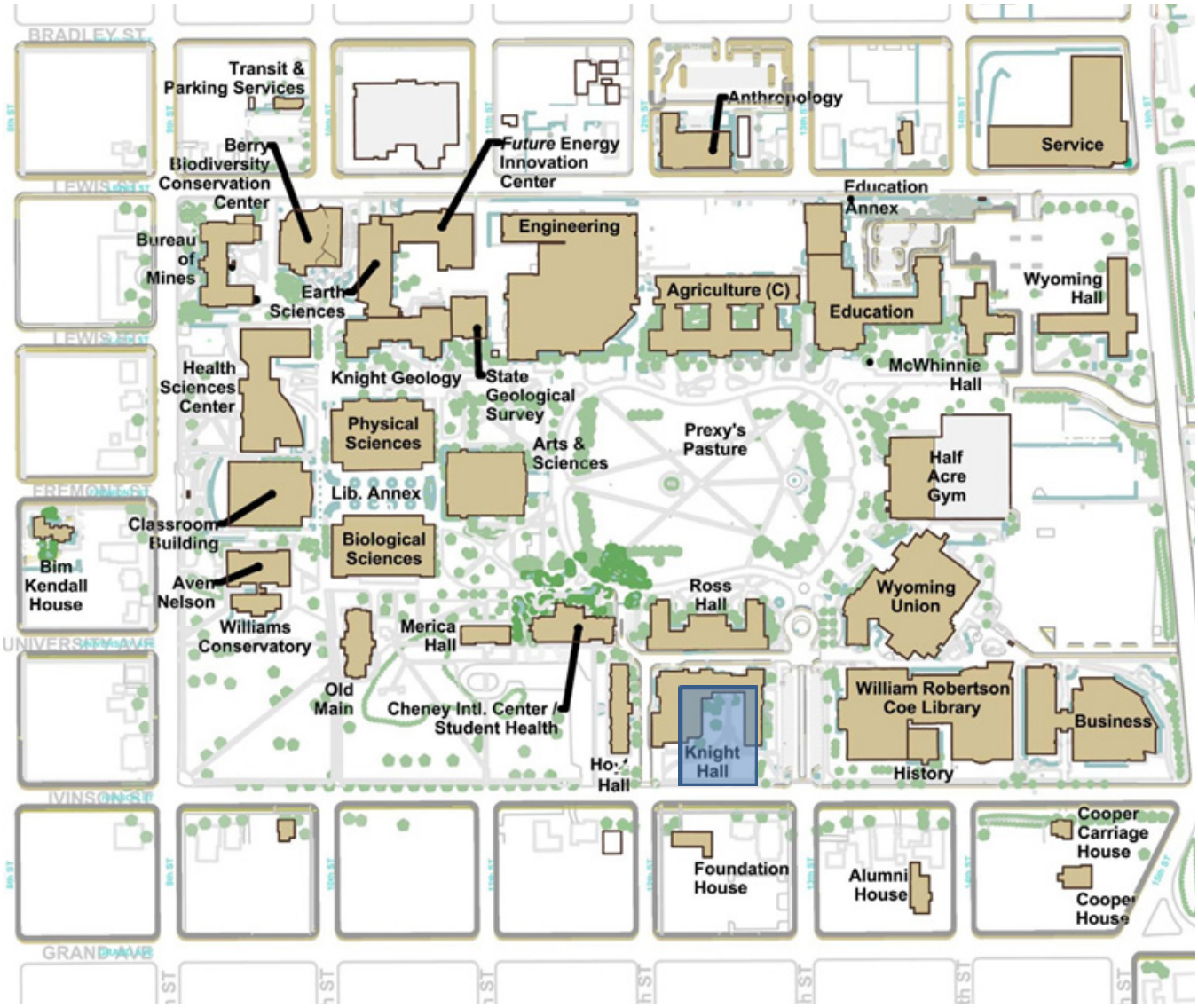
- Arts & Sciences, Physical Sciences, S.H. Knight Geology, State Geological Survey, and Engineering buildings
- Turf lawn set with trees and shrubs
- Concrete walks
- Stone identity signs
- Tyrannosaurus rex statue
- Black iron fencing

Treatment Recommendations

- Retain and maintain the character-defining features listed above.
- Enhance the sense of canopy within the quadrangle by planting additional shade trees.
- Provide additional benches with the quadrangle.

Knight Hall Courtyard

The Knight Hall courtyard is a small open space formed by the U-shaped configuration of Knight Hall, built in 1941, with an addition added in 1949-1950. The open space faces Ivinson Street. It is composed of turf lawn, concrete walks, shade and evergreen trees, foundation plantings, and a circular planting bed at the intersection of two walks. The land is relatively level within the courtyard. An axial straight concrete walk leads from Ivinson Street to the front door of the building. Other walks form angled intersecting arrangements.



Map of West Campus highlighting Knight Hall Courtyard.

Condition

The Knight Hall Courtyard is generally in good condition. No condition issues of concern were observed during campus survey conducted as part of this project. Existing evergreen plantings are over-scaled for the building and limit views of portions of the facade.

Integrity

There are some newer plantings within the courtyard. It is not currently known what plantings were present historically. Otherwise, the courtyard appears to possess sufficient integrity to convey its historic associations.

Images, left to right: 1) Knight Hall Courtyard, the circular walk and planting bed; 2) a longer view of the courtyard.

Significance

The Knight Hall Courtyard is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- **Knight Hall**
- **Stone planter outside the southwest wing**
- **Turf lawn edged by plantings**
- **Concrete walks**

Treatment Recommendations

- **Retain and maintain the character-defining features listed above.**
- **Remove the large evergreen in the northwest corner of the quadrangle to allow the building facade to be visible.**
- **Consider planting additional shade trees in the quadrangle to enhance the canopy.**

Science Center Plaza

The George Duke Humphrey Science Center, composed of the Biological Sciences and Physical Sciences buildings, the Classroom Building, and Arts & Sciences, together enclose a central paved plaza referred to herein as the Sciences Complex quad. Arts & Sciences was constructed in 1936 to serve as the western head of the central open space known today as Prexy's Pasture. The other three buildings were constructed between 1968 and 1969. These features were designed in a Modernist style. The quad is also a mid-century Modern space that is sculptural and designed to complement the architecture of the surrounding buildings.

The paved plaza sits atop a library annex. It is composed of concrete pavers set within a metal framework. Octagonally-shaped concrete planters and stone planters are used to break up the space. They are planted with annual bedding plants. Due to weight restrictions, trees and other plant materials are not allowed to be used in the space. Site furnishings, including bike racks and lighting, are also present.

Concrete stairs step up to the plaza from the north/south pedestrian corridor that extends into campus from 10th Street, which also edges the Classroom building. Aggregate finish concrete trash receptacles divide the corridor in front of the Classroom building. The entrances to the Physical and Biological Science buildings are located at the plaza level.

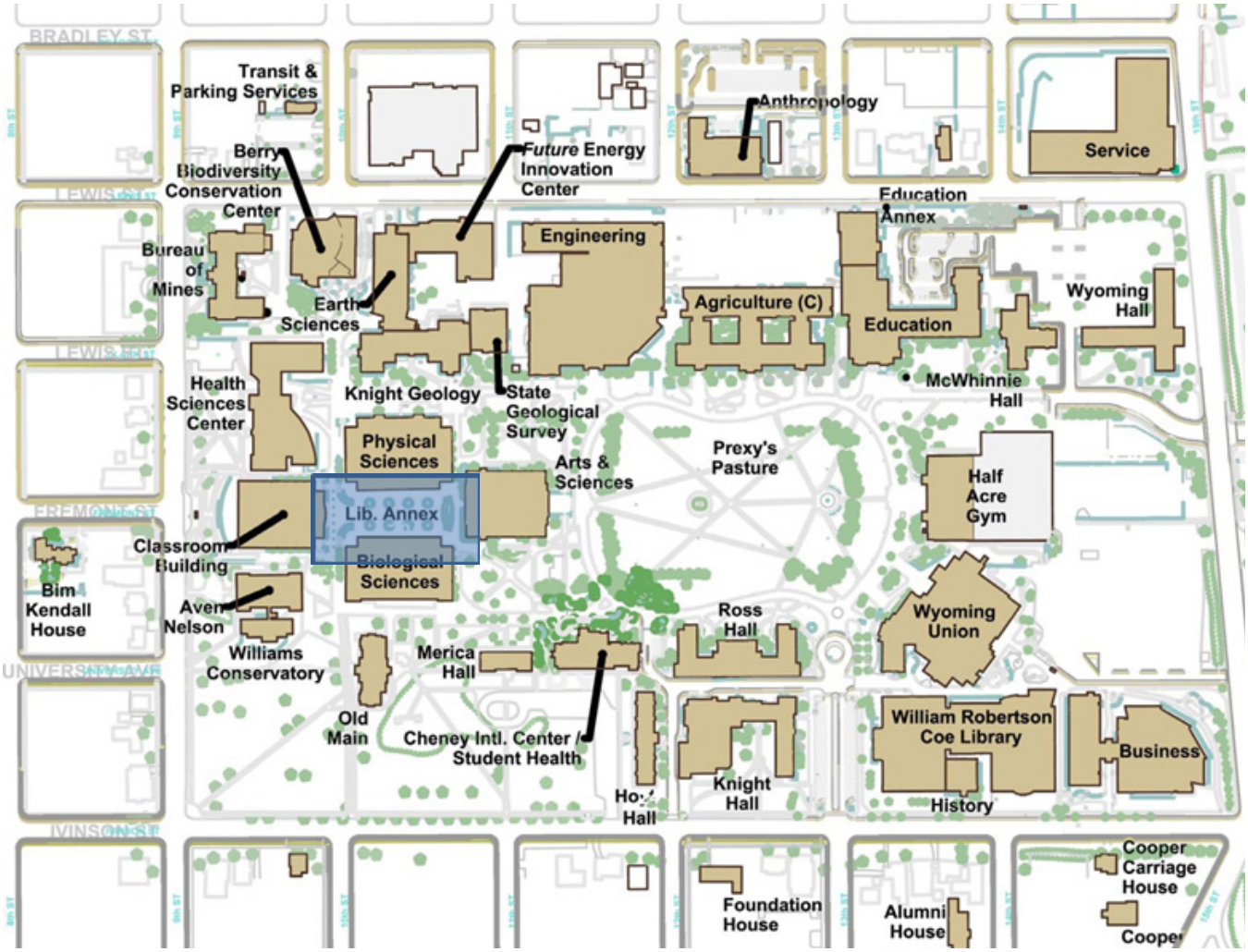
Images, top left to bottom right: 1) the stair leading from the 10th Street pedestrian corridor to the plaza; 2) view east toward the Arts & Sciences building across the plaza, including the planters and bike racks within the space; 3) the stacked stone planter outside the entrances to the Physical and Biological Sciences buildings; 4) the line of trash receptacles and bollards outside the entrance to the Classroom building.

Condition

The Sciences Center Plaza is generally in good condition, although there are cracked pavements in several locations, and skateboarders regularly use the stairs and other features within the quad as props, leading to scratched materials. Visual interest, as a parterre to be viewed from the interiors of the buildings, or for those passing through is needed.

Integrity

The row of exposed aggregate trash receptacles and bollards and cluster of bike racks are later additions to this space that diminish its integrity of design. Otherwise, the quad appears to possess sufficient integrity to convey its historic associations.



Map of West Campus highlighting the Sciences Center Plaza.

Significance

The Sciences Center Plaza is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- Classroom building
- Physical Sciences building
- Biological Sciences building
- Concrete planters
- Stone planters
- Concrete steps

Treatment Recommendations

- **Retain and maintain the character-defining features listed above.**
- **Consider designing some features of visual interest for the space that might include sculptural elements, shade structures, vertical gardens, or a topiary garden.**

The 13th Street Vehicular Entrance Corridor

The 13th Street Entrance Corridor has served as a formal route into campus since the 1920s. The corridor is edged by historic buildings—Knight and Ross halls to the west and the Coe Library and Wyoming Union to the east. Today the corridor serves as the primary vehicular access route onto West Campus for visitors. The entrance is marked by a pair of stone piers inset with stone panels engraved with "UW," that are illuminated at night. The entrance is comprised of a central roadway that extends north toward Prexy's Pasture between the William Robertson Coe Library and Knight Hall, that is edged to either side by metered parking bays. There is a central island planted with honey locust trees. The road extends to a circular turnaround located between Wyoming Union and Ross Hall; the center of the turnaround features a stone University of Wyoming identity sign. Service drives extend east and west from the corridor between Ross Hall and Knight Hall to the west and the Wyoming Union and Coe Library to the east.

Sidewalks edge the parking bays along the perimeter of the corridor, and provide connections to the adjacent buildings. These are in turn edged by turf lawn panels, light poles, and site furnishings. The light poles are set in stone bases similar to the piers that mark the 13th Street entrance. Ornamental plantings edge the adjacent

buildings. Walks extend toward Prexy's Pasture from the circular turnaround. Although the buildings that edge the corridor are historic, the majority of the landscape features are contemporary additions. These features are attractive and well designed, and help to convey a cohesive appearance within the corridor.

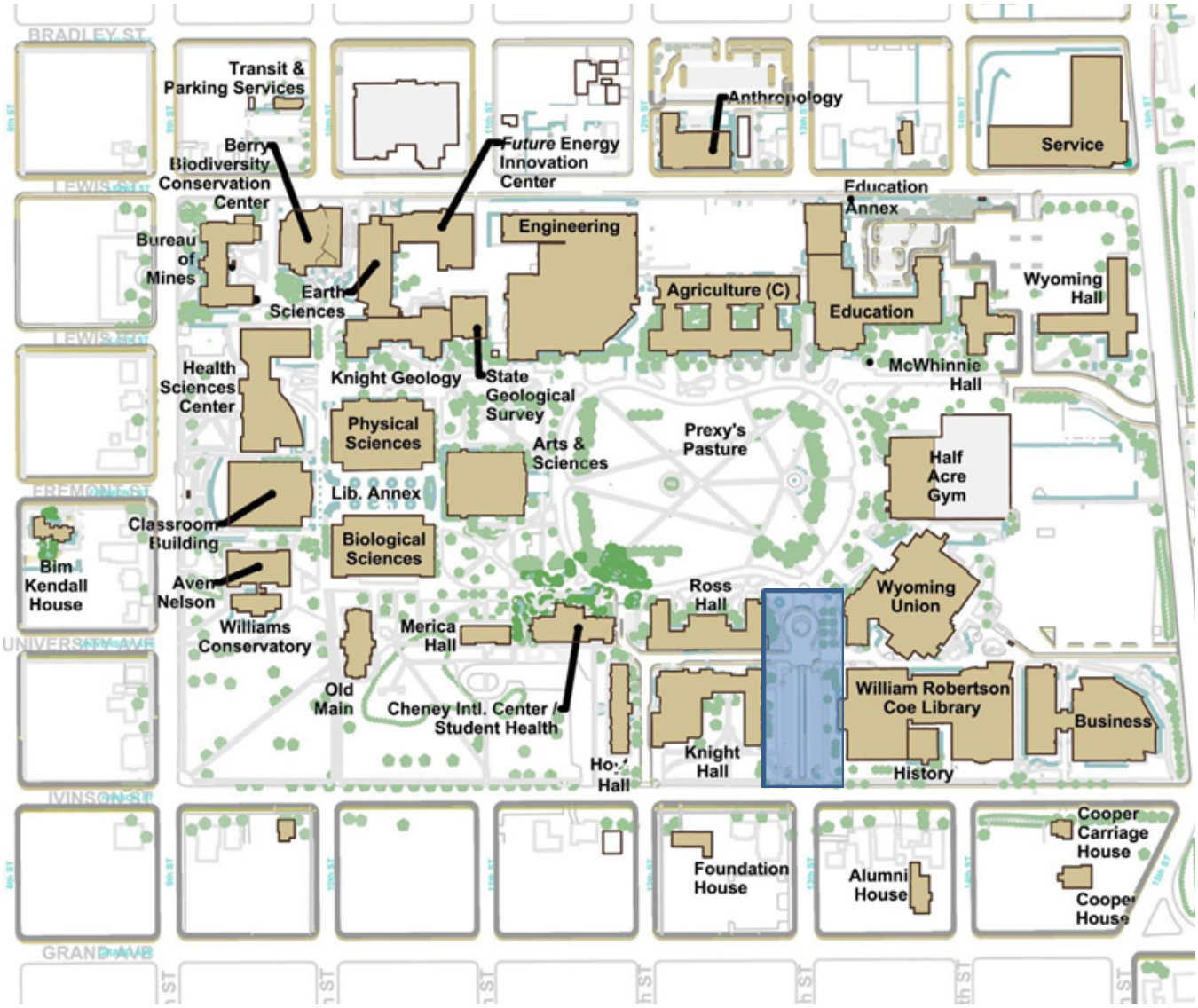
Images, top left to bottom right: 1) view across the entrance corridor and associated parking; 2) the stone identity sign; 3) the concrete outer walk and stone light pole bases; 4) landscaping associated with the foundation of the Coe Library.

Condition

The 13th Street Vehicular Entrance Corridor is generally in good condition. The only two areas of concern were the view west along the service drive between Ross and Knight halls, which features curbs that are heavily painted with bright colors and unscreened utilitarian elements, and the declining condition of the honey locust trees planted around the parking area. Otherwise, no condition problems were observed during survey of the campus on behalf of this project.

Integrity

The majority of the landscape features located within the corridor are contemporary, diminishing the integrity of design, workmanship, and materials. However, the corridor retains historic patterns of spatial organization and use, and possesses sufficient integrity to convey its historic associations.



Map of West Campus highlighting the 13th Street Vehicular Entrance Corridor.

Significance

The 13th Street Vehicular Entrance Corridor is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- Linear vehicular entrance into West Campus from Ivinson and 13th Street
- Historic buildings that frame the corridor (Knight Hall, Ross Hall, Coe Library, Wyoming Union)
- Sidewalks that edge the corridor
- Circulation routes connecting the entrance to the center of campus at Prexy's Pasture

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape as listed above.
- Consider alternative tree species for the parking area island should the existing honey locusts continue to decline.
- Continue to use a consistent palette of materials throughout this corridor to retain its cohesive character.
- Plant additional trees or shrubs, or consider other features at the margins of the service drive leading west toward Ross Hall to diminish its visual impact on the corridor. Also consider ways to reduce the visual impact of the brightly painted curbs.

Willett Drive Entrance Corridor

The Willett Drive corridor is a historic campus entrance that arises from 15th Street. The corridor extends between Wyoming Hall, McWhinnie Hall, Half Acre Gym, and Education, where it intersects the path system that circumnavigates Prexy's Pasture. Although the corridor is generally designed for pedestrians, it also accommodates service vehicle use. To accommodate vehicles the central walk associated with the corridor is very wide. Landscape elements associated with the corridor include light poles with flags, bike racks, benches, contemporary building signage, historic stone building identity signs, walks, stone planters, shade and evergreen trees, turf lawn, and contemporary native plant and stone landscaping, including a contemporary plaza located in front of Education. The stone planters, which extend from the foundations of several buildings and are also present in association with some walks, are used to display annual bedding plants. To the north of Half Acre Gym is a tot lot.

At the time survey was conducted on behalf of this project, Half Acre Gym was in the process of being expanded. Construction activities affected the character of the corridor; temporary fencing, and construction equipment and materials were visible from the corridor.

Historic elements of the corridor include the majority of the circulation system and its layout (although the alignment of Willett Drive appears to have been changed after 1954 to include a curved section near its intersection with 15th Street), stone identity signs, stone planters, turf, and shade and evergreen trees. The remaining features are contemporary additions.

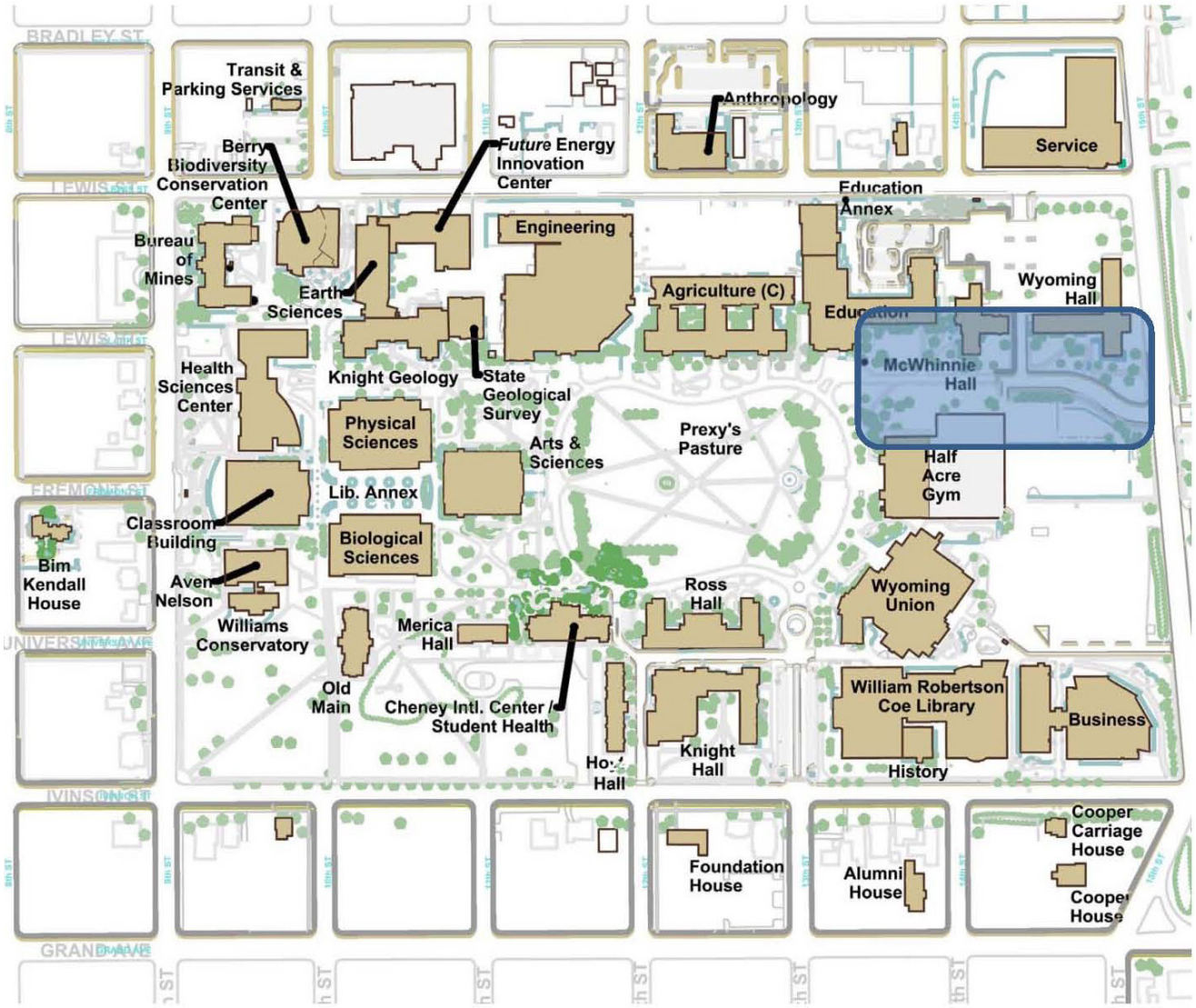
Images, top left to bottom right: 1) view across a contemporary planting and the entrance to the Education building; 2) stone identity sign and eastern extension of the Education building with mature trees and turf landscape; 3) stone identity sign outside Wyoming Hall; 4) stone planter associated with the landscape in front of Wyoming Hall.

Condition

The Willett Drive Entrance Corridor is generally in good condition. No condition problems were observed during survey of the campus on behalf of this project.

Integrity

The majority of the landscape features located within the corridor are contemporary, diminishing the integrity of design, workmanship, and materials of the landscape. However, the corridor retains historic patterns of spatial organization and use, and possesses sufficient integrity to convey its historic associations.



Map of West Campus highlighting the Willett Drive Entrance Corridor.

Significance

The Willett Drive Entrance Corridor is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains sufficient historic integrity to convey its historic associations. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- Buildings that frame the corridor: Education, McWhinnie Hall, Wyoming Hall, Half Acre Gym
- Central circulation corridor leading into campus from 15th Street
- Stone identity signs in front of historic buildings
- Stone planters associated with historic buildings and walks used for annual bedding plants
- Shade and evergreen trees
- Turf lawn

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Retain and maintain the contemporary plazas that contribute to the campus's unique sense of place.
- Remove the split-rail fencing located within this area.
- Convey as possible a consistent and cohesive appearance along the corridor.

Foundation House Landscape

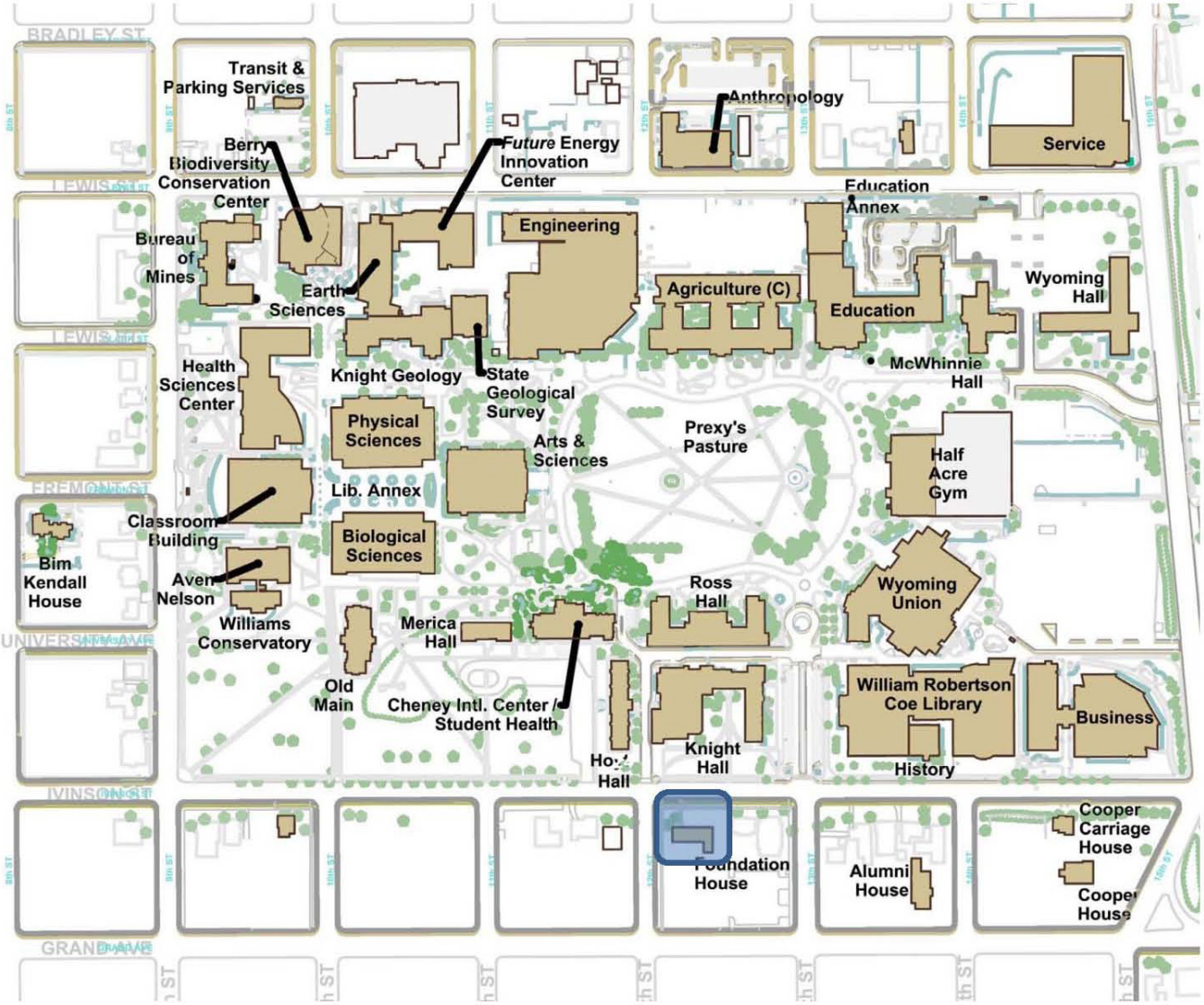
Guthrie (Foundation) House is located at the corner of Ivinson and 12th streets. It is a stately residential property, which has been used for University administrative office purposes. Little information has been collected to date regarding the history of the landscape associated with is structure.

Condition

The Guthrie House landscape appears to be in good condition. No condition problems were observed during survey of the campus on behalf of this project.

Integrity

Little is currently known about the history of the landscape associated with the property. The residential character of the plantings and the width of the driveway and walks are all appropriate for the character of the building.



Map of West Campus highlighting the Guthrie (Foundation) House landscape.

Significance

The significance of the Guthrie House has not been assessed as part of this study. Further research is needed to determine its significance. It does not appear to have been included in the University Neighborhood Historic District.

Character-defining Features

- **Guthrie House**
- **Turf lawn**
- **Mature shade trees**
- **Foundation plantings**
- **Driveway**
- **Sidewalk**

Treatment Recommendations

- **Retain and maintain the character-defining features listed above.**
- **Conduct additional research into the history of the property sufficient to assess its historic integrity and significance.**

Alumni House Landscape

The Alumni House stands at the corner of Grand Avenue and 14th Street across Ivinson from West Campus. Like the Guthrie House, the Alumni House is a notable residential property now used for administrative purposes. The residential character of the plantings and the other features on the property are appropriate for the character of the building. A stone wall associated with the property is leaning and in need of repair. A University mascot statue has been added to the front yard. Otherwise, little information has been collected to date regarding the history of the landscape associated with is structure.

Condition

The Alumni House landscape appears to be in good condition. A stone wall that edges a driveway along the side yard is leaning and broken. No other condition problems were observed during survey of the campus on behalf of this project.

Images, left to right: 1) a bronze University cowboy sculpture stands on a stone base outside the Alumni House; 2) the house is edged by a stone wall and garage structure.

Integrity

Little is currently known about the history of the landscape associated with the property. The residential character of the plantings and the width of the driveway and walks are all appropriate for the character of the building.

Significance

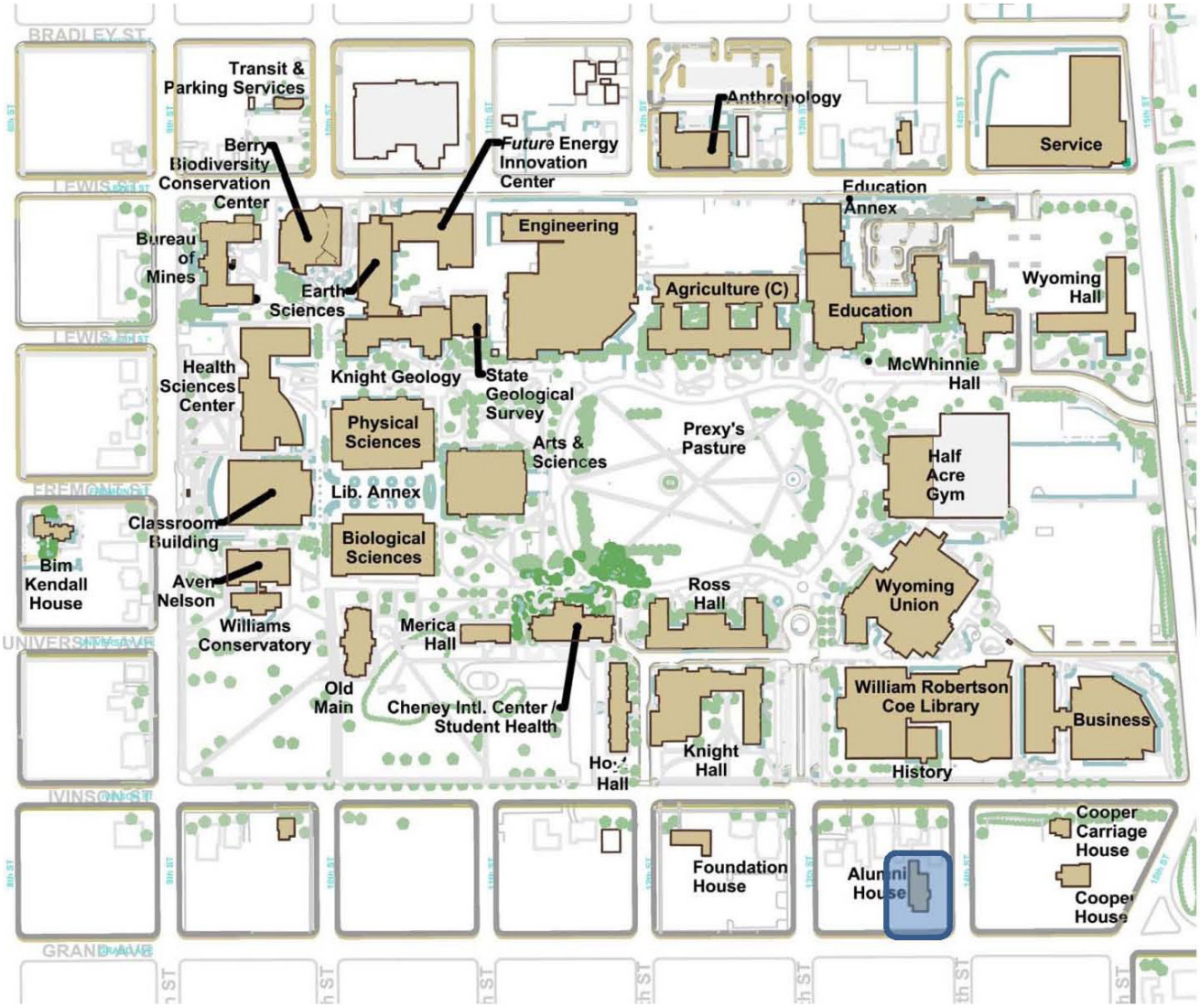
The significance of Alumni House has not been assessed as part of this study. Further research is needed to determine its significance. It does not appear to have been included in the University Neighborhood Historic District.

Character-defining Features

- **Alumni House**
- **Turf lawn**
- **Mature shade trees**
- **Foundation plantings**
- **Driveway**
- **Sidewalk**
- **Stone wall**
- **Outbuilding**

Treatment Recommendations

- **Retain and maintain the character-defining features listed above.**
- **Repair the stone wall located in the side yard.**
- **Conduct additional research into the history of the property sufficient to assess its historic integrity and significance.**



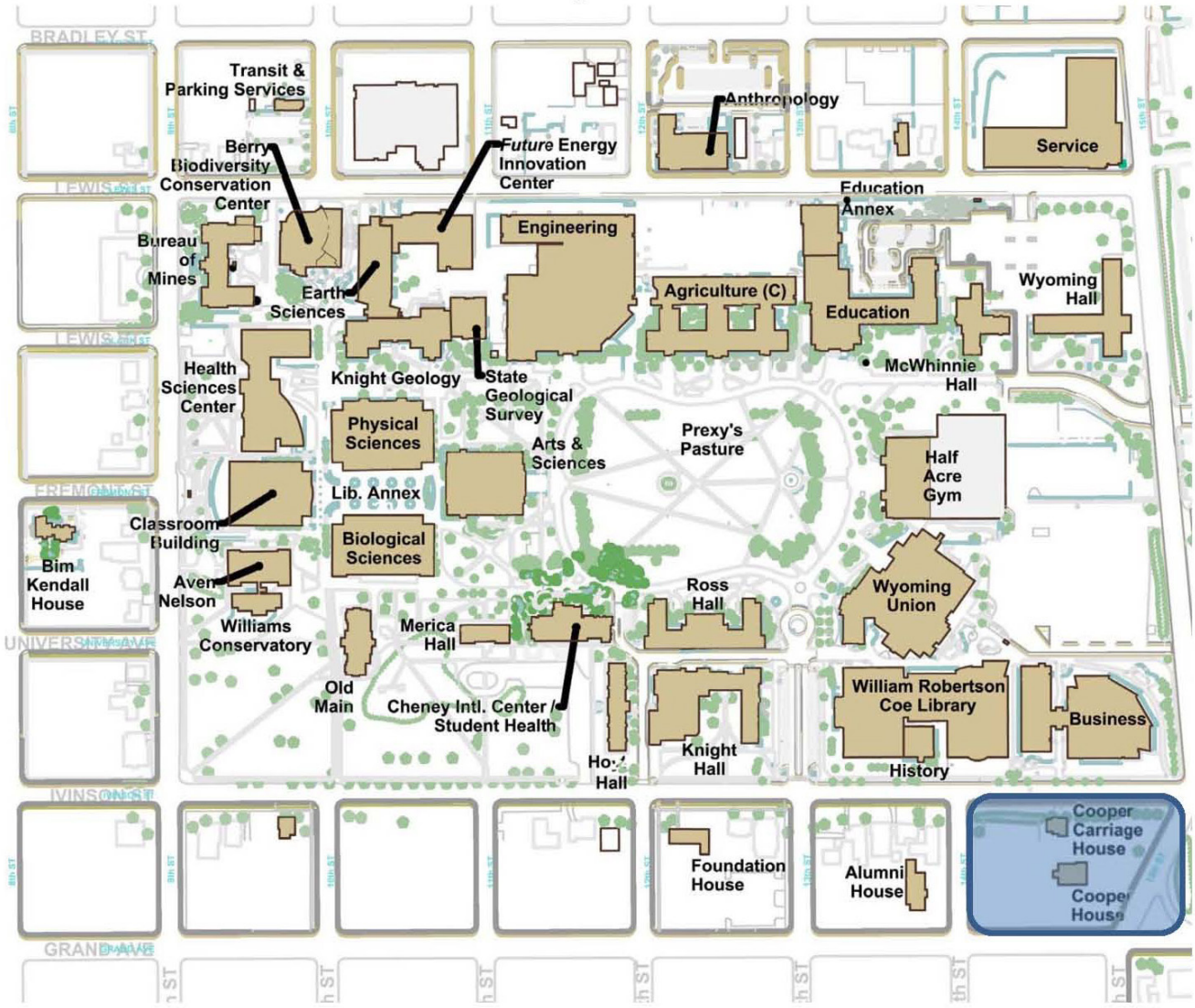
Map of West Campus highlighting the Alumni House landscape.

Cooper House Landscape

The Cooper House occupies the block between Ivinson and Grand avenues and 14th and 15th streets. The dwelling was designed in 1921 by Wilbur Hitchcock for a young Englishman by the name of Frank Cooper, who had settled on the Laramie Plains in the early 1900s. Cooper built his fortune in the cattle industry. The house features stylistic elements characterized as pueblo and mission revival, as well as Art Deco influences.

The house remained in the Cooper family until the death of Frank's wife, Barbara Cooper, in 1979. In 1980, the University acquired the house with the intention of demolishing the property to provide parking. Based on lobbying efforts conducted by local residents, the University renovated the house rather than demolishing it, for use as office and classroom space. It later became home to the University of Wyoming American Studies Program. (Ewing and Hert, 113)

The Cooper House was listed in the National Register of Historic Places in 1983 for the significance of its architecture, particularly the unique combination of the two early twentieth century revival styles derived from California missions and Pueblo Indian building traditions. The property features a carriage house, access road, parking facilities, mature trees and a row of cottonwoods along Ivinson Street, and turf lawn.



Map of West Campus highlighting the Cooper House landscape.

Condition

The Cooper House landscape appears to be in good condition. No condition problems were observed during survey of the campus on behalf of this project.

Integrity

The parking lot that has been added to the west of the house is not compatible with the dwelling and diminishes the property's integrity of feeling and setting. The Cooper House property otherwise appears to possess sufficient integrity to convey its historic associations.

Significance

The significance of the Cooper House has been addressed in a National Register nomination. The property is already individually listed in the National Register of Historic Places for the architecture of the house and carriage house.

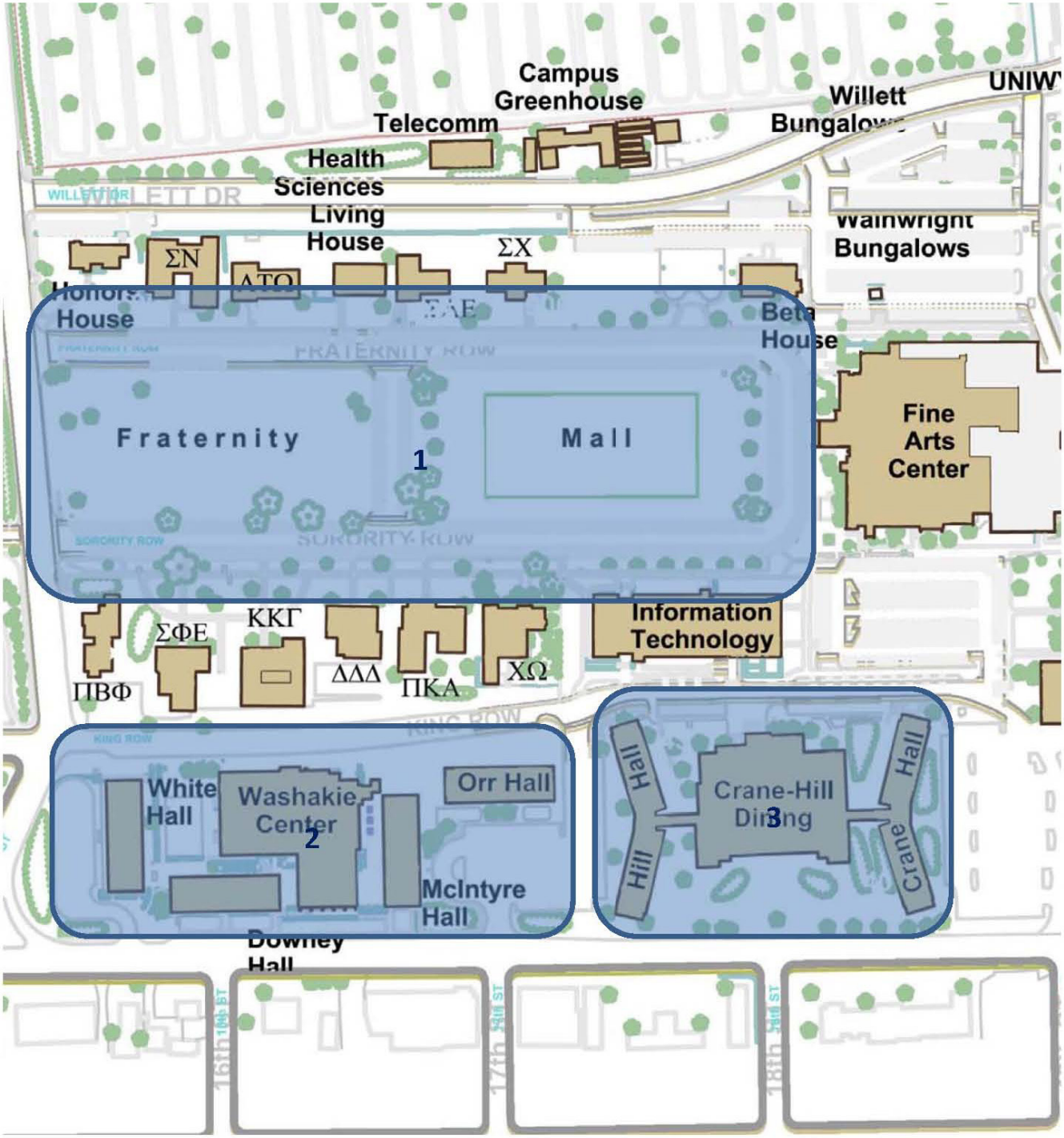
Character-defining Features

- Cooper House
- Porte cochere
- Carriage house
- Driveway
- Mature tree plantings
- Foundation plantings
- Sidewalk
- Turf lawn
- Row of cottonwoods along Ivinson Street

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Diminish as possible the visual impact of the adjacent parking area using plantings.

6.4 - CENTRAL CAMPUS- WEST



1. Fraternity Mall
2. High Rise Residence Hall Complex
3. Crane and Hill Residence Complex

Fraternity Mall

Fraternity Mall is a rectangular, relatively level greensward centrally located east of 15th Street between Fraternity and Sorority Rows within the Central Campus. The greensward was established based on a plan prepared by Wilbur Hitchcock in 1930 to encourage fraternities and sororities to purchase lots and build their houses in close proximity to campus. Previously, Greek houses were located within the community of Laramie. Due to the financial crisis that soon emerged in the form of the Great Depression, only one sorority located to the new park in the 1930s. Throughout the 1930s, the University prepared plans to activate the green space with recreational amenities. Tennis courts, playing fields, and an ice rink, fed by an artesian well that also supplied irrigation water to much of campus, were developed within the space. Today, Fraternity Mall features an intramural football field.

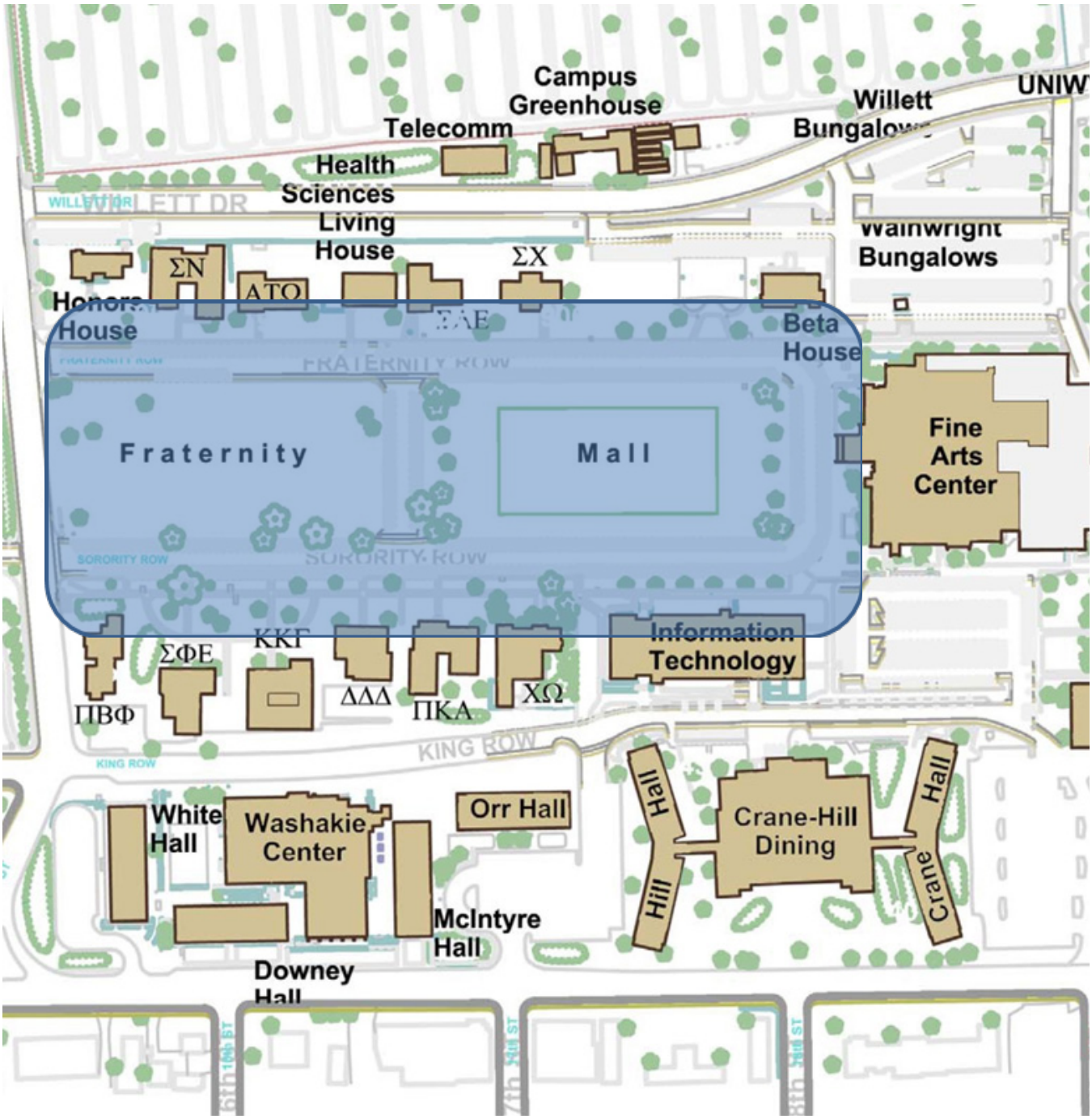
Like State Park and Prexy's Pasture, the State Legislature has placed restrictions on development of the open space associated with Fraternity Mall. The central green is edged to either side by roads and parking. The roads are named Fraternity Row (north) and Sorority Row (south). Fraternity and Sorority rows join at the end of the greensward in a looped terminus. A north/south road also cuts through the space.

Fraternity houses form a row to the north of the space, while sororities are arranged linearly to its south. Many of the individual buildings are owned by the Greek societies rather than the University; the central open space is maintained by the University. A sculptural work and associated grading edges the space near 15th Street. Evergreen tree plantings edge the eastern side of the through road, helping to screen views of the football field.

In addition to the row of fraternity houses and row of sorority houses, the Information Technology building edges Fraternity Mall in its southeast corner, while the Performing Arts Center is located at the eastern end. A small shed marks the location of the artesian well dug in the 1930s that remains in use. War Memorial Stadium is visible to the east.

This part of campus has been identified by the University for design of pedestrian amenities and improvements aimed at increasing accessibility and improving quality of life on campus.

Images, top left to bottom right: 1) The sculpture along 15th Street is set atop a berm. Fraternity Row is visible beyond; 2) The Pi Beta Phi sorority, the first to be built along either Fraternity or Sorority Row; 3) the football field at the eastern end of Fraternity Mall, with Memorial Stadium visible in the background; 4) the Information Technology building that edges Fraternity Mall along its southeastern edge.



Map of Central Campus-west highlighting the Fraternity Mall landscape.

Condition

The Fraternity Mall landscape is in good to fair condition. The service areas of the buildings often exhibit problems with cracked and broken pavements, erosion, and other features, and vegetation in need of care and pruning. Because most of the Greek houses are not owned by the University, maintenance of these properties is conducted by the owners. No condition problems were observed in association with the central green space.

Integrity

The Fraternity Mall landscape has been altered over time with the addition and removal of several recreational features. Many of the existing features are contemporary additions that diminish slightly the integrity of materials and workmanship. However, Fraternity Mall retains patterns of spatial organization, land uses, and open green turf lawn consistent with historic conditions. It possesses sufficient integrity to convey its historic associations.

Significance

Fraternity Mall is a significant heritage landscape of the University of Wyoming campus that possesses several important character-defining features and retains historic integrity. This heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- **Rectangular open space forming a common area associated with Fraternity and Sorority rows**
- **Rows of residential scale buildings comprising Fraternity and Sorority rows.**
- **Road corridors that edge the green space north and south known as Fraternity Row and Sorority Row**
- **Sidewalks that parallel Fraternity and Sorority rows.**
- **Linear views along the corridor**
- **Row of trees along the sidewalk associated with Sorority Row**

Treatment Recommendations

- **Retain and maintain the character-defining features of this heritage landscape listed above.**
- **Consider alternatives for increasing the density enclosing and the spatial framework for the central green area.**
- **Identify compatible uses for the central green space that do not detract from its character-defining features, but help activate it.**

High Rise Residence Hall Complex

Built in 1965 south of Fraternity Mall is a complex of Modernist high rise student residence halls that includes White Hall, Downey Hall, McIntyre Hall, Orr Hall, and the Washakie Center. These buildings and the associated landscape were designed in a Modernist style. The residences, which typically house freshmen, are thirteen-stories tall. They sit within an open area in a way that is characteristic of Modern structures sometimes referred to as objects in a field. These residence halls are notable as the tallest buildings in the state of Wyoming.

The complex is edged to the north by King Row, a narrow vehicular corridor that provides service access to the rear of Sorority Row and to the nearby Crane-Hill residential complex located to the east. This residential hall complex also abuts Grand Avenue, one of Laramie's main thoroughfares. A sculpture titled Battle of Two Hearts by Dave McGary (2006) stands in front of the Washakie Center facing Grand Avenue.

A courtyard space is formed by White and Downey halls, and the Washakie Center. This area is edged by a contemporary post and rail fence. The perimeter of the central turf area is edged by walks, stone walls, bike locker structures, and site furnishings. A parking area that services the complex is located west of White Hall. Evergreen tree plantings help to screen the parking area from view along 15th Street. Trees are also located along the margins of several of the buildings.

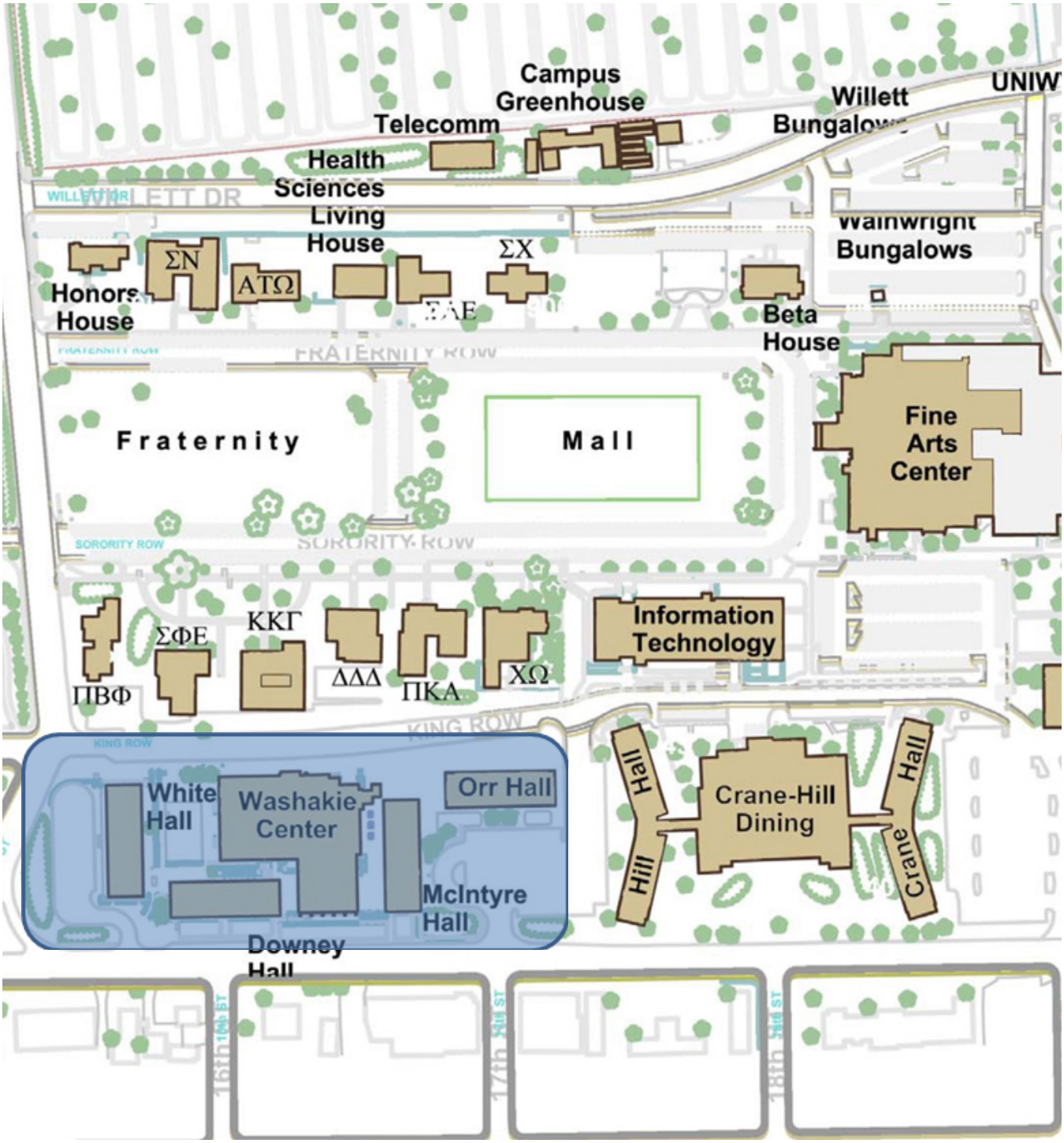
Images, top left to bottom right: 1) view of Downey and White halls and the open space edged by a post and rail fence; 2) the Washakie Center with McIntyre and Orr halls beyond; 3) the parking area and evergreen tree plantings; 4) stone walls, bike lockers, and walks are associated with the building complex.

Condition

The High Rise Residence Hall complex is in good to fair condition. The primary problems are associated with pavements, which include spalling, cracked, or broken concrete and asphalt, patched and repaired surfacing, and plant growth. The service access to the Washakie Center is visually distracting and contributes to the downgraded condition of this complex.

Integrity

The High Rise Residence Hall Complex has been altered over time to accommodate student needs, such as the addition of bike lockers, and protection of sensitive areas, such as lawns, within fencing. Many of the existing site furnishing are contemporary additions that diminish slightly the integrity of materials and workmanship of the landscape. Otherwise, this landscape possesses sufficient integrity to convey its historic associations.



Map of Central Campus-west highlighting the High-Rise Residence Hall complex.

Significance

The High Rise Residence Hall Complex is a disparate element within the campus for several reasons, including the building height, use of materials, and site plan that does not respond to the surrounding context. However, mid-century Modernist structures are now reaching 50 years of age and are eligible for listing in the National Register of Historic Places. The design of the structures, and their status as the tallest buildings in Wyoming, merit further consideration and evaluation as to significance

at the local, state, or national level. Until this is accomplished, this heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- White Hall, Downey Hall, McIntyre Hall, Orr Hall, Washakie Center
- King Row
- Grand Avenue
- Tree plantings

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Evaluate the complex in accordance with National Register of Historic Places criteria.
- Consider alternatives for improving the King Row corridor. It is an eyesore that should be improved to enhance the quality of student life and the appearance of this part of campus.

Crane and Hill Residence Complex

The Crane and Hill residence halls are located to the east of the High Rise Residence Hall Complex between King Row and Grand Avenue. These residence halls were built in 1962 to accommodate a growing student population. The two residence halls form wide V-shapes to either side of the Crane-Hill dining hall, located in the center of the complex. Access roads and parking edge the complex to the east and west. Stone walls, bike lockers, lighting, and walks, as well as evergreen tree and shrub plantings are located within the building precinct. The stone for these buildings was secured from the Dewald Stone Works rather than the University quarry.

Condition

The Crane and Hill Residence complex is in good condition. Like the High-Rise Residence Hall complex, pavements and plantings are in need of repair.

Integrity

The Crane and Hill Residence complex has been altered over time to accommodate student needs, such as the addition of bike lockers. Many of the existing site furnishing are contemporary additions that diminish slightly the integrity of materials and workmanship of the landscape. Otherwise, this landscape possesses sufficient integrity to convey its historic associations.

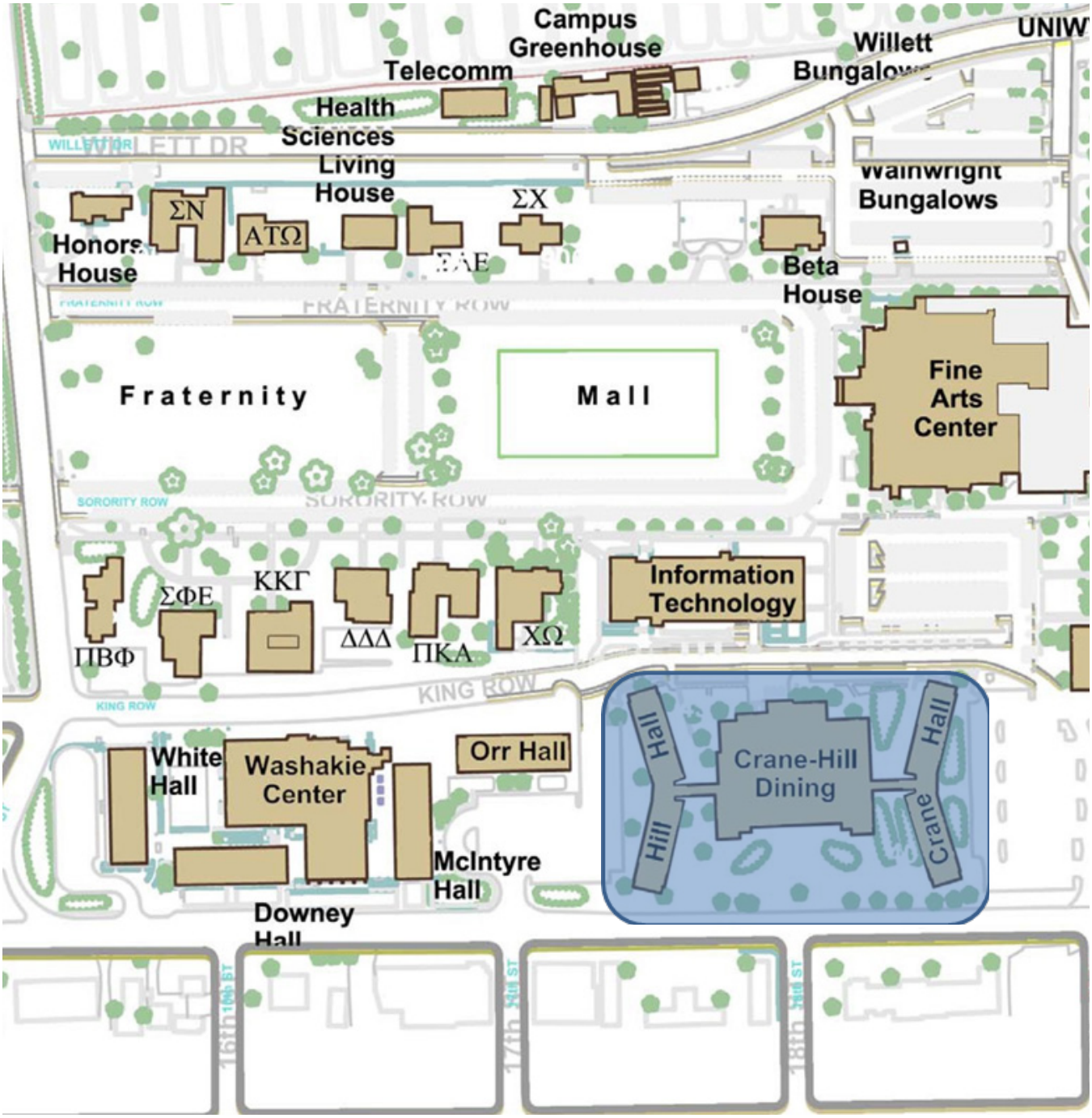
Images, top left to bottom right: 1) Crane Hall from the eastern parking area that also serves the nearby Corbett Building; 2) the entrance to Hill Hall; 3) walks and evergreen tree plantings between the residence halls and the dining hall; 4) view along the road between Orr Hall and Hill Hall.

Significance

Like the High Rise Residence Hall complex, the Crane and Hill Residence complex was designed during the Modernist era in an architectural style that is currently being evaluated for its contribution to American design history. The design of these structures merits further consideration and evaluation as to significance at the local, state, or national level. Until this is accomplished, this heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- **Crane Hall, Hill Hall, Crane-Hill Dining Hall**
- **King Row**
- **Grand Avenue**
- **Tree plantings**

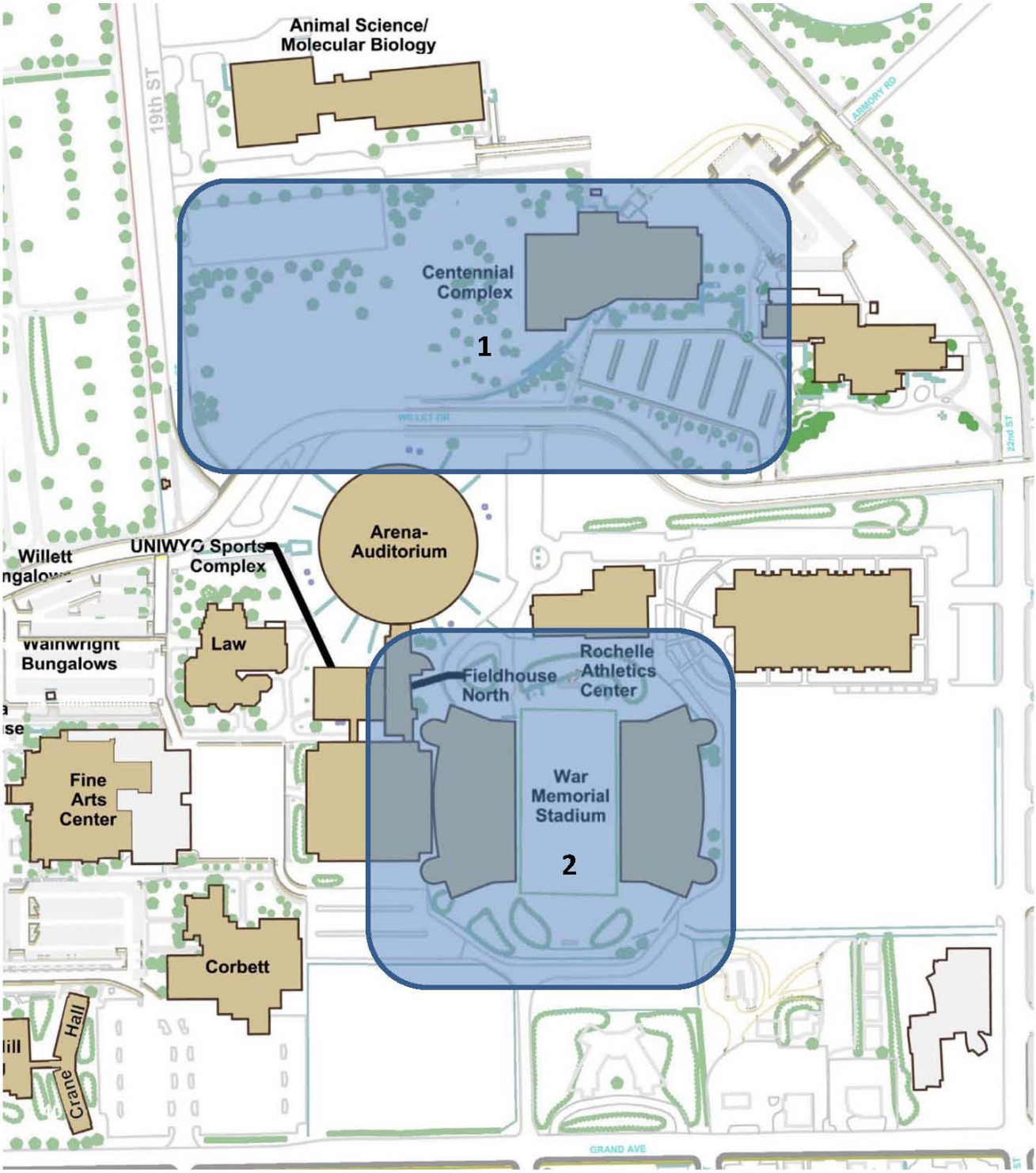


Map of Central Campus-west highlighting the Crane and Hill Residence complex.

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Evaluate the complex in accordance with National Register of Historic Places criteria.
- Consider alternatives for improving the King Row corridor. It is an eyesore that should be improved to enhance the quality of student life and the appearance of this part of campus.

6.5 - CENTRAL CAMPUS - EAST



1. Centennial Complex
2. War Memorial Stadium and Fieldhouse

Centennial Complex

The Centennial Complex (American Heritage Center), was designed by noted architect Antoine Predock, and opened to the public in 1993. As noted on Predock's web site, the building is intended to recall geologic and cultural forms reminiscent of Wyoming's landscape:

> ***Throughout Wyoming there is a sense of landscape in formation, of landscape in transition. The appearance of this "archival" mountain can be thought of as parallel to the slow but certain geologic upheaval. This new mountain is detailed like an airplane wing and is aerodynamically positioned with respect to Wyoming's omnipresent winds. Openings in the cone are abrupt and limited. Smoke issues from its apex.***
>
> ***The asymmetry of the mountain's stretched cone guides visitors to a common ground between the American Heritage Center and University Art Museum, the two halves of the building. The entire structure is set on a man-made mesa, a surrogate landform that absorbs archival and curatorial spaces below the public realm.***
>
> ***This archival mountain is axially linked to Medicine Bow Peak to the west and Pilot's Knob to the east. A web of site-specific alignments anchors the***

building into the campus and landscape.

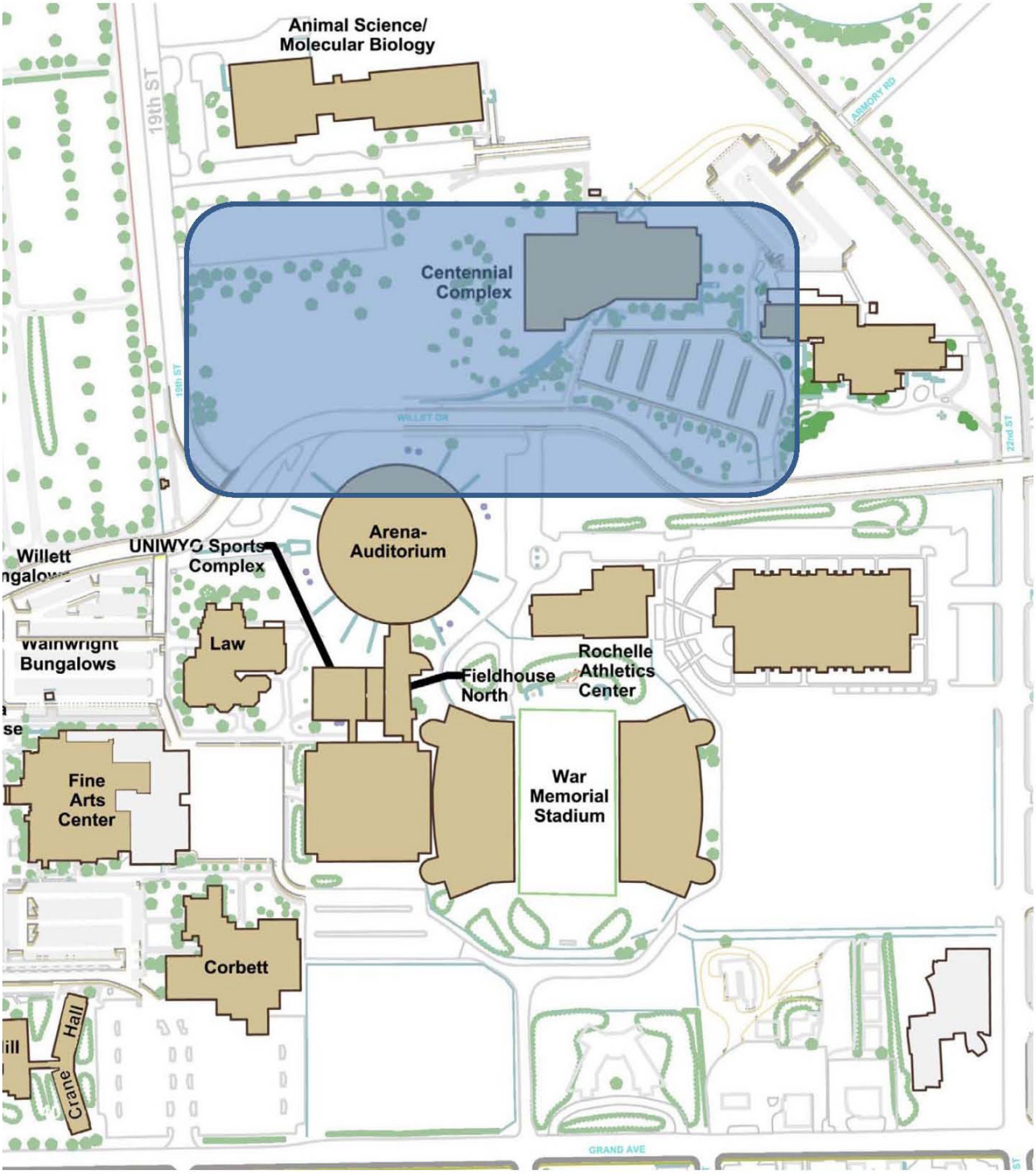
The art museum is reminiscent of a village at the foot of a mountain. It is poised on the mesa, with spruce trees on a bermed embankment establishing the foreground.

The building axis that links the two distant mountains, the "rendezvous axis," recalls the gathering of native Americans, French trappers, and early European settlers. Now it is a place of intellectual and social rendezvous.

At the core of the mountain is a hearth with a timber armature that guides the flue up through the mountain to the sky. The floor levels wind around the hearth, each level rotating, creating a spiraling ascent to the sky-lit aerie.

The building is set within a large expanse of open space that has been graded and planted with native species, including many evergreen trees. The landscape is still maturing, but was designed to complement the building. Willett Drive provides access to the complex parking area, which is located to the south of the building. A long curving expanse of wall extends southwest from the building to edge the parking area and Willett Drive.

Images, top left to bottom right: 1) View across the open field west of the Centennial Complex; 2) the wall that edges the building to the south; 3) the associated parking area; 4) view from inside the building.



Map of Central Campus-east highlighting the Centennial Complex.

Condition

The Centennial Complex is in good condition.

Integrity

The Centennial Complex is not historic. The landscape appears to retain integrity to its original design.

Significance

The Centennial Complex (American Heritage Center), was designed by noted architect Antoine Predock. It is a work of architecture that has attracted significant attention. Predock has been recognized with several awards. In 1985, Predock was awarded the Rome Prize. In 1989, he won a New Mexico Governor's Award for Excellence in the Arts. In 2006, he won the AIA Gold Medal, and in 2007, Predock was awarded a Lifetime Achievement Award from the Cooper-Hewitt National Design Museum. In 2010, Predock was named a Senior Fellow of the Design Futures Council. As the work of a recognized master, the building may currently be eligible for listing in the National Register of Historic Places, or is likely to become eligible in the future. As such, it should be protected and its architectural integrity preserved.

Character-defining Features

- Centennial Complex
- Curved wall
- Open graded landscape planted with native trees
- Parking

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape as listed above.
- Evaluate the complex in accordance with National Register of Historic Places criteria.

The War Memorial Stadium and Fieldhouse

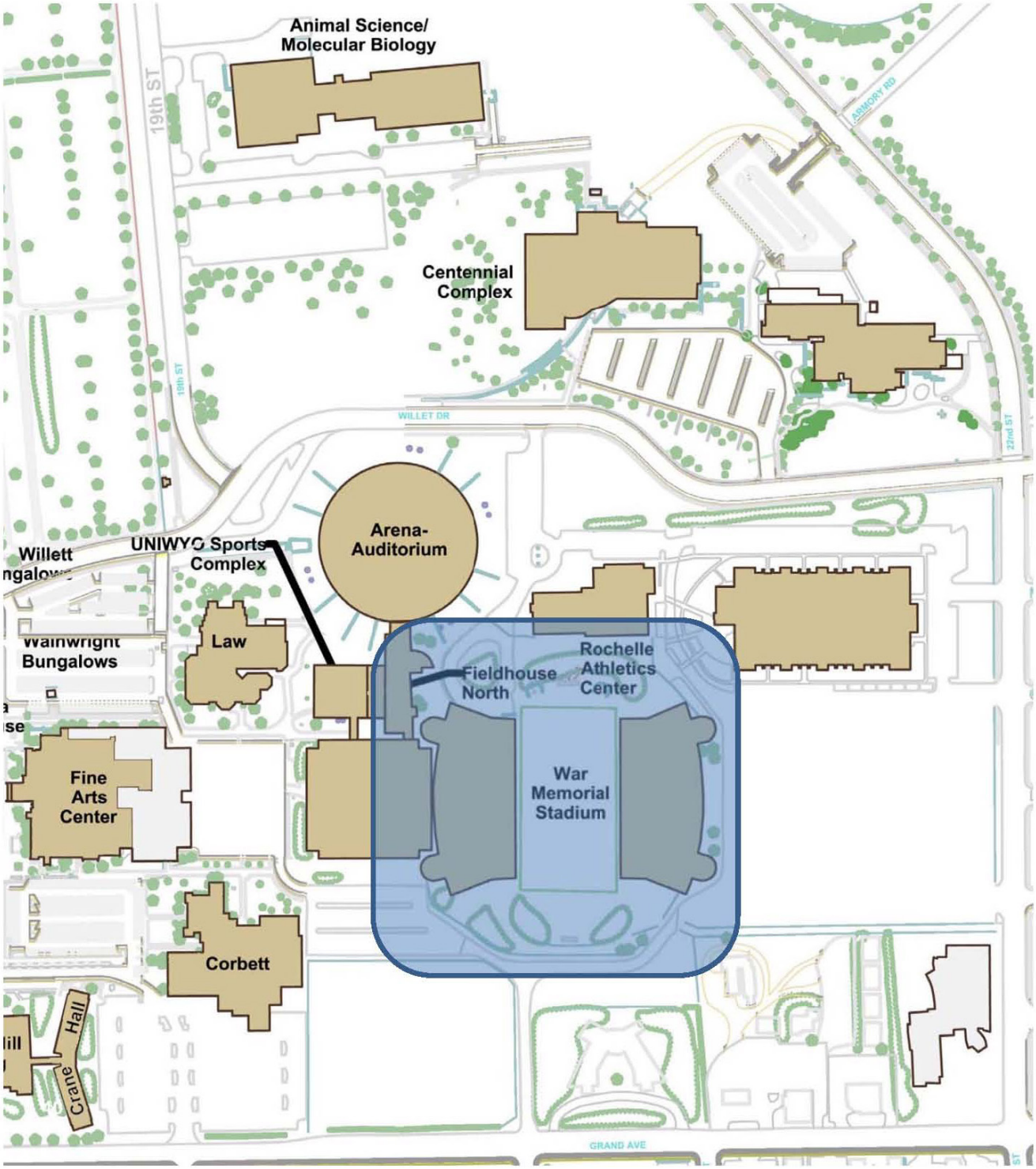
The War Memorial Stadium and Fieldhouse were built in 1950 and 1951. These athletic facilities were designed as living memorials to University community members who were casualties of World War II (Marmor: 9). The facilities are located between 20th and 21st streets east of the Fine Arts Center. Parking facilities edge the stadium to the east. The Rochelle Athletics Center is located to the north of the complex. Tree plantings have been used to soften the large expanse of parking around the facilities.

Condition

The War Memorial Stadium and Fieldhouse landscape is generally in good condition.

Integrity

Although this area has already undergone extensive change since first built, it remains a heritage landscape of interest. This landscape appears to possess sufficient integrity to convey its historic associations.



Map of Central Campus-east highlighting the War Memorial Stadium and Fieldhouse landscape.

Significance

These elements of the campus are an important part of the University's identity. The buildings were designed to honor the contributions of the University community to World War II, and are historic. As such, this heritage landscape should be treated as a historic resource with special attention paid to preservation strategies in future care and maintenance.

Character-defining Features

- War Memorial Stadium
- War Memorial Fieldhouse
- Parking

Treatment Recommendations

- Retain and maintain the character-defining features of this heritage landscape listed above.
- Avoid altering the stadium in ways that result in further diminishment of its architectural integrity.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 7 ▪ GUIDELINES AND RECOMMENDATIONS FOR HISTORIC BUILDINGS

7.0 Introduction

7.1 9th Street Corridor

- Old Main
- Aven Nelson
- Science Center (Classroom, Physical Sciences, and Biological Sciences Buildings)
- S.H. Knight Geology Building (Science Hall, Addition, Geology Museum)
- Health Sciences Center (Agricultural Hall, Pharmacy Building)
- Bureau of Mines

7.2 Ivinson Street Corridor

- Merica Hall
- Hoyt Hall
- Knight Hall
- Coe Library (including History)

7.3 Prexy's Pasture

- Arts and Sciences
- Engineering Hall (including Engineering Shops)
- Agriculture Building
- Education Building (including Annex)
- McWhinnie Hall
- Wyoming Hall
- Half Acre Gymnasium
- Wyoming Union
- Ross Hall
- Cheney International Center/Student Health

7.4 Fraternity Mall

- Honors House, Signma Phi Epsilon, and Health Science Living House

7.5 Residential Complexes

- Crane and Hill Halls
- Downey, McIntyre, Orr, White Halls Complex

7.6 Stadium Area

- War Memorial Stadium and Memorial Fieldhouse

7.7 Residential Neighborhoods

- Cooper Mansion
- Foundation House
- Alumni House
- Red House

7.0 - INTRODUCTION

An overview of the construction of buildings at the University of Wyoming over the course of its history is presented in Chapter 4, Summary of Existing Conditions, along with a general summary of campus-wide building styles, integrity, and issues. Chapter 7 provides a review of each individual historic building at the University with discussion of its historical development, significance, integrity, condition, and treatment recommendations.

These individual reviews are intended to be a quick reference of background information available for each building. They are a starting point not an end point. The historical information provided has been gathered from secondary sources and existing historical overviews, which may be further consulted for additional information and references to primary sources. Reviews of integrity and condition were prepared from on-site survey.

The historic buildings are organized into seven groupings by location. In some cases, such as the Health Sciences Center, one or more historic buildings and additions from different periods have been joined together over time and are treated here as a single complex. To the extent possible through the secondary sources

Guidelines and Recommendations for Historic Buildings

7.0 Introduction
7.1 9th Street Corridor
7.2 Ivinson Street Corridor
7.3 Prexy's Pasture
7.4 Fraternity Mall
7.5 Residential Complexes
7.6 Stadium Area
7.7 Residential Neighborhoods

available, their historical development has been outlined, describing changes and additions that have occurred. The resulting integrity of exterior and interior in terms of remaining historic building fabric, and recommendations for treatment going forward as additional change becomes necessary.

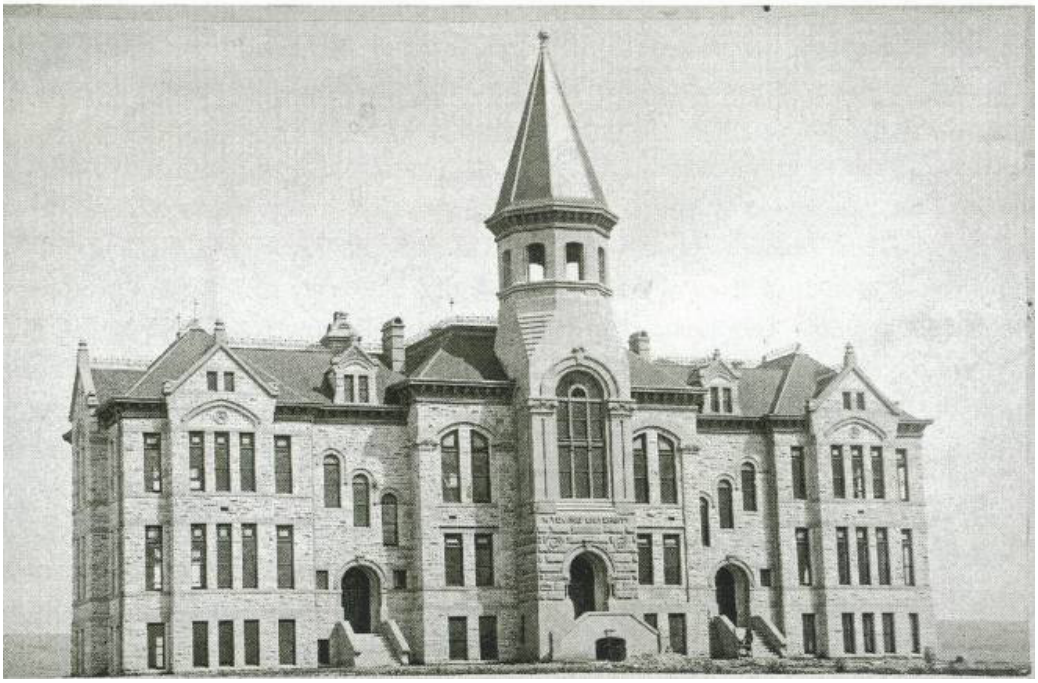
In planning new projects, these write-ups are intended to provide enough background information to start the planning process. Additional research will need to be undertaken, most importantly consultation of original historic construction documents in the University's Facilities Planning, Physical Plant, and University archives to more accurately identify remaining historic building fabric that should be preserved in any rehabilitation project. Once identified, the best practices guidelines provided in Chapter 5, Preservation Approach, and Chapter 8, Treatment Guidelines for Historic Building Fabric, should inform decision-making.

7.1 - 9TH STREET CORRIDOR

OLD MAIN

Year Completed	1887
Renovated	1938 & 1949

Old Main is an iconic building at the University of Wyoming. Completed in 1887, Old Main is the University's earliest building and housed all of its educational functions in the University's formative years. Though it has been modified, Old Main is highly significant as one of Wyoming's earliest institutional structures and was listed on the National Register of Historic Places in 1986. Its creative use of local sandstone in reflecting architectural styles of the day established an architectural tradition that has inspired design at the University for over a century. Today, Old Main houses the Office of the President and other administrative departments. The building is in good condition and should continue to be treated with care and respect.



Old Main in 1887 (American Heritage Center in Fraser 2010:156)

Historical Development

In 1886, in anticipation of statehood, which came in 1890, the Wyoming Territorial Legislature made provision for the construction of three major public buildings: a state capitol in Cheyenne, a university in Laramie, and an insane asylum in Evanston. The act authorizing establishment of the University of Wyoming and appropriating $50,000 toward construction of its first building was signed by the Governor on March 4, 1886. Construction was officially begun on September 27, 1886 with the laying of a cornerstone and was completed by September 1, 1887, when the building now known as Old Main was dedicated.

Designed by architect Frederick Albert Hale of Denver, Old Main draws upon a combination of Romanesque Revival and Chateauesque, both popular architectural styles of the day. Romanesque Revival is seen in the building's rock-faced surface articulation, original tower, and semicircular arches. The Chateauesque is seen in its steeply pitched roof, dormers with pinnacled gables, and linteled windows.

Located on the eastern edge of Laramie, Old Main was designed with its primary façade facing west toward Ninth Street and the center of town. The symmetrical design was accessed by a central entrance beneath the original tower, a central entrance at the rear, and two flanking entrances where interior stairways were located. The original building housed all of the University's early functions, including offices, classrooms, laboratories, assembly room, and a library (Ewig 2012:16).

The central tower was dismantled in 1916 due to structural concerns. The large wood window in the tower was modified, and a pediment was added. Major interior alterations were undertaken in 1938 and 1949. According to a 1950 insurance appraisal, the north wing was renovated in 1938 and the remainder of the building was renovated in 1949 (Tamsen Hert, personal communication).

The wood-framed interior of Old Main was gutted, completely restructured with concrete floors and metal supports, and reorganized. The primary entrance was modified and the two flanking entrances were removed and infilled. Their interior stairways were removed and replaced with a new single stairway at the center of the east elevation with a new grade-level entrance pavilion. A new floor plan with a central double-loaded corridor was created. Floors were added connecting the north and south wings and eliminating the two-story second floor auditorium in the center of the building. Wood doublehung windows were removed and replaced with metal casement windows, not replicating original window patterns. In 2002, an elevator was added to the interior of the building.

Old Main's significance stems from being one of only a very few prominent institutional buildings constructed in Wyoming during the state's early years as well as for its architectural design. Following statehood, internal strife and a national recession impeded the undertaking of major new building projects until after the turn of the century, by which time institutional and architectural traditions had changed. (Larson 1985)

Auditorium in Old Main – The window configuration indicates this is on upper floor looking west. Note the fixed seating and edge of stage. (American Heritage Center in Ewig 2012:17)

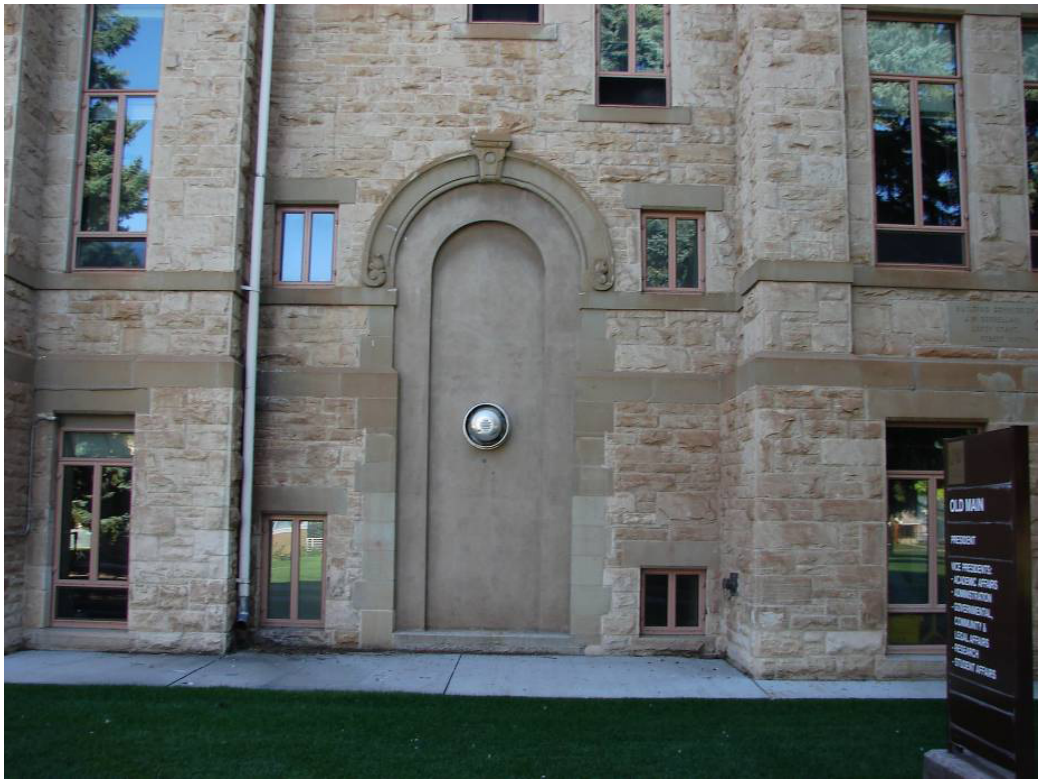
Integrity

Old Main retains historic architectural integrity from its original construction in 1887 on the exterior and from its 1949 renovation on the interior.

The removal of the tower in 1916 occurred so early that, while unfortunate, it might be considered part of the building's early development. The 1949 exterior modifications to the front and rear entrances, removal of the two secondary entrances, and filling of the secondary doorways and a number of windows with stucco panels had a negative effect on the building's integrity. Original windows and metal cresting on the roof have also been lost. The metal fire escapes on the west elevation are considered a reversible condition.

Nonetheless, the overall form and character of the building, influenced primarily by the stone mass and detailing, remains intact. The metal cornice and parapet detailing also remain. The use of asphalt roofing on the Mansards, probably replacing original slate, is an appropriate practical replacement. Despite the 1949 changes, therefore, the exterior can be considered to have relatively good integrity to its 1887 appearance.

Original windows were wood doublehung with a decorative transom at the top. These 1949 replacement windows are metal casements with a hopper at bottom.



Unfortunate stucco infill at former secondary entrance, west elevation.

Interior detailing probably dating to the 1949 renovations.

On the interior, the plan layout, materials, and much of the detailing undertaken in the 1949 renovation remain. On the exterior, the 1949 alterations are an unfortunate intrusion on the character of the 1887 building. On the interior, given the complete gutting and reconstruction, the 1949 changes should be considered part of the building's historical development significant to the 1949 period. Both exterior and interior should therefore be considered significant to their respective periods of the University's development.

Condition and Recommendations

Old Main is well maintained and in very good overall condition. The one major exception is the cracking of the decorative stonework on the exterior of the building.

The rough sandstone that was used for most of the exterior was quarried a few miles east of Laramie and remains in good condition. The smooth dressed sandstone used for the decorative bands, sills, and lintels, however, is different and was quarried in Rawlins, Wyoming (Larson 1985:7.2). This stone appears to be less stable and has experienced cracking in many locations. Surface deterioration has also occurred at a few locations. The cracking may be due to thermal expansion, as the worst conditions are on the south, west and east, while the north elevation remains relatively free of cracking.

Wide joints in the rough masonry walls at several locations suggest that settlement has occurred but has stabilized. Wide joints, which have been repaired, are evident at the northwest corner and east side of the south elevation. A repaired vertical crack is also present on the south side of the east elevation extending through three floors.

Beige sealant has been used to repair some cracks and to fill some joints, for instance in smooth stonework around the primary entrance on the west elevation. Sealant is an appropriate solution in the wide joints of the smooth sandstone where movement continues to occur. It should not, however, be used widely in the wall because it prevents moisture moving through the wall from escaping through the joints. Where sealant has been used, the color match and workmanship have generally been good. At many locations, however, joint repair has not been well executed. In the rough stone wall, a grey mortar has been used that does not closely enough match the

Cracking of dressed stone at joints and through the stones; surface deterioration as well.

historic sand mortar, and new joints have not been stuck to match the historic joints. Though not overly visible, these new joints should have been repaired to match historic joints in color, texture, and form.

In the smooth dressed sandstone, most fine cracks have been repaired with white cement, creating an unsightly appearance. These repairs should be removed and reworked. Through test samples, a process and materials should be developed that will result in repairs that are both physically and visually acceptable, since this is likely to be an ongoing problem.

Poor joint repairs have created an unsightly appearance.

Roof drainage at Old Main is accomplished using gutters built into the wide metal cornice at the top of the wall. Metal downspouts convey stormwater to the ground. The metal cornices appear to be well maintained and in good condition, though flaking paint is visible in a few locations. The condition of the gutters could not be observed but should be regularly inspected from the roof, as they are particularly vulnerable as a point of potential failure. In general, roof conditions for buildings at the University appear to be well managed, which is important.
In the future, when it is time to replace the existing brown asphalt shingles on the roof at Old Main, it is suggested that a composite material intended to replicate the appearance of slate be used to more closely approximate the historic appearance of the building.

On the interior of Old Main, future renovations should strive to retain features from the 1938/1949 renovations. Public spaces including stairwells and corridors should be preserved with minimal changes. Historic doors, transoms, hardware and other features should be retained. Office spaces may warrant more change to accommodate programming and technology needs. But historic features should be retained there as well to the extent possible.

Fine stone detailing on the north elevation. Some joint repair is needed.

AVEN NELSON BUILDING

Year Completed	1923
Renovated	1959 and 1994

The Aven Nelson Building was the University of Wyoming's first library building and served in that capacity from 1923 to 1959. A substantial structure located in proximity to Old Main, Aven Nelson heralded the coming of age of the University during the 1920s. It was the first of several significant buildings funded through dedicated royalties from oil drilling by the State Legislature and initiated a period of campus development and expansion prior to the Depression. The building's significant interior was removed in 1959 when Aven Nelson was adapted to classroom and laboratory use for the Botany Department, a use it continues to serve to this day. Construction of the Williams Conservatory adjacent to the principal south facade of the building in 1994 raised concerns about historic preservation and campus character and led to a new vision for stewardship at the University.

The Library c. 1925 (Massy 2010:34)

Historical Development

The Library Building, now known as the Aven Nelson Building, was the University of Wyoming's first library building and was opened in 1923, though planning for the project began as early as 1917 (Marmor 1994:2-6). The Library was the first major improvement made to the University of Wyoming campus as a result of dedicated oil revenues allocated by the state legislature that enabled the University to greatly expand in the early 1920s (Marmor 1994:2, Lowe 1993:8.1). The Library Building's construction coincides with the development of a campus master plan in 1922 and was followed by construction of Half Acre Gym (1925), the Engineering Building (1927), and McWhinnie Hall (1928). The Aven Nelson Building was broadly proclaimed for its beauty and as a critical resource for the entire campus community (Cassity 2014:8; Fraser 2010:161; Ewig 2012:46).

The Library Building was designed by Wilbur A. Hitchcock, Laramie's most prominent and prolific early 20th century architect. Hitchcock graduated from and taught engineering at the University before opening his private architectural practice in Laramie in 1921. Hitchcock collaborated in the University's 1922 master plan, establishment of a design aesthetic for the University drawing upon the Wyoming landscape, and design of other 1920s campus buildings noted above. He died in a traffic accident in 1930 and was succeeded in his architectural practice by his two sons (Marmor 1994:1-6, Fraser 2010:160).

The Library Building was sited in what was then the most prominent location on the developing campus. Northwest of and perpendicular to Old Main, then known as University Hall, the Library defines a potential quadrangle onto which the principal facades of the University's two most prominent buildings faced. At the time, before the establishment of Prexy's Pasture as envisioned in the 1922 master plan, the University's important buildings were all oriented west toward Ninth Street.

Reading room on the south side of first floor (American Heritage Center in Ewig 2012: 47)

The Library Building is an example of Beaux Arts and Classical Revival design with its rectangular plan and massive, symmetrical, balanced facades. The building has a brick and sandstone exterior and steel interior structure with concrete floors.

Drawings for the Library Building are dated March 1922 and show symmetrical entrances on the north and south and a monumental stairway on the east side of the north elevation. On the first floor, one level up from grade, was a large reading room that comprised the heart of the Library. The two-story reading room with its large south-facing fixed steel windows created an impressive space and embodied the development and maturation of the University. In addition to library and support spaces, the building housed lecture rooms and faculty offices for English and History as well as the Law Department and Law Library (Hitchcock 1922).

With the construction of Coe Library in 1958, the Old Library was renamed after former University president, longtime professor, and eminent botanist Aven Nelson (1859-1952) and dedicated to the Botany Department and the Rocky Mountain Herbarium (Lowe 1993:8.1). The interior of the building was renovated with laboratories and classrooms, removing almost all traces of the former library. Drawings for the renovation were prepared by Wilbur Hitchcock's sons, the firm Hitchcock & Hitchcock Architects, and are dated August 1959 (Hitchcock & Hitchcock 1959).

In the early 1990s, construction of the Williams Conservatory was proposed connected to the south elevation of Aven Nelson. The proposal caused concern about historic preservation and campus character on the University of Wyoming campus and led to the preparation of the Historic Preservation Plan for the campus in 1999. The Conservatory was completed and opened in 1994 (Ewing 2012:119).
The Aven Nelson Building is significant as the University's first library building, as the first building constructed in the University's 1920s expansion, as an outstanding example of Beaux Arts design, and for its association with architect Wilbur Hitchcock (Lowe 1993:8.1).

Integrity

In siting and overall form and character, the Aven Nelson Building retains integrity to the period of its original construction in 1923. The building remains a substantial presence and its high quality of design and construction is still clearly evident. The renovations to the building in 1959 and construction of the Williams Conservatory in the early 1990s, however, have compromised that integrity by removing almost all traces of the former library in the interior and by diminishing its relationship to the "quadrangle" it shares with the principal facade of Old Main.

The 1959 drawings for the renovation of Avery Nelson show the extent to which the interior of the former library was modified. The south entrance was closed, the primary interior stairway and the two-story reading room were removed, and the interior plan layout was completely altered. The large south-facing steel windows of the former reading room were removed and replaced with new doublehung windows adapted to the new floors introduced into the former two-story space.
A new entrance and stairway were introduced at the center of the east elevation.
The interior of Aven Nelson, with its narrow corridors, tile walls, classrooms, and

Principal south elevation of Avery Nelson with the Williams Conservancy Integrity

East and north elevations of Avery Nelson

laboratories, has integrity to the 1959 renovation but lacks the character, design quality, and significance of the Library Building interior. A few features from the original Library may remain but need to be confirmed, including the north entrance vestibule and west stairway.

On the exterior, construction of the Williams Conservatory completed compromise of the south elevation of the former Library initiated by closing the original south entrance and its replacement with windows in 1959. The building's relationship to the partially implemented quadrangle it formed with Old Main remains apparent, due to the building's size, form, and presence.

Condition and Recommendations

Aven Nelson is well maintained and in very good condition. On the exterior, the brick masonry walls and limestone detailing remain in good condition, testimony to the high quality of the materials and the design as well as to the work of University maintenance staff over the years. Some minor chipping of limestone is evident, and a few repairs of mortar joints have been undertaken.

North entrance vestibule, interior corridor, and stairway detail

Masonry details and replacement windows; Brick repair with poor color match

Of particular note is the quality of the brick and the original mortar at Aven Nelson. The brick has a rich, rough texture that complements the character of the sandstone aesthetic adopted by the University for campus architecture in the 1920's and being reaffirmed today. It is the best brick on the campus of any period. (It appears to match the brick of the Engineering Lab, constructed before 1922 as shown on the 1922 master plan.) The brick's mortar is rich and buttery, also evoking an earthy character. Mortar repairs do not always closely match the texture and color of original mortar.

Aven Nelson's original wood windows have been replaced with new metal windows with insulating glass. The replacements were well executed, and the building has retained its visual character. The existing windows have steel lintels, but jacking of masonry is not evident. The original clay tile roofing has been replaced with asphalt shingles. Original windows and roofing were replaced after 1993 according to descriptions of the building (Lowe 1993:7.1).

Masonry details and replacement windows; Brick repair with poor color match
The exterior of Aven Nelson should continue to be maintained and treated respectfully. The interior of the building lacks real significance, compared to what it replaced, and may be treated more flexibly. If there is ever reason to remove the conservatory to the south of the building, the south entrance to Aven Nelson should be restored and the building's relationship to the Old Main 'quadrangle' should be enhanced.

SCIENCE CENTER (Classroom, PHYSICAL SCIENCES, AND BIOLOGICAL SCIENCES)

Year Completed **1969**

The George Duke Humphrey Science Center is comprised of three buildings: the Classroom Building, Physical Sciences Building, and Biological Science Building. The complex is named for University President Humphrey who oversaw the dramatic post-World War II development and expansion of the campus from 1946 through 1964. Both the placement and the design of the complex were controversial. The buildings' modern design contrasted dramatically with surrounding buildings yet expressed confidence in the University as a modern institution. Controversy over their proposed location led to enactment of a state law prohibiting further construction on Prexy's Pasture.

Historical Development

Approval for a series of new modern buildings at the University of Wyoming was given by the State Legislature in 1963 and reaffirmed in 1965 with approval for further bonded indebtedness for the projects. President Humphrey called the new buildings "the most important request I have presented to the legislature in all my years at the University" (Cassity 2014:22). When planning began, it was believed the

location for the complex would be east of the Wyoming Union. Later, it was decided to locate the buildings at the west end of Prexy's Pasture. Opposition to the decision resulted in a relocation to the site immediately west of the Arts & Sciences Building, requiring demolition of the old Normal School Building and post-war Arts/Bookstore.

The Physical Sciences and Biological Sciences Buildings, constructed in 1966, were designed by the Cheyenne firm of Kellogg and Kellogg and were connected by a concrete plaza over underground space serving as the Library Annex (Fraser 2010:167). At the west end of the courtyard, Wilbur Hitchcock's sons Eliot and Clinton designed the cylindrical Classroom Building, which radically diverged from the traditional architecture of University buildings. The friction over building space and the special nature of Prexy's Pasture left its scars and tensions within the University community. In 1971, a state law was enacted prohibiting further construction on Prexy's Pasture (Cassity 2014:23). Construction of the Science Complex was completed in 1969.

The Science Complex is significant for its injection of nationally dominant modern architectural expression into the heart of the University, as a conclusion of the dramatic postwar expansion and development of the University, and for the controversy it engendered, resulting in the preservation of Prexy's Pasture.

Integrity

The three buildings comprising the Science Center have seen little or no change to their exteriors and retain integrity to the period of their construction. On the interior, the design of the Classroom Building is most striking and retains integrity to the 1969 period as well.

Science Center buildings and courtyard in 2007 (Ewig 2012:111)

Physical Sciences Building on the north side of the plaza and Biological Sciences Building on the south

Condition and Recommendations

The three buildings of the Science Center are in good condition, are well maintained, and from the limited input received appear to adequately serve their uses. The buildings feature precast concrete curtain walls, concrete detailing, and sandstone wall panels. The entrances to the Physical and Biological Science Buildings are located at the corners of the building with low concrete overhangs and sculpted columns.

The three buildings are handsome modern designs influenced by national trends and representative of their period. The Classroom Building with its cylindrical shape and "ribcage" concrete forms is sure to be a classic over time. While largely breaking from the architectural traditions of the University, the buildings do use sandstone, though the flat rectangular panels are wholly contemporary in character.

West elevation of the Classroom Building

Interior circulation spaces within the Classroom Building

The circulation spaces on the interior of the Classroom Building are particularly striking. The curved corridor, open stairways, and vibrant mosaic wall designs are light, cheerful, engaging, and amusing. They are of high quality and should be preserved.

Other interior spaces in the academic buildings are more utilitarian and subject to change as programming and needs evolve. The rectangular layout and design of the two science buildings are easily adaptable.

The most problematic aspect of the three Science Center buildings is their lack of human scale and character on the exterior, most evident in the stark concrete courtyard and at the south side of the Classroom Building. They are not friendly spaces. They expose people to the worst aspects of the weather–unshaded in summer and wind-blown in winter. People avoid them. Groves of trees would help, but are not possible in the courtyard due to the Library Annex beneath it.

Details of the Physical and Biological Science Buildings

The exteriors of the three Science Center buildings should be preserved, as should the interior circulation spaces of the Classroom Building. The interiors of the buildings should be adapted to required uses over time. As changes are undertaken, efforts should be made to make the utilitarian interiors friendlier. Whatever can be done to make the courtyard and other exterior spaces around the three buildings more friendly and human in scale should be done.

Details of the Physical and Biological Science Buildings

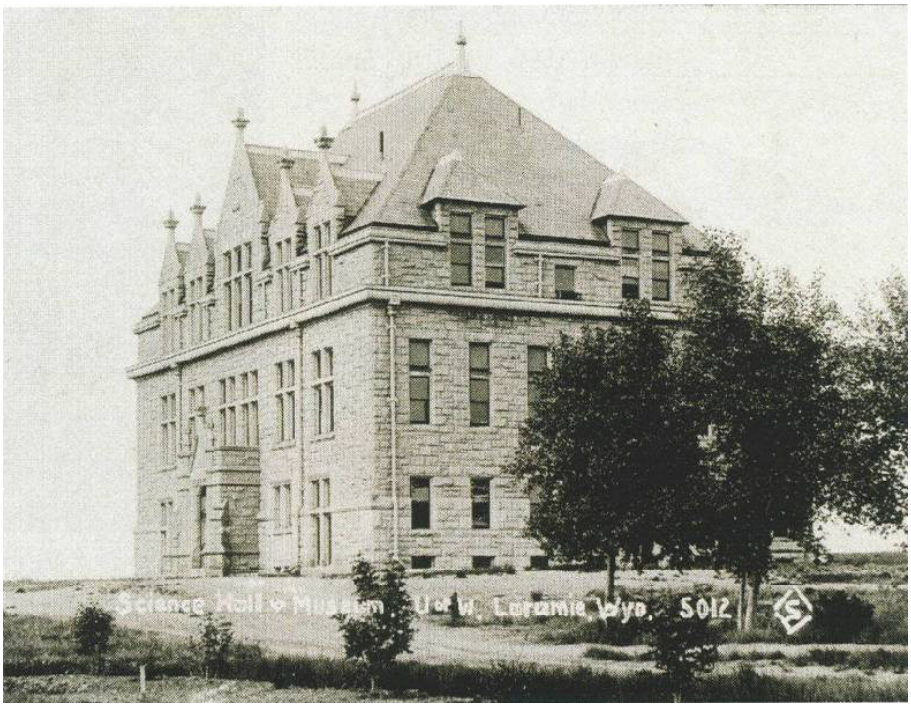
S. H. KNIGHT GEOLOGY BUILDING (SCIENCE HALL, ADDITION, GEOLOGY MUSEUM)

Year Completed	19O2
Renovations and Additions	1954-56 and 2012

The S. H. Knight Geology Building (originally Science Hall) is comprised of the 1902 Science Hall and additions constructed between 1954 and 1956. Science Hall is significant as the third building constructed on the University of Wyoming campus and the second oldest building still standing. Science Hall and its additions, in particular the Geology Museum, are significant for their association with University geologist Samuel H. Knight and botanist Aven Nelson and their programs, which advanced the study of geology, paleontology, botany, and ecology in Wyoming and the west. Today the S.H. Knight Geology Building is connected to the University's Earth Sciences Building.

Historical Development

The third major building constructed on the University of Wyoming campus was the Science Hall (or Hall of Science). Appropriations for the building were allocated by the State Legislature in 1899, and the building was completed in 1902 at a cost of $35,000 (Marmor 1994:8). Today, Science Hall is the second oldest building remaining on campus after Old Main.

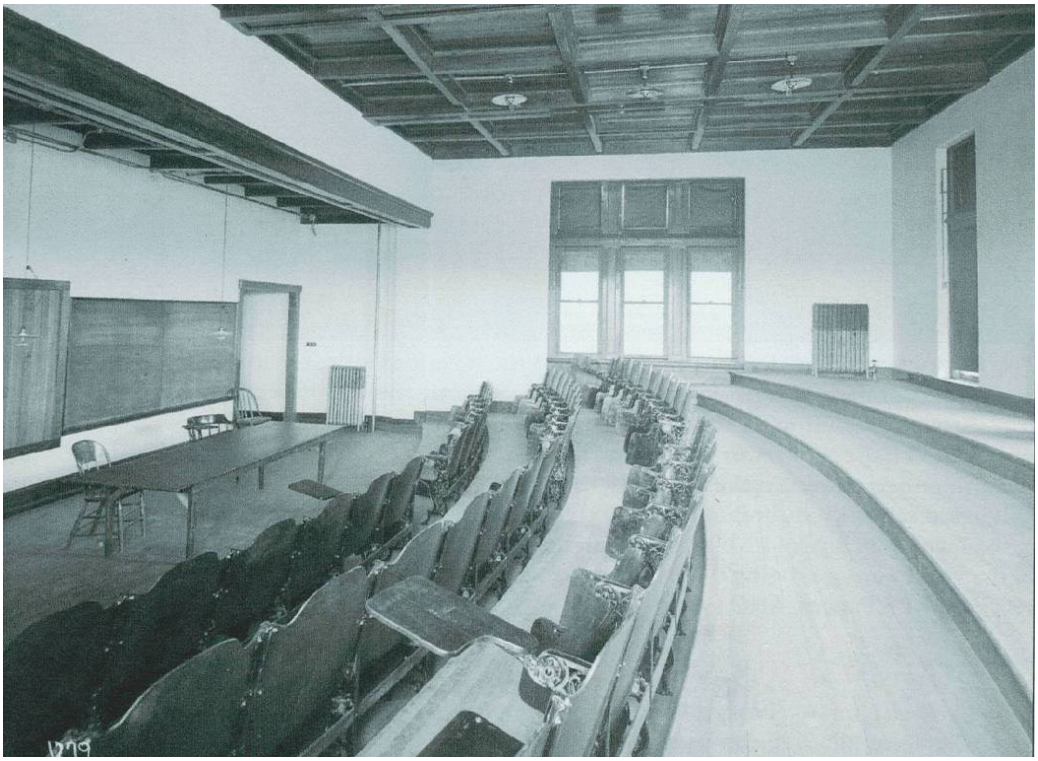


Science Hall about 1910 (Fraser 2010:157)

Science Hall was sited to the north of and in alignment with Old Main, both with their principal facades facing west toward Ninth Street. Designed by architect Charles Murdock of Omaha, Nebraska, the building was constructed of locally quarried sandstone similar to that of Old Main and the 1893 Mechanical Arts Building, demolished following World War II. Science Hall was designed in the Collegiate Gothic Style of the period and features fine stone detailing in its arched doorways, window surrounds, ornament-topped spires, and buttresses (Marmor 1994:9).

Science Hall was built as a 50 x 80 foot three story core with a two story rear extension and was deliberately planned for the future addition of wings when more space was needed. The lower floor contained the Geology Museum; the second floor housed the biology laboratory and classroom, as well as a lecture room opening onto the east extension; and the third floor was devoted to chemistry laboratories and classrooms (Marmor 1994:9).

In addition to the geology museum, Science Hall initially housed the Rocky Mountain Herbarium established by botany professor (and University president) Aven Nelson, which grew to become one of the nation's most complete archive of regional botanical specimens (Marmor 1994:8). The building was renamed Geology Hall in 1947 and is associated with the geology and paleontology program developed by professor Samuel H. Knight, who taught at the University beginning in 1916 to his retirement in 1963 and for whom the building was again renamed in 1974 (Marmor 1994:39).



Main Lecture Hall in 1904 on the second floor, still used today (American Heritage Center in Ewig 2012:27)

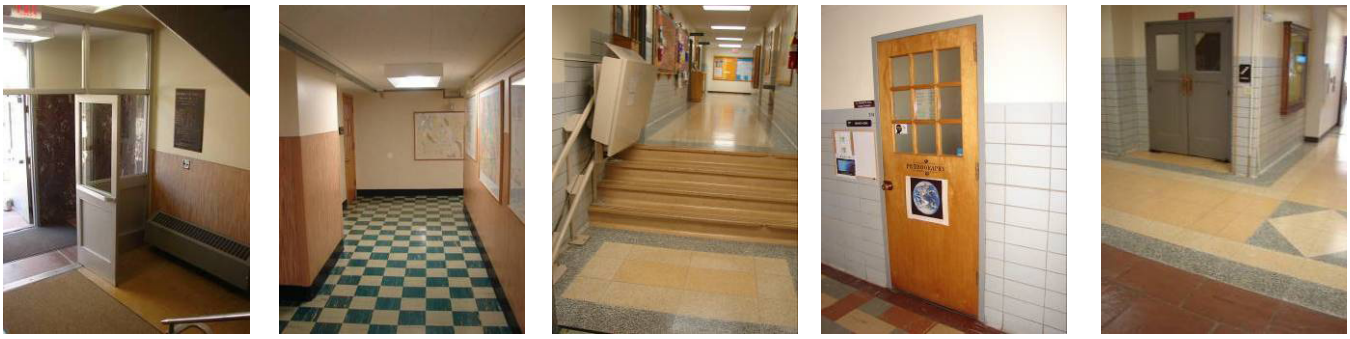
Between 1954 and 1956, Geology Hall was renovated and additions were added to its rear, east elevation. (The addition's cornerstone records 1954, the building's interior plaque records 1956, and histories state 1955-56.) The renovation and addition were designed by the Cheyenne architectural partnership of Porter and Bradley and funded by oil royalties. The east end of the addition created a new space for the Geological Museum overseen by Knight, which exhibits the University's extensive fossil collection. The complex was connected to the new Earth Sciences Building constructed in the 1990s, and the Geological Museum was renovated again in 2012 (Ewig 2012:27,73).

1954-56 Additions to the east of Science Hall including the Geological Museum (right)

Integrity

The Science Hall portion of the S.H. Knight Geology Building retains historical integrity on the exterior to the period of its construction in 1902 despite the replacement of the building's windows during the 1956 renovations. This integrity is due to the unchanged form of the building's principal west and south facades and to the quality in design and craftsmanship of its stonework. The building's original slate roof has been replaced with dark brown asphalt shingles.

On the interior, materials and finishes were significantly modified in the 1956 renovations. More detailed investigation of the building, photographs, and drawings should be undertaken to determine to what extent room configurations and any materials and detailing remain from 1902. The 1954-56 additions retain integrity to their period of construction. As noted, the Geological Museum has recently been renovated with new exhibits.



1956 renovations of the Science Hall (left two); 1956 addition (right three)

Condition and Recommendations

The exterior stonework of the 1902 Science Hall is comprised of a pink granite base course, rusticated sandstone walls, and elaborate smooth sandstone detailing. Thin mortar joints are of tan sand mortar that is convex in strike. The stonework is slightly weathered but in good condition. Several chips in the decorative stone are evident at the buttress caps and watertable on the west elevation. Minor delamination has occurred on the stone band left of the main entrance as well as on parapet walls above.

A repaired vertical crack is present at the center between windows to both the left and right of the main entrance, a possible result of settlement. The mortar repair does not match the color of the original mortar. Lichen is growing on horizontal and sloping stone surfaces.

Interior of the recently renovated Geological Museum

Vertical crack between windows, open joint in sloping watertable, detailing of stone entranceway of Science Hall

The asphalt roof of Science Hall is in good condition. When the roof is to be replaced, consideration should be given to use of composite replica slate shingles, which would more closely approximate the appearance of the historic slate. The metal cornice band and built-in metal gutters should be routinely monitored for water penetration and overall condition; paint is flaking in some places.

The historic wood doublehung windows of Science Hall were replaced during the 1956 renovations. New aluminum windows were installed in their place. Some historic window openings were filled with glass block, and others were filled with stucco panels.

The 1956 windows, however, are single-glazed, and consideration should be given to their replacement for energy conservation. If the windows are replaced, new energy efficient windows with insulating glass should restore the configurations and appearance to that of the 1902 Science Hall. The modern entrance door on the west elevation should also be replaced with a wood entrance more appropriate to the character of the historic building.

The exterior entrance steps, paving, and planters are weathered with cracked masonry and open joints, probably due to weather exposure, snow clearing, and salt. These condition should be repaired, perhaps using appropriately colored sealant on horizontal surfaces.

The various materials associated with the 1954-56 additions west of Science Hall are in good condition and are well maintained.

Stone detailing and infilled windows of Science Hall, details of the 1954-56 addition

HEALTH SCIENCES CENTER (AGRICULTURAL HALL, PHARMACY BUILDING)

Year Completed	1914 and 1969
Renovated	2005

The Health Sciences Center incorporates two historic University buildings into a single complex– Agricultural Hall, completed in 1914, and the Pharmacy Building, completed in 1969. Agricultural Hall is significant as one of the University's early buildings and the earliest surviving academic building constructed on campus. Agricultural Hall was the second campus building designed by architect William Dubois and retains historical integrity on its exterior, especially its primary west façade. Well constructed and in good condition, Agricultural Hall demonstrates how historic buildings can be adapted and continue to serve high profile contemporary uses.

Agricultural Hall in 1916 (Ewig 2012:44)

Historical Development

The Health Sciences Center incorporates two historic University buildings into a single complex, joined together with a comprehensive 2005 addition and renovation. Agricultural Hall was designed by architect William Dubois in 1912, his second campus building having completed Merica Hall in 1908/09. The cornerstone of the new building was laid on January 24, 1913, and it was completed in 1914 (Marmor 1994:10).

Agricultural Hall was sited in a prominent location, facing west toward Ninth Street like other primary buildings of the early campus. Of fireproof construction, the building's exterior walls are of tan brick with a base and detailing of smooth Bedford sandstone (Ewig 2012:44). Agricultural Hall is rectangular in plan and exhibits Neoclassical architectural imagery, including symmetry, a portico flanked by columns, a prominent cornice, and stylized parapets over the end wing facades (Marmor 1994:10). The building featured large paired wood doublehung windows that provided ample natural light to the interior.

A key building of the land grant institution, Agricultural Hall housed the College of Agriculture and Agricultural Experiment Station, Department of Chemistry, State Chemist, Department of Civil and Irrigation Engineering, and the Extension Division in Agriculture and Home Economics. The building served as the home of the College of Agriculture from 1916 until 1949, when a new and larger Agriculture Building was constructed on Prexy's pasture. Afterward, the old Agricultural Hall was occupied by the Chemistry and Zoology Departments. It was re-designated the Biochemistry Building, but after construction of the new Science Center in the late-1960s, it was utilized by University support service departments (Marmor 1994:10).

Agricultural Hall in 1925 (American Heritage Center in Ewig 2012:44)

The Pharmacy Building is located immediate north of Agricultural Hall and was completed in 1969, as indicated by its cornerstone. The building was designed by R. W. Schropffer and Henry Therkildsen, both architectural engineering graduates of the University. Its construction enabled the College of Pharmacy to move from its

East addition to Agricultural Hall (left) and south elevation of Pharmacy Building (right)

previous location in Merica Hall (Marmor 1994:43).

The Pharmacy Building was part of the controversial reorganization of the early portion of the campus that saw the construction of the modern Science Center and demolition of the 1910 Normal School. As stated in the 1986 Centennial Celebration plaque mounted in the building, the south elevation of the Pharmacy Building was designed to face an open courtyard to be created by the demolition of Agricultural hall, which was not carried out. The recent joining of the Pharmacy Building and Agricultural Hall was accomplished with a contemporary addition that links the two buildings and provides new space.

South elevation of the Pharmacy Building with addition, linking entrance addition, and old Agricultural Hall

Entrance apparently retaining the historic metal stair and renovated corridor in Agricultural Hall

Corridor with colored tile and stairway in the Pharmacy Building

Integrity

Agricultural Hall retains exterior historical integrity to the period of its construction in 1916, particularly on its principal west elevation and its south elevation. Unfortunately, the building's original wood doublehung windows were removed and replaced during the 2005 renovation. On the interior, the 2005 renovation was comprehensive and little historic fabric appears to remain. Some historic fabric appears to remain in the building's stairways, which should be verified.
The addition that joins and enlarges the two historic buildings was well designed and executed. The curving design makes a pleasing contemporary statement, joins at appropriate locations, and contrasts with yet emulates the original buildings. The joining section is smaller, set in, and subordinate to the historic structures, clearly reading as an addition while being featured as the complex's new entrance.

The Pharmacy Building retains integrity to its construction in 1969 on the exterior and on the interior appears to have been only moderately altered.

Joint that has been etched by cleaning and repaired with sealant; covered top joint

Condition and Recommendations

Both Agricultural Hall and the Pharmacy Building are in good condition. The 2005 renovation included repairs to some conditions and appear to have been well executed. On Agricultural Hall, top joints in watertables, cornice, sills, and parapets have been cleaned and sealed with sealant, which should protect them from future deterioration and water penetration. Unfortunately, some joints appear to have been etched by the cleaning process, however, which is visually pronounced because adjacent stone which is stained by the weather was not cleaned. An interesting detail appears to have been used in the original construction in which the tops of stones were shaped to cover and protect the adjacent joints.

The original brick and mortar of Agricultural Hall's masonry walls remain and are in good condition. Fine diagonal cracking can be observed in several locations, perhaps due to jacking of steel lintels, but appears minor.

West entrance to Agricultural Hall and cornice and parapet detail

South elevation of Agricultural Hall and addition, north elevation of Pharmacy Building

The replacement of the original wood windows in Agricultural Hall was unfortunate and negatively impacts the appearance and character of the building's exterior. The replacement windows, lacking muntins, sacrifice the fine detailing the muntins provided and look inappropriate.

Both buildings should continue to be maintained using best practices for historic building fabric, the masonry in particular. When future changes are undertaken, remaining historic building fabric should be preserved.

BUREAU OF MINES

Year Completed **1945**

The Bureau of Mines building was constructed in 1945 as the Department of the Interior Bureau of Mines Petroleum and Oil Shale Experiment Station. Located at the corner of Ninth Street and Lewis Street, the building anchors the northwest corner of the campus and completes the set of buildings designed to face Ninth Street as envisioned in the early layout of the campus. The Bureau of Mines is significant for the high quality of its design and detailing and its blending of architectural styles. Having changed very little, the building retains a high degree of historical integrity on both the interior and exterior and should be treated with care and respect in the future.

Historical Development

In 1924, a petroleum research station was established in Laramie by the Bureau of Mines to support development of Wyoming's petroleum resources. During World War II, research was directed to the sources and characterization of aviation fuels. The Department of the Interior Bureau of Mines Petroleum and Oil Shale Experiment Station was constructed in 1945 on land donated by the University of Wyoming by the federal government as a research facility in partnership with the University of Wyoming.

Bureau of Mines

When it opened, the Bureau of Mines Building was described as "one of the best equipped experiment stations west of the Mississippi River concerned with research on liquid fuels, and perhaps the largest experiment station in the world devoted to research on synthetic fuels from oil shale." At that time, the building had over one hundred and fifty employees. By cooperative agreement, graduate students at the University were allowed to pursue their laboratory work for an advanced degree in the laboratories of the experimental station (Wright 1998:8.1).

The Bureau of Mines Building was designed by Fredrick Hutchinson Porter, a Cheyenne-based architect who was responsible for a number of buildings on the University of Wyoming campus. Porter first worked at the University in collaboration with Wilbur Hitchcock on the 1927 Engineering Building. Following the Bureau of Mines Building, Porter's firms designed the Agriculture Building (1948), Knight Hall Addition (1948-50), Education Building (1950), Wyoming Hall (1950), War Memorial Stadium and Field House (1951-52), Geology Building Addition (1954-56), Coe Library (1958), and Ross Hall (1960).

The Bureau of Mines building is considered a blending of architectural styles, with its Beaux Arts symmetry and massing, Art Deco-like decorative detailing, and straightforward International Style window treatments (Wright 1998:8.1). Like other University buildings, the Bureau of Mines uses rough sandstone as its primary exterior material. Its tendency toward modern treatments are continued and evolve in Porter's other University buildings.

Fine quality of building details

In 1970, the Bureau of Mines building and land were turned over to the University by the federal government. Western Research Institute (WRI) was established in 1983 when the U.S. Department of Energy de-federalized the Laramie Energy Technology Center and has been a primary occupant of the building. WRI is an independent, not-for-profit, research organization renowned for work in advanced energy systems, environmental technologies and highway materials research and technologies (WRI 2014). Today, WRI is relocating staff to its nearby 22-acre campus, and the Bureau of Mines Building is returning to University use.

The Bureau of Mines Building has been missing in a number of historical overview of the University of Wyoming campus. The 1998 National Register Nomination for the building cited the buildings significance with respect to its role in the development of the fossil fuel industry in Wyoming and the Rocky Mountain region as well as for its architectural design. However, the nomination states that the building would not qualify as a contributing element of a University of Wyoming Campus Historic District. This assessment should be reconsidered given the building's close ongoing association with the University, location on the UW campus, and integral relationship to the campus' architectural heritage.

Integrity

The Bureau of Mines Building has a high degree of historical integrity on both the exterior and interior. Very little change appears to have taken place in the building. On the exterior, it retains its original stonework as well as original wood doublehung windows, now protected with storm windows. A modest brick addition has been added to the rear of the building at the northeast corner.

On the interior, the original room layouts and circulation spaces remain. Historic finishes are intact in public entrances and corridors as well as in other spaces. The metal structure of a lab at the southeast wing is said to have come from a liberty ship (building staff, personal communication).

Representative interior detailing

Condition and Recommendations

The Bureau of Mines Building is in good condition but is in need of preventive maintenance. Deterioration is evident at the exterior entrance stairs and planters due to weathering and water penetration. Mortar joints are cracked and stones are displaced. The concrete of the steps leading up to the entrance is chipped. At the entrance doors, the sandstone base is delaminating probably due to exposure and the use of salt. The marble steps at the entrance have open joints and show movement.

Entranceway and window configurations

Delamination of base stones at entrance; open joints in stonework over entrance and at parapet

Open joints are visible in the decorative stonework over the main entrance, possibly due to water penetration in the parapet or roof over the entrance vestibule. The stone parapets at the top of the building are weathered and have open joints as well. It appears that the tops of the parapets have been filled with sealant, which is an appropriate treatment to prevent water from penetrating joints in top, horizontal surfaces. Recent repointing of masonry joints in the sandstone walls does not match the color and texture of the historic mortar.

Original wood doublehung windows remain at the Bureau of Mines Building and should be preserved. The wood windows are in need of painting. Operable aluminum storm windows have been installed to protect the windows, which is an appropriate treatment. It may be desirable to replace the existing storm windows with new storm windows when deemed appropriate.

The rear, east elevation of the Bureau of Mines Building is simple brick. Vents have been installed from windows to serve laboratories within; a treatment that has been preferably confined to the rear of the building. It appears structural provisions were made for the addition of a north wing similar to the existing south wind of the building. Such a wing might be considered in the future if an expansion of the building is desirable.

As the Bureau of Mines Building is increasingly occupied by University programming, it may be decided that the building should be renovated, perhaps to house a new or relocated University program. In the building's rehabilitation and adaptive reuse, its exterior west, south, and north elevations should be preserved. Existing wood windows should be retained.

Rear, east elevation, Bureau of Mines

On the interior, existing configurations and finishes should be retained to the maximum extent possible. Public spaces including entrances, corridors, and stairways should be preserved, including doors, frames, and hardware. Office and laboratory treatments may be more flexible, though historic features and finishes should be retained there as well and incorporated into renovations to the extent possible. Historic rest rooms should be retained intact.

A new entrance addition could be designed for the east façade, along with a north wing, providing elevators, fire stairs, new rest rooms, services, and ADA accessibility.

7.2 - IVINSON STREET CORRIDOR

MERICA HALL

Year Completed **1908/09**

Merica Hall is the third-oldest surviving building at the University of Wyoming and was an integral part of the early campus. Originally built as a woman's dormitory and to house a domestic sciences program, Merica was the first of a number of University buildings designed by architect William Dubois, who had a long and influential career in Wyoming. Merica has been little changed and retains a high degree of historical integrity. The building is one of several early campus buildings designed before the establishment of a University aesthetic using local sandstone based upon the precedent of Old Main. Today it houses administrative offices.

Historical Development

Merica Hall was constructed in two phases during 1908 and 1909 and was funded by a $25,000 appropriation from the State Legislature. Designed by architect William R. Dubois, plans for the first phase of construction are dated December 15, 1907 and included the center and western portions of the building. Construction began in 1908, and the first phase was completed and occupied. Drawings for the eastern portion of the building are dated April 3, 1909, and work was completed in the fall of 1909 (Cook 1993:7.7).

Merica Hall (American Heritage Center in Ewig 2012:41)

William Dubois was a significant presence at the University of Wyoming and within the state. Trained at the Chicago School of Architecture, he came to Wyoming in 1901 and became the principal architect in the state for the next forty years. In 1909 he was asked to prepare a plan for the location of future campus buildings and is therefore probably responsible for the layout and initial planning of the campus in the decade prior to the 1920s. At the University, he also designed Agricultural Hall (1914), Hoyt Hall (1916), and the Liberal Arts Building (1935) as well as collaborating on the design of Half Acre Gymnasium (1925) (Cook 1993:8-10, Cassity 2014:3-4).

Originally, the building was called Woman's Hall. The name was changed in 1922 in honor of University President Charles O. Merica (President 1908-1912). The first floor included a reception space, lecture room, library, cooking lab, sewing lab, and quarters for the Dean of Women. The second floor and attic provided dormitory space. With the construction of Knight Hall in 1941, the newer building became the

Initial phase of Merica's construction, 1908 (American Heritage Center in Fraser 2010:158)

North (left) and west facades (right)

principal residence for women at the University. In 1948, the School of Pharmacy moved into Merica for which the building was remodeled in 1955 (Marmor 1994:10). Since the completion of the Pharmacy Building in 1969, the building has been used primarily for offices.

Merica Hall is significant as one of the earliest surviving buildings on the University of Wyoming campus, as an example of early educational architecture in Wyoming, and through its association with architect William Dubois.

Integrity

Merica Hall has a high degree of historical integrity from the date of its construction in 1908/09. Relatively few changes have been made to the building. On the exterior, Merica retains its original form and appearance, though the brick building was painted in the early 1920s to be more in keeping with the tan and sandstone coloring of later campus buildings (Marmor 1994:10). The original wood south and north entrance doors have been replaced with aluminum-framed entrances, but the building's original wood doublehung windows remain intact. Exterior metal fire escapes have been added to the east and west end facades.

On the interior, entrance vestibules, stairways, and the center double-loaded corridor remain much as they were in 1909. The building's original room layout appears to be intact. Original wood interior doors with transoms still exist and are important features to retain. A great deal of original building fabric remains throughout the building. Merica's high degree of historical integrity adds to its significance and supports its preservation.

Interior corridor and entrance vestibule

Condition and Recommendations

Merica Hall is in good overall condition despite deferred maintenance. The building's sandstone base and brick masonry exterior walls and interior wood floor framing appear solid and do not appear to have suffered serious deterioration or structural issues. Merica's broad overhanging roof is in part a reason for its good condition; the straightforward simplicity of the building's design avoids conditions or details that foster deterioration. A minor diagonal crack is evident at the northwest corner of the building, however, between the base and the first floor window perhaps due to settling.

On the exterior, masonry cracking is evident at the lintels of some windows due to jacking caused by the rusting of metal lintels supporting the stone lintels and brick masonry. This is a repairable condition associated with building maintenance and not an indicator of structural deficiency. Repairs should be undertaken as soon as possible; the open joints allow water to penetrate into the masonry wall exacerbating the rusting of the metal lintels and with the potential for further damage of the masonry.

The sandstone base of the building is in good overall condition. Limited cracking and open joints are evident at some locations. Some surface deterioration of the sandstone has occurred as well, particularly at the stone sills at ground level. White sealant has been installed in the joints at sides of the basement sills as well as between the building and the concrete slab around the entire building. The sealant is an appropriate solution, but the color should match the color of the mortar of the sandstone wall.

Cracks at lintels due to jacking

At a few locations where masonry joints and surface deterioration have been repaired, grey mortar has been used that does not match the historic mortar of the sandstone base. The joints have not been struck to match historic conditions either. Future repairs should match the appearance of the historic joints.

Even more important, there is concern that the grey mortar repairs might not match the strength of the historic mortar. Historic mortars did not contain as much cement as mortars do today. Flexible historic mortars absorb wall movement caused by thermal expansion and contraction. Rigid contemporary mortars do not, and the resulting movement often causes the cracking of adjacent stone. When repairing historic masonry, a soft mortar mix should be used matching the strength of historic mortar.

The stone entablature over the entrance on the south elevation of Merica Hall has chipped and spalled due to thermal expansion and contraction. Stonework at the north entrance, not exposed to the sun, has not chipped and is in good condition.

Inappropriate repairs with grey mortar

South entrance detail, asphalt shingles, and roof overhang

The roof of Merica Hall appears to be in good condition and its wide overhang has protected masonry walls below. However the roof's black asphalt shingles have reached the end of their life and are highly deteriorated. The shingles should be replaced as soon as possible, before they begin allowing water to penetrate beneath. When the shingles are replaced, consider use of synthetic shingles replicating the appearance of slate (it appears that the original roofing was slate, which should be confirmed). Synthetic slate shingles are cost-effective, long-lived, and a historically appropriate treatment.

Unlike most of the better-known buildings at the University of Wyoming, Merica Hall has experienced little change over its one hundred and six years. To some extent, Merica Hall is so well preserved because of benign neglect. As an administrative support building not associated with educational or other higher profile uses, it has received little attention and pressure for renovation. The simplicity, solidity, and adaptability of the building are testimony to its utility. Overlooked and deemed of lesser value, Merica Hall was slated for demolition since at least 2010 when the University's Long Range Development Plan was completed.

Merica Hall should be preserved and should continue to be used as an administrative building. A purpose of this Historic Preservation Plan is to underscore the significance, integrity, and usefulness of Merica Hall as reasons for its preservation and continued reuse. There is no issue with Merica that isn't an issue with any historic building. Accessibility, fire protection, egress, building systems, and other requirements of contemporary buildings are all addressable in ways that preserve historic character. Maintenance repairs should be undertaken, including repair of masonry cracking and installation of new roofing. Existing wood windows should be preserved and not replaced; if additional thermal protection is deemed necessary, interior or exterior storm windows should be installed. Original entrance doors should be restored. A plan for interior rehabilitation should be prepared that addresses adaptive reuse issues and preserves historic building fabric.

HOYT HALL

Year Completed **1916/1920–1922**

Hoyt Hall is among the early buildings constructed at the University of Wyoming and helped give shape to the campus in its formative years. Built to provide housing for female students, Hoyt is closely associated with Merica Hall and the University's early efforts to serve women and provide them safe, supervised residential accommodations. In addition to its layout, materials, and overall design, Hoyt is related to Merica through architect William DuBois and was his third building at the University. Hoyt and Merica Halls were sited with the intent of defining an early quadrangle in the southwest corner of the campus. The building has been renovated and is adaptively reused as offices for University academic departments. A renovation of Hoyt Hall is currently being planned.

Historical Development

Hoyt Hall was a women's dormitory completed in June 1916 and opened for the University's summer session (Ewig 2012:45, Lamarre 1993:8.1). The University of Wyoming offered education to women from an early date, and it was felt necessary to provide supervised housing for women students, leading to the construction of Merica Hall in 1908 and Hoyt Hall in 1916. Dormitories were not provided for male students, who were left to find rental housing in town.

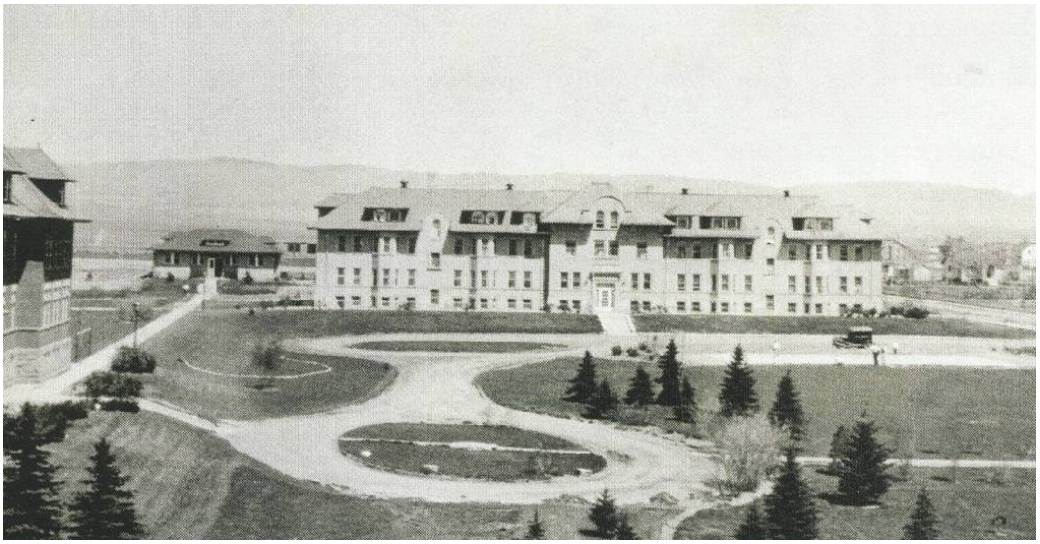
Hoyt Hall after completion in 1920-22 (Ewig 2012:45)

Hoyt Hall was designed by architect William Dubois, who designed Merica Hall, and was his third building for the University. Like Merica Hall, Hoyt Hall was designed as a single symmetrical building but was constructed in two phases, the first phase, the north wing, completed in 1916 and the second phase completed in either 1920 or 1922 (Cassity 2014: 4,7). The joint between the two building phases can be seen on the east elevation of the structure today (Lamarre 1993:7.1).

The overall design and construction of Hoyt Hall is similar to that of Merica Hall, with a stone base (limestone in lieu of sandstone), brick masonry walls, wood interior structure, hipped slate roof with wide wood overhangs, and wide hipped dormers. The decorative limestone used for the base, entrances, string courses, and window sills came from Bedford, Indiana (Ewig 2012:45).

Like Merica, the symmetrical building is a simple rectangle with an interior double-loaded corridor. Unlike Merica, a tan pressed brick was used in lieu of red brick, a tradition begun with Agricultural Hall in 1914 and continued in later University buildings. Also in differentiation from Merica, Hoyt Hall has two additional entrance doors on its principal west-facing façade at the location of two interior stairways and the building lacks a central entrance on it rear façade. Four brick bays are featured on the west façade.

Hoyt Hall is eclectic in its architectural style, drawing from the Beau Arts style in its plan, form, massing, symmetry, and entrance design; the Prairie style in its wide roof overhangs; and the Mission style in the arched masonry treatments on its west elevation. The building's location, perpendicular to Merica Hall, is believed to have been intended to create a central quadrangle at the southwest corner of the campus, and was probably laid out by architect William Dubois, though the quadrangle was never completed (Lamarre 1993:7.1).



Quadrangle in front of Hoyt and Merica (American Heritage Center in Fraser 2010: 159)

On the interior, Hoyt Hall featured a private suite for the Dean of Women on the first floor along with a reception room and guest rooms. The second floor featured three-room suites for students–two bedrooms and a central study room or parlor. The top floor, a half-story within the roof with dormers, had single rooms. The basement held various lunges and a common laundry room (Lamarre 1993:8.1).

Hoyt Hall was named for the University's first President, John Wesley Hoyt (President 1887-1890) who also served as governor of the Wyoming territory from 1878 to 1882.

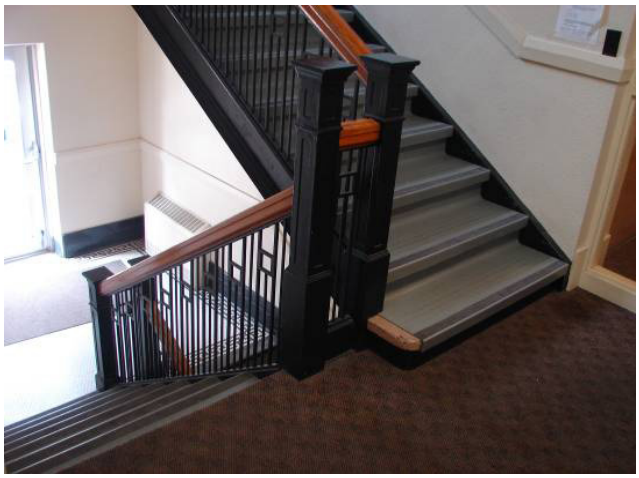
With the construction of modern residence halls for both men and woman at the University between 1964 and 1966, Hoyt Hall was adapted for office use serving various University administrative and academic departments, which continues today. According to the 1993 National Register nomination, a slate roof still remained on the building at that time (Lamarre 1993:7.1)

Integrity

Hoyt Hall has a high degree of historical integrity despite having been renovated for adaptive reuse. The exterior of the building retains its form, character, and general materials. Slate roofing has been replaced with asphalt shingles. Historic wood doublehung windows have been replaced with metal doublehung windows with insulating glass and exterior screens; the replacement was well executed, and is in keeping with the historic character of the building. (Original sash appear to have had single glass panes as the replacements have today, which should be confirmed.) A new aluminum and glass entranceway has been installed, replacing the historic wood and glass entrance; and metal fire escapes have been added to the rear of the building.

Center of west elevation (left) and east elevation (right)

On the interior, entrance vestibules, stairways, and corridors retain their historic configurations and materials. Several key spaces, such as the second floor library, retain historic features. Metal and glass smoke barriers have been installed at the ends of corridors to separate historic stairways for egress and improve fire safety. An elevator has been installed near the center of the building. Its tower projects high above the roof. (Use of a hydraulic elevator not requiring a tower would have been preferred). Some changes have been made to former dormitory rooms to accommodate office programming and use.



Interior spaces retaining historic fabric

Limestone details showing open joint, chipping, and surface spalling; replacement windows and vents in brick masonry

Condition and Recommendations

Hoyt Hall is well-maintained and is in good overall condition. Brick and limestone masonry comprising the exterior walls are in good condition. A couple of vertical cracks in the masonry wall were observed, one of which was repaired. In a few locations there are open joints, some of which have been repaired. Repairs have not replicated the light sand-colored mortar or the slightly concave strike of the joint. Because of the very limited extent of the repairs, this is not currently a serious issue. However, in the future, repairs should match existing mortar in color, texture, shape, and strength. An open joint was observed in the stone sill at the third floor level over the front entrance and in the door lintel at the south end of the west elevation. Some chipping of the decorative limestone at entrances has occurred.

As noted above, the replacement of the building's historic wood windows with new metal windows was well executed and did not adversely affect its historic character. Masonry over the windows at Hoyt Hall is supported by steel lintels, but unlike Merica Hall, very few show evidence of jacking and cracks due to rusting of the steel.

The use of black asphalt shingles for the roofing, which is in good condition, was an acceptable choice, though in the future consideration should be given to use of synthetic slate shingles which would more closely replicate the appearance of the historic slate. The wood overhang of the roof is in good condition with only a few areas of peeling paint. Gutters and downspouts, emptying on grade, appear to function well.

Entrance details, roof overhang, and sun porch at rear

Some basement windows have been infilled with mechanical vents, and small vents have been installed at several locations on the brick walls and limestone base. Installation of additional vents should be avoided in future. Modern surface-mounted lights have been installed at entrances but are simple and unobtrusive.

Additional renovations are currently being planned for Hoyt Hall. Interior and exterior work should avoid loss of historic fabric to the extent possible. On the interior, public spaces including the library, reception spaces, entrances and stairwells should be priority locations for retaining historic fabric. It is recommended that the primary entranceway be restored to wood and glass, in lieu of aluminum and glass, similar to historic detailing. Exterior repairs to historic materials should follow best practices for historic preservation as outlined elsewhere in this preservation plan.

KNIGHT HALL

Year Completed	1941
Additions and Renovations	1947, 1949, 1950, 2000s

Knight Hall was the third women's dormitory at the University of Wyoming and continued the University's commitment to providing safe, supervised, contemporary housing for women. Constructed over a decade with additions in 1947, 1949, and 1950, the building was a significant physical and social presence on campus. Knight Hall was designed by William Dubois in the Collegiate Gothic style and expressed the architectural vision of the 1924 campus master plan. Before the construction of Ross Hall in 1960, the building faced directly onto Prexy's Pasture.

Historical Development

The original portion of Knight Hall was constructed between April 1940 and March 1941 at a cost of $275,000 (Wright 1998:7-1). The building was the third women's dormitory provided on campus after Merica Hall (1908/09) and Hoyt Hall (1916-21/22), all constructed in the same vicinity along the south edge of the campus. Unlike the former dormitories, Knight Hall is fireproof, constructed of concrete, and had modern conveniences of the 1940s, including an elevator.

Knight Hall (American Heritage Center in Ewig 2012:54)

The name for Knight Hall was selected by popular vote by the building's first residents in honor of Emma Howell Knight, the University's first official Dean of Women from 1911 to 1921 (Wright 1998:7-1). Emma Knight was also the wife of University and state geologist Wilbur Knight and mother of renowned geology professor Samuel H. Knight (Ewig 2012:54).

Knight Hall originally housed 130 women in 70 double rooms (Wright 1998:7-1). It was the first University dormitory with its own dining hall (Ewig 2012:54). An infirmary was provided on the building's third floor.

When originally constructed, Knight Hall faced Prexy's Pasture, a condition that changed when Ross Hall was built in 1960. The building's former primary entrance on the north elevation is now the rear of the building. In 1946/47, the cafeteria was expanded with an addition. A larger cafeteria-music wing was completed in 1949, with cafeteria on the first floor and music rooms in the basement, and a dormitory addition was completed by extending the south wing in 1950.

Knight Hall was designed by architect William Dubois, who designed numerous University buildings over the decades, including Merica Hall (1908/09), Agricultural Hall (1914, now Health Sciences), Arts and Sciences Building (1936), and the Wyoming Union (1939). Designed in the Collegiate Gothic style, the asymmetry, materials, and forms are similar to those of McWhinnie Hall and Wyoming Union. The building closely reflects the architectural vision of the University's 1924 master plan.

By the late 1990s, Knight Hall had been adapted to administrative uses. The offices of student records and financial services occupied the former cafeteria, while Wyoming Public Radio occupied the former music facilities in the basement.

South wing showing vertical joint between the original 1941 building and the 1950 addition; north elevation showing the entrance that originally faced Prexy's Pasture

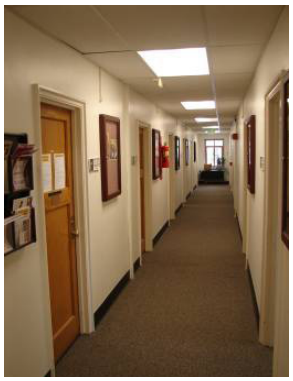
Integrity

Knight Hall has retained a high degree of historical integrity in its adaptive reuse. Exterior forms, materials, and details have been preserved.

Windows appear to have been replaced throughout the building and are its most significant change. On the original 1941 portion of the building, which apparently had wood window frames (Wright 1998:7-2), the metal replacement windows with insulating glass have wide frames and mullions that may not fully reflect the appearance of the original windows. The replacements in the 1950 dormitory addition have narrower frames and probably better reflect the character of the original steel windows they replaced. (The replacement windows in the 1941 portion may have retained the original wood frames beneath the current metal, resulting in their additional width.) The replacement windows of the 1950 cafeteria-music annex probably reflect the character and function of the steel windows they replaced. The metal cladding in the vertical bay above the north entrance of the 1941 building appears to be a replacement.

On the interior, the 1941 dormitory building has been converted to offices, retaining the overall layout, character, materials, and details. Recently undertaken renovations are of high quality and have retained many historic features in corridors,

Main hall lounge (American Heritage Center in Ewig 2012:54)



Contemporary renovations of the interior of Knight Hall including former main hall lounge (see matching historic photo on previous page), former cafeteria, and corridor

stairways, and public areas. The former cafeterias have been divided and converted to offices and administrative uses. The former music facilities now house the offices and studios of Wyoming Public Radio. While this is an appropriate reuse, the studio facilities are in need of expansion and upgrading. The former tiered rehearsal space is now an open office with wires and equipment creating a concern.

Condition and Recommendations

Knight Hall is in good condition and is well maintained. The original 1941 building, 1946/47 cafeteria addition, and 1950 dormitory addition are constructed of sandstone in accordance with the University aesthetic.

Fine carved stone detailing of the 1940s portions are of sandstone, while the 1950 dormitory wing uses cast concrete (Wright 1998:7-2). Masonry is in good condition, though open masonry joints are present in some locations such as in the string course of the 1941 building and around the main entrance vestibule to the 1949 annex. The stone bay to the left of the south entrance of the 1941 building has surface delamination probably due to moisture penetration and is in need of special attention.

As noted, the interior of the building has retained a good deal of historic fabric, such as corridor doors and trim, which should continue to be retained in future renovations. The public radio facilities should be upgraded.

One story 1941/47 cafeteria; west entrance and primary south entrance of 1949 cafeteria-music annex

COE LIBRARY (INCLUDING HISTORY)

Year Completed	1958
Additions and Renovations	1978/79, 2009

The William Robertson Coe Library was a key part of the dramatic expansion of the University of Wyoming during the 1950s. Replacing the 1923 Library (now the Aven Nelson Building) with a large, modern facility, Coe Library relocated the library west to the new center of the growing campus. An addition was added in 1978/79, and the entire library was renovated and expanded in 2009, providing a new entrance and significantly upgrading facilities. Only the former American Studies wing of the building retains historical integrity.

Historical Development

The need for a new library with increased space and more modern facilities was felt at the University of Wyoming with the increase in the enrollment following World War II. In 1950, a committee was formed to study university libraries across the nation and provide recommendations for a new, modern library for the University (Farrell 19958-1). Funding for the project was provided by a grant from William

Original entrance to Coe Library about 1970 (Fraser 2010:166)

Robertson Coe, a wealthy New York resident and benefactor of the University with a home in Cody. The grant was matched with funds from revenue bonds issued by the State Legislature. Part of Coe's grant provided funding for an American Studies program, housed in a wing of the new building, which became a model for other institutions (Farrell 1995:8-2).

Construction of Coe Library commenced in the fall 1956 and the new building was opened in October 1958. Frederic Hutchinson Porter's firm Bradley and Porter served as principal architects, while the firm of Hitchcock and Hitchcock (Wilber Hitchcock's sons) served as associated architects.

The new building continued the International Style design expression of horizontal aluminum, glass, and glass block combined with terra cotta and native sandstone introduced by Porter in the 1951 Education Building. Modern facilities included increased stack space, increased seating, individual student carrels, and small reading rooms distributed within the stacks.

The American Studies wing was isolated from the library in 1973. The wing currently houses the University's History Department. In 1978/79, a large addition was constructed on the northwest side of the building, providing significantly increased stack space as well as offices and other facilities. The library was completely renovated and expanded in 2009, at which time the original entrance was closed and a new entrance introduced on the north side of the building.

North elevation of Coe Library–2009 entrance, 1978/79 addition, original 1958 building

Integrity

The 2009 renovations and additions to Coe Library substantially altered both the exterior and interior of the 1958 building. On the exterior, the original entrance on the west elevation was closed and converted into a reading room. A new entrance was introduced as part of a substantial new addition on the northwest side of the building facing Wyoming Union.

The exterior west and north sandstone facades of the original building remain with their horizontal aluminum, glass, and glass block windows and terra cotta detailing. The building's original aluminum sunscreens, however, have been removed. The interior of the building has been entirely renovated.

The original American Studies wing of the building, however, remains intact both on the exterior and the interior. Located on the south side of the 1958 building facing Ivinson Street, the wing is closed off from interior access to the library and is now home to the History Department. The original entrance is intact along with a short segment of the original aluminum sunscreen. On the interior, 1958 layout, materials, and finishes remain along with original furnishings.

Entrance of American Studies wing and details of windows and aluminum sunscreen

Entrance vestibule, corridor, and furnishings in former American Studies wing, now the History Department

Condition and Recommendations

Coe Library is in good condition, though a few open masonry joints were observed during the field review undertaken for this project which should be appropriately repaired.

With the 2009 renovation of Coe Library, only the exterior west and north elevations of the 1958 building remain. Historic materials, including the aluminum windows and glass block, should be preserved in any future renovations. The removal of the original aluminum sunscreen during the 2009 renovations was unfortunate.

The former American Studies wing, as noted above, retains high historical integrity both on the exterior and interior. The historic plan configuration, materials, and finishes of the wing should be preserved to the greatest extent possible. Ongoing plans for making the wing accessible should be sympathetically undertaken to preserve historic fabric and character. The remaining portion of sunscreen adjacent to the entrance to the wing should be preserved.

7.3 - PREXY'S PASTURE

ARTS AND SCIENCES

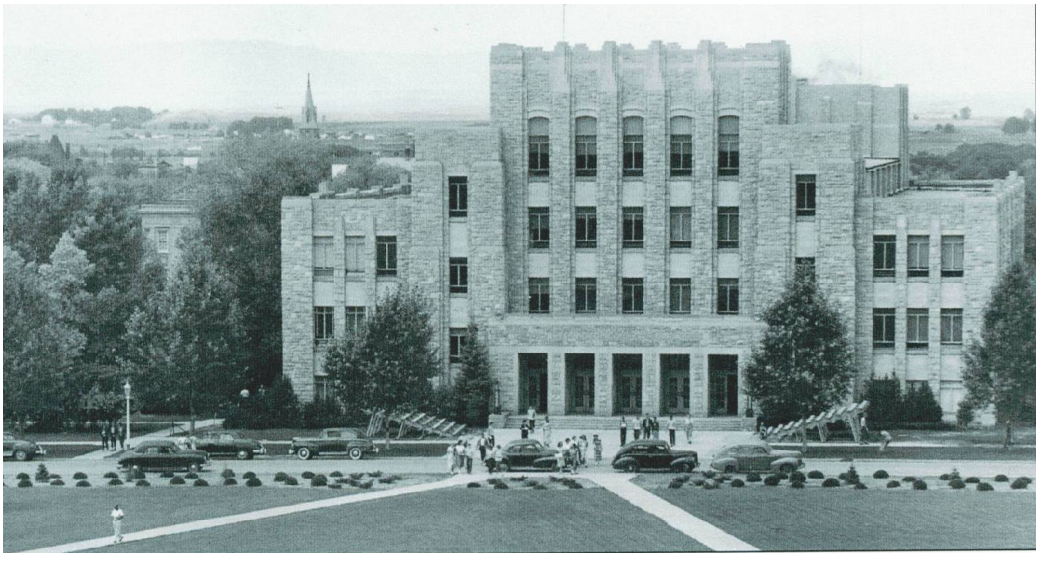
Year Completed **1936**

The Arts and Sciences Building, originally known as the Liberal Arts Building, was the first building constructed on campus after the beginning of the Depression and marked a turning point in the affairs of the University. Location of this prominent building at the west end of Prexy's Pasture helped shift the center of the campus from Ninth Street eastward. The new building consolidated the College of Liberal Arts in a single place and provided an auditorium for University use. Designed by architect William DuBois, the Art Deco structure introduced a new vocabulary to the campus while continuing ongoing traditions of material and form.

Liberal Arts Building in 1936 (American Heritage Center in Ewig 2012:51)

Historical Development

In 1931, with the deepening of the Depression, the general building program at the University came to a halt, and budget cuts went deeper into the operation of the school. The creation of the Public Works Administration in 1933 presented an opportunity to the University, however, and the administration undertook a campaign to secure a loan and a grant to construct a new auditorium and liberal arts building that had been planned but postponed. The process, however, became complicated and encountered resistance from PWA officials who disputed the legal right of the University to pledge future income from its land against building indebtedness. The issue was settled in court and vigorous lobbying ensued to secure the PWA loan, which was successful in late 1934 (Cassity 2014:13).



Liberal Arts Building (American Heritage Center in Ewig 2012:51)

The cornerstone for the new building was laid in November 1935, and the completed building was dedicated in June 1936 (Lawrence 1993:7.1). Located at the west end of what was then called the "open range" and would later become known as Prexy's Pasture, the new Liberal Arts Building ended the halt in construction projects caused by the Depression and introduced a major new facility that shifted the focus of the University west from Ninth Street to what would become the new center of the campus.

The Liberal Arts Building was designed by William Dubois, who had designed Merica Hall (1908/09), Agricultural Hall (1914), Hoyt Hall (1914-22), and had collaborated with Wilbur Hitchcock on Half Acre Gym (1925). The building is considered to be in the Art Deco style and, more specifically, a variant of the Art Deco called WPA Moderne (Lawrence 1993:7.3). In its monumentality, symmetry, stepped-back masses, and use of rough sandstone, the Liberal Arts Building continued campus design traditions expounded by Hitchcock in the mid-twenties.

The Liberal Arts Building features a large auditorium at its center with classrooms and support spaces lined along its north and south sides. The auditorium has been a center of campus cultural life. The new building permitted the consolidation of scattered academic departments within the Liberal Arts College, including the departments of Commerce, English, History, Foreign Languages, Political Science, Economics, Sociology, Psychology, and Philosophy (Marmor 1994:27). The building was the pride of the University. Its name was changed to the Arts and Sciences Building in 1955 (Lawrence 1993:9.2).

Entrance at south elevation, view of the north elevation of Arts and Sciences

Interior details in the Arts and Sciences Building

The Arts and Sciences Building is significant for its association with the Public Works Administration and the New Deal, as well as for its role as a principal building of the University from 1935 on. It is also significant for its Art Deco/WPA Moderne design and for its association with architect William Dubois.

Integrity

The Arts and Sciences Building has a high degree of historical integrity on both the exterior and interior. Very few changes have been made to the building since its construction in 1935/36. In addition to its plan and room layout, interior historic features and finishes remain throughout the building. An elevator has been installed providing access to upper floors.

On the exterior, there have been no additions or alterations with the exception of construction of a new accessible entrance plaza which replaced steps that originally led up to the covered entranceway. New metal entrance doors have been installed as well.

Condition and Recommendations

The Arts and Sciences Building is in good condition but is in need of preventive maintenance in some areas. Current users of the building express the need for interior renovations to upgrade facilities and better meet the programming requirements. Future renovations should be undertaken in a manner that preserves historic building fabric.

Historic parapet details, metal windows, and entranceway

Surface spalling at entranceway; cracking at stone spandrels

On the exterior, some stonework is in need of pointing and repair. On the east primary elevation in particular, there are locations where cracks have occurred in masonry joints and in decorative stones. At the entrance vestibule, cracks are present in some lintels and in stonework at the left end. Stones at the base between entrances to the open portico are spalling, possibly due to the use of salt. Cracking is evident in the smooth stone spandrels below windows and in some stone window sills, especially at the ground floor level. Open joints are present at the watertable on the west elevation as well. Existing stone parapets are particularly vulnerable to joint cracking, though appear to be in good condition. At the west elevation, metal plates have been installed on the south side which indicate a prior structural problem that has been reinforced.

Stonework should be inspected over the entire building. Cracks and open joints should be repaired to prevent water from entering the stone walls and causing serious damage when freezing. Repair work should be undertaken in a manner that matches historic masonry.

Cracked joint at window sill; west elevation with metal plates; open joint in watertable, west elevation

The Arts and Sciences Building retains original metal windows from 1935/36 with casement sash over hoppers in most places. These windows are single-glazed and no longer function in terms of general environmental performance. Windows do not close well due to their age and warping. Glazing on the windows is hard and chipped in many places. It is probable that these windows will need to be replaced in the future. When they are replaced, new windows should be installed that match those existing in material, configuration, operation, and appearance.

When Arts and Sciences is renovated, historic building plans should be consulted to help identify historic building fabric remaining on the interior. This historic building fabric should be retained to the maximum extent possible. The existing auditorium should be preserved and not significantly altered. Any needed upgrades to improve performance within the auditorium should be carefully undertaken with assistance from consultants experienced in renovating historic theaters.

Public spaces and circulation spaces in the Arts and Sciences Building should receive a preservation treatment. Offices, classrooms, and support spaces may be treated more flexibly in order to accommodate changing programmatic needs. The interior room layout for offices and classrooms in Arts and Sciences Building provides very little opportunity for change, with rooms aligned along single loaded corridors on either side of the auditorium. Historic fabric should be preserved wherever possible.

ENGINEERING BUILDING (INCLUDING ENGINEERING SHOPS)

Year Completed	1924, 1927
Additions	1960, 1983

The Engineering Complex is comprised of four distinct structures, three of which are of historical significance. Most prominent is 1927 South Addition, which faces Prexy's Pasture and is an iconic University building designed by architects Wilbur Hitchcock and Frederick Porter. Due to its public presence, the 1927 addition will be referred to the Engineering Building in this section. The earlier Engineering Shops, a utilitarian structure housing shops and laboratories located to the rear of the Engineering Building, was completed in 1924. To the west of the Engineering Building is the Petroleum and Aeronautics Addition, also significant and facing Prexy's Pasture, completed in 1960. The contemporary addition to the rear of the Engineering Building was constructed in 1983.

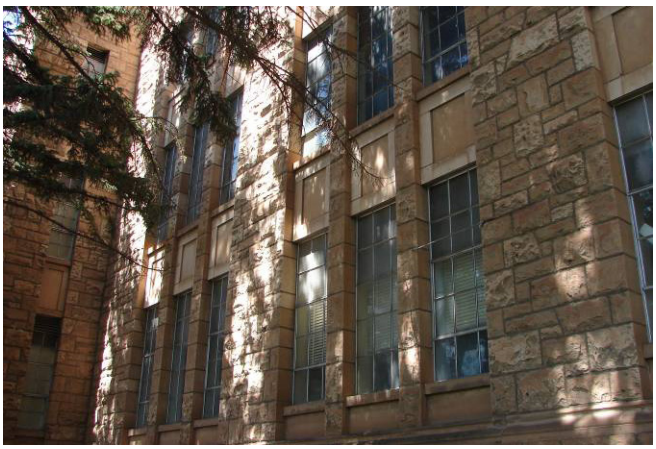
Engineering Building (American Heritage Center in Ewig 2012:49)

Historical Development

The Engineering Building was completed in 1927 meeting a need stemming from the growth of the University's engineering program following World War I. In July 1923, a construction contract was awarded for the Engineering Shops, located on the north side of the campus, with four bays featuring sawtooth north-facing clearstory roof monitors. The one-story brick and steel building steps down the slope with a sloping central corridor and shops at different floor levels. Construction was scheduled for completion in October 1923. A year later, in July 1924, the Trustees voted to expand the building to the south, doubling its size. The new shops provided space for the U.S. Petroleum Research Laboratories and several departments of the engineering school (Auker 1993:8-1).

The design of the Engineering Building was undertaken in 1925 by architects Wilbur Hitchcock and Frederick Hutchinson Porter (Marmor 1994:22). Bids were opened in August 1925 and rebid in September with revisions to the plan to reduce cost. Construction began in January 1926 and was completed in the spring of 1927 (Auker 1993:8-1).

Engineering Building in 1940 (Library of Congress)



East wing (left) and rear of Engineering Hall(right), note saw-toothed roof of the Engineering Shops below

The Engineering Building is the first building completed under the 1924 master plan for the campus. The building is located on the north side of what would become Prexy's Pasture immediately in front (south) of the Engineering Shops. The Engineering Building is the only building that conforms precisely to the 1924 plan.

In its architectural design, the Engineering Building exemplifies the aesthetic developed for the University by Hitchcock and New York architect Raymond Hood as part of the master planning process. Considered Art Deco in style, the Engineering Building features a dramatic symmetrical facade and a central tower with stepped-back masonry forms flanking the main entry. The influence of Raymond Hood is evident in this building, whose stepped tower mimics the stepped form used in his 1924 design for the American Radiator Building, a New York skyscraper. Hood used stylized Gothic imagery in his designs, evident in the stepped-back forms of the Engineering Building, which also recalls rock formations of the Wyoming landscape. The Engineering Building repeats the color and texture of other campus buildings, with walls of rough sandstone obtained from the University quarry (Marmor 1994:18,22).

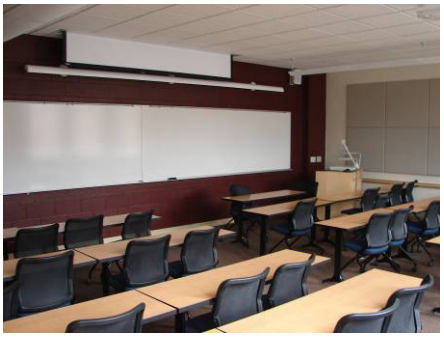
The 1950s saw another rise in enrollment from returning veterans and increased interest in space and aeronautics. A contribution by University alumnus Vice Admiral Emory S. Land made possible the construction of the Petroleum and Aeronautics Wing in 1959, completed in 1960. The addition, designed by the firm of Hitchcock and Hitchcock, Wilbur Hitchcock's sons, is a four story rectangular structure attached to the west end of the Engineering Building. The portion of the building adjacent to Engineering Hall and facing Prexy's Pasture is designed to be sympathetic to the 1927 building with sandstone and stepped-back masonry forms. At the rear, the west addition steps down the slope one story and uses brick and blue terracotta as exterior materials. The addition housed laboratories, classrooms, and office space (Auker 1993:7—2, 8-2; Marmor 1994:39).

Petroleum and Aeronautics Wing, south and west facades

In 1983, a large Engineering Addition was constructed upgrading and further expanding space for the engineering program, a need that was identified in University reports in 1966, 1970, and 1977 to address overcrowding due to continued increases in enrollment. The L-shaped addition connects to the east end of the Engineering Building and wraps around the 1924 Engineering Shops on the east and north. The contemporary Engineering Addition was designed by the firm of Banner Associates, Inc. of Laramie and matched the addition to the Agricultural building constructed in 1982 (Auker 1993:7-3, 8-2; Wright 1998:7-1).

The Engineering Building, the Engineering Shops, and the Petroleum and Aeronautics Wing are all considered significant for their relationships to the growth and development of the engineering program at the University. The Shops should be considered part of the original building complex. The Engineering Building and the Petroleum and Aeronautics Wing are also significant for their architectural character and their design by University architects Wilbur Hitchcock, Frederick Porter, and the firm of Hitchcock's two sons, Eliot and Clinton.

Interior of the Engineering Building, main entrance, corridor, and classroom



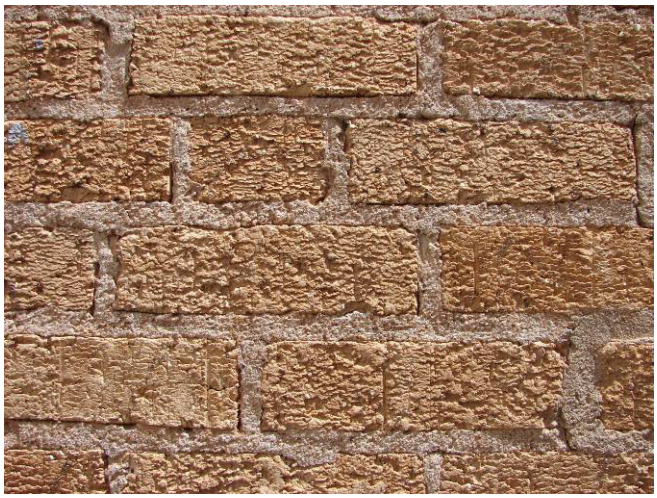
Interior of the Petroleum and Aeronautics Wing, main entrance, corridor, and classroom

The Engineering Building is particularly significant as the first building constructed after adoption of the 1924 master plan for the University, the only building that conforms precisely to the plan, and the first building designed in accordance with the design guidelines established by Wilbur Hitchcock and Raymond Hood. The 1983 Engineering Addition, while in accordance with the aesthetics and priorities of its time, is insensitive, domineering to its context, and detracts from the established character of the campus.

Integrity

The Engineering Building and the Petroleum and Aeronautics Wing have a high degree of historical integrity on both the exterior and interior. On the exterior, the original building forms and materials remain intact. Most original windows remain in the 1927 Engineering Building and are metal windows with divided lights and a center operable awning section.

At the main entrance to the Engineering Building, the entrance doors, transoms, and large metal windows above have been replaced with modern aluminum doors and windows, probably for thermal performance reasons. The original metal windows remain in the Petroleum and Aeronautics Wing.



Exposed west elevation of the Engineering Shops with 1983 addition behind; detail of brickwork on right

Interior work space, corridor, and roof monitor in the Engineering Shops

On the interior, original circulation and room configurations remain, and original materials remain in public areas such as entrances, corridors, and stairways. Classrooms in the Petroleum and Aeronautics Wing have been upgraded to meet contemporary programmatic needs. An excellent job has been done in the remodel, preserving the basic character of the spaces and some features while installing well-designed technological and other improvements. Classrooms in the 1927 Engineering Building have also been upgraded, though more historic fabric has been retained within them.

The Engineering Shops is a forgotten and neglected structure, no longer appreciated for its character and historical significance. Almost completely surrounded by building additions, only a small portion of the building's exterior remains visible. On the interior, spaces have been adapted to office and shop and laboratory uses. The metal sawtooth roof monitors have been covered with white membrane roofing and no longer provide light to the spaces within. Each bay of the building is at a different elevation, stepping down the slope, and is connected to the rest of the building by sloping corridors. The sloping and stepped floors of the Shops make adaptation and accessibility of the building's interior difficult.

Condition and Recommendations

The four buildings comprising the Engineering Complex are in good condition and well maintained. The exterior walls of Engineering Hall are comprised of rough sandstone from the University's quarry and have wide tan sand mortar joints. The building's smooth decorative stonework, in contrast, has thin mortar joints. The stonework is in good condition. Open joints are present in a few places along the string course, and weathering of decorative stone has occurred at locations such as over the main entrance sign and at the parapet. Joints in the parapets could not be observed. Minor cracking was observed between a basement window and the string course at the east end of the south elevation. Conditions of stonework should be monitored and repaired as appropriate matching historic colors, textures, and materials.

Weathered detailing at top of entrance; original metal windows of Engineering Hall (left) and the Petroleum wing (right)

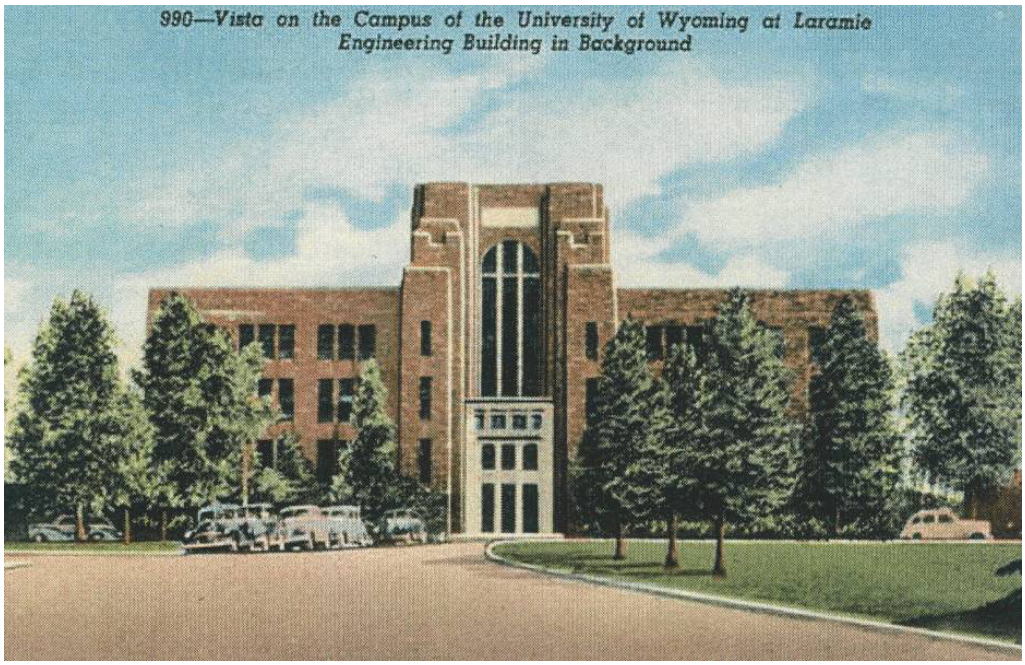
Details of parapet corner and windows in the Petroleum and Aeronautics Wing

The original metal windows of the Engineering Building and the Petroleum and Aeronautics Wing are in good condition and should be retained if possible. As with other buildings, it may be deemed necessary to replace the Engineering Building windows due to the need for better thermal performance, though use of interior storm windows could be considered. If replaced, new windows should match the historic windows in material, configuration, and appearance.

The metal windows of the south portion of the Petroleum wing have wider muntins than the windows of the Engineering Building. A modern 1959 window type was used for this historic application that was more appropriate to the configurations of windows at the rear, brick portion of the building. If these windows are replaced, the new replacement windows should be no less complementary than those existing. The installation of new mechanical vents in the historic masonry walls should be avoided.

On the interior, the design principles that have been followed in past renovations should be continued into the future. Classrooms and workspaces should be upgraded as needed to accommodate programmatic needs, retaining historic features and character to the extent possible. Public spaces including entrances, corridors, and stairways should be preserved with their historic configurations and materials. Additional changes necessary for building accessibility could be introduced at the east and west ends of the buildings, most appropriately in the east wing of the 1983 addition where an entrance currently exists.

Future renovations are undertaken, Engineering Hall and the Petroleum and Aeronautics Wing should be treated in accordance with best practices for rehabilitation and adaptive reuse as outlined in the Secretary of the Interior's Standards for the Treatment of Historic Buildings.



Postcard Image of the Engineering Building (Fraser 2101:162)

If the Engineering Shops are considered for deconstruction in the future, it is recommended that documentation of the building be undertaken with photographs, video, and drawings as appropriate. Samples of the exterior brick from Engineering Shops should be saved as a model for new brick to be used in buildings at the University. Like the brick of the Aven Nelson Building, this rough textured brick captures the earthy character of the Wyoming landscape also evident in the sandstone used on campus. The historic brick is an appropriate model for the selection of new brick for future buildings.

AGRICULTURE BUILDING

Year Completed	1950, 1952
Addition	1982

The Agriculture Building was constructed as part of a significant building program undertaken in the years following World War II. Located on the north side of Prexy's Pasture, the Agriculture Building occupies a prominent position on the west campus. Its design reflects the traditional approach forged by the Engineering Building and Arts and Sciences, yet it introduces modern elements characteristic of other 1950s buildings being constructed. The Agriculture Building is of high quality, has been changed little, and has a very high degree of historical integrity.

Agriculture Building c.1960 (Fraser 2010:165)

Historical Development

Construction of the Agriculture Building was begun in 1949, and by the fall of 1950 two of its units were opened. The building was completed in 1952 (Marmor 1994:36,38). Designed by Frederick Hutchinson Porter of the Cheyenne architectural firm of Porter and Bradley, the building is one of a significant number of structures added to the campus by Porter in the early 1950s. Other buildings include the Education Building, Wyoming Hall, additions to Knight Hall, and renovations to Old Main.

The Agricultural Building continues the tradition of architecture introduced in 1927 by the Engineering Building, with symmetrical composition, large central entrance tower, and pilasters and decorative stonework mimicking the Collegiate Gothic style. However, the building's clean lines foreshadow the more modern designs completed a bit later in the 1950s by Porter. Located at the center of the north side of Prexy's Pasture, the Agriculture Building is one of the most prominent buildings on campus.

Viewed from the south side of Prexy's Pasture, the 1982 modern addition looms over the historic Agriculture Building.

In 1982, the large modern addition was constructed at the rear of the Agriculture Building, increasing available space. Designed by Banner Associates, Inc. of Laramie, the addition matches the adjacent addition to the Engineering Building constructed a year later (Auker 1993:7-3) The massiveness of the addition, towering above the earlier structure, and its complete disregard for the character of the 1950s building are now considered unfortunate. Two small buildings constructed in the late 1940s along Lewis Street and used by Agriculture have recently been demolished.

Integrity

The Agriculture Building has a high degree of historical integrity, having seen little change to its historic building fabric. The building's primary south façade and two end facades remain intact, including the original steel windows. It appears that historic entrance doors have been replaced. On the interior, entrance vestibules and corridors have not been significantly altered. Original office and classroom doors and hardware remain. Some modernization has been made to upgrade classrooms for teaching purposes, but historic fabric has been retained there as well.

Historic building fabric of the Agriculture Building shows only modest change.

A few locations with open mortar joints.

Condition and Recommendations

Facing Prexy's Pasture, the Agriculture Building is comprised of a large central entrance tower with flanking wings that step back at the ends. As with other buildings along the quadrangle, rough sandstone is the principal wall material, with smooth limestone detailing and red stone spandrel panels. Three rear wings to the historic building, now connecting to the modern addition, are constructed of tan brick with little articulation.

The sandstone walls have wide, gray mortar joints that are struck flat. The stonework is in good condition except at a few locations where open mortar joints are evident. The side joints of stone window sills appear to be particularly vulnerable.

The building's smooth limestone detailing has thin joints with fine reddish/buff mortar. The red spandrel panels below windows have buff mortar as well. Both are in good condition, as are the building's stone parapet caps. Steel lintels over the windows show no sign of jacking.

As with many buildings at the University, entrance steps and landings suffer from environmental conditions and salt and have deteriorated joints. Some stone at the basement areaways is delaminating due to water and weather.

Fine detailing of the Agriculture Building

The Agriculture Building retains its original steel windows, which have a fixed transom above, two casements in the middle, and a hopper below. Some of the hoppers retain screens. Windows are in need of painting and glazing repair. Additional renovation to the Agricultural Building is likely to occur over time. The principal south façade of the building should not be altered. The existing entrance doors, which are not original, should be replaced with doors of high quality that are more visually appropriate. As currently appears to be the case, accessibility should be accomplished at entrances to the rear 1982 addition. Interior materials, finishes, and details should be preserved in public spaces, including entranceways, corridors, and stairs. Offices, classrooms, and support spaces may be sympathetically renovated to support instruction, but historic materials should be retained there as well to the greatest extent possible.

It is preferable to retain the original metal windows. Interior operable storm windows could improve thermal performance. If, however, it is decided to replace the existing windows, the replacement windows should match the existing windows in material, configuration, profiles, and operation, using contemporary metal windows with insulating glass, weatherstripping, and thermal breaks.

EDUCATION BUILDING (INCLUDING ANNEX)

Year Completed 1951

Addition 1975, 2006

The Education Building was completed in 1951 as a major investment in the College of Education. Designed in a modern style, the building introduced a new form of expression to campus architecture while continuing to use traditional University materials. Construction of the Education Building completed the north side of Prexy's Pasture. The International School housed within the building has been an important part of the Laramie community. The building retains a high degree of historical integrity.

Contemporary entrance garden to the Education Building

Historical Development

The Education Building was constructed between 1948 and 1951 (Higgins 1997:7-1; Fraser 2010:165). Its cornerstone states, "Erected 1948-1949." One of a number of buildings designed during this period by Frederick Hutchinson Porter of the Cheyenne firm Porter and Bradley, the large building was part of the major expansion of facilities following World War II.

Portions of the south façade facing Prexy's Pasture

Interior of the Education Building

While continuing the traditional use of rough sandstone walls with smooth limestone detailing established by other buildings along Prexy's Pasture, the Education Building is the first to be designed in the modern style, described as the International Style. It features horizontal bands of windows with large areas of glass block and lacks the vertical pilasters of earlier nearby buildings. Asymmetrical in its layout, the Education Building is composed of simple horizontal, rectangular blocks that step up and back from the main entrance and form a U in plan. The different blocks and wings house different uses. An annex was constructed to the northwest corner of the building in the early 1970s and renovated in 2006. The annex is entered from Lewis Street and does not connect to the Education Building internally.

Integrity

The Education Building has a high degree of historical integrity. Exterior forms, massing, and materials remain intact, including the original steel windows, sun shades, and glass block. Steel and aluminum entrance doors appear to be replacements but are appropriate in character. A new ecologically designed aluminum canopy has been added to the rear entrance.

The contemporary south entrance garden recently installed provides accessibility while not significantly altering the primary entrance. Interior detailing remains, especially in public spaces, and is similar to that of the Agriculture Building. Some classroom spaces have been renovated but not significantly altered.

Condition and Recommendations

Like the Engineering and Agriculture Buildings, the principal material of the Education Building facing Prexy's Pasture is rough sandstone, while the rear, north elevation and wings are of tan brick. Masonry has a wide grey sand mortar with a flat strike. Except for the primary entrance, limestone detailing is limited to the parapet cap, window sills, and a few bands and spandrel panels. The masonry is in good condition.

Details of the south, east, and north facades

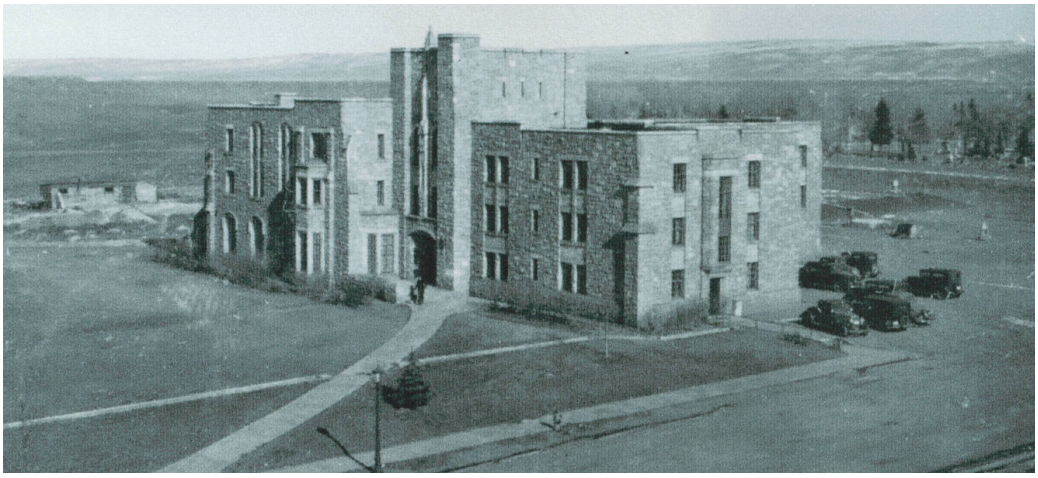
The horizontal window bands are prominent features of the building. The glass block, steel hopper windows, and metal sun shades of the bands work as a unit and should be preserved and not removed or replaced. It is preferable not to replace other steel windows in the building as well. Interior storm windows can be installed to enhance thermal performance. If other windows are replaced, the replacement windows should match the existing windows in material, configuration, profiles, and operation, using contemporary metal windows with insulating glass, weatherstripping, and thermal breaks. Existing glass block should not be altered or removed.

The Education Building is likely to continue in its current use. If additional interior renovations are undertaken, interior materials, finishes, and details should be preserved in public spaces, including entranceways, corridors, and stairs. Offices, classrooms, and support may be sympathetically renovated to support instruction, but historic materials should be retained there as well to the greatest extent possible.

MCWHINNIE HALL

Year Completed **1928**

McWhinnie Hall was the first men's dormitory constructed on the University of Wyoming campus. Designed by Wilber Hitchcock, it was the third building constructed in relation to the main quadrangle of the 1924 master plan that would become known as Prexy's Pasture. Perhaps more than any other building, McWhinnie Hall, in its 1920s Collegiate Gothic style, best represents the building character described for the University by Hitchcock in his master plan. Located at what was then the far northeast corner of the campus, it is suggested that the building was placed as far away as possible from the women's dorms, Merica and Hoyt Halls. Today the building is used for academic offices.



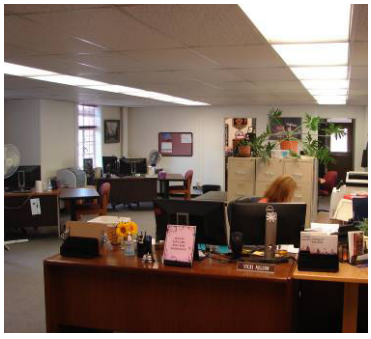
View of McWhinnie Hall (American Heritage Center in Ewig 2012:50)

Historical Development

Construction was begun on McWhinnie Hall in May 1927, and the building was completed in May 1928 at a cost of $195,000. When opened in the fall of 1928, it was filled to capacity and unable to fulfill demand (Marmor 1994:24; building plaque). Both before and after, most students have lived off-campus. First known as Men's Residence Hall and later Graduate Hall, the building was renamed for Ralph McWhinnie, longtime University registrar, in 1981 (Ewig 2012:50).

With its sandstone walls, asymmetry, stepped massing, and fine stonework, McWhinnie Hall is representative of the character Hitchcock described for University buildings in his 1924 master plan.

Former living room at the north end of McWhinney Hall



Exterior and interior of McWhinnie Hall

As with other early dormitories, McWhinnie Hall was adapted for office use in 1966, providing academic offices related to the College of Education. The former living room has been divided into two spaces, one serving as a postal sorting room and the other as the credit union.

Integrity

McWhinney Hall has good integrity. On the exterior, the building features and fabric remain largely intact. The building's historic steel casement windows largely remain. (Windows of the former living room on the west elevation have been replaced, but the replacements are appropriate to the historic character of the originals.) A one story brick addition has been added to the back of the building and serves as a post office. Metal fire escapes have been added to the ends of the east and north wings. At the main entrance to the building a modification has been made to accommodate accessibility. A portion of an original wall has been removed and relocated to accommodate a ramp, a clever and appropriate design solution. The original wood entrance door has been replaced with a sheet metal door.

The Interior of the building has been adapted for office use. Most public spaces, including the entrance, stairs, and corridors, remain intact. Former dorm rooms have been converted to offices. In some areas, walls appear to have been removed to

create larger office space. Nonetheless, the adaptive reuse was reasonably planned and executed. The division of the dormitory's former living room into a postal sorting room and credit union, however, is unfortunate.

Condition and Recommendations

McWhinnie Hall has exquisite stonework. The rough sandstone walls are laid with wide joints with a rich, sandy mortar. The smooth stone panels mimic the pattern of the rough stone. The smooth stone is finely cut; many surfaces are etched with a raked texture, sometimes diagonally.

The stone is in good overall condition. The rough stone is sound and mortar joints are intact. At the ground level, some stones show surface discoloration and deterioration, probably due to moisture penetration.

At some locations in the decorative stonework joints are open and water can enter the wall and which should be repaired. Open joints appear to occur primarily at stone washes. Any repairs to mortar joints should carefully match the existing joints in strength, color, texture, and finish.

A few decorative stones are cracked but the cracks are tight and do not appear to need repair.

Examples of fine stonework

Open joints in decorative stonework

The existing steel windows should be retained if possible. Painting and replacement of hardened and chipped glazing should be undertaken in routine maintenance. If it is decided to replace the windows due to poor thermal performance, the replacement windows should match the historic windows in material, configuration, profiles, and operation, using contemporary metal windows with insulating glass, weatherstripping, and thermal breaks.

Should additional renovations be undertaken on the interior, remaining historic fabric should be retained, especially in the entrance lobby and corridors. Wood doors, transoms, and trim should be retained. The metal entrance door to the building should be replaced with a more historically appropriate wood door.

WYOMING HALL

Year Completed **1951**

Wyoming Hall was constructed as a men's dormitory as part of the University's post-World War II building boom. A straightforward, functional design drawing from the International Style, the building contributed needed housing at a time of significant growth in the student population. Though converted to administrative offices, Wyoming Hall is solidly built and has changed very little inside or outside.

Historical Development

Construction began on Wyoming Hall in 1948, and the building was opened in the fall of 1951 (Farrell 1997:8-1). Located to the east of McWhinnie Hall, the new men's dormitory accommodated 400 students in double occupancy rooms and was part of the major building program of the late 1940s and early 1950s that included construction of the nearby Agriculture and Education Buildings. The building's cornerstone states, "Erected 1948-1949." Like the Agriculture and

Continuation of the entrance design around the southeast wing

Education Buildings, Wyoming Hall was designed by Frederick Hutchinson Porter and incorporates the University's transition to post-World War II modern design inspired by the International Style.

Wyoming Hall is comprised of two intersecting rectangular masses and is straightforward in design. Its exterior combines sandstone and rake-textured tan brick, emphasizing sandstone on the south and east and brick on the north. There is little elaboration in the masonry. International Style embellishment is restricted to a horizontal band around the entire building at the ground level, elaborated as a long wrap-around concrete, aluminum, and glass entrance portico on the south. International Style embellishment occurs as well as at the secondary entrances on the east and north ends and in the horizontal brick stripes of the elevator tower.

On the interior, Wyoming Hall is solid and utilitarian, designed to take the hard use of a men's dorm. The building has been adapted for use as administrative offices. Wyoming Hall was closed in 1966 and renovated for office use in the early 1970s (Farrell 1997:8-2).

Integrity

Wyoming Hall retains high integrity and has changed little on the exterior or interior despite adaptive reuse. The wrap-around glass and aluminum entrance configuration has been modified for thermal and weather-related purposes. Elsewhere, the building retains its original steel windows. The utilitarian interior, with tiled corridors, concrete and metal stairs, and metal doors and frames, has changed little.

East (left) and northwest facades (right)

Condition and Recommendations

Solidly built, Wyoming Hall is in good overall condition. Sandstone and brick masonry is in good condition. A few open masonry joints are in need of repointing, and surface discoloration and deterioration of sandstone is occurring at ground level probably due to moisture penetration.

In addition to the replacement of the entrance doors and vestibule, the original wrap-around glass and aluminum configuration has been modified with the insertion of operable sash with screens and storm windows. The horizontal concrete canopy that extends over the glass around the front has been covered with rubber roofing.

The original metal windows with center casements and hoppers below are in need of painting and glazing replacement. The windows should be retained. On the interior, historic materials and finishes should be retained when additional renovations are undertaken.

The glass entrance and wrap-around glass have been modified for weather and interior is little changed.

Minor maintenance issues with stone masonry

Changes to the wrap-around glass and canopy, and need for window maintenance

HALF ACRE GYMNASIUM

Year Completed	1925
Renovation, Addition	1970s, 1980, 2015

Half Acre Gymnasium is significant as the first building constructed in accordance with the 1924 master plan for the University. Located far to the east of University buildings existing at the time, which were oriented toward 9th Street, Half Acre Gym established the primary east-west axis of the main quadrangle that would become known as Prexy's pasture. A symmetrical and formal design drawing on the Beaux Arts architectural style, this monumental building anchored the new plan and has been at the center of student life as the University has grown. A large addition to the rear of the building is being completed in 2015.

Half Acre Gymnasium in the 1920s (American Heritage Center in Ewig 2012:48)

Historical Development

Half Acre Gymnasium was constructed in 1923 and 1924 and opened in January 1925 (Clough 1965:119-20). The cornerstone for the building is dated October 1923. Built as a gymnasium and armory, fulfilling the military mission, the massive building housed a variety of functions, including a basketball court, swimming pool, two smaller gym floors, rifle range, armory, and modern bath and locker rooms. The building's name came from the impressive size of its basketball court. The armory function for military drills was located in a one-story structure between the building's two rear wings (Marmor 1994:20).

Most significant was the location of the building far to the east of other University buildings existing at the time. The placement of Half Acre Gym established the central east-west axis of the new quadrangle set out in the University's 1924 master plan. Until that time, University buildings were oriented to the east, toward 9th Street. The master plan's designer, Wilbur Hitchcock, prepared the early drawings for the gymnasium and was assisted in the final design by William DuBois (Marmor 1994:20). It took thirty-five years for the quadrangle, by then known as Prexy's Pasture, to be fully enclosed by buildings.

Details of west and south facades

Interior vestibule, second floor gymnasium, and modified stairway

Renovations attributed to the early 1970s removed many of the building's windows and filled the openings with masonry and stucco. The building's other windows were replaced with new windows with insulating glass that on upper floors part replicated the historic window patterns. The historic triple entrance doors were replaced with double doors. First floor windows have been replaced with contemporary aluminum storefronts. Significant renovations in 1980 included changing the main entrance to the south elevation, replacing the balcony in the gym with a running track, and brick additions to the east elevation that included a rifle range and courts for racquetball (Krueger 1993:7-2).

Integrity

Half Acre Gymnasium has good historical integrity but has been modified by renovations and additions, noted above. The closure of former windows with stucco panels was particularly inappropriate and altered the character of the building. On the interior, the stairs to the second floor gym have been enclosed for fire protection purposes. Combined with the window changes, these renovations were not undertaken in accordance with best practices for historic preservation and have diminished the historical integrity of the building. The changes could be reversed and improved in future renovations. The large addition being constructed at the rear, east side of the gymnasium as this preservation plan is being prepared has been designed to replicate the sandstone appearance of the original building.

Condition and Recommendations

Half Acre Gymnasium was one of the first buildings constructed using sandstone from the quarry acquired by the University in the foothills east of Laramie in 1923. Like University buildings regardless of architectural style, the gymnasium uses sandstone as its primary material with smooth sandstone or limestone details. Mortar is missing in a number of joints in the limestone details, especially at window sills and belt courses. The projecting cornice near the top of the building should be examined for similar problems.

Open joints in masonry; view of 2015 east addition under construction

In future renovations of the historic portion of the building, it is suggested that historic window openings now stuccoed be reopened and the windows restored. New entrance doors similar to the historic doors should be installed. The historic second floor gymnasium and first floor vestibule should be preserved. Historic interior fabric should be retained throughout the building to the greatest extent possible.

WYOMING UNION

Year Completed	1939
Additions and Renovations	1960, 1972, 2002

The Wyoming Union is one of two campus buildings constructed in the late 1930s with financial support form the New Deal's Public Works Association. Along with the Arts and Sciences Building, the two buildings were substantial additions to the main quadrangle and to the University community. Designed in the Collegiate Gothic architectural style with Moderne detailing, the building continued the University architectural tradition in concert with principles established in the 1924 master plan. The building has been substantially renovated to accommodate changing needs.

Wyoming Union (American Heritage Center in Ewig 2012:53)

Historical Development

Construction of Wyoming Union was begun in March 1938 and its cornerstone was laid on October 20th. The building was completed and opened in March 1939 (Hauff 1994:8-2). Planning for the building began in January 1936 with a process involving community discussions, student votes, and approval of the Board of Trustees. Funding assembled during 1937 included a combination of a state loan, grant and loan from the federal Public Works Administration, and cash on hand (Hauff 1994:8-1). The Wyoming Union was the second campus building to utilize Public Works Administration funding, the other being the Arts and Sciences Building.

Located on the southeast corner of the main quadrangle, the entrance to the Wyoming Union is at a 45 degree angle to the quad. The two original wings of the building then angle away from the plane of the entrance tower, the south wing in alignment with 13th Street.

Postcard view of the Wyoming Union (Fraser 2010:165)

West elevation of the north wing; east addition with outdoor sitting area

The Wyoming Union was designed by long-time University architect William Dubois, who also designed Merica Hall, Agricultural Hall (now Health Sciences), Hoyt Hall, Arts and Sciences Building, and collaborated on Half Acre Gymnasium. The form and composition of the building is similar to the Collegiate Gothic style of McWhinnie Hall, with its basic asymmetry and asymmetrical entrance tower with ascending forms. Wall treatments and details of the building, however, draw from the Moderne or Art Deco, similar to the Arts and Sciences Building.

The original building became a center of student life, with a student lounge, game rooms, meeting rooms, soda fountain and coffee shop, banquet hall, and separate dormitory rooms. In 1957, the State Legislature authorized funds for an addition to the building, which was constructed in 1959 and opened in January 1960 (Hauff 1994:8-3). The addition extended the north wing of the original building to the east and included an enlarged bookstore, art gallery, an enlarged ballroom on the second floor, and a bowling alley in the basement (Hauff 1994:7-1).

In 1972, a large addition was added to the north end of the north wing. Constructed primarily of brick, the addition was at variance with the character of the 1939 building. The addition featured a new west entrance with two sets of double doors in a glass façade. The addition added a large common space, offices and meeting rooms, and food service, dining rooms, and a beer garden at the basement level (Hauff 1994:7-2).

In 2002, the Wyoming Union was substantially renovated. The 1972 entrance was closed, re-emphasizing the historic 1939 entrance. New entrances and additions were added to the east side of the building with outdoor seating and natural garden. The design of the east addition is in a lively contemporary style that plays with University traditions, is friendly, and is appropriate to its student use. The interior of the building was renovated with an open plan and upgraded facilities.

Historic stairway at entrance lobby; contemporary corridor and second floor meeting space

Integrity

The exterior of the 1939 portion of Wyoming Hall retains its historical integrity on the west façade facing Prexy's pasture as well as on the south and east sides of the original south wing. The original steel windows have been replaced with contemporary windows that replicate the historic appearance. The exterior entrance landing has been enlarged, and appropriately designed, to be more generous and to accommodate accessibility needs.

The brick 1972 wing remains but is no longer featured, and the east elevation is contemporary. The interior of the building has been substantially renovated and expanded, with only a few features such as the original entrance lobby stair remaining.

Condition and Recommendations

The exterior sandstone masonry of the Wyoming Union was quarried by students at the University quarry and paid for through a Public Works Administration grant (Hauff 1994:8-1). The masonry is in generally good condition but has a number of open joints, primarily in the smooth stone spandrel panels beneath windows, that are in need of appropriate repair. Vertical cracking is evident around the date stone at the base of the tower, possibly due to settlement. Parapet stones appear to have sealant joints in the top horizontal surfaces, which appear sound, and is an appropriate treatment.

The existing replacement windows are in good condition and were well designed and installed. The large historic lamps at the exterior entrance should continue to be preserved and maintained. Remaining historic interior details, primarily at the three-story stairway just inside the entrance, should continue to be preserved.

West elevation, entrance tower and south wing

Missing mortar in spandrel panels and at a vertical wall joint

ROSS HALL

Year Completed **1960**

Ross Hall was the last building constructed on the University's main quadrangle, Prexy's Pasture. Located along the south edge of the quadrangle, its addition completed a thirty-five year process of design and construction along the quadrangle as envisioned in the University's 1924 master plan. Built as a women's dormitory, the structure's modern design demonstrates how varying architectural styles have been used to reflect the architectural aesthetic expressed in the 1924 master plan. Today the building is used for academic offices.

Historical Development

Ross Hall was constructed midway through the massive building boom at the University in the 1950s and 1960s. The building replaced the 1916/1922 Hoyt Hall as a principal women's dormitory on campus, providing modern features and conveniences (Ewig 2012:108). Ross Hall provided accommodations for 400 female students and was named in honor of Wyoming's first female governor, Nellie Tayloe Ross (Marmor 1994:42).

Ross Hall c. 1960 (American Heritage Center in Ewig 2012:108)

Designed by University architect Frederick Hutchinson Porter of the firm Porter and Bradley, who also designed the Agriculture and Education Buildings on Prexy's Pasture, Ross Hall completed the enclosure of Prexy's Pasture envisioned in the 1924 master plan. The building is firmly tied to the 1950s era in its modern design yet adherence to the use of rough sandstone walls, translating the architectural vision of the 1924 master plan in a contemporary architectural style. Later modern buildings of the 1960s diverged from the use of sandstone as a primary material, favoring concrete in a new vision and a step away from traditional place-making.

Ross Hall was originally planned to be located on the corner of Ivinson and 9th Street but was relocated to the open space on Prexy's Pasture when objections were raised and the State Legislature passed a law prohibiting construction on that piece of land by making it a state park (Cassidy 2015:33).

Lobby of Ross Hall in 1960

West wing facing Prexy's pasture and south elevation

Interior corridor and rooms

In recent years Ross Hall has been adapted for use as academic offices. Its lobby served as a faculty/staff cafeteria for many years and currently serves as a café.

Integrity

Ross Hall has a high degree of historical integrity on both the exterior and interior. Exterior forms and materials remain intact, including entrances and original aluminum windows. On the interior, corridors and rooms retain their glazed terra cotta tile walls despite adaptive reuse from dormitory to academic offices. Where individual rooms have received renovation, changes have mostly been additive, retaining building fabric from 1960. The original lobby has been changed several times over the years but still features large glass windows looking out onto Prexy's Pasture.

West entrance flanking lobby/café, original aluminum window, concrete block screen in open exit stairway

Condition and Recommendations

Ross Hall features rough sandstone walls typical of University buildings with cast concrete spandrel panels and detailing. Concrete block screens are used in the open stairways providing emergency egress and as decorative features at parapets. The building retains its original aluminum windows, each with paired awning sash above and a hopper sash with screen below. These windows are of excellent quality should be preserved in any future rehabilitation. Masonry walls are well built and in good condition, though non-structural cracking is present at the entrance column. On the interior, the utilitarian tile and brick wall surfaces provide a strong character to both corridors and individual rooms. These surfaces along with the wood doors and additional detailing should be preserved.

CHENEY INTERNATIONAL CENTER/STUDENT HEALTH

Year Completed	1960
Addition and Renovation	2009

The historic Student Health and Nursing Building was completed in 1960 and, along with adjacent Ross Hall, completed enclosure of the main quadrangle at the University, now known as Prexy's Pasture. Renovations were undertaken and a new entrance was constructed to the building following its rededication as home of the Cheney International Center in 2009.

Historical Development

The Student Health and Nursing Building was completed in 1960 along with other prominent buildings as part of the massive building boom at the University during the 1950s and 1960s. Along with Ross Hall, located immediately to the east, the Student Health and Nursing Building borders the south edge of Prexy's Pasture and was the last in a thirty-five year period of development in which the 1924 vision of a major quadrangle surrounded by buildings was completed.

Historic north façade facing Prexy's Pasture

The original building provided a home for the University's College of Nursing, which was founded in 1957, along with space for student health, moving that service from inadequate facilities on the third floor of the Wyoming Union (Marmor 1994:39-42).

In September 2009, the Nursing School portion of the building was rededicated as home of the Cheney International Center, named for former Vice President Dick Cheney. The redesigned Dick and Liz Cheney Plaza, featuring native plants and sandstone seating, is located immediately in front of the building.

Integrity

The Student Health and Nursing Building retains a high degree of historical integrity on both the exterior and interior. On the exterior, original sandstone and cast stone remain along with original aluminum windows. The new entrance addition has been sensitively designed to complement the historic structure.

South façade facing the park on Ivinson Street and west entrance

Original finishes and casework in the student health portion of the

On the interior, the student health portion of the building, which has a separate entrance, east of the new main entrance, retains a remarkable degree of historical integrity to 1960, with original finishes, features, hardware, and casework. The Cheney International Center portion of the building has been largely altered.

Condition and Recommendations

The Student Health and Nursing Building is in good condition and is well maintained. Fine cracks were observed in the cast stone caps at pilasters and on top of the roof parapet. The cracks should be monitored but probably do not require repair. Parapet caps have sealant installed in their top horizontal surface, which is an appropriate treatment. The minor cracking of masonry joints in the stone wall should be repaired, as water could enter the wall and cause further damage. Joints at some pilaster caps have missing mortar.

The original aluminum windows of the building are in good condition and should be preserved if future renovations and changes are made to the building. The interior of the student health portion of the building is a remarkable period design. From a preservation standpoint, it is preferable that it continue in its current use. If it is deemed necessary for adequate health services reasons that the interior be upgraded or that it be converted to a new use, interior finishes, doors, and hardware should be retained and samples of historic casework preserved.

Wall treatments on the north and south facades

Fine cracks in pilaster and parapet caps, and minor cracking of mortar joints in stone walls

7.4 - FRATERNITY MALL

Honors House

HONORS HOUSE

Year Completed **1936**

SIGMA PHI EPSILON

Year Completed **1952 or possibly 1945**

HEALTH SCIENCE LIVING HOUSE

Year Completed **1957**

Sigma Phi Epsilon House

The Honors House on Fraternity Row is the old Kappa Sigma fraternity house. The house was used by the Kappa Sigma fraternity for a number of years but was vacated in the spring of 2000. In 2003 the university took it over and installed the Honors Program there, providing housing for qualified students in that program.

The Sigma Phi Epsilon House was constructed in 1952 on the south side of Fraternity and Sorority Mall on Sorority Row.

The Health Science Living House was constructed in 1957 as the Delta Chi house until the university purchased the house and converted it into the Health Science Living House.

Historical Development

Fraternity and Sorority Rows or Mall was planned in 1930 as part of Hitchock's master plan for campus. The University acquired the land east of 15th Street and allocated for Greek life and student recreation. The Kappa Sigma house was the second building in Fraternity Park, after the Pi Beta Phi house in 1930. The gap in construction (from 1930-1936) reflecting the circumstances of the Depression.

Honors House South elevation

North elevation

Integrity

The Honors House reflects a high level of historical integrity and is well maintained on the exterior. An addition was added to the east side of the original building. The Tudor style house consists of tan and reddish brick with half timbering with stucco on the tower and gable on the south elevation.

The Sigma Phi Epsilon house has maintained high historical integrity on the exterior. This Georgian Style home consists of tan and reddish brick with wood dentils trim and ornate Entablature above the main entrance. The windows appear to be original with storm windows added. The ornate woodwork is in poor condition and should be painted to prevent further deterioration.

The Health Science Living house an excellent example of mid century modern and has a high degree of historical integrity. The windows and glass block appear to be original and require some maintenance but it encouraged that they be preserved.

Condition and Recommendations

The houses on Fraternity and Sorority Row are in good condition but continuous maintenance is required. Missing or cracked paint was noticed on many of the wood windows, doors, and trim. They should be painted if any wood is exposed to prevent deterioration. The original wood windows should be preserved wherever possible.

Some of the buildings showed signs of water damage from poorly placed sprinklers or missing or damaged downspouts. The sprinklers have the potential to cause significant damage over time and all new sprinklers should be placed where they cannot strike the building. Any existing sprinklers should be adjusted to prevent water spray on the buildings. Any missing or damaged downspouts should be replaced.

Health Science Living House

7.5 - RESIDENTIAL COMPLEXES

CRANE AND HILL HALLS

Year Completed **1962**

Crane and Hill Halls were constructed as men's dormitories as part of the University growth and expansion in the late 1950s and early 1960s. Modern buildings designed in the International Style, the twin structures none-the-less reflect the character of University buildings through their use of sandstone and complementary colors.

Historical Development

Crane and Hill Halls were the first large-scale buildings other than the stadium and fieldhouse to be constructed east of the main historic campus. Completed in 1962, the buildings served as men's dormitories and were designed by architects Corbett & Dehnert of Lander in partnership with J. T. Banner of Laramie (Fraser 2010:167).

Crane Hall and cafeteria (Humstone 2013)

Between 1965 and 1967, these two firms also collaborated in design and construction of a modern women's dormitory complex just to the west, creating an extensive new contemporary residential zone on campus south of Fraternity Mall and north of Grand Avenue. Older dormitories from the early twentieth century were adapted to other uses. Crane and Hill Halls were named in honor of former President Arthur G. Crane and Professor John A. Hill (Marmour 1994:42).

Integrity

Crane and Hill Halls retain a high degree of historical integrity. On the exterior, the buildings have changed very little. The interiors were not surveyed for the preservation plan project but are understood to largely retain their early 1960s materials and character. The two dormitories are connected by a large one-story cafeteria with a concrete saw-tooth roof.

The three buildings that make up the complex are very good examples of the International Style of their times. Unlike the University's adjacent high-rise dorms, Crane and Hill Halls use the sandstone typical of University of Wyoming buildings, and the colorful metal panels of the aluminum curtain walls, becoming lighter as they rise on the elevation, are sympathetic to the color of the sandstone. The buildings demonstrate how national architectural trends can be creatively adapted to embrace local character. Mature evergreen trees now surround and shade the buildings.

Exterior of Crane Hall

Condition and Recommendations

Crane and Hill Halls are in good condition but are not in full-time use, presumably due to the utilitarian nature of their interiors and the light construction of the curtain walls, contributing to heat loss and the cost of operation. It is understood that the University may demolish the buildings to provide space for new residential halls meeting current needs and standards.

The three buildings are much friendlier in exterior appearance than the adjacent high-rise dorms, and the window walls with their continuous rows of glass make for more friendly interiors as well. It is suggested that adaptive reuse be considered before a decision is made for demolition. The exteriors could be preserved while the interiors are wholly reconfigured to provide residences meeting contemporary needs and expectations.

Exterior stone and curtain wall detailing

Details of the curtain wall and central cafeteria

Central cafeteria

DOWNEY, MCINTYRE, ORR, AND WHITE HALLS

Year Completed **1965-67**

Four new residence halls for women were constructed in the mid-1960s in a large modern dormitory complex located just west of Crane and Hill Halls. Featuring the tallest buildings in Wyoming, the complex broke with the traditions of University architecture and expressed a contemporary vision with their bold modern design.

Historical Development

Downey, McIntyre, Orr, and White Halls were constructed as a modern residential complex for women, for the first time locating women's residences away from the center of campus. Along with Crane and Hill Halls, the recently completed men's dormitories located just to the east, the complex created a residential block of large dormitories in a zone south of Fraternity Mall and north of Grand Avenue. The women's dormitories accommodated over 2,000 students, two to a room.

Washakie Center with McIntyre and Orr Halls

The dormitories were designed by architects Corbett & Dehnert of Lander in partnership with J. T. Banner of Laramie, who also designed Crane and Hill Halls (Fraser 2010:167). The four buildings were named for prominent woman from the University's past. Downey Hall, constructed in 1965, was named in honor of English professor June E. Downey. McIntyre and Orr Halls, completed in 1966, were named in honor of English professor Clara Frances McIntyre and professor of Social Studies Education Harriet Knight Orr. White Hall, completed in 1967, was named in honor of history professor Laura A. White. In addition to the residence halls, the complex included a cafeteria completed in 1967, Washakie Center, named in honor of the Shoshone chief (Marmour 1994:42).

The new residential complex broke with the traditions of University architecture in scale, materials, and design. Eight and twelve stories in height, the dormitories were the tallest buildings in Wyoming. Their modern designs feature precast concrete panels in a vertical format that breaks up the building mass and accentuates their height. The low, one-story cafeteria features a horizontal formed concrete waffle roof structure and floor-to-ceiling glass walls. Between the buildings, the open paved plazas break from the campus tradition of quiet academic quadrangles established in the University's 1924 master plan. Together, the bold, modern buildings and landscape are expressive of the Mid-Century Modern architecture of the mid-1960s, favoring a contemporary national and international vision as opposed to regional context.

White Hall and the Washakie Center

Integrity

The Mid-Century Modern complex with Downey, McIntyre, Orr, and White Halls has a high degree of historical integrity to the period of the mid-1960s. Both inside and outside, the buildings have not been significantly altered, though some renovations have recently been completed. The complex is representative of its type and significant in the state of Wyoming because of its size and unique character. The complex relates to the Science Center located west of Prexy's Pasture, constructed between 1966 and 1969, in representing the high point of Mid-Century Modern architecture on the campus.

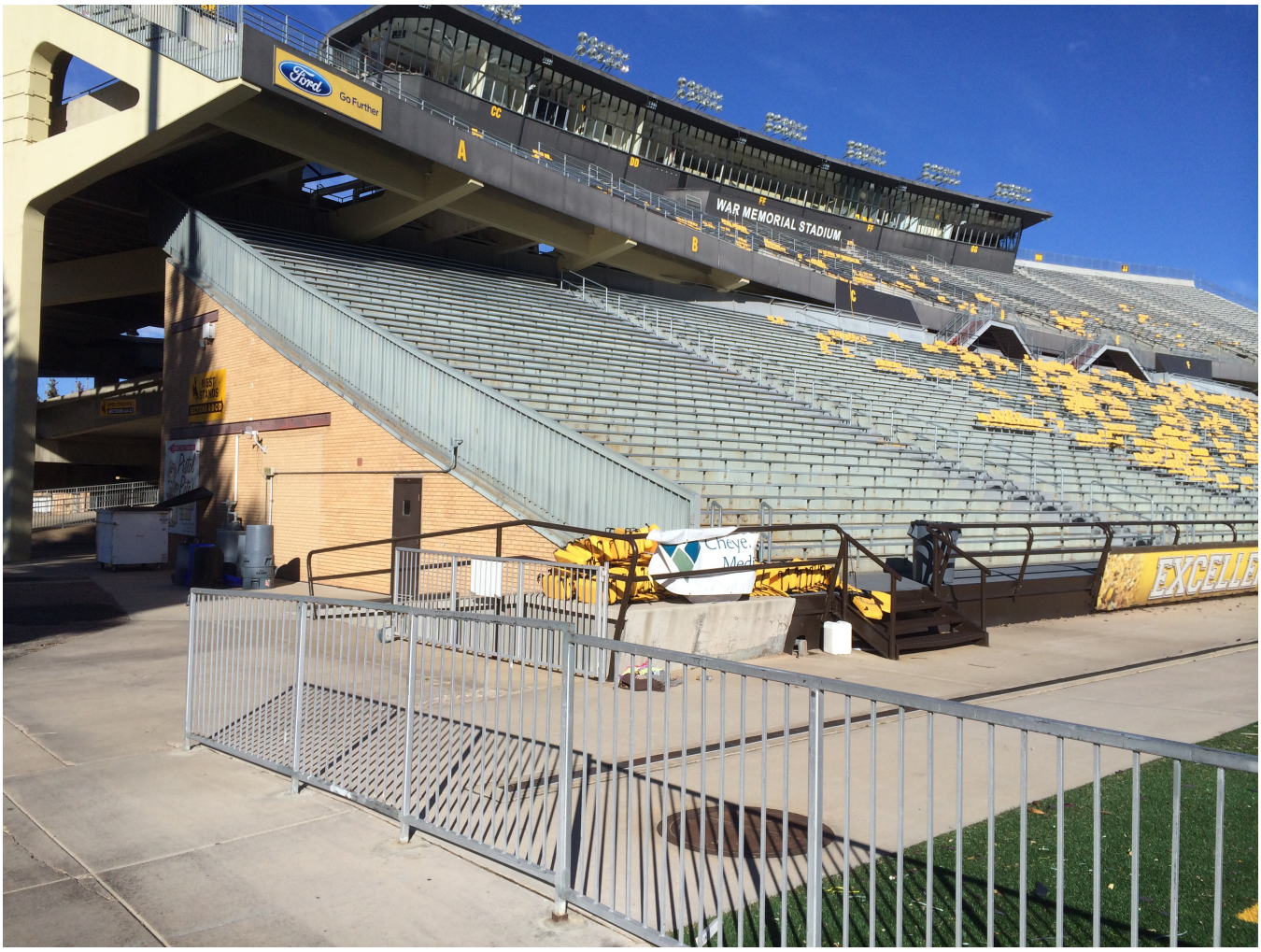
Condition and Recommendations

The modern dormitories are in good condition and are well maintained. They are useful buildings and an important part of the University's architectural development, even though they do not embrace University architectural traditions.

Contemporary detailing

Typical of many Mid-Century Modern complexes, however, the buildings sacrificed human scale, friendliness, and functionality in their design in favor of architectural expression. The particular way in which the precast concrete panels were used in the design of the high rises resulted in providing small and awkwardly located windows for dormitory rooms, helping to make the rooms spatially uncomfortable. The location of the windows facing and the close proximity to those of neighboring rooms sacrificed privacy. The interiors of adjacent rooms are visible and noise is transmitted. On the outside, the paved plazas are uncomfortable and unfriendly, especially on cold, wind-swept winter days. To this extent, the buildings and landscape are unfortunate and not well-liked by those who use them.

7.6 - STADIUM AREA



WAR MEMORIAL STADIUM AND MEMORIAL FIELDHOUSE

Year Completed **1950/51**

War Memorial Stadium and Fieldhouse were constructed during the University's post World War II building boom to modernize and expand its athletic program. A center of University life for over sixty years, the athletic complex has continued to expand with increased enrollment and changing requirements. The original structures, however, are still prominent and visible at the core of the facility.

War Memorial Stadium and Fieldhouse (Ewig 2012:97)

War Memorial Fieldhouse (Ewig 2012:98)

Historical Development

War Memorial Stadium and Fieldhouse were constructed at the east end of the University of Wyoming campus to replace the smaller Corbett Field, which was constructed in 1926 and expanded in 1935 and 1941. Dedicated as a living memorial to Wyoming's World War II veterans, the two structures are landmarks on campus and have been at the core of the University's growing athletic complex.

Both the stadium and fieldhouse were designed by architect Frederick Hutchinson Porter, who designed many other University buildings in the period of post war expansion. War Memorial Stadium was completed in September 1950, while War Memorial Fieldhouse was completed a year later in September 1951. The two structures housed a significantly expanded set of modern athletic facilities, with gyms, indoor tracks, locker rooms, offices, laundry, lounges, and other facilities.

The original stadium remains as the lower deck of seating in today's larger structure.

The original stadium seated 18,500 people. It was significantly expanded in 1971 with construction of a massive cast concrete upper deck on the west side and again in 1978 with similar seating on the east side, creating the larger facility we see today. War Memorial Fieldhouse was the focus of University basketball and events until 1981, when Arena Auditorium was constructed just to the north.

Integrity

The University's athletic facilities have continued to grow and expand around the original stadium and fieldhouse as its athletic program have developed and expanded. The original stadium remains visible as the lower areas of seating in today's larger structure. War Memorial Fieldhouse remains at the core of the athletic complex and continues to serve a variety of uses.

Condition and Recommendations

The University's athletic program will continue to grow and develop in the future. As it does, the needs of facilities will change, and it can be expected that additional changes will be made to both the stadium and fieldhouse. However, the history and significance of War Memorial Stadium and Fieldhouse should be kept in mind as these changes occur.

To the extent possible, materials, features, and facilities should be preserved and incorporated into the new designs as feasible. It is desirable that the original lower seating in the stadium continue to be used and recognized as the original 1950 stadium. Within the fieldhouse, rehabilitation design techniques should be used to preserve key building features and characteristics as future needs are accommodated.

Exterior details of the stadium and fieldhouse

7.7 - RESIDENTIAL NEIGHBORHOODS

COOPER HOUSE

Year Completed **1921**

The Cooper House, known historically as Cooper Mansion, is unique in the residential architecture of Laramie's prominent neighborhood south of the campus. Located in an open landscape on an entire city block, the building is significant for its design and its association with Wyoming's economic history. Today Cooper House is home to the University's American Studies Program.

North, rear elevation of Cooper House

Historical Development

Cooper House was constructed in 1921 by the children of Arthur Francis Thomas (Frank) Cooper, an Englishman from a well-to-do family who established a successful ranch in Albany County, Wyoming during the 1870s. Cooper sold his ranch in 1904 and returned to England but retained the property's mineral rights. In 1917, oil was discovered in the vicinity of the ranch. His three children returned to Laramie in 1920 to establish legal residency and oversee their inheritance (Headlee 1980:8-1).

The children purchased the block between 14th and 15th Streets and Ivinson Street and Grand Avenue in 1921 and commissioned Wilbur Hitchcock to design a building like those they had seen in Santa Barbara, California. The building blends the Mission and Pueblo styles in a unique design that has become a landmark along Grand Avenue (Headlee 1980:8-1).

In 1980, the university purchased the property with the intent of demolishing the house to provide parking. However, the house was preserved through a campaign of local grassroots activism including members of the university community (Ewig 2012:113). Cooper Mansion was listed on the National Register of Historic Places in 1983. Today the building is home to the university's American Studies Program.

Views from the northwest and southeast

Integrity

Cooper House retains a high degree of historical integrity on the exterior and interior. On the exterior, a stair and ramp have been added to the west elevation at the driveway beneath the porte-cochere. Original wood windows and doors have been replaced with metal insulating windows except in a few locations, such as beneath the arcade on the north elevation. Here, the original wood windows and doors were protected from the weather and are in very good condition.

On the interior, the room configurations, features, and finishes remain largely intact, including the kitchen and bathrooms.

Condition and Recommendations

Cooper House is in good condition overall, but the building requires ongoing maintenance to counter the effects of weathering. Most serious, is cracking and deterioration of masonry, concrete, and stucco due to water penetration.

Cracking of masonry and concrete is evident in the terraces on the north and south, in the paving as well as base walls. Cracking of the columns on the primary south elevation may be due to thermal expansion and contraction and the quality of 1920s construction techniques as well as water penetration. The chipping of a corner of the concrete balcony is due to rusting and expansion of the metal railing anchor. Masonry planters in the yard north and east of the house are cracked due to water penetration and freezing. Cement washes added over brick window sills were probably intended to protect the vulnerable brick joints from water penetration.

Interior of Cooper House – living room and bathroom

Interior of Cooper House – stair and former dining room

The problems with water penetration and cracking could become serious and should be addressed as soon as possible. General information and guidance is provided in Chapter 8 of the Design Guidelines with respect to the characteristics of the different types of materials involved. However, it is recommended that the services of a building materials conservator be retained to review the various conditions in the field and obtain specific treatment recommendations condition by condition. Cooper House has a number of exterior wood details, including trellises, overhangs, and projecting decorative beams. Some wood elements are protected with metal caps. Metal spikes are used to address problems with pigeons roosting. Many of the wood members are in need of painting.

It is unfortunate that the original wood windows were replaced, though a good job was done with the replacements. Presumably the decision to replace the windows was made due to the difficulty of maintenance. The remaining original wood windows and doors should be preserved as examples of the original detailing. Similarly, the interior of Cooper House should continue to be preserved, including the kitchen and bathrooms even though they may be less useful to the current and future adaptive reuse of the buildings.

Masonry, concrete, and stucco deterioration due to water penetration

Wood detailing

Original wood doors on the north elevation

FOUNDATION HOUSE

Year Completed	1930
Addition	1985

The Foundation House was built in 1930 and designed by Wilbur Hitchcock. The brick Tudor style house is located across from the University on Ivinson Street. In 1981 after the University had acquired the property and it converted from a residency to offices and gathering space.

Historic north facade facing Knight Hall

View from inside the courtyard both of original on left and new addition on right

Historical Development

The Foundation house was owned by the Guthrie family. Mr. Mrs. John A. Guthrie purchased the home in 1930 and the family sold the house to the University 1981. It was originally suggested that the house become the President's home but it was decide that the UW Foundation would utilize the property instead.

An addition was added in 1985 on the east side of the original house. The addition was designed to replicate the original, but has modern single lit windows, K gutters, and the brick is slightly redder than the original on the courtyard side.

Original windows and main entrance on north side

Southwest corner with garden wall (left) and Garage (right)

Integrity

The Foundation House retains a high degree of historical integrity on the exterior. The exterior consists of original variegated reddish/brown brick with a brown brick watertable at the base, and half timbering with stucco in the gables. The stucco has a rough textured application that is dashed. Windows are original metal casement windows with drown brick surrounds on the sill and lintel. There is a full brown brick surround at the main entrance. The roof is modern asphalt shingles with original wood trim at gables, cornice, and at the roof. The gutters are a mixture of original copper and brow half round modern.

An original garden wall and garage creates a courtyard in the back of the building. The garage matches the rest of the original home but the brown brick watertable is lower than the home.

Condition and Recommendations

The Foundation house is in good condition and is well maintained. There is some missing mortar at base and some the repointing was done with a lighter mortar that doesn't match the original. It is recommended that any missing or cracked mortar be replaced with mortar that matches the original. The original metal casement windows should be retained and maintained. If needed ,storm windows can be added. There is a significant vine issue and the plants should be cut away from the building. The original copper gutters should be retained and any new gutters added to the original build should match the copper.

Examples of vine invasion

Gables

ALUMNI HOUSE

Year Completed	1931
Garage extension	1950

The Alumni House was built in 1931 in a stone Tudor Revival style. The University acquired the property in 1990 and has been used by the Wyoming Alumni Association ever since.

Historical Development

The Alumni House was designed by William Dubois and F. W. Ambrose and was constructed by Spiegelberg Lumber Company. The residence was designed for William and Ethel Goodale, who lived in the home until 1942 when Mr. and Mrs. George Forbes purchased the property. The Forbes owned the house until the university acquired the property.

Historic north facade

Integrity

The Alumni House retains a high degree of historical integrity on the exterior and interior. The exterior facade is constructed from locally quarried, miniature rustic sandstone with a small random pattern. The roof is steep with heavy clay tiles consisting of different colors of reds and brows, and wood trim that extend up the gables. There are modern metal snow guards on the roof. The casement windows on the first floor are original with wood frames and metal window sash and steel lintels. Windows on the second floor have been replaced and are casement, double glazed and heavier than the original. The red tile in the porch appears to be original. The two story building is constructed of several intersecting gable roofs with decorative red brick halt-timbering and stone infill. Original copper gutters and downspouts are in good condition. The back garden is surrounded by a stone fence with red brick trim. The more rusticated garden walls without any foundation might have been added later.

The interior has retained its original layout and finishes. This includes the fireplace, coffered ceiling, radiator grill, kitchen casework, bathroom tile and fixtures, stained glass, and stair handrails.

Original windows on first floor, left and modern windows on second floor, right

Condition and Recommendations

The Alumni House is in good condition and is an extraordinary example of preservation. The concrete foundation on the garden walls have some cracking. It is recommended that they be properly repointed and sealed. It is not recommended that the original windows on the first floor be replace but rather repaired as needed. Any replacement of the second floor windows should be done with windows that more closely resemble the original. The vines growing up the side of the façade should be cut away to prevent any future damage.

Garden wall

Garage

West elevation

Gutters and downspouts

Restroom

Stairs and built-ins

Living room with fireplace

RED HOUSE

Year Completed	1906
Addition and Renovation	2012

The two-story Red house was built in 1906 and is located on the corner of Ivinson and 10th Street. The house sat across from what was the Old Ivinson Memorial Hospital and is now a parking lot. In 2012 the house was renovated and a walkway connector was added and is used by the University of Wyoming Honors Program.

North elevation facing the park on Ivinson Street

East elevation with new walkway addition

Historical Development

The Red House was built in 1909 for Reverend Arnold G. H. Bode and design by Wilbur Hitchcock. Arthur Colley Jones later purchased the house, who was the director of the Ivinson Memorial Hospital and Cathedral Home for Children. The Ivinson Memorial Hospital was constructed in 1916 across from the house on 10th street. Jones then rented the house to the hospital to be used as nurses' dormitory. It remained a dormitory until around 1950. The University of Wyoming later purchased the house and has converted it over to offices, student enrichment, and classroom space.

Integrity

The original house still retains its original stone foundation, wood shingles, medium-pitched roof with pronounced flare and overhangs. There is a porch with Doric columns on the east side. The front/east façade is symmetrical and the side elevations are asymmetrical with a bay window on the north. A second floor balcony was removed and reinstalled during the 2012 renovation with modern handrails. A walkway was added on the south side of the house and attaches to the original garage. Both the garage and an adjacent house were converted over to office space during the 2012 renovation. The façade of the adjacent house was remodeled to match the Red House. An additional stone wainscoting was added to the converted garage, walkway, and adjacent house. The porch is a modern composite simulated wood and the columns are possible modern with modern concrete steps on the east. The west elevation has an original decorative engaged column and bay window that bumps out beyond the roof. New asphalt shingles on all three, connected structures.

Renovated garage, new walkway and adjacent house from 2012 renovation

Condition and Recommendations

The Red House is in good condition and is well maintained. The stone foundation is Sandstone with modern flush mortar joints in a sandy brown color and historic mortar is gray with a centered convex strike. It is recommended that any future repairs to the foundation, the gray historic mortar should be matched in color. The original windows were replaced with modern double hung aluminum windows. It would have been preferred to have retained the original and install storm windows if needed. There is a real loss of integrity in a wood residence with the loss of the windows. The wood shingle siding and decorative wood projecting supports are in good condition and should be preserved if future renovations and changes are made

West elevation

Original window

Stone foundation

Engaged column

Modern windows and wood shingle siding

to the building. The bay window on the north appears to have original diamond shape pains and should be preserved. The new addition and renovation are great examples of adaptive reuse and should be the standard for any future renovations of historic houses.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 8 ▪ TREATMENT GUIDELINES FOR HISTORIC BUILDING FABRIC

8.0 Introduction
8.1 Concrete
8.2 Masonry
8.3 Metals
8.4 Exterior and Structural Wood
8.5 Roofs and Drainage Systems
8.6 Doors and Windows
8.7 Historic Interiors

8.0 - INTRODUCTION

The preservation and integrity of historic buildings is greatly determined by the quality of their ongoing maintenance. Aside from renovations and additions, design guidelines for historic buildings and landscapes must address the treatment of historic fabric. Chapter 6 includes general guidelines for the treatment of heritage landscapes at the University of Wyoming. This chapter provides guidelines for the appropriate treatment of historic building fabric.

Two questions arise with respect to the treatment of historic building fabric: (1) are buildings being maintained or are they being allowed to deteriorate, and (2) are the maintenance techniques being used appropriate to the nature of the historic fabric and building systems?

At the University of Wyoming, historic buildings are in good general condition and being very well maintained, as discussed in Chapter 4 and evidenced from the fairly minimal comments in the 'conditions' portions of the individual building assessments in Chapter 7. For the most part, the University's historic buildings were well constructed, and they are not being allowed to

Historical Overview

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deteriorate. The quality of maintenance at the University is excellent. Buildings are being well maintained both inside and outside. A few exceptions are noted in the individual building assessments, most notably related to locations where there are open masonry joints and where inappropriate pointing of masonry joints was performed.

Chapter 4 notes the issue of maintenance budgets in the section on general landscape conditions. One of the concerns for the future involves ensuring that maintenance budgets and staff are consistent with the needs of preservation maintenance and the evolving demands of the heritage landscape care. This is true for new and historic buildings as well. Historic buildings must be maintained using maintenance techniques appropriate to the historic material and building system discussed in this chapter.

Future performance of new building materials and systems and future maintenance needs for new construction should be considered in evaluating sustainable building practices at the University. Concern was expressed to members of the planning team during field work, for example, that new façade systems being constructed might not hold up over time and that masonry construction work was being undertaken during inappropriately cold winter conditions. The University's construction guidelines should take long-term performance and appropriate construction practices into account to address such concerns.

In meetings and workshops conducted in the preparation of this plan, several participants noted that a significant amount of new construction is being undertaken, increasing the number and complexity of maintenance needs without a commensurate increase in maintenance budgets and personnel, placing stress on the Physical Plant Department in keeping up with maintenance. The University must carefully assess the need to increase maintenance budgets to ensure proper preservation maintenance, as well as the ongoing care of newly introduced buildings and landscapes. The idea of including a long term maintenance fund in the budgeting for new construction projects was discussed and should be considered.

In short, it is important that maintenance needs be addressed as an ongoing issue and that maintenance be funded to keep up with the level of new construction. The appearance of the campus is important in projecting the image and quality of the University, in attracting students and faculty, and in fundraising from alumni and others.

Below are general guidelines for the most common historic building materials used in University buildings. Portions of the following guidelines are based upon guidelines from preservation plans prepared for other colleges and universities by members of the planning team (JMA 2005 & 2008).

These guidelines are consistent with the principles embodied in the Secretary of the Interior's Standards, discussed in Chapter 5. When addressing maintenance issues with historic building fabric, repair is always preferable to replacement, even if the repaired historic fabric has imperfections. When replacement is necessary, replacement should be in-kind, matching the historic materials in form, configuration, color, texture, and appearance. Preserving authentic historic building fabric is a high priority.

Additional information on appropriate treatment of historic building materials is available in Preservation Briefs prepared by the National Park Service. Professional conservators should be consulted by the University in undertaking maintenance and repair work involving historic building materials. It is recommended that the University maintain a relationship with building materials conservators on an on-call basis.

8.1 - CONCRETE

Concrete is a common building material and may be cast-in-place or pre-cast. Cast-in-place concrete is formed and poured onsite and is commonly used for foundations, floors, structure, ramps, and walkways. Concrete was first used as a featured building material at the University to provide fireproofing in substantial buildings such as Agricultural Hall (now Health Sciences) in 1914, Aven Nelson (the first library) in 1923, and the renovation of Old Main in the 1930s and 40s. Cast-in-place concrete that predates 1950, when concrete was poorly-understood as a building material, is often prone to failure from design or installation flaws. However, this is not seen at the University of Wyoming because its early use was restricted to interior conditions not exposed to weathering.

Pre-cast concrete is a finish material that is fabricated offsite under controlled conditions and shipped to the site. At the University it begins appearing in the 1950s in buildings such as the Geology Building additions (1954-56). In the 1960s it became a featured exterior finish material in buildings such as the Physical Sciences complex and high rise dormitories.

Concrete is a conglomerate material composed of a cement matrix that has hardened around the interior addition of coarse and fine aggregate and metal reinforcement. Concrete's compressive strength is acquired from the hydration of the cement which forms a binding paste around the aggregates. Metal reinforcement gives concrete tensile strength. The alkalinity of sound concrete protects the reinforcement from corrosion by stabilizing an oxide film over the steel. Corrosion is inhibited as long as the oxide film over the reinforcement is not impaired.

Concrete Deterioration

The deterioration of concrete occurs through cracking or delamination. Cracking can be caused by the shrinkage of the concrete during installation, thermal expansion and contraction, or internal stresses. The exposure and rusting of metal reinforcing causes cracking as the rusting metal naturally expands. Delamination, the loss of material in thin sheets, is caused by inherent flaws in the original material, such as too much aggregate in the mix, and is exacerbated by freeze/thaw cycling, salts, and structural stresses.

No deterioration of concrete was observed during field surveys undertaken in preparation of this preservation plan except in concrete sidewalks. Buildings from the 1960s and later, however, were not examined closely. Maintenance personnel should undertake periodic inspection of buildings where concrete materials are exposed to the weather. Potential causes of deterioration include the freeze/thaw cycle, when water is able to permeate into the concrete; salts or carbon dioxide percolating through concrete causing leaching and deterioration of the concrete; or the corrosion of metal reinforcement.

Concrete Repair

Concrete repair work usually involves removal of the deteriorated material using methods that do not damage surrounding sound concrete. Careful cutting or small, hand-held chipping guns are preferred for removals. The surface of the concrete to be repaired must be properly prepared and must be clean, free of dust, and roughened to promote a mechanical key with the new concrete. Rusted reinforcement must be exposed to the full extent of the corrosion, cleaned down to clean metal, and painted with a rust-inhibiting coating.

New concrete can be placed as cast-in-place or by hand-troweling or grout-injection repairs for smaller areas. Repair mixes must be formulated to match the strength and appearance of existing material and also have low shrinkage. Test panels should be prepared with various mixes to find the closest possible match in color and texture.

8.2 - MASONRY

Almost every historic building at the University of Wyoming uses masonry as an exterior building material. Sandstone is the most prominent and character-defining building material at the University, widely recognized and appreciated by students, faculty, alumni, and the general public. Brick has been used as a secondary material over the years.

Sandstone

The University's earliest surviving buildings, Old Main and Science Hall (Geology), were constructed of locally quarried sandstone. Between 1908 and 1923, new buildings were constructed using brick as the primary exterior material. In 1924, design guidelines established in conjunction with the campus master plan returned to the use of regional sandstone as the University's primary building material, and a local quarry was acquired in the hills northeast of Laramie as a source of building stone.

Most of the University's masonry buildings constructed prior to World War II had load bearing masonry walls. The regional sandstone was used in a variety of ways, generally featured as rough faced ashlar coursing in the body of the wall with smooth faced stone for sills, watertables, spandrel panels, parapets, and detailing. Sometimes the smooth stone was raked with a pattern of fine lines. McWhinnie Hall has the most refined and varied use of sandstone finishes on campus.

Wyoming's sandstone was particularly suitable for the varied forms used in early campus buildings, especially those of Collegiate Gothic style like McWhinnie and Wyoming Union as well as the Art Deco stone detailing of Engineering and Arts and Sciences. After World War II, stone was used in broad horizontal surfaces common to the modern styles. In buildings of the 1960s and later, stone has tended to be used as wall panels, without articulation. Non-load bearing, these wall panels are divided by sealant joints, which are required for expansion and contraction due to the hard modern mortars being used. The panelized use of sandstone seems contrary to the material's nature and possibilities–almost like wallpaper–as well as to general campus character.

Limestone

Limestone was introduced as trim material for sills, lintels, watertables, and capstones in many later buildings. Other decorative stones were also used as accents in spandrel panels, such as in the Agriculture, Education, and Bureau of

Mines buildings. Limestone is a light-colored homogeneous stone with few mineral inclusions and can be so regular in color and texture that it can easily be confused for cast stone. Its regularity and fineness makes it ideal for carved sills and detailing.

Brick

In addition to being featured early buildings between 1908 and 1923, brick has been used on campus as a secondary material, often to lower building costs. The rear portion of the Petroleum and Aeronautics Wing of the Engineering Building is constructed of brick as are many of the University's late twentieth century buildings.

Early brick making technology produced bricks of varying quality. The quality of the brick used in historic buildings varies considerably, depending upon the materials used, shaping methods, firing quality, and other manufacturing considerations. The better quality bricks were used for exposed, exterior brick. In general, the brick used for early buildings at the University of Wyoming were of good structural quality.

Like a loaf of bread, bricks have an outer crust and a softer inner material. Without the outer crust, the inner brick is vulnerable to rapid deterioration. Removal of the outer crust by harsh abrasive or chemical cleaning greatly reduces the durability of the original bricks. Brick functions best when laid with bricks of a similar type and with a mortar mix that is carefully matched to the brick type.

It is important that brick masonry be protected from water infiltration through adequate roofing, flashing, and site drainage. Bricks are porous and can absorb moisture much like a sponge. Water infiltration can cause freeze/thaw damage to bricks in cold weather. Water from the ground can carry salts in solution into the masonry, which can cause internal stresses as the salts form during evaporation. Waterproofing coatings are not recommended for brick masonry because they can trap water within the masonry rather than keeping it out. When used, masonry coatings should be breathable.

Masonry Deterioration

The masonry materials used in University buildings has generally been of good quality, and only limited masonry deterioration was observed during field surveys conducted in the preparation of this plan. However, even though masonry is durable, proper care should be taken to ensure its long-term survival. Masonry maintenance is not just an aesthetic consideration but a structural one. As with all historic materials, frequent evaluation and careful maintenance can resolve minor problems before they become serious and require expensive repairs.

Open masonry joints were the most common problem observed in historic buildings on campus. Open joints were most prevalent at watertables, such as at McWhinnie Hall, where transitions from thicker lower walls to thinner upper walls are made. Masonry joints on top surfaces of the watertables have been exposed to weathering, and in some places the mortar has deteriorated leaving an open joint. Open joints are particularly dangerous because they allow water to enter the wall and then freeze in cold weather. When water freezes, it expands causing cracking of the masonry and providing more ways for water to enter.

Deterioration due to water penetration often occurs around entranceways, where masonry projections are found. Such deterioration was observed around the entrance to the Bureau of Mines. Planters and areaway walls at several buildings showed significant deterioration due to water infiltration and are locations of particular vulnerability. Parapets at the tops of buildings are usually vulnerable as well because of their exposure and because they tend to be less visible and not maintained. At Wyoming, however, parapets appear to be well-maintained, often using sealant joints on their top surfaces, probably an indication of the care and attention paid to roof maintenance by Physical Plant staff.

Surface deterioration and delamination are also problems caused by water infiltration into masonry. Saturation of porous sandstone caused by water infiltration from above or from the ground can result in surface deterioration in which layers of stone flake away. Surface deterioration was seen in decorative stone over the main entrance to Engineering Hall and in stones at ground level at McWhinnie Hall. Sandstone is particularly vulnerable to this condition because of its porous nature, though it is not as common in University buildings as might be expected due to the good quality of the stone. Efflorescence, a whitish stain on stone or brick that is the result of crystallized water-soluble salts, is often a sign of water saturation. Surface deterioration and delamination is also occurring in stone at the base of many entrances to University buildings. This condition is probably being caused by the use of salts for deicing in winter as well as to saturation and freeze/thaw cycles. Sodium, calcium, and magnesium chloride based deicing salts can damage entryway and foundation masonry, as well as doors and door frames. The salts are absorbed into the masonry with the water. As the masonry dries, the salt residue forms deep within or on the surface of the masonry causing internal stresses and damage.

Masonry walls may be damaged by the corrosion of embedded metal elements and structural stresses. Embedded metal materials, such as steel angles, metal anchors, and through-wall pipes, will corrode in the presence of water. The expanding of corroding metal can have enough force to crack masonry joints and even stone or brick. The rusting of steel lintels over windows can lift and crack surrounding masonry and is called 'jacking.' Jacking was seen most prominently at Merica Hall and was also evident in some other buildings.

Inappropriate treatments and repairs can cause further masonry deterioration. Historic masonry is often repointed with modern hard, dense Portland cement mortars that were not available historically and which are inappropriate to the historic walls. The Portland cement mortars are often harder than the masonry. Masonry load-bearing walls are subject to daily and seasonal movement from differential thermal expansion/contraction and freeze/thaw cycles. Hard, dense Portland cement mortars are inflexible and do not allow for this movement, leading to cracking of the softer, more porous masonry. Inappropriate pointing was observed on a number of University buildings during field surveys in preparation of this plan.

Sealant should only be installed in masonry units located on wash surfaces, such as parapet tops, projecting water table and belt courses, and steps. Sealant should never be installed on vertical wall surfaces. Sealant will trap water within the masonry wall, forcing the water back into the masonry units. Any embedded metal anchors located within the wall will corrode and expand causing cracking.

Structural problems, such as settlement, may shift an entire wall causing cracking through joints as well as through stone or brick units. Cracking along the mortar joints or through masonry units is an indication that the masonry is in motion. Masonry cracks provide opportunities for moisture penetration which leads to further deterioration often due to expansion caused by freezing.

If cracks or disrupted masonry are observed in a masonry wall, a structural engineer should be consulted to determine the cause and appropriate remedial treatments. The majority of structural problems can be prevented through proper inspection and preventive maintenance.

Masonry Repair

Repairs to historic masonry should only be performed by craftsmen skilled in historic masonry preservation approaches and techniques. The type of masonry, the type and extent of damage, and the proposed methods of repair should be determined

prior to beginning any work. It is important to understand that different types of masonry have different physical properties, weights and densities, and weathered surfaces. Detailed information on appropriate treatments for historic masonry can be found in the National Park Service series of Technical Preservation Briefs. It is best to consult a building materials conservator, restoration contractor, or preservation professional before undertaking repair or repointing because appropriate work is important, not only for aesthetic reasons but also for the masonry's long-term stability and durability.

Masonry Repointing

Repair of open or deteriorated mortar joints should be undertaken as soon as possible for historic buildings on campus. Buildings where open or deteriorated joints have been observed are identified in the individual building assessment in this plan. Appropriate repointing using preservation techniques is critical to a historic masonry building's physical condition and plays a significant role in integrity and appearance. The University should use masonry contractors with demonstrated experience in work with historic buildings; masons trained in new construction often lack expertise with historic masonry.

The mortar mix is critical to masonry function and aesthetics and will vary according to the type of masonry. The composition of the new mortar should duplicate that of the original mortar mix as closely as possible. An historic mortar analysis can provide valuable information for characterizing the original mortar, particularly in matching the sand color, mineralogical content, and grain size. However, mortar analysis will not necessarily be able to fully determine the actual original mix.

The strength of the mortar is also important. The new mortar must be weaker and more permeable than the existing masonry while achieving good bond with the masonry units. In historic masonry buildings, soft mortar joints are flexible enough to allow for the seasonal expansion and contraction of the wall. Modern buildings control this movement through expansion joints. If a historic masonry wall is pointed with a harder, less-flexible mortar, the masonry unit becomes the weakest link. The masonry, not the mortar joints, will crack, spall, or deteriorate as it absorbs the stress caused by seasonal changes and movement. If left unchecked, this masonry deterioration can result in structural failure of the wall.

A custom mortar mix appropriate for historic masonry can be obtained using combined Portland cement and hydraulic lime-based mortars. Most masons are familiar with characteristics of hybrid mortars, which combine the quick set and

strength of Portland cement with the flexibility and greater workability of hydraulic lime. The advantage of these hybrid mortars is that they are mixed and cured in a similar manner to modern Portland cements.

Type N mortar mix is an industry standard general purpose mortar mix preferred for soft stone masonry. A type N mix is composed of 1 part Portland cement, 1 part lime and 6 parts sand and has a medium compressive strength. When a custom mortar mix is not being used, a standard type N mix may be acceptable.

Matching the color, texture, and appearance of the historic mortar is achieved through trial and error using test panels. Sand matching that of the historic mortar should be used. Many of the mortars used in University buildings are rich in sand content and have a grainy character. Iron oxide pigments may be added to test panels to match the color of historically pigmented mortars. Multiple test panels are usually needed to achieve the right color and texture match.

Mortar should only be removed when it is absolutely necessary, such as when the mortar is unsound, cracked, eroded, or crumbling. Removal of mortar at all joints in an effort to achieve a uniform appearance is rarely necessary. Unsound mortar should be removed to a depth of 2.5 times the width of the joint, or to sound mortar, whichever is greater. Work should be performed using hand-held, non-power tools. Power tools such as masonry saws can easily damage masonry. In some circumstances, a thin saw cut may be run down the center of a horizontal joint with the remainder removed by hand. However, masonry saws should never be used on vertical joints. This work should only be attempted by skilled preservation masons.

New work should match historic mortar joints in color, texture, joint size, profile tooling, and any decorative details, such as penciling. Where necessary, voids in bedding mortar must be packed with new mortar, and then repointed to prevent face loading of the masonry and consequent spalling. Masons should achieve visual continuity between surviving historic material and new patches.

Mask grouting is the practice of applying a skim topcoat of mortar over existing joints and is essentially a cosmetic fix. Not only does it hide any underlying existing mortar problems, it changes the appearance of the entire building. This practice should be avoided.

Sealants

Waterproof building sealants should only be applied to joints in horizontal wash surfaces at parapet caps, sills, watertables, projecting cornices, and steps. These joints are particularly prone to water penetration. Proper sealant installation involves installation of a foam backer rod with the correct diameter for the size of the joint. Sealant must be installed against the backer rod, forming a concave joint between the masonry units. Flush sealant joints that do not have a concave shape have been improperly installed. Do not allow sealants to overlap the outside face of the masonry, as it will cause the sealants to fail prematurely. Do not use sealant in joints on vertical wall surfaces because it will trap moisture within the wall and lead to deterioration.

Crack Repair

Cracks in masonry should be properly diagnosed before undertaking any repair work. Cracks caused by structural stresses should be investigated by a structural engineer to determine their cause and appropriate remedial repairs. Any underlying structural problems must be addressed before performing repairs.

Cracking from a one-time event, such as small-scale settlement, may require a cementitious mortar or grout repair. Cracking through masonry joints should be repaired by repointing the affected joints. Cracking through masonry units may require the installation of reinforcement and a cementitious patch or grout repair. Long, deep cracks in a masonry unit may be patched using a knife-grade patching compound to prevent further moisture penetration. The visual impact of such a repair should be minimized by using a colored mortar that is similar to the color of the masonry being patched.

Not all cracks in masonry require repair. Cracks may simply be a part of the natural weathering process for some stone masonry. Small, hairline cracks on vertical surfaces of stone masonry should not be repaired unless they are deep enough to allow water to infiltrate into the masonry wall. However, such cracking on horizontal wash surfaces should be patched with a knife-grade patching compound to prevent water infiltration.

Patches and Dutchmen

Small pieces of masonry lost through spalling or delamination can be repaired with a cementitious patching compound that matches the color and hardness of the primary masonry. Proprietary patching compounds must only be installed by trained masons. Many manufacturers offer training courses and product certification

for masons. Commercially available patching compounds can be either Portland cement-based or natural hydraulic lime-based. It is important to choose a patching compound that is compatible with the compressive and flexural strengths and permeability characteristics of the masonry to be repaired.

Damaged areas of masonry that are too large to patch may be repaired by installation of a masonry dutchman. In this procedure, the deteriorated portion of the masonry is cut away and a new piece of masonry (the dutchman) is installed to match the existing. Dutchman repair is a much more durable repair than a cementitious patch repair. A cementitious patch may need to be replaced after 10-15 years, while a properly-installed dutchman should last as long as the masonry itself. Dutchman repairs require skill to install correctly and should not be attempted by inexperienced personnel.

Fine masonry details exposed to the weather at some locations on University buildings, such as over entranceways, have experienced some chipping and spalling. It may be advisable to leave these details as-is. Repairs may not hold up to the severe conditions that caused the chipping in the first place.

Consolidation

Consolidation is a common remedy for surface disintegration in silicate-based masonry such as sandstone masonry. At the University of Wyoming, surface deterioration has not been a systemic problem due to the good quality of the stone. Commercially-available consolidants are not appropriate for masonry containing a calcium carbonate binder, such as limestone.

Consolidation should only be considered in situations where the masonry is friable (prone to crumbling) and exhibits surface disintegration. Consolidation works on a microscopic level to strengthen cohesion between grains. Consolidation is not appropriate for delamination, spalling, or large-scale cracking.

If the masonry type and deterioration warrants consolidation, the first step is to characterize the masonry through petrographic analysis and materials characterization. Testing is performed in a laboratory to investigate how the consolidant treatment affects the physical characteristics of the stone. It is also important to investigate how effectively the masonry takes up the consolidant treatment. Consolidants must not be used if the masonry is adversely affected or if the consolidant is not properly absorbed. If laboratory testing determines that the consolidant is well-absorbed by the masonry and does not significantly alter

its physical characteristics, then the consolidant should be tested in field mockups. Consolidation is an irreversible treatment and should not be undertaken by unskilled personnel or without proper laboratory and field testing.

Repair of Corroding Lintels

Steel lintels are used over windows in a number of historic buildings at the University. Jacking of masonry due to corroding lintels was observed at several locations, but in most cases the problem was minor and only requires repair of the cracked joints. The most significant jacking was observed in the brick masonry of Merica Hall.

The long-term solution to the problem of seriously corroding lintels is to remove the piece of corroding metal in its entirety. First the window must be properly shored, using techniques that have been approved by a structural engineer. Then the overlying brick or stone units must be removed, a minimum of four courses of brick above the window and one foot to either side. The original bricks or stones should be removed as whole units, cleaned of mortar, and salvaged for use in the masonry repair.

The corroding lintel can then be removed and replaced with a new one. The new lintel should be properly flashed, with the flashing cut into the masonry backup at the top, run vertically against the masonry backup for a minimum of eight inches, and then flashed over the steel angle. The salvaged brick or stone should be used to reconstruct the masonry facing over the window lintel. It is important that the masonry repair follow the brick or stone size, pattern, and row height in the surrounding wall. Replacement mortar should match the original in its thickness, color, texture, and finishing.

Masonry Cleaning

In considering the cleaning of historic masonry, evaluate the historic material, the type of soiling, the reason for cleaning, and the cleaning method. Cleaning should be undertaken only where dirt or other material obscures significant architectural features, or is causing, or has the potential to cause, damage to masonry. Cleaning methods should be carefully selected to do the job without harming the historic material. It is also important to repoint deteriorated mortar joints prior to cleaning to ensure that water does not penetrate the wall during cleaning.

Cleaning treatments fall into three general categories: water-based, chemical, and mechanical methods. Water-based methods include pressurized water spray, heated water treatments, and mist-spray. Chemical methods involve the use of soaps, detergents, acidic and basic cleaners, and biocidal treatments in a variety of gels, liquids, pastes, and poultices. Mechanical cleaning methods include the use of tools, such as brushes, scrapers, and specialized rotating and laser-based cleaning equipment. It is possible to combine treatments for the best results, such as combining mild mechanical methods with low-pressurized water spray.
The preservation approach is to always employ the gentlest cleaning method starting with low-pressure water and natural bristle brushes. Water pressure should be no stronger than 150-200 pounds per square inch (psi). High-pressure water spray can damage masonry surfaces and drive moisture into cracks and joints. Several cycles of mist-spray can be effective in removing some black gypsum crusts with minimal scrubbing. Any cleaning method using water should not occur when the temperature will fall below 50 degrees Fahrenheit for three days after cleaning.

Chemical treatments should be approached with great caution because they can cause irreversible damage. Chemical cleaners should be chosen by a knowledgeable professional who understands the type and condition of the masonry material to be cleaned. They should never be applied by unskilled personnel. Understanding the physical properties of the masonry and type of soiling in question is a vital first step before proposing or testing any chemical cleaners. If chemicals must be used, test panels should be prepared and carefully evaluated to avoid over cleaning.

Abrasive sandblasting should never be used on historic masonry because it is irreversible and extremely damaging. Sandblasting accelerates deterioration of historic masonry materials and has a profound negative impact on a building's historic character. Sandblasting removes the hard, protective surface of the masonry, especially brick, and breaks mortar joints, leading to moisture penetration.

8.3 - METALS

Metals are a secondary material in the University's historic buildings and are found on the exterior in entrances, windows, handrails, canopies, sun screens, and decorative light fixtures and on the interior in stairways, hardware, and decorative features. The metals most frequently used in architecture are alloys containing lead, tin, zinc, copper, nickel, aluminum, and iron. Iron and its alloys, including steel, are particularly prevalent in buildings because of the increase in quality and lowering of production costs brought about by technological breakthroughs in manufacturing in the late nineteenth century. Metal elements are inherently durable if properly maintained.

Metal Deterioration

Corrosion is the major cause of deterioration of architectural metalwork and is exacerbated by the presence of moisture. Corrosion can be caused by structural stress, electrochemical reaction with dissimilar metals, or corrosive environments, such as salt-laden water. It is accelerated wherever water collects against metal elements, such as at the bottoms of handrails and light posts. Metals undergoing corrosion are slowly reverting to their natural ores, such as iron oxide. This process involves significant expansion of the corroding metal, which can cause extensive masonry cracking, such as the rusting of steel reinforcing in concrete and masonry anchors and supports in stone and brick walls.

Architectural metals can also deteriorate from mechanical failures, such as overloading or fatigue. For example, use of doors, and operable windows can cause metal fatigue over time. Use of handrails can slowly work sections loose from their anchors and disrupt the concrete or masonry at the anchor connections.

Metal Repair

The architectural metalwork of historic buildings can be maintained through proper surface preparation and application of protective coatings where appropriate. Some metals must be painted for protection while others should be left unpainted. Cast iron, steel, and tin should be painted to protect them from corrosion. Copper, bronze, aluminum, and stainless steel should be left exposed.

Deteriorated paint on painted metal surfaces should be removed using appropriate methods, including wire-brushing for non-decorative elements exhibiting light rust, or chemical paint removal for heavier built-up paint. Severe corrosion may require that entire sections of metalwork be removed to a shop for repair. Newly-cleaned metal should be immediately protected with a rust-inhibiting primer. Alkyl-based enamel paints are recommended for finishing iron alloys. Latex and other water-based paints are not recommended.

Metal Replacement

Replacement of metal elements should only be undertaken as a last resort, when the element is deteriorated beyond repair. Most metal elements in historic buildings are important character-defining features, and replacement in-kind could be expensive. Ongoing maintenance can prevent the need for replacement of metal features.

Many of the original entrances of historic buildings at the University, discussed in a separate section below, have been replaced with inappropriate modern glass and metal entrances. Where new or replacement handrails are required, their design should match the characteristic environment of the building. Modern stock handrails are not appropriate for most historic buildings, though sympathetic modern installations can be found. Decorative light fixtures and other elements should be reproduced to match the existing historic elements in size, thickness, and details.

8.4 - EXTERIOR AND STRUCTURAL WOOD

Wood is used to only a limited extent in most of the University's historic buildings. Wood was a primary structural, functional, and decorative material in the University's earliest buildings. Interior structural framing, floors, and stairs were a primary feature of early buildings such as Old Main, Science Hall, Merica Hall, and Hoyt Hall. Wood windows were used in early buildings into the early 1920s. The desire and need for fire protection led to the substituting of concrete and metal floor and stair systems for wood as early as 1914 in Agricultural Hall. Wood windows ceased to be a common features in the mid-1920s.

Today, wood floor systems remain in Merica and Hoyt. The floors in Old Main were replaced with concrete and steel in the 1930s and 40s. Wood windows remain only in Merica Hall, those of other buildings having been replaced from the 1950s through the mid-2000s.

Wood remains an important material in the residential buildings in adjacent neighborhoods owned by the University and its supporting organizations, such as Cooper Mansion, Foundation House, Alumni House, and Red House, as well as Fraternity and sorority houses along Fraternity Mall. Wood remains a featured material of historic interiors ranging from Merica and McWhinnie to Engineering and Arts and Sciences.

Deterioration of Wood

The most prevalent problem affecting exterior architectural woodwork is water penetration from poorly maintained roof, flashing, and site drainage systems. This can be seen at various wood elements, including cornices, porch columns, and wood cladding. Water penetration can lead to wood rot and insect infestation. Buildings are also vulnerable to infestation with termites. Termite damage can occur in both wood frame and masonry buildings wherever termites can reach architectural woodwork. Termites can cause significant damage to wood framed and detailed buildings before the damage becomes readily visible.

The ease with which wood can be used to form features and decorative details and its exposed location on building exteriors make it naturally susceptible to weathering and deterioration. The complex design and execution of wood details creates opportunities for damage from water, air, and insects. The condition of wood elements is highly dependent upon the extent and quality of regular maintenance. Without routine inspection and prompt remedial action, wood deterioration will accelerate rapidly on both the interior and exterior. Early detection and repair avoids more extensive and costly repair later. Unfortunately, once they have deteriorated, wood details are often removed rather than repaired or replaced.

Historic craftsmanship was based upon the uses and characteristics of different wood species. In rehabilitation and repair projects, replacement wood should match the historic materials. Availability, cost, and quality, however, are also important considerations in the selection of wood species. For instance, old-growth white pine was used extensively for structural framing historically and was much denser than the white pine available today. Cedar, on the other hand, was not available historically, but is now preferable for use in wood detailing that will be exposed to the elements because of its resistance to weathering.

Wood Repair

Repair work should be carefully planned to have the least physical impact on historic wood. Any cleaning should be undertaken using careful, non-abrasive techniques. High-pressure blasting using either water or abrasives is very damaging and should never be used. Painting and caulking of exterior woodwork is the primary means of its protection from weathering. Painted surfaces should be well-maintained. In general, use an alkyd primer coat and two coats of latex finish paint on wood surfaces, according to the manufacturers' instructions.

As with all historic features, damaged sections should be replaced in-kind to match the historic feature and material and its visual and physical qualities, duplicating its size, shape, texture, and detail. Rotted wood should be removed and replaced, especially if it is structural. It is usually not necessary, however, to remove an entire wood element that has limited areas of rot. Wood elements should not be removed for minor defects of appearance. Retaining authentic historic building fabric is a higher priority and more important to a building's historic integrity than a defect-free appearance.

When deteriorated wood does need to be replaced, the deteriorated portion of the wood element can be selectively removed and a wood dutchman installed as a patch in the original wood feature. For structural elements, a structural engineer should be consulted to determine the nature and extent of the repair required. In areas of significant or ornamental wood elements, commercially available epoxy consolidants can be used to give strength to the existing wood. Consolidants can also eliminate the need to remove original historic wood elements.

The installation of vinyl or aluminum siding materials on historic buildings is not an appropriate preservation treatment. Vinyl and aluminum materials seriously alter the historic appearance and character of a building by removing or covering important details such as cornice, window and door trim, and wood siding. Vinyl and aluminum siding materials are also problematic because they are not maintenance-free as frequently advertised. Colors and finishes fade over time, crack and warp, and are frequently changed or discontinued. The cost of periodic vinyl or aluminum siding replacement is more expensive than the cost of maintaining historic wood.

The use of fiber cement composite materials such as Hardie Board for painted wood features and siding is an acceptable treatment because of the appearance and longevity of the material and because it can be cut, assembled, and worked much like wood. Materials must be used in accordance with manufacturer's instructions and procedures.

8.5 - ROOF AND DRAINAGE SYSTEMS

Roof systems are the most important building element in the overall protection of a historic building and should have the highest priority in building maintenance. Roofs not only keep water out of a building's interior, they keep water from penetrating and damaging exterior walls and structural members. Providing a weather-tight roof and properly functioning drainage system is critical to the preservation of historic buildings and should be addressed before any other concern.

The essential function of any roof system is to prevent water infiltration. Although each roofing material requires its own level of maintenance and repair, the roof and its component parts, including its structure, sheathing, gutters, flashing, and drains, should be approached as one system. The failure of one component of this system can cause extensive damage and deterioration elsewhere.

The roofs of most historic buildings at the University are flat or slightly sloping and are not visible from the ground. Many of the University's earliest buildings, from Old Main in 1887 through Aven Nelson (the historic library) in 1923 had sloping hipped roofs. Slate with metal ridge and valley flashing were the common materials used for these early roofs. The historic slate has since been replaced with asphalt shingles in every instance.

From 1924 onward, most roofs on University buildings have been flat or gently sloping and have not been featured in building character and appearance. While these roofs were not inspected during field surveys undertaken in preparation of this preservation plan, conditions visible from the ground indicate that the roofs of campus buildings are well maintained. A clear sign of their good maintenance is the good condition of roof parapets, which are highly susceptible to neglect and deterioration. Many of the parapets of historic buildings visible from the ground appear to have had sealant installed in joints on their top, horizontal surfaces, which is a good maintenance practice to keep water from entering the parapet wall through masonry joints.

Roof Maintenance and Repair

Continued and ongoing maintenance is the most effective means of preventing serious problems resulting from the deterioration of roof and drainage systems. Failure to effectively control and conduct water from roofs and away from buildings can cause multiple and expensive deterioration problems in masonry walls as well as in concrete, steel, and wood structural components.

Roofs should be thoroughly inspected at least once a year. Roof drainage systems should be evaluated holistically as an architectural, landscape, and civil engineering issue. Inspections should review how water flows on the roofs, is conducted to the ground, and carried away from the building. Many of the University's historic buildings have internal roof drains which must be kept clear and flowing. Some drainage piping appears to be embedded in masonry walls and flows out onto grade at ground level through openings in masonry walls. Internal freezing could cause serious masonry problems in these walls.

Flashing is a continuous metal barrier that seals vulnerable roof joints. Flashing is used to bridge gaps between dissimilar materials, especially those with different rates of expansion, and/or incompatible profiles. Flashing prevents water from infiltrating the building at corners, ridges, valleys, or other changes in plane that are prone to separation, including joints between an original building and additions.

Flashing is particularly important at roof parapets to prevent water from entering masonry walls. Repair or replacement of deteriorated flashing should be part of routine preventive maintenance. In the inspection of flashing, small holes or pinholes can be a sign of trouble in addition to obvious flaws such as cracks or corrosion.

The repair of roofs that are a visible part of the building's character should be executed in-kind to match historic conditions, including materials and workmanship. Significant materials should be replaced to match the historic materials. For example, copper gutters should be replaced with copper, and galvanized with galvanized. The gutter profiles and mounting system should be consistent with the historic versions. When in-kind replacement is not feasible, replacement materials should match the visual and physical characteristics of the historic roof system.

At the University of Wyoming, most visible historic roofs were slate, as noted above, and have been replaced with asphalt shingles. While this is an acceptable treatment, it would be preferable to replace these roofs with synthetic slate, which has a longer life and a more appropriate appearance for historic buildings in such a prominent institutional setting. The use of synthetic slate should be considered when it is time to replace the existing asphalt shingle roofs.

Snow guards should be installed on all sloping roofs above the eaves and up the lower portion of the roof to prevent snow and ice from falling on pedestrians. Follow manufacturer's instructions with respect to placement and spacing. Historic gutters and downspouts should be replaced in-kind to match historic visual qualities including materials, profiles, and details. Replacement gutters should not alter the character of the building's eaves and architectural detailing.

Where roofs are flat or gently sloping and cannot be seen, it is acceptable to use contemporary roofing systems that meet functional needs. This is the most common condition for historic buildings at the University. Sight lines from nearby buildings, streets, and other vantage points should always be evaluated in determining when to use contemporary roof systems.

Repairs should be made using building-appropriate materials and techniques that are meant to last for the long-term and are not simply a short-term fix. Roofs should never actually be flat but should always slope positively to gutters and roof drains. Water ponding on a roof surface should never be permitted.

8.6 - DOORS AND WINDOWS

Doors and windows are character-defining features that should be preserved and maintained whenever possible. At the University of Wyoming, many of the historic doors and windows have been replaced over the years. This is particularly true for historic building entrances.

Most of the original doors on the University's historic buildings were made of wood and had a limited amount of glass, if any. They were heavy, well-built and constructed of harder and heavier wood than is commonly in use today. The environmental effects of constant use and exposure, however, undoubtedly led to severe wear. Because most early doors had little glass, their replacement with modern metal storefront systems may have seemed both a functional and aesthetic improvement – maintenance-free and allowing improved visibility. In some cases, historic doors were replaced with sheet metal doors with little glass. The modern metal doorways are at odds with the historic character of their buildings.

Most of the University's early buildings were constructed with wood doublehung windows. Buildings from the mid-1920s onward tended to use steel casement windows. Historic wood doublehung windows were usually of high quality and when maintained can have a long and useful life. Thermal efficiency can be improved through the installation weatherstripping and storm windows, preferably on the interior. Historic steel casement windows also last a long time, though air infiltration and heat loss are problems during Wyoming's cold winters.

Merica Hall is the only major historic building on campus that retains its original wood doublehung windows. They are in good condition, and it is important that these windows be preserved when the building is rehabilitated.

Historic steel windows remain on buildings such as Arts and Sciences, Engineering, and Agricultural Hall but have been replaced on most other buildings. It would be preferable to retain historic steel windows where they remain; interior storm windows could be installed to improve thermal performance. However, the thermal performance of historic steel windows is particularly poor in the Wyoming climate, both due to conductivity and air infiltration. Replacement with new metal windows with thermal breaks and insulated glass may be deemed necessary to improve performance while assuring that windows remain easy to open. Operable windows are necessary for ventilation during good weather, as most historic University buildings do not have air conditioning. Operable windows are an important part of a sustainable environmental approach.

Doorway Treatments

Doors are more than functional entryways; they are important architectural elements and contribute to the character and integrity of a historic building. Where original historic doors have been replaced with inappropriate modern doors, it is recommended that, over time, the inappropriate doors be replaced to improve the aesthetic character of the entranceway. Replacement with doors replicating the historic appearance would be preferred if historic conditions are well documented. If not, sympathetic contemporary doors would be appropriate.

Doors are subject to intense wear from exposure to the weather and constant use. Periodic inspections are important to ensure that doors are operating properly and hung correctly to avoid failure at hinges or other hardware. Push plates and kick plates protect the finishes of wood doors in these vulnerable areas. Wood and metal doors are also damaged by moisture which causes wood rot and corrosion. Deicing salts can cause damage to wood finishes and dramatically accelerate the rate of corrosion.

Historic doors often feature door hardware, transoms (operable or fixed sash over doors), sidelights (vertical or fixed ribbon windows flanking a door), trim, thresholds, and steps. Wood doors can be refinished to repair scratches or worn areas. Typically, wood doors would be finished with an oil varnish, though modern polyurethane based varnishes are more common today. It is important to match the original finish of the wood doors in both color and gloss level and to retain the original design intent. High gloss levels are inappropriate for new finishes.

Missing elements of historic doors should be replaced in-kind, and the door's original size, profile, and configuration should be preserved. Glazed entry features such as transoms, sidelights, and partially glazed doors should also be retained, repaired, or replaced-in-kind. In some situations, improved weather-stripping around door frames can increase energy efficiency and help protect a door's historic features. Deteriorated doors that are beyond repair should be replaced in-kind, to match the original in materials, design, visual qualities, and size.

Retrofitting for emergency egress and fire-safety should be done in a manner that preserves the door's historic features. Many state building codes have special provisions for historic buildings; these should be fully explored before alterations occur. Fire-retardant coatings, other means of egress, areas of refuge, rated partitions, and other measures allowable under life safety codes can avoid the need to remove a significant historic door.

Window Treatments

Historic windows are critical aesthetic elements of a building and proper treatment is extremely important in retaining historical integrity. Both fenestration patterns and the configuration of individual windows are character-defining features that contribute to a building's design, proportion, and rhythm. Historically, light and ventilation were important to building use and performance before electric service and artificial air conditioning became commonplace. Windows were designed to maximize interior natural light. In University buildings that do not have air conditioning, natural ventilation remains important today, as mentioned above. Windows placed on opposite sides of a building or room allow cross-breezes to circulate fresh air to inside spaces.

The University has a mixed record in the replacement of historic windows. Some replacements, such as at Aven Nelson, Hoyt, and Wyoming Union, appear successful in replicating historic character. Others do not. The replacement of historic windows at Old Main and Science Hall in the 1940s and 50s made no attempt to replicate historic character. The more recent replacement of wood doublehung windows at historic Agricultural Hall (modern Health Sciences) was unfortunate, probably unnecessary, and altered the building's historic character.

Replacement of steel casement windows at Knight Hall was undertaken in two phases. Selection of replacement windows in one phase was poor – window mullions and muntins were far too thick and meant for windows with larger openings. During the second phase, a better selection was made and the overall character of that portion of the building was retained.

Replacement windows should match historic windows in appearance, character, and use and should preserve the overall visual character of the historic building. Replacement windows should match the historic shapes, widths, thicknesses, and configurations of the stiles, rails, mullions, and muntins of the historic windows being replaced. Window configuration and operation, whether fixed, doublehung, casement, awning, or hopper, should be the same as the historic window. Use of insulated glass is acceptable, but the use of applied muntins, and especially use of embedded muntins between insulated glass panes, is not appropriate.

Storm windows can be used to help achieve increased thermal efficiency at historic windows without removing historic materials and features. Interior storm windows are available and are particularly appropriate for use with metal casement windows. Because interior storm windows maintain the appearance of the exterior facade,

they are preferable, and often less expensive, in cases where the windows are non-operable. Inexpensive and reversible magnetic storms can be removed in warm weather so that windows can open. Permanent interior storms are more appropriate for institutional buildings. Interior storm windows should be installed with air-tight gaskets, ventilating holes, and/or removable clips to avoid condensation damage to wood or steel sash. Where interior storms are used, sufficient ventilation must be provided at the historic prime sash to avoid moisture condensation that will damage the historic unit.

8.7 - HISTORIC INTERIORS

Most historic buildings at the University of Wyoming retain a high degree of historical integrity on their interiors. A few buildings, including Old Main back in the 1930s and 40s and Agricultural Hall (Health Sciences) more recently, have been dramatically altered. Wyoming Union, Coe Library, and the Business School have also been dramatically altered on their interiors.

Arts and Sciences, Engineering, Agriculture, and Education are examples of buildings that retain a high degree of integrity on the interior. In Engineering Hall, classrooms have been upgraded with modern technology and teaching facilities while retaining many historic features. And while classrooms and offices have been upgraded, public spaces including entrances, corridors, and stairways have been preserved. In a number of historic University buildings that have been adaptively reused, especially older dormitories such as Hoyt, Knight, Wyoming, and Ross that converted to office use, historic interiors for the most part remain intact.

In the future, it is probable that interiors will continue to require upgrades for technology and building systems. When change is undertaken, historic configurations, materials, and features should be retained to the extent possible. Wholesale gutting and replacement of historic interiors, such as occurred in the renovation of Agricultural Hall (Health Sciences) should not be permitted. Historic room configurations and circulation patterns should be retained. As much historic building fabric as possible should be preserved.

Process for Interior Rehabilitation and Adaptive Reuse

When historic interiors are renovated, the preservation of as much original historic building fabric as possible is a primary goal. Retain historic building fabric and architectural details whenever possible. The removal or alteration of historic building fabric and architectural details diminishes the integrity and character of the historic building.

In considering a new use for a building, careful planning and evaluation should first determine whether the proposed use is appropriate to the building and whether the degree of change necessary to accommodate the use can be accomplished without significant impact to the interior's historic character and integrity. Some historic buildings cannot accept dramatically different new uses.

Proposed interior construction work should conform to the same principles and processes as that for exterior work on historic buildings. Chapter 5 outlines the overall preservation approach in accordance with the Secretary of the Interior's Standards. It is recommended that a historic preservation professional be included on the design team for projects involving historic buildings and that a preservation consultant advise the University on the design team's approach.

In planning for interior changes, the historic interior should be divided into a hierarchy of zones of sensitivity. Principal and public spaces such as entrances, corridors, stairways, and special rooms should be considered zones of high sensitivity where little or no change should occur. Secondary spaces such as classrooms and offices should be zones of moderate sensitivity where moderate change may occur but as much historic fabric as possible be preserved. Tertiary spaces such as storage spaces, mechanical spaces, closets, attics, and basements are spaces where complete change may occur and where service distribution (ducts, conduits, raceways, etc.) should be focused.

The historically significant elements of each interior space should be identified. Historically significant characteristics of an interior include room layout and plan, spatial flow, circulation patterns, light, and interior volumes. Historic building features include doors, transoms, frames, hardware, windows, blackboards, trim, stairways, etc. Historic materials include plaster, wood, tile, etc. Each historic space, feature, element, and material should be assessed for the degree of change it can sustain with the goal of preserving as much historic character and fabric as possible.

Damaged or deteriorated historic building fabric should be repaired. When the extent of deterioration does not allow for repair, the material or feature should be replaced in-kind. If an element is missing, it may be reproduced provided there is adequate physical and documentary evidence as to its form and appearance. If adequate evidence is unavailable, missing features may be replaced with contemporary elements that are physically and visually compatible with the context.

New interior construction work should be compatible with existing historic character but should be distinguishable from it. Exact duplication of historic materials and elements for new features should be discouraged to avoid confusion between what is authentically historic and what is new. Where new walls or partitions are planned, an appropriate approach would be to use new trim and woodwork similar to historic woodwork in scale, material, and general character, but different in profile and detail. The goal is to ensure that new interior work is compatible and of similar quality without being a direct copy.

Building Codes and Emergency Egress

Most building codes have provision for the preservation of historic buildings. Many historic buildings do not conform to current codes and trying to make them conform would essentially destroy them. The goal with a historic building is to make it as safe as possible while minimizing the negative impact on historic character. This usually involves working with code officials in creating a customized mitigation plan for the building. The mitigation plan identifies code and safety issues and outlines creative solutions to make buildings safe. Mitigation measures might include the installation of fire detection and alarm systems, emergency lighting, smoke barriers isolating portions of a building, new emergency egress stairways in appropriate locations, and sprinkler systems where possible.

Barrier-Free Access

With the passage of the Americans with Disabilities Act of 1990 (ADA), basic levels of accessibility became an affirmative responsibility for almost all properties open to and used by the public. ADA is comprehensive civil rights legislation that applies to employment, telecommunication, public transportation, governments, and private property owners. ADA created an affirmative responsibility for property owners to provide barrier-free access to buildings, sites, and landscapes that are open to the public. New construction and alterations to existing buildings are required to comply; the requirement for existing facilities is based upon their use. The Americans with Disabilities Act Accessibility Guidelines (ADAAG) and local building codes set the standards for barrier-free design.

When undertaking work required by accessibility or life-safety codes, new features should be designed to be functional but as unobtrusive as possible. Acceptable ways of providing barrier-free access can almost always be found. Accessibility improvements should not disrupt or overwhelm the character or appearance of the historic building. Ramps should be designed to be integral to the landscape; ramps designed for the entrances of Arts and Sciences, Education, and the Cheney Center

are successful examples on campus. New stair towers or elevators installed outside of a building's existing footprint should be appropriately located and follow the same guidelines as a new addition to a historic building. New features should be well-designed and compatible with the character of the building.

The treatment chosen for any specific building feature or space will, of necessity, be based on a number of factors including integrity, significance, physical condition, proposed use, code and accessibility requirements, management objectives, and operational issues.

Work should provide barrier-free access, promote independence for the disabled to the highest degree practicable, and preserve significant features, materials, and finishes. ADA-related work should meet the Secretary of the Interior's Standards.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 9 ▪ DESIGN GUIDELINES FOR NEW CONSTRUCTION

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9.3 Entrance and Orientation
9.4 Building Massing and Articulation
9.5 Building Materials and Color Palette
9.6 Sustainability/Response to Climate
9.7 Zones
- Contemporary Academic West
- Prexy's
- Academic West
- Residential Academic West
- Living Learning
- Academic Central
- Athletic and Recreational
- Research and Business
- Visitor and Mixed Use
- Service

9.0 - INTRODUCTION

The University of Wyoming was established in 1886, and by 1887 the tone and high standards had been set by the construction of Old Main. The goal for design guidelines is to continue this tradition with a strong University of Wyoming campus character that promotes quality and innovation. The goal of the following chapter is to establish requirements for the design of all new structures on the University of Wyoming Campus.

Design Guideline

9.0 Introduction
9.1 Administrative Procedures
9.2 Campus Character
9.3 Entrance and Orientation
9.4 Building Massing and Articulation
9.5 Building Materials and Color Palette
9.6 Sustainability/Response to Climate
9.7 Zones:

- Contemporary Academic West
- Prexy's
- Residential Academic West
- Living Learning
- Academic Central
- Athletic and Recreational
- Research and Business
- Visitor and Mixed Use
- Service

Entrance of Science Hall/Geology Building

9.1 - ADMINISTRATIVE PROCEDURES

Design Review

New projects on the University of Wyoming campus should undergo design review by an Exterior Architectural Advisory Board during the conceptual design phase (Level II). The purpose of the review is to help ensure that the exterior design of new buildings is consistent with the intent of the design guidelines included in this chapter and the character of campus architecture in general. The Exterior Architectural Advisory Board is to be composed of a state legislator, UW trustee, Department head or dean, administration representative, historical architect, and community member. The planning team should present the proposed design to the Board and receive its guidance and approval before proceeding beyond the conceptual design (Level II) phase. Several review meetings may be necessary before approval (or disapproval) is provided. Decisions of the Exterior Architectural Advisory Board shall be forwarded to the Vice President for Administration, and if necessary the University Executive Council, for final action.

Public Meeting

In addition to review by the Exterior Architectural Advisory Board, a public information meeting should be held at the conceptual design phase of projects to gather public input. There should be updates on the planning process and proposed designs included in University publications and communications to keep the larger University community informed.

Wyoming State Historic Preservation Office

Proposed new buildings being designed within a historic part of campus should receive input from the State Historic Preservation Office. This applies to buildings located in the following zones:

- Prexy's
- Contemporary Academic West
- Academic West
- Residential Academic West
- Living Learning Central

Checklist

To help design professionals to comply with the Historic Preservation Report, a checklist is provided in the appendixes. The checklist is separated by zones. Design professionals should use the checklist as a list of recommendations with the requirements for each zone and discussed in the Design Guideline and Alterations and Additions chapters.

Variance Request

Design professionals may submit a Variance Request if an Alternative is requested. Minor deviations from these standards may be evaluated by the Director of Facilities Planning in accordance with the process and procedures for an Administrative Adjustment. In addition to the review criteria the Director shall also evaluate the proposal using the design objectives of the section as additional criteria. Where a proposal offers a unique building design that is not accommodated by minor adjustments as described above, the process and procedures for a Facilities Planning may be followed to establish alternative building design standards for a particular project. The Design Professional should submit a Variance Request that describes the specific deviation from the design objectives of the Design Guidelines. The Director of Facilities Planning has the authority to grant a Variance for the project.

Related Documents

This document is intended to contribute to the University's existing facility planning documents and standards. The following guidelines should act as additional reference for any building or landscape design.

- University of Wyoming Long Range Development Plan
- UW Design Guidelines Facilities Planning, current version
- UW Construction Standards Facilities Planning, current version

Step back forms on S.H. Knight Geology Building

9.2 - CAMPUS CHARACTER

UW Campus Character Features

Following is an outline of the major features that define the Campus Character of the University of Wyoming. Design professionals should strive to maintain these distinctive features in the design of any new buildings and additions.

- **Wyoming landscape colors and textures**
- **Material - sandstone, rough-textured brick, rough mortar**
- **Step back, cascading forms**
- **Contrasting textures**
- **Varied architectural styles**
- **Sandstone colors, no dark browns**
- **Vertical lines**
- **Horizontal lines**
- **Symmetrical or Asymmetrical facade design**
- **Glass and metal**
- **Lively decorative features**

Lively decorative features on Bureau of Mines

Symmetrical facade on Agriculture Hall

Wyoming landscape

Rough-textured brick on Aven Nelson

Contrasting features on Agriculture Hall

Glass and metal, and horizontal lines on Education

Cascading forms and vertical lines on Union

Sandstone colors on Knight Hall

Varied architectural styles on Engineering Hall

Entrance at Arts and Sciences

9.3 - ENTRANCE AND ORIENTATION

UW Entrance Features

The entrance creates the first impression many users have when entering a University of Wyoming building. It is critical that the entrance be clearly defined, lit at night and oriented towards a major axis or primary open space.

Primary Entrance (LRDP Chapter 9, Ib-4) all buildings shall have one primary entrance feature on the front facade emphasized with structural components or architectural details and ornamentation that complements the overall building design. The entrance should face existing or future major open spaces or a major axis.

Large buildings should have multiple entrances. Multiple entrances reduce walking distances from cars, facilitate pedestrian and bicycle access from public sidewalks, and provide convenience where certain entrances offer access to particular classrooms or departments. Multiple entrances also mitigate the effect of unbroken walls and neglected areas that often characterize building facades that face other buildings.

Two Entryways. At least two distinct entryways are required on any front facade over 250' in length. Customer entryways shall be placed in a manner that best accommodates pedestrian, bicycle and traffic flows and mitigates the effects of unbroken walls.

Design Elements. Customer entryway design elements and variations should give orientation and an aesthetically pleasing character to the building.

Wyoming Union

Wyoming Hall

Knight Hall

Each public entryway should be clearly defined and articulated with either vertical or horizontal elements; such as:

- **Canopies or porticos**
- **Overhangs**
- **Recesses/projections**
- **Raised corniced parapets over the door**
- **Arches**
- **Architectural details such as tile work and moldings which are integrated into the building structure and design**
- **Integral planters or wing walls that incorporate landscaped areas and/or places for sitting**
- **Signage may be incorporated into the Entrance. Student Union is a good example of this.**

Merica Hall

9.4 - BUILDING MASSING AND ARTICULATION

Building Massing Features

Facades and Exterior Walls. Facades should be articulated to reduce the building scale and avoid unrelieved expanses of walls, and to provide visual interest that will be consistent with the surrounding identity, character and scale.

- **Facades greater than 100' in length, measured horizontally, shall incorporate vertical or horizontal wall plane projections or recess having a depth of at least 3% of the length of the facade (i.e., 3 to 10 feet) in depth and extending at least 20% of the length of the facade. No uninterrupted length of any facade shall exceed 100 horizontal feet.**
- **Exterior walls shall have arcades, windows, entry areas, awnings or other features along no less than 60% of its horizontal length.**
- **Roof lines should incorporate a horizontal or vertical treatment. Horizontal treatment should consist of a cap or coping made from a different material. Vertical treatment includes the extension of a vertical projection beyond the roof or parapet line.**
- **Rooftop mechanical equipment shall be screened from view.**
- **Windows and doors should be consistent in size horizontally, width vertically, and align or stack vertically.**

Old Main

S.H. Knight Geology Building

Roof line on Arts and Sciences

Windows on S.H. Knight Geology

Education Building

- **Facade Components. Each facade should have components differentiated by a change in materials, projection, or ornamental architecture to decrease vertical mass (i.e., base, mid-section, and top) or horizontal mass (i.ed., structural bays and facade breaks) for longer building facades.**
- **Facade Openings. The front facade should have at least 15% of the facade area occupied by door or window openings. Overhead or coiling service doors shall not contribute to the percentage of openings, but garage doors shall contribute to the facade surface area. Windows on garage doors may contribute to the percentage of openings.**
- **Horizontal Massing. Any front building facade, with a width greater than 50 feet should have differentiated horizontal massing through the use of any one or a combination of the following:**
- **Differentiated structural bays every 18 to 36 feet, demonstrated by a vertical expression line of trim or ornamental architectural elements that distinguishes it from the rest of the facade;**
- **Small off-sets (from 2 and 5 feet) in the facade associated with the internal floor plan of the building and resulting in between 20 and 50 feet horizontal distance along each off-set segment; or**
- **An intervening courtyard, garden or other open space, which resulting in no single portion of horizontal facade greater than 50 feet in length.**
- **Vertical Massing. Any building that is 3 stories or more tall, where specifically permitted, shall have differentiated vertical massing though the following:**
- **Differentiated structural bays every 18 to 36 feet, demonstrated by a horizontal expression line of trim or ornamental architectural elements that distinguish it from the rest of the facade.**
- **Small off sets in the facade between 2 and 5 feet in depth, associated with entrances and windows of the building and resulting in 20 to 50 feet vertical distance between each off-set segment. (LRDP Chapter 9, Ic-2 and Ib3)**

9.5 - BUILDING MATERIALS AND COLOR PALETTE

All buildings should be constructed according to the following material standards. Percentage requirements for materials exclude windows or other openings. Refer to the table in each zone for type and percentage for each zone. The following is a list of building materials:

Primary Materials

- **Natural stone, rusticated sandstone, unpainted (or equal or better simulated material)**
- **Brick, high-textured wire cut or velour texture, General Shale Wheatfield, or an approved match of the Aven Nelson Building brick color and texture, unpainted**

Secondary Materials

- **Any of the primary materials may be used as secondary materials**
- **Glass**
- **Metal siding and roofing**
- **Architectural metal panels or tiles**
- **Colored concrete**
- **Glazed terracotta or glazed concrete masonry units**
- **Other natural stone or cast stone besides sandstone**

Accent Materials

- **Any of the primary or secondary materials may be used as an accent material**
- **Precast stone, or metal moldings or similar architectural details (of equal or better simulated material)**

Exterior building

- **Exterior building materials shall not include smooth-faced concrete block or Stucco or EIFS(Exterior Insulation and Finish Systems). When concrete panels or prefabricated metal panels are visible on building facades, the panels they shall have concealed fasteners. Metal panels may be used on roofs, awnings or similar features when incorporated into an architectural design.**

Colors

- **Predominant exterior building materials shall be sandstone or a buff or rose colored brick.**
- **Facade colors shall be low reflectance, subtle, neutral or earth tone colors. The use of high-intensity colors, metallic colors, black or fluorescent colors shall be prohibited.**
- **Building trim and accent areas may feature brighter colors, including primary colors, but neon tubing shall not be an acceptable feature for building trim or accent areas.**

Glazed terracotta on Coe Library

Glass block on Education building

Rough/high textured wire cute brick on Aven Nelson

Panels on Crane-Hill Dorms

Brick and cast stone on Aven Nelson

Glazed terracotta, smooth and rough sandstone on Bureau of Mines

Detail Features

- **All building facades should include a repeating pattern that is an expression of architectural mass or structural bays through a change in plane no less than 12 inches in width and 3-10 feet in depth, such as an off set, reveal or projecting rib. The detail features should be either horizontally or vertically not both.**

Operable window on Education Building

Large overhang for shading on Business Building

Integrated landscape on Arts and Sciences

Window setback from facade

9.6 - SUSTAINABILITY/RESPONSE TO CLIMATE

From an environmental perspective, buildings in the United States expend 36 percent of the energy consumed annually which translates into $90 billion for commercial buildings. Globally, the building industry consumes 40 percent of the raw stone, gravel and sand, and 25 percent of the virgin timber.

"The University goal is to achieve a position of zero net energy or provide the capabilities to achieve zero net energy. Project design shall incorporate the Leadership in Energy and Environment Design principles to achieve at least a Silver rating without certification." (2014 University of Wyoming Design Guidelines)

Vertical shading devices on Education Building

The following are some basic principles that should be integrated into all new building designs.

- **Orientation. Passive solar design should be considered when arranging windows and massing. Buildings and open spaces should be oriented with their long axis east-west or slightly northwest to maximize natural sunlight, natural ventilation and passive heating and cooling.(LRDP, 318)**
- **Setback and step backs on the north side of building to reduce shadows and cold spots.**
- **Windows. To reduce glare and solar heat gain, windows should be setback or horizontal shading devices should be used on the south elevation. Vertical shades should be considered on east and west elevations. Operable windows should be considered on upper floors to allow for natural air movement. Placement and proportion of windows should respect solar orientation, views and daylighting needs. Refer to LRDP Id-2 and 5.**
- **Planting of vegetation to allow for shading during the summer and heat gain in the winter is required.**

Prexy's Pasture

9.7 - ZONES

Purpose

The University of Wyoming has maintained a high level of architectural standards and consistent architectural character through out the campus. In order to respect the significance of the historic structures while allowing for new innovative structures the campus has been separated into zones. The treatment and approach of each zone is different while still maintaining a unified campus. The location of a proposed new building will define specific requirements based on what zone the building is located on the campus. Refer to Figure 9.7.1 Campus Zones on next page. This is to ensure a compatibility with the Long Range Development Plan and maintain the University of Wyoming campus character. The purpose of these zones is to develop standards for various areas (or kinds of buildings) within the campus to allow for a variety of scales, functions, and sizes. Any new building should comply with the Secretary of the Interior's Standards 9 and 10; refer to Chapter 5.

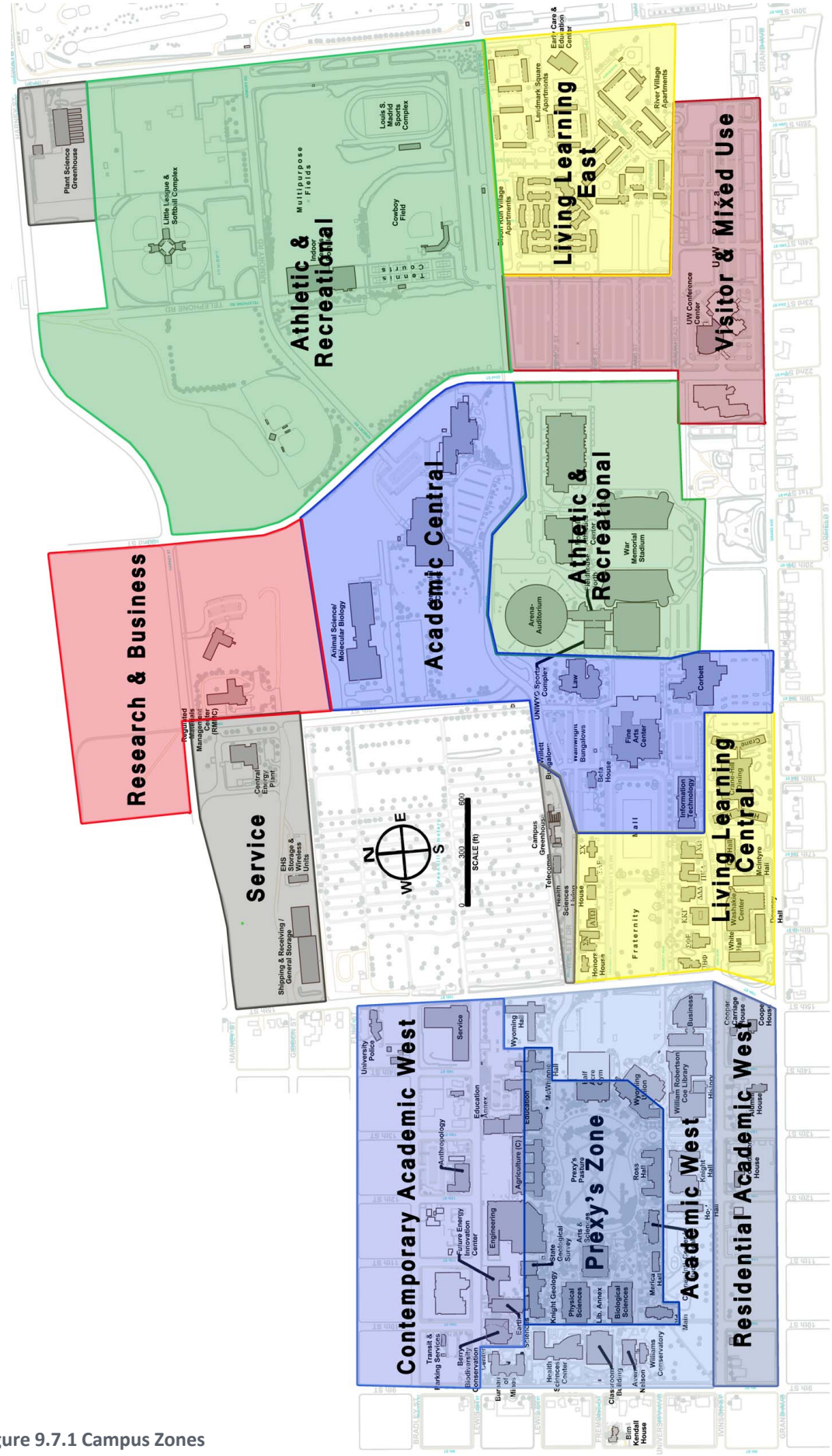


Figure 9.7.1 Campus Zones

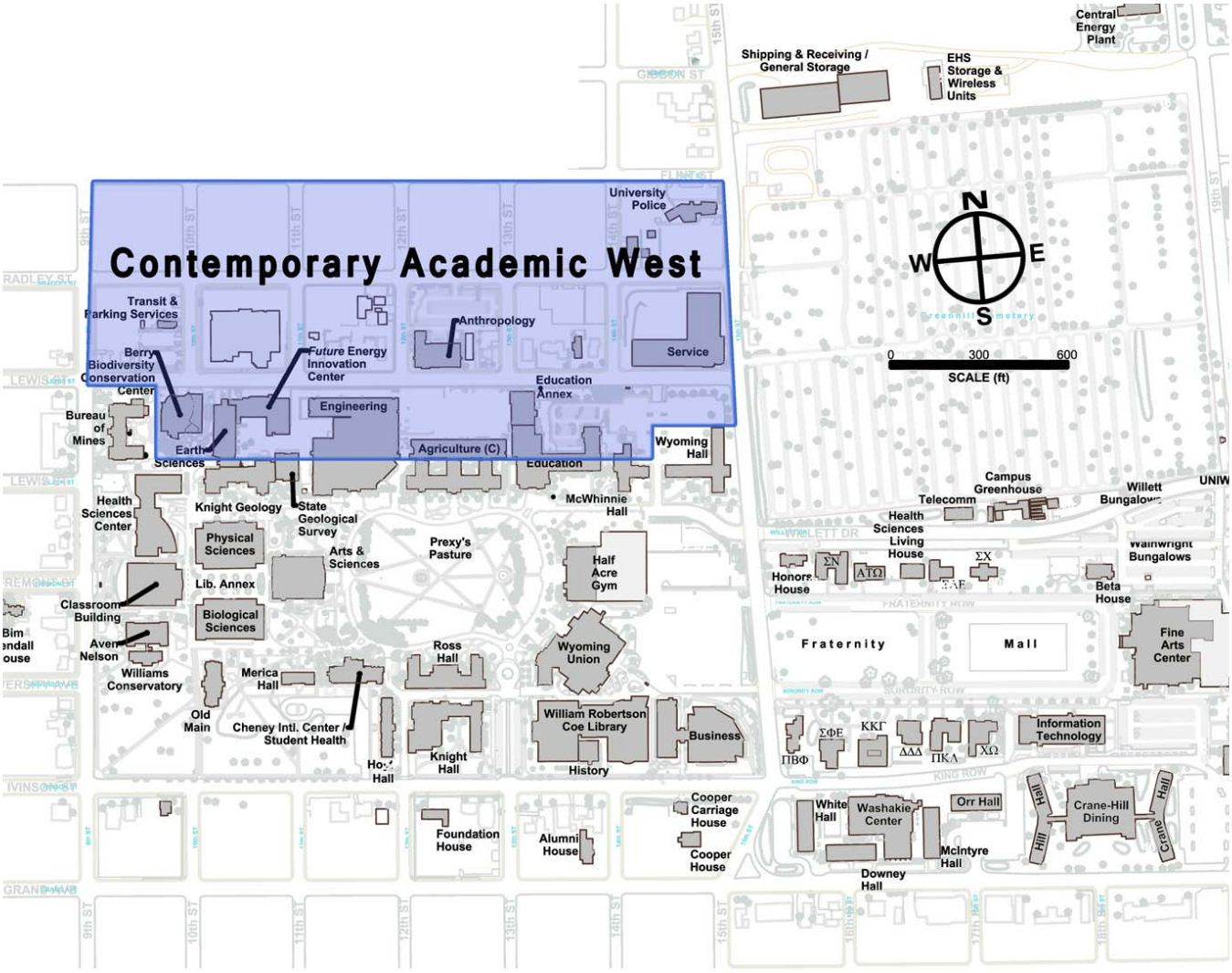
Energy Innovation Center

CONTEMPORARY ACADEMIC WEST

Design Objectives

The Contemporary Academic West Zone is rapidly changing from residential to large-scale university facilities. This zone signifies innovation and the prestige of the expanding campus. The Contemporary Academic West Zone is located south of Flint Street and extends slightly south of Lewis from 9th Street to 15th Street. It includes several contemporary buildings facing Lewis Street with plans for large scale buildings in the future. The overall design objectives:

- **Provide a pleasing campus edge by providing a transitioning or stepping down of the large scale on Lewis Street to a more residential scale on Flint Street.**
- **Optimize the south elevation of the buildings and provide a more pedestrian scale with inviting entrances and stepped-back.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Contemporary Academic West	
Entrance and Orientation	Main entrances should be oriented toward existing and proposed open spaces. South facing whenever possible. All requirements on Building Massing and Articulation also applies.
Building Massing and Articulation	Five stories maximum with a maximum height of 60 feet on Lewis Street. The building should be step back on the side facing Flint Street. Two story maximum height on Flint Street.
Building Materials	Elevations visible from Flint Street or Lewis Street: Primary materials cover at least 60% of the building facade, secondary up to 30% maximum and accent or trim materials up to 10%. Other Elevations: Primary materials cover at least 20% of the building facade, secondary up to 70% and accent or trim materials up to 10%.
Sustainability	Focus on passive solar design and step back building massing from Lewis Street to Flint Street. All requirements on Sustainability/Response to Climate also applies, refer Sustainability section.
Other	No new buildings shall be visible from Prexy's Pasture and should not interfere with existing roof lines on any historic structures.

Prexy's Pasture

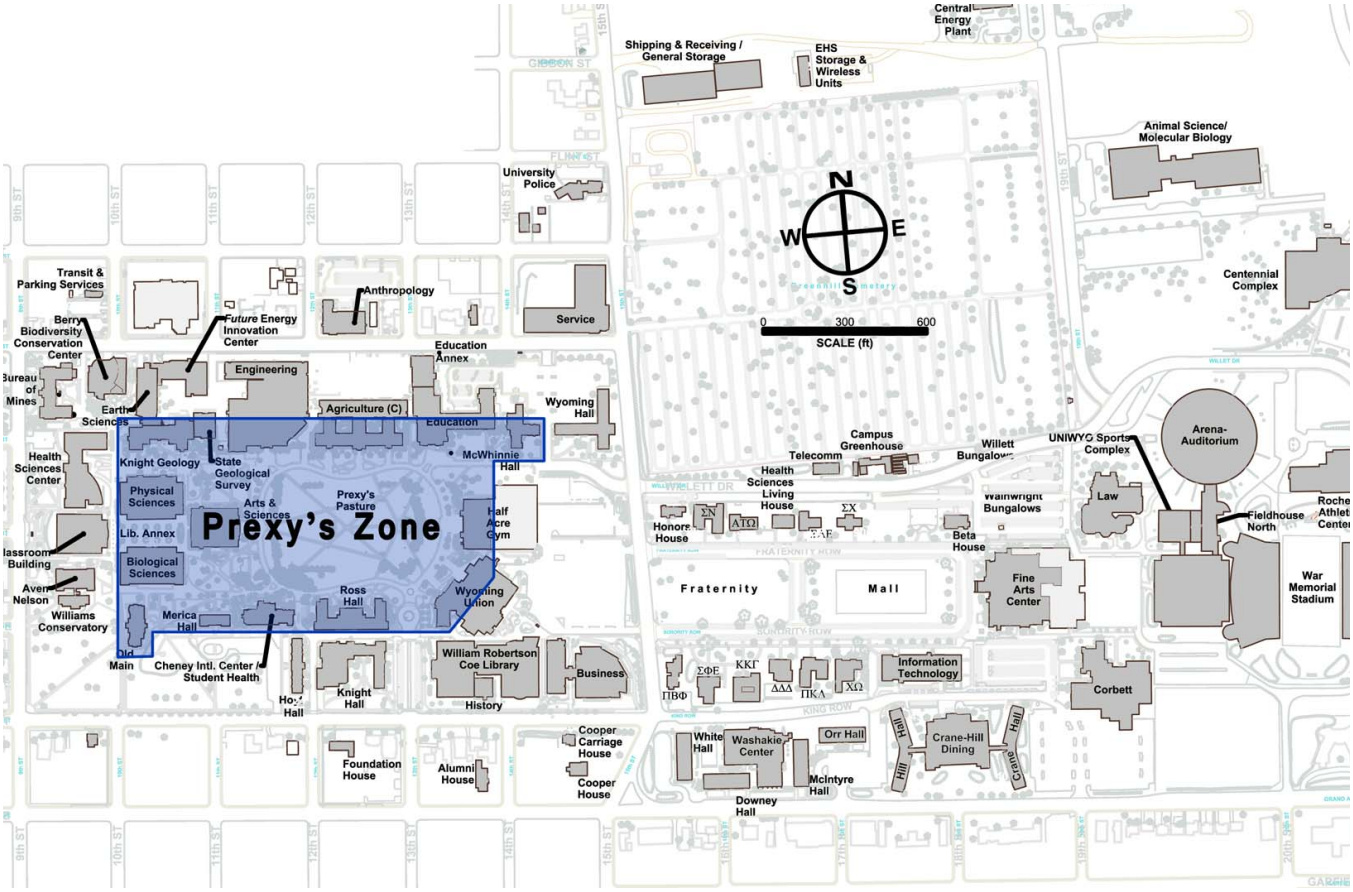
PREXY'S

Design Objectives

Prexy's Pasture is the heart of campus. An open space in the center of the west campus, Prexy's Pasture provides pathways and gathering areas for pedestrians and cyclist. The open space is lined with sandstone buildings that face Prexy's Pasture.

The overall design objectives:

- **Preserve the historic buildings and campus character surrounding Prexy's.**
- **All new buildings should have an entrance and main facade that faces Prexy's.**
- **Preserve view sheds from Prexy's.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Prexy's	
Entrance and Orientation	Main entrances and primary building facade should be oriented towards Prexy's.
Building Massing and Articulation	Four stories maximum with a maximum height of 60 feet on the side facing Prexy's. Buildings located on the north side of Prexy's may have up to five stories on the side facing Lewis Street. No new buildings or additions may project beyond the existing buildings' roof lines. Roof lines should incorporate either horizontal or vertical projections. All requirements on Building Massing and Articulation also applies.
Building Materials	Elevations visible from Prexy's: Primary materials to be sandstone and cover at least 90% of the building facade, secondary up to 10% and accent or trim materials up to 10%. Other Elevations: Primary materials to be sandstone and cover at least 60% of the building facade, secondary up to 30% and accent or trim materials up to 10%.
Sustainability	Focus on passive solar design while still complementing surrounding historic architecture. All requirements on Sustainability/Response to Climate also applies.
Other	All new buildings should be designed in accordance with the best practices guidelines outlined in the Secretary of the Interior's Standards. New construction should not destroy historic materials, features, and spatial relationships that characterize the property. The new work should be differentiated from the old and compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.

Business Building

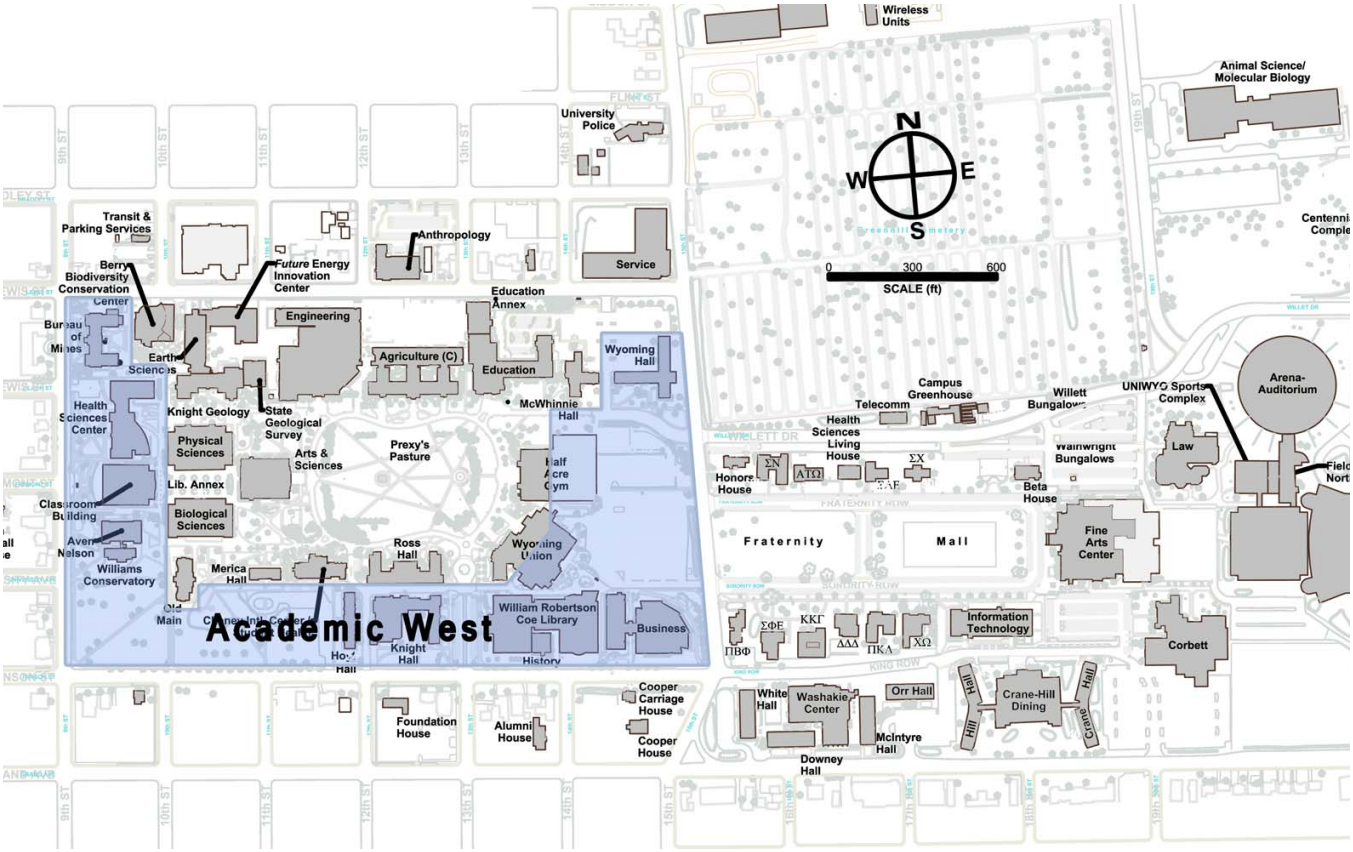
ACADEMIC WEST

Design Objectives

Academic West is the front entrance into campus for anyone coming from the west. Besides defining the west border of campus, it showcases the original campus with additions of new buildings and alterations.

The overall design objectives:

- **Maintain the integrity of the historic campus.**
- **Integrate new buildings with respect for the old.**
- **Uphold the strong front facades and entrances that face main streets.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Academic West	
Entrance and Orientation	Main entrances and primary building facades should be oriented towards 9th Street, 15th Street, or Ivinson Street.
Building Massing and Articulation	Four stories maximum with a maximum height of 60 feet. No new buildings or additions may project beyond the existing buildings' roof lines. Roof lines should incorporate either horizontal or vertical projections. All requirements on Building Massing and Articulation also applies.
Building Materials	Elevations visible from Prexy's, 19th Street, 15th Street, Lewis or Ivinson: Primary materials cover at least 90% of the building facade, secondary up to 10% and accent or trim materials up to 10%. Other Elevations: Primary materials cover at least 60% of the building facade, secondary up to 30% and accent or trim materials up to 10%.
Sustainability	Focus on passive solar design while still complementing surrounding historic architecture. All requirements on Sustainability/Response to Climate also applies.
Other	All new buildings should be designed in accordance with the best practices guidelines outlined in the Secretary of the Interior's Standards. New construction should not destroy historic materials, features, and spatial relationships that characterize the property. The new work should be differentiated from the old and compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.

Copper House

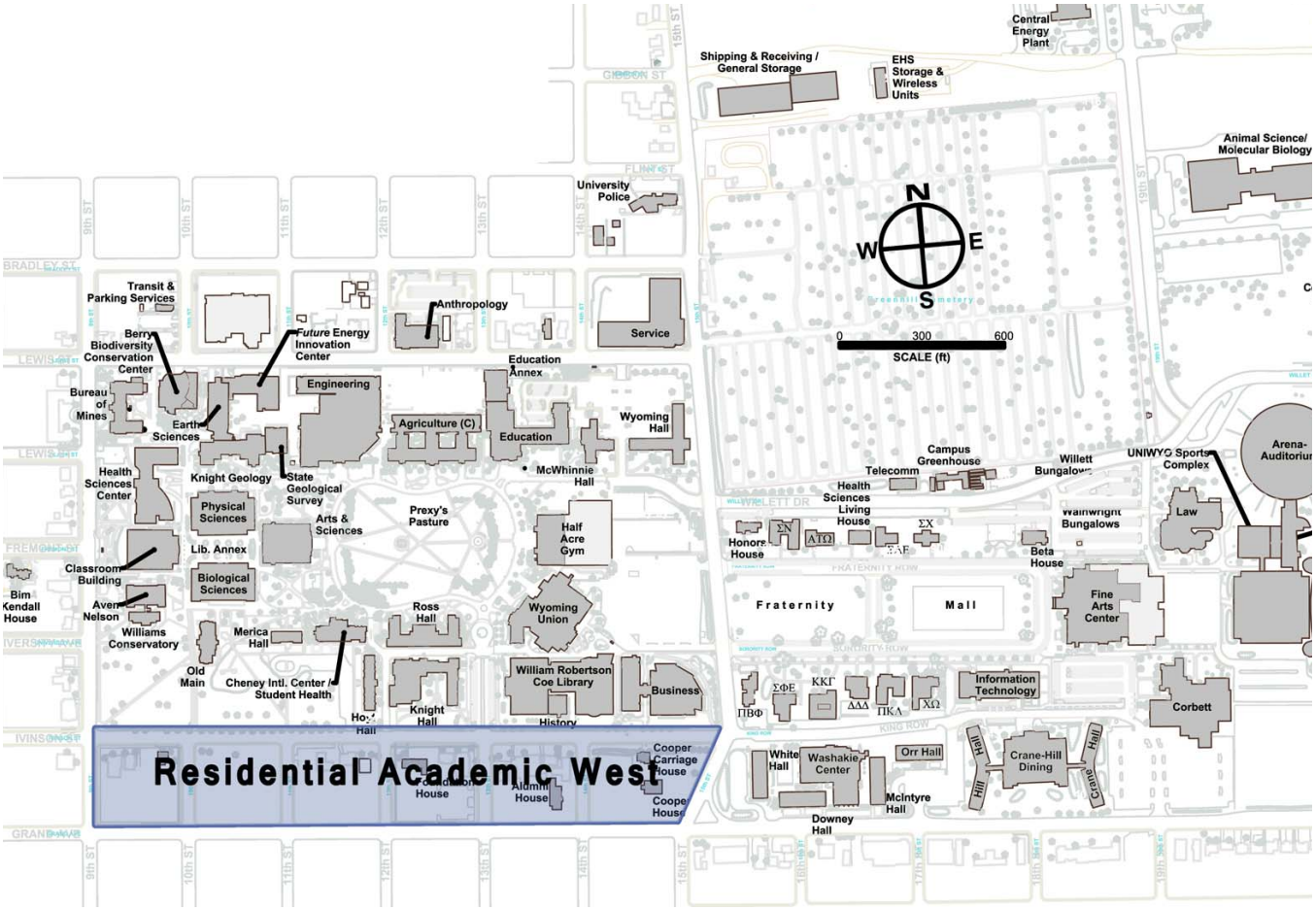
RESIDENTIAL ACADEMIC WEST

Design Objectives

The Residential Academic West is an area of campus that is rapidly changing. As the University has acquired residential properties they have converted into productive academic and administrative facilities. This zone creates a soft transition between the historic neighborhood on the south and the established University north of Lewis Street. Nestled between Lewis Street and Grand Avenue and 9th and 15th Street this is a critical pathway for pedestrian traffic into the campus.

The overall design objectives:

- **Continue the successful adaptive reuse of the historical homes and residences.**
- **Retain the smaller residential scale with open yards and large trees.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Residential Academic West	
Entrance and Orientation	Main Entrances should face the nearest street.
Building Massing and Articulation	Three stories maximum with a maximum height of 40 feet on all new buildings to maintain the residential scale of the neighborhood. All requirements on Building Massing and Articulation also applies.
Building Materials	Elevations: Primary materials cover at least 20% of the building facade, secondary up to 60% and Accent or Trim materials up to 20%.
Sustainability	Focus on adaptive re-use of existing residential buildings into University buildings. Passive solar design with outdoor space located on the south side of the building. Design new buildings around existing trees and landscaping.
Other	All new building should be designed in accordance with the best practices guidelines outlined in the Secretary of the Interior's Standards. New construction should not destroy historic materials, features, and spatial relationships that characterize the property. The new work should be differentiated from the old and compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.

Crane Hall

River Village Apartments

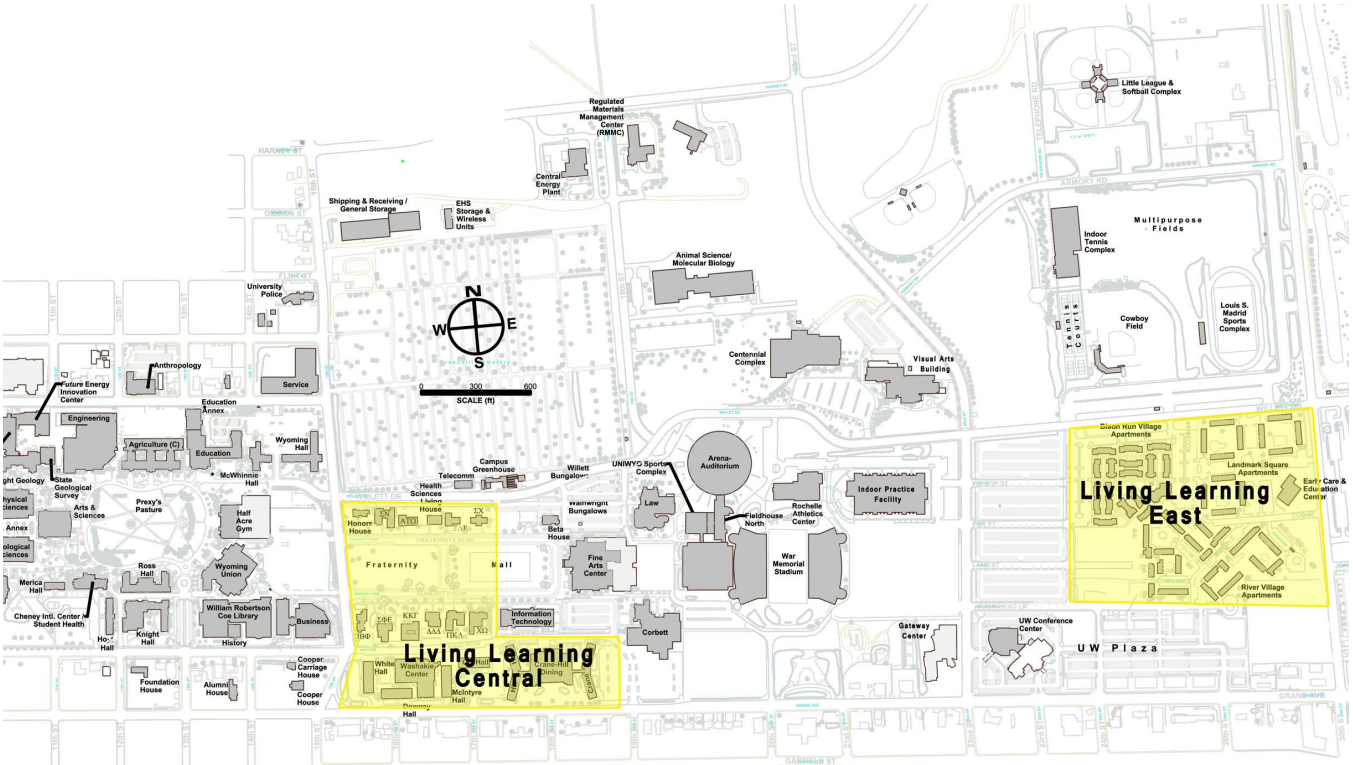
LIVING LEARNING

Design Objectives

The University provides two areas for on-campus living. The Living Learning zone in central campus consists of six residence halls with food services in the Washakie Center and Crane-Hill Dining. The adjacent Fraternity Mall consists of sorority and fraternity houses as well as the Honors House. The Living Learning zone in east campus consists of apartments and the Early Care and Education Center designed for families as a neighborhood.

The overall design objectives:

- **Allow for larger scale buildings on Fraternity Mall.**
- **Introduce more pedestrian friendly entrances and facades on Ivinson Street.**
- **Eliminate the wind tunnel effect on Ivinson Street.**
- **Maintain a quality student residential neighborhood on the Living Learning East and Central zones.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Living Learning	
Entrance and Orientation	Main Entrances should be oriented towards open spaces. The Dormitories and associated buildings should face open spaces or Ivinson Street. South facing whenever possible.
Building Massing and Articulation	Three stories maximum with a maximum height of 40 feet on Fraternity Mall. There is no restriction on height with the buildings facing Grand Avenue, south of Ivinson. The building should step back and setback on the side facing Ivinson to better blend with the existing residential buildings on Fraternity Mall. Five stories maximum with a height of 60 feet on Ivinson Street. All requirements regarding Building Massing and Articulation also applies.
Building Materials	Elevations visible from Fraternity Mall and buildings on the Living Learning East Zone: Primary materials shall cover at least 60% of the building facade, secondary up to 30% and Accent or Trim materials up to 10%. Other Elevations: Primary materials shall cover at least 20% of the building facade, secondary up to 70% and Accent or Trim materials up to 10%. Elevations visible from Ivinson and Grand Ave and 15th Street: Primary materials shall cover at least 60% of the building facade, secondary up to 30% and Accent or Trim materials up to 10%. Other Elevations: Primary materials shall cover at least 20% of the building facade, secondary up to 70% and Accent or Trim materials up to 10%.
Sustainability	Focus on passive solar design and step back building mass from Grand Avenue to Ivinson. All requirements on Sustainability/Response to Climate also applies.
Other	Summit View should be the example for any future residences in the Living Learning East Zone.

Visual Arts Building

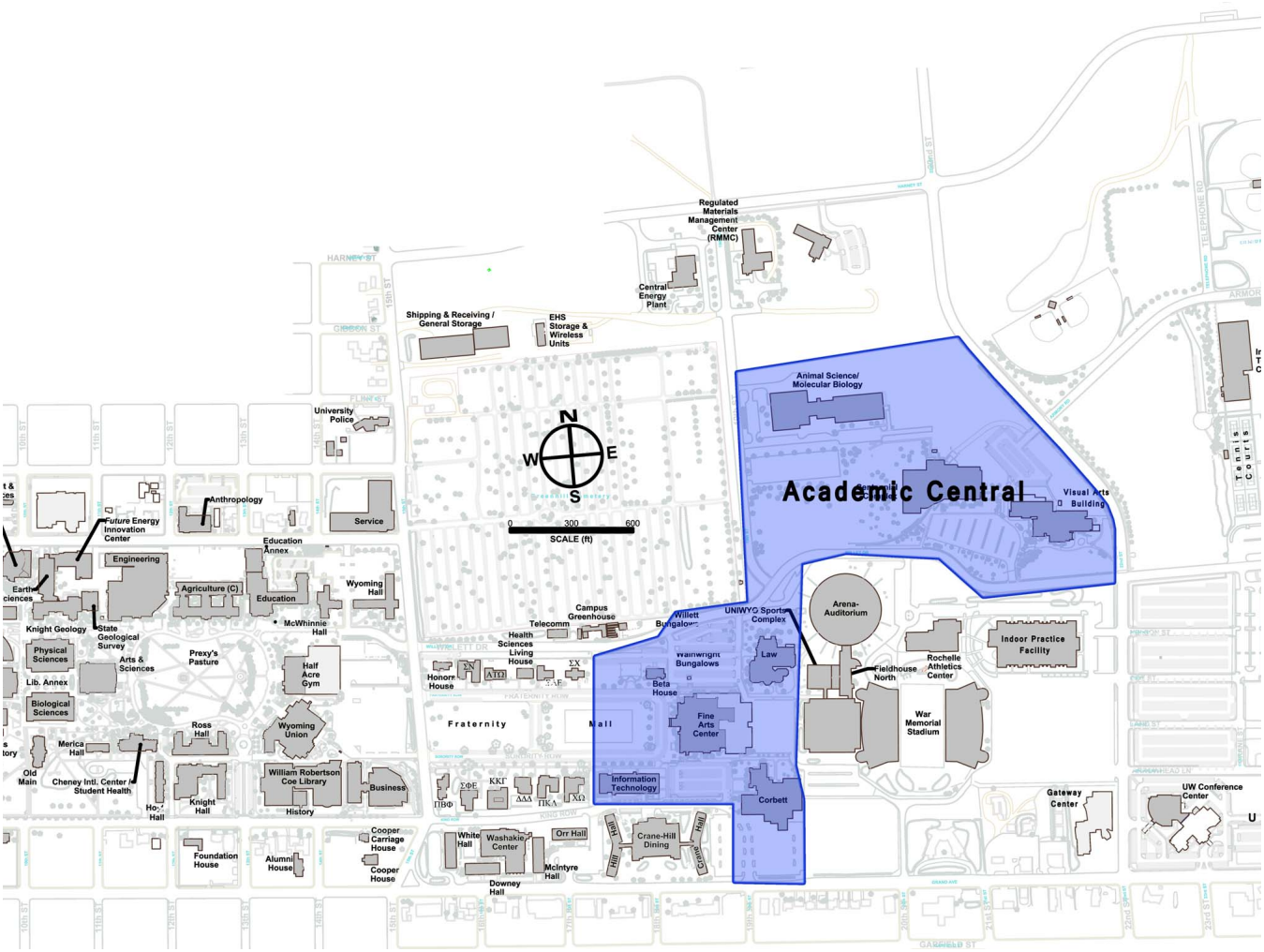
ACADEMIC CENTRAL

Design Objectives

The Academic Central Zone encompasses academic buildings on the central part of campus. This area has accommodated expansion of the campus as the university has grown east of the original campus. With large open areas and greater distances between buildings, this area allows for larger scale buildings.

The overall design objectives:

- **Define entrances to have a positive interaction with open spaces.**
- **Create a good balance between open spaces and larger scale buildings.**
- **Showcase innovative design and sustainable architecture.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Academic Central	
Entrance and Orientation	Main Entrances should be oriented towards existing and proposed open spaces. South facing whenever possible. The main entrance should be strongly defined and apparent.
Building Massing and Articulation	Five stories maximum with a maximum height of 60 feet. The building should be step back on the north side of building. All requirements regarding Building Massing and Articulation shall also applies.
Building Materials	All Elevations: Primary material shall cover at least 60% of the building facade, secondary up to 30% and Accent or Trim materials up to 10%.
Sustainability	Focus on passive solar design and step back building mass on the Northside of the building. Showcase sustainable features.
Other	Emphasize innovation in contemporary design.

Rochelle Athletics Center

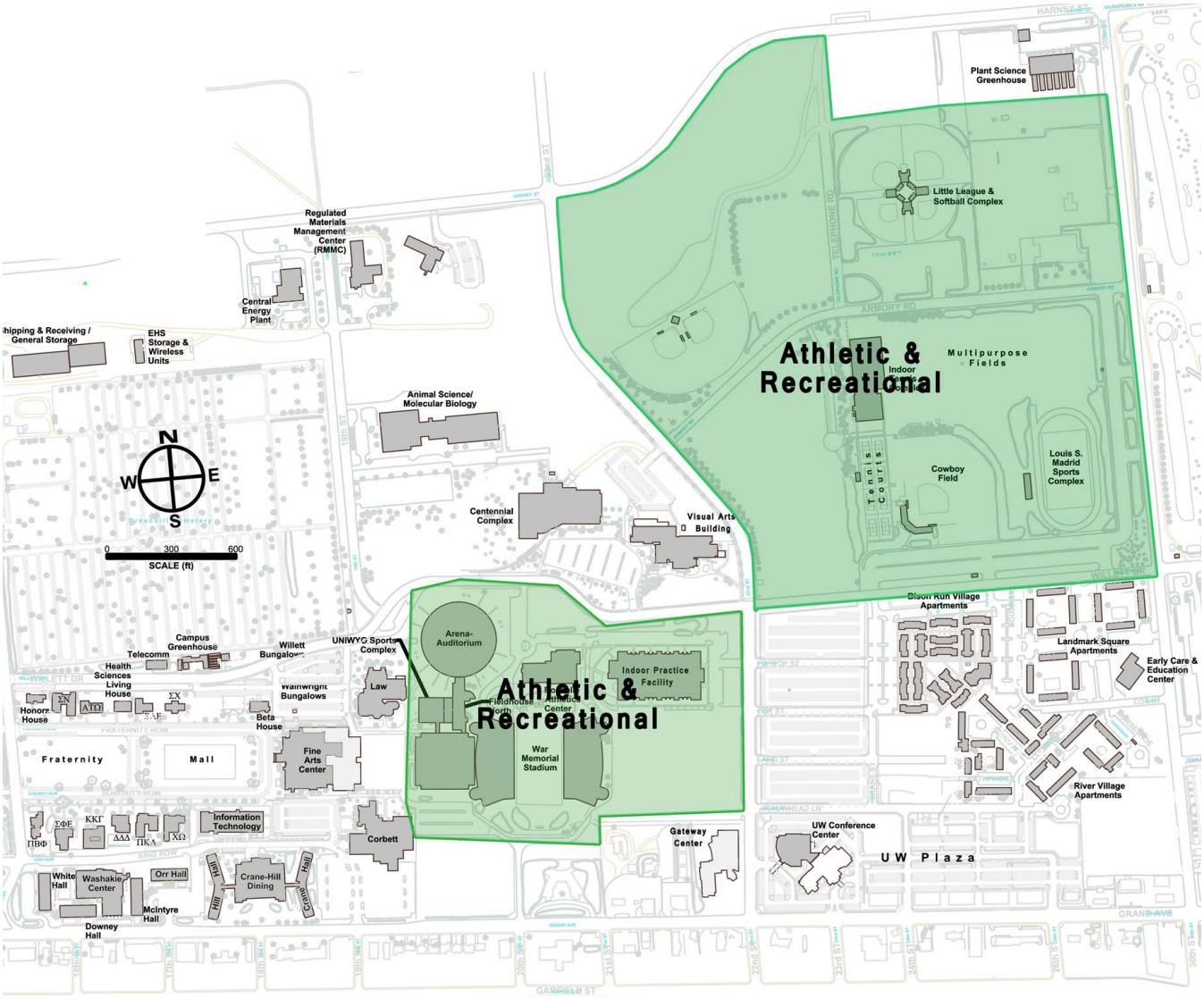
ATHLETIC AND RECREATIONAL

Design Objectives

Sports and fitness facilities are located in the Athletic and Recreational Zone. This area is highly visible to the public and is an opportunity to showcase the University of Wyoming. The scale and forms of the buildings are reflective of the sports or activities that occur within them. This are includes: sports fields, training facilities, the Arena Auditorium, and War Memorial Stadium.

The overall design objectives:

- **Promote the University of Wyoming logo and signage.**
- **Create a car friendly approach.**
- **Design larger scale buildings with welcoming entrances.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Athletic and Recreational	
Entrance and Orientation	Main Entrances should be oriented towards parking lot or open spaces. South facing whenever possible. A strongly defined entrance.
Building Massing and Articulation	No restrictions on height. If possible, the building should be step back on the Northside. All requirements on Building Massing and Articulation also applies.
Building Materials	Elevations: Primary materials shall cover at least 20% of the building facade, secondary up to 50% and Accent or Trim materials up to 20%.
Sustainability	Focus on passive solar design.
Other	Allow for greater use of the UW logo as a design feature in the facade.

Wyoming Technology Business Center

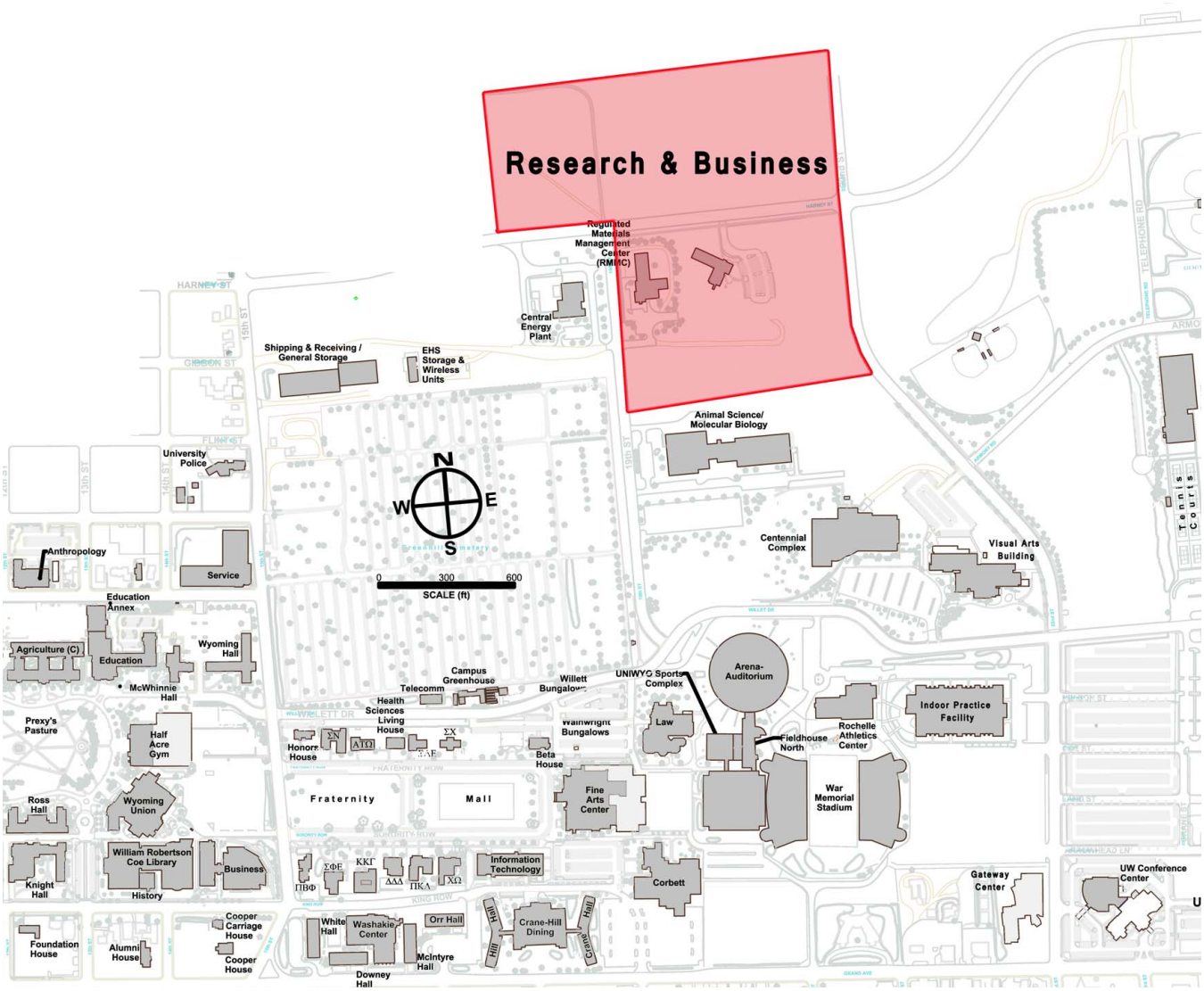
RESEARCH AND BUSINESS

Design Objectives

The newest part of campus is the Research and Business Zone. This area expands north of Harney Street and is the northern-most border of campus. The buildings in this area are visible from two major roads, 22nd Street and Harney Street.

The overall design objectives:

- **Emphasis on innovative design, sustainability, and flexibility.**
- **Larger open space and circulation with future quads.**
- **Larger scale buildings to balance the larger parcel size.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Research & Business	
Entrance and Orientation	Main Entrances should be oriented towards existing and proposed open spaces. South facing whenever possible.
Building Massing and Articulation	Five maximum stories with a maximum height of 60 feet. The building should be step back on the south side, if possible. All requirements regarding Building Massing and Articulation also applies.
Building Materials	Elevations visible from Harney Street and 22 Street: Primary materials shall cover at least 50% of the building facade, secondary up to 50% and Accent or Trim materials up to 10%. Other Elevations: Primary materials shall cover at least 20% of the building facade, secondary up to 70% and Accent or Trim materials up to 10%.
Sustainability	Focus on passive solar design and step back building masses on the northside of buildings. Showcase sustainable features.
Other	Emphasis on innovation and flexibility.

UW Plaza

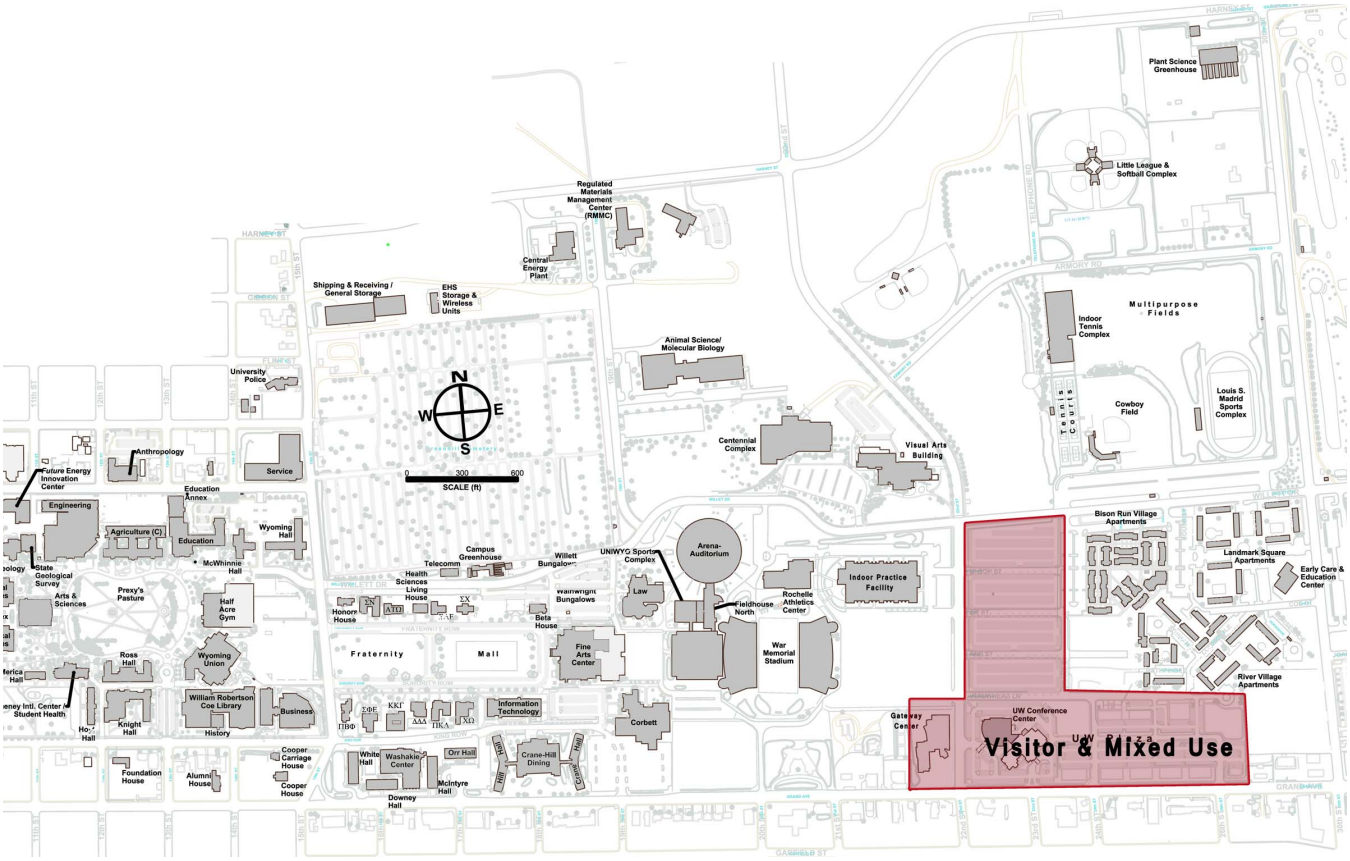
VISITOR AND MIXED USE

Design Objectives

The Visitor and Mixed Use area of campus is the front door of campus for visitors entering on Grand Avenue. It is highly visible to vehicular traffic and is often the first impression visitors get of campus. Located between Grand Avenue and Willett Drive, this area is expanding into a conference and visitor hub.

The overall design objectives:

- **The buildings are most visible from the 22nd Street and Grand Avenue sides and emphasis should be on presenting a nice facade.**
- **Larger scale buildings with setbacks from Grand Avenue.**
- **Parking should not be visible from Grand Avenue.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Visitor and Mixed Use	
Entrance and Orientation	Main Entrances should be oriented with the parking lot with secondary entrance on Grand Avenue(South facing whenever possible).
Building Massing and Articulation	Six stories maximum with a maximum height of 80 feet on Arrowhead Lane. The building should be step back on the side facing Grand Avenue. Two story with a maximum height of 30 feet on Grand Avenue. All requirements on Building Massing and Articulation also applies.
Building Materials	Elevations visible from 22 Street and Grand Avenue: Primary materials shall cover at least 60% of the building facade, secondary up to 30% and Accent or Trim materials up to 10%. Other Elevations: Primary materials shall cover at least 20% of the building facade, secondary up to 70% and Accent or Trim materials up to 10%.
Sustainability	Focus on passive solar design and step back building mass on northside of building. Showcase sustainable features
Other	All parking should be hidden from Grand Avenue.

Central Energy Plant

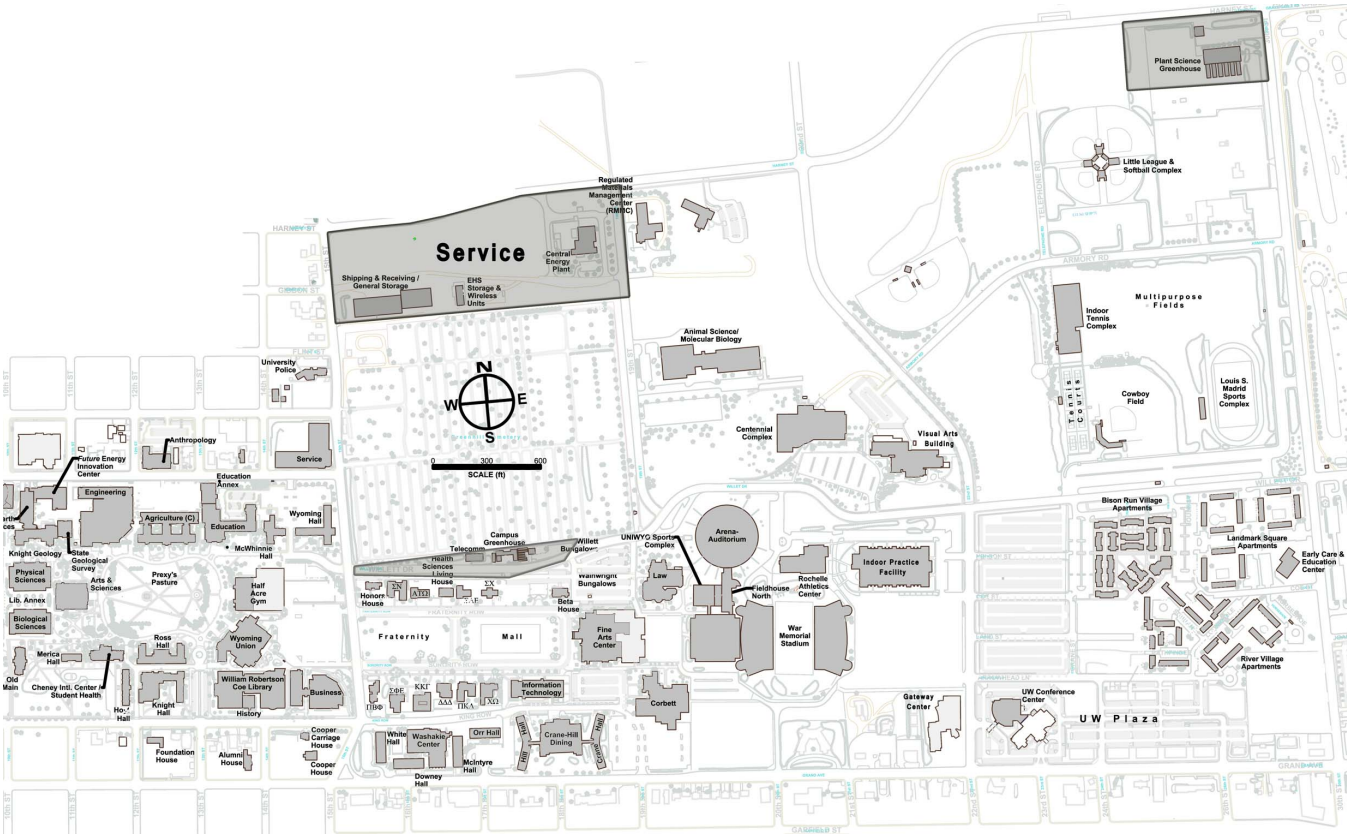
SERVICE

Design Objectives

The Service areas of campus are scattered throughout campus. These areas are used as for the utilitarian needs for of campus.

The overall design objectives:

- **Accommodate function while maintaining University of Wyoming character.**
- **Emphasis on sustainable buildings.**



THE DESIGN PROFESSIONALS SHOULD COMPLY WITH THE FOLLOWING CRITERIA:

Service	
Entrance and Orientation	Main Entrances should be articulated with horizontal or vertical element.
Building Massing and Articulation	Five stories maximum with a maximum height of 60 feet. All requirements regarding Building Massing and Articulation also applies.
Building Materials	Elevations visible from Harney Street and 15th Street: Primary materials shall cover at least 10% of the building facade, secondary up to 90% and Accent or Trim materials up to 10%. Other Elevations: Primary materials shall cover at least 5% of the building facade, secondary at least 90% and Accent or Trim materials up to 10%.
Sustainability	Focus on passive solar design.
Other	Colors should match UW Color.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

CHAPTER 10 ▪ GUIDELINES FOR ALTERATIONS AND ADDITIONS

10.0 Introduction

10.1 Administrative Procedures

10.2 Guidelines for Alterations to Historic Buildings

10.3 Guidelines for Rehabilitation and Adaptive Reuse

10.4 Guidelines for Additions to Historic Buildings

10.5 Barrier-Free Access

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10.0 - INTRODUCTION

The University of Wyoming is a dynamic institution with the need to grow and change to accommodate expanding enrollment, evolving programs, and new initiatives. As has been the case in past decades, alterations and additions to existing buildings will be necessary as change occurs. This chapter focuses on accommodating change to the University's historic buildings while preserving the historical integrity through which they contribute to campus character. Change is a vehicle through which the University's distinctive identity can be strengthened and enhanced. The stewardship of historic buildings plays an important role in that process.

The Alterations and Additions approach:

10.0 Introduction
10.1 Administrative Procedures
10.2 Guidelines for Alterations to Historic Buildings
10.3 Guidelines for Rehabilitation and Adaptive Reuse
10.4 Guidelines for Additions to Historic Buildings
10.5 Barrier-Free Access

Coe Library

10.1 - ADMINISTRATIVE PROCEDURES

Design Review

As has been mentioned throughout this preservation plan, the goal of this document is to inform decision-making and help the University make good decisions as it meets the future and continues to evolve. A design process that embraces stewardship goals and facilitates stewardship values as alternatives are considered and decisions are being made is key. The following recommendations can help shape an effective design process when historic buildings are involved.

Wyoming State Historic Preservation Office

Input on projects involving historic buildings should be sought from the Wyoming State Historic Preservation Office(SHPO), which has offices on-campus. A representative of the State Historic Preservation Office should be included on the in-house planning team for projects involving historic buildings. In addition to participating in the project planning process, the office should provide review and comment letters at each stage of design.

As a state institution, the University should be obligated to involve the SHPO in its planning and design considerations on a regular basis. Their professional staff is experienced in work with historic buildings that are undergoing change. They can assist the University in making sure that the consultant team for a project is

Half Acre Gym

considering alternatives and addressing issues in accordance with best practices for historic preservation and adaptive reuse. It is suggested that the SHPO be consulted at the earliest stage of project development, before and during feasibility studies to make sure that preservation issues are identified as early as possible.

Historic Preservation Consultant

The University should retain a historic preservation consultant on an as-needed basis to assist in making decisions about the stewardship of historic resources on campus. The historic preservation consultant can advise planning staff and the administration in initial planning stages and be part of the University's in-house project team for each construction and adaptive reuse project involving a historic building. The consultant should also be available to provide advice on appropriate treatments for historic building fabric associated with ongoing building maintenance and repairs.

The historic preservation consultant should have an educational background in preservation and practical experience in dealing with preservation issues. The consultant should augment the expertise of existing University planning and maintenance staff with specialized knowledge of architectural design involving historic buildings, building materials conservation, and historic landscapes. The consultant should be experienced in the use of the Secretary of the Interior's Standards.

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Program Development

Preservation considerations should be an integral part of the initial programming phase that leads to the identification and development of a project. As projects are being defined, consideration should be given to:

- **How the proposed new project fits into the Long Range Development Plan. Does the proposed project implement an aspect of the LRDP by creating spaces and forging connections that build a stronger campus environment?**
- **The impact the project will have on campus character. How can the proposed project strengthen campus character as defined in the LRDP and this preservation plan?**
- **How will the proposed project fit into its historic context? How will the proposed project pick up on and reflect the character of its immediate surroundings? What character-defining features and design principles are important at that location and how does the proposed project relate to them?**
- **The impact of the proposed project on historic building fabric. Will the project damage historic fabric to the extent that the historical integrity of existing buildings or landscapes will be degraded? Will a historic resource be lost?**

Business Building

As each stage of the planning process is completed, an evaluation should be made about how the process worked and how difficult problems were addressed. When a new project is complete, it should be assessed to identify areas where improvements could be made when considering future projects.

Consultant Selection

When choosing architectural, engineering, site planning, or landscape consultants for projects involving historic buildings, the University should ensure that the selected consultant team has experience in working within a historic context and in developing design solutions that are sensitive to the historic character and setting of a place. The selected team should have a qualified preservation consultant as part of their team to provide guidance and advice to team members for all aspects of the project.

Historic Preservation Board of Advisors

The University should consider establishing a Historic Preservation Board of Advisors to review projects involving historic buildings. The University's 1999 Historic Preservation Plan proposed a formal review process for projects that was never implemented. Such a formal process is also recommended here. In lieu of a formal process, an informal review at various stages of project development would help ensure that preservation issues and considerations are incorporated into the review and decision-making process. Reviews should be undertaken at the conceptual

Hoyt Hall

10.2 - GUIDELINES FOR ALTERATIONS TO HISTORIC BUILDINGS

Alterations to Historic Buildings

Chapter 5 of this plan reviews best practices for historic preservation as embodied in The Secretary of the Interior's Standards. This section expands upon the principles outlined in the Standards when making alterations to historic buildings.

Of the four recognized treatments in the field of historic preservation, the rehabilitation treatment is specifically intended to address alterations and changes in use. In an academic environment, periodic alterations to existing buildings are needed to accommodate changing programs and technologies. Sometimes buildings designed for a use in one era cannot accommodate the changed requirements for that use in another era. At the University of Wyoming, such changes are most clearly seen in the change of early dormitories to office use in later years.

The development of a new use for an existing building originally designed for a specific purpose is called adaptive reuse. Adaptive reuse is a fundamental strategy in preserving buildings in any context. A key question in addressing an adaptive reuse project is the ability of the building to accommodate a new use or needed changes to an existing use without the loss of historical integrity.

The basic principle of adaptive reuse is that the reuse of historic buildings should have minimal architectural consequences. Reuses that result in the destruction of character-defining features should be avoided. Whenever possible, historic buildings should be used for purposes that respect their original fabric. A building's existing features should be utilized without compromising the understanding of their original purpose. Best practices encourage finding uses that enhance a building's historic character, rather than detract from it. The following guidelines are related to the rehabilitation and adaptive reuse of historic buildings.

Red House

Copper House

Historical Development

When a rehabilitation and adaptive reuse project is to be undertaken, examine the existing building to identify historic building fabric and determine how the building has changed over time. Original construction documents should be consulted along with field survey. Identify which building features, configurations, and materials are related to which periods of change.

Period of Significance

Based upon the building's historical development, determine the building's period of historical significance. The period of significance may include several campaigns of change. In general, changes to a building within the past fifty years are not considered historically significant nor are changes of any period that diminish the character and quality of the building.

Preservation Zones and Character-Defining Features

Identify the interior and exterior character-defining features, configurations, and materials that are related to the building's period of significance. If necessary to accomplish the goals of the project one might divide the interior of the building into preservation zones that will receive different levels of preservation treatment.

In general, entrances, public spaces, and circulation spaces should receive the highest level of preservation treatment, Level 1, preserving and even restoring significant historic fabric with little change to its original state. Secondary spaces may be identified as Level 2 where a higher level of change is possible without the loss of historic integrity. Level 3 spaces may be identified where a high degree of change is possible without the loss of integrity to the building overall.

Alumni House

Foundation House

10.3 - GUIDELINES FOR REHABILITATION AND ADAPTIVE REUSE

Appropriate Use

A change or proposed new use for an historic building should be appropriate to the character of the building as it relates to the retention of character-defining features. Inappropriate uses that require the reconfiguration, disfigurement, removal, or destruction of character-defining features should be discouraged. For significant features, the program, design, and layout for a selected use should adapt to the preservation requirements of the building, not vice versa. Appropriate uses and levels of change may be identified for each preservation zone identified in the building.

Preservation of Historic Fabric

In designing for adaptive reuse, preserve, rehabilitate, and repair existing features and materials contributing to a building's period of significance. All historic fabric should be preserved in Level 1 preservation zones. Most historic fabric should be preserved in Level 2 zones, and as much historic fabric as possible should be preserved in Level 3 zones.

Repair Rather Than Replace

Retain and repair historic building features and materials whenever possible to preserve authentic historic building fabric. When a feature or material is deteriorated beyond reasonable repair, replace it in-kind, matching the existing materials, configurations, and fabrications.

New Features and Materials

New features and materials introduced into an existing building as part of an adaptive reuse project should be compatible with, but distinguishable from, the

Knight Geology

Business Building

historic features and materials. Install new elements in a manner that complements and reinforces the visual character of the historic building. The new features should not overpower or detract from the historic character and appearance of the building.

Contemporary Character

New features should not attempt to copy or introduce new historical detailing into the building that might confuse the historical record. In general, new elements should be designed in a simple, straightforward manner that complements existing historic character and detailing but expresses its own time.

Doorways and Entrances

Preserve the existing doorways and entrances to a building undergoing adaptive reuse. Preserve existing historic fabric and detailing. Preserve the primary entrance to a building as the primary entrance following adaptive reuse. Do not close or infill historic entrances and door openings. Where historic entrances and doors have been replaced with inappropriate modern materials, consider replacing the modern entrances with new materials that better reflect the historic character of the building.

Windows

Retain and repair existing historic windows and window detailing whenever possible. Weatherstripping and storm windows may be introduced to existing windows when compatibly designed and installed. Where windows are deteriorated beyond the ability to reasonably repair them, or when seeking to improve thermal performance, replace the windows with new windows using modern technologies but matching historic materials, configurations, and detailing. Insulated glass may be introduced to in-kind replacement windows when necessary. Do not close and infill historic window openings.

Coe Library

Accessibility

Provide barrier-free access to buildings undergoing adaptive reuse to the highest degree possible without the loss of historic features, fabric, and integrity. Designs, configurations, and material for incorporating barrier-free access should be compatible with the historic context. Avoid damage to, removal of, or obscuring of historic fabric.

Mechanical Equipment

Install new mechanical equipment and systems in locations and in a manner that has minimal impact upon the historic appearance of the building. On the exterior, equipment should not be visible from the building's primary facade. Do not infill windows with mechanical vents and equipment except in visibly unobtrusive locations, such as basement or attic windows on rear facades. Avoid cutting openings in historic walls for vents and equipment. On the interior, install ductwork and related equipment in low-priority spaces using soffits and chases that are carefully designed to have a minimal impact upon interior spaces.

Student Health/Cheney Center

Wyoming Union

10.4 - GUIDELINE FOR ADDITIONS TO HISTORIC BUILDINGS

Chapter 9 of this preservation plan provides guidelines for the design of new buildings at the University of Wyoming in sympathy with campus character. To a significant degree, campus character is historic in nature and has been expressed in varying architectural styles over time. The guidelines identify different zones of the campus with varying sensitivity to historic context. West Campus and the area in the vicinity of Prexy's Pasture is most sensitive in terms of existing historic character.

In the design of new additions to historic buildings, the guidelines provided in Chapter 9 should be used as they would for new buildings. However, the specific focus in the design of new additions should be the addition's relationship to the character and appearance of the existing historic building to which it is attached. The following considerations build upon the guidelines in Chapter 9 and the best practices for historic preservation outlined in Chapter 5.

Demolition of Historic Resources

The demolition of historic buildings, additions, features, or landscape resources should be avoided in planning for new construction, both new buildings and additions to existing buildings. Historic buildings and features should only be removed when the existing resources are deteriorated beyond the possibility of rehabilitation and reuse.

Contemporary Design

Contemporary design expresses the University's active engagement in today's world and is consistent with the use of then-contemporary architectural styles from each period of the University's historical development. New additions should have a contemporary design that is compatible with their historic context. New additions should clearly express the time in which they were constructed.

Wyoming Union

New additions should not replicate historic architecture, but should be complementary and consistent with it in overall character. Replications of historic buildings and building elements should be avoided because false historicism diminishes the integrity of the existing historic buildings and confuses the distinction between old and new.

Additions should recognize and enhance the design concepts inherent in the historic building to which they are related. The organization, siting, materials, massing, scale and character of existing historic buildings should be respected and serve as inspiration and a point of departure for the new design. Additions located near the primary façade should adhere more closely to historic character, while additions that are less visible from the front may be more adventurous.

Materials

The use of materials that are sympathetic to existing materials in the adjacent historic building is an important way for an addition to achieve a level of compatibility. The use of sandstone is central to the character of historic buildings at the University and is strongly encouraged. Designers should observe how sandstone is used in the specific building to which the addition is related. The variety of textures of stone is important to most University buildings. The quality, texture, and appearance of the mortar being used are also important as are joint width and strike. Many University buildings use a rough textured mortar that is complementary to the character of the sandstone.

The palette of materials used in the historic building should be identified early in the conceptual design process along with the ways in which they are used. Include masonry, trim, window, door, and decorative elements. Identify which existing materials and uses are historic and character-defining and which are not. Develop a

Geology

Aven Nelson

palette for the addition for review and approval that is similar to and complementary with existing materials.

Materials need not always be exactly the same, but they should be of a visually complementary color, size, texture, scale, and level of craftsmanship. The use of synthetic materials that dramatically contrast with existing materials should be avoided.

Building Layout and Form

New additions should be designed to complement the layout, form, and massing of the building with which they are associated. The predominant characteristics of the existing building should be identified – symmetry/asymmetry, receding forms, rhythms of openings, contrasting relationships, etc. Once identified, characteristics that can be reflected in the addition can be explored.

Additions should not obstruct or alter the historic building's primary facade, especially its entrance. Additions should be located to the side or rear. Additions should be of the same average height, width, and overall mass as the existing building. In most instances they should have the same type of roof (usually flat roofs at the University).

New additions should be recessed from the wall plane of the historic building where they attach; the joint should be clearly evident, distinguishing new from old. The new construction should pick up and reflect the forms, rhythms, and lines of the existing building, acknowledging but not replicating them. The acknowledgement should be creative, a point of departure for the new design, and may be playful.

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Building massing is directly related to the materials used on the primary elevations and the proportion of solids (walls) to voids (windows and doors). Contemporary materials can easily create a weightless appearance in comparison to the masonry used traditionally. It is important to balance the sense of massing projected by historic buildings even when new additions are more open and airy.

Architectural Vocabulary

As discussed in Chapters 4, 5 and 9, architectural styles at the University have varied over the years yet each style has found a way to express the character of the Wyoming campus. Additions to historic buildings should use contemporary vocabularies and design elements to pick up and play off of the historic styles of their buildings. Many University buildings are highly decorative. The Art Deco, Collegiate Gothic, and Modern styles used for many of the buildings each have distinctive design elements that can inspire contemporary expression. The emphasis of campus character on relationships to the Wyoming landscape provides a timeless way in which new design can correlate to historic precedents. Design elements related to sustainability are particularly appropriate for use in contemporary additions, offering a new way to express relationships to the landscape and environment.

10.5 - BARRIER-FREE ACCESS

In 1990 the Americans with Disabilities Act (ADA) was passed requiring the provision of basic levels of accessibility to almost all properties open to and used by the general public. ADA is a comprehensive civil rights legislation that applies to private property owners, governments, employment centers, and transportation services. With the passage of ADA, property owners became responsible for ensuring that barrier-free access was provided to buildings, sites, and landscapes that are open to the public.

Buildings existing prior to the passage of the Act are required to comply depending on their use. Existing buildings that provide public accommodations, such as lodging, food service, or public gathering spaces, are required to comply when it is "readily achievable" to do so. New construction and alterations to existing buildings are required to comply at the time of construction work. Standards for the design of accessible facilities are defined in the Americans with Disabilities Act Accessibility Guidelines (ADAAG), as well as in the American National Standards Institute (ANSI) and the International Building Code (IBC).

Student Health/Cheney Center

McWhinnie Hall

S.H. Knight Geology

Wyoming Union

Red House

Section 4.1.7 of the ADAAG states that historic buildings are allowed certain exemptions from the design standards relative to the protection of existing historic fabric. These are considered "qualified historic buildings". This section prevents undesirable modifications to historic building elements judged to have historical or architectural significance. Flexibility with respect to the preservation of historic building features has been integrated into recent building codes and ADA standards. In cases where accessibility is not possible without degrading the historic character of a building, alternative solutions are considered acceptable and should be developed. In general with respect to barrier-free access:

New construction should provide barrier-free access under the provisions of the Americans with Disabilities Act (ADA).
When undertaking work required by life safety or accessibility codes, features should be designed to be functional, but as unobtrusive as possible.

Ramps should be located on primary elevations whenever possible and should be integrated to work with the existing rhythm and design of the building.
When new stair towers or elevators are required to be installed on a historic building outside of the existing building footprint, the additions should comply with the guidelines outlined in this plan for additions and new construction. Accessibility improvements should not be highly-visible design statements that overwhelm or detract from the existing building. The best designs will provide barrier-free access that promotes independence for disabled persons while also preserving significant features, materials, and finishes.

UNIVERSITY OF WYOMING

HISTORIC PRESERVATION PLAN AND ARCHITECTURAL GUIDELINES

APPENDICES

Appendix A Chronology of Campus Development

Appendix B Landscape Typology

Appendix C Inventory Forms

Appendix D References

Appendix E Glossary

Appendix F Checklist

APPENDIX A – CHRONOLOGY OF CAMPUS DEVELOPMENT

1866-1874

Laramie was formed in 1866 as a tent city, and named for Jacques LaRamie, a French-Canadian fur trapper who was one of the first Europeans to visit the area.

The Union Pacific Railroad is credited for the development of Laramie as a town to support rail operations. The first train arrives in Laramie on May 9, 1868. The railroad company remains the largest employer in Laramie until after World War II.

In January 1874, the first town government is established. Several buildings are also constructed at the time; the earliest buildings are oriented along and perpendicular to the railroad track. These buildings are part of the city's Downtown Historic District, located on First, Second and Third streets; and Ivinson Street and Grand Avenue, today.[1]

1886 The University of Wyoming is established as by the Territorial Legislature as a land grant institution resulting from the Morrill Act of 1862, which provided federal funding for public higher education at the state level (see Land Grant Institutions historic context). The act reflected a growing need for agricultural and technical education in America. The act allowed up to 30,000 acres of public land per Congressional representative to be given to the states in support of education in the areas of agriculture, the mechanical arts, and military tactics, although other areas of study were not excluded. In the early 1880s, the act was modified to include territories as well as states.[2]

The bill establishing the University of Wyoming, signed by the territorial legislature, indicates that the school was intended "to provide an efficient means of imparting to young men and young women, on equal terms, a liberal education and thorough knowledge of the different branches of literature, the arts and sciences, with their varied applications."[3] The University's new Board of Trustees determines that education at the new university will be "polytechnic

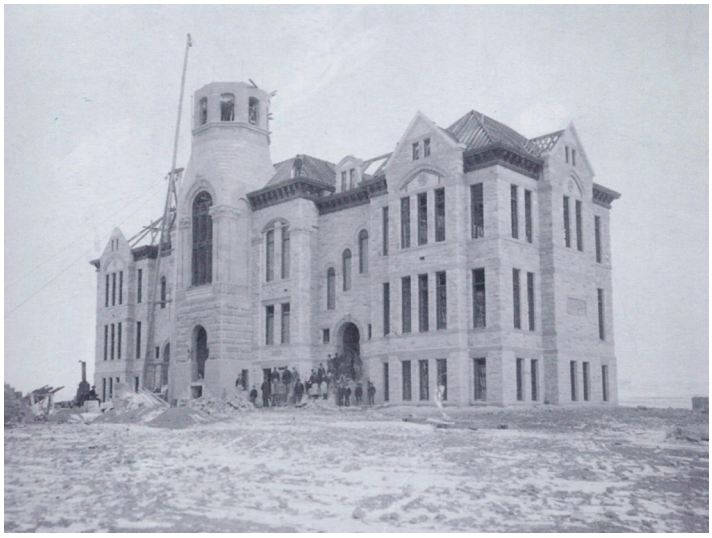
[1] University of Wyoming, *Long Range Development Plan*, 3 volumes (Laramie, Wyoming: University of Wyoming, 2010), I:33.

[2] Rick Ewig and Tamsen Hert, *University of Wyoming; The Campus History Series* (Charleston, South Carolina: Arcadia Publishing, 2012), 7.

[3] Ewig and Hert, 7.

in character, [and] turn out a class of students who, when they graduate shall know how to do something, something the world wants done."[4]

The university is to occupy an area of rolling prairie on the edge of the young railroad town of Laramie, population 500. It initially occupies a 20 acre area east of town, acquired in two parcels.[5] A 10-acre parcel is donated to the state by the town, while an additional 10 acres are purchased from the Union Pacific Railroad for $400. Before the end of the year, the cornerstone is laid for the first building on campus, the Hall of Languages, eventually completed in 1890.



The Hall of Languages (Old Main) under construction, December 1886. (AHC Photo Collections, Ewig and Hert (E&H), 11)

1887 The University names John Hoyt its first president.

The Hall of Languages (later known as University Hall, Liberal Arts, and Old Main), constructed of a rose-tinted siliceous limestone, is opened to accommodate the school's first 5 professors, 2 tutors, and 42 students. The building, oriented west toward the town of Laramie, houses all of the university's functions. The building is oriented on axis with one of the Laramie town streets, which is later named University Avenue.

[4] Ibid., 9.

[5] Jason Marmor, *Historic Preservation Plan for the University of Wyoming* Campus (Fort Collins, Colorado: Retrospect, April 1999), 5.

The Hall of Languages is immediately lauded in the press. The Cheyenne *Daily Leader* describes the structure as a "magnificent building, a model institution, a credit to Wyoming, and an ornament to Laramie." The Laramie *Weekly Boomerang* suggests the value of the building to the community: "the rare structure, engrafted in this soil, sterile though it may be, without the fostering care of art, surrounded as it is by the grandeur of the mountains and the vastness of the billowy plains, under our clear sky and in our bracing atmosphere, will be the most grateful and generous benediction and legacy that can be bestowed upon our children and our children's children."[6]

In addition to construction of the building, work at the campus includes the drilling of an artesian well used to water a fountain inside the building, and the construction of a pipe connection to the city water system for other needs. The early campus is described by one professor, Dr. Grace Raymond, upon arrival as having "no trees, no fences, no grass, no bushes. North of the building there was still a buffalo wallow, and to the east nothing but sagebrush and the city cemetery on the distant slope."[7]

Federal funds authorized by the Hatch Act of 1887 are used to establish agricultural experiment stations in Laramie and elsewhere around the state that are tied to the provisions of the Morrill Act and land grant status of the University of Wyoming.[8]

1889 Wyoming holds a Constitutional Convention on the eve of statehood.

The status of the University of Wyoming as representing the principal institution of higher education within the territory is confirmed. Article 7, section 16 of the constitution states "The University shall be equally open to students of both sexes, irrespective of race or color; and in order that the instruction furnished may be as nearly free as possible, any amount in addition to the income from its grants of lands and other sources above mentioned, necessary to its support and maintenance in a condition of full efficiency shall be raised by taxation or otherwise, under provisions of the legislature."[9]

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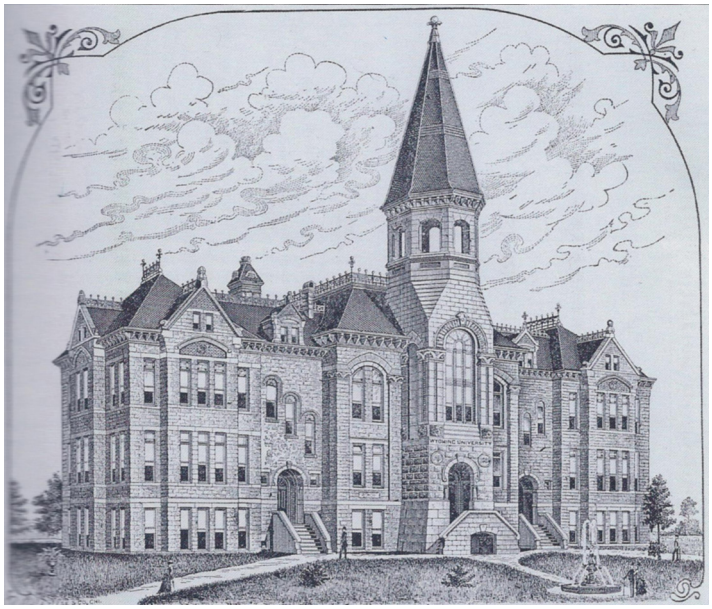
[6] Ewig and Hert, 16.
[7] As cited in Wilson O. Clough, *A History of the University of Wyoming, 1887-1964* (Laramie, Wyoming: University of Wyoming, 1965), 41.
[8] Ewig and Hert, 7.
[9] Ibid.

1890 **The United States admits the State of Wyoming into the union as the 44th state.**



Sketch of the Hall of Languages (Old Main) published in 1891 as part of the first University of Wyoming commencement program. (UWL-GRH, Ewig 2012: 9)

1891 **The first class graduates from the University of Wyoming.**

The first walks are built to link the campus with Ninth Street to the west.

The School of Military Science and Tactics is established to address the requirement that Land Grant colleges offer education in the area of military tactics.[10] The landscape to the east and north of the Hall of Languages (hereinafter Old Main) is used for military drills.

1892 **The University conducts several tree planting campaigns on the campus beginning in 1892.[11] Professor B.C. Buffum, chair of the Agriculture department, is described as involved in efforts "to plant grass and grade the campus, as well as [work] on the farm, for which the Board had supplied him with a 'suitable wagon, harness, and horse.'" Grounds maintenance and improvements are also later performed by agriculture students.[12]**

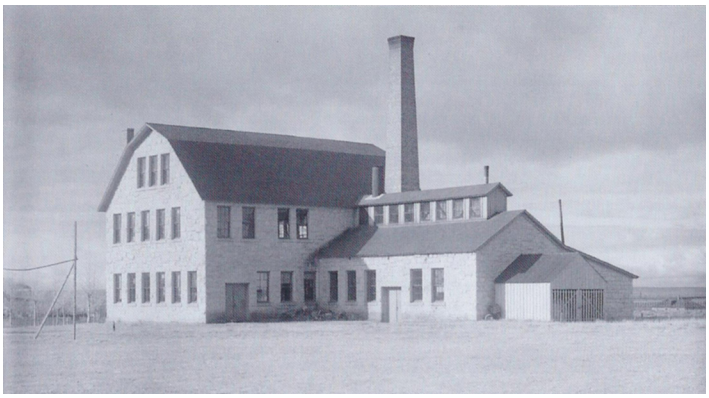
Grass is established west of the middle door of Old Main. Other landscape features associated with Old Main include at least 12 trees stretching north from the building that are watered by the artesian well dug in 1887.

[10] Ibid., 8.

[11] Marmor, *Historic Preservation Plan*, 21.

[12] Clough, 55.

During the early 1890s, "people [are] beginning to play golf, and part of the course [is] on the campus with a style over the perimeter iron fence to facilitate crossing."[13] The course includes six holes.



Mechanical Arts is the second building completed on campus in 1893. (B.C. Buffington Papers, AHC, Ewig 2012: 20)

1893 The second building constructed on campus, known as Mechanical Arts, is based on a design prepared by Prof. Luke Colburn of the College of Engineering.[14]

1897 A large wing with a gambrel roof is added to Mechanical Arts for use by the School of Mines.

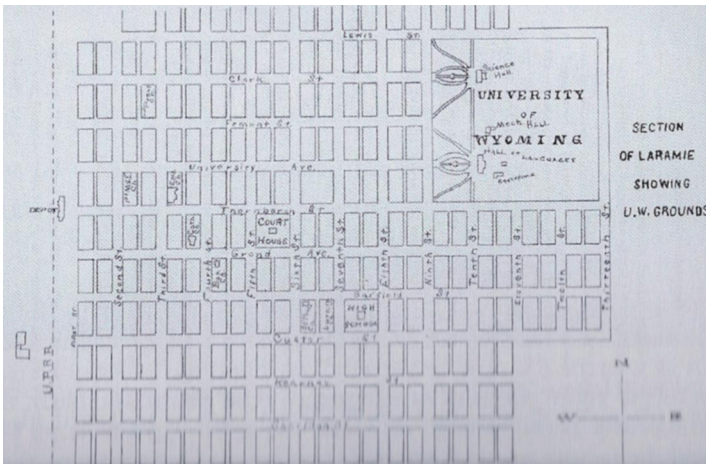
One hundred and sixty trees are planted on campus to mark Arbor Day.

Professor Wilbur Knight notes that Wyoming is well situated for mining and suggests the state's "mining resources should be the making of Wyoming and the university should help this field as well as agriculture."[15]

1899 The Union Pacific Railroad invites geologists and paleontologists from universities, colleges, and museums around the country to participate in a scientific expedition throughout Wyoming, which is already known as one of the richest fossil regions in the United States.[16] The railroad company offers free transportation to Laramie. Prof. Wilbur Knight is elected president and director of the expedition. Approximately 100 scientists participate.[17]

[13] Document provided by Jim Gabriel.
[14] Ewig and Hert, 20.
[15] Ibid., 8.
[16] Ibid.
[17] Ibid., 23.

The campus as viewed from the town of Laramie, c. 1900. (ACH Photo Collections, Ewig 2012: 16)



Map of the campus and Laramie, c. 1899–1902. (UWL-GRH, Ewig 2012: 20)

1899–1902

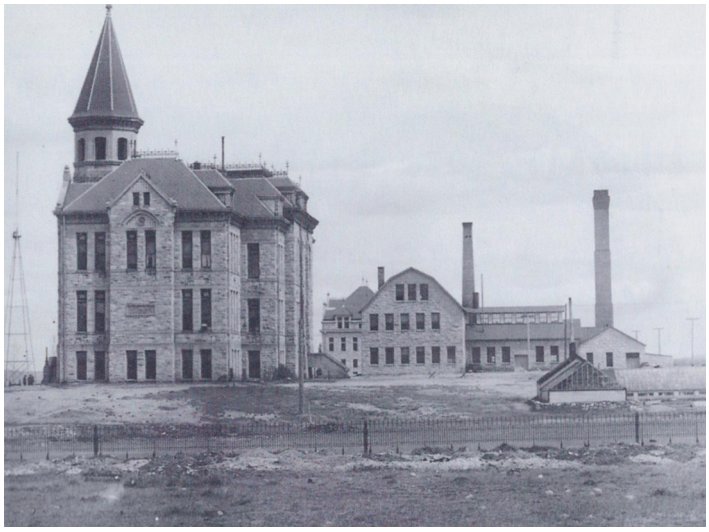
The size of the university campus doubles to 40 acres, providing room for planned expansion.[18] The new campus land includes eight additional blocks east of Laramie. Six of these are gifted to the school by the Union Pacific Railroad, while two are purchased from private owners. The University notes plans to have the land "handsomely graded and ornamented with native trees."

By the end of the nineteenth century, the campus has evolved into a complex of buildings occupying a square reservation of land northeast of the town of Laramie. Walks link the buildings with Ninth Street to the west and Lewis and Ivinson (then Thornburgh) streets to the north and south. A long walk extends the length of campus on axis with Tenth Street between Ivinson and Lewis streets. Although not indicated on the map above, trees and turf have been planted by classes and social groups to improve the campus environment.

[18] Marmor, *Historic Preservation Plan*, 10.

Science Hall, completed in 1902.
(B. Buffum Papers, AHC, Ewig 2012: 27)

1902 **The new Science Hall (also Hall of Science, Samuel H. Knight Geology building) is completed based on the design of architect Charles Murdock of Omaha, Nebraska.[19] The building is constructed of native gray sandstone, similar to that "found in abundance in the hills near town," in the Collegiate Gothic style (see Collegiate Gothic style historic context). The three-story building measures 50 feet wide by 80 feet long. Space for a museum is provided in the basement. The building faces west and is sited on axis with Clark Street.**



View of campus from the south, 1903, showing the iron fence, Old Main, barn, Mechanical Arts building, power plant, Science Hall, and greenhouse. (S.H. Knight Papers, AHC, Ewig 2012: 40)

[19] Ewig and Hert, 27.

1903 A greenhouse is built to support the work conducted in science classes.

An iron fence is built around the university property. Gates or entrances are located at Fremont and at the corner of Ninth and Ivinson. (The fence is later moved to enclose the football field south of the gymnasium. Some pieces remain visible in different parts of the campus today, including that which surrounds the Tyrannosaurus rex statue).[20] Later photographs indicate a wooden fence crossing the campus from north to south along the then eastern campus border near where the Arts and Sciences Building is later located.

A barn is built to store faculty buggies and horses while they are on campus.[21]

A Central Heating Plant (or power plant) is built near the center of campus. It forms a wing to the north of the Mechanical Arts building.

View of the University of Wyoming campus from the northeast, 1904. The buildings include, left to right, Hall of Languages (Old Main), the barn, Mechanical Arts, the power plant, Science Hall, and the armory/gymnasium. (S.H. Knight Papers, AHC, Ewig 2012: 39)

1903–1904

An armory/gymnasium is completed on campus.[22] It is designed by Cheyenne architect William Dubois. The structure is red brick with stone details, described as "not beautiful but plain and business-like." Part of the building serves as student apartments.[23]

[20] Ibid., 40.
[21] Ibid., 39.
[22] Ibid.
[23] Marmor, *Historic Preservation Plan*, 6.

1907 The Wyoming legislature transfers the former Wyoming Territorial Prison (later Wyoming State Prison) to the University of Wyoming's College of Agriculture to serve as an experimental stock farm. At the time, the University is already using the property as a farm. The legislature also allocates money to repair and equip the farm. Prison buildings are adapted for farm uses. The stock farm is used to teach students and livestock producers from the region about beef, sheep shearing, and wool. The farm also maintains dairy cattle, pigs, and poultry at various times and had living facilities for staff and students. (The operation continues until 1989, after which the complex is converted into a state historic site that interprets former use as the Wyoming Territorial Prison.)[24]

Women's Hall (Merica), completed in 1908. (S.H. Knight Papers, AHC, Ewig 2012: 41)

1908 Women's Hall (Merica) is constructed.[25] The building is named for University of Wyoming President Charles O. Merica. Because the red brick materials of the structure do not fit with the natural stone of the other university buildings, it is later painted a buff color. The building serves as housing and the domestic science department (which is later relocated to the new agricultural building in 1951). A room in the basement is used as a social center for the campus until the opening of the Wyoming Union. Dorm use of the building ends in 1943. It has since served as office space for several departments.[26]

1909 President Merica invites architect William Dubois to submit a plan to emphasize the "necessity for a design and locating all buildings in the future in accordance therewith," and to identify more land for an athletic field.[27] No copy of this plan has ever been located in the

[24] Ewig and Hert, 84.
[25] Ibid., 41.
[26] Ibid.
[27] Clough, 80.

university's records; as such, it is not currently known whether the plan was prepared or implemented.

The Normal School, completed in 1910. (ACH Photo Collections, Ewig 2012: 43)

1910 **The Normal School (Graduate School) building is completed. Built of Indiana Bedford limestone, the Normal School is considered "one of the most beautiful buildings on the campus," and "modern in every way."[28] The building is approached via the main roadway entering the campus, which connects to Fremont Street. (The road was later demolished as part of the construction of the Science Complex in the 1960s.)[29]**

The main campus road leading toward the Normal School prior to construction of the Science Complex in the mid-1960s (Arnold Hubbard, AHC Photo Collections, Ewig 2012: 3)

Pi Beta Phi Fraternity for Women is established at the University of Wyoming.[30]

[28] Ewig and Hert, 42.
[29] Ibid., 43.
[30] Ibid., 15.

The University's agricultural experiment station conducts research on dry farming, irrigation, high-altitude plants and fruit, and range management.[31]

Agricultural Hall as fronted by the open space later known as Prexy's Pasture. (S.H. Knight Papers, AHC, Ewig 2012: 44)

One of the 1911 lamp posts. (Heritage Strategies, 2014)

1911 The Class of 1911 presents the school with three wrought iron lamp posts to commemorate the University's 25th anniversary. The lamp posts frame a sandstone walkway west of Old Main.

1912 The campus now includes 54 acres.
Agricultural Hall is completed. The three-story building is designed by William Dubois and constructed with "impenetrable brick and Bedford sandstone." It houses the quarters for all departments of the Agricultural College and Experiment Station as well as the

[31] Clough, 80.

Department of Chemistry, the state chemist's office, the Department of Civil and Irrigation Engineering, and the Extension Division in Agriculture and Home Economics.[32] The building is later adapted for use as the BioChem Building, and subsequently Health Sciences.

1912–1913

The University establishes an extension division.[33] The state legislature appropriates $10,000 to fund extension work in agriculture and home economics.[34]

1914 The Smith-Lever Act links cooperative extension services with land-grant institutions. Extension services grow to support programs such as 4-H.[35]

Hoyt Hall. (J.E. Stimson, WSA, Ewig 2012: 45)

1915 The Old Main tower is removed due to safety concerns.

1916 Hoyt Hall is built as the university's second dormitory for women.[36] It is located to the east of all other campus buildings, portending growth of the campus eastward. While most campus buildings at the time face westward and are accessed from Ninth Street, Hoyt Hall faces east and is accessed from Ivinson. Hoyt Hall is designed by architect William Dubois. It is built with limestone from Bedford, Indiana, and a gray pressed brick with terra-cotta trimming. The building is named for John Hoyt, the university's first president. The building is later converted to office space for several academic departments.

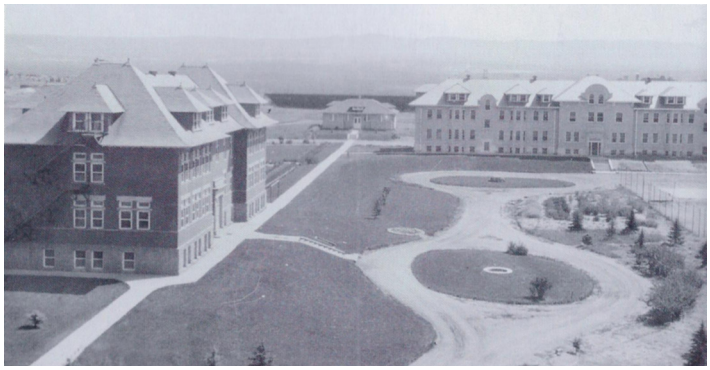
[32] Ewig and Hert, 7.
[33] Ibid.
[34] Ibid.
[35] Ibid., 11.
[36] Ibid., 45.

By 1917

An athletic field is established on the future site of Prexy's Pasture.[37] The athletic space is known as University Field.

1917–1918

As the United States enters World War I, the University provides facilities for military training for the Student Army Training Corps.[38] The athletic field is used as a parade ground, while the gymnasium is adapted for use as a barracks. A mess hall—the Commons—is erected on the north side of the campus to support the training facilities. It is later removed.[39] A fraternity house located within Laramie is adapted for use as a barracks.



View of Merica Hall (left), the Music Studio (center), and Hoyt Hall (right). (AHC Photo Collections, Ewig 2012: 46)

1918 **The Music Studio building is completed. It is equipped with four studios, seven practice rooms, and a recital room that is also used as a classroom. The building occupies a prominent position within the early open space at the center of campus, and obstructs views of Knight Hall. As a frame structure, it does not match the architectural design of the other campus buildings and is later removed to provide space for Ross Hall, c. 1960.[40]**

A Demonstration Rural School is built to help the University fulfill its mandate to train teachers for Wyoming's rural schools.[41]

c. 1918 **Botany Professor Aven Nelson assesses the campus for physical plant deficiencies.[42] Often referred to as the campus gardener and landscape architect, Nelson is known to have regularly planted**

[37] Marmor, *Historic Preservation Plan*, 5.
[38] Ewig and Hert, 8, Marmor, *Historic Preservation Plan*, 5.
[39] Marmor, *Historic Preservation Plan*, 5.
[40] Ewig and Hert, 46.
[41] Marmor, *Historic Preservation Plan*, 5.
[42] Ibid.

flowers and shrubs on grounds. The "sunken garden" is thought to have been started by Dr. Nelson, who serves as President of the University at this time (1917–1922).

Based on Nelson's assessment, university gardener William Zeller is charged with beautifying the campus landscape. The 1918–1919 school *Catalogue* notes that "with the extension of the system of walks and drives, the grounds are taking on the aspect of the traditional college campus."[43] The campus is "gradually being graded and ornamented with flowers, shrubs, and trees."

The school begins to install a tunnel heating system.

1920 The campus has grown to 62 acres in size based on a purchase of 8 acres from the Western Realty Company.[44]

1922 A new power plant is built on the north side of campus, helping to remove a source of unwanted noise from the academic core of campus. The power plant uses the tunnels begun in 1918 to pump steam into the campus buildings for heat. The huge chimney, measuring 65 feet in height, is the tallest smokestack in the state.[45]

A memorial to student Lowell O'Bryan, composed of a sandstone fountain, is installed in front of Old Main.

c. 1920–1923

Intensive development of Wyoming's oil fields begins to generate royalties that enable the University to expand and address campus needs.[46]

c. 1920–1923

Wings are added to Hoyt Hall to accommodate increasing numbers of women enrollees.[47]

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[43] "Catalogue, 1918," *University of Wyoming Bulletin* 15(4) (August 1918a, University of Wyoming, Laramie): 20.

[44] Marmor, *Historic Preservation Plan*, 10.

[45] Clough, 112 and Jason D. Marmor, Historic American Buildings Survey: "The University of Wyoming Campus, Laramie, Albany County, Wyoming" HABS No. WY-116 (Laramie, Wyoming: Mariah Associates, Inc., 1994), 17.

[46] Marmor, *Historic Preservation Plan*,6.

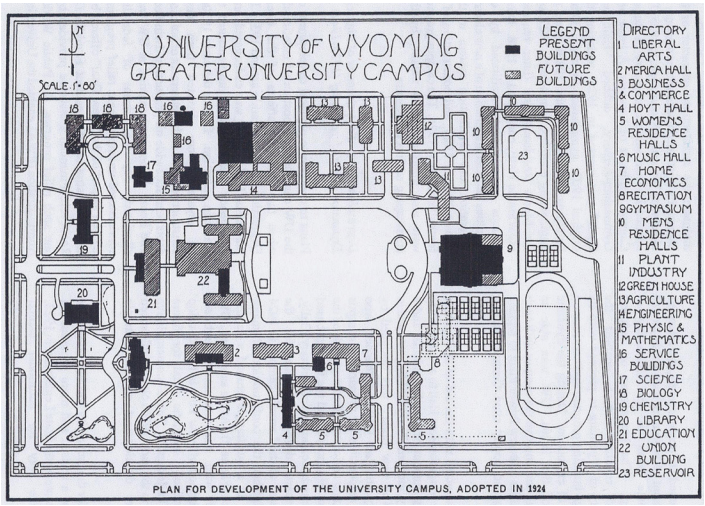
[47] Ibid.

A new library building is added to the campus in 1923.
(J.E. Stimson, WSA, Ewig 2012: 46)

1922 **A new greenhouse is built at a cost of $4,500. It is located on the site of present-day Geology Museum. A school catalog later notes that the greenhouse "furnishes plants for the beautification of the campus grounds as well as material for classes in biological science."**

1923 **A science camp is established at the head of Long Canyon.[48]**

A new library is constructed, replacing use of part of Old Main. It also houses the English department, Latin and Greek departments, the School of Law, and the history department.[49] The building is designed by University architect Wilbur Hitchcock.[50]



The 1924 Master Plan for the University of Wyoming campus.
(Marmor)

[48] Ewig and Hert, 68–73.
[49] Ibid., 46.
[50] Marmor, *Historic Preservation Plan*, 6.

The University opens its own sandstone quarry in Rogers Canyon, 9 miles northeast of Laramie to provide construction material for campus buildings.[51] The 10-acre quarry is presented to the school as a gift by Senator Francis E. Warren.

1923–1924

The University of Wyoming campus has grown to 92 acres.[52]

University architect Wilbur Hitchcock, in conjunction with the Denver-based landscape architecture firm of McCrary, Cully, and Cathcart, prepares a master plan for the campus that anticipates future growth. The plan suggests that principal buildings be grouped in a quadrangle around a central open space (see University Beautiful and Beaux Arts Design historic context). During his years as an undergraduate at the University, Hitchcock developed ideas for the campus, expressing his "[hope] to see the Board of Trustees require the architecture of all University buildings be harmonious if not uniform;" and "contemplate a harmonious whole when all the buildings are in place, not only as to arrangement of buildings, each to the others, but also the architectural relation of the buildings, one to the other, that the completed whole will insure a group of buildings architecturally harmonious. The plan must take into consideration the natural features of the campus site that unnecessary expense will not be incurred in grading and filling. The purpose of each building should decide its location that it may be easily accessible from other buildings in which related work is carried on."[53]

The University also consults with acclaimed architect Raymond Hood of New York to develop a standardized aesthetic for campus buildings.[54] To maintain the architectural character of the campus, it is determined that buildings will feature the use of ashlar masonry to blend with Wyoming's landscape.[55] Hitchcock and Raymond Hood together formulate a general style for campus buildings referred to as Neo-Gothic or Collegiate Gothic. The style is intended to

[51] Ibid.
[52] Ibid., 10.
[53] Wilbur Arthur Hitchcock, "An Auditorium Building for the University of Wyoming: Thesis Design Submitted for the degree of Bachelor of Science in Civil Engineering, June 1912."
[54] Marmor, *Historic Preservation Plan*, 6.
[55] Ibid.

incorporate the lines, textures, and colors of the regional topography into building features. As noted in the campus study prepared by the Historic American Buildings Survey (HABS), "The success of the distinctive style which emerged from this process was the result of the deliberate adaptation of architecture to local conditions and building materials."[56]

The resulting master plan and guidelines are lauded in a school catalog, which notes: "a general campus plan has been drawn which is intended to cover all future construction. This plan covers landscaping, tunnels to contain water pipes, heating pipes, sewers and wiring. Walks, drives, shrubbery, and anything that may ultimately be built on this piece of ground are provided for, thus assuring consistency and beauty for future generations."

Later catalogs and bulletins also laud the campus and its location: "No location in the Rocky Mountains is more favorable for the restoration of health, especially for relief from throat and lung troubles." … "No healthier body of students can be found anywhere than at our University. Students whose poor health prevents their attending colleges at lower altitudes can find at Laramie renewed health, new life and inspiration, and, at the same time, first-class educational advantages."

Half-acre Gym. (AHC Photo Collections, Ewig 2012: 48)

A new electric generation and distribution system is installed in the power plant.[57]

c. 1924–1929

The central open space, later known as Prexy's Pasture, is landscaped.[58]

[56] Marmor, HABS, 18.
[57] Marmor, *Historic Preservation Plan*, 6.
[58] Ibid.

1925 Approximately 28 acres of land are purchased from the Weaver family on the east side of campus.

Half-Acre Gym is built to replace the 1902 gymnasium/armory. It is located far to the east of most other campus buildings, and named for the size of the gym floor. As described by the Branding Iron "Nowhere in the Rocky Mountains can be found a playing floor

Engineering Hall. (AHC Photo Collections, Ewig 2012: 49)

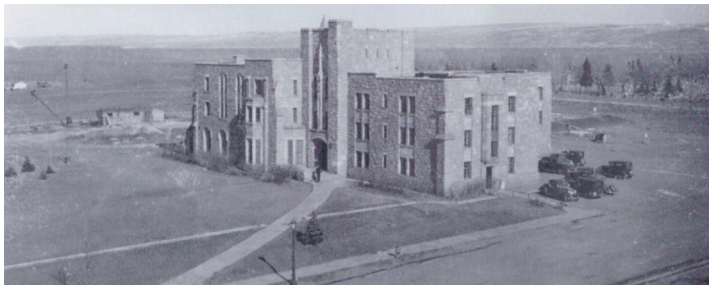
to equal this one in size covering one-half acre, this floor allows sufficient space for three basketball courts if it is found necessary to put that many in use." The structure also includes an armory and a shooting gallery for use by the military department. The building is expanded and renovated in 2013–2014.[59]

Other campus improvements that follow construction of the gym include new lighting and grading of the quad area west of the building.

1926 A football stadium is completed.[60]

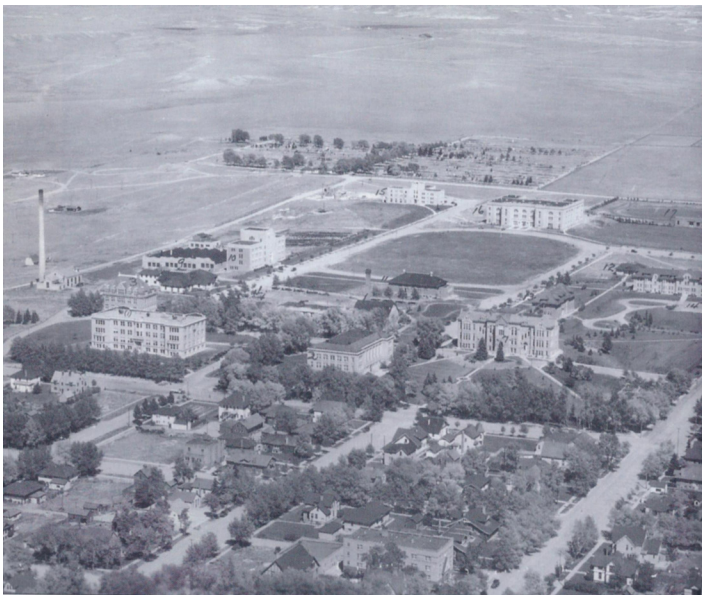
1927 Engineering Hall is constructed.[61] The structure is a five-story sandstone building is based on a design prepared by Wilbur Hitchcock. As with many Hitchcock designs, the new building

[59] Ewig and Hert, 48.
[60] Marmor, *Historic Preservation Plan*, 6.
[61] Ibid.



Men's Residence Hall. (AHC Photo Collections, Ewig 2012: 50)

included a tower element. Engineering Hall resembles the American Radiator building in New York. It is located in the northern part of campus east of the Science Building. Engineering Hall faces south toward the dormitories across the central open green or quad indicated in the 1924 plan.



Bird's eye view of campus, 1930. (WSA, Ewig 2012: 52)

1928 **Men's Residence Hall (also Graduate Hall and McWhinnie Hall) is constructed.[62] Prior to its construction, male students are forced to find off-campus room and board. The Men's Residence Hall is considered by the *Branding Iron* to be the finest new building on campus. It is constructed of native stone cut from the university quarry, and located on the eastern edge of the campus.[63] Like many others on campus, the building features a tower.**

[62] Ibid.

[63] Ewig and Hert, 50.

c. 1929 The University establishes its own nursery in the area between the area north of the present-day Agriculture building and the NRRI building. A separate nursery is later located on the site of the present-day Washakie Center.

c. 1930 Architect Wilbur Hitchcock designs a plan for Fraternity Park, a greensward east of Fifteenth Street designed to structure the establishment of Greek society houses. Fraternities are to be directed to parcels located north of the green and sororities to parcels to its south. Pi Beta Phi sorority quickly locates within the newly designated sorority row area.[64] This is the only sorority established until the end of the decade.[65] The University intends to enter into agreements with the groups purchasing parcels within the development that requires building exteriors to "be of such design as to be in harmony with other fraternity buildings within the Park." Amenities, including sidewalks and landscaping, are to be provided by the University.[66]

The idea for Fraternity Park arises under University of Wyoming President Arthur G. Clark and stems from a desire to bring the various fraternities and sororities together to improve living conditions and "bring them more closely within the influence of the University" while relocating them from various residential areas within Laramie. At the same time, the University also considers further expansion of the campus to include "an enlarged College of Education, a women's building, a place for the preservation of state historical records and mementoes, and a College of Liberal Arts, this last the largest building projected, with auditorium and student union quarters."[67]

c. 1931 The University commissions landscape architect S.R. DeBoer of Denver to make planning and aesthetic recommendations concerning future development on the campus based on proposed expansion plans.[68]

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[64] Marmor, *Historic Preservation Plan*, 8; Deborah Hardy, *Wyoming University, The First Hundred Years, 1886-1986* (Laramie, Wyoming: University of Wyoming, 1986), 123

[65] Marmor, *Historic Preservation Plan*, 8.

[66] Ewig and Hert, 60.

[67] Clough, 161; Hardy.

[68] Marmor, *Historic Preservation Plan,* 11.

c. 1931–1935

A freeze is placed on new campus construction due to economic conditions resulting from the Great Depression.[69]

A water reservoir to support campus landscape irrigation needs is established on the site of present-day Wyoming Hall.

All of the nursery stock is moved to a location along Willett Drive,

Peanut Pond and Mechanical Arts. (AHC Photo Collections, Ewig 2012: 55)

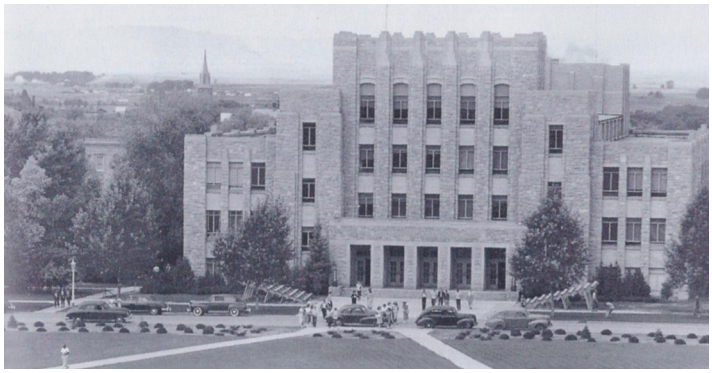
south of the cemetery. To prepare the site, the ground is plowed by a team of horses and the stock replanted by campus crews and students employed by the federal New Deal program known as the National Youth Administration. The spruce trees south of Agriculture and Education are among those planted from this nursery.

1933 **Peanut Pond, located south of the Mechanical Arts building, is constructed to beautify campus. The pond is drained in the mid-**

The Wyoming Union, completed in 1939. (AHC Photo Collections, Ewig 2012: 53)

[69] **Ibid., 11.**

[70] **Ewig and Hert, 55.**



Liberal Arts (today's Arts & Sciences). (Ludwig-Svenson Studio Collection, AHC, Ewig 2012: 51)

1950s, but filled once a year for the freshman-sophomore tug of war.[70]

1935 The first vehicles are purchased to support Buildings and Grounds department, replacing former use of horses and wagons or carts.

1936–1939

New Deal-era programs such as the Public Works Administration (PWA) enable the University to construct two new buildings at opposite ends of the main quadrangle: Liberal Arts (Arts and Sciences) and the Wyoming Union.[71] The Liberal Arts building is described in the *Branding Iron* as a "model of modern engineering methods," considered to symbolize beauty and strength, and illustrating "the present tendency to combine both beauty and utility in architectural designs." The walls are composed of locally quarried sandstone. The stone facing is backed by 4 inches of hollow clay tile and concrete, making for a fireproof frame. Described as the largest academic structure on campus, Liberal Arts is located at the west end of the area referred to as the 'open range' (later Prexy's Pasture).[72] The Wyoming Union is designed to "serve as a Campus Living Center," and to reflect the natural physiographic features of Wyoming: "flat-topped in form like the buttes that dot the landscape, a rising massiveness of form, irregular surface contours, and the whole creating a general impression of mass."[73]

[71] Ewig and Hert, 55.

[72] Clough, 164.

[73] University of Wyoming Survey Form, Wyoming Union, Section 8, 2. Wyoming SHPO.

Enrollees in the National Youth Administration are known to have worked on campus improvements during the 1930s, including construction of new concrete sidewalks. One of these, which includes information etched into the concrete, survives south of Arts and Sciences.(Heritage Strategies, 2014)

Labor provided through the Works Progress Administration (WPA) and National Youth Administration (NYA) is put to work on new landscaping and sidewalks (see New Deal-era historic context).[74] The Civil Works Administration, which provides work for those who have lost their jobs as well as some students, is involved in landscaping the grounds of the university. The WPA builds a one-story building for use as a petroleum laboratory, develops a series of ditches and a concrete irrigation canal, as well as service tunnels to provide irrigation for the grounds, and undertakes road work consisting of grading and walling, installation of concrete curbing, gutter, and sidewalks. The WPA also constructs clay tennis courts, performs landscaping and other smaller projects, and addresses utility needs by installing sewer and manhole structures.[75]

In 1936, when the deep well associated with the reservoir becomes dry, the original structure is filled in and another well drilled east of Fraternity Row. The original reservoir is converted for use as a skating rink. The structure formed a boarded-in area east of the power plant along Lewis Street north of Engineering. Cinders from the power plant, however, rain over the rink, making it undesirable for skating, and the rink is closed. A new reservoir is constructed south of the well on Fraternity Mall. A new skating rink is also established nearby along with a warming house. The rink is replaced after World War II to accommodate temporary housing for returning veterans. The well, however, remains in use today. For many years it supplies flood irrigation by ditch to the campus, particularly west and south of Old Main and west of Hoyt Hall.

A 1936 photograph of Prexy's Pasture, as it is beginning to be known,

[74] Marmor, *Historic Preservation Plan*, 8.

[75] Wyoming WPA Projects Files, Planning and Control Section, Project Folders, National Archives and Records Administration, Reel 215. Wyoming State Historic Preservation Office and Wyoming State Archives, Cheyenne, Wyoming.

indicates evidence that an irrigation system is being used to water the campus. This system remains in use until the late twentieth century when replaced with sprinklers.[76]

1937 The campus increases to 96 acres.

1939 The University attempts to stimulate development within Fraternity Park by enlarging the size of the lots and reducing their price.[77] Increasing the lots changes the configuration of the fraternity and sorority areas from two rows of buildings each to one.

The Department of Buildings and Grounds is established. Fred Ambrose serves as the first Superintendent.
A new research greenhouse is constructed.

1940 Arthur Strouts is hired as University Gardener. He is responsible for much of the landscape work that occurs on campus for the next 17 years.

1940–1941

The Cowboy Dorms, two structures notable for their fake-log siding, are built to house student pilots. These building are thought to have been built by WPA or NYA enrollees.

1941 Knight Hall, a new women's dormitory, is completed.[78] It is named for Emma Howell Knight, the University's first dean of women. The building initially serves as a military barracks after the University contracts with the Army and Navy to provide instruction, housing, and board for trainees. The Men's Residence Hall also provides housing for military service trainees.

Knight Hall is later expanded in 1947, while a cafeteria, music annex, and south wing dormitory are added in 1950.[79]

At the time, a WPA guide to Wyoming describes the campus "Modified Gothic is the dominant architectural scheme, particularly in the newer buildings. Broken perpendicular lines predominate, and the whole gives the impression of mass, suggestive of the natural rock and cliff formations of the area."[80]

[76] Ewig and Hert, 74.
[77] Clough, 170.
[78] Marmor, *Historic Preservation Plan*, 8.
[79] Ewig and Hert, 54.
[80] Workers of the Writers' Program of the Work Progress Administration in the State of Wyoming, *Wyoming: A Guide to its History, Highways, and People* (Lincoln, Nebraska: University of Nebraska Press, 1981; reprint, 1941 Oxford University Press ed.), 168–169, 202.

Knight Hall. (AHC Photo Collections, Ewig 2012: 54)

1942–1943

Several military training programs are established at the University by the War Department, including the Army Specialized Training, Assignment, and Reclassification School; Army Specialized Training Program; and Army Specialized Training Reserve Program. The University provides facilities for military training. In 1943 alone the University hosts more than 1,000 men involved in military training.[81] Campus housing facilities, including Hoyt Hall, the Men's Residence Hall, Half-Acre Gym, and Merica Hall, are commandeered for cadet quarters. The Cowboy Dorms are used for naval aviation cadet training.[82]

1944 **The United States Congress passes the G.I. Bill, which provides educational assistance to servicemen, veterans, and their dependents.**

1944–1946

The University purchases several acres from the Episcopal church of Wyoming, including the Cathedral Home for Children buildings and grounds, at the northeast corner of Grand and Fifteenth Street. Some of the buildings, including Talbot Hall and Dray Cottage, are remodeled to serve as housing for faculty and staff.[83] Talbot Hall was originally constructed in 1878, while Dray Cottage dates to c. 1924. These structures are later razed to make room for the modern residence halls.[84]

[81] Ewig and Hert, 8.
[82] Marmor, *Historic Preservation Plan*, 8.
[83] Ewig and Hert, 75.
[84] Ibid., 109.

Hudson Dormitory. (UWPS, Ewig 2012: 56)

The G.I. Bill leads to an influx of students and an acute shortage of student housing. The wood-frame Hudson Dormitory (referred to as the "Paper Palace" by those on campus) is constructed at the corner of Fifteenth Street and Grand Avenue to meet the housing needs of the University in response to the G.I. Bill.[85] The dormitory is demolished in 1961 to make room for new residence halls.

1945 **The University of Wyoming campus has grown to encompass 146 acres.[86]**

1946–1950

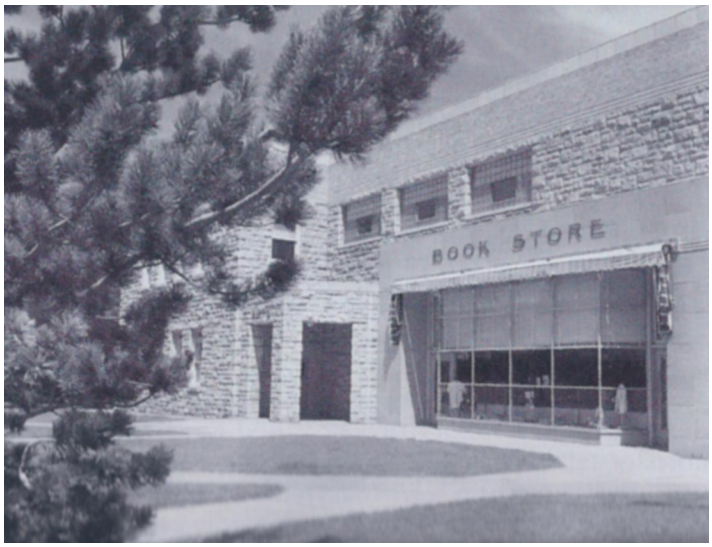
The University erects numerous temporary Butler huts, prefabricated houses, row apartments, and trailers southeast of Fraternity Park to house the large numbers of incoming students. Temporary structures are also erected on the main campus to serve as classroom, laboratory, and administrative office space.[87]

Veteran's Village, composed principally of row houses, is established to meet the housing needs of the University in response to the G.I. Bill.[88] By 1946, the complex includes 75 prefabricated housing units.[89] By 1946, University President George Duke Humphrey has initiated plans to build a new stadium and fieldhouse intended to honor the school community's war victims.

1947 **Knight Hall is expanded to include a cafeteria annex.[90]**
The state legislature appropriates funding to the University to build

[85] Ewig and Hert, 56.
[86] Marmor, *Historic Preservation Plan*, 10.
[87] Ibid., 8.
[88] Ewig and Hert, 56.
[89] Clough, 246.
[90] Ewig and Hert, 54.

a new dorm and to complete campus landscape improvements. These include improvement and reseeding of Prexy's Pasture, the installation of sprinklers, shrubs, and walks. These improvements transform the pasture into a true campus quadrangle.



A new fine arts building replaces Mechanical Arts in 1948. Peanut Pond is removed to make way for the new building. (AHC Photo Collections, Ewig 2012: 55)

By 1948

Corbett Field, named for John Corbett, coach of the football team between 1915 and 1923, is established for the Wyoming Cowboys football team.[91]

1948 A new Fine Arts building is erected following the original foundation lines of the Mechanical Arts building, which is razed due to structural problems.[92] The new building includes one and two story sections and measures just over 14,000 square feet. It houses the Department of Fine Arts, including visual arts, music, theater, and dance until 1972, when the new Fine Arts Center is opened, as well as a post office.[93] The building is later razed to make room for campus expansion.[94]

A new Education Building is completed. It is designed by architect Frederick Hutchison Porter.

The campus is expanded through further land acquisition to 240 acres.[95]

[91] Ibid., 95.
[92] Ewig and Hert, 20, 55.
[93] Ibid., 56.
[94] Ibid., 55.
[95] Marmor, *Historic Preservation Plan*, 10.

1949 Improvement of Prexy's Pasture continues.

The Agriculture building is completed to the north of Prexy's Pasture. It is designed by architect Frederick Hutchinson Porter.[96]

Old Main is remodeled. Butler buildings are located west of the building and south of the library to accommodate academic uses during the renovations. The power plant is also expanded.

1950s Science Hall is expanded to the east to accommodate a new Geological Museum. As part of the renovation, the entrance is reworked; the museum gains its own entrance.

The University increasingly accommodates married students and students with automobiles.[97] Parking is provided along the road encircling Prexy's Pasture. Three hundred units of housing for married students are constructed over the course of the decade.

Much of the temporary housing established during the 1940s is removed over the course of the decade, with the last—Hudson Dorm—demolished in 1960. Veterans Village is converted into a parking area.

The area between Sorority and Fraternity Rows is landscaped as a turf mall.

Research stations are established around the state by the University.[98] One is located at Grand Tetons and is operated as a joint venture with the National Park Service.

1950 Knight Hall is expanded to include additional dormitory space.[99]

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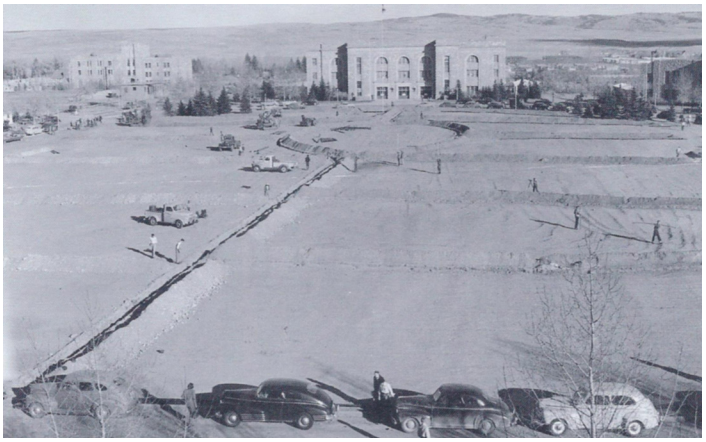
[96] Ibid., 8.
[97] Ibid., 9.
[98] Ewig and Hert, 7.
[99] Ibid., 54.



By 1950, improvements to Prexy's Pasture were complete. (Ewig 2012: 74)

President Humphrey's plans to landscape "the muddy expanse of ground" between the Arts and Sciences building, Half-Acre Gym, and Wyoming Union is completed. Thereafter, the grassy area is known as "Prexy's Pasture."[100]

War Memorial Stadium and Fieldhouse. (E&W, 97)

1950–1951

War Memorial Stadium (1950) and Fieldhouse (1951) are completed. These two athletic facilities are designed as living memorials to University community members who are casualties of World War II.[101] The Fieldhouse serves the basketball team until the Arena-Auditorium is completed in 1982.

[100] Ibid., 74.

[101] Marmor, Historic Preservation Plan, 9.

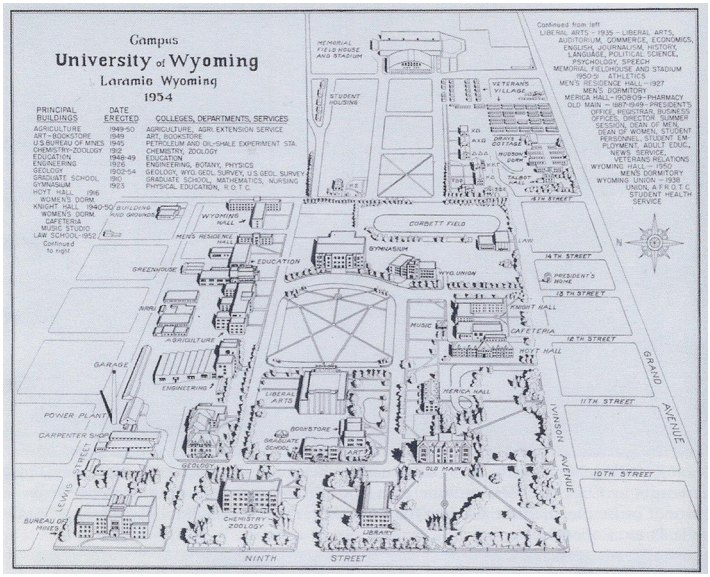
1951 The new men's dormitory, Wyoming Hall, designed by architect Frederick Hutchinson Porter, opens.

1952 A Law School building is completed.[102]

Knowledge is the Light of Destiny, a sculpture by Edward Grigware, is installed at the College of Education.[103]

An athletic dormitory is established north of Talbot Hall. It is intended to meet the housing needs of the University in response to the GI Bill.[104]

1953 The University of Wyoming assumes administrative responsibilities for the Jackson Hole Research Station in Grand Teton National Park.[105]



1954 campus map. (UWL-GRH, Ewig 2012: 58)

1955 The state legislature approves a plan to construct 60 married student apartment units.

A permanent home for the Buildings and Grounds Department is established when the Service building is completed on Fifteenth Street between Lewis and Bradley streets. The building houses the facilities, equipment, and offices related to the operation of the physical plant.[106]

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[102] Ibid., 9.

[103] "Sculpture; A Wyoming Invitational" An exhibition of outdoor public art on the campus of the University of Wyoming and in the City of Laramie, Walking and Driving Tour Guide. August 2008–July 2009. University of Wyoming Art Museum.

[104] Ewig and Hert, 56.

[105] Ibid., 85.

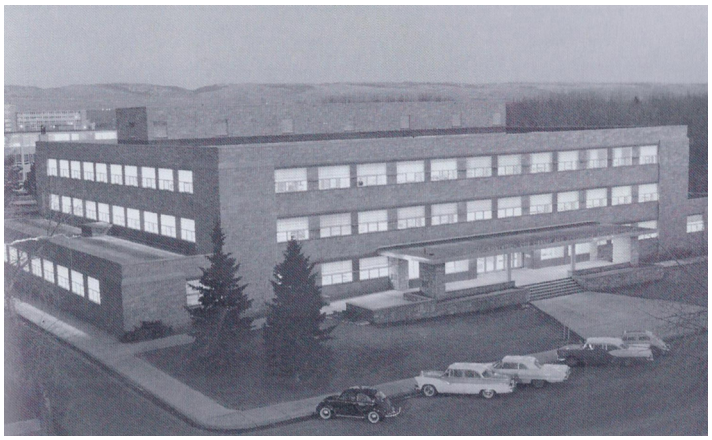
[106] Marmor, *Historic Preservation Plan*, 9.

1955–1956

A Geology building and Museum are added to Science Hall.[107]

1956 The Liberal Arts building becomes known as the Arts and Sciences building.[108]

1957 A bronze statue of Benjamin Franklin by noted Wyoming sculptor Robert Russin is placed on the green between the Arts and Sciences building, Merica Hall, and the Biological Sciences building.[109]



Coe Library. (AHC Photo Collections, Ewig 2012: 57)

1958 William Robertson Coe Library is built next door to the Wyoming Union. Coe bequeaths the funding for the new library and the School of American Studies.[110]

1959 The Wyoming Union is expanded to include a bookstore, snack bar, bowling alley, and games area, in addition to an enlarged ballroom.[111]

The smokestack on the power plant is demolished.

1960s Campus buildings begin to reflect the trend in modern architecture during this period, moving away from the tradition established by Wilbur Hitchcock and Raymond Hood in the 1920s (see Modernism historic context).[112]

A Petroleum and Aeronautics addition to the Engineering building is completed.[113]

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[107] Marmor, *Historic Preservation Plan*, 9.
[108] Clough, 284–285.
[109] Marmor, *Historic Preservation Plan*, 21.
[110] Ewig and Hert, 57, Marmor, *Historic Preservation Plan*, 9.
[111] Ewig and Hert, 53.
[112] Marmor, *Historic Preservation Plan*, 9.
[113] Ibid.

A Student Health Services building that also houses the School of Nursing is built south of the quadrangle.[114] The building is designed by Frederick Hutchinson Porter. These buildings helped to complete the infrastructure of built features surrounding Prexy's Pasture.

The Normal School is razed to make space for the new Science Complex.[115]

The Wyoming Commerce and Industry College building (now the College of Business) is completed.[116] It is renovated and expanded in 2009–2010.[117]

Nellie Tayloe Ross Hall. (E&W, 108)

1960 Nellie Tayloe Ross Hall is completed near the southeast corner of Prexy's Pasture to replace the use of Hoyt Hall as a dormitory for female students.[118] It is named for Wyoming's only, and the country's first, female governor.[119] The building is designed by architect Frederick Hutchinson Porter. The building is originally intended to occupy the open space along Ivinson near Ninth Street, but the University is blocked from constructing new buildings in the area after the parcel is made a state park.

Hudson Dorm, Talbot Hall, Dray Cottage, Duplex, and Roundhouse, as well as a residence occupied by the Superintendent of Buildings and Grounds, are demolished to make way for planned new construction.

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[114] Marmor, *Historic Preservation Plan*, 9.
[115] Ewig and Hert, 43.
[116] Marmor, *Historic Preservation Plan*, 9.
[117] Ewig and Hert, 110.
[118] Marmor, *Historic Preservation Plan*, 9.
[119] Ewig and Hert, 108.

Crane Hall. (Heritage Strategies, 2014)

1962 **Two high rise dormitories—Crane and Hill Halls—are completed for male students. The buildings are connected by a central food-service building.[120] The stone for these buildings is secured from the Dewald Stone Works rather than the University quarry.**

On the occasion of the University's 75th anniversary, several buildings are dedicated: the remodeled old library (now the Aven Nelson building), Health Services Center and School of Nursing, Nellie Tayloe Ross Hall, new Commerce and Industry building, Crane and Hill Halls, a steam plant and utility distribution building, a garage/ warehouse facility, and a 55-acre physical education, recreation, and athletic area.

[120] Marmor, *Historic Preservation Plan*, 9.

A Tyrannosaurus rex statue that stands outside the entrance to the Geological Museum is unveiled in 1964. The statue is constructed by Dr. Samuel Knight, and included over 4,000 hours of work. (UWPS, Ewig 2012: 37)

1964 **The Tyrannosaurus rex statue is unveiled outside the Geological Museum.**[121]

1965 **The University ceases to require students to participate in military training.**[122] **Until this time, in compliance with the Morrill Act that required teaching of military science at Land Grant colleges, the University requires students to take some type of military training. Military drills begin as early as 1891 when the school establishes the School of Military Science and Tactics.**[123]

[121] Ewig and Hert, 37.

[122] Ibid., 8.

[123] Ibid., 101.

The George Duke Humphrey Science Center and the Classroom Building. (E&W, 111)

The George Duke Humphrey Science Center, one of the University's largest construction projects, is built on the western side of campus close to existing science-related facilities. The siting of the building was the object of some debate.[124] The initial proposal for the building suggested that it be sited on the northwest corner of Prexy's Pasture, with the Biological Science structure located on its southwest corner. This siting would have reduced the size of Prexy's Pasture. An outcry leads to the relocation of the pair of buildings west of the Arts & Sciences building. Construction requires demolition of the Graduate (Normal) School building and the Art/Post Office building.[125] The three buildings that comprise the center—Biological

[124] Ibid., 111.

[125] Ibid.

Science, Physical Science, and Classroom—are designed by Eliot and Clinton Hitchcock, sons of Wilbur Hitchcock, in the Modern style (see Modernism historic context).

McIntyre Hall. (Heritage Strategies, 2014)

1965–1967

Four modern high-rise dorms for women are completed, all named for prominent women in the University's history: Downey, McIntyre, Orr, and White halls. The Washakie Center cafeteria is also completed in association with the dorms.[126] These buildings remain the tallest in the state of Wyoming.

1966 Wyoming Hall closes because of vacancies in the dorm rooms.

1967 A bronze plaque set on a native sandstone base honoring alumni killed in the Vietnam War is erected on campus.[127]

A new Fine Arts Center is built to the east of Fraternity Park.

A new addition is constructed in association with the power plant. Miles of steam tunnels convey heat to campus buildings.

1968 The cylindrical Classroom Building is completed in the western part of campus.[128]

1969 A new Pharmacy building is completed.[129]

1970s An infrared telescope established west of Laramie to study the infrared energy levels of distant stars.[130]

[126] Marmor, *Historic Preservation Plan*, 9.
[127] Ewig and Hert, 106.
[128] Marmor, *Historic Preservation Plan*, 9.
[129] Ibid.
[130] Ewig and Hert, 8.

The Wyoming Union is again expanded to meet the needs of a growing student body.[131]

The Department of Anthropology moves into the former Law School building.[132]

1970 The Knight and Ross cafeterias close.

1971 The legislature passes a law prohibiting further construction on Prexy's Pasture.[133]

1972 The Fine Arts Center is completed near the eastern end of Fraternity Park.[134]

1973 The Crane-Hill cafeteria closes.

1974 A new Law School building is completed.[135]

1975 The Corbett Physical Education building is completed southeast of the Fine Arts Building.[136]

1976 The Geological Survey Building is completed west of the Engineering building near the northwestern corner of the quadrangle.[137]

1977 The Wyoming Infrared Observatory is completed on Jelm Mountain west of Laramie.[138]

1978 A new wing is added to the Coe Library to meet expansion needs.[139]

[131] Ewig and Hert, 53.
[132] Ibid., 118.
[133] Hardy, 175.
[134] Marmor, *Historic Preservation Plan*, 9.
[135] Ibid., 9–10.
[136] Marmor, *Historic Preservation Plan*, 10.
[137] Marmor, *Historic Preservation Plan*, 9
[138] Ewig and Hert, 86.
[139] Ewig and Hert, 112.

Cooper House. (E&W, 113)

1980 **The University purchases Cooper House with the intention of demolishing the property for parking. Based on lobbying efforts conducted by a local group, the University renovates the house rather than demolishing it, to accommodate offices and classrooms. It later becomes home to the University of Wyoming American Studies Program.[140]**

1981 **The Men's Dormitory is renamed McWhinnie, in honor of Ralph McWhinnie, longtime University registrar.**

1982 **The new Arena-Auditorium is completed.[141]**

A new Central Energy Plant is completed on open land north of the main campus.[142]

1983 **Massive additions are constructed in association with the Engineering building.[143]**

[140] Ibid., 113.

[141] Marmor, *Historic Preservation Plan*, 10.

[142] Ibid.

[143] Ibid.

The University Family *sculpture, a focal point of Prexy's Pasture.* (Heritage Strategies, 2014)

The University Family, **a white marble sculpture by University artist Robert Russin is sited within the planter in Prexy's Pasture.**[144]

The Cooper House is listed in the National Register of Historic Places. The building, like many campus structures, was designed by Wilbur Hitchcock.[145]

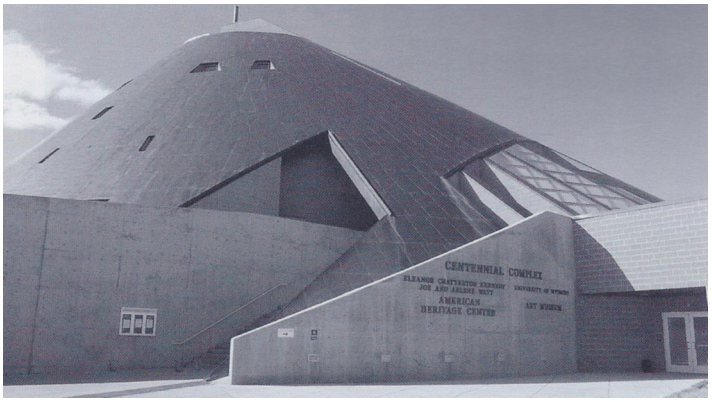
1984 **Additions are made to the Memorial Fieldhouse.**[146]

1986 **The Animal Science/Molecular Biology Building is completed east of Greenhill Cemetery.**

1990 ***Fanning a Twister***, **a sculpture by Peter Fillerup is dedicated at the Rochelle Athletic Center.**[147]

1990s **The Geology Laboratory is renovated as the Brinckerhoff Earth Resources Information Center. The Earth Sciences building is connected to the building in the 1990s.**[148]

[144] Marmor, *Historic Preservation Plan*, 21.
[145] Ewig and Hert, 113.
[146] Marmor, *Historic Preservation Plan*, 10.
[147] "Sculpture; A Wyoming Invitational" An exhibition of outdoor public art on the campus of the University of Wyoming and in the City of Laramie, Walking and Driving Tour Guide. August 2008–July 2009. University of Wyoming Art Museum.
[148] Ewig and Hert, 27.



The American Heritage Center. (E&W, 115)

1993 The Centennial Complex (American Heritage Center), designed by architect Antoine Predock, is opened.[149] It includes the university art museum.[150]

1994 The Botany Conservatory (Louis O. and Terua P. Williams Conservatory) is added to the Aven Nelson Memorial building (former library) for use by the Department of Botany.[151]

A Historic American Building Survey is completed for the historic University of Wyoming campus.

1997 The size of the campus totals 785 acres.[152]

1990s The Earth Sciences Building is added to the north side of the Geology Building.[153]

2000s The Bim Kendall House (formerly the Verna J. Hitchcock House) at Eighth and Fremont streets houses the Environment and Natural Resources Program. The Bergman Gardens are established featuring a variety of native plants in honor of former director Harold Bergman.[154]

2001 *Daydreamer*, a sculpture by Dan Ostermiller, is installed near the Wyoming Union.[155]

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[149] Marmor, *Historic Preservation Plan*, 10.
[150] Ewig and Hert, 115.
[151] Marmor, *Historic Preservation Plan*, 10, Ewig and Hert, 119.
[152] Marmor, *Historic Preservation Plan*, 10.
[153] Ibid.
[154] Ewig and Hert, 122.
[155] "Sculpture; A Wyoming Invitational" An exhibition of outdoor public art on the campus of the University of Wyoming and in the City of Laramie, Walking and Driving Tour Guide. August 2008–July 2009. University of Wyoming Art Museum.

2005 The Health Sciences Center is expanded.

2006 *Battle of Two Hearts,* a sculpture by Dave McGary, is installed at the Washakie Center.[156]

Simpson Family Plaza. (Heritage Strategies, 2014)

c. 2007 Simpson Family Plaza is constructed at the southeast corner of Prexy's Pasture just outside of the Wyoming Student Union. The design wins an award from the Colorado Chapter of the American Society of Landscape Architects.[157]

2008 The Information Technology Center is completed. It is home to the University of Wyoming Division of Information Technology, and designed to meet the computing and data needs of the students, faculty, and staff.[158]

2009 The Coe Library is again expanded. The addition redirects the main entrance from 13th Street to a north entrance convenient to the Wyoming Union. This change also leads to a general reorganization of the library.[159]

The Cheney International Center is opened, and serves as the home of all international program-related offices of the University.[160]

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[156] "Sculpture; A Wyoming Invitational" An exhibition of outdoor public art on the campus of the University of Wyoming and in the City of Laramie, Walking and Driving Tour Guide. August 2008–July 2009. University of Wyoming Art Museum.
[157] Ewig and Hert, 119.
[158] Ibid., 118.
[159] Ibid., 113.
[160] Ibid., 116.

2009–2010

The College of Business building is renovated and expanded based on a design by Kallman McKinnell & Wood Architects. It receives LEED gold certification.[161]

2010 The so-called Octopus Tree, which grew into a multi-stemmed specimen following repeated mowing of the trunk, is replanted south of the Williams Observatory. The original Octopus tree was removed in the 1980s due to its poor condition.[162]

2010–2012

Construction is initiated on the Energy Innovation Center, designed to house the School of Energy Resources established in 2006. The building includes 30,000 square feet of state of the art laboratories designed for energy research, computational modeling, and distance collaboration.[163]

2011 The Robert and Carol Berry Biodiversity Conservation Center is completed west of the Earth Sciences Geology building. The center houses the Vertebrate Collection for display that had been in storage for 30 years.[164]

The Curtis and Marian Rochelle Athletics Center opens and serves the needs of all 17 intercollegiate sports.[165]

The Business School is expanded.

[161] Ibid, 110.
[162] Ibid., 109.
[163] Ibid., 124.
[164] Ibid., 122.
[165] Ibid., 123.

Support of an Educator *by Professor Ashley Hope Carlisle.* (Heritage Strategies, 2014)

2012 ***Support of an Educator*** **by University of Wyoming professor Ashley Hope Carlisle is installed north of the College of Arts and Sciences.**

Ivinson Hospital is razed.[166]

The Vietnam memorial is rededicated as part of the second annual Wyoming Veterans Welcome Home Day.[167]

Sullivan Plaza is dedicated. The plaza is located on the southwest corner of Prexy's Pasture in front of the Cheney International Center.[168] It incorporates natural stone and ironwork benches. Vedauwoo-style granite boulder and native plant landscaping and evergreen and aspen trees create a place for students and visitors to congregate and relax.[169]

The Geology Museum is also renovated and expanded.[170]

[166] Ibid, 75.
[167] Ibid., 106.
[168] Ibid., 116.
[169] Ibid., 126.
[170] Ibid., 73.

APPENDIX B - LANDSCAPE TYPOLOGIES

This appendix is intended to present an inventory of a range of feature types present within the University of Wyoming landscape. Feature types fall into several categories, including lighting, circulation elements and paving, site furnishings, plantings, artwork, and signage. These feature types are important components of the built environment that help to convey character and a sense of place. They can also support desired goals for a place including visual cohesiveness, functionality, comfort, and aesthetics. This inventory can be used to support decision-making regarding the development of preservation and design guidelines and recommendations.

Very few of the small-scale elements considered in this appendix are classified as historic (50 years of age or older). Those that do exist are typically one-of-a-kind features—the sandstone walk connecting 9th Street with Old Main and the associated planting beds; wrought iron light poles, fountain, and stone bench; the concrete walks etched by National Youth Administration enrollees, the Benjamin Franklin sculpture south of Arts& Sciences; and some of the light fixtures affixed to the exterior of historic buildings.

Historic features that occur repeatedly include the stone identity signs near the entrances of many historic University buildings, and planting types that include groves and rows of deciduous shade and large evergreen trees. The row and allée of cottonwoods along Ivinson Street is one of the best examples of historic plantings on campus.

In historic preservation planning, the compatibility of new features within a historic setting is often evaluated. The inventory considers the compatibility of contemporary landscape element types that are present within historic and heritage landscapes on campus. For each landscape element discussed below, the most prevalent example of each type is discussed first with a corresponding photograph(s).

Many of these lighting elements are set on round poles with banner mounts. Some include a raised sandstone block base with a capstone. This type is used predominantly on West Campus along prominent pedestrian corridors; and is associated with all recent landscape installations and renovations.
This view is of the Business School along Ivinson Street. (West Campus)

Other variations have a flush concrete base. This type is used within West Campus along secondary walkways.
These views include the Information Technology Building (left) (Central Campus) and a walk on West Campus (right).

LIGHTING

Pole-mounted shoebox fixture

These elements are composed of a metal halide lamp mounted on a "UW brown" painted steel pole. This lighting type is found in West, Central, and East campus. There are variations in the way the poles are mounted and the poles themselves.

Pole-mounted 'hat' fixture

This lighting element, which may use metal halide bulbs, feature galvanized metal round poles set nearly flush to the ground in concrete bases. These are found in Prexy's Pasture, as shown, and along corridors on West Campus, as well as in association with King Row on Central Campus.

Another variation is the double-headed lamp on a square pole with a raised poured concrete base, such as those shown along 19th Street (left). (East Campus) There are also single-headed lamps such as the one shown near Crane Hall (right). (Central Campus)

View of pole-mounted 'hat' fixtures on Prexy's Pasture. (West Campus)

Exterior Lighting Integral to Building Architecture

Many of the examples of light fixtures associated with building exteriors are unique features likely designed with the building. There are many unique examples on West Campus, several of which are historic, as shown below and the following page.

Aven Nelson

Knight Hall

Wyoming Union

Half Acre Gymnasium

SITE FURNISHINGS

Benches

Many of the benches at the University of Wyoming are a contemporary interpretation of the traditional park bench, composed of wooden slats mounted to a metal frame with decorative scrollwork. Benches are often gifted to the University as a way to honor the contributions of members of the school community. Commemorative benches have engraved bronze plaques affixed to the seat back. Most are placed on the West Campus (top image). These benches are typically compatible with most of the historic landscape settings.

There are also examples of metal benches in several locations around campus

Tables with Benches

There is a wide range of typologies present on campus in the category of tables with benches. Most are located on West Campus. Most are fabricated of metal, although there are other materials represented. The most recent type featured on campus is "UW brown" painted metal. These are generally compatible with the historic landscape settings.

These metal table and bench features are located outside Wyoming Union. (West Campus)

Three examples of unique metal tables with benches on West Campus.

Trash/Recycling Receptacles

There is a range of contemporary trash receptacle and recycling feature types present on campus as shown below and following page.

Metal containers at the Law School are the most common type on West and Central Campuses. (Central Campus)

Round exposed aggregate concrete container. (West Campus)

Hexagonal exposed aggregate concrete container. (West Campus)

50-gallon steel cans with the cowboy mascot stenciled on are typically found at athletic fields. (East Campus)

Green metal recycling bin with plastic top is the most prevalent type. (West Campus)

White metal recycling bins with plastic lids. (Central Campus)

Bus Shelters

Brown painted metal and Plexiglas is most typical. (West Campus)

Gray painted metal with Plexiglas. (West Campus)

Emergency Call Boxes

The standard emergency call box is a brown-painted metal post with a blue light cap. (West Campus)

Bike Racks

The University uses a standard bike rack throughout campus (top image). There remain some variations, however.

Fencing / Barriers / Enclosures

The principal historic barrier on campus is the wrought iron fence that encloses the Tyrannosaurus Rex sculpture. This fencing is thought to have been salvaged from the original campus perimeter fence erected in the early twentieth century. Most fences, barriers, and enclosures on campus are contemporary and are made of metal or concrete.. There are a few examples of post and split-rail wood fencing, as shown below and the following pages.

The Berry Prairie
The Grand Experiment

Handrails

The most prevalent handrail type used on campus is steel pipe rail painted yellow or gray. These are found most commonly on West and Central campuses. Newer building projects have incorporated other, more contemporary handrail types.

PLANTING

Vegetation on the University of Wyoming campus at its founding was principally composed of native sagebrush representative of the high plains, which is still typical of undeveloped land in the region. The campus landscape started to be domesticated in the late 1890s, with the first large tree planting occurring on Arbor Day 1897. Turf was also planted to replace the sagebrush. Today there is little evidence of the original sagebrush landscape except where viewed in the distance from East Campus. This section identifies plantings that give the campus its current character.

Large Shade and Evergreen Trees

Two typologies of large trees dominate the University of Wyoming campus—evergreens (primarily spruce species) and the deciduous (primarily Plains cottonwood tree (*Populus deltoides* ssp. *Monilifera*, also known as *Populus sargentii*), which is Wyoming's state tree).

Large evergreen trees. Evergreens are often planted in groupings or groves within West, Central, and East campuses. They frame spaces, line streets, moderate the scale of buildings, and help diminish the impact of the west wind. Examples are shown below.

Evergreens frame the historic pedestrian entrances into campus from 9th Street at State Park and the walk leading to Old Main. (West Campus)

Evergreens were also planted to frame the building entrance into Old Main. These trees are obscuring an important view of the facade, however.

Massed plantings of evergreens also frame Prexy's Pasture. (West Campus)

Evergreens have been used to divide the Fraternity Mall into two spaces. (Central Campus)

Evergreens help to screen views of large parking areas, such as the planting near the high rise residences along 15th Street. (Central Campus)

Evergreens help to moderate the scale of Orr Hall along King Row. (Central Campus)

Evergreens are also used extensively in the athletic complex. (East Campus)

Evergreens are used to screen views of athletic fields and as street trees. (East Campus)

Groups of large evergreens serve to diminish the impact of the winter winds between the Classroom Building and Aven Nelson. (West Campus)

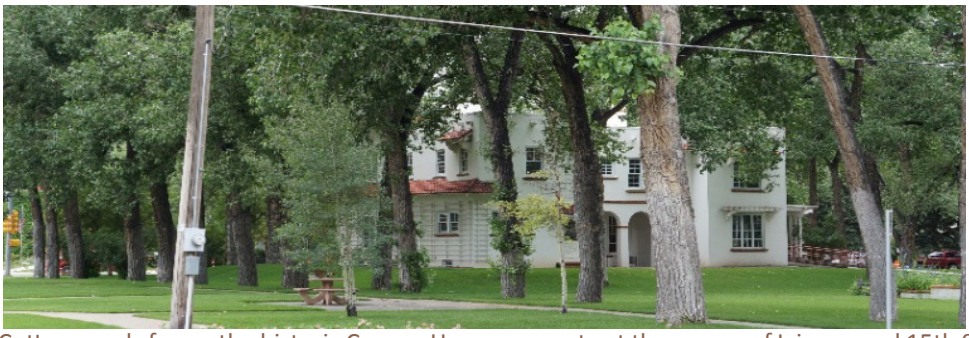
Evergreen groves, some historic, are also present within the quads and open spaces of West Campus.

Large deciduous trees

There are many examples of large deciduous trees used in the historic landscapes of campus, both in groves and in rows. Large deciduous trees continue to be planted in these patterns as part of some contemporary landscapes.

Cottonwood trees are planted along Ivinson Street. This historic planting is thought to be nearly 100 years old. (West Campus)

A historic planting of cottonwood trees create a light edge in front of Half-Acre Gym. (West Campus)



Cottonwoods frame the historic Cooper House property at the corner of Ivinson and 15th Streets

More recent street tree plantings also feature cottonwoods, such as the one shown here along Harney Street. (East Campus)

The parking area near Coe Library has recently been planted with honey locust trees. (West Campus)

Deciduous trees are often planted in groves, such as the one shown in State Park. (West Campus)

Foundation Plantings

There are several types of foundation plantings that occur throughout campus, including combinations of large trees, mixed groupings of small trees and shrubs, and perennial gardens that feature large varieties of plants.

The foundation plantings associated with the historic Bureau of Mines Building on 9th Street are more traditional in character. (West Campus)

Clipped evergreen hedges, a more traditional foundation planting type, occur in a few instances on West Campus, such as the quad between Arts & Sciences and Merica

The Knight Hall courtyard features shade trees in the center, and shrubs and evergreen trees along the building margins. (West Campus)

Shrubs form the foundation planting at the Information Technology building. (Central Campus)

Columnar evergreen trees and low shrubs edge the Biodiversity Conservation Center. (West Campus)

More contemporary foundation plantings feature native small trees, shrubs, and perennials and grasses, represented here by the Cheney International Center plantings. These are inspired by the nearby Vedauwoo landscape. (West Campus)

Colorful perennials, low shrubs, and deciduous and evergreen trees are included in the contemporary foundation plantings at the Business School. (West Campus)

Plaza Plantings

Plant palettes in the plazas that have been introduced since 2000 are inspired by the native plant communities found in the nearby Vedauwoo rock outcrops. Small trees, shrubs, perennials, and grasses are planted in naturalistic settings.

Dick and Lynne Cheney Plaza. (West Campus)

Wyoming Union. (West Campus)

Annual Bedding Plantings

Annuals are a significant component of the University of Wyoming plant palette, used primarily within West Campus. Annuals are planted in several ways—in large and small beds in the ground, in fixed raised stone planters that are integral to the architecture of a building, in stand-alone planters, and in moveable planters.

Annual beds are used to enhance memorials. (West Campus)

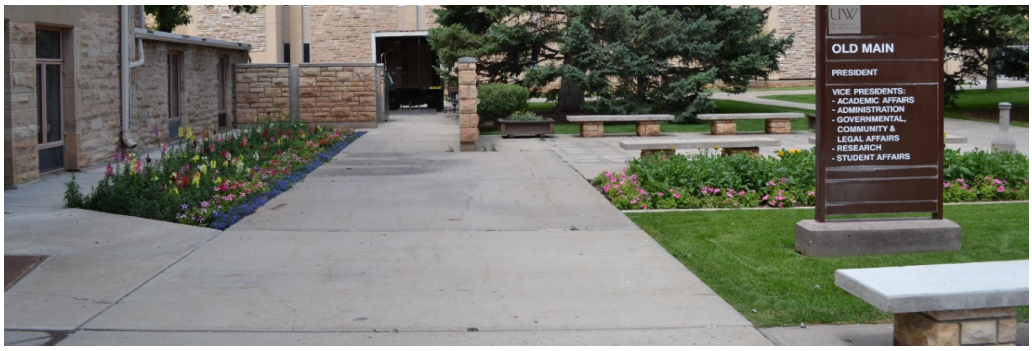
Annual beds also help to enhance identity features. (West Campus)

Annual beds mark islands formed by intersecting walks. (West Campus)

Annual beds create visual interest and help direct the eye to building entrances. (West Campus)

A unique example of this typology is the historic stone lined bed system outside Old Main. (West Campus)

Annual beds also frame open space, such as the flagpole plaza at Prexy's Pasture (West Campus)



Small beds are found near buildings. (West Campus)

Stone planters are found in several locations around West Campus. Annuals are traditionally planted in these stone features. (West Campus)

The more recently constructed raised stone planter that forms the setting for The University Family sculpture in Prexy's Pasture also features annual bedding plants. (West Campus)

Planters with annuals are also part of the Modernist Sciences complex plaza. (West Campus)

A concrete planter of a different character is located outside of Engineering. (West Campus)

Stone planters are integral to some older buildings. (West Campus)

Planters also edge walks leading to building entrances. (West Campus)

PAVING—PEDESTRIAN CIRCULATION

Poured concrete is the predominant paving material on the University of Wyoming campus for pedestrian areas including sidewalks, boulevards, and plazas. A range of methods are employed to create variation in the surfacing of the concrete including pigmenting, scoring patterns, and stamped patterns that mimic stone or pavers.

Irregularly cut flagstone is the second most prevalent paving material type used in pedestrian areas. It is generally used in Vedauwoo-inspired plazas throughout the West Campus and in a few Central Campus areas, such as at the Law School.

Less frequently, concrete pavers are used to connect systems or fill left-over areas.

Few of the pedestrian circulation systems are historic in terms of original fabric, although many walks follow historic alignments. There are two remnant historic paved walks on West Campus. One is the walk linking 9th Street with Old Main which is paved with sandstone slabs. Another is a small section of concrete walk south of the Arts & Sciences building dates to the 1930s. This walk was imprinted with lettering by enrollees in a federal program established during the Great Depression to provide work for unemployed Americans.

Pedestrian Boulevards

Boulevards are walks wider than 6 feet. On the University of Wyoming campus, boulevards are typically poured-in-place concrete, sometimes pigmented, with a fine aggregate composition. Various scoring patterns and stamped concrete patterns are employed to visually break up large expanses of concrete. These occur primarily on West Campus. The pigmentation helps to unify the walks with the coloration of the stone used in many campus buildings.

Square scoring patterns are sometimes used to break up the expanse of concrete, such as this boulevard near Ross Hall.

Bands of stamped concrete that imitate stone are present in some of the walks around Prexy's Pasture. (West Campus)

Plazas

Plazas are relatively recent additions to the campus landscape. They are paved with irregular blocks of locally-sourced stone in a warm red or buff hue. Plazas are found primarily on West Campus, although there is one associated with the Law School on Central Campus.

Vedauwoo-inspired plaza on West Campus with irregular stone pavers.

This plaza was designed to complement a sculptural piece near the Wyoming Union and features stone. (West Campus)

Building Entrance Plazas

Many campus buildings feature entrance plazas. These are transitional places often designed to feature complex paving patterns that create interest and distinguish these spaces from connecting boulevards and walks. They frequently include pigmented poured concrete, stamped concrete, and scoring patterns. They are found principally on West Campus.

The plaza in front of Arts & Sciences is a veritable sampler of the various concrete paving techniques employed on the University of Wyoming campus: pigments of various shades, stamped concrete and various scoring patterns are used to create a composition that is visually interesting. (West Campus)

Pedestrian Walks and Paths

Pedestrian walks and paths are circulation systems that are 6 feet wide or narrower. They are typically pigmented, poured-in-place concrete featuring fine aggregate, a smooth broom finish, and control and expansion joints at regular intervals. These types of walks are found on all three areas of campus.

The pigmented concrete is intended to blend with the warm hues of the sandstone buildings. Walks that are not pigmented are less compatible within historic landscape settings.

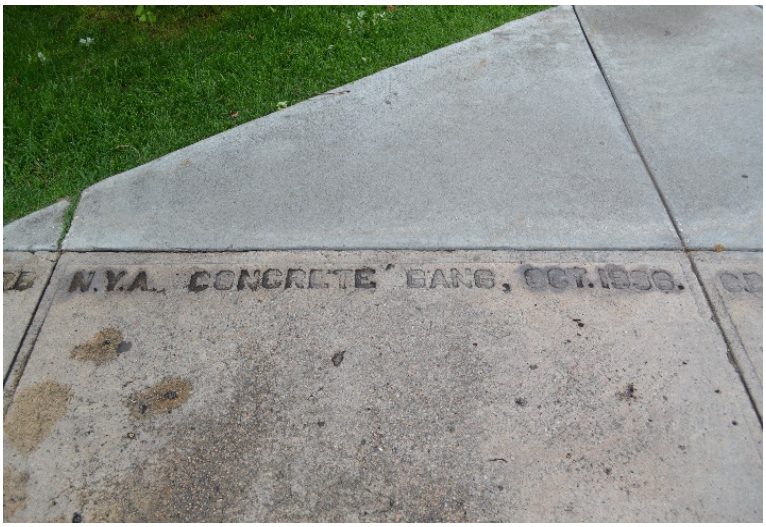
Multiple walks intersect on the east side of Health Sciences fronting on 9th Street. (West Campus)

Bike/skateboard dismount signs are painted on some walks. (West Campus)

There are two occurrences of double walks separating pedestrian and bicycle uses—one along the 10th Street extension on West Campus (shown) and the other to the west of Information Technology on Central Campus.

Historic Concrete Walk

An example of a surviving historic concrete walk is located within the quadrangle south of Arts & Sciences. The walk is composed of pigmented, poured-in-place concrete with coarse aggregate. It features regularly spaced construction joints. This walk was constructed in 1936, and includes a band along the walk with initials of the crew who built the walk.



Sandstone Pavers

Another historic walk leads to the main entrance of Old Main from 9th Street. This sandstone slab walk is unique on campus.

Sidewalks along City Streets

Sidewalks typically edge city streets. These are separated from the street by turf bands or other paving, and are sometimes used for street tree plantings and lighting element.

The sidewalk along 9th Street. (West Campus)

The sidewalk along 15th Street is separated from the street by a pigmented stamped concrete band. (Central Campus)

Accessibility Features

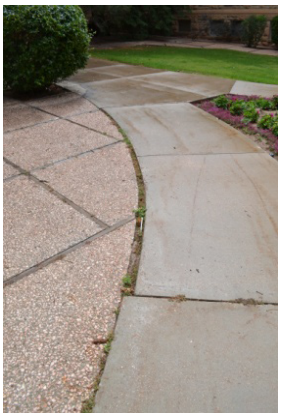
Many of the ramped features that provide universal accessibility at building entrances and elsewhere are composed of concrete, with scoring, and textured aprons.

Left: A scored concrete apron. (West Campus). Right: A rumble strip near the road. (Central Campus)

One-of-a Kind Concrete Paver Areas

Several concrete pavers types are used to fill in left-over spaces, or to provide visual interest where large expanses of pavement are used. Some include brick-like pavers laid in different patterns, while others are blocks of exposed aggregate. These are found in several locations on West Campus.

Brick-like pavers used to break up large expanses of poured concrete (top left), provide a short connection that may have formed as a social trail (top right), to create a bike parking area (above). (West Campus)



Exposed aggregate pavers are used in small areas. (West Campus)

ARTWORK AND SCULPTURE

Artwork in the University of Wyoming landscape consists almost exclusively of free-standing sculpture, mostly contemporary, and most prevalent on the West Campus.

Sculpture as focal point in large space

The University Family in Prexy's Pasture was placed at the time of the University's centennial celebration. (West Campus)

The historic Benjamin Franklin statue is the focal point of the quadrangle between Arts & Sciences and Merica. (West Campus)

This sculpture graces the western edge of Fraternity Mall. (Central Campus)

Sculpture in Places of Repose

Daydreamer is the focal point of a small plaza on the north side of Wyoming Union. (West Campus)

Socrates is perched at the entrance to the Law School. The seat wall offers place for repose. (Central Campus)

Sculpture as Memorial or Commemoration

Tommy is set in a planting bed that features annual flowers. The sculpture honors a beloved campus gardener. (West Campus

Support of an Educator honors a beloved professor. It is sited in the quadrangle on the north side of Arts & Sciences. (West Campus)

SIGNAGE

Signage identifies places, provides information, and offers help with directions. Signs stand alone or are integrated into building architecture. There are several historic signs on campus. Most, however, are contemporary additions to the campus landscape.

University Identity Signage

Left: The most prevalent historic sign type on campus is the large sandstone slab, here used to identify the campus. Most others identify buildings.
Right: Building and place names that are integral to the architecture are common in the oldest buildings on campus. Here the name of the University is integrated into the architecture of Old Main.(West Campus)

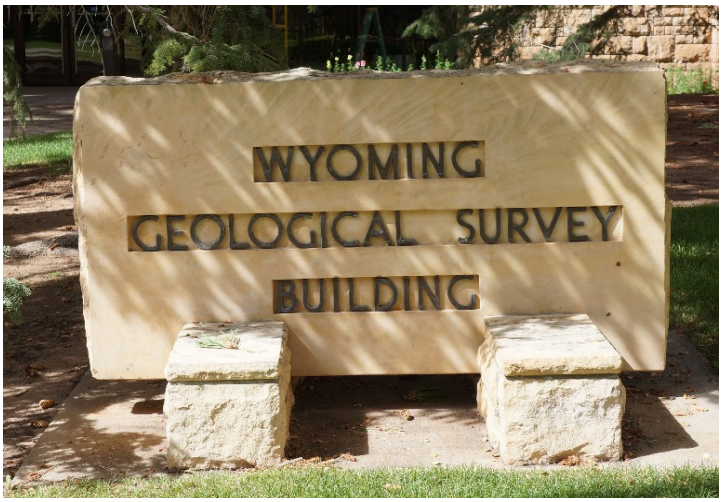
Contemporary stone campus identity signs are constructed in the form of walls. They incorporate a palette that is compatible with historic materials. (West Campus)

Contemporary signs are also composed of metal and concrete and painted “UW brown”. (East Campus)

The University cowboy mascot or icon is used on the contemporary rustic stone pillars that mark the 15th Street vehicular entrance. (West Campus)

The cowboy mascot is also used extensively in association with athletic complex buildings and fields. (East Campus)

Building Identity



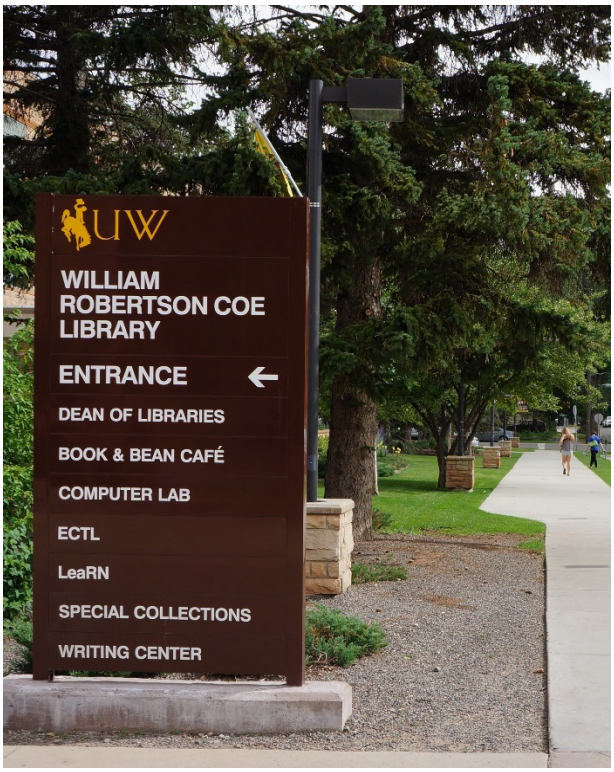
Left: Historic stone identity sign.
Right: Contemporary metal building identity sign painted “UW brown” and featuring the cowboy mascot. (West Campus)

Examples of historic etched stone building names above the building entrances. (West Campus)

The building name applied using metal letters. (West Campus)

Metal letters used to identify a contemporary building. (Central Campus)

Directional Signage



Contemporary metal panel signs are also used for directional purposes. (West Campus)

Place Names

Contemporary plazas are identified by names etched into stone work that is integral to the design of the space. (West Campus)

APPENDIX C – INVENTORY FORMS

University of Wyoming Laramie Campus Building / Structure Inventory Forms

As part of the examination of historic buildings and structures on the campus of the University of Wyoming, it was necessary to prepare Wyoming State Historic Preservation Office Cultural Properties Forms for buildings, structures, and objects that are at least fifty years of age but have not yet been included in the university's inventory of cultural resources.

The following structures and buildings on campus have been identified and Wyoming SHPO forms are attached for them:

WPA Sidewalk Panel (1935-1939)

NYA Sidewalk Segment (1936)

Student Health Service / School of Nursing Building (1960)

Crane – Hill Dormitory Complex (1961-1962)

UW Tyrannosaurus Rex Statue (1964)

Forms are *not* included for these buildings:

College of Business Building (1960)
The question here is not just whether the building retains integrity (it plainly does not), but whether the original building can even be said to still exist at all given the construction of the new building which has completely reconfigured the original building.

Downey Hall (1965)
While Downey Hall was constructed in 1965 and thus will become an eligible resource, at least by date, in 2015, in the two years following its construction three other dormitories (McIntyre, Orr, White) were also built on this plot of land (where the old Talbot Hall orphanage had been) and the four dormitories and Washakie Center (1967) were joined together in a coherent residential complex. Downey Hall is probably best understood as part of that complex rather than as an independent building. Of course, all five buildings will need to be evaluated as they reach fifty years of age in 2016 and 2017.

WPA Sidewalk Panel (1935-1939)

Date _____January 12, 2015_____ Smithsonian # _____

RECORD TYPE: __x_ First-recording, ___ Full Re-record, ___ Update, ___ Condition Report, ___ Site Lead

PROPERTY CATEGORY: ___Prehistoric Site, ___Historic Site, ___Building, _x__Structure, __Object, ___District, ___Landscape, ___Lithic Landscape, ___TCP

1. IDENTIFICATION/OWNERSHIP

Consultant Project Number _____ Agency Project Number(s) _____

Associated Project Name___ UW Historic Preservation Plan Update, 2014-2015 _____

Site Name __ WPA Sidewalk Panel _____ Temporary Field Number _____

Other Common names: ____ _____ _____ Agency Site Number _____

Other Site Number _____

Landowner (at time of this reporting, specify agency/district, if private give name and address): ___ check here if site information is confidential
University of Wyoming

2. LOCATION (repeat as needed on continuation sheets; ____ check here if additional locational information is on continuation sheet)

Street address ___NA_____ Town __Laramie_____

Lot-Block: _____ Parcel _____ County ___Albany _____

USGS 7.5' Map Name, Date _____

Township __15__.N_ Range _____73_.W_ Section __33__ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Elevation (ft.):_____ UTM Coordinates (center point is required; bounding UTM(s) required for sites > 200m in any dimension)

UTM: Zone ____ E _____ m N _____ m Datum used to calculate: __NAD 27 __NAD 83

Bounding UTM : (1) E _____N _____ (2) E _____N _____

(3) E _____N _____ (4) E _____N _____

UTM source: ___corrected GPS/rectified survey (<5m error), ___uncorrected GPS, ___map template, ___other:_____

GPS Model/Software: _____

Notes pertaining to access:

3. NATIONAL REGISTER STATUS (check all that apply in each category)

ENROLLED STATUS ___Landmark/Monument, ___Enrolled on NRHP

FACTORS AFFECTING INTEGRITY (check all that apply; indicate specific areas of disturbance and vandalism on a copy of the site map)

Disturbance/Vandalism : __none, __erosion, __vandalism, __collection, __structural damage, __ manual excavation, __ mechanical excavation,

__vehicle traffic, __structural decay, __grazing, _x_construction/development, __defacement, ___imminent destruction, __unknown

Percent of property badly disturbed as of this recording date, to nearest 10%): __10%_____

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE

Period(s) of significance: __1935- present _____ Theme(s) __ Education, Social History, Transportation, Landscape Architecture ____

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILTY RECOMMENDATIONS (check all applicable):

Recorder NRHP Evaluation: ___ Eligible under criteria _x_ a, ___b, _x_ c, ___ d ; ___ Not Eligible, ___ Unevaluated

Contributing Components: ___ Prehistoric, _x_ Historic Associated person for criterion b property_____

Justification: (Include in justification a statement of significance; discussion of contributing components (indicate spatial extents on maps); and integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined)*:

The WPA Sidewalk Panel is eligible under Criterion A in the areas of significance Education, Transportation, and Social History and under Criterion C in the area of significance Landscape Architecture because of its association with Federal Depression-era Projects in Wyoming. This resource conforms to the eligibility requirements specified in the Multiple Property nomination for resources associated with those federal projects. This sidewalk panel retains very good integrity.

Agency Determination: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

SHPO Concurrence: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

4. INVESTIGATIVE HISTORY (Check all that apply, use property narrative for additional information as appropriate)

Recorded by: ___Michael Cassity _____ Organization: __Michael Cassity Historical Research and Photography _____

Field Dates: _____September 10, 2014 _____

DISCOVERY METHOD (describe in site narrative description)
___ Exposed on surface, ___ Exposed subsurface, __Construction discovery, ____ Documentary sources, ____ Informant

WORK PERFORMED (as part of this recording ONLY; describe numbers and dimensions of sampling/excavation units in narrative section)

__Surface recorded	__Tested with probe device	__Materials sourcing	__Lab analyses
__Shovel tested	__Controlled Trench/Blade	__Remote sensing	__Material sample program
__Formal test unit(s)	__Geomorphology study	__Photos/Sketches/Video	__C-14 dating
__Block excavation	__Paleo-environmental study	__Collections research	__Other (describe in narrative)

MATERIALS COLLECTED AS PART OF THIS RECORDING? ___ yes, _x__ no, ___ unknown

Repository: ___ U. W. Archaeological Repository (UWAR), ___Western Wyoming College, ___Other:_____

5. PROPERTY DESCRIPTION

PHYSICAL DIMENSIONS
Length ____1.3_____ m, Width _____1_____ m, Area: _____1_____sq. m, (__estimated __ measurement method:_____)

Boundary estimates based on:

___ feature/artifact distribution, ___ modern features or disturbance, ___ property boundaries, ___ topography, ___ other, ___ unknown.

Property datum? ___ yes, ___ no (describe if yes): _____

RECORDS INVENTORY (check all appropriate attachments associated with this recording)

Required attachments*:
___ (6) Prehistoric/Historic Archaeological Site Setting, Topography, Depositional Environment (*not required for urban and rural buildings, structures, objects, or historic districts)
___ (7) Site Narrative Description
___ (8) Prehistoric/Historic Site Matrix
___ site map w/scale,orientation.,key
___ location map (USGS 1:24,000 base)
___ photographs/images

Additional Attachments:
(One or more of the next 8 are required)
___ (8A) artifacts associated with prehistoric component
___ (8B) features associated with prehistoric component
___ (8C) artifacts associated with historic component
___ (8D) features associated with historic component
___ (8E) historic and/or prehistoric rock art/inscription component
___ (8F) historic architecture description
___ (8G) linear feature description
___ (8H) lithic landscape sample description
_x_ (8I) historic structure/object description

__ artifact illustrations
__ stratigraphic profile
__ field notes
__ artifact catalog
__ electronic data
__ other (describe):

Optional Attachments:
__ (8J)TCP description

6. PREHISTORIC/HISTORIC ARCHAEOLOGICAL SITE SETTING, TOPOGRAPHY, DEPOSITIONAL ENVIRONMENT*
Section 6 is not required for urban and rural buildings, structures, objects, or historic districts)

GENERAL TOPOGRAPHIC SETTING

___Basin/Interior, ___Foothill/Basin Margin, ___ Major River Terraces, ___Mountain/Major Uplift, ___Unknown

Geographic Division (cf. "Wyoming Geologic Highway Map" published by Western Geographics with the cooperation of the Geological Survey of Wyoming Revised Edition 1991, R.D. Christiansen, Geologist Map compiled and adapted from Geologic Map of Wyoming. Divisions prepared by Richard W. Jones, 2002. See map in "Users Guide.")

___Absaroka Range	___Great Divide Basin	___Madison Range	___Shirley Mtns.
___Bates Hole	___Green River Basin	___Medicine Bow Mtns.	___Snake River Range
___Beartooth Mtns.	___Green Mtn.	___N Laramie Basin Structures	___Sublette Range
___Bighorn Basin	___Goshen Hole	___Overthrust Belt	___Star Valley
___Bridger Basin	___Gros Ventre Range	___Owl Creek Mtns.	___Teton Range
___Bighorn Mtns.	___Hanna-Carbon Basin	___Powder River Basin	___Tunp Range
___Black Hills Uplift	___Hartville Uplift	___Rawlins Uplift	___Washakie Basin
___Casper Arch	___Hoback Range	___Rock Springs Uplift	___Washakie Range
___Denver Basin	___Jackson Hole	___Salt River Range	___Wind River Basin
___Ferris Mtns.	___Kindt Basin	___Sierra Madre Mtns.	___Wind River Range
___Fossil Basin	___Laramie Basin	___Seminoe Mtns.	___Yellowstone Volcanic Plateau
___Granite Mtns.	___Laramie Mtns.	___Shirley Basin	___Unknown

UNIQUE SITE SETTING (check as appropriate, describe site setting in general narrative):

___playa	___arroyo cutbank	___rockshelter	___spring
___saddle/pass	___cliff	___cave	

GENERAL TOPOGRAPHIC SETTING (few words): _____

VEGETATION ASSOCIATION (cf. Knight 1994:8, Mountains and Plains: The Ecology of Wyoming Landscapes; Yale Univ. Press)

___Alpine	___Ponderosa Pine	___Desert Shrub	___Riparian
___Spruce/Fir	___Aspen/Conifer	___Grassland	___Cultivated
___Douglas-Fir	___Oak	___Sagebrush	___Unknown
___Lodgepole Pine	___Juniper	___Sand Dunes	___not applicable

OVERALL PERCENT BARE GROUND (discuss variation in ground visibility in general site narrative)

___0%, ___1-25%, ___26-50%, ___ 51-75%, ___ 76-99%, ___ 100%, ___ unknown, ___not applicable

GENERAL DEPOSITIONAL ENVIRONMENT (check all applicable, describe in general site narrative):

___unknown, ___ aeolian, ___alluvial, ___colluvial, ___bare rock, ___regolith, ___not applicable, ___other

AEOLIAN SETTINGS (Late Pleistocene and Holocene aeolian deposits)

Is site in/partly in an aeolian deposit?: ___yes, ___no, ___unknown, ___ not applicable

If "yes", which type(s)? ___dune, ___sand shadow, ___sand sheet, ___ deflation area, ___don't know

SUBSURFACE POTENTIAL

Archaeological subsurface deposits: ___yes, ___no, ___unknown/undetermined

Maximum depth below surface of cultural deposits: ___ meters, ___unknown, ___ not applicable (enter zero if no subsurface deposits are present)

Estimate based on: ___rough guess, ___ shovel test(s), ___core/auger tests, ___excavation(s), ___road/arroyo cuts, ___animal burrows, ___other information (describe in narrative)

7. SITE NARRATIVE DESCRIPTION

In addition to general description, the site narrative should address explicitly the kinds and amount of work done at a site, the site environment (setting, geomorphology, soils and sediments, vegetation), site condition and threats to the site. All other matters that demand more discussion than the other sections of the form allow should be discussed in a well-organized fashion here. Tables and other materials can be part of the site narrative, as appropriate. Dating and laboratory results should be cited here, with clear references to laboratory numbers and results.

The WPA Sidewalk Panel is an integral part of a functioning sidewalk immediately north of Knight Hall near the northeast corner of that building. Part of an original sidewalk placed by the Works Progress Administration probably 1935-1939 (at which point the WPA, which then became the Work Projects Administration instead of the Works Progress Administration, generally used a shield symbol to mark its work) and in any case during the life of the WPA, 1935-1943, this segment is a single piece of poured concrete with the letters WPA impressed in the material while it was still wet, the letters appearing on both the west and east ends of the panel facing outward. This remains a part of the active sidewalk that abuts the building and while this panel remains, it is surrounded by newer panels that have been poured to connect without impinging on the WPA panel. In addition, a longer and identical (materials and design) segment of sidewalk remains about nine inches north of this panel and it is clear that the longer sidewalk was constructed at or near the same time and in the same method as this panel, perhaps even as part of the same project. Further research is needed to define the exact physical extent of that WPA sidewalk. Since the removal of the Cowboy Dorms (one of which was National Youth Administration and the other WPA construction), this sidewalk panel and the nearby sidewalk to the north appear to be the only extant, visible remnants of WPA construction on campus. Despite addition / replacement of surrounding concrete, integrity of this segment remains very good.

8. Prehistoric/Historic Site Matrix (attach (8A) "Artifacts Associated with Prehistoric Component", (8B) "Features Associated with Prehistoric Component", (8C) "Artifacts Associated with Historic Component", (8D) "Features Associated with Historic Component" as appropriate). Check boxes for "yes" as appropriate.

	OCCURRENCE		CONTENTS			
COMPONENT	Surface	Subsurface	Artifacts	Features	Rock Art	
PREHISTORIC						
Unknown Prehistoric	___	___	___	___	___	
Paleoindian	___	___	___	___	___	
Early Archaic	___	___	___	___	___	
Middle Archaic	___	___	___	___	___	
Late Archaic	___	___	___	___	___	
Archaic (general)	___	___	___	___	___	
Late Prehistoric	___	___	___	___	___	
PREHISTORIC PHASES (optional)						
Great Divide	___	___	___	___	___	
Green River/Opal	___	___	___	___	___	
Pine Spring	___	___	___	___	___	
Deadman Wash	___	___	___	___	___	
Uinta	___	___	___	___	___	
Firehole	___	___	___	___	___	
PROTOHISTORIC	___	___	___	___	___	
HISTORIC						Building(s)/ Structure(s)
Unknown Historic	___	___	___	___	___	___
Early Historic	___	___	___	___	___	___
Pre-territorial	___	___	___	___	___	___
Territorial	___	___	___	___	___	___
Expansion	___	___	___	___	___	___
Depression	___	___	___	___	___	___
WWII Era	___	___	___	___	___	___
Post WWII	___	___	___	___	___	___
Modern	_x__	___	___	___	___	_x__

Periods of Significance – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940 - 1946); Post-WWII (1947 - 1955); Modern (1956-present)

8C. ARTIFACTS ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____

*Periods – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940-1946); Post-WWII (1947-1955); Modern (1956-present); use exact dates if known

Presence/Absence of common time-diagnostics:

___purple glass (UV altered)	___hand applied finish bottles	___sanitary cans	___other (describe)
___aqua glass	___makers' marks	___cut nails	
___clear glass	___solder dot cans	___wire nails	
___auto machine bottles	___hole-in-top cans	___ceramic trademarks	

Presence/Absence of common artifact classes:

___plate glass	___bottle caps	___wood	___toys
___bottle glass	___wire	___furniture	___building hardware
___ceramics	___furniture hardware	___leather	___firearm-related
___metal	___silverware/cutlery	___sawn lumber	___clothing-related
___nails	___lamp parts	___wagon parts	___other (describe)
___tin cans	___corrugated metal	___car parts	
___tobacco tins	___stove parts	___bone	

Estimated total assemblage size: ___ 0-10, ___ 11-100, ___101-1000, ___1001-10,000, ___>10,000

ARTIFACT KEYWORDS:

HISTORIC ARTIFACTS

Instructions: Use lines below to list artifacts associated with this component. The IMACs user's guide provides a fairly comprehensive list of artifact types but its use is optional. Alternatively, you may attach a substitute format, so long as it tallies the artifact content adequately.

Artifact Type	Count
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

__ check here if this list is continued on a continuation form (expand with word processor as needed) or provided in an alternate format

__ check here if artifacts are described in site narrative section, otherwise use space below for general notes on historic artifacts

8D. FEATURES ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____Depression Era (1935-1943) _____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

Date _____**January 12, 2015**_____ **Smithsonian #** _____

--

* Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known

Instructions: Plot features, labeled by number, on site sketch map. Attach photographs, images, drawings, notes, other recording materials as appropriate, labeling each with feature number.

Human Remains:

___ Human remains (describe – include presence/absence of marker)
___ Suspected grave
___ Artifacts associated with human remains

FEATURE KEYWORDS:

Depression, WPA, sidewalk, University of Wyoming, Works Progress Administration, Work Projects Administration, New Deal

FEATURE INVENTORY (feature # should key to site sketch map):

Feat. #	Feature Description	Check if more info attached
__1___	__Sidewalk panel _____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

___ check here if this list is continued on a continuation form (expand on word processor as needed)

___ check here if features are described in site narrative, otherwise describe in table above.

Comments and Continuation (note any relevant historic documentation searches performed)

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8I. HISTORIC STRUCTURE/OBJECT DESCRIPTION (must be accompanied by a core form)

Common name: __ WPA Sidewalk Panel _____

Historic name: ____ WPA Sidewalk Panel _____

Type of structure/object: _____Sidewalk / Pathway _____ Associated resources _____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual structure/object)
Period of significance: __1935 – present _____ Theme __Education, Transportation, Social History, Landscape Architecture _____

*Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, this structure/object is: _x__ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

The WPA Sidewalk Panel is eligible under Criterion A in the areas of significance Education, Transportation, and Social History and under Criterion C in the area of significance Landscape Architecture because of its association with Federal Depression-era Projects in Wyoming. This resource conforms to the eligibility requirements specified in the Multiple Property nomination for resources associated with those federal projects. Sidewalk construction was an important activity on the UW campus and the WPA performed an important role in this. President Crane gratefully observed, "During the past several years, the planting of shrubbery and trees, improvements in grading, the making of new lawns, the construction of curbs, gutters, sidewalks, irrigation reservoirs and ditches, has been done largely with the help of W.P.A. workers." He also acknowledged that this work "advanced the development of campus ten years beyond what could have been hoped for with state resources alone."[1] This segment of sidewalks retains very good integrity.

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
__1935-1939 _____	__n__	__A.G. Crane, 1940 UW Report _____
_____	____	_____

Architect(s):_____

Builder(s):____Works Progress Administration _____

Structure/Object moved? (yes/no/unknown) _no___, Date(s) moved: _____, Moved from: _____

Current use(s) __Sidewalk _____ , Historic use(s) Sidewalk _____

DESCRIPTION:

[1] A. G. Crane, *The University of Wyoming, 1940: A Pioneer Comes of Age* (Laramie, Wyoming: University of Wyoming, 1940), 31.

--

The WPA Sidewalk Panel is an integral part of a functioning sidewalk immediately north of Knight Hall near the northeast corner of that building. Part of an original sidewalk placed by the Works Progress Administration probably 1935-1939 (at which point the WPA became the Work Projects administration and generally used a shield symbol in its work) this segment is a single piece of poured concrete with the letters WPA impressed in the material while it was still wet, the letters appearing on both the west and east ends of the panel facing outward. This remains a part of the active sidewalk that abuts the building and while this panel remains, it is surrounded by newer panels that have been poured to connect without impinging on the WPA panel. In addition, a longer and identical segment of sidewalk (materials and design) remains about nine inches north of this panel and it is clear that the longer sidewalk was constructed at or near the same time and in the same method as this panel, perhaps even as part of the same project. Further research is needed to define the exact physical extent of that WPA sidewalk. Since the removal of the Cowboy Dorms (one of which was National Youth Administration and the other WPA construction), this sidewalk panel and the nearby sidewalk to the north appear to be the only extant, visible remnants of WPA construction on campus. Despite addition / replacement of surrounding concrete, integrity of this segment remains very good.

Construction Materials: poured concrete

Style/Type _____

STRUCTURE/OBJECT KEYWORDS:

Depression, sidewalk, WPA, Works Progress Administration, Work Projects Administration, New Deal

ADDITIONAL NARRATIVE (e.g., relationship of structure/object to complex and/or district; other notes):

--

WPA Sidewalk Panel, with Knight Hall in background and additional WPA sidewalk to right. September 8, 2014.

--

WPA Sidewalk Panel, from north, showing also Knight Hall north elevation base and additional WPA sidewalk. September 10, 2014.

--

WPA Sidewalk Panel, northwest corner. September 10, 2014.

NYA Sidewalk Segment (1936)

Date _____January 12, 2015_____ Smithsonian # _____

RECORD TYPE: __x_ First-recording, ___ Full Re-record, ___ Update, ___ Condition Report, ___ Site Lead

PROPERTY CATEGORY: ___Prehistoric Site, ___Historic Site, ___Building, _x__Structure, __Object, ___District, ___Landscape, ___Lithic Landscape, ___TCP

1. IDENTIFICATION/OWNERSHIP

Consultant Project Number _____ Agency Project Number(s) _____

Associated Project Name___ UW Historic Preservation Plan Update, 2014-2015 _____

Site Name __ NYA Sidewalk Segment _____ Temporary Field Number _____

Other Common names: ____ _____ _____ Agency Site Number _____

Other Site Number _____

Landowner (at time of this reporting, specify agency/district, if private give name and address): ___ check here if site information is confidential
University of Wyoming

2. LOCATION (repeat as needed on continuation sheets; ____ check here if additional locational information is on continuation sheet)

Street address ___NA_____ Town __Laramie_____

Lot-Block: _____ Parcel _____ County ___Albany _____

USGS 7.5' Map Name, Date _____

Township __15__.N_ Range _____73_.W_ Section __33__ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Elevation (ft.):_____ UTM Coordinates (center point is required; bounding UTM(s) required for sites > 200m in any dimension)

UTM: Zone ____ E _____ m N _____ m Datum used to calculate: __NAD 27 __NAD 83

Bounding UTM : (1) E _____N _____ (2) E _____N _____

(3) E _____N _____ (4) E _____N _____

UTM source: ___corrected GPS/rectified survey (<5m error), ___uncorrected GPS, ___map template, ___other:_____

GPS Model/Software: _____

Notes pertaining to access:

3. NATIONAL REGISTER STATUS (check all that apply in each category)

ENROLLED STATUS ___Landmark/Monument, ___Enrolled on NRHP

FACTORS AFFECTING INTEGRITY (check all that apply; indicate specific areas of disturbance and vandalism on a copy of the site map)

Disturbance/Vandalism : __none, __erosion, __vandalism, __collection, __structural damage, __ manual excavation, __ mechanical excavation,

__vehicle traffic, __structural decay, __grazing, _x_construction/development, __defacement, ___imminent destruction, __unknown

Percent of property badly disturbed as of this recording date, to nearest 10%): __10%_____

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE

Period(s) of significance: __1935- present – present _____ Theme(s) __ Education, Social History, Transportation, Landscape Architecture ____

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILTY RECOMMENDATIONS (check all applicable):

Recorder NRHP Evaluation: ___ Eligible under criteria _x_ a, ___b, _x_ c, ___ d ; ___ Not Eligible, ___ Unevaluated

Contributing Components: ___ Prehistoric, _x_ Historic Associated person for criterion b property_____

Justification: (Include in justification a statement of significance; discussion of contributing components (indicate spatial extents on maps); and integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined)*:

The NYA Sidewalk Segment is eligible under Criterion A in the areas of significance Education, Transportation, and Social History and under Criterion C in the area of significance Landscape Architecture because of its association with Federal Depression-era Projects in Wyoming. This conforms to the requirements specified in the Multiple Property Nomination for resources associated with those projects. Sidewalk construction was an important activity on the UW campus and the National Youth Administration performed an important role in this. In fact, President Crane had used federal relief funds for campus improvement work employing university students 1933-1935 and in 1935 Crane was instrumental in the creation of the National Youth Administration as an official agency (within, for a while, the WPA which was also created in 1935).

Date _____January 12, 2015_____ Smithsonian # _____

Agency Determination: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

SHPO Concurrence: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

4. INVESTIGATIVE HISTORY (Check all that apply, use property narrative for additional information as appropriate)

Recorded by: ___Michael Cassity _____ Organization: __Michael Cassity Historical Research and Photography _____

Field Dates: _____September 10, 2014 _____

DISCOVERY METHOD (describe in site narrative description)
___ Exposed on surface, ___ Exposed subsurface, __Construction discovery, ____ Documentary sources, ____ Informant

WORK PERFORMED (as part of this recording ONLY; describe numbers and dimensions of sampling/excavation units in narrative section)

__Surface recorded	__Tested with probe device	__Materials sourcing	__Lab analyses
__Shovel tested	__Controlled Trench/Blade	__Remote sensing	__Material sample program
__Formal test unit(s)	__Geomorphology study	__Photos/Sketches/Video	__C-14 dating
__Block excavation	__Paleo-environmental study	__Collections research	__Other (describe in narrative)

MATERIALS COLLECTED AS PART OF THIS RECORDING? ___ yes, _x__ no, ___ unknown

Repository: ___ U. W. Archaeological Repository (UWAR), ___Western Wyoming College, ___Other:_____

5. PROPERTY DESCRIPTION

PHYSICAL DIMENSIONS
Length ____c. 20_____ m, Width _____1_____ m, Area: _____sq. m, (__estimated __ measurement method:_____)

Boundary estimates based on:

___ feature/artifact distribution, ___ modern features or disturbance, ___ property boundaries, ___ topography, ___ other, ___ unknown.

Property datum? ___ yes, ___ no (describe if yes): _____

RECORDS INVENTORY (check all appropriate attachments associated with this recording)

Required attachments*:
___ (6) Prehistoric/Historic Archaeological Site Setting, Topography, Depositional Environment (*not required for urban and rural buildings, structures, objects, or historic districts)
___ (7) Site Narrative Description
___ (8) Prehistoric/Historic Site Matrix
___ site map w/scale,orientation.,key
___ location map (USGS 1:24,000 base)
___ photographs/images

Additional Attachments:
(One or more of the next 8 are required)
___ (8A) artifacts associated with prehistoric component
___ (8B) features associated with prehistoric component
___ (8C) artifacts associated with historic component
___ (8D) features associated with historic component
___ (8E) historic and/or prehistoric rock art/inscription component
___ (8F) historic architecture description
___ (8G) linear feature description
___ (8H) lithic landscape sample description
_x_ (8I) historic structure/object description

Optional Attachments:
__ (8J)TCP description
__ artifact illustrations
__ stratigraphic profile
__ field notes
__ artifact catalog
__ electronic data
__ other (describe):

6. PREHISTORIC/HISTORIC ARCHAEOLOGICAL SITE SETTING, TOPOGRAPHY, DEPOSITIONAL ENVIRONMENT*
Section 6 is not required for urban and rural buildings, structures, objects, or historic districts)

GENERAL TOPOGRAPHIC SETTING

___Basin/Interior, ___Foothill/Basin Margin, ___ Major River Terraces, ___Mountain/Major Uplift, ___Unknown

Geographic Division (cf. "Wyoming Geologic Highway Map" published by Western Geographics with the cooperation of the Geological Survey of Wyoming Revised Edition 1991, R.D. Christiansen, Geologist Map compiled and adapted from Geologic Map of Wyoming. Divisions prepared by Richard W. Jones, 2002. See map in "Users Guide.")

___Absaroka Range	___Great Divide Basin	___Madison Range	___Shirley Mtns.
___Bates Hole	___Green River Basin	___Medicine Bow Mtns.	___Snake River Range
___Beartooth Mtns.	___Green Mtn.	___N Laramie Basin Structures	___Sublette Range
___Bighorn Basin	___Goshen Hole	___Overthrust Belt	___Star Valley
___Bridger Basin	___Gros Ventre Range	___Owl Creek Mtns.	___Teton Range
___Bighorn Mtns.	___Hanna-Carbon Basin	___Powder River Basin	___Tunp Range
___Black Hills Uplift	___Hartville Uplift	___Rawlins Uplift	___Washakie Basin
___Casper Arch	___Hoback Range	___Rock Springs Uplift	___Washakie Range
___Denver Basin	___Jackson Hole	___Salt River Range	___Wind River Basin
___Ferris Mtns.	___Kindt Basin	___Sierra Madre Mtns.	___Wind River Range
___Fossil Basin	___Laramie Basin	___Seminoe Mtns.	___Yellowstone Volcanic Plateau
___Granite Mtns.	___Laramie Mtns.	___Shirley Basin	___Unknown

UNIQUE SITE SETTING (check as appropriate, describe site setting in general narrative):

___playa	___arroyo cutbank	___rockshelter	___spring
___saddle/pass	___cliff	___cave	

GENERAL TOPOGRAPHIC SETTING (few words): _____

VEGETATION ASSOCIATION (cf. Knight 1994:8, Mountains and Plains: The Ecology of Wyoming Landscapes; Yale Univ. Press)

___Alpine	___Ponderosa Pine	___Desert Shrub	___Riparian
___Spruce/Fir	___Aspen/Conifer	___Grassland	___Cultivated
___Douglas-Fir	___Oak	___Sagebrush	___Unknown
___Lodgepole Pine	___Juniper	___Sand Dunes	___not applicable

OVERALL PERCENT BARE GROUND (discuss variation in ground visibility in general site narrative)

___0%, ___1-25%, ___26-50%, ___ 51-75%, ___ 76-99%, ___ 100%, ___ unknown, ___not applicable

GENERAL DEPOSITIONAL ENVIRONMENT (check all applicable, describe in general site narrative):

___unknown, ___ aeolian, ___alluvial, ___colluvial, ___bare rock, ___regolith, ___not applicable, ___other

AEOLIAN SETTINGS (Late Pleistocene and Holocene aeolian deposits)

Is site in/partly in an aeolian deposit?: ___yes, ___no, ___unknown, ___ not applicable

If "yes", which type(s)? ___dune, ___sand shadow, ___sand sheet, ___ deflation area, ___don't know

SUBSURFACE POTENTIAL

Archaeological subsurface deposits: ___yes, ___no, ___unknown/undetermined

Maximum depth below surface of cultural deposits: ___ meters, ___unknown, ___ not applicable (enter zero if no subsurface deposits are present)

Estimate based on: ___rough guess, ___ shovel test(s), ___core/auger tests, ___excavation(s), ___road/arroyo cuts, ___animal burrows,

___other information (describe in narrative)

7. SITE NARRATIVE DESCRIPTION

In addition to general description, the site narrative should address explicitly the kinds and amount of work done at a site, the site environment (setting, geomorphology, soils and sediments, vegetation), site condition and threats to the site. All other matters that demand more discussion than the other sections of the form allow should be discussed in a well-organized fashion here. Tables and other materials can be part of the site narrative, as appropriate. Dating and laboratory results should be cited here, with clear references to laboratory numbers and results.

The NYA Sidewalk Segment is an integral part of a functioning sidewalk running east and west near the southeast corner of the Arts & Sciences (Liberal Arts) Building. Some of the panels in the sidewalk segment are impressed with the initials of the workers who laid the sidewalk and the impressions also attach dates to the work performed. Clearly performed at two different times, one section of the sidewalk includes a side panel that (in addition to individual worker initials) shows: NYA APRIL 1936. The other date is indicated in the sidewalk itself: N.Y.A. CONCRETE GANG, OCT. 1936. Although only the panels that are dated can be confirmed as NYA work, it is evident from adjacent workmanship and materials that these panels are only part of a larger and longer stretch of sidewalk that is also eligible; the section runs parallel to the south elevation of the Arts & Sciences Building. The extent of the eligible property remains to be determined.

Date _____**January 12, 2015**_____ **Smithsonian #** _____

8. Prehistoric/Historic Site Matrix (attach (8A) "Artifacts Associated with Prehistoric Component", (8B) "Features Associated with Prehistoric Component", (8C) "Artifacts Associated with Historic Component", (8D) "Features Associated with Historic Component" as appropriate). Check boxes for "yes" as appropriate.

	OCCURRENCE		**CONTENTS**			
COMPONENT	Surface	Subsurface	Artifacts	Features	Rock Art	
PREHISTORIC						
Unknown Prehistoric	___	___	___	___	___	
Paleoindian	___	___	___	___	___	
Early Archaic	___	___	___	___	___	
Middle Archaic	___	___	___	___	___	
Late Archaic	___	___	___	___	___	
Archaic (general)	___	___	___	___	___	
Late Prehistoric	___	___	___	___	___	
PREHISTORIC PHASES (optional)						
Great Divide	___	___	___	___	___	
Green River/Opal	___	___	___	___	___	
Pine Spring	___	___	___	___	___	
Deadman Wash	___	___	___	___	___	
Uinta	___	___	___	___	___	
Firehole	___	___	___	___	___	
PROTOHISTORIC	___	___	___	___	___	
HISTORIC						Building(s)/ Structure(s)
Unknown Historic	___	___	___	___	___	___
Early Historic	___	___	___	___	___	___
Pre-territorial	___	___	___	___	___	___
Territorial	___	___	___	___	___	___
Expansion	___	___	___	___	___	___
Depression	___	___	___	___	___	___
WWII Era	___	___	___	___	___	___
Post WWII	___	___	___	___	___	___
Modern	_x__	___	___	___	___	_x__

Periods of Significance – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940 - 1946); Post-WWII (1947 - 1955); Modern (1956-present)

8C. ARTIFACTS ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

*Periods – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940-1946); Post-WWII (1947-1955); Modern (1956-present); use exact dates if known

Presence/Absence of common time-diagnostics:

___purple glass (UV altered)
___aqua glass
___clear glass
___auto machine bottles
___hand applied finish bottles
___makers' marks
___solder dot cans
___hole-in-top cans
___sanitary cans
___cut nails
___wire nails
___ceramic trademarks
___other (describe)

Presence/Absence of common artifact classes:

___plate glass
___bottle glass
___ceramics
___metal
___nails
___tin cans
___tobacco tins
___bottle caps
___wire
___furniture hardware
___silverware/cutlery
___lamp parts
___corrugated metal
___stove parts
___wood
___furniture
___leather
___sawn lumber
___wagon parts
___car parts
___bone
___toys
___building hardware
___firearm-related
___clothing-related
___other (describe)

Estimated total assemblage size: ___ 0-10, ___ 11-100, ___101-1000, ___1001-10,000, ___>10,000

ARTIFACT KEYWORDS:

HISTORIC ARTIFACTS

Instructions: Use lines below to list artifacts associated with this component. The IMACs user's guide provides a fairly comprehensive list of artifact types but its use is optional. Alternatively, you may attach a substitute format, so long as it tallies the artifact content adequately.

Artifact Type	Count

__ check here if this list is continued on a continuation form (expand with word processor as needed) or provided in an alternate format

__ check here if artifacts are described in site narrative section, otherwise use space below for general notes on historic artifacts

8D. FEATURES ASSOCIATED WITH HISTORIC COMPONENT

Date _____**January 12, 2015**_____ **Smithsonian #** _____

Component age* and identifier:_____Depression Era (1935-1943)

_____

* Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known

Instructions: Plot features, labeled by number, on site sketch map. Attach photographs, images, drawings, notes, other recording materials as appropriate, labeling each with feature number.

Human Remains:

___ Human remains (describe – include presence/absence of marker)
___ Suspected grave
___ Artifacts associated with human remains

FEATURE KEYWORDS:

NYA, National Youth Administration, sidewalk, University of Wyoming, New Deal

FEATURE INVENTORY (feature # should key to site sketch map):

Feat. #	Feature Description	Check if more info attached
__1___	__Sidewalk panel _____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

___ check here if this list is continued on a continuation form (expand on word processor as needed)

___ check here if features are described in site narrative, otherwise describe in table above.

Comments and Continuation (note any relevant historic documentation searches performed)

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8I. HISTORIC STRUCTURE/OBJECT DESCRIPTION (must be accompanied by a core form)

Common name: __ NYA Sidewalk Segment _____

Historic name: ____ NYA Sidewalk Segment _____

Type of structure/object: _____Sidewalk / Pathway _____ Associated resources _____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual structure/object)
Period of significance: __1936 – present _____ Theme __Education, Transportation, Social History, Landscape Architecture _____

*Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, this structure/object is: _x__ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

The NYA Sidewalk Segment is eligible under Criterion A in the areas of significance Education, Transportation, and Social History and under Criterion C in the area of significance Landscape Architecture because of its association with Federal Depression-era Projects in Wyoming. This conforms to the requirements specified in the Multiple Property Nomination for resources associated with those projects. Sidewalk construction was an important activity on the UW campus and the National Youth Administration performed an important role in this. In fact, President Crane had used federal relief funds for campus improvement work employing university students 1933-1935 and in 1935 Crane was instrumental in the creation of the National Youth Administration as an official agency (within, for a while, the WPA which was also created in 1935).

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source	
__April, October 1936 _____	____	__Sidewalk is dated with impression in concrete; date conforms to records of NYA activity on campus _____	
_____	____	_____	

Architect(s):_____

Builder(s):____National Youth Administration _____

Structure/Object moved? (yes/no/unknown) _no___, Date(s) moved: _____, Moved from: _____

Current use(s) __Sidewalk _____ , Historic use(s) Sidewalk _____

DESCRIPTION:

The NYA Sidewalk Segment is an integral part of a functioning sidewalk running east and west near the southeast corner of the Arts & Sciences (Liberal Arts) Building. Some of the panels in the sidewalk segment are impressed with the initials of the workers who laid the sidewalk and the impressions also attach dates to the work performed. Clearly performed at two different times, one section of the sidewalk includes a side panel that (in addition to

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individual worker initials) shows: NYA APRIL 1936. The other date is indicated in the sidewalk itself: N.Y.A. CONCRETE GANG, OCT. 1936. Although only the panels that are dated can be confirmed as NYA work, it is evident from adjacent workmanship and materials that these panels are only part of a larger and longer stretch of sidewalk that is also eligible. The extent of the eligible property remains to be determined.

Construction Materials: poured concrete

Style/Type _____

STRUCTURE/OBJECT KEYWORDS:

Depression, sidewalk, NYA, National Youth Administration, New Deal

ADDITIONAL NARRATIVE (e.g., relationship of structure/object to complex and/or district; other notes):

--

National Youth Administration (NYA) Sidewalk Segment in center with left (pedestrians) to right path. Southeast corner of Arts & Sciences Building in background. September 10, 2014.

NYA Sidewalk Segment showing April 1936 inscription on side panel adjacent on the north to sidewalk. September 10, 2014.

--

NYA Sidewalk Segment showing individual worker initials from April 1936 work in side panel adjacent to sidewalk. September 10, 2014.

--

NYA Sidewalk Segment showing inscription from October 1936 work directly in sidewalk panel. September 10, 2014.

--

NYA Sidewalk Segment showing October 1936 individual worker initials inscribed directly in sidewalk panel. September 10, 2014.

Student Health Service / School of Nursing Building (1960)

Date _____January 12, 2015_____ Smithsonian # _____

RECORD TYPE: __x_ First-recording, ___ Full Re-record, ___ Update, ___ Condition Report, ___ Site Lead

PROPERTY CATEGORY: ___Prehistoric Site, ___Historic Site, _x_Building, ___Structure, ___Object, ___District, ___Landscape, ___Lithic Landscape, ___TCP

1. IDENTIFICATION/OWNERSHIP

Consultant Project Number _____ Agency Project Number(s) _____

Associated Project Name___ UW Historic Preservation Plan Update, 2014-2015 _____

Site Name __Student Health Services / School of Nursing Building _____ Temporary Field Number _____

Other Common names: ____ Cheney International Center _____ Agency Site Number _____

Other Site Number _____

Landowner (at time of this reporting, specify agency/district, if private give name and address): ___ check here if site information is confidential
University of Wyoming

2. LOCATION (repeat as needed on continuation sheets; ____ check here if additional locational information is on continuation sheet)

Street address ___NA_____ Town __Laramie_____

Lot-Block: _____ Parcel _____ County ___Albany _____

USGS 7.5' Map Name, Date _____

Township __15__.N_ Range _____73_.W_ Section __33__ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Elevation (ft.):_____ UTM Coordinates (center point is required; bounding UTM(s) required for sites > 200m in any dimension)

UTM: Zone ____ E _____ m N _____ m Datum used to calculate: __NAD 27 __NAD 83

Bounding UTM : (1) E _____N _____ (2) E _____N _____

(3) E _____N _____ (4) E _____N _____

UTM source: ___corrected GPS/rectified survey (<5m error), ___uncorrected GPS, ___map template, ___other:_____

GPS Model/Software: _____

Notes pertaining to access:

3. NATIONAL REGISTER STATUS (check all that apply in each category)

ENROLLED STATUS ___Landmark/Monument, ___Enrolled on NRHP

FACTORS AFFECTING INTEGRITY (check all that apply; indicate specific areas of disturbance and vandalism on a copy of the site map)

Disturbance/Vandalism : __none, __erosion, __vandalism, __collection, __structural damage, __ manual excavation, __ mechanical excavation,

__vehicle traffic, __structural decay, __grazing, _x_construction/development, __defacement, ___imminent destruction, __unknown

Percent of property badly disturbed as of this recording date, to nearest 10%): __10%_____

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE

Period(s) of significance: __1960-1965 _____ Theme(s) __Architecture, Education, Health / Medicine, Social History _____

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILTY RECOMMENDATIONS (check all applicable):

Recorder NRHP Evaluation: ___ Eligible under criteria _x_ a, ___b, __ c, ___ d ; ___ Not Eligible, ___ Unevaluated

Contributing Components: ___ Prehistoric, _x_ Historic Associated person for criterion b property_____

Justification: (Include in justification a statement of significance; discussion of contributing components (indicate spatial extents on maps); and integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined)*:

The Student Health Service / School of Nursing Building is eligible under Criterion A in the areas of significance Education, Social History, and Health / Medicine as a contributing feature to a campus historic district because of its importance in the university community in providing both medical assistance and nursing training for UW students; this building provided a much-needed (and long-delayed) service in response to the dramatic surge in student enrollment in the postwar years and the building also represents the proliferation of academic / professional programs in those same years with the emergence of an accredited School of Nursing. While not individually eligible under Criterion C in the area of significance Architecture, because of alterations, it could be a contributing feature to a historic district.

Agency Determination: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

SHPO Concurrence: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

4. INVESTIGATIVE HISTORY (Check all that apply, use property narrative for additional information as appropriate)

Recorded by: ___Michael Cassity _____ Organization: __Michael Cassity Historical Research and Photography _____

Field Dates: _____September 10, 2014 _____

DISCOVERY METHOD (describe in site narrative description)
___ Exposed on surface, ___ Exposed subsurface, __Construction discovery, ____ Documentary sources, ____ Informant

WORK PERFORMED (as part of this recording ONLY; describe numbers and dimensions of sampling/excavation units in narrative section)

__Surface recorded	__Tested with probe device	__Materials sourcing	__Lab analyses
__Shovel tested	__Controlled Trench/Blade	__Remote sensing	__Material sample program
__Formal test unit(s)	__Geomorphology study	__Photos/Sketches/Video	__C-14 dating
__Block excavation	__Paleo-environmental study	__Collections research	__Other (describe in narrative)

MATERIALS COLLECTED AS PART OF THIS RECORDING? ___ yes, _x__ no, ___ unknown

Repository: ___ U. W. Archaeological Repository (UWAR), ___Western Wyoming College, ___Other:_____

5. PROPERTY DESCRIPTION

PHYSICAL DIMENSIONS
Length _____ m, Width _____ m, Area: _____sq. m, (__estimated __ measurement method:_____)

Boundary estimates based on:

___ feature/artifact distribution, ___ modern features or disturbance, ___ property boundaries, ___ topography, ___ other, ___ unknown.

Property datum? ___ yes, ___ no (describe if yes): _____

RECORDS INVENTORY (check all appropriate attachments associated with this recording)

Required attachments*:
___ (6) Prehistoric/Historic Archaeological Site Setting, Topography, Depositional Environment (*not required for urban and rural buildings, structures, objects, or historic districts)
___ (7) Site Narrative Description
___ (8) Prehistoric/Historic Site Matrix
___ site map w/scale,orientation.,key
___ location map (USGS 1:24,000 base)
___ photographs/images

Additional Attachments:
(One or more of the next 8 are required)
___ (8A) artifacts associated with prehistoric component
___ (8B) features associated with prehistoric component
___ (8C) artifacts associated with historic component
___ (8D) features associated with historic component
___ (8E) historic and/or prehistoric rock art/inscription component
_x_ (8F) historic architecture description
___ (8G) linear feature description
___ (8H) lithic landscape sample description
___ (8I) historic structure/object description

Optional Attachments:
__ (8J)TCP description
__ artifact illustrations
__ stratigraphic profile
__ field notes
__ artifact catalog
__ electronic data
__ other (describe):

6. PREHISTORIC/HISTORIC ARCHAEOLOGICAL SITE SETTING, TOPOGRAPHY, DEPOSITIONAL ENVIRONMENT*
Section 6 is not required for urban and rural buildings, structures, objects, or historic districts)

GENERAL TOPOGRAPHIC SETTING

___Basin/Interior, ___Foothill/Basin Margin, ___ Major River Terraces, ___Mountain/Major Uplift, ___Unknown

Geographic Division (cf. "Wyoming Geologic Highway Map" published by Western Geographics with the cooperation of the Geological Survey of Wyoming Revised Edition 1991, R.D. Christiansen, Geologist Map compiled and adapted from Geologic Map of Wyoming. Divisions prepared by Richard W. Jones, 2002. See map in "Users Guide.")

___Absaroka Range	___Great Divide Basin	___Madison Range	___Shirley Mtns.
___Bates Hole	___Green River Basin	___Medicine Bow Mtns.	___Snake River Range
___Beartooth Mtns.	___Green Mtn.	___N Laramie Basin Structures	___Sublette Range
___Bighorn Basin	___Goshen Hole	___Overthrust Belt	___Star Valley
___Bridger Basin	___Gros Ventre Range	___Owl Creek Mtns.	___Teton Range
___Bighorn Mtns.	___Hanna-Carbon Basin	___Powder River Basin	___Tunp Range
___Black Hills Uplift	___Hartville Uplift	___Rawlins Uplift	___Washakie Basin
___Casper Arch	___Hoback Range	___Rock Springs Uplift	___Washakie Range
___Denver Basin	___Jackson Hole	___Salt River Range	___Wind River Basin
___Ferris Mtns.	___Kindt Basin	___Sierra Madre Mtns.	___Wind River Range
___Fossil Basin	___Laramie Basin	___Seminoe Mtns.	___Yellowstone Volcanic Plateau
___Granite Mtns.	___Laramie Mtns.	___Shirley Basin	___Unknown

UNIQUE SITE SETTING (check as appropriate, describe site setting in general narrative):

___playa	___arroyo cutbank	___rockshelter	___spring
___saddle/pass	___cliff	___cave	

GENERAL TOPOGRAPHIC SETTING (few words): _____

VEGETATION ASSOCIATION (cf. Knight 1994:8, Mountains and Plains: The Ecology of Wyoming Landscapes; Yale Univ. Press)

___Alpine	___Ponderosa Pine	___Desert Shrub	___Riparian
___Spruce/Fir	___Aspen/Conifer	___Grassland	___Cultivated
___Douglas-Fir	___Oak	___Sagebrush	___Unknown
___Lodgepole Pine	___Juniper	___Sand Dunes	___not applicable

OVERALL PERCENT BARE GROUND (discuss variation in ground visibility in general site narrative)

___0%, ___1-25%, ___26-50%, ___ 51-75%, ___ 76-99%, ___ 100%, ___ unknown, ___not applicable

GENERAL DEPOSITIONAL ENVIRONMENT (check all applicable, describe in general site narrative):

___unknown, ___ aeolian, ___alluvial, ___colluvial, ___bare rock, ___regolith, ___not applicable, ___other

AEOLIAN SETTINGS (Late Pleistocene and Holocene aeolian deposits)

Is site in/partly in an aeolian deposit?: ___yes, ___no, ___unknown, ___ not applicable

If "yes", which type(s)? ___dune, ___sand shadow, ___sand sheet, ___ deflation area, ___don't know

SUBSURFACE POTENTIAL

Archaeological subsurface deposits: ___yes, ___no, ___unknown/undetermined

Maximum depth below surface of cultural deposits: ___ meters, ___unknown, ___ not applicable (enter zero if no subsurface deposits are present)

Estimate based on: ___rough guess, ___ shovel test(s), ___core/auger tests, ___excavation(s), ___road/arroyo cuts, ___animal burrows, ___other information (describe in narrative)

7. SITE NARRATIVE DESCRIPTION

In addition to general description, the site narrative should address explicitly the kinds and amount of work done at a site, the site environment (setting, geomorphology, soils and sediments, vegetation), site condition and threats to the site. All other matters that demand more discussion than the other sections of the form allow should be discussed in a well-organized fashion here. Tables and other materials can be part of the site narrative, as appropriate. Dating and laboratory results should be cited here, with clear references to laboratory numbers and results.

The Student Health Service / School of Nursing Building, now known as the Cheney International Center / Student Health Building is located on the southwest corner of Prexy's Pasture between Merica Hall to the west and Ross Hall to the east with the main entrance facing north to Prexy's Pasture. The building, designed by Frederic Hutchinson Porter and constructed in 1960, is a two-story (above a basement) generally rectangular building built with flat roof and with sandstone ashlar masonry that matches in texture and design (in this case, mainly an Art Deco style) other buildings on the quadrangle. While a much smaller building than the Liberal Arts (A&S) Building nearby, the Student Health Service / School of Nursing Building echoes important elements of the larger structure, especially with spandrels and parapet copings of dressed stone. The building was altered, and renamed, with the addition of a major revision of the entrance that reaches significantly to the north of the original building façade. The Cheney Center was constructed in the west wing of the former Student Health Service Building and was dedicated in September 2009.[1] The addition is substantial and while it compromises the architectural integrity as an individually eligible building under Criterion C, it would be a contributing feature in a historic district. The design features blend with the original materials and design of the building and the building retains integrity under Criterion A; its historic features are still intact and the building retains its integrity of location, setting, materials, design, and association.

[1] Phil White, "UW Dedicates Cheney Center: One Hundred Protest Naming of International Studies Building for Former Vice President," *Casper Star-Tribune*, September 10, 2009.

Date _____**January 12, 2015**_____ **Smithsonian #** _____

8. Prehistoric/Historic Site Matrix (attach (8A) "Artifacts Associated with Prehistoric Component", (8B) "Features Associated with Prehistoric Component", (8C) "Artifacts Associated with Historic Component", (8D) "Features Associated with Historic Component" as appropriate). Check boxes for "yes" as appropriate.

	OCCURRENCE		**CONTENTS**			
COMPONENT	Surface	Subsurface	Artifacts	Features	Rock Art	
PREHISTORIC						
Unknown Prehistoric	___	___	___	___	___	
Paleoindian	___	___	___	___	___	
Early Archaic	___	___	___	___	___	
Middle Archaic	___	___	___	___	___	
Late Archaic	___	___	___	___	___	
Archaic (general)	___	___	___	___	___	
Late Prehistoric	___	___	___	___	___	
PREHISTORIC PHASES (optional)						
Great Divide	___	___	___	___	___	
Green River/Opal	___	___	___	___	___	
Pine Spring	___	___	___	___	___	
Deadman Wash	___	___	___	___	___	
Uinta	___	___	___	___	___	
Firehole	___	___	___	___	___	
PROTOHISTORIC	___	___	___	___	___	
HISTORIC						Building(s)/ Structure(s)
Unknown Historic	___	___	___	___	___	___
Early Historic	___	___	___	___	___	___
Pre-territorial	___	___	___	___	___	___
Territorial	___	___	___	___	___	___
Expansion	___	___	___	___	___	___
Depression	___	___	___	___	___	___
WWII Era	___	___	___	___	___	___
Post WWII	___	___	___	___	___	___
Modern	_x__	___	___	___	___	_x__

Periods of Significance – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940 - 1946); Post-WWII (1947 - 1955); Modern (1956-present)

8C. ARTIFACTS ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

*Periods – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940-1946); Post-WWII (1947-1955); Modern (1956-present); use exact dates if known

Presence/Absence of common time-diagnostics:

___purple glass (UV altered)
___aqua glass
___clear glass
___auto machine bottles
___hand applied finish bottles
___makers' marks
___solder dot cans
___hole-in-top cans
___sanitary cans
___cut nails
___wire nails
___ceramic trademarks
___other (describe)

Presence/Absence of common artifact classes:

___plate glass
___bottle glass
___ceramics
___metal
___nails
___tin cans
___tobacco tins
___bottle caps
___wire
___furniture hardware
___silverware/cutlery
___lamp parts
___corrugated metal
___stove parts
___wood
___furniture
___leather
___sawn lumber
___wagon parts
___car parts
___bone
___toys
___building hardware
___firearm-related
___clothing-related
___other (describe)

Estimated total assemblage size: ___ 0-10, ___ 11-100, ___101-1000, ___1001-10,000, ___>10,000

ARTIFACT KEYWORDS:

HISTORIC ARTIFACTS

Instructions: Use lines below to list artifacts associated with this component. The IMACs user's guide provides a fairly comprehensive list of artifact types but its use is optional. Alternatively, you may attach a substitute format, so long as it tallies the artifact content adequately.

Artifact Type	Count

__ check here if this list is continued on a continuation form (expand with word processor as needed) or provided in an alternate format

__ check here if artifacts are described in site narrative section, otherwise use space below for general notes on historic artifacts

8D. FEATURES ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____Modern (1960) _____

Date _____**January 12, 2015**_____ **Smithsonian #** _____

--

* Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known

Instructions: Plot features, labeled by number, on site sketch map. Attach photographs, images, drawings, notes, other recording materials as appropriate, labeling each with feature number.

Human Remains:

___ Human remains (describe – include presence/absence of marker)
___ Suspected grave
___ Artifacts associated with human remains

FEATURE KEYWORDS:

FEATURE INVENTORY (feature # should key to site sketch map):

Feat. #	Feature Description	Check if more info attached
__1___	___Building _____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

___ check here if this list is continued on a continuation form (expand on word processor as needed)

___ check here if features are described in site narrative, otherwise describe in table above.

Comments and Continuation (note any relevant historic documentation searches performed)

--

8F. HISTORIC ARCHITECTURE COMPONENT DESCRIPTION

Instructions: Complete this form for each primary standing building/structure as appropriate. If a site contains more than one building or structure, e.g. a ranch house and barn – complete an attachment for each structure. When using this form, structures should retain identifiable architectural elements. Generally, historic archeological sites should not be recorded on this form. Secondary structures such as corrals, fences, lean-to's, and outbuildings without architectural interest, may be documented on attachment 8D. Attach a sketch map showing the building, associated features and other buildings and the building setting as appropriate (with a scale and north arrow). Attach color photographs or images sufficient to illustrate the general building form and condition. Attach photographs, images, or measured drawings of unique architectural elements. Additional records (e.g., blueprints) can be attached as appropriate. References for this section include: Architecture in the Cowboy State; Eileen F. Starr, 1992; "National Register Bulletin 15", USDI/ NPS, 1991; A Field Guide to American Houses, Virginia & Lee McAlester, 1984.

Common name: __ Student Health Service / School of Nursing Building (recently renamed: Cheney International Center) _____

Historic name: __ Student Health Service / School of Nursing Building _____

Type of building: __University building _____ Number of associated resources _____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual building)
Period of significance: _____1961-1965_____ Theme: Education, Social History, Architecture _____
Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, is this building _x_ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

The Student Health Service / School of Nursing Building, in 2009 renamed the Cheney International Center, is eligible as a contributing feature of a University of Wyoming campus Historic District. It is significant under Criterion A for its importance in social history and education. The building possesses good integrity for its historical associations with the School of Nursing and Student Health Services. Student Health remains in the building while the School of Nursing moved with the remodeling and reconstruction in 2009. Period of significance under Criterion A is 1960-1965, the time more than fifty years ago in which the facility was in active use.

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
_1960		
_____	____	_____

Architect(s):__Frederic Hutchinson Porter _____

Builder(s):_____

Building moved? (yes/no/unknown) __no__, Date(s) moved: _____, Moved from: _____

Current use(s) __Infirmary, Offices, Classrooms_____ , Historic use(s) ___Infirmary, Offices, Classrooms _____

DESCRIPTION (see handbook for guidelines)

Style/Type _____Art Deco _____

Number of stories: __1, __1-1/2, _x_2, __ 2-1/2, _ _ multiple, __ don't know, __ other (describe):

Foundation (describe, i.e., stone, concrete, post and sill, etc.): concrete

Roof (describe materials, i.e., asphalt, wood): presumed asphalt

Structural system (i.e., wood frame, masonry): sandstone ashlar masonry

Cladding (i.e., wood siding, asphalt): stone

Windows (describe number and types, i.e., double hung, casement, fixed etc.): rows of fixed glass windows in groups of three

Porches:

Chimneys: none

Basement: exists, but size unknown

Modifications/Additions: Entrance projecting from north elevation added 2009

Distinctive landscaping elements:

ARCHITECTURE KEYWORDS:
Art Deco

ADDITIONAL NARRATIVE (e.g., relationship of building to complex and/or district; other notes; interior description):

--

Student Health Service / School of Nursing Building, north elevation showing recent addition of entry. September 10, 2014.

--

Student Health Service / School of Nursing Building, east elevation. September 10, 2014.

--

Student Health Service / School of Nursing Building, south elevation. September 10, 2014.

Crane – Hill Dormitory Complex
(1961-1962)

Date _____January 12, 2015_____ Smithsonian # _____

RECORD TYPE: _x_ First-recording, ___ Full Re-record, ___ Update, ___ Condition Report, ___ Site Lead

PROPERTY CATEGORY: ___Prehistoric Site, ___Historic Site, _x_Building, ___Structure, ___Object, ___District, ___Landscape, ___Lithic Landscape, ___TCP

1. IDENTIFICATION/OWNERSHIP

Consultant Project Number _____ Agency Project Number(s) _____

Associated Project Name___ UW Historic Preservation Plan Update, 2014-2015 _____

Site Name __ Crane – Hill Residential Complex _____ Temporary Field Number _____

Other Common names: ____Crane – Hill Residential Complex _____ Agency Site Number _____

Other Site Number _____

Landowner (at time of this reporting, specify agency/district, if private give name and address): ___ check here if site information is confidential
University of Wyoming

2. LOCATION (repeat as needed on continuation sheets; ____ check here if additional locational information is on continuation sheet)

Street address ___NA_____ Town __Laramie_____

Lot-Block: _____ Parcel _____ County ___Albany _____

Township __15__.N_ Range _____73_.W_ Section __33__ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Elevation (ft.):_____ UTM Coordinates (center point is required; bounding UTM(s) required for sites > 200m in any dimension)

UTM: Zone ____ E _____ m N _____ m Datum used to calculate: __NAD 27 __NAD 83

Bounding UTM : (1) E _____N _____ (2) E _____N _____

(3) E _____N _____ (4) E _____N _____

UTM source: ___corrected GPS/rectified survey (<5m error), ___uncorrected GPS, ___map template, ___other:_____

GPS Model/Software: _____

Notes pertaining to access:

3. NATIONAL REGISTER STATUS (check all that apply in each category)

ENROLLED STATUS ___Landmark/Monument, ___Enrolled on NRHP

FACTORS AFFECTING INTEGRITY (check all that apply; indicate specific areas of disturbance and vandalism on a copy of the site map)

Disturbance/Vandalism : __none, __erosion, __vandalism, __collection, __structural damage, __ manual excavation, __ mechanical excavation,

__vehicle traffic, __structural decay, __grazing, __construction/development, __defacement, ___imminent destruction, __unknown

Percent of property badly disturbed as of this recording date, to nearest 10%): __0%_____

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE

Period(s) of significance: __1961-1965 _____ Theme(s) __Architecture, Education, Social History _____

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILTY RECOMMENDATIONS (check all applicable):

Recorder NRHP Evaluation: ___ Eligible under criteria _x_ a, ___b, _x_ c, ___ d ; ___ Not Eligible, ___ Unevaluated

Contributing Components: ___ Prehistoric, _x_ Historic Associated person for criterion b property_____

Justification: (Include in justification a statement of significance; discussion of contributing components (indicate spatial extents on maps); and integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined)*:

The Crane – Hill Residential Complex, including two dormitories and a cafeteria, is eligible as a contributing feature of a University of Wyoming campus Historic District. It is significant under Criterion A for its importance in Social History and Education and under Criterion C for its importance in Architecture as a representative of Mid-Century Modern Architecture and as a representative of the surge of building construction on campus, a concluding element of the post World War II expansion. Integrity is good.

Date _____January 12, 2015_____ Smithsonian # _____

Agency Determination: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

SHPO Concurrence: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

4. INVESTIGATIVE HISTORY (Check all that apply, use property narrative for additional information as appropriate)

Recorded by: ___Michael Cassity _____ Organization: __Michael Cassity Historical Research and Photography _____

Field Dates: _____September 10, 2014 _____

DISCOVERY METHOD (describe in site narrative description)
___ Exposed on surface, ___ Exposed subsurface, __Construction discovery, ____ Documentary sources, ____ Informant

WORK PERFORMED (as part of this recording ONLY; describe numbers and dimensions of sampling/excavation units in narrative section)

__Surface recorded	__Tested with probe device	__Materials sourcing	__Lab analyses
__Shovel tested	__Controlled Trench/Blade	__Remote sensing	__Material sample program
__Formal test unit(s)	__Geomorphology study	__Photos/Sketches/Video	__C-14 dating
__Block excavation	__Paleo-environmental study	__Collections research	__Other (describe in narrative)

MATERIALS COLLECTED AS PART OF THIS RECORDING? ___ yes, _x__ no, ___ unknown

Repository: ___ U. W. Archaeological Repository (UWAR), ___Western Wyoming College, ___Other:_____

5. PROPERTY DESCRIPTION

PHYSICAL DIMENSIONS
Length _____ m, Width _____ m, Area: _____sq. m, (__estimated __ measurement method:_____)

Boundary estimates based on:

___ feature/artifact distribution, ___ modern features or disturbance, ___ property boundaries, ___ topography, ___ other, ___ unknown.

Property datum? ___ yes, ___ no (describe if yes): _____

RECORDS INVENTORY (check all appropriate attachments associated with this recording)

Required attachments*:
___ (6) Prehistoric/Historic Archaeological Site Setting, Topography, Depositional Environment (*not required for urban and rural buildings, structures, objects, or historic districts)
___ (7) Site Narrative Description
___ (8) Prehistoric/Historic Site Matrix
___ site map w/scale,orientation.,key
___ location map (USGS 1:24,000 base)
___ photographs/images

Additional Attachments:
(One or more of the next 8 are required)
___ (8A) artifacts associated with prehistoric component
___ (8B) features associated with prehistoric component
___ (8C) artifacts associated with historic component
___ (8D) features associated with historic component
___ (8E) historic and/or prehistoric rock art/inscription component
_x_ (8F) historic architecture description
___ (8G) linear feature description
___ (8H) lithic landscape sample description
___ (8I) historic structure/object description

Optional Attachments:
__ (8J)TCP description
__ artifact illustrations
__ stratigraphic profile
__ field notes
__ artifact catalog
__ electronic data
__ other (describe):

6. PREHISTORIC/HISTORIC ARCHAEOLOGICAL SITE SETTING, TOPOGRAPHY, DEPOSITIONAL ENVIRONMENT*
Section 6 is not required for urban and rural buildings, structures, objects, or historic districts)

GENERAL TOPOGRAPHIC SETTING

___Basin/Interior, ___Foothill/Basin Margin, ___ Major River Terraces, ___Mountain/Major Uplift, ___Unknown

Geographic Division (cf. "Wyoming Geologic Highway Map" published by Western Geographics with the cooperation of the Geological Survey of Wyoming Revised Edition 1991, R.D. Christiansen, Geologist Map compiled and adapted from Geologic Map of Wyoming. Divisions prepared by Richard W. Jones, 2002. See map in "Users Guide.")

___Absaroka Range	___Great Divide Basin	___Madison Range	___Shirley Mtns.
___Bates Hole	___Green River Basin	___Medicine Bow Mtns.	___Snake River Range
___Beartooth Mtns.	___Green Mtn.	___N Laramie Basin Structures	___Sublette Range
___Bighorn Basin	___Goshen Hole	___Overthrust Belt	___Star Valley
___Bridger Basin	___Gros Ventre Range	___Owl Creek Mtns.	___Teton Range
___Bighorn Mtns.	___Hanna-Carbon Basin	___Powder River Basin	___Tunp Range
___Black Hills Uplift	___Hartville Uplift	___Rawlins Uplift	___Washakie Basin
___Casper Arch	___Hoback Range	___Rock Springs Uplift	___Washakie Range
___Denver Basin	___Jackson Hole	___Salt River Range	___Wind River Basin
___Ferris Mtns.	___Kindt Basin	___Sierra Madre Mtns.	___Wind River Range
___Fossil Basin	___Laramie Basin	___Seminoe Mtns.	___Yellowstone Volcanic Plateau
___Granite Mtns.	___Laramie Mtns.	___Shirley Basin	___Unknown

UNIQUE SITE SETTING (check as appropriate, describe site setting in general narrative):

___playa	___arroyo cutbank	___rockshelter	___spring
___saddle/pass	___cliff	___cave	

GENERAL TOPOGRAPHIC SETTING (few words): _____

VEGETATION ASSOCIATION (cf. Knight 1994:8, Mountains and Plains: The Ecology of Wyoming Landscapes; Yale Univ. Press)

___Alpine	___Ponderosa Pine	___Desert Shrub	___Riparian
___Spruce/Fir	___Aspen/Conifer	___Grassland	___Cultivated
___Douglas-Fir	___Oak	___Sagebrush	___Unknown
___Lodgepole Pine	___Juniper	___Sand Dunes	___not applicable

OVERALL PERCENT BARE GROUND (discuss variation in ground visibility in general site narrative)

___0%, ___1-25%, ___26-50%, ___ 51-75%, ___ 76-99%, ___ 100%, ___ unknown, ___not applicable

GENERAL DEPOSITIONAL ENVIRONMENT (check all applicable, describe in general site narrative):

___unknown, ___ aeolian, ___alluvial, ___colluvial, ___bare rock, ___regolith, ___not applicable, ___other

AEOLIAN SETTINGS (Late Pleistocene and Holocene aeolian deposits)

Is site in/partly in an aeolian deposit?: ___yes, ___no, ___unknown, ___ not applicable

If "yes", which type(s)? ___dune, ___sand shadow, ___sand sheet, ___ deflation area, ___don't know

SUBSURFACE POTENTIAL

Archaeological subsurface deposits: ___yes, ___no, ___unknown/undetermined

Maximum depth below surface of cultural deposits: ___ meters, ___unknown, ___ not applicable (enter zero if no subsurface deposits are present)

Estimate based on: ___rough guess, ___ shovel test(s), ___core/auger tests, ___excavation(s), ___road/arroyo cuts, ___animal burrows, ___other information (describe in narrative)

7. SITE NARRATIVE DESCRIPTION

In addition to general description, the site narrative should address explicitly the kinds and amount of work done at a site, the site environment (setting, geomorphology, soils and sediments, vegetation), site condition and threats to the site. All other matters that demand more discussion than the other sections of the form allow should be discussed in a well-organized fashion here. Tables and other materials can be part of the site narrative, as appropriate. Dating and laboratory results should be cited here, with clear references to laboratory numbers and results.

The Crane – Hill Residential Complex is a set of three buildings located adjacent to Grand Avenue, which comprises at this location (between 17th and 19th Streets) the south boundary of the campus of the University of Wyoming. Hill Hall and Crane Hall, both dormitories, are located to the west and east, respectively, of the common dining facility, Crane – Hill Cafeteria. Besides being located next to each other to form a coherent functioning residential complex, the buildings are also physically connected to each other with breezeways. They also are constructed in the same design with the same materials, which further reinforces the unified, integrated architecture of the complex.

The two dormitories, Crane Hall and Hill Hall, mirror each other, each building consisting of two wings stretching to the north and south in a broad V configuration. The V of Crane Hall points west toward Hill Hall while the V of Hill Hall points east toward Crane Hall. The dormitories are connected by the large cafeteria in the middle. Both dormitories are six stories tall and the cafeteria is a single story.

A concise summary of the dormitories' physical appearance (in 2013) was previously prepared and published by Robin Posniak as part of an American Studies Course at the University of Wyoming examining Mid-Century Modern Architecture:

> Both residency halls mirror each other . . . presenting the same mid-century modern features. One can note the flat roofed, modular construction, with its earthy color palette – most clearly demonstrated by the tinted spandrel panels. Each with its own sizable parking lot, both halls are decorated with in-built planters and encapsulate Crane-Hill Dining Hall and a green landscaped garden. Almost transparent breezeways, with tinted glass windows, link to the dormitories to the cafeteria. A coursed ashlar pattern stone design highlights the lower floors and end façades. Decorative geometric breeze blocks can also be found in use at the ends of the both buildings. Exposed concrete, aluminum window frames, and covered entrances with aluminum awnings, all adhere to the mid-century style. One can further note the typical vertical entrance design, which contrasts the characteristically horizontal building.[1]

Of the cafeteria, the same student observes:

> Crane-Hill Dining Hall is a spectacular example of institutional mid-century modern architecture. The structure hosts both flat and folded plate roof designs, with a deep front roof overhang and perimeter eaves. Large windows occupy the majority of the front wall space, allowing natural light in and views of the landscaped garden without. The entrance too mimics these aesthetic features. Muted color window tints, aluminum frames, and natural stone patterning all compliment the surrounding mid-century residential structures. It is interesting to note the incorporation of University of Wyoming sandstone, which is so typical of the campus's older structures, in this modern design. A large forecourt promotes the entrance, whilst also blending the contrast between the structure and the outer gardens. Notice that the original forecourt planter boxes have been removed.[2]

[1] Robin Posniak, "Hill and Crane Halls," in Mary Humstone, "Student Essays and Case Studies," *Mid-Century Modern Architecture in Laramie, Wyoming,* Wyoming Scholars Repository, Book 2 (2013), 86. This resource can be found at: http://repository.uwyo.edu/mcm_architec/2 (accessed on January 10, 2015).

[2] Robin Posniak, "Crane-Hill Dining Hall," in Humstone, "Student Essays and Case Studies," 79.

Date _____**January 12, 2015**_____ **Smithsonian #** _____

8. Prehistoric/Historic Site Matrix (attach (8A) "Artifacts Associated with Prehistoric Component", (8B) "Features Associated with Prehistoric Component", (8C) "Artifacts Associated with Historic Component", (8D) "Features Associated with Historic Component" as appropriate). Check boxes for "yes" as appropriate.

	OCCURRENCE		**CONTENTS**			
COMPONENT	Surface	Subsurface	Artifacts	Features	Rock Art	
PREHISTORIC						
Unknown Prehistoric	___	___	___	___	___	
Paleoindian	___	___	___	___	___	
Early Archaic	___	___	___	___	___	
Middle Archaic	___	___	___	___	___	
Late Archaic	___	___	___	___	___	
Archaic (general)	___	___	___	___	___	
Late Prehistoric	___	___	___	___	___	
PREHISTORIC PHASES (optional)						
Great Divide	___	___	___	___	___	
Green River/Opal	___	___	___	___	___	
Pine Spring	___	___	___	___	___	
Deadman Wash	___	___	___	___	___	
Uinta	___	___	___	___	___	
Firehole	___	___	___	___	___	
PROTOHISTORIC	___	___	___	___	___	
HISTORIC						Building(s)/ Structure(s)
Unknown Historic	___	___	___	___	___	___
Early Historic	___	___	___	___	___	___
Pre-territorial	___	___	___	___	___	___
Territorial	___	___	___	___	___	___
Expansion	___	___	___	___	___	___
Depression	___	___	___	___	___	___
WWII Era	___	___	___	___	___	___
Post WWII	___	___	___	___	___	___
Modern	_x__	___	___	___	___	_x__

Periods of Significance – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940 - 1946); Post-WWII (1947 - 1955); Modern (1956-present)

8C. ARTIFACTS ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

*Periods – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940-1946); Post-WWII (1947-1955); Modern (1956-present); use exact dates if known

Presence/Absence of common time-diagnostics:

___purple glass (UV altered)	___hand applied finish bottles	___sanitary cans	___other (describe)
___aqua glass	___makers' marks	___cut nails	
___clear glass	___solder dot cans	___wire nails	
___auto machine bottles	___hole-in-top cans	___ceramic trademarks	

Presence/Absence of common artifact classes:

___plate glass	___bottle caps	___wood	___toys
___bottle glass	___wire	___furniture	___building hardware
___ceramics	___furniture hardware	___leather	___firearm-related
___metal	___silverware/cutlery	___sawn lumber	___clothing-related
___nails	___lamp parts	___wagon parts	___other (describe)
___tin cans	___corrugated metal	___car parts	
___tobacco tins	___stove parts	___bone	

Estimated total assemblage size: ___ 0-10, ___ 11-100, ___101-1000, ___1001-10,000, ___>10,000

ARTIFACT KEYWORDS:

HISTORIC ARTIFACTS

Instructions: Use lines below to list artifacts associated with this component. The IMACs user's guide provides a fairly comprehensive list of artifact types but its use is optional. Alternatively, you may attach a substitute format, so long as it tallies the artifact content adequately.

Artifact Type	Count
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

__ check here if this list is continued on a continuation form (expand with word processor as needed) or provided in an alternate format

__ check here if artifacts are described in site narrative section, otherwise use space below for general notes on historic artifacts

8D. FEATURES ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:__Modern (1961) _____

Date _____**January 12, 2015**_____ **Smithsonian #** _____

--

* Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known

Instructions: Plot features, labeled by number, on site sketch map. Attach photographs, images, drawings, notes, other recording materials as appropriate, labeling each with feature number.

Human Remains:

___ Human remains (describe – include presence/absence of marker)
___ Suspected grave
___ Artifacts associated with human remains

FEATURE KEYWORDS:

FEATURE INVENTORY (feature # should key to site sketch map):

Feat. #	Feature Description	Check if more info attached
__1__	__ Crane Hall _____	___
__2__	__ Hill Hall _____	___
__3__	__ Crane – Hill Dining Hall _____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

___ check here if this list is continued on a continuation form (expand on word processor as needed)

___ check here if features are described in site narrative, otherwise describe in table above.

Comments and Continuation (note any relevant historic documentation searches performed)

8F. HISTORIC ARCHITECTURE COMPONENT DESCRIPTION

Instructions: Complete this form for each primary standing building/structure as appropriate. If a site contains more than one building or structure, e.g. a ranch house and barn – complete an attachment for each structure. When using this form, structures should retain identifiable architectural elements. Generally, historic archeological sites should not be recorded on this form. Secondary structures such as corrals, fences, lean-to's, and outbuildings without architectural interest, may be documented on attachment 8D. Attach a sketch map showing the building, associated features and other buildings and the building setting as appropriate (with a scale and north arrow). Attach color photographs or images sufficient to illustrate the general building form and condition. Attach photographs, images, or measured drawings of unique architectural elements. Additional records (e.g., blueprints) can be attached as appropriate. References for this section include: Architecture in the Cowboy State; Eileen F. Starr, 1992; "National Register Bulletin 15", USDI/ NPS, 1991; A Field Guide to American Houses, Virginia & Lee McAlester, 1984.

Common name: __ Crane – Hill Residential Complex: Crane Hall _____

Historic name: ____ Crane – Hill Residential Complex: Crane Hall _____

Type of building: __University dormitory _____ Number of associated resources ____2_____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual building)
Period of significance: _____1961-1965_____ Theme: Education, Social History, Architecture _____
Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, is this building _x_ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

Crane Hall is eligible as a contributing feature of a University of Wyoming campus Historic District. It is significant under Criterion A for its importance in social history and education and under Criterion C for its importance in Architecture as a representative of Mid-Century Modern Architecture and as a representative of the surge of building construction on campus, a concluding element of the post World War II expansion. The building possesses excellent integrity. Period of significance under Criterion C is 1961-1962, the date of construction; under Criterion A the period of significance is 1962-1965, the time more than fifty years ago in which the dormitory was in active use. (The building continues in use as a dormitory.)

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
_1961-1962		_____
_____	____	_____

Architect(s):_____

Builder(s):_____

Building moved? (yes/no/unknown) __no__, Date(s) moved: _____, Moved from: _____

Current use(s) __Dormitory _____ , Historic use(s) ___Dormitory _____

DESCRIPTION (see handbook for guidelines)

Style/Type _____Mid-Century Modern _____

Number of stories: __1, __1-1/2, __2, __ 2-1/2, _x_ multiple, __ don't know, __ other (describe): Six story building

Foundation (describe, i.e., stone, concrete, post and sill, etc.): concrete

Roof (describe materials, i.e., asphalt, wood): presumed asphalt

Structural system (i.e., wood frame, masonry): steel

Cladding (i.e., wood siding, asphalt): stone, glass, synthetic panels

Windows (describe number and types, i.e., double hung, casement, fixed etc.): rows of fixed glass windows in groups of three

Porches:

Chimneys: none

Basement: unknown

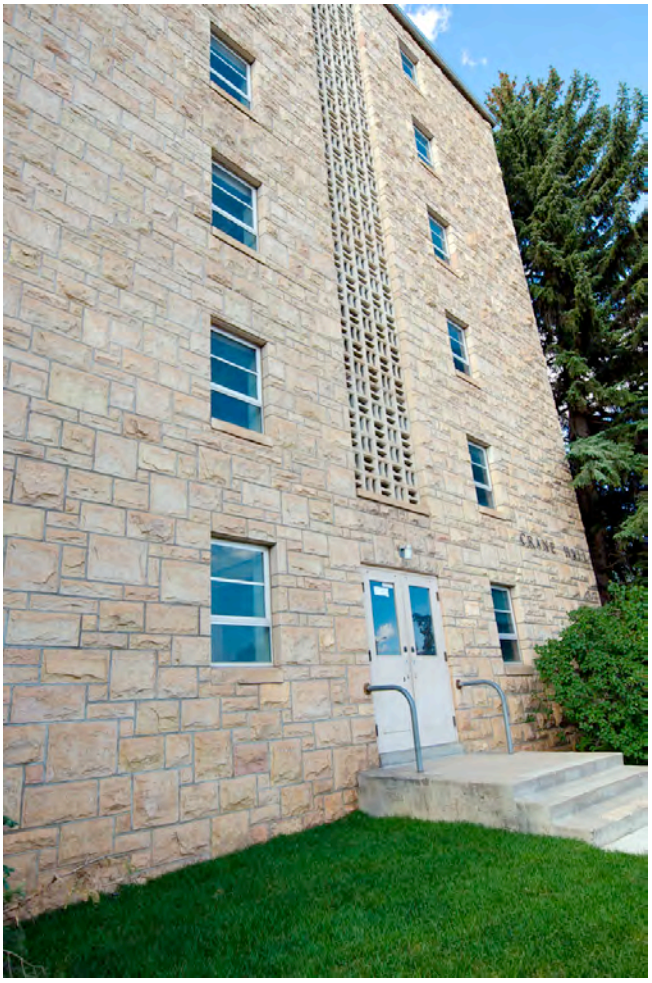
Modifications/Additions**:**

Distinctive landscaping elements:

ARCHITECTURE KEYWORDS:
Mid-Century Modern

ADDITIONAL NARRATIVE (e.g., relationship of building to complex and/or district; other notes; interior description):

Crane Hall, east elevation. September 10, 2014.



Crane Hall, south elevation. September 10, 2014.

Crane Hall, west elevation. September 10, 2014.

Crane Hall, east and north elevations. September 10, 2014.

8F. HISTORIC ARCHITECTURE COMPONENT DESCRIPTION

Instructions: Complete this form for each primary standing building/structure as appropriate. If a site contains more than one building or structure, e.g. a ranch house and barn – complete an attachment for each structure. When using this form, structures should retain identifiable architectural elements. Generally, historic archeological sites should not be recorded on this form. Secondary structures such as corrals, fences, lean-to's, and outbuildings without architectural interest, may be documented on attachment 8D. Attach a sketch map showing the building, associated features and other buildings and the building setting as appropriate (with a scale and north arrow). Attach color photographs or images sufficient to illustrate the general building form and condition. Attach photographs, images, or measured drawings of unique architectural elements. Additional records (e.g., blueprints) can be attached as appropriate. References for this section include: Architecture in the Cowboy State; Eileen F. Starr, 1992; "National Register Bulletin 15", USDI/ NPS, 1991; A Field Guide to American Houses, Virginia & Lee McAlester, 1984.

Common name: __ Crane – Hill Residential Complex: Hill Hall _____

Historic name: ____ Crane – Hill Residential Complex: Hill Hall _____

Type of building: __University dormitory _____ Number of associated resources ____2_____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual building)
Period of significance: _____1961-1965_____ Theme: Education, Social History, Architecture _____
Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, is this building _x_ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

Hill Hall is eligible as a contributing feature of a University of Wyoming campus Historic District. It is significant under Criterion A for its importance in social history and education and under Criterion C for its importance in Architecture as a representative of Mid-Century Modern Architecture and as a representative of the surge of building construction on campus, a concluding element of the post World War II expansion. The building possesses excellent integrity. Period of significance under Criterion C is 1961-1962, the date of construction; under Criterion A the period of significance is 1962-1965, the time more than fifty years ago in which the dormitory was in active use. (The building continues in use as a dormitory.)

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
_1961-1962		_____
_____	____	_____

Architect(s):_____

Builder(s):_____

Building moved? (yes/no/unknown) __no__, Date(s) moved: _____, Moved from: _____

Current use(s) __Dormitory _____ , Historic use(s) ___Dormitory _____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

Date _____January 12, 2015_____ Smithsonian # _____

DESCRIPTION (see handbook for guidelines)

Style/Type _____Mid-Century Modern _____

Number of stories: __1, __1-1/2, __2, __ 2-1/2, _x_ multiple, __ don't know, __ other (describe): Six story building

Foundation (describe, i.e., stone, concrete, post and sill, etc.): concrete

Roof (describe materials, i.e., asphalt, wood): presumed asphalt

Structural system (i.e., wood frame, masonry): steel

Cladding (i.e., wood siding, asphalt): stone, glass, synthetic panels

Windows (describe number and types, i.e., double hung, casement, fixed etc.): rows of fixed glass windows in groups of three

Porches:

Chimneys: none

Basement: unknown

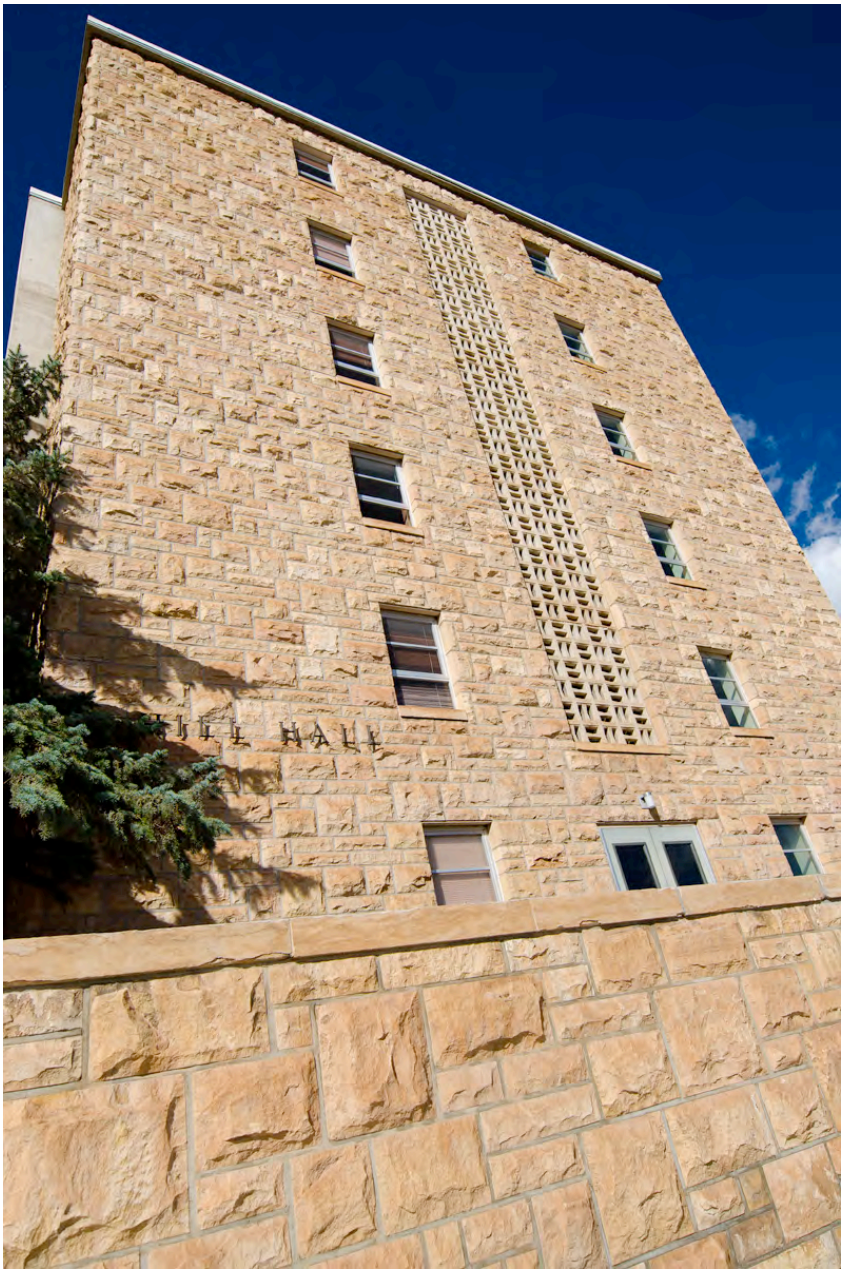
Modifications/Additions**:**

Distinctive landscaping elements:

ARCHITECTURE KEYWORDS:
Mid-Century Modern

ADDITIONAL NARRATIVE (e.g., relationship of building to complex and/or district; other notes; interior description):

Hill Hall, west elevation. September 10, 2014.



Hill Hall, south elevation. September 10, 2014.

Hill Hall, east and north elevations. September 10, 2014.

8F. HISTORIC ARCHITECTURE COMPONENT DESCRIPTION

Instructions: Complete this form for each primary standing building/structure as appropriate. If a site contains more than one building or structure, e.g. a ranch house and barn – complete an attachment for each structure. When using this form, structures should retain identifiable architectural elements. Generally, historic archeological sites should not be recorded on this form. Secondary structures such as corrals, fences, lean-to's, and outbuildings without architectural interest, may be documented on attachment 8D. Attach a sketch map showing the building, associated features and other buildings and the building setting as appropriate (with a scale and north arrow). Attach color photographs or images sufficient to illustrate the general building form and condition. Attach photographs, images, or measured drawings of unique architectural elements. Additional records (e.g., blueprints) can be attached as appropriate. References for this section include: Architecture in the Cowboy State; Eileen F. Starr, 1992; "National Register Bulletin 15", USDI/ NPS, 1991; A Field Guide to American Houses, Virginia & Lee McAlester, 1984.

Common name: __ Crane – Hill Residential Complex: Crane-Hill Dining Hall _____

Historic name: ____ Crane – Hill Residential Complex: Crane-Hill Dining Hall _____

Type of building: __ University Cafeteria _____ Number of associated resources ____2_____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual building)
Period of significance: _____1961-1965_____ Theme: Education, Social History, Architecture _____
Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, is this building _x_ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

Crane-Hill Dining Hall is eligible as a contributing feature of a University of Wyoming campus Historic District. It is significant under Criterion A for its importance in social history and education and under Criterion C for its importance in Architecture as a representative of Mid-Century Modern Architecture and as a representative of the surge of building construction on campus, a concluding element of the post World War II expansion. The building possesses excellent integrity. Period of significance under Criterion C is 1961, the date of construction; under Criterion A the period of significance is 1962-1965, the time more than fifty years ago in which the cafeteria was in active use. (The building continues in use as a forum for campus events.)

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
_1961_____		
_____	____	_____

Architect(s):_____

Builder(s):_____

Building moved? (yes/no/unknown) __no__, Date(s) moved: _____, Moved from: _____

Current use(s) __Events center _____ , Historic use(s) ___ Cafeteria _____

DESCRIPTION (see handbook for guidelines)

Style/Type _____Mid-Century Modern _____

Number of stories: _x_1, __1-1/2, __2, __ 2-1/2, __ multiple, __ don't know, __ other (describe):

Foundation (describe, i.e., stone, concrete, post and sill, etc.): concrete

Roof (describe materials, i.e., asphalt, wood): presumed asphalt

Structural system (i.e., wood frame, masonry): steel

Cladding (i.e., wood siding, asphalt): stone, glass, synthetic panels

Windows (describe number and types, i.e., double hung, casement, fixed etc.): fixed glass windows

Porches:

Chimneys: none

Basement: unknown

Modifications/Additions**:**

Distinctive landscaping elements:

ARCHITECTURE KEYWORDS:
Mid-Century Modern

ADDITIONAL NARRATIVE (e.g., relationship of building to complex and/or district; other notes; interior description):

Crane Hill Dining Hall, south elevation. September 10, 2014.

UW Tyrannosaurus Rex Statue (1964)

Date _____January 12, 2015_____ Smithsonian # _____

RECORD TYPE: __x_ First-recording, ___ Full Re-record, ___ Update, ___ Condition Report, ___ Site Lead

PROPERTY CATEGORY: ___Prehistoric Site, ___Historic Site, ___Building, ___Structure, _x_Object, ___District, ___Landscape, ___Lithic Landscape, ___TCP

1. IDENTIFICATION/OWNERSHIP

Consultant Project Number _____ Agency Project Number(s) _____

Associated Project Name___ UW Historic Preservation Plan Update, 2014-2015 _____

Site Name __ UW Tyrannosaurus Rex Statue _____ Temporary Field Number _____

Other Common names: ____ Geology Museum Dinosaur Statue _____ Agency Site Number _____

Other Site Number _____

Landowner (at time of this reporting, specify agency/district, if private give name and address): ___ check here if site information is confidential
University of Wyoming

2. LOCATION (repeat as needed on continuation sheets; ____ check here if additional locational information is on continuation sheet)

Street address ___NA_____ Town __Laramie_____

Lot-Block: _____ Parcel _____ County ___Albany _____

USGS 7.5' Map Name, Date _____

Township __15__.N_ Range _____73_.W_ Section __33__ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Township _____._ Range _____._ Section ____ ¼'s _____ Template: _____

Elevation (ft.):_____ UTM Coordinates (center point is required; bounding UTM(s) required for sites > 200m in any dimension)

UTM: Zone ____ E _____ m N _____ m Datum used to calculate: __NAD 27 __NAD 83

Bounding UTM : (1) E _____N _____ (2) E _____N _____

(3) E _____N _____ (4) E _____N _____

UTM source: ___corrected GPS/rectified survey (<5m error), ___uncorrected GPS, ___map template, ___other:_____

GPS Model/Software: _____

Notes pertaining to access:

3. NATIONAL REGISTER STATUS (check all that apply in each category)

ENROLLED STATUS ___Landmark/Monument, ___Enrolled on NRHP

FACTORS AFFECTING INTEGRITY (check all that apply; indicate specific areas of disturbance and vandalism on a copy of the site map)

Disturbance/Vandalism : __none, __erosion, __vandalism, __collection, __structural damage, __ manual excavation, __ mechanical excavation,

__vehicle traffic, __structural decay, __grazing, __construction/development, __defacement, ___imminent destruction, __unknown

Percent of property badly disturbed as of this recording date, to nearest 10%): __0%_____

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE

Period(s) of significance: __1964 – present _____ Theme(s) __ Art, Education, Science _____

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILTY RECOMMENDATIONS (check all applicable):

Recorder NRHP Evaluation: ___ Eligible under criteria _x_ a, ___b, _x_ c, ___ d ; ___ Not Eligible, ___ Unevaluated

Contributing Components: ___ Prehistoric, _x_ Historic Associated person for criterion b property_____

Justification: (Include in justification a statement of significance; discussion of contributing components (indicate spatial extents on maps); and integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined)*:

The Samuel Knight statue of a Tyrannosaurus Rex is eligible under Criterion A in the areas of significance Education and Science because of its importance in the university community in as a symbol of both the focus of the UW Geology Department in paleontological research and the connection of the university to the world-class deposits and discoveries of dinosaur fossils in the state. It is significant under Criterion C in the area of significance Art for its association with the work of a master; in this case, the "master" was trained not as an artist but as a scientist and the dinosaur replica captures and presents scientific detail. It remains one of the most familiar and widely-recognized icons of the university campus.

Date _____January 12, 2015_____ Smithsonian # _____

Agency Determination: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

SHPO Concurrence: ___ Eligible under criteria ___a, ___b, ___c, ___ d ; ___ Not Eligible, ___ Unevaluated Date/initials: _____

Justification:

4. INVESTIGATIVE HISTORY (Check all that apply, use property narrative for additional information as appropriate)

Recorded by: ___Michael Cassity _____ Organization: __Michael Cassity Historical Research and Photography _____

Field Dates: _____September 10, 2014 _____

DISCOVERY METHOD (describe in site narrative description)
___ Exposed on surface, ___ Exposed subsurface, __Construction discovery, ____ Documentary sources, ____ Informant

WORK PERFORMED (as part of this recording ONLY; describe numbers and dimensions of sampling/excavation units in narrative section)

__Surface recorded	__Tested with probe device	__Materials sourcing	__Lab analyses
__Shovel tested	__Controlled Trench/Blade	__Remote sensing	__Material sample program
__Formal test unit(s)	__Geomorphology study	__Photos/Sketches/Video	__C-14 dating
__Block excavation	__Paleo-environmental study	__Collections research	__Other (describe in narrative)

MATERIALS COLLECTED AS PART OF THIS RECORDING? ___ yes, _x__ no, ___ unknown

Repository: ___ U. W. Archaeological Repository (UWAR), ___Western Wyoming College, ___Other:_____

5. PROPERTY DESCRIPTION

PHYSICAL DIMENSIONS
Length ____16____ m, Width ____4_____ m, Area: _____sq. m, (_x_estimated __ measurement method:_____)

Boundary estimates based on:

___ feature/artifact distribution, _x_ modern features or disturbance, ___ property boundaries, ___ topography, ___ other, ___ unknown.

Property datum? ___ yes, ___ no (describe if yes): _____

RECORDS INVENTORY (check all appropriate attachments associated with this recording)

Required attachments*:
___ (6) Prehistoric/Historic Archaeological Site Setting, Topography, Depositional Environment (*not required for urban and rural buildings, structures, objects, or historic districts)
___ (7) Site Narrative Description
___ (8) Prehistoric/Historic Site Matrix
___ site map w/scale,orientation.,key
___ location map (USGS 1:24,000 base)
___ photographs/images

Additional Attachments:
(One or more of the next 8 are required)
___ (8A) artifacts associated with prehistoric component
___ (8B) features associated with prehistoric component
___ (8C) artifacts associated with historic component
___ (8D) features associated with historic component
___ (8E) historic and/or prehistoric rock art/inscription component
___ (8F) historic architecture description
___ (8G) linear feature description
___ (8H) lithic landscape sample description
_x_ (8I) historic structure/object description

Optional Attachments:
__ (8J)TCP description
__ artifact illustrations
__ stratigraphic profile
__ field notes
__ artifact catalog
__ electronic data
__ other (describe):

6. PREHISTORIC/HISTORIC ARCHAEOLOGICAL SITE SETTING, TOPOGRAPHY, DEPOSITIONAL ENVIRONMENT*
Section 6 is not required for urban and rural buildings, structures, objects, or historic districts)

GENERAL TOPOGRAPHIC SETTING

___Basin/Interior, ___Foothill/Basin Margin, ___ Major River Terraces, ___Mountain/Major Uplift, ___Unknown

Geographic Division (cf. "Wyoming Geologic Highway Map" published by Western Geographics with the cooperation of the Geological Survey of Wyoming Revised Edition 1991, R.D. Christiansen, Geologist Map compiled and adapted from Geologic Map of Wyoming. Divisions prepared by Richard W. Jones, 2002. See map in "Users Guide.")

___Absaroka Range	___Great Divide Basin	___Madison Range	___Shirley Mtns.
___Bates Hole	___Green River Basin	___Medicine Bow Mtns.	___Snake River Range
___Beartooth Mtns.	___Green Mtn.	___N Laramie Basin Structures	___Sublette Range
___Bighorn Basin	___Goshen Hole	___Overthrust Belt	___Star Valley
___Bridger Basin	___Gros Ventre Range	___Owl Creek Mtns.	___Teton Range
___Bighorn Mtns.	___Hanna-Carbon Basin	___Powder River Basin	___Tunp Range
___Black Hills Uplift	___Hartville Uplift	___Rawlins Uplift	___Washakie Basin
___Casper Arch	___Hoback Range	___Rock Springs Uplift	___Washakie Range
___Denver Basin	___Jackson Hole	___Salt River Range	___Wind River Basin
___Ferris Mtns.	___Kindt Basin	___Sierra Madre Mtns.	___Wind River Range
___Fossil Basin	___Laramie Basin	___Seminoe Mtns.	___Yellowstone Volcanic Plateau
___Granite Mtns.	___Laramie Mtns.	___Shirley Basin	___Unknown

UNIQUE SITE SETTING (check as appropriate, describe site setting in general narrative):

___playa	___arroyo cutbank	___rockshelter	___spring
___saddle/pass	___cliff	___cave	

GENERAL TOPOGRAPHIC SETTING (few words): _____

VEGETATION ASSOCIATION (cf. Knight 1994:8, Mountains and Plains: The Ecology of Wyoming Landscapes; Yale Univ. Press)

___Alpine	___Ponderosa Pine	___Desert Shrub	___Riparian
___Spruce/Fir	___Aspen/Conifer	___Grassland	___Cultivated
___Douglas-Fir	___Oak	___Sagebrush	___Unknown
___Lodgepole Pine	___Juniper	___Sand Dunes	___not applicable

OVERALL PERCENT BARE GROUND (discuss variation in ground visibility in general site narrative)

___0%, ___1-25%, ___26-50%, ___ 51-75%, ___ 76-99%, ___ 100%, ___ unknown, ___not applicable

GENERAL DEPOSITIONAL ENVIRONMENT (check all applicable, describe in general site narrative):

___unknown, ___ aeolian, ___alluvial, ___colluvial, ___bare rock, ___regolith, ___not applicable, ___other

AEOLIAN SETTINGS (Late Pleistocene and Holocene aeolian deposits)

Is site in/partly in an aeolian deposit?: ___yes, ___no, ___unknown, ___ not applicable

If "yes", which type(s)? ___dune, ___sand shadow, ___sand sheet, ___ deflation area, ___don't know

SUBSURFACE POTENTIAL

Archaeological subsurface deposits: ___yes, ___no, ___unknown/undetermined

Maximum depth below surface of cultural deposits: ___ meters, ___unknown, ___ not applicable (enter zero if no subsurface deposits are present)

Estimate based on: ___rough guess, ___ shovel test(s), ___core/auger tests, ___excavation(s), ___road/arroyo cuts, ___animal burrows, ___other information (describe in narrative)

7. SITE NARRATIVE DESCRIPTION

In addition to general description, the site narrative should address explicitly the kinds and amount of work done at a site, the site environment (setting, geomorphology, soils and sediments, vegetation), site condition and threats to the site. All other matters that demand more discussion than the other sections of the form allow should be discussed in a well-organized fashion here. Tables and other materials can be part of the site narrative, as appropriate. Dating and laboratory results should be cited here, with clear references to laboratory numbers and results.

This piece of sculpture depicting a Tyrannosaurus Rex stands in front (immediately south) of the University of Wyoming Geology Museum and east of the main entrance to the museum. An icon on campus since it was completed in 1964, the statue is18 feet tall and 45 feet long from nose to tail. The creator was noted Wyoming geologist Samuel H. Knight; Knight constructed the life-size replica of the dinosaur using hammered sheets of copper soldered over a steel frame. The dinosaur stands erect on a concrete pad and is enclosed by a wrought iron fence. Although the fence was installed at a later date, it was originally a part of a fence that once marked the west border of the campus near its southwest corner.[1] The statue was unveiled April 11, 1964 adjacent to the Geology Museum and Geology Department where Knight had served from 1916 to 1963.

[1] Rick Ewig and Tamsen Hert, *University of Wyoming* (Charleston, South Carolina, Arcadia Publishing, 2012), 37-38.

Date _____**January 12, 2015**_____ **Smithsonian #** _____

8. Prehistoric/Historic Site Matrix (attach (8A) "Artifacts Associated with Prehistoric Component", (8B) "Features Associated with Prehistoric Component", (8C) "Artifacts Associated with Historic Component", (8D) "Features Associated with Historic Component" as appropriate). Check boxes for "yes" as appropriate.

	OCCURRENCE		**CONTENTS**			
COMPONENT	Surface	Subsurface	Artifacts	Features	Rock Art	
PREHISTORIC						
Unknown Prehistoric	___	___	___	___	___	
Paleoindian	___	___	___	___	___	
Early Archaic	___	___	___	___	___	
Middle Archaic	___	___	___	___	___	
Late Archaic	___	___	___	___	___	
Archaic (general)	___	___	___	___	___	
Late Prehistoric	___	___	___	___	___	
PREHISTORIC PHASES (optional)						
Great Divide	___	___	___	___	___	
Green River/Opal	___	___	___	___	___	
Pine Spring	___	___	___	___	___	
Deadman Wash	___	___	___	___	___	
Uinta	___	___	___	___	___	
Firehole	___	___	___	___	___	
PROTOHISTORIC	___	___	___	___	___	
HISTORIC						Building(s)/ Structure(s)
Unknown Historic	___	___	___	___	___	___
Early Historic	___	___	___	___	___	___
Pre-territorial	___	___	___	___	___	___
Territorial	___	___	___	___	___	___
Expansion	___	___	___	___	___	___
Depression	___	___	___	___	___	___
WWII Era	___	___	___	___	___	___
Post WWII	___	___	___	___	___	___
Modern	_x__	___	___	___	___	_x__

Periods of Significance – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940 - 1946); Post-WWII (1947 - 1955); Modern (1956-present)

8C. ARTIFACTS ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____

* Continue narrative as needed on separate page or by expanding section on word processor. data entry, this page ___

*Periods – Protohistoric (1720-1800); Early Historic (1801-1842); Pre-territorial (1843-1867); Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939); WWII-era (1940-1946); Post-WWII (1947-1955); Modern (1956-present); use exact dates if known

Presence/Absence of common time-diagnostics:

___purple glass (UV altered)
___aqua glass
___clear glass
___auto machine bottles
___hand applied finish bottles
___makers' marks
___solder dot cans
___hole-in-top cans
___sanitary cans
___cut nails
___wire nails
___ceramic trademarks
___other (describe)

Presence/Absence of common artifact classes:

___plate glass
___bottle glass
___ceramics
___metal
___nails
___tin cans
___tobacco tins
___bottle caps
___wire
___furniture hardware
___silverware/cutlery
___lamp parts
___corrugated metal
___stove parts
___wood
___furniture
___leather
___sawn lumber
___wagon parts
___car parts
___bone
___toys
___building hardware
___firearm-related
___clothing-related
___other (describe)

Estimated total assemblage size: ___ 0-10, ___ 11-100, ___101-1000, ___1001-10,000, ___>10,000

ARTIFACT KEYWORDS:

HISTORIC ARTIFACTS

Instructions: Use lines below to list artifacts associated with this component. The IMACs user's guide provides a fairly comprehensive list of artifact types but its use is optional. Alternatively, you may attach a substitute format, so long as it tallies the artifact content adequately.

Artifact Type	Count

__ check here if this list is continued on a continuation form (expand with word processor as needed) or provided in an alternate format

__ check here if artifacts are described in site narrative section, otherwise use space below for general notes on historic artifacts

8D. FEATURES ASSOCIATED WITH HISTORIC COMPONENT

Component age* and identifier:_____Modern (1964) _____

Date _____**January 12, 2015**_____ **Smithsonian #** _____

--

* Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known

Instructions: Plot features, labeled by number, on site sketch map. Attach photographs, images, drawings, notes, other recording materials as appropriate, labeling each with feature number.

Human Remains:

___ Human remains (describe – include presence/absence of marker)
___ Suspected grave
___ Artifacts associated with human remains

FEATURE KEYWORDS:

Knight, Statue, Dinosaur, Tyrannosaurus

FEATURE INVENTORY (feature # should key to site sketch map):

Feat. #	Feature Description	Check if more info attached
__1___	__Statue enclosed in fence _____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___
_____	_____	___

___ check here if this list is continued on a continuation form (expand on word processor as needed)

___ check here if features are described in site narrative, otherwise describe in table above.

Comments and Continuation (note any relevant historic documentation searches performed)

--

8I. HISTORIC STRUCTURE/OBJECT DESCRIPTION (must be accompanied by a core form)

Common name: __ UW Tyrannosaurus Rex Statue _____

Historic name: ____ UW Tyrannosaurus Rex Statue _____

Type of structure/object: _____Statue / Sculpture _____ Associated resources _____

Historic District Smithsonian Number (if applicable) _____

OWNERSHIP – Property owner and address:

University of Wyoming
Laramie, Wyoming 82071

NATIONAL REGISTER OF HISTORIC PLACES SIGNIFICANCE (discuss as appropriate in narrative and in core form; the following applies to the individual structure/object)
Period of significance: __1964 – present _____ Theme __Education, Science, Art _____
*Periods – Protohistoric (1720-1800) Early Historic (1801-1842) Pre-territorial (1843-1867) Territorial (1868-1889); Expansion (1890-1919); Depression (1920-1939) ; WWII-era (1940 to 1946); Post-WWII (1947 to 1955); Modern (1956-present); use exact dates if known.

NATIONAL REGISTER OF HISTORIC PLACES ELIGIBILITY RECOMMENDATION (discuss as appropriate in narrative and in core form):

If eligible, this structure/object is: _x__ contributing or ___ non-contributing

Justification: (Include in justification a statement of significance for building; integrity (location, design, setting, materials, workmanship, feeling, association); discuss how significant periods and themes were determined):

The Samuel Knight statue of a Tyrannosaurus Rex is eligible under Criterion A in the areas of significance Education and Science because of its importance in the university community in as a symbol of both the focus of the UW Geology Department in paleontological research and the connection of the university to the world-class deposits and discoveries of dinosaur fossils in the state. It is significant under Criterion C in the area of significance Art for its association with the work of a master; in this case, the "master" was trained not as an artist but as a scientist and the dinosaur replica captures and presents scientific detail. It remains one of the most familiar and widely-recognized icons of the university campus.

CONSTRUCTION HISTORY (use "unknown" as appropriate)

Dates of construction/major modification (use more lines as appropriate)

Date	Circa y/n	Date source
__1964 _____	__n__	__newspaper coverage of unveiling, various university histories _____
_____	____	_____

Architect(s):_____

Builder(s):____Samuel H. Knight _____

Structure/Object moved? (yes/no/unknown) _no___, Date(s) moved: _____, Moved from: _____

Current use(s) __Statue / Sculpture _____ , Historic use(s) Statue / Sculpture _____

DESCRIPTION:

This piece of sculpture depicting a Tyrannosaurus Rex stands in front (immediately south) of the University of Wyoming Geology Museum and east of the main entrance to the museum. An icon on campus since it was completed in 1964, the statue is18 feet tall and 45 feet long from nose to tail. The creator was noted Wyoming geologist Samuel H. Knight; Knight constructed the life-size replica of the dinosaur using hammered sheets of copper soldered over a steel frame. The dinosaur stands erect on a concrete pad and is enclosed by a wrought iron fence. Although the fence was installed at a later date, it was originally a part of a fence that once marked the west border of the campus near its southwest corner.[2] The statue was unveiled April 11, 1964 adjacent to the Geology Museum and Geology Department where Knight had served from 1916 to 1963.

[2] Rick Ewig and Tamsen Hert, *University of Wyoming* (Charleston, South Carolina, Arcadia Publishing, 2012), 37-38.

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Construction Materials:

Style/Type _Statue using copper plates on steel frame resting on concrete pad _____

STRUCTURE/OBJECT KEYWORDS:

Statue, Dinosaur, Tyrannosaurus, Samuel Knight, University of Wyoming

ADDITIONAL NARRATIVE (e.g., relationship of structure/object to complex and/or district; other notes):

--

UW Tyrannosaurus Rex Statue with Geology Museum to left, from southeast. September 10, 2014.

--

UW Tyrannosaurus Rex Statue with Wyoming Geological Survey in background, from southwest. September 10, 2014.

--

Samuel Knight plaque inside fenced enclosure with UW Tyrannosaurus Rex. September 10, 2014.

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APPENDIX E – GLOSSARY

Building Massing

A large coherent body of matter without a definite shape. A collection of the component parts of something.

CWA

Civil Works Administration (CWA). Created as a temporary agency in the winter of 1933-1934, the CWA put more than ten thousand unemployed workers in Wyoming to work in many small projects, including some on the UW campus, especially doing building repairs, landscape work, and other small projects.

Elevations

The external face of a building or structure.

Facade

The face of a building, especially the principal face.

FAP

Federal Art Project (FAP). One of several New Deal agencies designed specifically to provide work for artists, the FAP was located within the Works Progress Administration and launched a series of public galleries and art projects in the state, including on the UW campus.

LRDP

The Univsersity of Wyoming's Long Range Development Plan.

NYA

National Youth Administration (NYA). An agency placed within the WPA shortly after the WPA was launched in 1935, the creation of the NYA is sometimes credited in part to UW president Arthur Crane; it provided work for students to enable them to stay in school. The projects sometimes focused on the academic area in which the students were studying and sometimes were part of general physical plant improvement activities.

Plans

A drawing or diagram made to scale showing the structure or arrangement of something.

Works Progress Administration (WPA)

Works Progress Administration and, after 1939, Work Projects Administration. The WPA was created in 1935 specifically to create a great many jobs and to do so faster than the PWA. It generally constructed smaller buildings and structures than the PWA and while several were built on the UW campus (most notably one of the Cowboy Dorms) none are remaining, although a section of WPA sidewalk is still present.

Public Works Administration (PWA)

Public Works Administration (PWA). Created in 1933 as part of the National Industrial Recovery Act, the PWA initially focused on very large undertakings like dams and reservoirs (including Alcova and Seminoe in Wyoming) and irrigation projects and only slowly moved to smaller projects like individual buildings. On the UW campus the Liberal Arts (or Arts & Sciences) Building (started in 1935) and the Wyoming Union (begun in 1938) are PWA contributions.

Setback

The distance of a structure or other feature (as a well or septic system) from the property line or other feature

Step Back

To move backward by taking one or more steps in the facade of the building. Step Back should occur at a change in level/floor.

APPENDIX F – CHECKLIST

CHECKLIST											
Zones	Administrative Process	UW Campus Character	Entrance	Building Massing	Colors	Materials			Sustainability	Additional
						Primary	Secondary	Accent		
All Zones	Establish a planning team. Consult with Exterior Architecture Advisory Board. Hold public meetings at the conceptual design phase.		Primary entrance in front facade. Entrance articulated with vertical or horizontal features.	Comply with Building Massing and Articulation.	Colors and textures of the Wyoming landscape. Predominant exterior color shall be sandstone, or buff or rose colored brick. Secondary colors to be low reflectance, subtle, neutral, pastel or earth tone colors. No dark browns, high-intensity colors, metallic, black or fluorescent colors.				Comply with Sustainability / Response to Climate section. Focus on passive solar design.	
Contemporary Academic West			Oriented towards existing and proposed open spaces; south facing whenever possible,	Lewis Street: 5 stories and 60 feet maximum. Flint: 2 story maximum. Step back building massing from Lewis Street to Flint Street.		Elevations visible from Flint Street or Lewis Street: 60% minimum. Others: 20% minimum.	Visible from Flint or Lewis Streets: 30% maximum. Others: 70% maximum.	10% maximum.		No new buildings shall be visible from Prexy's Pasture and should not impinge on the roof line of any historic structure.
Prexy Zone	Receive and consider input from SHPO.	Dominant Vertical or Horizontal Lines. Purposefull Symmetrical or Asymmetrical Design Lively decorative features.	Primary building facade should be oriented towards Prexy's.	Facing Prexy's: 4 stories and 60 feet maximum, except 5 stories maximum for buildings located on the north side of Prexy's and facing Lewis. No new buildings or additions may project beyond the existing buildings' roof lines. Roof lines shall incorporate either horizontal or vertical projections.		Elevations visible from Prexy's: Sandstone 90% minimum. Others: Sandstone 60% minimum.	Visible from Prexy's: 10% maximum. Others: 30% maximum.		Complement surrounding historic architecture	Design in accordance with the Secretary of the Interior's Standards. Preserve historic materials, features, and spatial relationships that characterize the property. Differentiate new construction from historic.
Academic West			Main entrances and primary building facades should be oriented towards 9th, 15th, or Ivinson.	4 stories and 60 feet maximum. No new buildings or additions may project beyond the existing buildings' roof lines. Roof lines should incorporate either horizontal or vertical projections.		Visible from Prexy's, 15th, 19th, Lewis or Ivinson: 90% minimum. Others: 60% minimum.	Visible from Prexy's, 15th, 19th, Lewis or Ivinson: 10% maximum. Others: 30% maximum.			
Residential Academic West			Main Entrances should face the nearest street.	3 stories and 40 feet maximum. New buildings to fit into the residential scale of the neighborhood.		20% minimum.	60% maximum.	20% maximum.	Focus on adaptive re-use of existing residential buildings into University buildings. Passive solar design with outdoor space located on the south side of the building.	
Living Learning Central			Main Entrances should be oriented towards open spaces. The dormitories and associated buildings should face open spaces or Ivinson; south facing whenever possible.	Fraternity Mall: 3 stories maximum and 40 feet maximum. No height restriction for buildings facing Grand Avenue, south of Ivinson. Ivinson: 5 stories and 60 feet maximum.		Visible from Fraternity Mall and buildings on the Living Learning East Zone: 60% minimum. Others: 20% minimum. Visible from Ivinson or Grand Ave or 15th Street: 60% minimum. Others: 20% minimum.	Visible from Fraternity Mall and buildings on the Living Learning East Zone, Ivinson or Grand Avenue, or 15th Street: 30% maximum. Others: 70% maximum.	10% maximum.		Summit View should be the prototype any future residences in the Living Learning East Zone. Step back building mass from Grand Avenue to Ivinson and on the side facing Ivinson to blend better with the existing residential buildings on Fraternity Mall.
Academic Central			Main Entrances should be oriented towards existing and proposed open spaces; south facing whenever possible.	5 stories and 60 feet maximum. The building should be step back on the north side of building. Step back building mass on north side.		60% minimum.	30% maximum.		Showcase sustainable features	Emphasize innovation in contemporary design.
Athletic & Recreational			Main Entrances should be oriented towards parking lot or open spaces. South facing whenever possible.	No restrictions on height. If possible the building should be step back on the north side.		20% minimum.	50% maximum.	20% maximum.		Allow for greater use of the UW logo as a design feature in the facade.
Research & Business			Main Entrances should be oriented towards existing and proposed open spaces.	5 stories and 60 feet maximum. Step back building mass on north side.		Visible from Harney or 22nd Streets: 50% minimum. Others: 20% minimum.	Visible from Harney or 22nd Streets: 50% maximum. Others 70% maximum.	10% maximum.	Showcase sustainable features	Emphasize innovation and flexibility.
Visitor & Mixed Use			Main Entrances should be oriented to the Parking lot with Secondary entrance on Grand Avenue.	6 stories and 80 feet maximum on Arrowhead Lane. 2 stories and 30 feet maximum on Grand Avenue. Building should step back on the side facing Grand Avenue.		Visible from 22nd Street or Grand Avenue: 60% minimum. Others: 20% minimum.	Visible from 22 Street or Grand Avenue: 30% maximum. Others: 70% maximum.			All parking should be screened from primary views.
Service				5 stories and 60 feet maximum.		Visible from Harney and 15th Streets: 10% minimum. Others: 5% minimum.	90% maximum.			Colors should match UW Color.