

# Milwaukee Public Schools

## ARCHITECTURAL AND HISTORICAL INTENSIVE SURVEY REPORT



PREPARED FOR  
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## Acknowledgements

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## Abstract

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This report documents an architectural and historical intensive survey of Milwaukee public schools as of 2019. A reconnaissance survey was conducted by the lead architectural historian as the first phase of the survey. Following the reconnaissance survey, archival research was conducted to ascertain the architectural and historical significance of the resources identified. The resulting documentation was produced according to standards set by the Wisconsin Historical Society's Division of Historic Preservation and includes the following:

### **Intensive Survey Report**

The intensive survey report includes a summary of the research and a brief history of the Milwaukee public school system. It provides a historical context for the evaluation of historic resources and serves as a means for identifying significant properties eligible for listing in the National Register of Historic Places. The intensive survey report also contains recommendations for future survey and research needs and priorities for National Register listing.

### **Survey Maps**

Survey maps indicate all previously and newly surveyed properties as well as properties already listed in the National Register of Historic Places. All maps are included in the Survey Results chapter of the intensive survey report.

### **Electronic Documents**

The Wisconsin Historical Society maintains an electronic database known as the Architecture and Historic Inventory (AHI). AHI records were updated or created for all surveyed properties. In addition, a digital copy of this intensive survey report has been saved on compact disc and is held at the Wisconsin Historical Society.

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## Introduction

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Utilizing available historic preservation funding, the Wisconsin State Historic Preservation Office hired University of Wisconsin-Milwaukee Cultural Resource Management (UWM-CRM), a cultural resource management and historic preservation consulting firm based in Milwaukee, Wisconsin, to conduct an intensive thematic survey of architecturally and historically significant resources within the boundaries of the Milwaukee Public School system in the City of Milwaukee, Wisconsin. The primary objective of the project was to identify buildings, structures, and districts of architectural or historical significance that are potentially eligible for listing in the National Register of Historic Places.

The survey was carried out between December 2018 and January 2019 by Lead Architectural Historian Justin Miller with assistance from Architectural Historians Kelly Blaubach and Gail Klein, all of UWM-CRM. The survey consisted of four main tasks: completing a reconnaissance survey, conducting archival research, evaluating surveyed resources, and preparing the intensive survey report. The geographic boundaries of the survey corresponded to the municipal boundaries of the City of Milwaukee as of January 2019. Temporal boundaries correspond with the earliest settlement of the area through 1980. The survey identified 179 individual resources of architectural and/or historical interest. The majority of surveyed resources are still in use as schools, although several have been converted to other uses or are currently vacant.

The purpose of this survey report is not to provide a comprehensive history of the Milwaukee public school system, but rather to provide an overview of the extant resources associated with the history of MPS. The survey results and recommendations contained within this report should be used as a tool for future preservation planning decisions as well as to increase public awareness of the community's architectural heritage. As eloquently stated by Milwaukee Historic Preservation Staff, "Schools, even when closed, are more than four walls holding a collection of students and teachers. They remain powerful symbols of the importance of education, symbols of strong architectural design, and symbols of the coming together for a common good."

This architectural and historical intensive survey report is kept at the Historic Preservation Division of the Wisconsin Historical Society in Madison, Wisconsin. Additional copies are kept at the City of Milwaukee Historic Preservation Commission.

# Chapter 1

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## Historical Overview

### Beginnings

Municipal education during Milwaukee's territorial period tended to be a sporadic affair in which schools were established wherever a room and teacher could be found.<sup>1</sup> Wisconsin (and Milwaukee, by extension) functioned under the 1827 Michigan School Law, which determined how many families were required to establish a public school in a territory and how taxes would be levied to pay for it. Despite the legal provision for free public schools, Milwaukee's first schools in the 1830s were private institutions, since the settlers presumably had concerns more immediate than that of education. Sources disagree as to whether classes were held on the east or west bank of the Milwaukee River, depending on the bias of the author consulted.

The present-day Milwaukee Public School system was created in 1846 with the incorporation of the City of Milwaukee. The Common Council appointed a five-member Board of School Commissioners to oversee education. The board was comprised of one commissioner representing each ward of the city, and the board acted directly through each school's principal for the first thirteen years. Most of the school classes were held in rented spaces. By 1848, there were eight public schools with an enrollment of 865 students.<sup>2</sup>

In 1852, the board constructed its first purpose-built schools. These five brick buildings, one in each ward, were each capable of holding 350 pupils. The board also adopted the use of uniform textbooks in the 1850s. German language instruction was also adopted as part of the public school curriculum, since 2,577 students out of a total school population of 5,914 were of German origin. Two short-lived high schools were also established but closed due to the financial recession brought on by the Panic of 1857. The Panic also caused serious funding problems for the school district as a whole. In 1859, Rufus King was elected by the board to become the first Superintendent of Schools, a move that brought order to the financial chaos within the district. King would only serve as superintendent for a year, but the establishment of a superintendent was a significant move for the school board. For the first time, the schools now had a single, responsible head instead of a committee.

The Milwaukee public schools experienced a period of growth in the 1860s and 1870s. A graded plan was introduced to replace the class or departmental system. Students were promoted from grade-to-grade as they successfully completed a period of study. School district boundaries were drawn to conform to

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<sup>1</sup> The material in this chapter quotes extensively from the excellent historic contexts prepared by City of Milwaukee Historic Preservation Commission staff for various neighborhood historic resources surveys, as well as a comprehensive history of the Milwaukee Public Schools written by William Dahlk for the *Encyclopedia of Milwaukee* project, an initiative of the University of Wisconsin-Milwaukee with support from the National Endowment for the Humanities and the Greater Milwaukee Foundation. Unless otherwise specifically cited, all material draws from these two sources.

<sup>2</sup> Lamers, William M. *Our Roots Grow Deep, 1836-1967*, 2<sup>nd</sup> ed. (Milwaukee: Milwaukee Public Schools, 1974) 4.

ward boundaries. The district engaged its first music teacher and drawing teacher in 1872, and its first physical education supervisor in 1876. By 1878, there were fourteen schools (mostly grades 1-8) and one high school. Some members of the public questioned the need for the high school, suggesting that only affluent students attended. A survey, however, indicated that of the parents of the 227 high school students, 40 were mechanics, 7 were laborers, 6 were gardeners, and 14 were widows.<sup>3</sup> The first kindergarten was opened in Milwaukee in 1879, and became part of the public school system in 1881.

Under the superintendence of William Andersen (1883-1892), the public school system developed into the multi-faceted organization that it is today. During Andersen's administration, 26 schools were built or annexed into the district. In addition to keeping up with the physical demands of a growing school population, Andersen also made progressive curriculum revisions. He promoted the addition of supplementary readings to various grades and encouraged public readings and dramatic presentations. Andersen also wrote a textbook for an experimental physics class and involved teachers in discussions of new methods of instruction and courses. In 1885, the School for the Deaf, a private institution, was incorporated into the public school system; and in 1888, the district began offering cooking classes to girls above the fourth grade level.

During much of the nineteenth century, a majority of youth did not attend school past sixth grade, since many immigrant families sent their children to work or to apprenticeship programs or domestic service. Public school classes were generally large, with between forty and sixty students in a single class.<sup>4</sup> Students had to purchase their own books, although private charities provided some subsidies to the indigent. The teaching staff was approximately 75% female, but male teachers were paid more on average, and married females were generally refused employment.

Towards the end of the nineteenth century, the district became more centralized and professionalized as the board and the superintendent's office asserted more control over curriculum, textbook selection, and teacher qualifications. As high school enrollment grew, the curriculum reflected the diversity of students, with college preparatory ("classical") courses, commercial, and manual training tracks all available.

By the turn of the twentieth century, advances in curriculum offerings coexisted with some contention. The use of corporal punishment and phonics versus sight word approaches in the teaching of reading were debated; the board and the superintendent quarreled over authority. Yet as the public school system grew and offered more diverse services, it provided its large immigrant and working class constituents a valuable educational ladder to inclusion in the Milwaukee community.

### ***Trade and Technical Education***

In the first decades of the twentieth century, the district continued to expand to offer specialized courses and programs beyond the traditional curriculum, including vocational training and social centers.

The Boys' Trade and Technical High School had its beginnings in 1906 as a private school intended to teach building and manufacturing trades. The Milwaukee School of Trades was located on S. 1<sup>st</sup> Street and consisted of trade courses in carpentry, pattern making, cabinetry, machining, and plumbing. After eighteen months in existence, the School of Trades was absorbed as part of the Milwaukee Public School system in 1907. The trade program soon outgrew its initial home in the S. 1<sup>st</sup> Street building, and a new

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<sup>3</sup> *Roots*, 8.

<sup>4</sup> *Roots*, 9, 12.

building was constructed at 319 W. Virginia Street. This school became known as the Boys' Trade and Technical High School. By 1917, the school offered a six-year program (grades 7-12), but it became a traditional four-year high school following the development of the pre-vocational and junior high schools in the late 1920s. By the 1960s, the instructional program at Boys' Tech was expanded to include programs in welding, metal fabrication, and auto body work. The school was only open to boys until the mid-1970s, when the name was changed to Milwaukee Trade and Technical High School. The program continues on the same site, but the 1909 building which formed the core of the Tech campus was demolished in 2002.<sup>5</sup>

The Girls' Trade and Technical High School was opened in 1909 at the urging of Lizzie Black Kander, school board member, philanthropist, and author of the nationally-recognized *The Settlement Cookbook*. The Girls' Tech high school was located in the former State Normal School on Eighteenth and Wells Street and offered instruction in sewing, millinery, domestic science, and dressmaking, in addition to academic coursework. Girls' Tech became a fully accredited four-year high school in 1924. Several additions were constructed onto the original 1885 building as enrollment increased. At its peak in the 1930s, there were more than 1800 students enrolled at Girls' Tech; by the early 1950s, this number had dropped to 330, partially due to the fact that many of the home economics courses were also offered in all of the traditional high schools across the city. In 1952, the Girls' Trade and Technical High School program stopped accepting incoming students, and in 1955 the program was discontinued. The next year, the building was converted to the coed Wells Street Junior High School, which remained in operation until 1978. The State Normal School/Girls' Trade and Technical High School/Wells Street Junior High School building complex is listed in the NRHP.<sup>6</sup>

The vocational schools were related to the trade and technical schools, but grew out of different circumstances. The Milwaukee Vocational School was established in 1911 by state statute. The statewide vocational school system provided an alternative to traditional high school, which was generally intended to prepare students for university. The Milwaukee Vocational School (still in existence as Milwaukee Area Technical College) remained independent from the Milwaukee public school system, although several members of its advisory board were elected by the Milwaukee Board of School Directors.<sup>7</sup> Classes at the school consisted of part-time and full-time programs, an apprentice school, and evening school. While the intent of the school was to provide training in industry or agriculture, the program also became a receptacle for students of "the class known as delinquents, truants, or misfits."<sup>8</sup>

In 1921, the state statutes were revised to prohibit the transfer of students, aged 14-16, out of the general schools and into the Vocational School based on delinquency, truancy, expulsion, or other behavioral issues. In response, the School Board established an experimental "pre-vocational school" in barracks at the Greenbush Street School. The pre-vocational program was intended, in the words of the Board, "...to furnish for an indefinite number of years a respectable environment for over-age grammar school students not happy in the grades and not capable of doing or ready to do standard grade school or high school work."<sup>9</sup>

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<sup>5</sup> *Roots*, 40-42; Robert Tanzilo, *Historic Milwaukee Public Schoolhouses*, (Charleston: The History Press, 2012) 86.

<sup>6</sup> *Roots*, 42, 39; Tanzilo, 92-93.

<sup>7</sup> James K. Nelsen, "Vocational Education," *Encyclopedia of Milwaukee*, <https://emke.uwm.edu/entry/vocational-education/>; *Roots*, 43.

<sup>8</sup> School Board member James H. Derse, quoted in *Roots*, 43.

<sup>9</sup> *Roots*, 43.

Following the experimental phase at the Greenbush Street barracks, four pre-vocational programs (two for boys and two for girls) were eventually established. The boys' pre-vocational schools emphasized industrial arts, while the girls' schools focused on "the definite needs of underprivileged girls with a strong inclination toward household and manual duties, and for whom the usual type of curriculum has not proved satisfactory."<sup>10</sup> By 1958, all four pre-vocational programs had been discontinued, partly due to the expansion of general junior high school programs, and partly due to the "stigma of housing some disturbers."<sup>11</sup>

### ***Adult Education and Recreation (the Social Center Movement)***

In 1908, the Milwaukee School Board began offering small-scale evening activities for adults at three schools. Following the election of Mayor Emil Seidel, Socialist members of the Common Council and School Board supported the establishment of community-based social centers as a means to provide "education and wholesome recreation" for working-class citizens.<sup>12</sup> In 1911, the School Board proposed a comprehensive program of school-based social centers, and that same year the State Legislature passed legislation that provided the authorization and funding for the social center program. In 1912, the Division of Municipal Recreation and Adult Education (still in existence as the Division of Recreation and Community Services) was formed.

Five schools were selected to house the first social centers in Milwaukee, and the "Lighted Schoolhouse" movement, as it came to be known, eventually grew to 21 schools by 1943. Milwaukee's social center program was one of the most comprehensive and long-lasting such programs in the United States and has been noted for its "early 20<sup>th</sup>-century progressive efforts to improve education and inspire community in American cities."<sup>13</sup> The first five schools associated with the social center movement include the Dover Street School (NRHP-listed); the Detroit Street School (building demolished); the Fourteenth Street School (1547 N. 14<sup>th</sup> St.); the Fourth Street School (Golda Meir, 1555 N. Dr. Martin Luther King, Jr., Dr., NRHP- and NHL-listed); and the Eleventh District School No. 1 (1516 W. Forest Home Ave.)

## The Progressive Era: A Golden Age

The 1914 to 1960 time period was one of impressive growth for the city and MPS. In 1920 Milwaukee had 457,000 residents; by 1960, 741,000. The K-12 enrollment in 1917 was 54,000; by 1960, 101,000. The 1946-60 period saw the building of forty new schools to accommodate the post-WWII baby boom; whereas the city had five public high schools in the early 1920s, there were thirteen by 1961. From 1906 to 1967 Milwaukee voters approved 27 of 29 requests for tax levies or bond issues for educational improvements and construction, indicating citizen satisfaction with MPS. This approval owed much to strong German and socialist traditions which valued education highly. The socialists were ardent backers of a full-service, well-funded public school system, staffed according to merit.

Despite the rapid growth, MPS' leadership was remarkably stable, another indication of broad public approval. Milton Potter was superintendent from 1914 to 1943; Lowell Goodrich, 1943 to 1949; and Harold Vincent, 1950 to 1967. From 1920 to 1953, the average tenure of a high school principal was

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<sup>10</sup> Assistant Superintendent Reinhardt Ruhnke, quoted in *Roots*, 43.

<sup>11</sup> *Roots*, 43.

<sup>12</sup> National Register of Historic Places, Dover Street School and Social Center, Milwaukee, Milwaukee County, Wisconsin. Section 8:7.

<sup>13</sup> National Register of Historic Places, Dover Street School and Social Center, 8:7

eleven years. Board elections were generally free of partisan politics, and the board and superintendent did not experience the more intense and persistent pressures from federal, state, and local community interests with which MPS authorities would have to deal after 1960. There were board-central office tensions, but overall the board deferred to the strong superintendents and Potter, especially, guided curriculum changes. The belief of MPS and city leaders that they had achieved admirable success and consensus would inevitably imbue them with a prideful defense of the status quo, not a useful mentality for the changes that would come after 1960.

The flood of baby boomers into schools in the post-World War II years necessitated a doubling of the teacher staff from 1947 to 1967. Gradually, new teachers came with more extensive training; by the 1930s all new hires were required to have college degrees. The city's industrial-induced prosperity enabled an adequate revenue base and MPS teacher pay, while not generous, was favorable compared to that of most other Wisconsin school districts. General teacher satisfaction is indicated by the fact that during the 1925-1940 time period, one-third to two-thirds of elementary teachers remained at the same school for at least fifteen years. Nevertheless, without a strong union (until 1963) teachers as a whole had little voice in decision-making beyond their classroom procedures. Women were still a majority of all teachers, and the baby boom flood wiped away much of the bias against employing married females. A spurt in high school enrollment brought more males into teaching; by the 1950s they were a majority in the high schools.

Increasing recognition of learning deficits meant an increase in specialized teachers, support staff, and central office supervisors. More psychologists, social workers, guidance counselors, and nurses were employed. Classes for the physically and emotionally challenged were added. By 1970 MPS managed to reduce the average class size to twenty-eight. In the 1920s junior high schools were introduced (Lincoln was the first one), and by 1960, K-8 schools had been largely replaced by K-6 schools and junior highs (7-9). The comprehensive high school continued to serve a diversity of students with its general, commercial, and college prep strands. Washington, Riverside, Marshall, and Boys Tech high schools gained reputations for quality education. The movement on behalf of progressive education dominated the 1914-60 period, with an emphasis upon preparing students for productive careers and citizenship. Pedagogy meant less rote learning, whereas typing, home economics, bookkeeping, and industrial skills were embedded in the curriculum. In the 1950s standardized testing began. At the same time, many schools began to house social centers, adult programs, and recreation leagues.

## 1960 and Beyond

Stability and broad citizen approval of MPS weakened in the post-1960 era. The main causes were demographic shifts: an in-migration of thousands of African Americans—and then Hispanics—and flight from the city and its public schools of thousands of whites. Historically, Milwaukee has been a racially segregated city, especially in terms of residency. When assigning students to schools, MPS had adhered to a neighborhood school policy, which meant that most public schools became highly segregated.

### ***Amos v. Board of School Directors of the City of Milwaukee***

The 1954 United States Supreme Court *Brown v. Board of Education* decision ruled deliberate racial segregation in public schools to be unconstitutional. There were some who believed all segregation to be detrimental; African American attorney Lloyd A. Barbee was one. Beginning in 1963 he and a core of black and white allies began a campaign to desegregate MPS. They claimed that most African American

students bore the burden of older, overcrowded facilities, inferior school materials, and less experienced teachers. The insurgents pointed to “intact busing” as an example of the racism of school authorities: black students in overcrowded schools were bused to white schools but were taught in separate classes, were kept apart from white children at recess, and were bused back to their home school for lunch.

Barbee created the Milwaukee United School Integration Committee (MUSIC), which called for racial balance in all MPS schools. From 1964 to 1966 MUSIC employed picketing, non-violent civil disobedience, and three school boycotts. But the school board made no significant concessions, and in 1965 Barbee filed suit in federal court, claiming deliberate segregation by school authorities. The results of *Amos v. Board of School Directors of the City of Milwaukee* would set the direction for the Milwaukee public schools for the remainder of the twentieth century.

In January 1976 federal Judge John Reynolds ruled that school authorities had deliberately pursued segregationist policies. One of the key elements of the ruling was the use of intact busing. Reynolds found that the practice of intact busing, supposedly temporary, had been used for years in several black elementary schools. The finding also ruled that black schools were older and overcrowded, and that the board had chosen to build additions to overcrowded schools rather than reassign students or redraw boundary lines. At the same time, the board allowed boundary changes to allow white students to attend white schools. The ruling also found that the board’s Open Transfer Policy allowed white students to transfer out of schools with increasing black enrollment, while black students were not allowed to transfer to white schools, resulting in increasing proportions of black enrollment at Rufus King High School, North Division High School, Fulton Junior High School, Roosevelt Junior High School, Wells Street Junior High School, Berger School, 4<sup>th</sup> Street School, and Keefe Avenue School.

Reynolds ordered the system to begin school desegregation in the fall of 1976. Many Milwaukee whites, including Mayor Henry Maier and a majority of the school board, opposed the order, but over the course of the next three years, Milwaukee experienced one of the most wide-ranging and peaceful school desegregations in the nation. By the mid-1980s, 85 percent of MPS students attended racially integrated schools.

The desegregation plan that guided this transformation was the product of superintendent Lee McMurrin (1975-1987) and his deputy David Bennett. It relied heavily on busing African American students into predominantly white schools, thus placing nearly 90 percent of the “burden of busing” on blacks. It converted a number of previously all-black schools into magnet and specialty schools, advertising high quality instruction in order to encourage voluntary integration by whites. Thus, north side Rufus King High became a college prep magnet and West Division became magnet School of the Arts; both received acclaim. Also praised have been the French and German language immersion schools and a Montessori school. Research has revealed that magnet schools drew disproportionately from Milwaukee’s white and black middle class. 1976 also saw the beginning of the Chapter 220 program whereby suburban schools have been encouraged, by grants of state money, to enroll minority students from Milwaukee. Further, the post-1960 time period saw a significant increase in minority teachers and principals. By 1985, 35 percent of principals were non-white, and by the late 1990s, 25 percent of MPS teachers were non-white. Robert Peterkin (1988-1991) and Howard Fuller (1991-1995) were the first two African American superintendents of MPS. In 1978 the school board was reduced to nine members (from fifteen), eight of whom were elected by district; this enabled minorities to increase their representation on the board.

During the 1976-95 years, a majority of black Milwaukee residents surveyed expressed modest approval of MPS desegregation. But many were critical of the one-way busing and the apparent failure of the non-magnet schools to produce hoped-for achievement gains with low-income African American students. Standardized test scores of African American students, most of whom were from low-income families, remained low; the black failure-to-graduate-in-four-years rate was consistently in the 40-50 percent range. Rising conflict was mirrored within the Milwaukee Board of School Directors which previously had been relatively free of bitter contention. From 1963 to the mid-1980s the issue of desegregation split the board; in the 1980s and 1990s conflicts pitted pro-business against pro-labor factions, prompted by the rise of the union, the Milwaukee Teachers Education Association. The MTEA grew in power and negotiated highly favorable healthcare and pension benefits for teachers; the union fought tenaciously for seniority rights and against requiring teachers to live in Milwaukee. Educators' dissatisfaction was reflected in high turnover rates for teachers, principals, and superintendents (from 1988 to 2010, for instance, the average tenure of superintendents was not quite four years).

By the 1980s the broad public approval of MPS that existed during the 1914-1960 era had dissolved as a number of contentious groups emerged. Many white families, opposed to school integration and dismayed with deteriorating school order, began sending their children to private schools or moved out of the city. Between 1976 and 1985, one-third of white school age children left the city and of those who remained, one-half attended private schools. The declining status of MPS was also a result of the economic condition of Milwaukee families. Few American cities suffered from the deindustrialization of the post-1960 years as much as Milwaukee. The city's economic well-being was heavily dependent on production jobs—and no group more so than African Americans. In 1970 the city's average black household income was nearly 19 percent above the national black average, primarily because of unionized industrial jobs. Between 1963 and 2002 Milwaukee lost a net 84,000 factory jobs. By 2000 the average black household income was 23 percent lower than the national black average; the black unemployment rate was one of the highest in the nation; and so was the rate of black poverty. The rise of youth gang and drug-induced violence drove the black middle class out of the inner city. Moreover, where restless teens once left school after eighth grade for available jobs, now these youth were required to be in school. Teaching and learning encountered unprecedented obstacles.

Realizing that white flight would doom MPS integration and overwhelm the schools with low-income students, white and black integration leaders urged a desegregated metropolitan district. This led MPS to bring suit against twenty-four suburbs, claiming their deliberate attempt to keep African Americans out of their districts. An out-of-court settlement in 1987 increased the number of Milwaukee minority children who could transfer into suburban schools via the 220 program. At the program's height, about 6,000 Milwaukee minority students a year were getting an integrated education in suburban schools.

The possibility of true integration within MPS remained out of reach, and activists turned to reforming MPS. One group, led by board members Joyce Mallory, Jeanette Mitchell, and Mary Bills and superintendents Robert Peterkin and Howard Fuller, sought to reform MPS from within, stressing primary grades success, decentralization of authority, less busing, and higher standards. Another group argued that because MPS was so mired in a bureaucratically enforced status quo, turning to schools outside of MPS was imperative. This group, led by state legislator Annette Williams and Fuller (pre-and post-superintendence), lobbied strongly for a voucher program by which low-income parents would receive public funds to enroll their children in private nonsectarian schools. Voucher supporters argued that parents should have more choices, and that private schools frequently provided quality education in a



more disciplined classroom and at lower cost. In 1990 the state legislature approved a voucher program for Milwaukee students. Only a few years later the program was expanded to include religious schools. Milwaukee was at the national forefront in the voucher movement.

By the 2009-10 school year, there were approximately 120 voucher schools serving 21,000 students. Evaluation of the voucher schools indicated that voucher students did not perform significantly better academically than comparable MPS students. However, there was evidence that voucher high schools had better graduation rates than did MPS high schools. Another alternative to MPS emerged in 1998 when the legislature allowed the Milwaukee Common Council and the University of Wisconsin-Milwaukee to sponsor charter schools, institutions that would be publicly funded but subject to fewer regulations than MPS schools. MPS responded by creating its own charter schools, and currently offers students a variety of options including conventional schools, partnership schools, charter schools, private voucher schools, open enrollment into suburban schools, and Chapter 220 enrollment into suburban schools.

### ***Post-1960 Developments***

Although the single largest issue involving the public schools since 1960 was the desegregation case and its aftermath, other significant changes in curriculum and structure have taken place as well. The racial and economic upheavals in MPS and its poor performance record led to the intrusion of an unprecedented number of non-MPS authorities into educational decision-making in the post-1960 years: the federal government; the state legislature, governor, and Department of Public Instruction; state and federal courts; city hall; business leaders; foundations; and citizen advocacy groups, such as MUSIC and pro-voucher supporters.

The post-1960 era meant structural and curriculum changes for MPS. Declining enrollments, from a peak in the low 130,000s in the early 1970s to around 80,000 by the end of the first decade of the twenty-first century, led to a number of school closings; other schools were combined. In the 1970s junior highs (grades 7-9) were transformed into middle schools (grades 6-8). In the nineties there was a move back to K-8 schools in order to establish greater continuity and stability. The language arts curriculum was given a greater multicultural emphasis, and algebra was required of all students by the ninth grade. MPS and the state raised standards for graduation. Frequent standardized testing was introduced.

Studies have consistently shown a high correlation between poverty and lower academic achievement; according to one source, Milwaukee has one-third of Wisconsin's poor children, but gets just one-seventh of state public school funding. This begins to tell the story of MPS' increasingly problematic revenue situation in the post-1960 era. De-industrialization and middle class flight from the city significantly weakened the tax base. Healthcare and pension benefits to employees and retirees became a heavy burden on the MPS budget. These factors have resulted in cuts to MPS programs and staff. In some cases art, music, and gym classes were eliminated and typical class sizes grew to the 30-40 range.

Since the 1950s, the Milwaukee Public School system has been severely buffeted by economic devastation, an influx of many low-income black and Hispanic families, and the flight of many middle class households. The results are a much-changed Milwaukee educational landscape – one that, in the words of scholar and educator Steven Baruch, inspires “great respect for the sincerity of those seeking to

educate all children and regret at their inability to fully reach their noble goal despite year after year of monumental striving.”<sup>14</sup>

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<sup>14</sup> Callaway, Roland and Steven Baruch. *The Milwaukee Public Schools: A Chronological History, 1836-1986*. (Thiensville, WI: Caritas Communications, 2008) I:8.

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## Chapter 2

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### Architecture

#### Introduction

For purposes of comparison and evaluation, Milwaukee's public schools can be divided into three broad categories:

**I. Nineteenth-century schools (1850s – 1910s)**

Schools from this period are graded schools, mostly built in densely-settled urban neighborhoods.

The majority of schools from this period date from the 1880s and later. Buildings reflect standardized classroom layouts of the period. School names illustrate the pre-1912 naming policy based on district and/or ward number. School buildings reflect the architectural styles popular in this period, including Romanesque Revival, Queen Anne, and Classical Revival.

**II. Progressive Era schools (1900s – 1930s)**

Schools from this period illustrate evolving educational philosophies and include distinct elementary school, junior high school, and high school property types. Schools also reflect the emergence of specialized curricula, including vocational and special needs programs. School names reflect street locations (a policy adopted in 1912) and the names of significant people (the current policy, adopted in the mid-1920s). School buildings reflect popular architectural styles, including Collegiate Gothic, Art Deco, and variants of Classical Revival styles.

**III. Post-WWII schools (1948 – 1970s)**

Schools from this period reflect postwar changes in educational policies. Schools also reflect changes in design philosophies and construction technologies. The locations of Post-WWII schools illustrate the expanding boundaries of the City of Milwaukee. Likewise, the quantities of postwar schools reflect booming student populations and the shifting demographics of older neighborhoods. School buildings reflect postwar architectural styles, including International Style, Contemporary, and other modern styles.

## I. Nineteenth-century schools

### ***Early History***

In the winter of 1836, the first two public schools in the City of Milwaukee were opened in existing buildings along North Water Street, between Michigan and Huron Streets, and on Third Street, near Chestnut Street... “or rather, in the woods there.” These buildings were primitive frame structures, with a door in one end, a fireplace on the opposite end, and two windows in each side wall.<sup>1</sup> Neither of these buildings are extant.

When Milwaukee incorporated in 1846, the Common Council appointed of Board of School Commissioners made up of one commissioner representing each city ward. Classes were held in existing buildings, either in rented space or in buildings purchased by the Board. The first purpose-built schools were constructed in 1852, when five brick buildings were erected in each of the city’s five wards. Each building was designed to house 350 students.<sup>2</sup> In 1857 and 1858, two high school programs were established, presumably in existing buildings; however, both programs were closed due to the recession brought on by the financial panic of 1857.<sup>3</sup> None of the 1852 purpose-built schools or the early high schools are extant.

In 1868, the Board adopted a graded plan instead of a class system. The same year, an official Milwaukee High School was established. The high school was initially located in the Seventh Ward School and later moved to the First Ward School, before settling in a purpose-built high school in 1877. Two other high schools were also constructed: South Division, in 1893, and West Division, in 1894. None of these ward schools or three purpose-built high schools are extant.

In the 1870s, two primary factors emerged that would influence the building program of the Milwaukee schools over the remaining decades of the nineteenth century. The first involved overcrowded schools and a shortage of teachers. As described by Board president Gustav C. Trumpff in his 1875 address, most existing school buildings “were planned without regard to the wants of the schools. Some buildings contain a number of small rooms, for each of which a separate teacher is necessary; while if the rooms had been more spacious, a larger number of pupils could have been instructed by one teacher.”<sup>4</sup>

The second factor involved the organizational structure of the public school system itself. From the 1850s onward, school districts were determined by ward boundaries. Members of the Board of School Commissioners were elected or appointed on a ward basis by City Hall. The Common Council also controlled all funding for site selection and building construction, leading to a piecemeal and politically-motivated system of purchasing school sites and awarding building contracts. These practices were partially reformed in 1897, when site selection and construction approval were removed from the Common Council and placed in the hands of the (Common Council-appointed) Board. In 1907, a fully independent, publicly-elected School Board was established, putting an end to the ward-based system.<sup>5</sup>

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<sup>1</sup> Roots 3, quoting *Pioneer History and History of Milwaukee*.

<sup>2</sup> Flower 519, Buck 314.

<sup>3</sup> Roots 5.

<sup>4</sup> Roots 7.

<sup>5</sup> Roots 65, 83.

### ***Nineteenth Century Schools: Building Forms***

The majority of the existing nineteenth-century Milwaukee public schools date from the 1880s and 1890s. Milwaukee schools constructed in these decades mirror national trends in school design. Urban graded schools of this period were “largely standardized, utilitarian spaces” designed to maximize classroom space.<sup>6</sup>

Many educators and architects developed model layouts for classrooms and schools buildings. One of the most important factors in classroom layout was natural lighting. In general, classrooms were to be daylit from one side only (ideally the left side, since students were assumed to be right-handed and light from the right side might be blocked by their writing arm). It was recommended that windows should extend nearly to the ceiling and should avoid any potential dark spots caused by spaces between windows or heavy mullions.<sup>7</sup>

The resulting ideal classroom layout was a rectangle, with windows occupying most of one long side wall, and blackboards covering most of the shorter front wall. Several standardized classrooms could be arranged along one or both sides of a wide corridor that also gave access to stairways, toilet rooms, and office spaces. The resulting exterior elevations of the building often included large, windowless wall areas, indicative of the desire to avoid cross-lighting the classroom spaces within.

In addition to classrooms, Milwaukee schools from this period usually contained two rooms reflecting local interest in physical education and early childhood education. A combination gymnasium/auditorium was commonly located on the uppermost floor. Most schools built after 1881 also contained a kindergarten room, identifiable by its half-moon shape.<sup>8</sup>

Nineteenth-century Milwaukee schools are typically two or three stories above a raised basement. The buildings are always of fireproof brick construction, typically with a stone or brick basement story. These schools always have hipped roofs, sometimes with cross gables. Wall dormers are common, either with hipped or gabled roofs. Schools from this period usually had frame ventilators located along the ridge of the roof.

Milwaukee schools built in the 1880s through the early 1900s are generally rectangular or H-shaped in plan, reflecting the arrangement of classrooms and corridors within. However, school buildings were routinely enlarged by the construction of additions, sometimes within a decade after initial construction. Early additions generally continued the existing patterns of corridor and classroom locations, floor-to-floor heights, window size and placement, and building materials, resulting in additions that are typically sympathetic in terms of size, scale, location, and composition. There are no nineteenth-century Milwaukee schools without additions. The best examples of schools from this period have few additions, early additions, or additions that are compatible with the scale, materials, and style of the original portion.

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<sup>6</sup> Baker 4.

<sup>7</sup> Baker 6-7, summarizing other authors.

<sup>8</sup> Tanzilo 31, 51. The first public kindergarten in Milwaukee was established in 1879; it became part of the public school curriculum in 1881. Encyclopedia of Milwaukee, “Kindergarten Education”.

<https://emke.uwm.edu/entry/kindergarten-education/>

The majority of extant nineteenth-century Milwaukee schools are based on the “urban school” building form described above. However, three distinct building typologies also exist. One of these, the nineteenth-century township school, is relatively rare in the context of Milwaukee schools. The other two typologies represent distinctive building massings, different from other schools built at the same time period. Although several instances exist of multiple school buildings being constructed from a single design, the schools in these typologies were all designed by different architects, lending further support to the argument for a distinct building typology.

### ***Township School Building Typology***

The State Street School (4610 W. State St.) represents a nineteenth-century township school, a relatively rare property type in Milwaukee. The school was built around 1880 by the Town of Wauwautosa. The original portion of the building is a four-room school with brick walls, stone lintels, a hipped roof, and a gabled entry bay with arched windows. The school became part of the Milwaukee system in 1925, when the surrounding area was annexed by the City of Milwaukee. The State Street School operated until it was closed in 1942; in 1955 a large addition was constructed and the school reopened for four years before being closed a second time.



*State Street School*

*Built circa 1880 by the Town of Wauwautosa; annexed in 1924*

The only extant nineteenth-century township school in the Milwaukee public school system is:

Address	Historic Name	Construction Date	Classification
4610 W. State St.	State Street School	circa 1880	Surveyed

### ***Tall Center Block With Arches Building Typology***

One building typology features a prominent central block flanked by two side blocks. The central block contains three arched bays and rises a full story above the side blocks. The center block is given further emphasis through the use of a pediment (Nineteenth District School No. 1), a parapet with name plaque (Twenty-second District School No. 2), or an embellished cornice (Twenty-first District School No. 2). All three schools within this typology suggest a Classical Revival sensibility. In addition, the Twenty-first District School No. 2 also contains pediments above its second-story windows, as well as fully-realized Doric entablatures at several entrances.



*Nineteenth District School No. 1 (front façade is at right)*



*Twenty-second District School No. 1*



*Twenty-first District School No. 2*

The schools within this building typology include:

Address	Historic Name	Construction Date	Classification
2616 W. Garfield Ave.	Twenty-second District School No. 2	1893	Surveyed
1945 N. 31 <sup>st</sup> St.	Nineteenth District School No. 1	1895	Potentially Eligible
3239 N. 9 <sup>th</sup> St.	Twenty-first District School No. 2	1898	Surveyed



### ***Center Bay Building Typology***

The other distinct building typology consists of a five-bay central block flanked by two side blocks. The top story of the center block is slightly taller than the side blocks and contains large windows, either segmental- or round-arched. Unlike the first building typology, however, the center block is not emphasized as a distinct part of the façade composition, but rather treated as part of a consistent whole through the use of unifying cornices and continuous roof pitches. The schools in this building typology also reflect a restrained Classical Revival influence.

A large addition has been constructed adjacent to the front façade of the Twentieth District School No. 4. Although the addition is pulled away from the original building and only touches it through a hyphen located at an original entrance, the primary façade of the 1903 building is largely obscured. Of this building typology, the Ninth District School No. 1 and the Nineteenth District School No. 2 retain the most integrity, although the latter is currently being redeveloped and the future of its interiors and fenestration is unknown.



*Twenty-second District School No. 1*  
*Henry Lotter, 1901*



*Ninth District School No. 1*  
*George Birnbach, 1903*

The schools within this building typology include:

<b>Address</b>	<b>Historic Name</b>	<b>Construction Date</b>	<b>Classification</b>
2029 N. 20 <sup>th</sup> St.	Ninth District Primary School	1897	Surveyed
2816 W. Clarke St.	Twenty-second District School No. 1	1901	Surveyed
1547 N. 14 <sup>th</sup> St.	Ninth District School No. 1	1903	Potentially Eligible
1715 N. 37 <sup>th</sup> St.	Nineteenth District School No. 2	1903	Potentially Eligible
2319 W. Auer Ave.	Twentieth District School No. 4	1903	Surveyed

## Nineteenth Century Schools: Architectural Styles

Nineteenth-century Milwaukee schools reflect current architectural trends, though typically on a more conservative level than commercial or residential buildings of the same period. The majority of extant nineteenth-century Milwaukee schools were constructed in the 1880s and 1890s and display the Romanesque Revival or Queen Anne styles that were prevalent at the time. Several schools also incorporate elements of the Gothic Revival and Flemish Revival styles. Two early examples of Italianate-style schools also exist, along with several schools which illustrate the emerging Classical Revival styles (discussed in Building Forms: Typologies I and II.)

### *Italianate*

Character-defining features of the Italianate style typically include wide eaves with brackets, round-headed or segmental-arched windows, and low-pitched roofs, sometimes capped with a square cupola. In the prosperous decades after the Civil War, the style also developed a more elaborate subtype known as High Victorian Italianate, which is characterized by heavier detailing and highly articulated window and door treatments. Two Milwaukee schools retain elements of the Italianate styles, but both schools have been significantly altered from their original appearance.

The Second District Primary School (917 W. Juneau Ave.) is the oldest extant Milwaukee school. This school, also historically known as the Jefferson School, was built in 1858 from a design by Edward Townsend Mix. In 1886, the Philip Best Brewing Company (later known as the Pabst Brewing Company) purchased the school and replaced the Italianate-style cornices, pediments, and belfry with a crenellated tower and battlements to match other buildings in the brewery complex. In 1933, most of the interiors of the former school were remodeled and the existing German-style visitors' center and outdoor courtyard were constructed on the northeast corner of the building.<sup>9</sup> The former Second District Primary School is listed in the NRHP as a contributing resource to the Pabst Brewing Company Complex.



*Second District Primary School, view c. 1885 (NRHP-listed)*  
*E. T. Mix, 1858 (Milwaukee County Historical Society photo)*

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<sup>9</sup> NR nom, sec 7 p 7-8.

The Sixteenth District School Annex No. 2 (527 N. 27<sup>th</sup> St.) was built in 1878 to house additional students from the Sixteenth District School No. 2 (located a block and a half away on the site of the current Grand Avenue Elementary School). The Italianate-style school annex had four classrooms and a two-story belfry. The school closed in 1931. Several alterations to the building have occurred, including the construction of a new two-story porch. The current additions on the rear date to the 1940s, when the building housed commercial space.<sup>10</sup>



*Sixteenth District School Annex No. 2, c. 1894  
Built 1889 (Photo from 1927 "Where We Go To School")*

There are two examples of Italianate-style schools:

Address	Historic Name	Construction Date	Classification
917 W. Juneau Ave.	Second District Primary School	1858	NRHP-listed (Pabst Brewing Company Complex)
527 N. 27 <sup>th</sup> St.	Sixteenth District School Annex No. 2	1878	Surveyed

<sup>10</sup> Tanzilo <https://onmilwaukee.com/history/articles/clybournstschool.html>

### ***Romanesque Revival***

Romanesque Revival buildings are typically monolithic masonry structures, identifiable by round arches, heavy masonry piers, and richly profiled cornices.<sup>11</sup> Romanesque Revival-style Milwaukee schools typically have prominent cross gables, usually with single or multiple large arched windows – sometimes indicating the location of a third-floor gymnasium or assembly room within. Two of the best examples of Romanesque Revival-style schools are the Sixth District School No. 1 (1555 N. Martin Luther King, Jr., Dr.; NRHP-listed) and the Eighth District School No. 1 (1210 W. Mineral St.), both designed by Milwaukee architect H. C. Koch. Another good examples, designed by Herman Schnetzky, is the NRHP-listed Thirteenth District School No. 3 (2770 N. 5<sup>th</sup> St.), which uses a different architectural vocabulary than the Koch-designed schools.



*Sixth District School No. 1 (NRHP-listed)*  
H. C. Koch, 1887



*Thirteenth District School No. 3 (NRHP-listed)*  
Herman Schnetzky, 1889

Examples of Romanesque Revival-style schools include:

Address	Historic Name	Construction Date	Classification
609 N. 8 <sup>th</sup> St.	Fourth District School	1885	Surveyed
2001 W. Vliet St.	Fifteenth District School No. 1	1885	Potentially Eligible
2215 N. Vel R. Phillips Ave.	Sixth District School No. 2	1887	NRHP-listed
2770 N. 5 <sup>th</sup> St.	Thirteenth District School No. 3	1889	NRHP-listed
1555 N. Martin Luther King, Jr., Dr.	Sixth District School No. 1	1890	NRHP-listed
1210 W. Mineral St.	Eighth District School No. 1	1890	Potentially Eligible
821 W. Meinecke Ave	Tenth District School No. 4	1892	Surveyed
1312 N. 27 <sup>th</sup> St.	Fifteenth District School No. 2	1893	Surveyed
2442 N. 20 <sup>th</sup> St.	Tenth District School No. 3	1902	Surveyed

<sup>11</sup> Rifkind 181.



***Queen Anne***

The Queen Anne style is characterized by asymmetrical compositions, elaborate rooflines, and a variety of surface textures. One of the best examples of the Queen Anne style is the original portion of the building complex at 1820 W. Wells St., designed in 1885 by Edward Townsend Mix for the Milwaukee Normal School and later used as the Milwaukee Girls' Trade and Technical High School. The main part of this building has a tall, three-story façade, capped with a dramatically curved parapet and classically-detailed pediment, and flanked by twin gables on either side. The façade has a multiplicity of ornamental details, including round arches, patterned brickwork, classical pilasters and entablatures, and a prominent ox-eye window.



*Milwaukee Normal School, 1885 portion (NRHP-listed)*  
*Edward Townsend Mix, 1885*  
*WHPD photo by Paul Jakubovich*

There are no purpose-built Milwaukee schools that are as elaborately detailed as the Milwaukee Normal School, probably because elements associated with the style were difficult to reconcile with the functional and budgetary demands of building programs. Rather, schools incorporate individual Queen Anne-style elements, such as oriel windows, square towers with bell-curve roofs, or decorative terracotta ornamentation.

The Seventeenth District School No. 2 (1943 E. Trowbridge St.) is one of the best examples of a Milwaukee school with Queen Anne-style elements. This school, built in 1893, incorporates an oriel window supported on an ogee curved base; decorative textural brickwork in panels; and ornamental

terracotta work, including a nameplate with letters set against a stylized floral background. Other good examples of decorative terracotta work are found on the Eighteenth District School No. 1 (2418 N. Maryland Ave.) and the Eleventh District School No. 2 (1728 S. 23<sup>rd</sup> St.). The Twenty-First District School No. 1 (3275 N. 3<sup>rd</sup> St.) also uses terracotta panels, set in blind windows, to enliven areas of exterior walls left blank due to the arrangement of interior classrooms.



*Twenty-First District School No. 1 (detail of south elevation)  
Van Ryn & de Gelleke, 1894*

Examples of schools that include Queen Anne-style elements include:

Address	Historic Name	Construction Date	Classification
1820 W. Wells St.	Milwaukee Normal School / Milwaukee Girls' Trade and Technical High School	1885	NRHP-listed
2418 N. Maryland Ave.	Eighteenth District School No. 1	1886	Surveyed
1943 E. Trowbridge St.	Seventeenth District School No. 2	1893	Potentially Eligible
1503 W. Hopkins St.	Twentieth District School No. 3	1894	Surveyed
3275 N. 3 <sup>rd</sup> St.	Twenty-First District School No. 1	1894	Surveyed
1728 S. 23 <sup>rd</sup> St.	Eleventh District School No. 2	1894	Surveyed

### ***German Renaissance Revival***

Milwaukee is arguably the epicenter of the German Renaissance Revival style in Wisconsin, where German-born clients commissioned German-born or German-trained architects to create highly decorative buildings with strong cultural associations. Paradoxically, despite its prevalence in all other building types across the city, the style's cultural associations may have been too strong and too specific for a School Board that served students from many ethnic backgrounds.

There is only one extant Milwaukee school that incorporates German Renaissance Revival-style elements. The original portion of the Fifth District School No. 2 (823 S. 4<sup>th</sup> St.), designed by Milwaukee architects Ferry & Clas in 1894, has a characteristically stepped gable, topped with slim piers rising to finials, but lacks any sculptural ornamentation generally associated with the style. As noted in the National Register nomination for the Walker's Point Historic District (to which the Fifth District School No. 2 is a contributing resource), "the building's massing suggests the Flemish Renaissance, especially towards the top, but the details are less easily explained."<sup>12</sup>



*Fifth District School No. 2 (NRHP-listed)  
Ferry and Clas, 1894*

One Milwaukee school includes elements of the German Renaissance Revival style:

Address	Historic Name	Construction Date	Classification
823 S. 4 <sup>th</sup> St.	Fifth District School No. 2	1894	NRHP-listed (Walker's Point Historic District)

<sup>12</sup> *National Register of Historic Places Nomination: Walker's Point Historic District, Milwaukee, Milwaukee County, Wisconsin.* sec 7 p 11

## II. Progressive Era Schools

Throughout the nineteenth century, questions involving school buildings – “how many and what kind of buildings, where are they to be located, and how can they be paid for?” – had been decided by various combinations of the Board of School Commissioners, the Building Committee, the Milwaukee Common Council, the superintendent of schools, and the commissioner of public works. The school board established its own Architectural Division in 1905 to oversee the fifty-one buildings belonging to the school district. The first director of the Architectural Division was D.C. Otteson, an architect who had overseen the construction of the Milwaukee Public Library in 1898 while working for Ferry & Clas.<sup>13</sup> A 1907 state law reaffirmed the role of the school board in erecting and repairing school buildings; these actions were carried out by the superintendent of repairs under the board’s direction, and building design and construction were awarded on a building-by-building basis.<sup>14</sup>

In 1912, the board engaged the architectural firm of Van Ryn and De Gelleke on a half-time basis. Van Ryn and De Gelleke were responsible for designs for new school buildings and additions, and construction work was contracted out. By the time Superintendent Milton Potter began his twenty-nine year tenure in 1914, the city was rapidly expanding in area and population. Potter established a new Building and Sites Commission to provide continuous, long-term planning program related to site acquisition and building projects.<sup>15</sup>

In 1924, the school board established an internal Bureau of Buildings and Grounds, responsible for construction (including design, engineering, and inspection); repair; and plant operation. Guy E. Wiley was appointed assistant chief of the bureau and also served as its full-time architect. The position of bureau chief remained unfilled until 1932, when Bohumil J. Jelinek was appointed. Although the schools engaged in an extensive building program in the 1920s and early 1930s, the overall enrollment decreased due to falling birthrates. During the Great Depression, residential construction slowed as well, and city boundaries remained relatively unchanged.

Jelinek retired as bureau chief in 1942. Because of falling enrollments and wartime shortages in materials and labor, the position remained vacant, with Wiley acting as bureau chief. Construction had slowed during the depression, and it halted completely during the war. In 1946, Wiley was appointed chief of the Bureau of Building and Grounds, but the “great wave of babies” was on the horizon and the existing in-house architectural department was far too small to handle the demands created by city annexation and tremendous growth in enrollment. In the mid-1940s, the board once again began to contract out architectural design and construction work.<sup>16</sup>

### ***Progressive Era Schools: Building Forms***

Throughout the 1910s and 1920s, the district continued to build elementary schools that were largely based on the nineteenth-century graded school model and incorporated elements such as assembly rooms and kindergarten rooms. Like the earlier schools, progressive era Milwaukee schools are typically two or three stories above a raised basement. The buildings are always of fireproof masonry construction, typically with a stone or brick basement story. Unlike their nineteenth century forerunners, however,

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<sup>13</sup> Tanzilo, 31.

<sup>14</sup> *Roots*, 65.

<sup>15</sup> *Roots*, 65-66.

<sup>16</sup> *Roots*, 74-75.



progressive era Milwaukee schools almost always have flat roofs. Towers become a common design element, either as partially articulated bays at entries or the corners of elevations, or as fully-formed elements rising a full story or more above the main building mass.

Like the nineteenth century schools, buildings from the early 1900s through the 1940s are generally rectangular, E-shaped, or H-shaped in plan, reflecting the arrangement of classrooms and corridors within. School buildings were routinely enlarged by the construction of additions. Early additions generally continued the existing patterns of corridor and classroom locations, floor-to-floor heights, window size and placement, and building materials, resulting in additions that are typically sympathetic in terms of size, scale, location, and composition. In contrast, post-WWII additions to pre-WWII schools are generally built in postwar architectural styles and, although often of high quality materials, lack the decorative details of the prewar schools.<sup>17</sup> The best examples of progressive era schools have few additions, early additions, or additions that are compatible with the scale, materials, and style of the original portion.

In addition to the graded school building type, there were three other distinct types of school buildings in Milwaukee from the progressive era: the junior high school, the high school, and a special needs school for physically challenged students.

### ***Junior High Schools***

The junior high school movement began to emerge in the 1910s. The junior high school (which in Milwaukee included grades 7, 8, and 9) was intended to bridge the curriculum between elementary and high school and to better prepare young adults for careers, trade schools, or college without lengthening the twelve-year education process. Junior high schools soon developed a specialized educational program and building types.<sup>18</sup> Junior high schools ideally included auditoriums, gymnasiums, cafeterias, science laboratories, spaces for industrial education and home economics, a library, and art and music rooms.<sup>19</sup> The district also established four pre-vocational schools, intended to serve as a precursor to the curriculum of the Trade and Technical High Schools. The pre-vocational schools generally followed the same building forms as other junior high schools, although with a larger emphasis on rooms for industrial arts, industries, and home economics.

The progressive era junior high schools in Milwaukee include:

Address	Historic Name	Construction Date	Classification
3173 N HUMBOLDT AVE	<i>Boys' Junior Trade School</i>	1882	<i>Not Extant</i>
830 N 19TH ST	Wells Street Junior High School (in the former State Normal School)	1885	NRHP-listed
1817 W LINCOLN AVE	Lincoln Avenue School (Girls' South Pre-Vocational School)	1917	More Information Needed
1712 S 32ND ST	Walker Junior High School	1923	Potentially Eligible
800 W WALNUT ST	Roosevelt Junior High School	1924	Surveyed

<sup>17</sup> One notable exception is the 1976 addition to the 1932 Solomon Juneau High School, which incorporates the compositional lines, rhythm, and monumental door surrounds of the original building in a highly sympathetic manner.

<sup>18</sup> Calvin Olin Davis, *Junior High School Education* (Brunauer Press, 2007) 17-18.

<sup>19</sup> Thomas H. Briggs, *The Junior High School* (New York: Houghton Mifflin Company, 1920) 275-277.

971 W WINDLAKE AVE	Kosciuszko Junior Trade School	1926	More Information Needed
3245 N 37TH ST	Peckham Junior High School	1927	NRHP-listed
2360 N 52ND ST	Steuben Junior High School	1932	Potentially Eligible

### ***High Schools***

The oldest extant high schools in Milwaukee date to the progressive era, although earlier high schools had been established. The first permanent high school in Milwaukee (named, appropriately, Milwaukee High School) was constructed in 1887 in what is now the parking lot of Lincoln High School on Knapp Street. The building would later be renamed East Side (and then East Division) High School. Several other high schools followed in the decades until WWII.<sup>20</sup>

In the nineteenth century, a high school education had been viewed primarily as preparation for college or university. In the 1910s and 20s, however, a shift began to take place, as described by Board President Gertrude Sherman: “High school curricula used to be dominated by the colleges. An increasing number of the high school graduates cannot go to college. A different type of education must be provided. We have swung from education for culture to education for a job, and now education for living and growth seems to be in the fore.”<sup>21</sup> In 1925, Superintendent Potter dedicated his annual report to this subject, titled *Shall I Go To High School? A Manual of Information for Pupils About to Enter Milwaukee High Schools*. In his foreword, Superintendent Potter laid out the goals of a Milwaukee high school education:

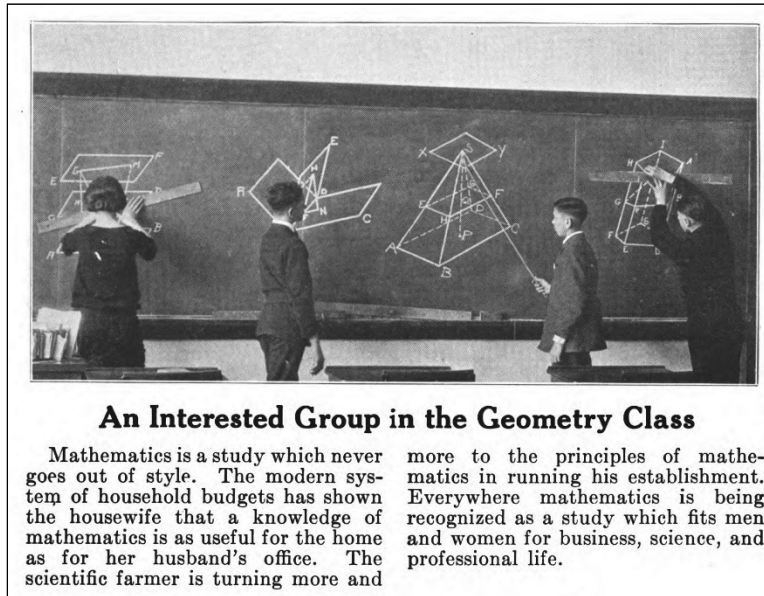
While the high school in a general way endeavors to prepare boys and girls to meet the problems of life, it aims more particularly to assist them in exploring the various possibilities that lie before them, to help them to discover and to develop their own interests and tastes. It strives to lead them to develop a taste for the more valuable qualities of life. It aims also to help them to lead healthier and happier lives, as well as to train them in some measure to become more useful and self-supporting citizens. Those who have prepared this bulletin had these things in mind and have endeavored to point out to you some of the riches that a high school offers. If you have any doubts as to the nature of the training which the high school offers, read this booklet.

The remaining forty-eight pages of the report were dedicated to large photographs and enthusiastic descriptions of academic courses, industrial and home economics courses, extracurricular activities, clubs, athletics, arts, music, drama, admission requirements (both for high school and for the University of Wisconsin), and suggested schedules based on specialized interests (accounting, history, English, household arts, manual arts, stenography, Latin, etc).<sup>22</sup>

<sup>20</sup> Tanzilo, 80-82.

<sup>21</sup> Quoted in *Roots*, 17.

<sup>22</sup> *Shall I Go To High School? A Manual of Information for Pupils About to Enter Milwaukee High Schools*. (Milwaukee: Board of School Directors, 1925) Foreword quoted from p. 2.



*A sample entry from "Shall I Go To High School?" (1925)*

Architects and educational theorists stressed the idea that a high school should “look” like a high school. In practice, this generally resulted in a building similar to a junior high school, although typically with a greater level of detail and higher-quality material finishes.<sup>23</sup> Within the context of public schools in Milwaukee, the high schools generally represent the best and most full-fledged examples of their respective architectural styles.

The progressive era Milwaukee high schools include:

Address	Historic Name	Construction Date	Classification
1820 W WELLS ST	Girls Trade and Tech School	1885	NRHP-listed
816 E KNAPP ST	<i>Milwaukee High School</i>	1887	<i>Not Extant</i>
<i>Lapham Blvd</i>	<i>South Division High School</i>	1899	<i>Not Extant</i>
2300 W HIGHLAND AVE	<i>West Division High School</i>	1899	<i>Not Extant</i>
1011 W CENTER ST	<i>North Division High School</i>	1907	<i>Not Extant</i>
319 W VIRGINIA ST	<i>Boys' Trade and Technical School</i>	1912	<i>Not Extant</i>
1615 E LOCUST ST	Riverside High School	1912	Potentially Eligible
2525 N SHERMAN BLVD	Washington High School	1913	NRHP-listed
2751 S LENOX ST	Bay View High School	1915	Surveyed
<i>N. Sherman Blvd.</i>	<i>Custer High School</i>	1924	<i>Not Extant</i>
820 E KNAPP ST	Lincoln High School	1928	Surveyed
6415 W MT VERNON AVE	Solomon Juneau High School	1932	Potentially Eligible
1801 W OLIVE ST	Rufus King High School	1933	Potentially Eligible
2500 W OKLAHOMA AVE	Casimir Pulaski High School	1938	Potentially Eligible

<sup>23</sup> Betelle, James O. “Architectural Styles as Applied to School Buildings.” in *The American School Board Journal*, volume LVIII, number 4 (April, 1919), 76.

### ***The Gaenslen School***

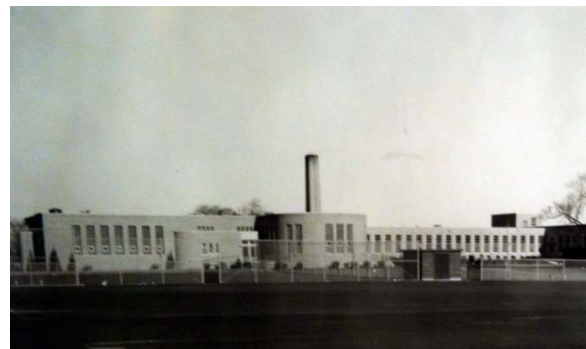
The Gaenslen School, though no longer extant, was a significant component of the progressive policies established by Superintendent Potter. In 1917, under Potter's leadership, the Lapham Park Open Air School was built on the site of what is now the Elm Creative Arts School on W. Walnut Way. The Lapham Park Open Air School provided "education for weakened children in a wholesome atmosphere."<sup>24</sup> In 1928, the school began admitting students with physical disabilities, who had been previously educated through a home visit program, and in 1937, the school was renamed Gaenslen School after Milwaukee's first orthopedic surgeon.

In 1939, the program was relocated to a new, purpose-built Art Deco-style building (also named Gaenslen School) located along the bank of the Milwaukee River between Burleigh Street and Auer Avenue in Riverwest. The second Gaenslen School, designed by Alexander Bauer of Eschweiler & Eschweiler, incorporated the latest innovations in accessible design and offered instruction, therapy, and recreation to physically challenged students in grades kindergarten through twelve.

Neither of these schools are extant. The Lapham Park Open Air School was razed sometime prior to the 1960s. The Gaenslen School was demolished in 1988 and replaced with the current Gaenslen School, which continues to serve special needs students.<sup>25</sup>



*Lapham Park Open Air School (not extant)*  
*Built 1917*  
*(Photo from 1927 "Where We Go To School")*



*Gaenslen School (not extant)*  
*Eschweiler & Eschweiler, 1939*  
*(Milwaukee County Historical Society photo)*

<sup>24</sup> Quoted in Tanzilo, 111.

<sup>25</sup> Tanzilo, 111-116.

### ***Progressive Era Schools: Architectural Styles***

Progressive era Milwaukee schools demonstrate the prevalent architectural styles of the time. The majority of schools from this period are Collegiate Gothic in style, reflecting the widespread popularity and “appropriateness” of the style. Other schools are Art Deco in style, sometimes incorporating elements of the Arts and Crafts or Stripped Classical styles, and a handful of schools reflect more overt classical styles.

#### ***Collegiate Gothic***

Character-defining features of the Collegiate Gothic style include a “loose” interpretation of Gothic elements like battlements, finials, Tudor-style details, and other historically-appropriate ornaments that serve to evoke the great English universities of the middle ages.<sup>26</sup> The Collegiate Gothic style was widely recommended as the most appropriate style for school buildings not only because it evoked a sense of history, but because its flexible massing and large, ganged windows allowed designers greater freedom – and greater amounts of daylighting in classrooms – than other style options.<sup>27</sup>

There are twenty-nine Collegiate Gothic-style Milwaukee public schools. Many of the best examples of the style are high schools or junior high schools, although several elementary schools represent highly-intact examples with excellent integrity. Three of the best examples of the style are listed in the NRHP, and the majority of the other best examples are fully comparable in terms of integrity to the NRHP-listed Collegiate Gothic schools. The one exception is Bay View High School (2751 S. Lenox St.), designed by Van Ryn and De Gelleke in 1915. The building retains a high level of integrity on three of its elevations, and in some respects, illustrates a higher level of exterior finish and ornamentation than Riverside High School (1615 E. Locust St.), also designed by Van Ryn and De Gelleke in 1912. In 1974, a large addition was built onto the school. Due to site constraints, the addition was attached to the front façade, significantly altering the primary elevation of the building.



*Franklin Street School*  
*Van Ryn & De Gelleke, 1924*



*Washington High School (NRHP-listed)*  
*Van Ryn & De Gelleke, 1913*

<sup>26</sup> Wyatt, Barbara, ed. *Cultural Resource Management in Wisconsin*. (Madison: Historic Preservation Division, State Historical Society of Wisconsin, 1986), “Collegiate Gothic.”

<sup>27</sup> Betelle, James O. “Architectural Styles as Applied to School Buildings.” *The American School Board Journal*. (Milwaukee: Bruce Pub. Co., vol. LVIII, no. 4, April 1919), 28.





*Sixteenth District School No. 2 (NRHP-listed)  
Van Ryn & De Gelleke, 1921*



*Locust Street School  
Van Ryn & De Gelleke, 1925*

The best examples of Collegiate Gothic-style Milwaukee schools include:

Address	Historic Name	Construction Date	Classification
1615 E LOCUST ST	Riverside High School	1912	Potentially Eligible
2525 N SHERMAN BLVD	Washington High School	1913	NRHP-listed
2751 S LENOX ST	Bay View High School	1915	Surveyed
3872 N 8TH ST	Williamsburg School	1917	Potentially Eligible
2227 E HARTFORD AVE	Hartford Avenue School	1917	More Information Needed
2708 W WISCONSIN AVE	Sixteenth District School No. 2*	1921	NRHP-listed
1712 S 32ND ST	Walker Junior High School	1923	Potentially Eligible
2308 W NASH ST	Franklin Street School	1924	Surveyed
5110 W LOCUST ST	Locust Street School	1925	Surveyed
3245 N 37TH ST	Peckham Junior High School*	1927	NRHP-listed

### ***Art Deco***

Character-defining features of the Art Deco style include angular, hard edges (suggesting machine precision) and futuristic or stylized historicist details (including fluting, reeding, chevrons, and zigzags). Low relief geometric ornamentation is also typical of the style. Verticality is stressed in Art Deco buildings, sometimes through the use of setbacks, or sometimes in the use of fins or piers which are generally neither stopped with a cornice nor capped with finials.<sup>28</sup> The verticality of the Art Deco style created an affinity to the Collegiate Gothic style, and several schools, especially Rufus King and Casimir Pulaski High Schools (both designed by Guy E. Wiley), can be seen as hybrids of the two styles. The Carleton District #3 School, constructed in phases, also combines elements of the Art Deco style with Minimal Georgian-style details.



*Morgandale School*  
Guy E. Wiley, 1925



*Rufus King High School (detail)*  
Guy E. Wiley, 1933

There are eleven Art Deco-style schools. The best examples of Art Deco-style Milwaukee schools include:

Address	Historic Name	Construction Date	Classification
4116 W SILVER SPRING AVE	Carleton District #3 School	1917	Potentially Eligible
3635 S 17TH ST	Morgandale School	1925	Surveyed
4300-4310 N 16TH ST	Emanuel L. Philipp School	1931	Potentially Eligible
1801 W OLIVE ST	Rufus King High School	1933	Potentially Eligible
3815 W KILBOURN	Albert Story School	1936	Potentially Eligible
2500 W OKLAHOMA AVE	Casimir Pulaski High School	1938	Potentially Eligible
4040 W FOREST HOME AVE	Manitoba School	1940	More Information Needed

<sup>28</sup> *Cultural Resource Management in Wisconsin*, “Art Deco”; Whiffen, Marcus. *American Architecture Since 1780: A Guide to the Styles*. (Cambridge, Mass.: The MIT Press, 1999), 235.

### *Stripped Classicism*

Character-defining features of the Stripped Classicism style include the use of proportioning systems and elements like columns and moldings to evoke classical architecture rather than strictly copying it.

Ornamentation is usually minimal, and elements like piers and cornices are presented in an austere and simple manner. Symmetrically-composed façades are an important part of the style, as are focal points, often at entryways.<sup>29</sup>

Solomon Juneau High School is the best, and one of the only, examples of a Stripped Classicism-style public school in Milwaukee. The school was designed by Gerrit de Gelleke (of Van Ryn & de Gelleke), and construction was completed in 1932.<sup>30</sup> The school combines elements of the Stripped Classicism style (monumental door surrounds, simplified pilasters, austere ornamentation, and the overall evocation of classical proportions) with Art Deco-style decorative elements (including geometric ornamentation in the frieze, piers, and window surrounds, and the stylized pilasters in the door surrounds).



*Solomon Juneau High School*  
*Gerritt De Gelleke, 1932*

The best example of a Stripped Classicism-style Milwaukee school is:

Address	Historic Name	Construction Date	Classification
6415 W MT VERNON AVE	Solomon Juneau High School	1932	Potentially Eligible

<sup>29</sup> Bryant, Brittany. "Reassessing Stripped Classicism within the Narrative of International Modernism in the 1920s-1930s." (Master's thesis, Savannah College of Art and Design, 2011), 37-38. Edwin C. Bearse, ed. "Pentagon Office Building Complex," *National Historic Landmark Nomination, National Register of Historic Places Registration Form* (Washington, D.C.: United States Department of the Interior, National Park Service, 1992)., quoted in Bryant, 37.

<sup>30</sup> Tanzilo, 96.



***Minimal Georgian***

Character-defining features of the Minimal Georgian style include the use of classical forms and details from eighteenth century Georgian and Federal architecture, but applied in an austere, simplified manner. Symmetrical façades are an important part of the Minimal Georgian style, and ornamental elements can include classical pilasters, cornices, and moldings; inset panels; and broken pediments.

Steuben Junior High School is one of the best local examples of a Minimal Georgian-style school. Steuben was designed by Guy E. Wiley and completed in 1932. The school has symmetrical facades, classical cornices, and a prominent entry bay with pilasters, arches, and keystones. The entry bay is capped with a square tower with inset panels, pilasters, cornice broken pediments with sculptural eagles, and a delicate eight-sided cupola.



*Steuben Junior High School*  
Guy E. Wiley, 1932

The best example of a Minimal Georgian-style Milwaukee school is:

Address	Historic Name	Construction Date	Classification
2360 N 52ND ST	Steuben Junior High School	1932	Potentially Eligible

### III. Post-WWII Schools

The decades after WWII were a time of record-breaking growth and development. The City of Milwaukee's land area doubled in under fifteen years, and enrollment in the public school system increased from 70,467 in 1945 to 121,745 in 1965.<sup>31</sup> To keep up with the rapid expansion, the school board entered the most extensive building program in its history, including the construction of 58 new schools, 87 major additions to existing schools, and 37 modernization projects within existing public schools.<sup>32</sup>

In the face of so many building demands, the school district's Bureau of Building and Grounds took on a supervisory role as the actual design and construction phases were contracted to outside architects and builders. Guy E. Wiley, who had been involved with the Bureau since 1924, resigned in 1951. He was succeeded by Samuel Sutherland for two years. In 1953, Fred Wegner was appointed head of the bureau. When Wegner retired in 1967, Thomas Eschweiler (of the family of Milwaukee architects) was appointed director of construction and architect.<sup>33</sup>

As the City continued to annex unincorporated areas of the townships around Milwaukee, the school board faced challenges to maintain its "neighborhood schools" policy which had been informally practiced since the 1910s and dictated that elementary students should travel no more than ½ mile to school, junior high school students no more than ¾ mile, and high school students no more than 1 mile. The board's approach, summarized in a 1956 address, hinted at issues of housing and educational inequality that would reappear in the next decades:

"The general tendency is most cities, including Milwaukee, is for the population to press outward toward the city's borders whenever conditions are favorable. With the older sections almost completely built up, there has been no room for home building except on the outskirts. This condition has created a need for new schools in outlying areas. [...] Since the need for providing a roof over the children is a first consideration, there has been no alternative but to provide buildings in these newer areas. As a result, plans for modernizing older buildings with few exceptions have had to be postponed."<sup>34</sup>

The board did attempt to modernize some older buildings. In 1957 the Mound Street School in Bayview (the Twelfth District School No. 2; 2147 S. Winchester St., converted to apartments in 1982) underwent a complete modernization project including interior remodeling and painting, and electrical, heating, and plumbing upgrades.<sup>35</sup> At the same time, however, several inner core schools were dropped from any routine maintenance programs based on assumptions that either the schools would be replaced with newer buildings, or because of "uncertainty as to the exact location of the proposed expressway for this part of the city and its ultimate effect on this area."<sup>36</sup>

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<sup>31</sup> Rolland Callaway and Steven Baruch, *The Milwaukee Public Schools: A Chronological History, 1836-1986*, 4 volumes, (Thiensville, WI: Caritas Communications, 2008) Vol. III:25, 282.

<sup>32</sup> *Fifteen Fine Years*, 8; *Roots*, 66.

<sup>33</sup> *Roots*, 75.

<sup>34</sup> Quoted in Callaway and Baruch, Vol. III:108.

<sup>35</sup> *Fifteen Fine Years*, 51.

<sup>36</sup> Callaway and Baruch, Vol. III:152.

The locations and types of several Milwaukee public schools were also influenced by federal policies and funding. In 1957, the board received notification from the City Council that the areas around the Boys' Technical High School and at the Northeast Renewal Project Area were to be improved through "blight elimination, clearance, and urban renewal," funded through Title I of the federal Housing Act of 1949.<sup>37</sup> A decade later, the district began utilizing funding provided by Title I of the Elementary and Secondary Education Act (ESEA), established in 1965 as part of President Lyndon B. Johnson's "War on Poverty". The ESEA represented a major reform of federal educational policy and was the largest federal legislation affecting education ever passed by the U.S. Congress. Two special education centers were constructed onto the existing under Title I funding. These centers were located at the Eleventh District School No. 1 (1516 W. Forest Home Ave.) and Twentieth District School No. 4 (2319 W. Auer Ave.)<sup>38</sup>

The Milwaukee schools desegregation case had a significant impact on school programs but less of an effect on the physical forms of the school buildings themselves. In the late 1970s, several new magnet schools were established within existing school buildings. Three of the city's nineteenth-century high schools were replaced with new facilities. Since the 1980s, the school district has also adopted the policy of leasing or purchasing former parochial school buildings in response to shifting enrollment needs.

### ***Post-WWII Schools: Building Forms***

Post-WWII Milwaukee schools abandoned the architectural styles of the preceding decades and embraced the new national trends in school design, creating buildings that were "truly modern [...] flat-roofed structures enclosed in either glass and metal window wall systems or brick and concrete wall systems."<sup>39</sup> One of the largest influences on postwar school design at the national level was the Crow Island School in Winnetka, Illinois, designed by Perkins & Will and Eero Saarinen. The Crow Island School helped popularize a one-story plan type that included long corridors with finger-like classrooms, allowing for maximum light and fresh air.<sup>40</sup> Single-story schools were also considered easier to evacuate, a serious consideration during the post-WWII cold war era.<sup>41</sup>

As mechanical systems became more complex, designers explored ways to balance artificial light, natural light, and glare in classrooms. Acoustics also became a consideration as school design and classroom layouts became more standardized in the 1950s and 1960s.<sup>42</sup> Schools from the 1960s and 1970s also follow national design trends and reflect changes in educational philosophies including the adoption of open-plan schools. Several schools from this era also illustrate the practice of minimizing or completely eliminating windows from classrooms, a practice brought about by the 1973 energy crisis, period research into the effects on students, and a desire to control indoor environmental factors.<sup>43</sup>

### ***Junior High Schools***

The junior high school movement had begun in the 1910s and the basic spatial requirements remained unchanged through the post-WWII period. A standardized curriculum for junior high schools (and their

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<sup>37</sup> Callaway and Baruch, Vol. III:126.

<sup>38</sup> Callaway and Baruch, Vol. III:251, 268-269

<sup>39</sup> Tanner & Lackey, 12.

<sup>40</sup> Baker, Lindsay. *A History of School Design and its Indoor Environmental Standards, 1900 to Today*. (Washington, D.C.: National Institute of Building Sciences, National Clearinghouse for Educational Facilities, 2012), 11.

<sup>41</sup> National Council on Schoolhouse Construction, 1964, p 96.

<sup>42</sup> Baker, 14-16.

<sup>43</sup> Baker, 17-20.

requisite classroom spaces) was adopted by the board in 1960.<sup>44</sup> Junior high schools included auditoriums, gymnasiums, cafeterias, science laboratories, spaces for industrial education and home economics, a library, and art and music rooms.<sup>45</sup> The four Milwaukee pre-vocational schools, established in the 1920s and intended to serve as a precursor to the curriculum of the Trade and Technical High Schools, were converted to standard junior high schools in the 1950s.

There are ten junior high schools that were constructed after WWII in Milwaukee:

Address	Historic Name	Construction Date	Classification
8400 W BURLEIGH ST	Wilbur Wright Junior High School	1956	Surveyed
6506 W WARNIMONT AVE	Alexander Graham Bell Junior High School	1959	Surveyed
3300 S 39TH ST	John Audubon Junior High School	1959	More Information Needed
2760 N 1ST ST	Fulton Junior High School	1959	Potentially Eligible
5496 N 72ND ST	John Muir Junior High School	1959	Surveyed
4601 N 84TH ST	Samuel Morse Junior High School	1961	Surveyed
2937 S HOWELL AVE	Gustav Fritsche Junior High School	1963	Surveyed
4965 S 20TH ST	Christopher Latham Sholes Junior High School	1964	Surveyed
6700 N 80TH ST	John Burroughs Junior High School	1967	Potentially Eligible
6850 N 53RD ST	Daniel Webster School	1972	Surveyed

### **High Schools**

Like the junior high schools, post-WWII high schools generally had the same spatial requirements as their prewar counterparts, but adopted the building forms promoted by educational and architectural theorists. One of the Milwaukee high schools, Alexander Hamilton (6215 W. Warnimont Ave.), contains the district's only planetarium. The planetarium was constructed under the provisions of the National Defense Education Act (NDEA) which had been enacted in 1958 to improve science education during the American and Soviet space race.<sup>46</sup> Several of the large high schools constructed in the late 1970s illustrate continually evolving trends in education and architectural tastes.

There are eight post-WWII public high schools in Milwaukee:

Address	Historic Name	Construction Date	Classification
5075 N SHERMAN BLVD	Custer High School	1955	Surveyed
2300 W HIGHLAND AVE	West Division High School	1958	More Information Needed
4141 N 64TH ST	John Marshall Junior-Senior High School	1961	More Information Needed
6215 W WARNIMONT AVE	Alexander Hamilton High School	1966	More Information Needed
8135 W FLORIST AVE	James Madison High School	1966	Surveyed

<sup>44</sup> Callaway and Baruch, Vol. III:157.

<sup>45</sup> Thomas H. Briggs, *The Junior High School* (New York: Houghton Mifflin Company, 1920) 275-277.

<sup>46</sup> Callaway and Baruch, Vol. III:167.

1515 W LAPHAM BLVD	South Division High School	1977	More Information Needed
1121 W CENTER ST	North Division High School	1978	More Information Needed
7501 N GRANVILLE RD	Harold S. Vincent High School	1979	More Information Needed

In addition to the building forms described previously, there are three distinct building typologies. These typologies include schools designed by multiple architectural firms but may reflect the use of standardized specifications, a policy initially recommended in 1956 based on the extensive postwar building program.<sup>47</sup>

### ***American Author Building Typology***

The “American Author” building typology, named for obvious reasons, consists of three distinct building masses: a long, one-story classroom wing; a two-story, sometimes windowless multipurpose room; and a one-story, central entry portion, usually containing offices and circulation, separating the classroom and multipurpose wings. The classroom wing usually has a continuous ribbon window wall system above a masonry half-wall. The entry portion is usually accentuated, either by being recessed, or through the use of contrasting cladding materials or breezeblocks.



*Ralph Waldo Emerson School*  
*Reddemann & Domann, 1959*



*James Russell Lowell*  
*Fred A. Wegner, 1960*

There are eight schools which belong to the American Author building typology. These schools include:

Address	Historic Name	Construction Date	Classification
9025 W LAWRENCE AVE	Ralph Waldo Emerson School	1959	Surveyed
4200 S 54TH ST	Walt Whitman School	1959	Surveyed
4360 S 20TH ST	James Russell Lowell School	1960	Surveyed
6453 N 89TH ST	William George Bruce School	1962	Surveyed
8718 W THURSTON AVE	William Cullen Bryant School	1962	Surveyed
6945 N 41ST ST	Nathaniel Hawthorne School	1965	Surveyed
5143 S 21ST ST	James Fenimore Cooper School	1965	Surveyed
3563 S 97TH ST	Louisa May Alcott School	1966	Surveyed

<sup>47</sup> Callaway III:107

### ***Sunshade/Monitor Building Typology***

The Sunshade/Monitor building typology incorporates a long, horizontal window wall above a masonry half-wall, punctuated by thin vertical fins that slope outward to support a deeply-overhanging, slatted sunshade. The other character-defining element of this typology is an arch truss roof with continuous, shed-roofed monitors along the full lengths of the exterior walls. The Clement Avenue School (3666 S. Clement Ave.) was the first school completed in this typology, but further research is needed to determine whether the Jeremiah Curtin School (3450 S. 32<sup>nd</sup> St.) was the first school designed in this typology.

The schools in this typology were all constructed in the same short period between 1953 and 1954, a fact most likely explained by the board's assessment in 1956:

The cost of some of the Milwaukee public schools has not been reasonable from the standpoint of what the facilities would have cost if planned differently. The Curtin and South 55th Street schools are examples. They were designed in a style then being used throughout the United States. This type of school had been widely publicized and advocated by school authorities and the architectural press. Preliminary cost estimates for these structures and comparison with estimate or actual costs of other types should have indicated, before they were built, that the cost would be higher than warranted. Milwaukee is not building such schools now.<sup>48</sup>



*Fifty-Fifth Street School*  
*Von Grossman & Grieb, 1954*



*Jeremiah Curtin School*  
*Bogner, Sutherland, & Von Grossman, 1954*

There are four schools that can be classified as the Sunshade/Monitor typology. These schools include:

Address	Historic Name	Construction Date	Classification
3666 S CLEMENT AVE	Clement Avenue School	1953	Potentially Eligible
3707 N 94TH ST	Ninety-Fifth Street School	1953	Surveyed
3450 S 32ND ST	Jeremiah Curtin School	1954	Surveyed
2765 S 55TH ST	Fifty-Fifth Street School	1954	Surveyed

<sup>48</sup> Quoted in Callaway III:119-120.



***Glass Block and Sunshade Building Typology***

The Glass Block and Sunshade Building Typology is identifiable by full-height ribbon windows in the classrooms, consisting of a lower band of operable, clear glass lights; an upper band of translucent glass block; and a horizontal aluminum sunshade separating the two. This typology was established by the Eighty-First Street School, constructed in 1950 as the first postwar Milwaukee public school.<sup>49</sup> The Eighty-First Street School established a new architectural vocabulary based on contemporary educational and design philosophies. The window typology, which reflected concerns over balancing direct daylight, potential glare, and visual connectivity, was repeated on additions to several older schools as well.



*Fifty-Third Street School*  
1952



*Richard Kluge School*  
Guy E. Wiley, 1953

There are five schools that can be classified as the Glass Block and Sunshade typology. These schools include:

Address	Historic Name	Construction Date	Classification
4040 W FOREST HOME AVE	Manitoba School	1950 (addition)	More Information Needed
2964 N 81ST ST	Eighty-First Street School	1950	Potentially Eligible
3618 N 53RD ST	Fifty-Third Street School	1952	Surveyed
5760 N 67TH ST	Richard Kluge School	1953	Surveyed
4950 N 24TH ST	Twenty-Fourth Street School	1953	Surveyed

<sup>49</sup> *Roots*, 66.

### ***Post-WWII Schools: Architectural Styles***

Post-WWII Milwaukee schools demonstrate the prevalent architectural styles of the time. The majority of schools from this period can be grouped under the Contemporary style, a broad stylistic term that encompasses several distinct variants. Many of these Contemporary-style schools, especially elementary schools located in neighborhoods alongside Ranches and Split Levels, reflect the domestic scale and decorative programs of the surrounding residential buildings to a greater extent than any preceding nineteenth century or progressive era schools. Postwar schools also reflect the International style, and later schools incorporate elements of the Brutalist style.

### ***International Style***

Character-defining elements of the International Style include flat roofs; smooth, uniform wall surfaces; windows with minimal exterior reveals, typically grouped in vertical or horizontal ribbons; and asymmetrical compositions consisting of balanced, unlike parts.<sup>50</sup> International Style-schools can also incorporate specialized building technologies like curtain wall cladding systems.



*John Muir Junior High School*  
1959

There are seven International Style schools. The best examples include:

<b>Address</b>	<b>Historic Name</b>	<b>Construction Date</b>	<b>Classification</b>
3300 S 39TH ST	John Audubon Junior High School	1959	More Information Needed
2760 N 1ST ST	Fulton Junior High School	1959	Potentially Eligible
5496 N 72ND ST	John Muir Junior High School	1959	Surveyed
7900 W ACACIA ST	Washington Irving School	1959	Potentially Eligible

<sup>50</sup> *Cultural Resource Management in Wisconsin*, “International Style”; Whiffen, 247.



***Contemporary Style***

Character-defining elements of Contemporary-style schools can include long, one-story plans; flat roofs supported on exposed rafters; recessed entrances; broad wall surfaces with integral ornament; and compositions that emphasize the contrast between vertical and horizontal elements.



*Victory School*  
*Herbst, Jacoby & Herbst, 1961*



*Congress School*  
*Grellinger & Rose, 1960*

There are approximately fifty-four Contemporary-style schools. The best examples include:

Address	Historic Name	Construction Date	Classification
2964 N 81ST ST	Eighty-First Street School	1950	Potentially Eligible
3618 N 53RD ST	Fifty-Third Street School	1952	Surveyed
3666 S CLEMENT AVE	Clement Avenue School	1953	Potentially Eligible
5760 N 67TH ST	Richard Kluge School	1953	Surveyed
3450 S 32ND ST	Jeremiah Curtin School	1954	Surveyed
2300 W HIGHLAND AVE	West Division High School	1958	More Information Needed
5225 W LINCOLN CREEK DR	Congress School	1960	Surveyed
4141 N 64TH ST	John Marshall Junior-Senior High School	1961	More Information Needed
2222 W HENRY AVE	Victory School	1961	Surveyed
6215 W WARNIMONT AVE	Alexander Hamilton High School	1966	More Information Needed
6700 N 80TH ST	John Burroughs Junior High School	1967	Potentially Eligible

***Brutalist Style***

The Brutalist style is characterized by weight and massiveness. Structure, usually consisting of concrete frame, is exposed and celebrated; and broad wall surfaces are contrasted with deep-shadowed voids in the form of punched window openings and reveals.<sup>51</sup> One of the best examples of a Brutalist-style elementary school is the Silver Spring School (5131 N. Green Bay Ave.), designed in 1971 by Darby, Bogner & Associates.



*Francis Parkman School*  
*Grellinger-Rose Associates, 1968*

There are six schools that incorporate Brutalist-style elements. These schools include:

Address	Historic Name	Construction Date	Classification
3620 N 18TH ST	Francis Parkman School	1968	Surveyed
5131 N GREEN BAY AVE	Silver Spring School	1971	Potentially Eligible
7878 N 60TH ST	Henry David Thoreau School	1971	Surveyed
8251 N CELINA ST	Lowell P. Goodrich School	1972	Surveyed
1515 W LAPHAM BLVD	South Division High School	1977	More Information Needed
7501 N GRANVILLE RD	Harold S. Vincent High School	1979	More Information Needed

<sup>51</sup> Whiffen, 279.

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## Chapter 3

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### Recommendations

#### Summary

This study identified twenty-eight historic buildings as potentially eligible for listing in the National Register and therefore eligible for Historic Tax Credits. Statements of Significance for these properties are included below. A complete listing of surveyed resources is included in Appendix 1.

Several properties that were previously determined eligible and met the survey methodology were reviewed in the field and retain sufficient integrity to convey their significance. These properties are also recommended eligible and are included in the listing in Appendix 1.

This study also identified fifteen properties that may require further research to fully evaluate significance under *Criteria A, B, or C*. These properties follow the listings of potentially eligible properties.

### **Eighth District School No. 1**

1210 W. Mineral Street  
AHI # 103300

Construction dates: 1890; 1917  
Architects: H.C. Koch; Van Ryn & de Gelleke  
Other names: Mineral Street School; Albert E. Kagel School



The Eighth District School No. 1 is significant under *Criterion C: Architecture* as a good example of a late nineteenth-century school designed by a noted Milwaukee architect. The school was designed by Henry C. Koch in the Romanesque Revival style, with a 1917 addition designed by Van Ryn & de Gelleke. The school is clad in brick with stone accents, decorative terracotta panels, and a rock-faced stone basement story. The school has replacement windows that follow the mullion divisions of the originals. Two chimneys have been removed, but the roof retains its original polygonal ventilator. The school displays character-defining features of the Romanesque Revival style such as prominent round-headed arches, heavy masonry, and wall dormers. The Eighth District School No. 1 is one of the most intact nineteenth-century schools in Milwaukee, with only one significant addition, dating to 1917. The building remains in use as a school.

The Eighth District School No. 1 was constructed in 1890-91. The school is nearly identical in appearance to the Sixth District School No. 1 (Golda Meier/Fourth Street School; NRHP-listed), also designed by Koch the year before the Eighth District School No. 1.<sup>1</sup> Henry C. Koch, identified as a master designer by the Wisconsin Cultural Resource Management Plan, was a German-American architect whose most significant Milwaukee buildings include Turner Hall (built in 1882; NRHP- and NHL-listed); the Pfister Hotel (built in 1893), Gesu Church (built in 1894; NRHP-listed); and Milwaukee City Hall (built in 1895; NRHP- and NHL-listed).

Because the school retains a high degree of integrity, its only addition was constructed within the period of significance, and it was designed by a recognized master, the Eighth District School No. 1 is potentially eligible under *Criterion C: Architecture*.

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<sup>1</sup> Robert Tanzilo, *Historic Milwaukee Public Schoolhouses*, (Charleston: The History Press, 2012), 45.

## Seventeenth District School No. 2

1943 E. Trowbridge Street  
AHI #27762

Construction dates: 1894; 1909  
Architect: Walter A. Holbrook



The Seventeenth District School No. 2 is significant under *Criterion C: Architecture* as a good example of a late nineteenth-century school designed by a noted Milwaukee architect. The school was designed by Walter A. Holbrook and incorporates Queen Anne- and Romanesque-style elements. The school is clad in cream brick with stone and terracotta accents, with a prominent rock-faced stone arched entry and a second-story oriel window in the front elevation.

In 1893, the Milwaukee Common Council issued a call for plans for an eight-room school that could be enlarged at a future date. Eight architectural firms submitted plans, and Holbrook's design was selected. The original portion of the building, completed in 1894, contains eight classrooms and a third floor assembly room. In 1909, the building was expanded to the west to include ten additional classrooms.<sup>2</sup> The 1909 addition matches the original portion in scale, massing, rhythm, and fenestration, although a distinct seam line is visible at the addition due to differences in brick coloring. The building remains in use as a school. The school was given Milwaukee Historic Landmark designation in 1991.

Because the school retains good integrity and its only addition was constructed within the period of significance, the Seventeenth District School No. 2 is potentially eligible under *Criterion C: Architecture*.

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<sup>2</sup> Milwaukee Historic Preservation Commission staff, *Trowbridge Street School Historic Designation Study Report*, (Winter, 1991).

### Nineteenth District School No. 1

1945 N. 31st Street  
AHI # 111533

Construction dates: 1895; 1907; 1952  
Architect: R.G. Kirsch & Co., D.C. Otteson;  
Guy E. Wiley

Other names: Thirty-First Street School;  
Westside Academy



The Nineteenth District School No. 1 is significant under *Criterion C: Architecture* as a good example of a late nineteenth-century school. The school is clad in brick with stone and terracotta accents. The building has replacement windows, most of which appear to retain the original mullion patterns. Although the school retains the vertical massing typical of earlier nineteenth-century Milwaukee schools, it also introduces character-defining features of the Classical Revival style, including pilasters, a classically-detailed cornice, and a front pediment with oval window.

The oldest portion of the school, designed by R.G. Kirsch and constructed in 1895, faces east onto N. 31<sup>st</sup> St. When originally built, the school had twenty classrooms and a third-floor assembly hall. In 1907, D.C. Otteson, Superintendent of Buildings for the Milwaukee School Board, designed a three-story addition onto the west side of the school.<sup>3</sup> Another one-story addition was added in 1952 by Guy E. Wiley. The 1907 addition continues the same floor heights, fenestration rhythm, and architectural treatment of the original portion. The 1952 addition is visually unobtrusive due to its small scale and its location on the rear of the building. The building remains in use as a school.

Because the school retains good integrity, the Nineteenth District School No. 1 is potentially eligible under *Criterion C: Architecture*.

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<sup>3</sup> Milwaukee School Board, *Where We Go To School – Sixty-Eighth Annual Report of the Superintendent of Public Schools*, (Milwaukee: n.p., 1927); Bobby Tanzillo, “Urban Spelunking: Westside Academy/31<sup>st</sup> Street School,” (June 18, 2019), <https://onmilwaukee.com/raisemke/articles/westside-academy-spelunking.html>.



## Milwaukee School of Trades Plumbing Offices/Pawling

224-226 S. 1<sup>st</sup> Street  
AHI #108451

Construction dates: 1893; 1929, 1964



The Milwaukee School of Trades Plumbing Offices is significant under *Criterion A* for its association with the development of trade and technical education in Milwaukee. The Milwaukee School of Trades was established in 1906 as a private school intended to teach building and manufacturing trades. The curriculum was located in this building and consisted of trade courses in carpentry, pattern making, cabinetry, machining, and plumbing. After eighteen months in existence, the School of Trades was absorbed as part of the Milwaukee Public School system in 1907. The trade program soon outgrew its initial home in the S. 1<sup>st</sup> Street building, and a new building was constructed at 319 W. Virginia Street (AHI #41958; building demolished in 2006 as part of the expansion of the Lynde & Harry Bradley Technology and Trade School, the direct descendant of the original public trade school.)<sup>4</sup> The Milwaukee School of Trades Plumbing Offices was determined eligible in 2018.

Because it retains integrity and because of its association with the history of technical education in Milwaukee, the Milwaukee School of Trades Plumbing Offices is potentially eligible under *Criterion A: Education*.

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<sup>4</sup> William M. Lamers, ed., *Our Roots Run Deep, 1836-1967*, 2<sup>nd</sup> edition, (Milwaukee: Milwaukee Public Schools, 1974), 41; Tanzilo, *Historic Milwaukee Public Schoolhouses*, 86-88.

## Hawley Avenue School

5610 W. Wisconsin Avenue  
AHI #237880

Construction dates: 1905

Other name: Hawley Elementary School; Hawley Environmental School



The Hawley Avenue School was built in 1905 by the Town of Wauwatosa School District No. 8. In 1925, Milwaukee annexed that district, which also included the State Street School (4610 W. State St.) and the former Story School (replaced in 1936 by the existing Thirty-Sixth Street School at 3815 W. Kilbourn Ave.) The Hawley Avenue School, as originally built, had fifteen classrooms and a first-floor assembly room. The building is clad in brick with cast stone accents and a rock-faced stone basement story.<sup>5</sup> The windows have been replaced but retain the original mullion patterns. The south entry bay was rebuilt sometime after the 1950s, but no other major additions have been constructed onto the school.

The Hawley School is significant under *Criterion A* as the location of the first dedicated elementary school classes for emotionally disturbed boys in the Milwaukee Public Schools. Until the early 1950s, students demonstrating low levels of emotional disturbance were kept in regular classes, while those with more serious emotional disturbances were excluded from school and served instead by a home visitation program. In the 1920s, four “pre-vocational schools” were established. Although originally intended to serve as a precursor to the industrial arts, home economics, and trade curricula of the Trade and Technical High Schools, the pre-vocational schools also served to house the “unhappy, over-age, retarded, and delinquent boys and girls” who had been transferred out of the general schools.<sup>6</sup> The pre-vocational schools were open to students aged 14-16.

In 1954, a pilot class for emotionally disturbed 9-12 year old boys was established at Hawley School which consolidated students from several other schools. The program proved successful, and two more classes were added the following year. In 1956, an additional five classes were added. The program was subsequently relocated to several other schools before returning to Hawley.<sup>7</sup>

Because of its association with special needs education in the Milwaukee Public School District, the Hawley Avenue School is potentially eligible under *Criterion A*.

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<sup>5</sup> Milwaukee School Board, *Where We Go To School*, 68.

<sup>6</sup> *Roots*, 42.

<sup>7</sup> *Roots*, 51; Rolland Callaway and Steven Baruch, *The Milwaukee Public Schools: A Chronological History, 1836-1986*, 4 volumes, (Thiensville, WI: Caritas Communications, 2008) Vol. III:80, III:85, III:114.

## Eleventh District School No. 1

1516 W. Forest Home Avenue

AHI #111142

Construction dates: 1910; 1966

Architects: Leenhouts & Guthrie; Car Lloyd Ames

Other names: Forest Home Avenue School



The Eleventh District School No. 1 was designed in 1910 by Leenhouts & Guthrie and originally contained twenty-five classrooms.<sup>8</sup> The school is clad in brick with stone trim and a metal cornice. The school displays restrained elements of the Classical Revival style such as rusticated pilasters, a classical cornice, and an arched stone entry surround with pilasters and full entablature. Several of the windows have been filled in, and the remainder of the windows are replacements that retain the original mullion patterns.

The school is significant under *Criterion A* for its association with the social center movement in Milwaukee. The Eleventh District School No. 1 was one of five schools selected to house the newly-established social center program in 1912. Several years earlier, in 1908, the Milwaukee School Board began offering small-scale evening activities for adults at the Sixth District School No. 1 (Golda Meir/Fourth Street), the Fifth District School No. 1 (Boys' Trade Annex), and the Eighth District School No. 1 (Maryland Avenue). Following the election of Mayor Emil Seidel, Socialist members of the Common Council and School Board supported the establishment of community-based social centers as a means to provide "education and wholesome recreation" for working-class citizens.<sup>9</sup> In 1911, the School Board proposed a comprehensive program of school-based social centers, and that same year the State Legislature passed legislation that provided the authorization and funding for the social center program. In 1912, the Division of Municipal Recreation and Adult Education (still in existence as the Division of Recreation and Community Services) was formed.

Five schools were selected to house the first social centers in Milwaukee: the Dover Street School (NRHP-listed); the Detroit Street School (building demolished); the Fourteenth Street School (1547 N. 14<sup>th</sup> St.); the Fourth Street School (Golda Meir, 1555 N. Dr. Martin Luther King, Jr., Dr., NRHP- and NHL-listed); and the Forest Home Avenue School. The "Lighted Schoolhouse" movement, as it came to be known, eventually grew to 21 schools by 1943. The social center program "was a historically-significant part of Milwaukee's 20<sup>th</sup>-century history and was one of the most comprehensive and long-

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<sup>8</sup> Milwaukee School Board, *Where We Go To School*, 47.

<sup>9</sup> National Register of Historic Places, Dover Street School and Social Center, Milwaukee, Milwaukee County, Wisconsin, National Register #16000239, 8:7.

lasting such programs in the United States and continues to reflect early 20<sup>th</sup>-century progressive efforts to improve education and inspire community in American cities.”<sup>10</sup>

The Eleventh District School No. 1 is also significant under *Criterion A* for its association with special education and national educational initiatives. In the mid-1960s, the Eleventh District School No. 1 was also one of two schools which created purpose-built Special Education and Service Centers.<sup>11</sup> These centers served as diagnostic and evaluation centers for handicapped students from low-income families. Both centers were funded by, and created as a direct response to, Title I of the Elementary and Secondary Education Act (ESEA). The ESEA was established in 1965 as part of President Lyndon B. Johnson’s “War on Poverty”. The ESEA represented a major reform of federal educational policy and was the largest federal legislation affecting education ever passed by the U.S. Congress. In September 1965, the Milwaukee School Board submitted proposals to ESEA for the construction of two Special Education and Service Centers. The proposals were approved by January 1966, and the Board approved the educational requirements and authorized construction in February 1966.<sup>12</sup>

Both Special Education and Service Centers were built from a single design by Carl Lloyd Ames and were constructed as almost-freestanding two-story additions to existing schools. The addition at the Eleventh District School No. 1 is the more sympathetic of the two. At the Eleventh District School No. 1, the 1966 addition was placed along a side elevation and connected to the older school through a small one-story hyphen. The 1966 addition is clad in the same brick as the historic building, and its placement does not significantly obscure the historic elevation of the 1910 building. In contrast, the other Special Education and Service Center built at the Twentieth District School No. 4 (2319 W. Auer Ave.) is less sympathetic since it was constructed in front of the former primary elevation of the historic school, as well as being clad in unpainted buff brick which contrasts with the historic school’s painted brick exterior.

Because of its association with the social center movement, the Eleventh District School No. 1 is potentially eligible under *Criterion A: Social History*. Because of its association with special education and the federal Elementary and Secondary Education Act, the Eleventh District School No. 1 is also potentially eligible under *Criterion A: Education*.

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<sup>10</sup> “Dover Street School and Social Center,” Wisconsin Historical Society, <https://www.wisconsinhistory.org/Records/NationalRegister/NR2502>.

<sup>11</sup> *Roots*, 49.

<sup>12</sup> Callaway and Baruch, *The Milwaukee Public Schools*, Vol. III:251, 268-269.

## Riverside High School

1615 E. Locust Street  
AHI #111224

Construction dates: 1912; 1941; 1977  
Architect: Van Ryn & de Gelleke



Riverside High School is significant under *Criterion C: Architecture* as one of the best examples of a Collegiate Gothic style-school in Milwaukee. The four-story building is clad in brick with cut limestone trim. The school has replacement windows, some of which have been replaced with opaque panels. The school displays character-defining features of the Collegiate Gothic style such as ganged, Tudor-arched windows; Gothic and Tudor ornamental details including mouldings, string courses, and bosses; and strapwork parapets on the front tower bay.

The original portion of the school, designed by Van Ryn and de Gelleke and constructed between 1912 and 1915, faces north onto E. Locust St. The building was E-shaped in plan, with two internal light courts. In 1941, a three-story addition designed by Guy E. Wiley was constructed onto the rear of the 1912 building. An additional gymnasium complex was constructed in 1977. The 1977 addition is connected to the 1941 addition by a one-story hyphen and does not obscure any elevations of the original 1912 building. The building remains in use as a school.

Because the school retains an overall high level of integrity and its two additions do not detract from the original building, Riverside High School is potentially eligible under *Criterion C: Architecture*.

Research also suggested that the school was the site of a pilot program between the School Board and the Milwaukee Public Library Board of Trustees to place professionally-trained librarians in each public high school. Riverside High School served as the test site for the program in 1921-1922.<sup>13</sup> Additional research is needed to evaluate the possible significance of this program under *Criterion A*.

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<sup>13</sup> Callaway and Baruch, *The Milwaukee Public Schools*, Vol. II:65.



### Lapham Park Social Center

850 W. Walnut Street

AHI #115977

Construction dates: 1914; 1925

Architect: Van Ryn & de Gelleke (1914 building and 1925 gymnasium addition)

Other names: Metropolitan High School; Alliance High School



The Lapham Park Social Center is significant under *Criterion A* for its association with the social center movement in Milwaukee as well as for association with the social histories of the Jewish and African American communities.

The building was constructed in 1914 at the south end of Lapham Park (now called Carver Park) as part of the emerging citywide system of school-based social centers.<sup>14</sup> In 1912, the Milwaukee Public School Board's Division of Municipal Recreation and Adult Education (still in existence as the Division of Recreation and Community Services) had been formed for the purpose of establishing community-based social centers to provide "education and wholesome recreation" for working-class citizens.<sup>15</sup> The first five social centers, established in 1912, were located in public schools.<sup>16</sup> The Lapham Park Social Center, in contrast, was a purpose-built social center with spaces for "Americanization classes, social center activities and athletic contests."<sup>17</sup> In 1925, a gymnasium and locker rooms with showers were added.

The Lapham Park Social Center became an important part of Milwaukee's Jewish community located along Walnut Street between about 1915 and 1930.<sup>18</sup> The social center provided arts and recreational clubs as well as language and naturalization classes.<sup>19</sup> Research also suggests that the social center may have played a prominent role in the resettlement of Jewish-speaking Russian, Polish, and Romanian immigrant children in the aftermath of WWI.<sup>20</sup>

In the 1930s, the demographics of the neighborhood around the Lapham Park Social Center shifted from Jewish to primarily African American residents. The area became known as Bronzeville and contained

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<sup>14</sup> The building originally faced west onto N. 9th Street, across from the former Tenth District School No. 2 (demolished around 1990). In the 1970s, 9th Street was vacated north of Walnut Street and the existing surface parking lot was constructed, resulting in the front (west) elevation of the Lapham Park Social Center facing away from the parking lot and street.

<sup>15</sup> National Register of Historic Places, Dover Street School and Social Center, 8:7.

<sup>16</sup> See additional information for the Eleventh District School No. 1 (1516 W FOREST HOME AVE)

<sup>17</sup> Milwaukee School Board, *Where We Go To School*, 32.

<sup>18</sup> "Carver Park," Wisconsin Parks Exploration Project, (June 19, 2016), <http://wisconsinparksproject.com/?p=646>.

<sup>19</sup> "Lapham Park Was Mecca of Jewish Life 30 Years Ago" *Wisconsin Jewish Chronicle*, Sept 17, 1971, p 56.

<sup>20</sup> "City Schools Aid Boys and Girls from War Zones of Europe" *Milwaukee Journal*, March 20, 1921, sec 4 p 5. In 1920, the School Board also recommended the establishment of additional classes at Lapham Park Social Center "for the accommodation of immigrant pupils, particularly adolescents who desire to devote their time to the study of the English language" due to the arrival of large numbers of immigrants to the Walnut Street neighborhood; Callaway and Baruch, *The Milwaukee Public Schools*, Vol. II:59.

black-owned stores, clubs, hotels, and restaurants. Throughout the 1930s, the Lapham Park Social Center continued its role as a community hub, offering recreational league sports and programs highlighting African American achievements in literature and culture.<sup>21</sup>

Although Bronzeville was a vibrant African American social and cultural district, many of its residents faced overcrowding and substandard housing stock, a problem compounded by the fact that discriminatory housing practices prevented residents from moving to neighborhoods with less crowding and better housing stock.<sup>22</sup> By 1940, the overcrowded neighborhood posed a public health risk, with the death rate from tuberculosis among black residents five times as high as among white residents. In 1941, a public health campaign aimed at reducing tuberculosis was initiated at the social center. The “better health” crusade, as it was termed, was sponsored by the city health department, the Wisconsin Anti-Tuberculosis Association, and the county Medical Society, and offered free tuberculin tests and x-ray examinations to 5,000 children and hundreds of adults.<sup>23</sup>

The Lapham Park Social Center continued to serve as a social center until being converted to a charter high school in the 1990s. Despite several alterations to its exterior, the building retains the majority of its character-defining interior arrangement of classrooms and gymnasium.<sup>24</sup>

Because of its association with the social center movement, the Lapham Park Social Center is potentially eligible under *Criterion A: Social History*. Because of its association with Milwaukee’s Jewish and African American communities, the Lapham Park Social Center is also potentially eligible under *Criterion A: Ethnic Heritage*.

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<sup>21</sup> Wisconsin Parks Exploration Project, “Carver Park.”

<sup>22</sup> Ivory Abena Black, *Bronzeville: A Milwaukee Lifestyle*, (Milwaukee: The Publishers Group, 2006), 15.

<sup>23</sup> “‘Better Health’ Drive to Start” *Milwaukee Journal*, Sept 28, 1941, sec. 1 p. 10.

<sup>24</sup> Bobby Tanzilo, “Urban Spelunking: Lapham Park Social Center/Alliance High School,” (February 26, 2019), <https://onmilwaukee.com/history/articles/lapham-park-social-center.html>.



### Williamsburg School

3872 N. 8<sup>th</sup> Street  
AHI #237895

Construction dates: 1917; 1973  
Architects: Van Ryn & de Gelleke  
Other names: Green Bay Avenue School



The Williamsburg School is significant under *Criterion C: Architecture* as a good example of a Collegiate Gothic-style elementary school. The school is clad in brick with cast stone, tile, and metal decorative elements. The school displays character-defining elements of the Collegiate Gothic style including a crenellated parapet, pier buttresses capped by English Renaissance-style scrolls, tapestry brick, and Gothic-style mouldings and decorative carvings. The building is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

The current Williamsburg School was built to replace an earlier nearby school also called the Williamsburg School, which had been annexed by the City of Milwaukee in 1914. The current school was designed by Van Ryn & de Gelleke. When built, it had nineteen classrooms and a first-floor auditorium.<sup>25</sup>

Because the school retains excellent integrity, the Williamsburg School is potentially eligible under *Criterion C: Architecture*.

Research also suggests that the Williamsburg School may be eligible under *Criterion A* for its association with racial segregation in the Milwaukee Public Schools. In 1959, the Board approved a plan to alleviate overcrowding at the Robert M. LaFollette School (3239 N. 9<sup>th</sup> St) by utilizing empty classroom space at the Williamsburg School. Under the plan, two classes of students and their teachers would be transported from LaFollette to Williamsburg in the morning; transported back to LaFollette for lunch; and then back to Williamsburg for afternoon classes before being returned to LaFollette for dismissal each day.<sup>26</sup> This practice later became known as “intact busing” and became a key element in the federal lawsuit that led to court-ordered desegregation in the Milwaukee Public Schools.<sup>27</sup> Additional research is needed to evaluate the significance of the Williamsburg School under *Criterion A*.

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<sup>25</sup> Milwaukee School Board, *Where We Go To School*, 41.

<sup>26</sup> Callaway and Baruch, *The Milwaukee Public Schools*, Vol. III:150

<sup>27</sup> Michael Stolee, “The Milwaukee Desegregation Case,” in *Seeds of Crisis: Public Schooling in Milwaukee since 1920*, ed. John L. Rury and Frank A. Cassell, (Madison: The University of Wisconsin Press, 1993), 235-237; “Bussing, Intact,” March on Milwaukee Civil Rights History Project, (University of Wisconsin-Milwaukee Libraries digital resource), <https://uwm.edu/marchonmilwaukee/keyterms/bussing/>.

### Carleton District No. 3 School

4116 W. Silver Spring Drive  
AHI #219581

Construction dates: 1917; 1927; 1935; 1936; 1940  
Architect: Charles Smith (attributed)  
Other names: Carleton Elementary School



The Carleton District No. 3 School is significant under *Criterion C: Architecture*. The school is clad in brick with limestone trim. The building displays a combination of character-defining elements from several architectural styles, include Art Deco-style window bays, glass block, shallow vertical ornamentation, and shallow fluted pilasters; and “Minimal Georgian”-style multi-light windows, a classically-influenced nameplate/window composition at the main entrance, small octagonal inset panels, and classically-detailed door surrounds at side entrances, complete with pulvinated frieze, corbels, and Regency-style copper roofs. The building is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

The school was constructed in stages. In 1916, a four-classroom, one story building was built by the Town of Granville as part of the Carleton School District.<sup>28</sup> A second story and additional wings were constructed in 1927, 1935, and 1936.<sup>29</sup> In 1940, a gymnasium addition was constructed using Work Projects Administration funding.<sup>30</sup> The area around the school was annexed by the City of Milwaukee in 1948 and the school became part of the MPS system. Carleton Elementary School remained in use until 1905. As of early 2019, the property was sold for redevelopment and/or adaptive reuse.

Because the school retains excellent integrity, the Carleton District No. 3 School is potentially eligible under *Criterion C: Architecture*.

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<sup>28</sup> *Annual Report of Superintendent of Schools of Milwaukee County, Wisconsin*. 1916. 24-25.

<sup>29</sup> “Digital Sanborn Maps, 1867-1970, Wisconsin,” Proquest, Milwaukee, 1910-December 1951, Vol.14, 1930-July 1951, Sheet 1601.

<sup>30</sup> United States, Works Progress Administration, Office of the Wisconsin State Administrator, “WPA Project Cards, Marquette-Milwaukee, County-Wide 11/11/1936,” <http://content.wisconsinhistory.org/cdm/ref/collection/tp/id/79671>.

## Sixty-Eighth Street School

6720 W. Moltke Avenue  
AHI #116427

Construction dates: 1917; 1930  
Other names: 68<sup>th</sup> Street Elementary



The Sixty-Eighth Street School is significant under *Criterion C: Architecture* as a good example of a township graded school. It displays character-defining stylistic features associated with a graded school property type, such as a symmetrical front elevation; large groups of ganged windows; and minimal Collegiate Gothic ornamentation. The building retains good integrity of its exterior elements.

The Sixty-Eighth Street School was built in 1917 as the Town of Wauwatosa District School No. 7. In 1930, the school became part of the Milwaukee public school system through annexation. That same year, an addition was built onto the school. Because the school retains good architectural integrity, the Sixty-Eighth Street School is potentially eligible under *Criterion C: Architecture*.

The Sixty-Eighth Street School is also significant under *Criterion A* for its association with the Milwaukee schools desegregation case. As part of the court-ordered school desegregation, the district established specialized and magnet schools in order to encourage voluntary integration. The first language magnet school in the district was established at Sixty-Eighth Street in 1978. The new French Immersion and German Immersion programs were located at the Sixty-Eighth Street School for two years; in 1980, both programs were relocated to the Eighty-Second Street School, which offered space for the expanding programs. At the time of this intensive survey (2019), the period of significance for association with desegregation as a magnet school (1978) occurred less than fifty years ago. The Sixty-Eighth Street School should be evaluated under *Criterion A* when it reaches an appropriate age.

## Walker Junior High School

1712 S. 32<sup>nd</sup> Street  
AHI #237924

Construction dates: 1923; 1929

Architect: Guy E. Wiley

Other names: Carmen High School of Science and  
Technology South Campus



The Walker Junior High School is significant under *Criterion C: Architecture*. The school is clad in buff brick with limestone and cast stone trim. The school displays character-defining elements of the Collegiate Gothic style such as ganged windows, pier buttresses, diapered brickwork, and Gothic-style mouldings and decorative carvings. The schools also incorporates Art Deco-style elements including towers with stepped setbacks, and stylized geometric ornaments. The building is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

Walker Junior High School was designed by Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors. Wiley designed a number of other schools, and Walker Junior High School displays several elements common to his school designs of the period, especially the door treatments with decorative silhouettes and exaggerated architraves, and the tower treatments with prominent vertical bays culminating in small round-headed arches.

Because the school retains excellent integrity, Walker Junior High School is potentially eligible under *Criterion C: Architecture*.

## Neeskara School

1601 N. Hawley Road  
AHI #237926

Construction date: 1926  
Architect: Guy E. Wiley



The Neeskara School is significant under *Criterion A: Education*. Neeskara was the home of the district's first deaf integration program. Beginning in 1885, MPS had offered classes for the deaf. These classes consisted entirely of deaf students. The program was housed in the now-demolished Prairie Street school (1885-1915), the now-demolished Knapp Street school (1915-1930), and the Lincoln Junior/Senior High School (1930-1949). In 1950, the Board initiated a new program to integrate deaf and hearing students in the same classes. All elementary deaf students were transferred to Neeskara. The program was extended to include junior and senior high students in 1959 and 1961, respectively. Neeskara remained the only site of elementary deaf integration classes until 1964, when some students were transferred to other centers at the Oklahoma Avenue, Washington Irving, and Morgandale schools.<sup>31</sup>

The Neeskara School is also significant under *Criterion C: Architecture*. The school is clad in red brick with terracotta and cast stone trim. The school displays character-defining elements of the Collegiate Gothic style such as crenellated parapets, ganged windows, pier buttresses, Tudor arches, and Gothic-style mouldings and decorative carvings. The building is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

The Neeskara School was designed by Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors. Two other schools were built from the same design as Neeskara: the Townsend Street School (3360 N. Sherman Blvd., listed in the NRHP as part of the North Sherman Boulevard Historic District); and Fernwood School (3239 S. Pennsylvania Ave.).<sup>32</sup> Of the three, Neeskara retains the best integrity. Neeskara also displays a higher level of ornamentation, particularly in the polychrome terracotta tiles, depicting animals and an open book, above its main entrances; Townsend Street and Fernwood both have plain stonework instead of terracotta.

Because of its association with the history of deaf integration, the Neeskara School is potentially eligible under *Criterion A: Education*. Because the school retains good architectural integrity, the Neeskara School also is potentially eligible under *Criterion C: Architecture*.

## Humboldt Park Elementary School

3230 S. Adams Avenue

<sup>31</sup> *Roots*, 51; Callaway and Baruch, *The Milwaukee Public Schools*, Vol. III:145-146, 226.

<sup>32</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 63-64.



AHI #237848

Construction date: 1929

Architect: Guy E. Wiley



The Humboldt Park Elementary School is significant under *Criterion A: Education* for its association with a locally-significant, progressive teaching system called Library Technique.

The Humboldt Park Elementary School was built on the location of an earlier school which had been annexed in 1925. In 1929, Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors, designed the current school. The Humboldt Park Elementary School displays several elements common to Wiley's school designs of the period, especially the door treatments with decorative silhouettes and exaggerated architraves, and the vaguely Art Deco-style tower treatments with prominent vertical bays culminating in small round-headed arches.

In the mid-1930s, MPS Superintendent Milton Potter initiated a new system of teaching reading. Library Technique was based in progressive educational ideals of the time and allowed students to gain reading skills by pursuing personal interests in a reading area and to develop at their own rate, rather than by learning from a traditional common reader text. Following the superintendent's annual reports in 1936 and 1937, which emphasized the positive results from partial elements of Library Technique, Humboldt Park School was the first Milwaukee school to adopt the whole Library Technique method in 1938. Library Technique gained modest national attention, partly due to the 1938 National Education Association annual meeting, held in Milwaukee that year. Within a decade, most of the Milwaukee public elementary schools used Library Technique.<sup>33</sup>

Because of its association with a locally-significant progressive-era educational movement, the Humboldt Park Elementary School is potentially eligible under *Criterion A: Education*.

## Browning District #4 School

5575 N. 76<sup>th</sup> Street

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<sup>33</sup> *Roots*, 18, 30; Rolland Callaway and Steven Baruch, "The Milwaukee Curriculum" in *Seeds of Crisis: Public Schooling in Milwaukee since 1920*, ed. John L. Rury and Frank A. Cassell, (Madison: The University of Wisconsin Press, 1993), 119-120; Phi Delta Kappan, Nov 1941.



AHI #219201 (main school building)

Construction dates: 1929; 1937; 1943; 1954; 1999

Architects: John Topzant; Charles Smith; P.H. Bierman; Eppstein Uhen

AHI #219561 (annex)

Construction date: 1951

Architects: Ebling, Plunkett & Keymar

The Browning District #4 School is significant under *Criterion A* for its association with the history of education in the Town of Granville.

The Browning District #4 School complex includes two buildings: a Collegiate Gothic-style school, constructed in 1929 with later additions; and a 1951 annex building. The Town of Granville established District #4 in 1851. The site had been home to two previous schools (constructed in 1851 and 1876) before the existing building was constructed in 1929. When ongoing suburbanization in the Town of Granville resulted in rising enrollments, the school district constructed several additions onto the school. In 1951, a second freestanding building was constructed on the property. In 1956, the Browning District #4 was absorbed into the Milwaukee public schools after the majority of its surrounding area was annexed by the City of Milwaukee.

Because of its association with the history of education in the Town of Granville, the Browning District #4 School is potentially eligible under *Criterion A: Education*.

## Emanuel Philipp School

4310 N. 16<sup>th</sup> Street  
AHI #110224

Construction dates: 1931; 1961  
Architects: Eschweiler & Eschweiler; Thomas L. Eschweiler



The Emanuel Philipp School is significant under *Criterion C: Architecture*. The school is clad in brick with terracotta, stone, iron, art glass, and sheet metal decorative elements. The school combines character-defining elements of the Art Deco and International styles. As described by architectural historian Richard W.E. Perrin,

A playful fusion of sculpture and architecture sets this Art Deco style elementary-school building apart from other public schools of its era. The general massing of the flat-roofed building looks modernist in its geometric simplicity. Its abundance of high-quality, handcrafted exterior detail work further distinguishes the structure.

The school is composed of a three-story classroom block with a taller entrance tower at the north end and a one-story auditorium wing added in 1961. Brickwork laid in a modified Flemish bond pattern, imparts texture and richness to the wall surfaces of the North Sixteenth Street side classroom wing. Set into this brick background, and mostly on the entrance tower, is an extraordinary program of handcrafted ornament. Alongside the stoop outside the entrance, the low stone retaining walls are highlighted in bas-relief with a small menagerie. At the first-floor window sill level, terracotta panels depict children's-story and nursery-rhyme characters [designed by Milwaukee artist Gertrude Kundmann Erskine.<sup>34</sup>] Above the school entrance two corbels shaped like bears' heads support a balustrade of carved limestone penguins. Some of the school's interior also contains handcrafted ornamental features that continue the zoo and storybook theme.<sup>35</sup>

The school was designated a Milwaukee Historic Landmark in 1988.<sup>36</sup> The building retains many of its original interior finishes, including a kindergarten room with fireplace, triptych mural also by Erskine,

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<sup>34</sup> Bobby Tanzilo, "Tula Erskine works identified!" OnMilwaukee, (September 22, 2017), <https://onmilwaukee.com/ent/articles/erskinemurals.html>.

<sup>35</sup> Phillip, Richard. *Buildings of Wisconsin* manuscript.

<sup>36</sup> Milwaukee Historic Preservation Commission staff, *Emanuel Philipp School Historic Designation Study Report*, (Summer/Fall, 1988).

and small, wall-mounted Arts and Crafts-tiled fish pond.<sup>37</sup> Because the Emanuel Philipp School retains excellent integrity, it is potentially eligible under *Criterion C: Architecture*.

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<sup>37</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 122-123; Adam J. Horwitz, *Phillipp Fountain*. June 20, 2011. Digital image, accessed on June 3, 2019 from: <https://www.flickr.com/photos/gastronomicon/sets/72157627010692762/>.

## Solomon Juneau High School

6415 W. Mount Vernon Avenue  
AHI #116419

Construction dates: 1931; 1975  
Architects: Gerrit de Gelleke; Darby, Bogner & Irgens  
Other names: Edward A. MacDowell Montessori  
School (2012-present)



Solomon Juneau High School is significant under *Criterion C: Architecture*. The school is clad in buff brick with stone and terracotta trim. The school displays character-defining elements of the Stripped Classical style such as the monumental door surrounds, simplified pilasters, austere ornamentation, and the overall evocation of classical proportions.<sup>38</sup> The school also incorporates character-defining elements of the Art Deco style including geometric ornamentation in the frieze, piers, and window surrounds, and the stylized pilasters in the door surrounds. The school was designed by Gerrit de Gelleke (of Van Ryn & de Gelleke), and construction was completed in 1932.<sup>39</sup> In 1975, a sympathetic addition designed by Darby, Bogner & Irgens was constructed onto the rear of the original school. This addition contained classroom and athletic spaces. The addition, though clearly distinguishable from the original, continues the composition, rhythm, scale, and materials of the 1933 portion.

The Juneau High School complex occupies three large city blocks. The school is located on one block on the south side of W. Mount Vernon Ave.; the other block south of Mount Vernon Ave. is undeveloped.<sup>40</sup> Recreational space occupies the block north of Mount Vernon Ave. There are six tennis courts, several basketball courts, a baseball field, and a fieldhouse. Van Ryn & de Gelleke also designed the fieldhouse located on the opposite side of Mount Vernon Ave. Built in 1929, the fieldhouse is clad in buff brick with stone trim and echoes the Art Deco- and Stripped Classical-style elements of the main school building. Historic aerial photos indicate that most of the original outdoor recreation spaces associated with the high school are still intact, although the pavement of the former running track, located south of the school building, was removed sometime between 2015 and 2018.<sup>41</sup> The school currently serves as a Montessori school.

Because it retains good integrity of its character-defining architectural elements, Juneau High School is potentially eligible under *Criterion C: Architecture* as a good example of the Stripped Classical and Art Deco styles. In addition, because it retains good integrity of the buildings, recreational, and athletic

<sup>38</sup> Brittany Paige Bryant, "Reassessing Stripped Classicism within the Narrative of International Modernism in the 1920s-1930s," (Master's thesis, Savannah College of Art and Design, 2011), 37-38.

<sup>39</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 96.

<sup>40</sup> Historic photos indicate that this undeveloped lot originally held barracks classrooms during the construction of the school.

<sup>41</sup> Milwaukee County Land Information Interactive Map. Aerial Photos, 1928, 1931, 1951, 1963, 1967, 1970, 1975, 1976, 1980, 1985, 1990, 1995, 2000, 2005, 2010, 2013, 2015, 2018.

<https://lio.milwaukeecountywi.gov/Html5Viewer/index.html?viewer=MCLIO-Map>.

resources typically associated with a mid-twentieth century high school, Juneau High School is potentially eligible under *Criterion C* as a property type.

## Steuben Junior High School

2360 N. 52<sup>nd</sup> Street  
AHI #114224

Construction date: 1932  
Architect: Guy E. Wiley  
Other names: Milwaukee French Immersion School  
(2004-present)



Steuben Junior High School is significant under *Criterion C: Architecture*. The school is clad in buff brick with limestone trim. The school displays character-defining elements of the Minimal Georgian style including symmetrically composed elevations, a classical cornice, and a prominent entry bay with pilasters, arches, and keystones. The entry bay is capped with a square tower with inset panels, pilasters, cornice broken pediments with sculptural eagles, and a delicate eight-sided cupola. Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors, designed Steuben Junior High School. The exterior of the building displays several elements common to Wiley's school designs of the period, especially the band of semicircular arches with metal grillework across the top floor of the auditorium visible on the north elevation. Wiley considered Steuben one of his major works, as indicated in his biographical entries in the American Institute of Architects directories.<sup>42</sup>

Steuben Junior High School was completed in 1932 and named after Friedrich Wilhelm von Steuben, a Prussian-American Revolutionary War hero.<sup>43</sup> Architectural references to early America continue on the interior of the building, where a set of tile murals designed by Milwaukee artist Tula Erskine depict Revolutionary War figures.<sup>44</sup> The interiors of the school are highly intact and display high quality materials, particularly in the primary staircases which are finished in striking green tile, green marble, and green terrazzo.<sup>45</sup>

Because it retains good integrity of its character-defining architectural elements, Steuben Junior High School is potentially eligible under *Criterion C: Architecture* as a good example of a Minimal Georgian-style school.

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<sup>42</sup> Koyl, George, ed. *American Architects Directory*. (New York: R.R. Bowker Company, 1956) 604.

<sup>43</sup> Presumably WWI-era anti-German sentiment had subsided enough by 1932 to justify naming the school after a Prussian military general. Several years later, the new high school on the southwest side of Milwaukee would be named after another Revolutionary War hero: the Polish nobleman Casimir Pulaski.

<sup>44</sup> Bobby Tanzilo, "Tula Erskine works identified!"

<sup>45</sup> Author site visit, spring 2019.



## Rufus King High School

1801 W. Olive Street  
AHI #16272

Construction dates: 1932; 2000  
Architect: Guy E. Wiley  
Other names: Rufus King International School – High School Campus



Rufus King High School is significant under *Criterion C: Architecture*. The school is clad in buff brick with limestone, terracotta, and aluminum trim. The school displays character-defining elements of the Art Deco style such as cubic massing, prominent vertical lines, and stylized geometric and floral ornamentation. Rufus King High School was designed by Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors. Wiley considered Rufus King one of his major works, as indicated in his biographical entries in the American Institute of Architects directories.<sup>46</sup>

As described by architectural historian Richard W.E. Perrin,

Built at a time when the Great Depression delayed most construction activity in America, this Art Moderne high school, embellished by local artists, testifies to the ingenuity and frugality of its designers and builders, who accomplished their work at reduced cost. The U-shaped building has an impressive, robust character distinct from the Collegiate Gothic and vaguely Neoclassical styles typically employed for Milwaukee's school buildings during the 1920s and 1930s. The large, soaring central tower is a feature common to many public and institutional buildings designed in the Art Moderne style.<sup>47</sup>

Rufus King High School was completed in 1934 and named after Rufus King, an early president of the Milwaukee School Board. The interiors of the school are highly intact and display high quality materials, including terrazzo, decorative metalwork, tilework, and art glass. The school also retains two unique spaces: an "Old English"-style little theater with beamed ceiling, Gothic windows, and Elizabethan timber balcony; and a model apartment containing a paneled dining room and a living room with working fireplace, constructed as part of the school's home economics department.<sup>48</sup>

Because it retains good integrity of its Art Deco-style character-defining architectural elements, Rufus King High School is potentially eligible under *Criterion C: Architecture*.

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<sup>46</sup> Koyl, George, ed. *American Architects Directory*. (New York: R.R. Bowker Company, 1956) 604.

<sup>47</sup> Phillip, Richard. *Buildings of Wisconsin* manuscript.

<sup>48</sup> Bobby Tanzilo, "Urban Spelunking: MPS' Rufus King International High School," (February 5, 2019), <https://onmilwaukee.com/history/articles/rufus-king-urban-spelunking.html>.

## Albert Story School

3815 W. Kilbourn Avenue  
AHI #113716

Construction dates: 1936; 1971  
Architect: Guy E. Wiley



Albert Story School is significant under *Criterion C: Architecture*. The school is clad in buff brick with limestone and metal trim. The school displays character-defining elements of the Art Deco style such as cubic massing, prominent vertical lines, two-story semicircular bays; and stylized geometric and floral ornamentation. Story School was designed by Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors.

The Albert Story School was constructed in 1936, with one addition in 1971. The existing school was constructed on the site of an earlier building, referenced in the decorative metal nameplate above the main entrance, which reads “1882 STORY SCHOOL 1936.” Story School is located directly east of the Miller Brewery Complex, and several buildings share a visual similarity to the school, in particular Buildings 43 and 20 (AHI #116533), which share a similar brick color and Art Deco-style elements. Buildings 43 and 20 were constructed in 1950 after designs by G.G. Lefebber and D.C. Wigoin. Despite the visual similarity and physical proximity, preliminary research did not identify any other connection between these buildings at the Miller Brewery Complex and the Story School.

Because the school retains good architectural integrity, and because its single addition does not detract from the Art Deco-style main elevations, the Albert Story School is potentially eligible under *Criterion C: Architecture*.

## Casimir Pulaski High School

2500 W. Oklahoma Avenue  
AHI #116242

Construction dates: 1938; 1973; 1980  
Architect: Guy E. Wiley  
Other names: Southwest High School; Carmen High School of Science and Technology-South Campus



Casimir Pulaski High School is significant under *Criterion C: Architecture*. The school is clad in buff brick with limestone and metal trim. The school displays character-defining elements of the Art Deco style such as cubic massing, prominent vertical lines, and stylized geometric and floral ornamentation. Pulaski High School was designed by Guy E. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors. Wiley considered Pulaski one of his major works, as indicated in his biographical entries in the American Institute of Architects directories.<sup>49</sup>

Pulaski High School is the largest and the last of the large junior and high schools that Wiley designed, following Lincoln High School, completed in 1928; Steuben Junior High School, 1932; and Rufus King High School, 1933. Pulaski followed the same general building layout as Rufus King but was 25 percent larger. The resulting additional cost – along with residual concerns over the perceived “lavishness” of the Rufus King high school – caused significant delays to the planning and construction of Pulaski. At its completion, the *Milwaukee Journal* wrote that Pulaski’s final cost of \$2.4 million was because “it is such a large project and because its contracts were awarded at a time when the labor and building material markets were rising – not because it is so elaborate or ornate.”<sup>50</sup>

The high school at this site began as barracks in 1936, to accommodate overcrowding at the existing South Division and Bay View high schools. Fourteen barracks were initially set up; these grew to forty barracks by the time the new Pulaski High School opened. Groundbreaking happened in December 1937, and the building was completed in just under eighteen months.<sup>51</sup> The school was named after Casimir Pulaski, Polish-born American Revolutionary War hero, appropriate to the predominantly Polish neighborhoods which made up the south and west sides of Milwaukee.

Because it retains good integrity of its character-defining architectural elements, Casimir Pulaski High School is potentially eligible under *Criterion C: Architecture*.

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<sup>49</sup> Koyl, George, ed. *American Architects Directory*. (New York: R.R. Bowker Company, 1956) 604.

<sup>50</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 102.

<sup>51</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 100-102.

## Eighty-First Street School

2964 N. 81<sup>st</sup> Street  
 AHI #237828

Construction dates: 1950; 1953  
 Architect: Grassold & Johnson



The Eighty-First Street School is significant under *Criterion C: Architecture* as a good example of a Contemporary-style school. The school is clad in brick with stone trim and displays character-defining elements associated with the Contemporary style such as prominent horizontal and vertical compositional elements, flat-roofed building masses, and long bands of windows. The school was designed by Grassold & Johnson in 1950, with one addition by the same firm in 1953.

In the decades after WWII, the school district grew in enrollment due to the postwar baby boom (growing from 68,897 in 1950 to 120,343 in 1964) and physical size due to ongoing annexation of unincorporated areas by the City of Milwaukee (increasing from 47.95 sq. miles in 1950 to 95.78 sq. miles in 1964).<sup>52</sup> Faced with unprecedented growth, the school board initiated a program of additions, modernizations, and new construction. The Eighty-First Street School, constructed in 1950, was the first purpose-built postwar Milwaukee public school.<sup>53</sup> The Eighty-First Street School established a new architectural vocabulary based on contemporary educational and design philosophies. One of the most significant elements was the inclusion of full-height ribbon windows in the classrooms, consisting of a lower band of operable, clear glass lights; an upper band of translucent glass block; and a horizontal aluminum sunshade separating the two. This window typology would be repeated on several schools, all completed within a five-year period: the Fifty-Third Street School (3618 N. 53<sup>rd</sup> St., completed 1952); the Twenty-Fourth Street School (4950 N. 24<sup>th</sup> St., 1953); and the Richard Kluge School (5760 N. 67<sup>th</sup> St., 1953). The window typology was also used on additions to older schools, the primary of which was Guy E. Wiley's 1950 addition to the Manitoba School (4040 W. Forest Home Ave.), the original portion of which was also designed by Wiley in 1940.<sup>54</sup>

Because it retains good integrity of its character-defining elements, and because it illustrates the first fully-realized example of a distinctive postwar architectural vocabulary, the Eighty-First Street School is potentially eligible under *Criterion C: Architecture*.

<sup>52</sup> "Fifteen Fine Years of School Construction Progress, 1950-1965," Milwaukee Public Schools, [1965], 2-3.

<sup>53</sup> *Roots*, 66.

<sup>54</sup> Given the similar construction dates of the Eighty-First Street School and the Manitoba School addition, the timelines of plan development and construction are unclear. Additional research should be undertaken to determine whether the window typology was developed by Grassold & Johnson or Guy E. Wiley.

## Clement Avenue School

3666 S. Clement Avenue  
AHI #237847

Construction dates: 1953; 1987  
Architect: Brimeyer and Grellinger & Rose



The Clement Avenue School is significant under *Criterion C: Architecture* as an example of a Contemporary-style school designed in a specific building typology. The school is clad in brick with cast stone and wood trim. The Clement Avenue School is one of the best examples of a distinctive building typology which incorporates a long, horizontal window wall, punctuated by thin vertical fins that slope outward to support a deeply-overhanging, slatted sunshade; and an arched roof with continuous, shed-roofed monitors along the full lengths of the exterior walls. The Clement Avenue School was designed by Brimeyer, Grellinger & Rose and completed in 1953.

In addition to Clement Avenue, there are three other schools based on this building typology: the Ninety-Fifth Street School (3707 N. 94<sup>th</sup> St.; Bogner, Sutherland & Von Grossman, 1953); the Fifty-Fifth Street School (2765 S. 55<sup>th</sup> St.; Von Grossman & Grieb, 1954); and the Jeremiah Curtin School (3450 S. 32<sup>nd</sup> St.; Harry & Walter Bogner, 1954). The monitors have been covered or filled in on all the other schools except for Clement Avenue.

Because it retains excellent integrity of its character-defining elements, and because it is the most intact example of a distinctive postwar building typology, the Clement Avenue School is potentially eligible under *Criterion C: Architecture*.



## Fulton Junior High School

2760 N. 1<sup>st</sup> Street  
 AHI #226033

Construction dates: 1959  
 Architect: Van Lanen and Von Grossmann  
 Other names: Malcom X Academy; Rufus King School



Fulton Junior High School is significant under *Criterion A: History* for its association with the Milwaukee schools desegregation case, *Amos v. Board of School Directors of City of Milwaukee*, filed by Lloyd Barbee, state representative and civil rights leader. Fulton Junior High School was cited specifically several times in the federal lawsuit, primarily as evidence that the open transfer and voluntary transfer programs within the district substantially contributed to the increase in black student concentration at specific schools. Fulton was also cited as a school with “discipline, racial conflict, and low achievement problems” that had a disproportionately large administrative staff and special services such as guidance counselors and specialized teachers in an attempt to correct these problems.<sup>55</sup>

Fulton Junior High School is also significant under *Criterion C: Architecture* as a good and highly-intact example of a postwar junior high school. The building was constructed between 1959 and 1961 and displays character-defining stylistic features associated with schools of the period, including a flat-roofed, rectangular building masses; long, horizontal ribbon windows; large sections of clearly-defined window walls; and sculptural concrete entry canopies. The building also retains character-defining interior features associated with junior high schools of the period, including two gymnasiums; an auditorium; a library; and specialized rooms for arts and sciences. The building was designed by Van Lanen & Von Grossman, with no later additions. The building retains good integrity of its exterior elements. The interiors of the school were renovated in 2016 with largely cosmetic updates including painting, floor refinishing, and upgrades to HVAC and technology elements.<sup>56</sup>

Because of its association with the Milwaukee school desegregation case, Fulton Junior High School is potentially eligible under *Criterion A*. Because the school retains good architectural integrity, Fulton Junior High School also is potentially eligible under *Criterion C: Architecture*.

<sup>55</sup> *Amos v. Board of School Directors of City of Milwaukee*, 408 F. Supp. 765 (E.D. Wis. 1976). 793, 812, 799.

<sup>56</sup> Bobby Tanzilo, “First Look: King IB Middle School’s new home at Malcom X Campus,” (Aug 26, 2016) <https://onmilwaukee.com/myOMC/authors/bobbytanzilo/kingmalcolmx.html>.



## Washington Irving School

7900 W. Acacia Street  
AHI #237820

Construction dates: 1959; 1962  
Architect: Donald L. Grieb and Frederick J. Schweitzer  
Other names: Milwaukee Sign Language School



Washington Irving School is significant under *Criterion C: Architecture* as a good example of the International style. The school is clad in brick with metal trim and panelized windows. The building was built in 1959 and displays character-defining stylistic features associated with the International style, including clearly-defined cubic building masses; large expanses of window walls and a single, multi-story, glass block window; expanses of blank walls; and a sculptural folded-plate entry canopy. The original 1959 building and the 1962 addition were both designed by Donald L. Grieb and Frederick J. Schweitzer. The building retains good integrity of its exterior elements.

The building currently houses the Milwaukee Sign Language School, established at the Irving school building in 2001. The Sign Language School program may be significant under *Criterion A* in the area of deaf education when it reaches the appropriate age.

Because the school retains good architectural integrity, the Washington Irving School is potentially eligible under *Criterion C: Architecture*.

## John Burroughs Junior High School

6700 N. 80<sup>th</sup> Street  
AHI #237822

Construction dates: 1967  
Architect: Donald L. Grieb  
Other names: Morse Middle School for the Gifted and Talented



John Burroughs Junior High School is significant under *Criterion C: Architecture* as a good example of the Contemporary style. The building was completed in 1967 and displays character-defining stylistic features associated with the Contemporary style, including clearly-defined, flat-roofed, rectangular building masses; long, horizontal ribbon windows; large expanses of blank walls; a textural mansard roof; and a sculptural concrete entry canopy. The building was designed by Donald L. Grieb, with no later additions. The building retains good integrity of its exterior elements.

Because the school retains good architectural integrity, John Burroughs Junior High School is potentially eligible under *Criterion C: Architecture*.

**Edward A. MacDowell School**

1706 W. Highland Avenue  
AHI #237849

Construction dates: 1967  
Architect: Maynard W. Meyer  
Other names: Highland Community School



The Edward A. MacDowell School is significant under *Criterion A* for its association with the Milwaukee schools desegregation case and the Civil Rights movement in Milwaukee. In the mid-1960s, construction began on the new MacDowell School, intended to reduce overcrowding at four other nearby elementary schools. A coalition of civil rights, religious, social, labor, and political groups known as the Milwaukee United School Integration Committee (MUSIC) publicly objected to the new school since it would serve as another segregated school due to the de facto segregation that existed in the city. MUSIC had been formed in 1964 by politician and civil rights leader Lloyd Barbee, and in June of 1965, Barbee filed the federal lawsuit that eventually led to desegregation in the Milwaukee schools. In December of 1965, MUSIC members began daily demonstrations at the MacDowell School construction site, holding vigils and sometimes chaining themselves to gates or construction equipment. Despite the protests, construction continued, and the school opened in January 1967.<sup>57</sup> As the location of the last major activity of the Milwaukee United School Integration Committee, the Edward A. MacDowell School is eligible under *Criterion A*.

The Edward A. MacDowell School is also significant under *Criterion A* as a specialized school established as part of the court-ordered school desegregation. In 1976, following the federal court order, the school district began developing specialized and magnet schools to encourage voluntary integration. A Montessori program was established at MacDowell School. This program was the second public Montessori program in the country, and garnered much attention in the national press.<sup>58</sup> The Montessori program remained at the building on Highland Avenue until 2012, when it was transferred to the former Solomon Juneau Junior High School (6415 W. Mt. Vernon Ave.) At the time of this intensive survey (2019), the period of significance for association as an integrated magnet school (1976) occurred less than fifty years ago. The Edward A. MacDowell School should be evaluated under *Criterion A* when it reaches an appropriate age.

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<sup>57</sup> “MacDowell School Construction Protest,” *March on Milwaukee Civil Rights History Project* (University of Wisconsin-Milwaukee Libraries digital resource), <https://uwm.edu/marchonmilwaukee/keyterms/macdowell-school/>.

<sup>58</sup> Bobby Tanzilo, “Celebrating the Montessori Pioneers at MacDowell,” *OnMilwaukee*, (May 12, 2011), <https://onmilwaukee.com/raisemke/articles/macdowellmontessori.html>.

## Silver Spring School

5131 N. Green Bay Avenue  
AHI #237884

Construction dates: 1971  
Architect: Darby, Bogner & Associates  
Other names: Marvin Pratt Elementary School



The Silver Spring School is significant under *Criterion C: Architecture*. The school is clad in brick and concrete. The building displays character-defining stylistic features associated with the Brutalist style, especially in the prominent use of concrete in the form of exposed structure, textured frieze bands, and around windows and doors. The school was built in 1971 and does not have any additions. The building retains good integrity of its exterior elements.

Because the school retains good architectural integrity, the Silver Spring School is potentially eligible under *Criterion C: Architecture*.

## Further Research Needed

This study identified a number of properties that require additional research. Some of these properties displayed a high degree of historic appearance. In other communities, these schools might represent an outstanding example of a style or property type, but within the overall pool of Milwaukee public schools, which have a generally high level of design and workmanship, these properties did not immediately “rise to the top.” Further research may yield significance under *Criterion C*.

Several properties were identified that are property types that are too new to have an adequate amount of scholarly background for context and evaluation. Further research may yield significance under *Criterion C* at a future date.

Finally, several properties were identified that may be eligible for various associations under *Criterion A*. Preliminary research identified potentially significant events, but assessing the overall significance of these associations, especially in those events related to divisions of the public school curriculum and the Milwaukee schools desegregation case, will require more research effort than this study afforded. These properties are identified in the following list.

### Twenty-First District School No. 2

3239 N. 9<sup>th</sup> Street  
AHI #109761

Construction dates: 1898; 1958; 2004  
Architect: Van Ryn & de Gelleke  
Other names: Robert M. LaFollette



The Twenty-First District School No. 2 may be significant under *Criterion A* for its association with the Milwaukee schools desegregation case. The school was one of the locations that utilized intact busing for an extended period of time.<sup>59</sup> Additional research is needed to evaluate the school's significance.

### Tenth District School No. 3

2442 N. 20<sup>th</sup> Street  
AHI #112957

Construction dates: 1902; 1960; 1966; 1972  
Architect: Van Ryn & de Gelleke  
Other names: Twentieth Street School; Phyllis Wheatley School



The Tenth District School No. 3 may be significant under *Criterion C* and should be evaluated within the context of schools of similar age, type, and integrity.

### Twentieth District School No. 4

2319 W. Auer Avenue  
AHI #113617

Construction dates: 1903; 1967  
Architect: Ehlers or Birnbach; Car Lloyd Ames  
Other names: Auer Avenue School



The Twentieth District School No. 4 may be significant under *Criterion A*. The 1967 addition is one of two purpose-built Special Education and Service Centers built in the district and funded by Title I of the Elementary and Secondary Education Act (ESEA). The other addition is located at the Forest Home Avenue School.

### Lincoln Avenue School

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<sup>59</sup> *Roots*, 49. Callaway and Baruch, *The Milwaukee Public Schools*, Vol. III: 150.



1817 W. Lincoln Avenue  
AHI #116684

Construction dates: 1917; 2003  
Architect: Van Ryn & de Gelleke

The Lincoln Avenue School may be significant under *Criterion A* in association with vocational training for girls. The school housed the South Girls' Pre-Vocational School from 1933 until 1948. There is one other resource associated with girls' pre-vocational education: the Sixth District School No. 2 (the Garfield Avenue School, 2215 N. Vel R. Phillips Ave., NRHP-listed), which housed the North Girls' Junior Trade School.<sup>60</sup>



### **Hartford Avenue School**

2227 E. Hartford Avenue  
AHI #117242

Construction dates: 1917; 1932; 1972

The Hartford Avenue School may be significant under *Criterion C*. The school retains excellent integrity of its Collegiate Gothic elements; in addition, its plan and site placement are unique among all other Collegiate Gothic schools in Milwaukee of the period.



### **Kosciuszko Junior Trade School**

971 W. Windlake Avenue  
AHI #116403

Construction dates: 1926; 1957  
Architect: Guy E. Wiley

The Kosciuszko Junior Trade School may be significant under *Criterion A* in association with vocational training for boys. The school was one of two pre-vocational programs for boys. The other was located at the Kilbourn Junior Trade School on E. Auer Ave. (no longer extant).<sup>61</sup>



### **Fourteenth District School No. 2**

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<sup>60</sup> *Roots*, 43.

<sup>61</sup> *Roots*, 43.

2431 S. 10<sup>th</sup> Street  
AHI #237852

Construction dates: 1926; 1957  
Other names: Hayes Bilingual Elementary School

The Fourteenth District School No. 2 may be significant under *Criterion C*. The school may have been the first concrete and steel public building completed in the City of Milwaukee.<sup>62</sup>

### Fernwood School

3239 S. Pennsylvania Avenue  
AHI #228002

Construction dates: 1928; 1971  
Architect: Guy E. Wiley  
Other names: Fernwood Montessori School



The Fernwood School was determined eligible for the NRHP in 2000, under *Criterion C* as “an excellent example of an ideal 1920s school.” The current intensive survey suggests that there are other examples that better illustrate the architectural styles and educational philosophies from this period. The Fernwood School may need to be re-evaluated within the larger context of 1920s Milwaukee Public Schools.

### Manitoba School

4040 W. Forest Home Avenue  
AHI #237855

Construction dates: 1940; 1950; 1962  
Architect: Guy E. Wiley



The Manitoba School may be significant under *Criterion A*. The 1962 addition to the school was purpose-built for an orthopedic program, one of two in the district. The other orthopedic center was located in the purpose-built Gaenslen School (demolished 1988).<sup>63</sup> The Manitoba School also may be significant under *Criterion C* as an example of an Art Deco school. School Board architect Guy E. Wiley designed both the original one-story school, and the later second-story addition. Wiley considered this elementary school one of his principal works, including it in his biographical entry

<sup>62</sup> Tanzilo, *Historic Milwaukee Public Schoolhouses*, 30.

<sup>63</sup> *Roots*, 52.

in the *American Institute of Architects* directory, along with Lincoln High School; Rufus King High School; Pulaski High School; and Steuben Junior High School.<sup>64</sup>

### West Division High School

2300 W. Highland Avenue  
AHI #237850

Construction dates: 1958  
Architect: Wallace Lee, Jr., of Maynard Meyer & Associates  
Other names: Milwaukee High School of the Arts



The West Division High School may be significant under *Criterion A* as a post-segregation magnet school. The Milwaukee High School of the Arts program was established in 1984 as a specialty program that hoped to encourage voluntary integration. The Milwaukee schools magnet programs have drawn national recognition since their inception in the late 1970s. As of 2019, the arts high school program is less than fifty years of age, but it may be eligible when it reaches the fifty-year threshold.

### John Marshall Junior-Senior High School

4141 N. 64<sup>th</sup> Street  
AHI #237825

Construction dates: 1961  
Architect: Brust & Brust and Eschweiler & Eschweiler  
Other names: Milwaukee Marshall High School



The John Marshall Junior-Senior High School may be eligible under *Criterion C* as a property type. More research is needed to evaluate the school as a combination junior/senior high school.

### Alexander Hamilton High School

6215 W. Warnimont Avenue  
AHI #237861

Construction dates: 1966  
Architect: Brust & Brust



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<sup>64</sup> Koyl, George, ed. *American Architects Directory*. (New York: R.R. Bowker Company, 1956) 604.

The Alexander Hamilton High School may be eligible under *Criterion A*. Hamilton High School contains the school district's only planetarium, constructed under the provisions of the National Defense Education Act (NDEA) which had been enacted in 1958 to improve science education during the American and Soviet space race.<sup>65</sup> More research is needed to evaluate the significance of Hamilton High School's facilities and curriculum in the context of education in the Cold War era. Alexander Hamilton High School also may be eligible under *Criterion C*. The school retains much of its distinctive Contemporary-style elements, including the exposed aggregate, precast concrete cladding; lava rock veneer on its basement story; and the sculptural, two-story entry porches. The two-story entryways also originally contained full-height, brightly colored, abstract tile mosaics, which were removed prior to 2016. As the only element of color and movement in the otherwise rectilinear elevations of the building, the mosaics constituted a significant compositional element. Additional research is needed to evaluate the loss of the mosaics on the overall architectural integrity of the building.

### South Division High School

1515 W. Lapham Boulevard  
AHI #237927

Construction dates: 1977  
Architect: Johnson, Wagner, Isley, Widen & Hipp



### North Division High School

1121 W. Center Street  
AHI #237842

Construction dates: 1978  
Architect: Flad & Associates



### Harold S. Vincent High School

7501 N. Granville Road  
AHI #237827

Construction dates: 1979; 1981  
Architect: Architects 360



South Division, North Division, and Harold S. Vincent High Schools may be eligible under *Criterion C*. All three schools represent a distinctive and recognizable architectural style and form associated with schools of the late 1970s and

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<sup>65</sup> Callaway and Baruch, *The Milwaukee Public Schools*, Vol. III:167.

early 1980s. This style often incorporates elements of the earlier Contemporary and Brutalist styles, but interpreted as monumentally-scaled brick masses. Windows typically consist of deeply-set ribbon windows or vertical slits; the overall building generally has a flat roof, sometimes with precast concrete friezes or parapets, although smaller standing seam metal roofs are commonly used to emphasize certain elements of the exterior elevations. More research is needed to identify this form of school as a property type and to evaluate its connection with educational policies and architectural design philosophies of the period.

## Chapter 4

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### Architects

Due to the large numbers of architects, builders, masons, and contractors that worked for the Milwaukee public school system from 1846 to the present, not all include biographical entries below. However, an attempt was made to include all known architects, along with their known works. Compiling additional information, beyond the architect, about individual school buildings is an ongoing effort, often requiring microfilm permit research or poring over published proceedings of school board meetings, and beyond the scope afforded by this survey. Any other information regarding architects and/or builders and the structures they designed that was found as a result of this survey can be found at <https://wisconsinhistory.org/ahi>.

#### **R.H. Bierman**

**Parkview School** (10825 W. Villard St., 1956)

#### **George Birnbach**

**Nineteenth District School No. 2** (1715 N. 37<sup>th</sup> St., 1903)

#### **Brimeyer, Grellinger & Rose**

**Clement Avenue School** (3666 S. Clement Ave., 1953); **Congress School** (5225 W. Lincoln Creek Pkwy., 1960); **John Greenleaf Whittier School** (4382 S. 3<sup>rd</sup> St., 1959); **Francis Parkman School** (3620 N. 18<sup>th</sup> St., 1968)

**Brust & Brust** was established by the father and son team of Peter and Paul Brust. Peter had been born in the Town of Lake in 1869 and worked in the offices of Ferry & Clas and H.C. Koch & Company. In 1905, Peter Brust formed a partnership with Richard Philipp. Following the dissolution of their partnership in 1926, Brust began his own firm. His son Paul joined him in 1929, and another son, John, joined in 1936. Brust & Brust specialized in church and school design, particularly for Roman Catholic parishes, dioceses, and religious orders. After Peter's death in 1946, his sons maintained the firm; several names later, the firm still exists as Zimmerman Architectural Studios. Paul Brust was born in Milwaukee in 1905 and earned a Bachelor of Architecture degree from the University of Notre Dame before studying at Columbia University in 1928-1929.

For the Milwaukee school board, Brust & Brust designed the **Sixty-Fifth Street School** (6600 W. Melvina St., 1956) **Alexander Hamilton High School** (6215 W. Warnimont Ave., 1966) **Daniel Webster School** (6850 N. 53<sup>rd</sup> St.); **William George Bruce School** (6453 N. 89<sup>th</sup> St., 1962); **Lancaster School** (4931 N. 68<sup>th</sup> St., 1956); **John Marshall Junior-Senior High School** (4141 N. 64<sup>th</sup> St., 1961, with Eschweiler & Eschweiler).



**Charles W. Burroughs****Louisa May Alcott School** (3563 S. 97<sup>th</sup> St., 1966)

**Ebling, Plunkett & Keymar** was formed in 1949 and consisted of Herbert L. Ebling, Henry P. Plunkett, and Albert F. Keymar. Ebling was born in Milwaukee in 1892 and apprenticed at the firm of Herman Buemming from 1913 to 1914. Ebling attended the Wisconsin College School of Fine Arts between 1916 and 1917. Ebling worked as a draftsman for Eschweiler & Eschweiler between 1920 and 1931. In 1935, he joined fellow Eschweiler draftsman Henry Plunkett to form Ebling & Plunkett. Plunkett had been born in Milwaukee in 1900, graduated from the University of Wisconsin in 1923, and then worked as a draftsman at Eschweiler & Eschweiler. In 1949, Albert Keymar joined Ebling & Plunkett. Keymar had been born in Milwaukee in 1897 and worked as a draftsman for Herbst & Kuenzli from 1918 to 1920, and for Hugo Haeuser from 1920 to 1925. In 1925, Keymar formed the partnership of Keymar & Nack, which lasted until 1931. Keymar later worked with two other architects and as staff architect for the Allis-Chalmers Company in West Allis before joining Ebling & Plunkett. The firm would later be joined by Daniel Reginato, who eventually became a partner. Daniel Reginato was born in Chicago in 1926 and earned his degree from the University of Illinois in 1950. He worked as a designer for Madden & Connor and Perkins & Will in Chicago before coming to Milwaukee to work as a job captain for Fritz von Grossman. In 1958, Reginato joined Ebling, Plunkett & Keymar. In 1967, he became a partner and the firm was renamed Plunkett, Keymar, Reginato.<sup>1</sup> The firm continues today as Plunkett Raysich.

Ebling, Plunkett & Keymar (and its later incarnations) was one of Milwaukee's largest architectural firms and specialized in medical and educational facilities. For the Milwaukee school board, the firm designed the **Browning District #4 School** annex (5575 N. 76<sup>th</sup> St.); the **Eighty-Second Street School** (3778 N. 82<sup>nd</sup> St.); **Grantosa School** (4850 N. 82<sup>nd</sup> St.); **Alexander Graham Bell Junior High School** (6506 W. Warnimont Ave., Daniel Reginato, designer); **Clara Barton School** (5700 W. Green Tree Rd.); and the **Granville Elementary School** (9520 W. Allyn St.).

**George C. Ehlers** (d. 1915) began his architectural career in 1881 as a draftsman with architect James Douglas and studied architecture at Cornell University in 1887 and 1888. Ehlers worked in Buffalo, New York and Boston, Massachusetts, before returning to Milwaukee to work for Ferry and Clas. Ehlers worked as assistant Building Inspector for the City of Milwaukee in 1893-1894. In 1894, Ehlers formed a partnership with John A. Moller. Moller & Ehlers designed the Lange Block in Fond du Lac; the Johnston Emergency Hospital; the Pabst Brewery Saloon at 3131 W. Vliet St.; the Miramar Theater at 2844 N. Oakland Ave.; and the Benjamin Goldberg house at 2727 E. Newberry Blvd.<sup>2</sup> Ehlers designed the **Ninth District School No. 1** (1547 N. 14<sup>th</sup> St.) and the **Twentieth District School No. 4** (2319 W. Auer Ave.)

**Eschweiler & Eschweiler** was a well-known firm made up of a family of architects. The firm was established by Alexander Eschweiler (1865-1940), who designed the **Twenty-third District School No. 1** (1021 S. 21<sup>st</sup> St., 1886). In 1923, his three sons joined him in the firm. Eschweiler & Eschweiler

<sup>1</sup> "Henry Phillip Plunkett, AIA". [biographical sketch from Plunkett Raysich]. In architect file, Milwaukee Historic Preservation Commission.

<sup>2</sup> "Pabst Brewery Tavern." Milwaukee Historic Designation Study Report, 5.

produced buildings across the state for the next several decades, until the firm closed in 1975. Eschweiler & Eschweiler worked on at least three projects for the Milwaukee school board, including **the Emanuel L. Philipp School** (4300 N. 16<sup>th</sup> St., 1931); **Fairview School** (6500 W. Kinnickinnic River Pkwy., 1955); and **Nathaniel Hawthorne School** (6945 N. 41<sup>st</sup> St., 1965).

**Gertrude “Tula” Kundmann Erskine** (1907-2001) was born in Milwaukee in 1907 and graduated from Washington High School in 1928. After earning a degree in art education from Milwaukee State Teachers College, she taught art at Rufus King High School and the former Girls Technical High School. In 1949, she married James Erskine. Erskine was an active artist throughout her career, with exhibitions at the Milwaukee Art Institute (precursor to the present-day Milwaukee Art Museum), the Wisconsin Salon of Art, the Wisconsin State Fair, and galleries in Syracuse, NY. In addition to teaching, Erskine also served on the board of directors for the Wisconsin Painters and Sculptors Society and served as publicity chairman for the Audubon Society of Wisconsin.<sup>3</sup> After her death in 2001, Erskine donated funds and artwork to the Urban Ecology Center, which maintains her archive.

Tula Erskine designed paintings, murals, and tiles for several Milwaukee public schools. In 1927, while still a senior at **Washington High School** (2525 N. Sherman Blvd.), Erskine and fellow student Erna Meixner were selected to produce murals to be installed at the school. Erskine’s mural consisted of five oil-on-canvas paintings depicting scenes from the life of Joan of Arc. The paintings are currently in storage at Washington High School. In 1930, Erskine designed and executed six mural panels depicting sculpture, literature, music, oratory, athletics, and manual arts for a new auditorium at the Boys’ Technical High School (demolished in 2006). Studies for the panels remain in the archives of the Milwaukee Urban Ecology Center.

In 1931 at **Emanuel Philipp School** (4310 N. 16<sup>th</sup> Street), Erskine designed a series of exterior terracotta tiles depicting scenes from nursery rhymes. These tiles are installed along the first floor windowsill and are a key element in the overall significance of decorative craftsmanship on the building. Erskine also painted a three-part mural above the fireplace in the kindergarten room which was still intact as of 2011. In 1932, Erskine designed tile murals depicting Revolutionary War figures for **Steuben Junior High School** (2360 N. 52<sup>nd</sup> St.) Erskine also produced stone relief sculptures depicting Wisconsin pioneers for **Morgandale School** (3635 S. 17<sup>th</sup> St.; school built 1925) and **Garden Homes School** (4456 N. Teutonia Ave.; school built 1931). The location and condition of these relief sculptures is unknown. Erskine also designed and executed four mural panels depicting historic ships for **Rufus King High School** (1801 W. Olive St.; school built 1933). The location and condition of these murals is unknown.

**Darby, Bogner & Associates** was formed in 1946 by Harry Bogner, William Darby, Andrew Kreishman, and Robert Mantyh. Harry Bogner was born in Warwick, RI, in 1891, and was educated at the Imperial Technical School of Austria and the University of Pennsylvania. With his younger brother Walter Bogner (a professor at the Harvard Graduate School of Design since 1945), Harry designed the **Jeremiah Curtin School** (3450 S. 32<sup>nd</sup> St., 1954). The partnership of Darby, Bogner & Associates also produced designs for the **Silver Spring School** (5131 N. Green Bay Ave., 1971) and additions to **Solomon Juneau High**

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<sup>3</sup> Tula Erskine Works Identified! <https://onmilwaukee.com/ent/articles/erskinemurals.html>; Research turns up Tula Erskine’s Joan of Arc Paintings at Washington High <https://onmilwaukee.com/ent/articles/erkine-paintings-at-washington-high.html> <https://urbanecologycenter.org/blog/leaving-a-legacy-remembering-gertrude-tula-erskine.html>

**School** (6415 W. Mt. Vernon Ave., 1975 addition) and the **Hartford Avenue School** (2227 E. Hartford Ave., 1972 addition).

**Gates, Weiss & Kramer**

**Franklin Pierce School** (2765 N. Fratney St., 1957)

**Grassold & Johnson**

**Wilbur Wright Junior High School** (8400 W. Burleigh St., 1956); **John Audubon Junior High School** (3300 S. 39<sup>th</sup> St., 1959); **Samuel Morse Junior High School** (4601 N. 84<sup>th</sup> St., 1961); **Eighty-First Street School** (2964 N. 81<sup>st</sup> St., 1950); **Twenty-Fourth Street School** (4950 N. 24<sup>th</sup> St., 1953); **James Madison High School** (8135 W. Florist Ave., 1966).

**Donald L. Grieb** (1918-2018) was born in Milwaukee. Grieb received his B.S. in Architecture from the University of Illinois and earned his master's degree in architecture from the University of Pennsylvania in 1942. Grieb spent a year at the American Academy in Rome in 1941. Grieb returned to Milwaukee and worked as a designer with several firms, including at Eschweiler & Eschweiler and Brust & Brust. Grieb worked in partnership with Fritz von Grossman, which lasted from 1949-1952. Grieb established his own firm in 1952.<sup>4</sup>

Grieb's best-known design is the Mitchell Park Horticultural Conservatory, better known as the Domes. Grieb also designed former Milwaukee County Courthouse Annex (demolished); the 1965 Milwaukee Road/Amtrak Passenger Station (significantly altered); and a number of houses.<sup>5</sup> For the Milwaukee School Board, Grieb designed the **Fifty-Fifth Street School** (2765 S. 55<sup>th</sup> St., in partnership with Fritz von Grossman); **Washington Irving School** (7900 W. Acacia St., in partnership with Frederick J. Schweitzer); and **John Burroughs Junior High School** (6700 N. 80<sup>th</sup> St., in partnership with Schweitzer-Slater).

**Francis Gurda**

**Joyce Kilmer School** (3120 W. Green Ave., 1959); **Hamlin Garland School** (1420 W. Goldcrest Ave., 1967)

**Herbst, Jacoby & Herbst**

**Victory School** (2222 W. Henry Ave., 1961 and 1962 addition); **Grandview Elementary School** (12021 W. Florist Ave., 1973)

**Walter A. Holbrook** (1849-1910) was born in New York and came to Wisconsin as a young man, settling first in Oshkosh before relocating to Milwaukee in 1869. Holbrook worked as a draftsman under Edward Townsend Mix, eventually becoming an architect around 1874 and later Mix's full partner in 1881 under the firm name E.T. Mix & Co. After Mix's death in 1890, Holbrook continued the firm.

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<sup>4</sup> AIA 1956, 210.

<sup>5</sup> "Donald Grieb, Architect: Architect Who Designed Milwaukee Landmark the Domes Has Died at Age 99." *Milwaukee Journal Sentinel*, March 17, 2018.

Holbrook spent his later years managing his real estate holdings and investment properties. Holbrook died while bicycling on State Street in 1910.<sup>6</sup>

Holbrook worked on virtually all of the major E.T. Mix & Co. Milwaukee projects in the 1880s, including the Chamber of Commerce Building; the Mitchell Building; St. Paul's Episcopal Church; and the Chicago, Milwaukee and St. Paul Railway Depot. After Mix's death, Holbrook continued to specialize in large projects such as office buildings, business blocks, public schools, and "high class residences". In addition to the Sentinel Building (225 E. Mason St.), the Williams Free Library in Beaver Dam, and several houses, Holbrook designed the **Seventeenth District School No. 2** (1943 E. Trowbridge St.); the **Dover Street School and Social Center** (916 E. Dover St., NRHP-listed); and the **Twelfth District Primary School** (2147 S. Winchester St.)

**Henry C. Koch** was one of Milwaukee's most prominent nineteenth-century architects and is recognized as a master designer. For the Milwaukee school board, Koch designed the **Sixth District School No. 2** (2215 N. Vel R. Phillips Ave., 1887, NRHP-listed); **Eighteenth District School No. 1** (2418 N. Maryland Ave., 1886); **Sixth District School No. 1** (1555 N. Dr. Martin Luther King, Jr., Dr., 1890, NRHP-listed); and the **Eighth District School No. 1** (1210 W. Mineral St., 1890).

#### **R.G. Kirsch**

**Nineteenth District School No. 1** (1945 N. 31<sup>st</sup> St., 1895)

#### **Kloppenburg & Kloppenburg**

**Engleburg School** (5100 N. 91<sup>st</sup> St., 1960)

#### **Leenhouts & Guthrie**

**Tenth District School No. 1** (1228 W. Lloyd St., 1908); **Eleventh District School No. 1** (1516 W. Forest Home Ave., 1910)

#### **Willis & Lillian Leenhouts**

**Allen-Field School** (730 W. Lapham Blvd., 1968)

#### **Maynard W. Meyer & Associates**

**Walt Whitman School** (4200 S. 54<sup>th</sup> St., 1959); **Edward A. MacDowell School** (1706 W. Highland Ave., 1967); **West Division High School** (2300 W. Highland Ave., 1958)

**Mollerus & Lotter** were in partnership between 1896 and about 1900. Henry Mollerus worked as a draftsman for Charles Fink in 1893 before working on his own for several years. Henry Lotter worked with H.C. Koch & Company for several periods between 1889 and 1895, before going into partnership

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<sup>6</sup> "Walter A. Holbrook." Architect file, Milwaukee Historic Preservation Commission.

with Mollerus. After the partnership dissolved in 1900, Mollerus went to work for a family oils company. Lotter set up his own practice and designed houses, in addition to becoming a local specialist in dairy barn design. For the Milwaukee school board, Mollerus & Lotter designed the **Ninth District Primary School** (2029 N. 20<sup>th</sup> St., 1897)

**D.C. Ottesen**

**Twenty-second District School No. 4** (2623 N. 38<sup>th</sup> St., 1911); **Twenty-Third District School No. 2** (3014 W. Scott St., 1911)

**Reddemann & Domann** was formed in 1955. Walter Domann was born in Madison in 1905 and graduated from the University of Pennsylvania in 1930. Domann worked with Geo. Schley & Sons, Martin Tullgren & Sons, and William Macy Stanton. In 1935, he established his own firm, which lasted for twenty years until he joined Arthur Reddemann. Reddemann was born in Milwaukee in 1905 and attended the Layton School of Art between 1926 and 1929. Reddemann worked as draftsman at the firm of Judell & Bogner until 1935. He worked several partnerships, including Clas-Reddemann and Reddemann-Knudson. He worked for a year on his own in 1954, before joining Walter Domann in 1955.<sup>7</sup>

In addition to churches, banks, office buildings, and residences, Reddemann-Domann designed the **Ralph Waldo Emerson School** (9025 W. Lawrence Ave.); **Byron Kilbourn School** (5354 N. 68<sup>th</sup> St.); an addition to the **Twentieth District School No. 3** (1503 W. Hopkins St.); and an addition to the **Eighty-Eighth Street School** (3575 S. 88<sup>th</sup> St.)

**Daniel D. Reginato** is discussed in connection with Ebling, Plunkett & Keymar.

**Frederick Seyring** worked as an architect, civil engineer, and surveyor in the 1880s and 1890s in Milwaukee. Seyring is believed to have relocated to Chicago in 1892. He is believed to have designed the **Fifteenth District School No. 1** (2001 W. Vliet St., 1885).

**Schutte, Phillips & Mochon** was a post-WWII descendant of a firm begun by Joseph Lindl, a prominent Kenosha architect in the early twentieth-century. Lindl, Schutte & Associates was formed in 1922 and produced a large number of buildings in Milwaukee and its suburbs. The successor firm, comprised of Laurent Schutte, Ralph Phillips, and Clinton Mochon, remained active into the 1970s. For the Milwaukee school board, the firm designed the **Samuel Clemens Elementary School** (3600 W. Hope Ave., 1959)

**Robert W. Spinti / Spinti & Spinti**

**James Fenimore Cooper School** (5143 S. 21<sup>st</sup> St., 1965)

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<sup>7</sup> AIA 1955, 140, 453. AIA 1966, 174.

**Van Ryn & De Gelleke** were one of the most prominent designers of schools in the first decades of the twentieth century in Wisconsin. Both Henry Van Ryn (1864-1951) and Gerritt De Gelleke (1872-1960) were born in Milwaukee to Dutch immigrant families. Van Ryn worked as a draftsman for several years under Edward Townsend Mix. De Gelleke graduated from the University of Pennsylvania and returned to Milwaukee, where he established the partnership with Van Ryn in 1897. The firm designed at least 38 schools and 8 additions in Milwaukee, in addition to dozens of other schools and university buildings across the state. For the Milwaukee school board, Van Ryn & De Gelleke designed the following:

Address	Historic Name	Construction Date
921 W MEINECKE AVE	Tenth District School No. 4	1892
3275 N 3RD ST	Twenty-First District School No. 1	1894
3239 N 9TH ST	Twenty-first District School No. 2	1898
2442 N 20TH ST	Tenth District School No. 3	1902
1647 N CASS ST	First District School	1904
1615 E LOCUST ST	Riverside High School	1912
2525 N SHERMAN BLVD	Washington High School (NRHP-listed)	1913
1016 W OKLAHOMA AVE	Oklahoma Avenue School	1914
2751 S LENOX ST	Bay View High School	1915
4921 W GARFIELD AVE	Hi-Mount School	1915
2424 S 4TH ST	Greenbush Street School	1916
1817 W LINCOLN AVE	Lincoln Avenue School	1917
1618 W KEEFE AVE	Keefe Avenue School	1917
2708 W WISCONSIN AVE	Sixteenth District School No. 2 (NRHP-listed)	1921
800 W WALNUT ST	Roosevelt Junior High School	1924
2308 W NASH ST	Franklin Street School	1924
5110 W LOCUST ST	Locust Street School	1925

**Robert Van Lanen** (1914-2003) was born in Milwaukee and worked with Fitzhugh Scott and William Herbst before going into partnership with Fritz von Grossman. His designs include **Fulton Junior High School** (2760 N. 1<sup>st</sup> St., 1959, with Fritz von Grossman); **Louisa May Alcott School** (3563 S. 97<sup>th</sup> St., 1966); **Henry David Thoreau School** (7878 N. 60<sup>th</sup> St., 1971); **Christopher Latham Sholes Junior High School** (4965 S. 20<sup>th</sup> St., 1964)

**Fritz von Grossman** (1904-1993) was born in Milwaukee and earned a Bachelor of Architecture degree from the University of Minnesota and a Masters of Architecture from Harvard University in 1932. Von Grossmann was a founding partner of Von Grossman, Burroughs, and Van Lanen Architects, a firm that lasted from 1936 until 1966. Von Grossman moved to Sarasota, Florida, and died there in 1993. His projects for the Milwaukee school board include: the **Fifty-Fifth Street School** (2765 S. 55<sup>th</sup> St., 1954, with Donald L. Grieb); **Ninety-Fifth Street School** (3707 N. 94<sup>th</sup> St., 1953); **Fulton Junior High School** (2760 N. 1<sup>st</sup> St., 1959, with Van Lanen); and **Louisa May Alcott School** (3563 S. 97<sup>th</sup> St., 1966, with Van Lanen).

#### **Fred Wegner**

**James Russell Lowell School** (4360 S. 20<sup>th</sup> St., 1960); **Seventy-Eighth Street School** (3727 S. 78<sup>th</sup> St., 1957)



**Guy E. Wiley** (1880-1969) was born in Cavendish, Vermont. He attended the University of North Dakota for three years before graduating from the University of Minnesota in 1904. Wiley worked in the offices of several Minneapolis and St. Paul firms until 1924. In 1924, Wiley left Minneapolis to become the Milwaukee School Board architect, a position that he held until 1951. In his twenty-seven year tenure, Wiley designed at least 22 schools for the Milwaukee school board, along with multiple additions and remodelings. Wiley resigned from the school board in 1951 and later became a partner in the Oshkosh firm of Auler, Dreger, Wiley & Wertsch, Inc. Wiley died in 1969 in Santa Rosa, California. For the Milwaukee school board, Wiley designed the following:

Address	Historic Name	Construction Date
357 E HOWARD AVE	Tippecanoe School	1890
1712 S 32ND ST	Walker Junior High School	1923
3635 S 17TH ST	Morgandale School	1925
971 W WINDLAKE AVE	Kosciuszko Junior Trade School	1926
1601 N HAWLEY RD	Neeskara School	1926
3245 N 37TH ST	Peckham Junior High School (NRHP)	1927
820 E KNAPP ST	Lincoln High School	1928
3239 S PENNSYLVANIA AVE	Fernwood School	1928
3360 N SHERMAN BLVD	Townsend Street School (NRHP)	1928
3230 S ADAMS AVE	Humboldt Park Elementary School	1929
6035 W ADLER ST	Johnson's Woods School	1930
4456 N TEUTONIA AVE	Garden Homes School	1931
2360 N 52ND ST	Steuben Junior High School	1932
1801 W OLIVE ST	Rufus King School	1933
3815 W KILBOURN	Albert Story School	1936
2500 W OKLAHOMA AVE	Casimir Pulaski High School	1938
4040 W FOREST HOME AVE	Manitoba School	1940
5760 N 67TH ST	Richard Kluge School	1953

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## Appendix 1

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### List of Surveyed Resources

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### Surveyed Properties: High Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
17093	1820 W WELLS ST	Girls Trade and Tech School	1885	E.T. Mix	NRHP-listed		
<i>n/a</i>	<i>816 E KNAPP ST</i>	<i>Milwaukee High School</i>	<i>1887</i>		<i>Not Extant</i>		
<i>n/a</i>	<i>Lapham Blvd</i>	<i>South Division High School</i>	<i>1899</i>		<i>Not Extant</i>		
<i>n/a</i>	<i>2300 W HIGHLAND AVE</i>	<i>West Division High School</i>	<i>1899</i>		<i>Not Extant</i>		
<i>n/a</i>	<i>1011 W CENTER ST</i>	<i>North Division High School</i>	<i>1907</i>		<i>Not Extant</i>		
111224	1615 E LOCUST ST	Riverside High School	1912	Van Ryn & de Gelleke	Potentially Eligible	Riverside University High School	
41958	319 W VIRGINIA ST	Boys' Trade and Technical School	1912		Not Extant		
116939	2525 N SHERMAN BLVD	Washington High School	1913	Van Ryn & de Gelleke	NRHP-listed	Washington High School of Information Technology	35
27765	2751 S LENOX ST	Bay View High School	1915	Van Ryn & de Gelleke	Surveyed	Bay View High School	12
<i>n/a</i>	<i>N. Sherman Blvd.</i>	<i>Custer High School</i>	<i>1924</i>		<i>Not Extant</i>		
104621	820 E KNAPP ST	Lincoln High School	1928	Guy E. Wiley	Surveyed	Lincoln Center of The Arts	6
116419	6415 W MT VERNON AVE	Solomon Juneau High School	1932	Gerritt de Gelleke	Potentially Eligible	Edward A. MacDowell Montessori School	3
16272	1801 W OLIVE ST	Rufus King School	1933	Guy E. Wiley	Potentially Eligible	Rufus King International School - High School Campus	20
116242	2500 W OKLAHOMA AVE	Casimir Pulaski High School	1938	Guy E. Wiley	Potentially Eligible	Carmen High School of Science and Technology - South Campus	26
237811	5075 N SHERMAN BLVD	Custer High School	1955		Surveyed	Barack Obama School of Career and Technical Education	
237850	2300 W HIGHLAND AVE	West Division High School	1958	Wallace Lee, Jr. (Maynard W. Meyer & Associates)	More Information Needed	Milwaukee High School of The Arts	38
237825	4141 N 64TH ST	John Marshall Junior-Senior High School	1961	Brust & Brust; Eschweiler & Eschweiler	More Information Needed	Milwaukee Marshall High School	8



### Surveyed Properties: High Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237861	6215 W WARNIMONT AVE	Alexander Hamilton High School	1966	Brust & Brust	More Information Needed	Alexander Hamilton High School	18
237835	8135 W FLORIST AVE	James Madison High School	1966	Grassold, Johnson, Wagner & Isley	Surveyed	James Madison Academic Campus	22
237927	1515 W LAPHAM BLVD	South Division High School	1977	Johnson-Wagner- Isley-Widen & Hipp	More Information Needed	South Division Multi- Plex	32
237842	1121 W CENTER ST	North Division High School	1978	Flad & Associates	More Information Needed	North Division Multi- Plex	24
237827	7501 N GRANVILLE RD	Harold S. Vincent High School	1979	Architects 360	More Information Needed	Harold S. Vincent High School	33

### Surveyed Properties: Junior High Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
<i>n/a</i>	<i>3173 N HUMBOLDT AVE</i>	<i>Boys' Junior Trade School</i>	<i>1882</i>		<i>Not Extant</i>		
110698	830 N 19TH ST	Wells Street Junior High School	1885	E.T. Mix	NRHP-listed		
116684	1817 W LINCOLN AVE	Lincoln Avenue School	1917	Van Ryn & de Gelleke	More Information Needed	Lincoln Avenue School	250
237924	1712 S 32ND ST	Walker Junior High School	1923	Guy E. Wiley	Potentially Eligible	Carmen High School of Science and Technology - South Campus	65
115964	800 W WALNUT ST	Roosevelt Junior High School	1924	Van Ryn & de Gelleke	Surveyed	Roosevelt Creative Arts Middle School	59
116403	971 W WINDLAKE AVE	Kosciuszko Junior Trade School	1926	Guy E. Wiley	More Information Needed	Hayes	50
78908	3245 N 37TH ST	Peckham Junior High School	1927	Guy E. Wiley	NRHP-listed		56
114224	2360 N 52ND ST	Steuben Junior High School	1932	Guy E. Wiley	Potentially Eligible	Milwaukee French Immersion School	62
237874	8400 W BURLEIGH ST	Wilbur Wright Junior High School	1956	Grassold & Johnson	Surveyed	Milwaukee School of Languages	71
237871	6506 W WARNIMONT AVE	Alexander Graham Bell Junior High School	1959	Daniel D. Reginato of Ebling, Plunkett & Keymar	Surveyed	Wedgewood Park International School	44
237854	3300 S 39TH ST	John Audubon Junior High School	1959	Grassold & Johnson	More Information Needed	Audubon Technology and Communication High School	41
226033	2760 N 1ST ST	Fulton Junior High School	1959	Van Lanen; Von Grossman	Potentially Eligible	Robert Fulton Junior High	48

### Surveyed Properties: Junior High Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237808	5496 N 72ND ST	John Muir Junior High School	1959		Surveyed	Carmen Middle/High School of Science and Technology - Northwest Campus	
237894	4601 N 84TH ST	Samuel Morse Junior High School	1961	Grassold & Johnson	Surveyed	Hmong American Peace Academy	52
105445	2937 S HOWELL AVE	Gustav Fritsche Junior High School	1963		Surveyed	Milwaukee Parkside School for the Arts	49
237868	4965 S 20TH ST	Christopher Latham Sholes Junior High School	1964	Charles W. Burroughs; von Grossman, Burroughs & Van Lanen	Surveyed	Ronald Wilson Reagan College Preparatory High School	
237822	6700 N 80TH ST	John Burroughs Junior High School	1967	Don L. Grieb, Schweitzer-Slater, Robert J. Strass	Potentially Eligible	Morse Middle School for the Gifted and Talented	45
237816	6850 N 53RD ST	Daniel Webster School	1972	Brust & Brust	Surveyed	Daniel Webster Secondary School	66

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
16349	227 W PLEASANT ST	Schlitz Brewery Malt House	1890		NRHP-listed		72
108451	224-226 S 1ST ST	Milwaukee School of Trades Plumbing Offices/Pawling	1899		Potentially Eligible		
90963	6035 W ADLER ST	Johnson's Woods School	1930	Guy E. Wiley	Surveyed	Luther Burbank	95
220275	917 W JUNEAU AVE	Jefferson Public School	1859		NRHP-listed		
109647	609 N 8TH ST	Fourth District School	1885	HC Koch	Surveyed	Dr. Mildred Fish Harnack complex	46
102353	2147 S WINCHESTER ST	Twelfth District School No. 2	1885	Holbrook	Surveyed		
115053	2001 W VLIET ST	Fifteenth District School No. 1*	1885	Seyring	More Information Needed	William B. McKinley	
98735	1021 S 21ST ST	Twenty-third District School No. 1	1886	Eschweiler	Surveyed	H. W. Longfellow	256
103218	2418 N MARYLAND AVE	Eighteenth District School No. 1	1886	H.C. Koch	Surveyed	Maryland Avenue Montessori School	268
109214	2215 N VEL R PHILLIPS AVE	Sixth District School No. 2	1887	HC Koch	NRHP-listed	Garfield Avenue	190
109369	2770 N 5TH ST	Thirteenth District School No. 3	1889	Schnetzky	NRHP-listed	Coggs	164
99154	619 E DOVER ST	Seventeenth District School No. 1	1890	E.T. Mix	NRHP-listed	Bay View Montessori - Upper campus	131
237864	357 E HOWARD AVE	Tippecanoe School	1890	Guy E. Wiley	Surveyed	Bay View Montessori School	362
16740	1555 N MARTIN L KING JR DR	Sixth District School No. 1	1890	H.C. Koch	NRHP-listed	Golda Meir School	176
103300	1210 W MINERAL ST	Eighth District School No. 1	1890	H.C. Koch	Potentially Eligible	Albert E. Kagel	232

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237893	4610 W STATE ST	State Street School	1890		Surveyed		
116595	921 W MEINECKE AVE	Tenth District School No. 4	1892	Van Ryn, Andree & Lesser	Surveyed	Lee Learning Center	244
237878	706 E CENTER ST	<i>Thirteenth District School No. 2</i>	<i>1892</i>		<i>Not Extant</i>		
237882	527 N 27TH ST	Sixteenth District Annex No. 2	1892		Surveyed		
27762	1943 E TROWBRIDGE ST	Seventeenth District School No. 2	1893	Holbrook	Potentially Eligible	Trowbridge Street	368
112307	1312 N 27TH ST	Fifteenth District School No. 2	1893		Not Extant	Twenty-seventh Street	383
237846	2616 W GARFIELD AVE	Twenty-second District School No. 2	1893		Surveyed	Frances Brock Starms Early Childhood Center	149
38968	823 S 4TH ST	Fifth District School No. 2	1894	Ferry & Clas	NRHP-listed	Vieau School	390
111895	1728 S 23RD ST	Eleventh District School No. 2	1894	Otteson, 1908 addition	Surveyed	Alexander Mitchell Integrated Arts School	274
108980	3275 N 3RD ST	Twenty-First District School No. 1	1894	Van Ryn & de Gelleke	Surveyed	Dr. Martin Luther King Jr. School	83
237844	1503 W HOPKINS ST	Twentieth District School No. 3	1894		Surveyed	Hopkins Street-Hopkins Lloyd	220
109909	800 W WALNUT ST	<i>Tenth District School No. 2</i>	<i>1894</i>		<i>Not Extant</i>		
111533	1945 N 31ST ST	Nineteenth District School No. 1	1895	R.G. Kirsch	Potentially Eligible	Thirty-first Street	353
112271	2029 N 20TH ST	Ninth District Primary School	1897	Mollerus & Lotter	Surveyed	Brown Street Academy	89
109761	3239 N 9TH ST	Twenty-first District School No. 2	1898	VanRyn	More Information Needed	Robert M. LaFollette	238

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
118896	1029 N JEFFERSON ST	Seventh District School	1899		Not Extant		
237856	2911 S 32ND ST	Dakota Street School	1900		Surveyed	Dakota Street	
115435	2816 W CLARKE ST	Twenty-second District School No. 1	1901	Lotter	Surveyed	Clarke Street School	110
112957; 237845	2442 N 20TH ST	Tenth District School No. 3	1902	Van Ryn & de Gelleke	More Information Needed	Phillis Wheatley School	
49653	2964 N BARTLETT AVE	Eighteenth District School No. 2	1902		Not Extant		
113617	2319 W AUER AVE	Twentieth District School No. 4	1903	Ehlers or Birnbach	More Information Needed	Auer Avenue School	77
112848	1715 N 37TH ST	Nineteenth District School No. 2	1903	Geo. Birnbach	Surveyed	Thirty-seventh Street	356
110055	1547 N 14TH ST	Ninth District School No. 1	1903	George Ehlers	Surveyed	H. O. R. Siefert	322
237901	3255 N FRATNEY ST	Twenty-first District School No. 3	1903	Lotter	Surveyed	Escuela Fratney Two- Way Bilingual Elementary School	182
105808	1647 N CASS ST	First District School	1904	Van Ryn & de Gelleke	Surveyed	Cass Street School	104
237880	5610 W WISCONSIN AVE	Hawley School	1905		Potentially Eligible	Hawley Environmental School	211
115402	3517 W COURTLAND AVE	Thirty-Fifth Street School	1906		Surveyed	Assata High School	350
237841	1228 W LLOYD ST	Tenth District School No. 1	1908	Leenhouts & Guthrie	Surveyed	Milwaukee College Preparatory - Lloyd St Campus	253
115762	3600 W ROHR AVE	Thirty-Sixth Street School	1909		Not Extant		



### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
111142	1516 W FOREST HOME AVE	Eleventh District School No. 1	1910	Leenhouts & Guthrie	Potentially Eligible	Forest Home Avenue School	173
113014	2623 N 38TH ST	Twenty-second District School No. 4	1911	D.C. Ottesen	Surveyed	Milwaukee College Preparatory - 38th Street	347
237902	3014 W SCOTT ST	Twenty-Third District School No. 2	1911	D.C. Otteson	Surveyed	Anna F. Doerfler School	125
237904	2151 S 29TH ST	Grant Street School	1913		Surveyed	Ulysses S. Grant School	193
116246	1016 W OKLAHOMA AVE	Oklahoma Avenue School	1914	Van Ryn & de Gelleke	Surveyed	Oklahoma Avenue School	295
117342	4921 W GARFIELD AVE	Hi-Mount School	1915	Van Ryn & de Gelleke	Surveyed	Hi-Mount Community School	217
230649	2424 S 4TH ST	Greenbush Street School	1916	Van Ryn & de Gelleke	Surveyed	James Whitcomb Riley	313
117242	2227 E HARTFORD AVE	Hartford Avenue School	1917	Board of School Directors	More Information Needed	Hartford Avenue University School	208
219581	4116 W SILVER SPRING AVE	Carleton District #3	1917	Charles Smith	Potentially Eligible	Carleton Elementary School	101
117703	1618 W KEEFE AVE	Keefe Avenue School	1917	Van Ryn & de Gelleke	Surveyed	Andrew S. Douglas School	235
237895	3872 N 8TH ST	Williamsburg School	1917		Potentially Eligible	Green Bay Avenue	199
116427	6720 W MOLTKE AVE	Sixty-Eighth Street School	1917		Potentially Eligible	68th St Elementary	328
<i>n/a</i>	<i>800 W WALNUT ST</i>	<i>Lapham Park Open Air School</i>	<i>1917</i>		<i>Not Extant</i>		
42021	2708 W WISCONSIN AVE	Sixteenth District School No. 2	1921	Van Ryn & de Gelleke	NRHP-listed	Wisconsin Avenue	401
237925	1711 S 35TH ST	Greenfield School	1922		Surveyed	Greenfield Montessori Elementary School	202

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
116932	2308 W NASH ST	Franklin Street School	1924	Van Ryn & de Gelleke	Surveyed	Benjamin Franklin	179
237839	5372 N 37TH ST	Thomas A. Edison School	1924		Surveyed	Thomas A. Edison Middle School	47
237851	3635 S 17TH ST	Morgandale School	1925	Guy E. Wiley	Surveyed	Morgandale Bilingual Developmental Center	277
116458	5110 W LOCUST ST	Locust Street School	1925	Van Ryn & de Gelleke	Surveyed	William T. Sherman	319
117323	4348 S GRIFFIN AVE	A. E. Burdick School	1925		Surveyed	A.E. Burdick School	98
237926	1601 N HAWLEY RD	Neeskara School	1926	Guy E. Wiley	Potentially Eligible	Neeskara School	283
237852	2431 S 10TH ST	Fourteenth District School No. 2	1927		More Information Needed	Hayes Bilingual Elementary	214
228002	3239 S PENNSYLVANIA AVE	Fernwood School	1928	Guy E. Wiley	More Information Needed	Fernwood Montessori School	158
116990	3360 N SHERMAN BLVD	Townsend Street School	1928	Guy E. Wiley	NRHP-listed	Townsend Street School	365
237848	3230 S ADAMS AVE	Humboldt Park Elementary School	1929	Guy E. Wiley	Potentially Eligible	Humboldt Park School	223
219201	5575 N 76TH ST	Browning District #4 School	1929	Topzant; Smith; Bierman; Eppstein Uhen	Potentially Eligible		92
118826	7667 W CONGRESS ST	Craig School	1930		Surveyed	Craig Montessori School	119
110224	4300-4310 N 16TH ST	Emanuel L. Philipp School	1931	Eschweiler & Eschweiler	Potentially Eligible		304
228171	4456 N TEUTONIA AVE	Garden Homes School	1931	Guy E. Wiley	Surveyed	Lloyd Barbee Montessori School	188

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
112315	4824 S 27TH ST	<i>Liberty School</i>	1931		<i>Not Extant</i>		
113716	3815 W KILBOURN	Albert Story School	1936	Guy E. Wiley	Potentially Eligible	Albert Story School	343
116191	8324 O'CONNER ST	<i>Ludington School</i>	1936		<i>Not Extant</i>		
237885	5000 N 53RD ST	Hampton School	1939		Surveyed	Hampton School	205
237855	4040 W FOREST HOME AVE	Manitoba School	1940	Guy E. Wiley	More Information Needed	Manitoba School	265
219621	6644 N 107TH ST	Maple Tree District #8	1949		Surveyed	Maple Tree School	267
237828	2964 N 81ST ST	Eighty-First Street School	1950	Grassold & Johnson	Potentially Eligible	Eighty-First Street School	143
219561	5575 N 76TH ST	Browning District #4 School	1951	Ebling, Plunkett & Keymar	Potentially Eligible		91
237898	3618 N 53RD ST	Fifty-Third Street School	1952		Surveyed	Fifty-Third Street School	170
237829	3707 N 94TH ST	Ninety-Fifth Street School	1953	Bogner, Sutherland, & Von Grossman	Surveyed	Ninety-Fifth Street School	289
237847	3666 S CLEMENT AVE	Clement Avenue School	1953	Brimeyer & Grellinger & Rose	Potentially Eligible	Clement Avenue School	113
237886	4950 N 24TH ST	Twenty-Fourth Street School	1953	Grassold & Johnson	Surveyed	Milwaukee Excellence Charter School	380
237879	5760 N 67TH ST	Richard Kluge School	1953	Guy E. Wiley	Surveyed	Richard Kluge School	337
110915	3229 W HIGHLAND AVE	<i>Highland School</i>	1953		<i>Not Extant</i>		
237853	3450 S 32ND ST	Jeremiah Curtin School	1954	Harry & Walter Bogner [sic]	Surveyed	Jeremiah Curtin Leadership Academy	122

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237857	2765 S 55TH ST	Fifty-Fifth Street School	1954	Von Grossman & Grieb	Surveyed	Milwaukee Spanish Immersion School - Lower campus	167
237870	6701 W EDEN PL	Sixty-Seventh Street School	1954		Surveyed	Honey Creek Continuous Progress Charter School	334
237858	6500 W KINNICKINNIC RIVER PKWY	Fairview School	1955	Eschweiler & Eschweiler	Surveyed	Fairview School	155
237809	4931 N 68TH ST	Lancaster School	1956	Brust & Brust	Surveyed	Lancaster School	241
237832	4850 N 82ND ST	Grantosa School	1956	Ebling, Plunkett & Keymar	Surveyed	Grantosa Drive School	196
237826	3778 N 82ND ST	Eighty-Second Street School	1956	Ebling, Plunkett & Keymar	Surveyed	Milwaukee German Immersion School	146
237824	6600 W MELVINA ST	Sixty-Fifth Street School	1956	Paul Brust of Brust & Brust	Surveyed	Milwaukee Environmental Sciences Academy	331
237830	10825 W VILLARD AVE	Parkview School	1956	R. H. Bierman	Surveyed	Parkview School	301
237896	3727 S 78TH ST	Seventy-Eighth Street School	1957	Fred A. Wegner	Surveyed	Academy of Accelerated Learning Elementary School	316
237920	2765 N FRATNEY ST	Franklin Pierce School	1957	Gates-Weiss-Kramer	Surveyed	Riverwest Elementary School	307
237860	3575 S 88TH ST	Eighty-Eighth Street School	1957	No name on permit. Fred Wegner, supervisor of construction	Surveyed	Milwaukee Spanish Immersion School - Lower campus	140
108231	1900 N 1ST ST	Henry L. Palmer School	1958		Surveyed	Dr. George Washington Carver Academy of Mathematics and Science	298
237837	7171 W BROWN DEER RD	Happy Hill School	1958		Surveyed	Hmong American Peace Academy - Happy Hill	206

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237820	7900 W ACACIA ST	Washington Irving School	1959	Donald L. Grieb & Frederick J. Schweitzer	Potentially Eligible	Milwaukee Sign Language School	226
237867	3120 W GREEN AVE	Joyce Kilmer School	1959	Francis S. Gurda	Surveyed	Hamlin Garland School	399
237873	4382 S 3RD ST	John Greenleaf Whittier School	1959	Grellinger & Rose	Surveyed	John Greenleaf Whittier School	398
237859	4200 S 54TH ST	Walt Whitman School	1959	Maynard W. Meyer	Surveyed	Walt Whitman School	397
237831	9025 W LAWRENCE AVE	Ralph Waldo Emerson School	1959	Reddemann & Dohmann	Surveyed	Ralph Waldo Emerson School	150
237899	3600 W HOPE AVE	Samuel Clemens Elementary School	1959	Schutte-Phillips-Mochon	Surveyed	Samuel Clemens Elementary	114
237869	4360 S 20TH ST	James Russell Lowell School	1960	Fread A. Wegner, Architect & Chief of Construction Division	Surveyed	Lowell International Elementary School	257
237810	5225 W LINCOLN CREEK DR	Congress School	1960	Grellinger & Rose	Surveyed	Congress School	116
237833	5100 N 91ST ST	Engleburg School	1960	Kloppenburg & Kloppenburg	Surveyed	Engleburg School	152
237866	2222 W HENRY AVE	Victory School	1961	Herbst, Jacoby & Herbst	Surveyed	Victory K-8 & Milwaukee Italian Immersion School	387
237881	5354 N 68TH ST	Byron Kilbourn School	1961	Reddemann & Dohmann	Surveyed	Byron Kilbourn School	237
237819	6453 N 89TH ST	William George Bruce School	1962	Brust & Brust	Surveyed	William George Bruce School	93
237817	5700 W GREEN TREE RD	Clara Barton School	1962	Ebling, Plunkett & Keymar	Surveyed	Clara Barton School	81
237834	8718 W THURSTON AVE	William Cullen Bryant School	1962	Wm. J. Ames	Surveyed	William Cullen Bryant School	94

### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237815	6945 N 41ST ST	Nathaniel Hawthorne School	1965	Eschweiler-Eschweiler-Seiler	Surveyed	Nathaniel Hawthorne School	212
237883	5143 S 21ST ST	James Fenimore Cooper School	1965	Robert W. Spinti; Spinti & Spinti Architects	Surveyed	James Fenimore Cooper School	117
237872	3563 S 97TH ST	Louisa May Alcott School	1966	Von Grossman, Burroughs & Von Lanen	Surveyed	Louisa May Alcott School	75
237922	2463 N BUFFUM ST	Oliver Wendell Holmes School	1966		Surveyed	Oliver Wendell Holmes School	218
237865	1420 W GOLDCREST AVE	Hamlin Garland School	1967	Francis S. Gurda; Fred A. Wegner	Surveyed	Individualized Developmental Educational Approaches to Learning School	191
237849	1706 W HIGHLAND AVE	Edward A. MacDowell School	1967	Maynard W. Meyer	Potentially Eligible	Highland Community School	261
237823	7001 N 86TH ST	Gilbert Stuart School	1967	No name on permit. Fred Wegner, supervisor of construction	Surveyed	Gilbert Stuart School	344
237897	3620 N 18TH ST	Francis Parkman School	1968	Grellinger-Rose Associates	Surveyed	Douglas Community Academy	55
237876	730 W LAPHAM BLVD	Allen-Field School	1968	Willis & Lillian Leenhouts	Surveyed	Allen-Field School	73
237887	4920 W CAPITOL DR	Pleasant View School	1970		Surveyed	Dr. Benjamin Carson Academy of Science	309
237875	7878 N 60TH ST	Henry David Thoreau School	1971	Burroughs & Von Lanen	Surveyed	Henry David Thoreau School	360
237884	5131 N GREEN BAY AVE	Silver Spring School	1971	Darby, Bogner & Associates	Potentially Eligible	Marvin Pratt Elementary School	325
237836	8251 N CELINA ST	Lowell P. Goodrich School	1972		Surveyed	Lowell P. Goodrich School	192



### Surveyed Properties: Elementary Schools

AHI #	Address	Historic Name	Built	Architect	Evaluation	MPS Name	MPS #
237818	12021 W FLORIST AVE	Grandview Elementary School	1973	Herbst, Jacoby & Jacoby	Surveyed	River Trail School	194
237838	9520 W ALLYN ST	Granville Elementary School	1973	Plunkett-Keymar-Reginato	Surveyed	Dr. Arthur A. Fletcher Elementary School	197
237923	2121 W HADLEY ST	Gwen T. Jackson School	1978	Architects III	Surveyed	Gwen T. Jackson Early Childhood And Elementary School	377

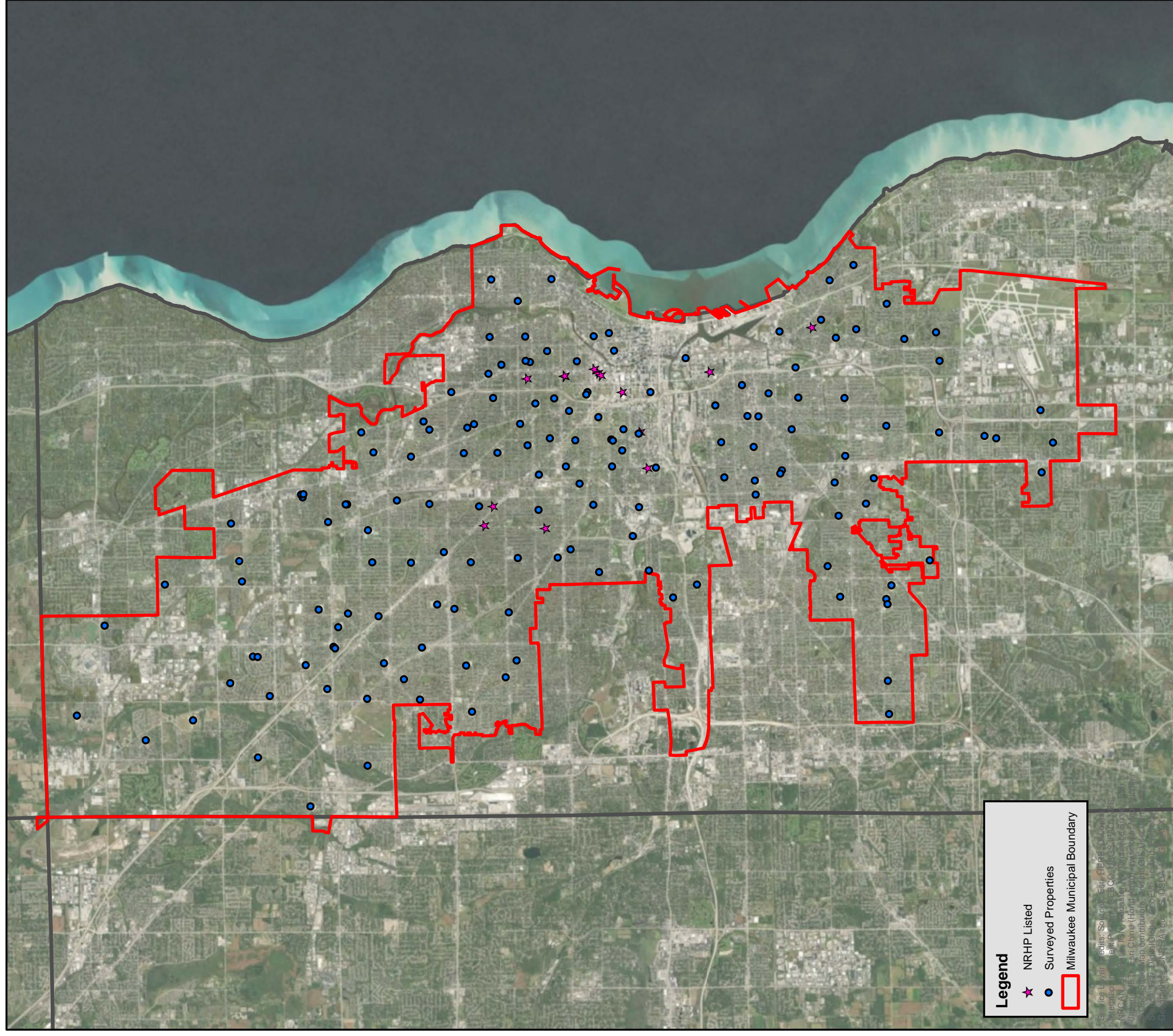
## Appendix 2

### Survey Maps

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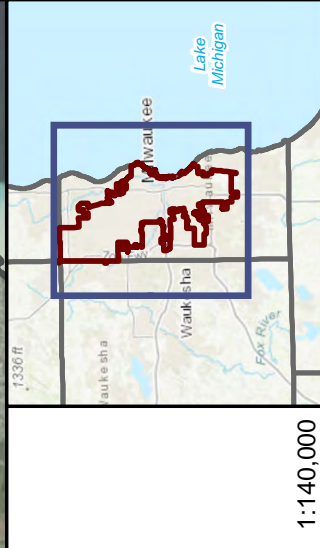
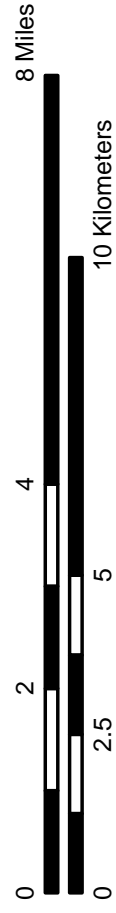
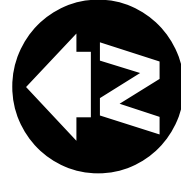
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Map Details: UWM-CRM 2018-662  
Coordinate System: NAD 1983 HARN Transverse Mercator  
Projection: Transverse Mercator  
Datum: North American 1983 HARN  
Created by: UWM-CRM 7/12/2019

Survey Overview  
Milwaukee Schools Intensive Survey  
City of Milwaukee  
Milwaukee County, Wisconsin

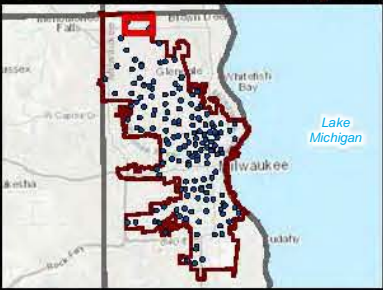




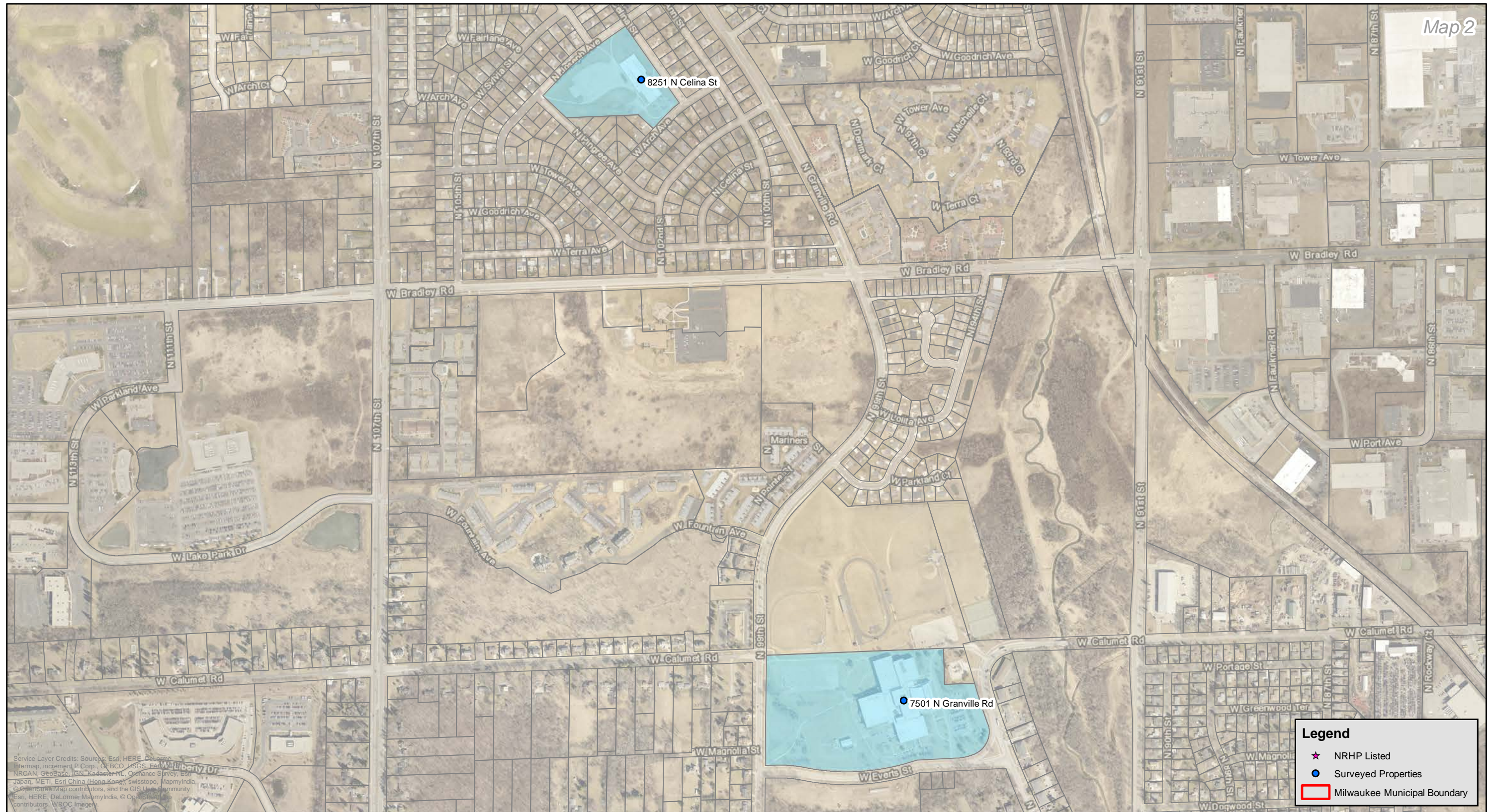


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Created by: UWM-CRM 7/12/2019

Survey Maps  
Milwaukee Schools Intensive Survey  
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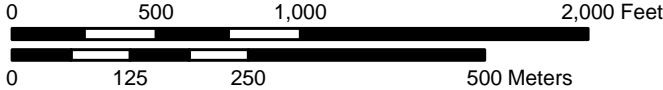




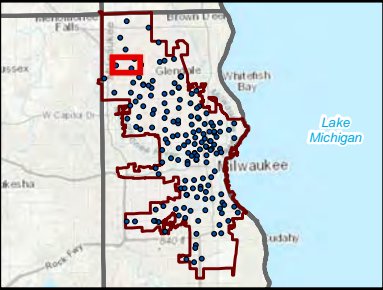


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Survey Maps  
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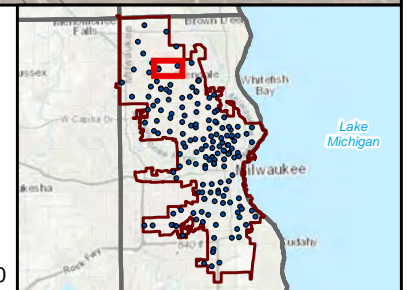
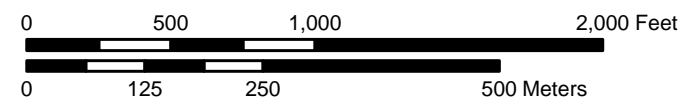


- Legend**
- ★ NRHP Listed
  - Surveyed Properties
  - ▭ Milwaukee Municipal Boundary

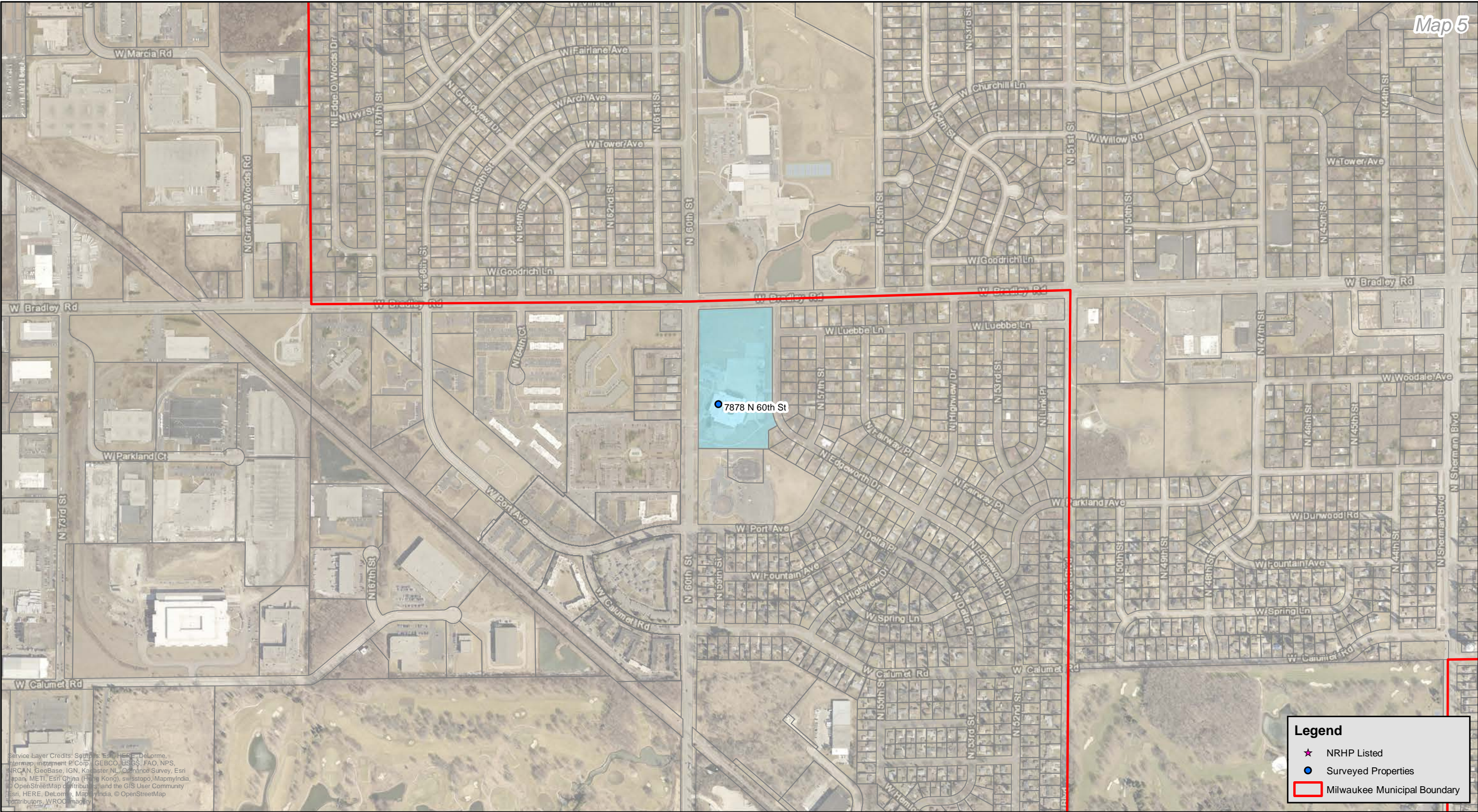


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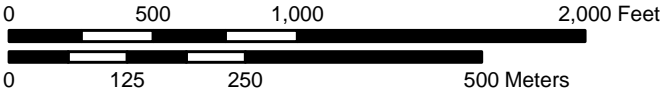






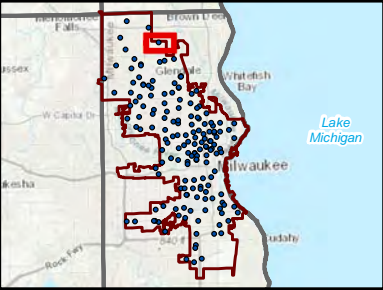
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Survey Maps  
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City of Milwaukee  
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**Legend**

- ★ NRHP Listed
- Surveyed Properties
- ▭ Milwaukee Municipal Boundary



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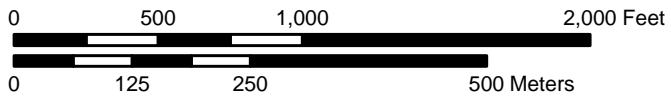




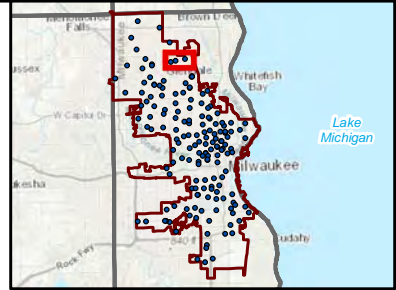
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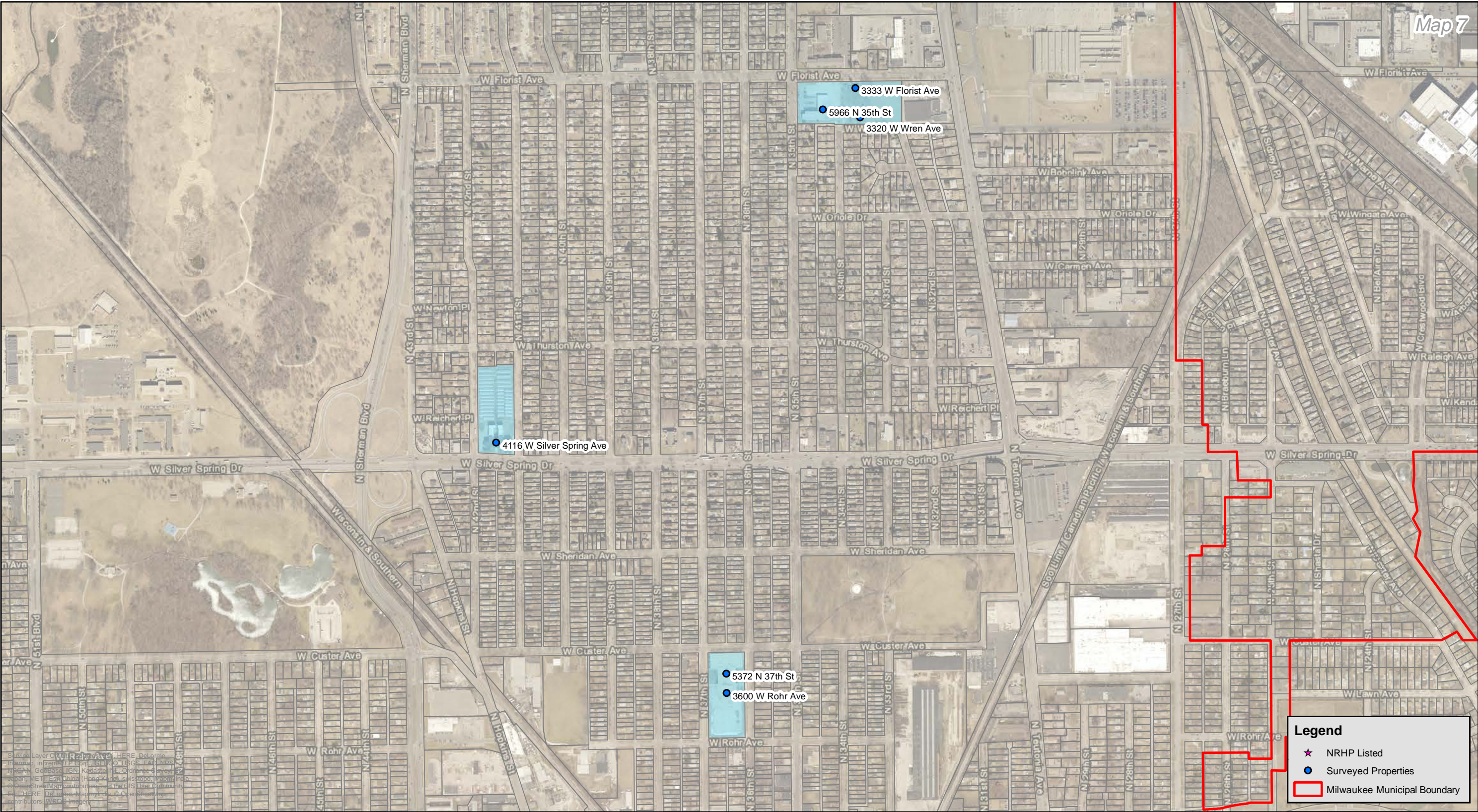
Survey Maps  
Milwaukee Schools Intensive Survey  
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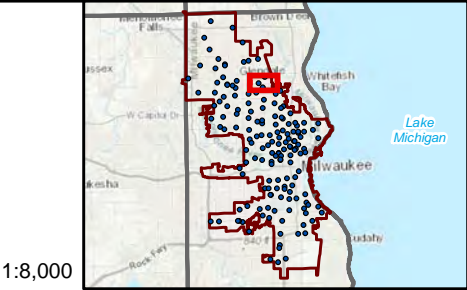
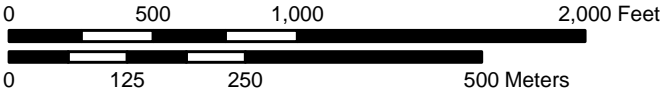






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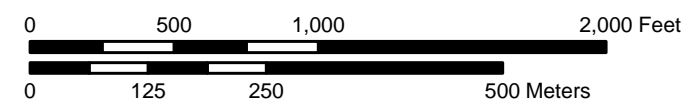




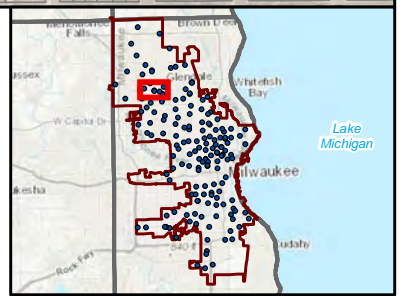


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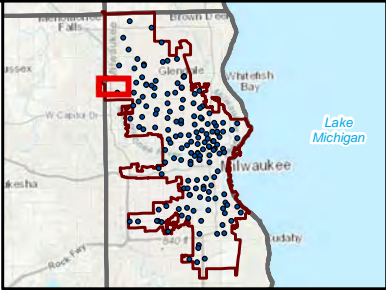






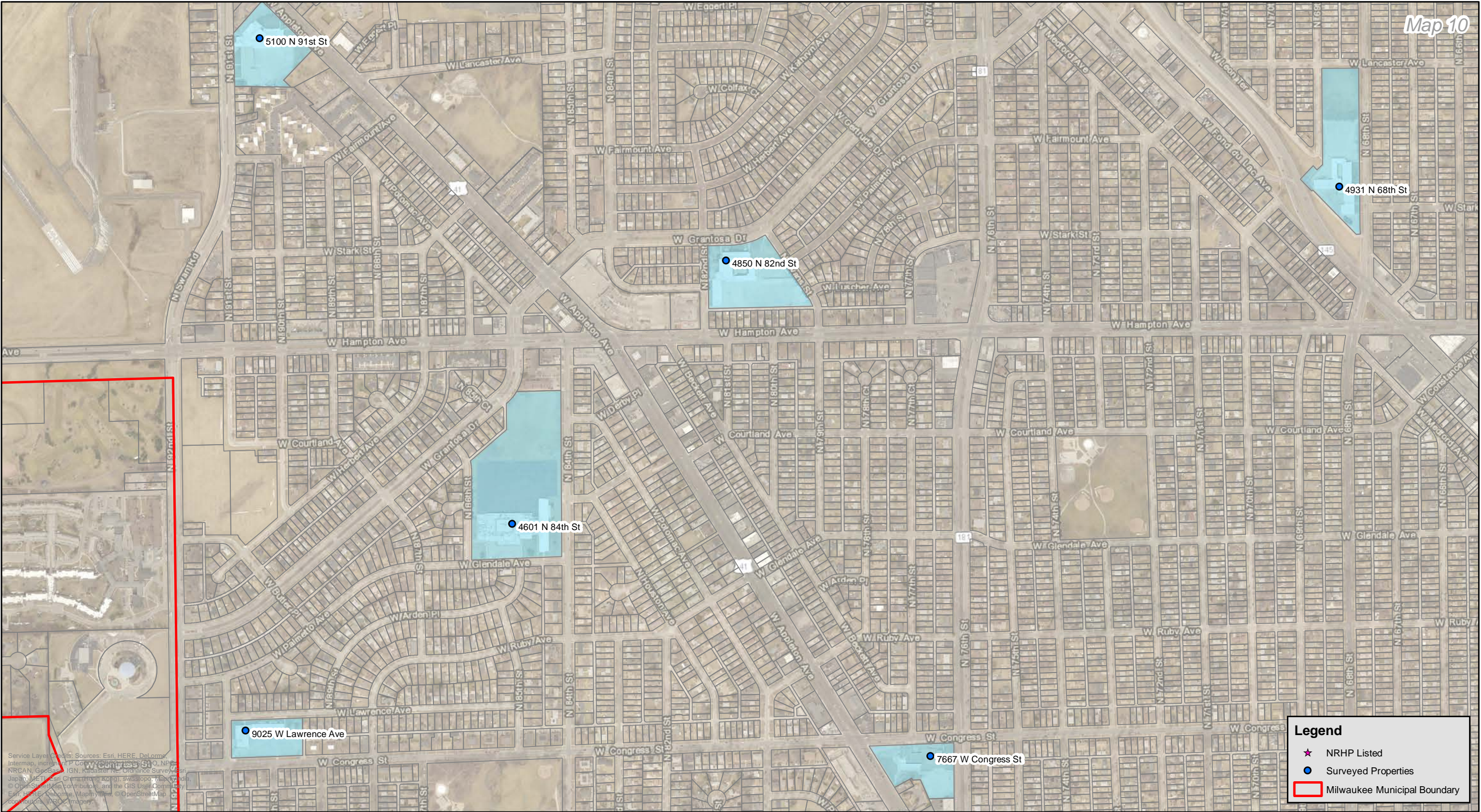
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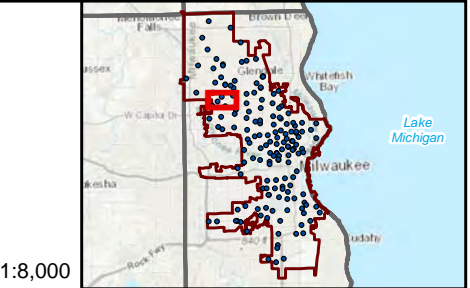
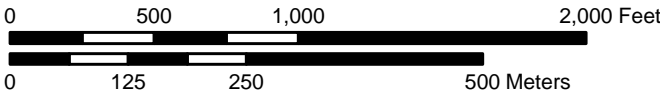
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A map of Milwaukee, Wisconsin, showing the city's irregular shoreline along Lake Michigan. Numerous blue dots are scattered across the city area, representing sampling locations. A red outline highlights a specific section of the city near the center. Labels around the map include "Milwaukee County", "Doush Lake", "Greenfield", "Whitish Bay", "Lake Michigan", "Waukegan", "Racine", "Kenosha", "Rock Falls", "Waukesha", "Sheboygan", "Kewaunee", "Winnebago", "Oconto", "Door", "Manitowish", "Calumet", "Cook", "DuSable", "St. Charles", "St. Louis", "Missouri", "Illinois", "Indiana", "Michigan", "Wisconsin", "Minnesota", "Iowa", "Ohio", "Pennsylvania", "New York", "Connecticut", "Massachusetts", "Rhode Island", "Vermont", "New Hampshire", "Maine", "Nova Scotia", "Prince Edward Island", "Quebec", "Ontario", "Manitoba", "Saskatchewan", "Alberta", "British Columbia", "Yukon", "Northwest Territories", " Nunavut".

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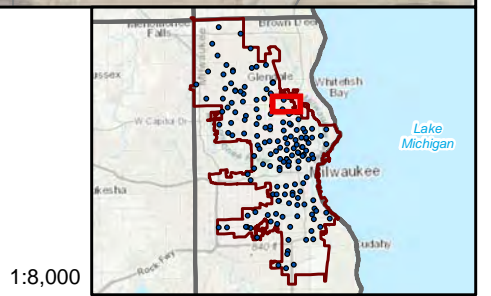
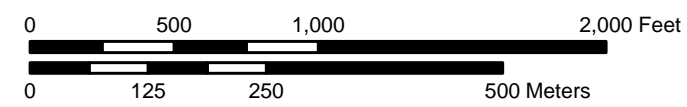


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Datum: North American 1983 HARN  
Created by: UWM-CRM 7/12/2019

Survey Maps  
Milwaukee Schools Intensive Survey  
City of Milwaukee  
Milwaukee County, Wisconsin

**Legend**

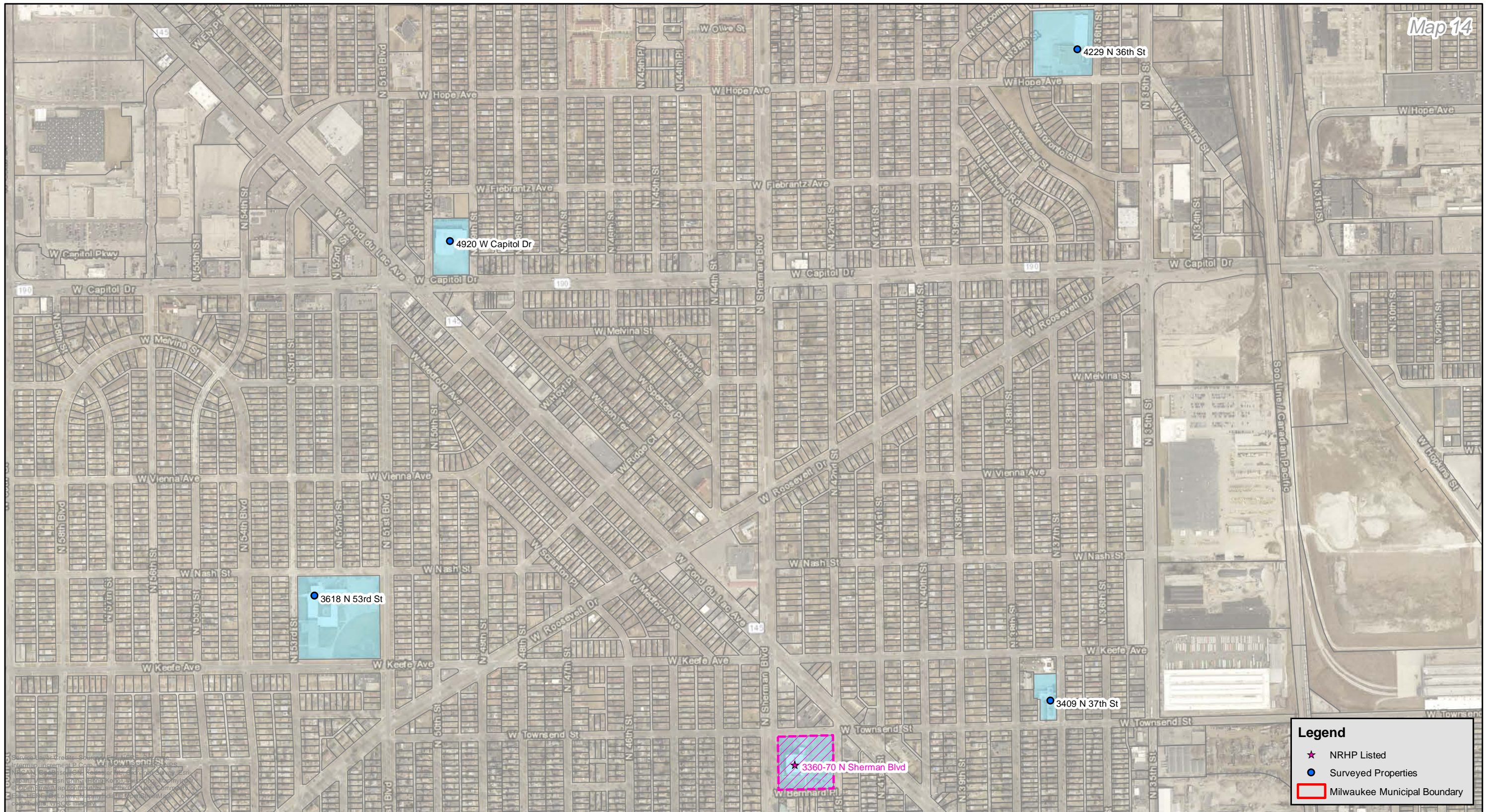
- ★ NRHP Listed
- Surveyed Properties
- ▭ Milwaukee Municipal Boundary





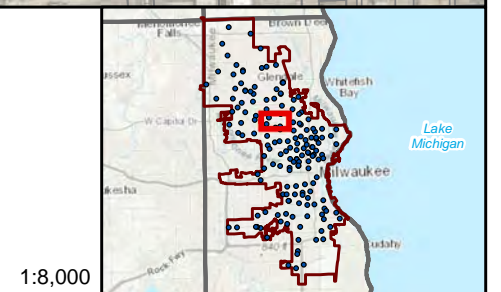
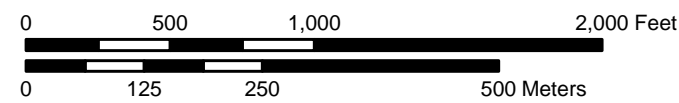




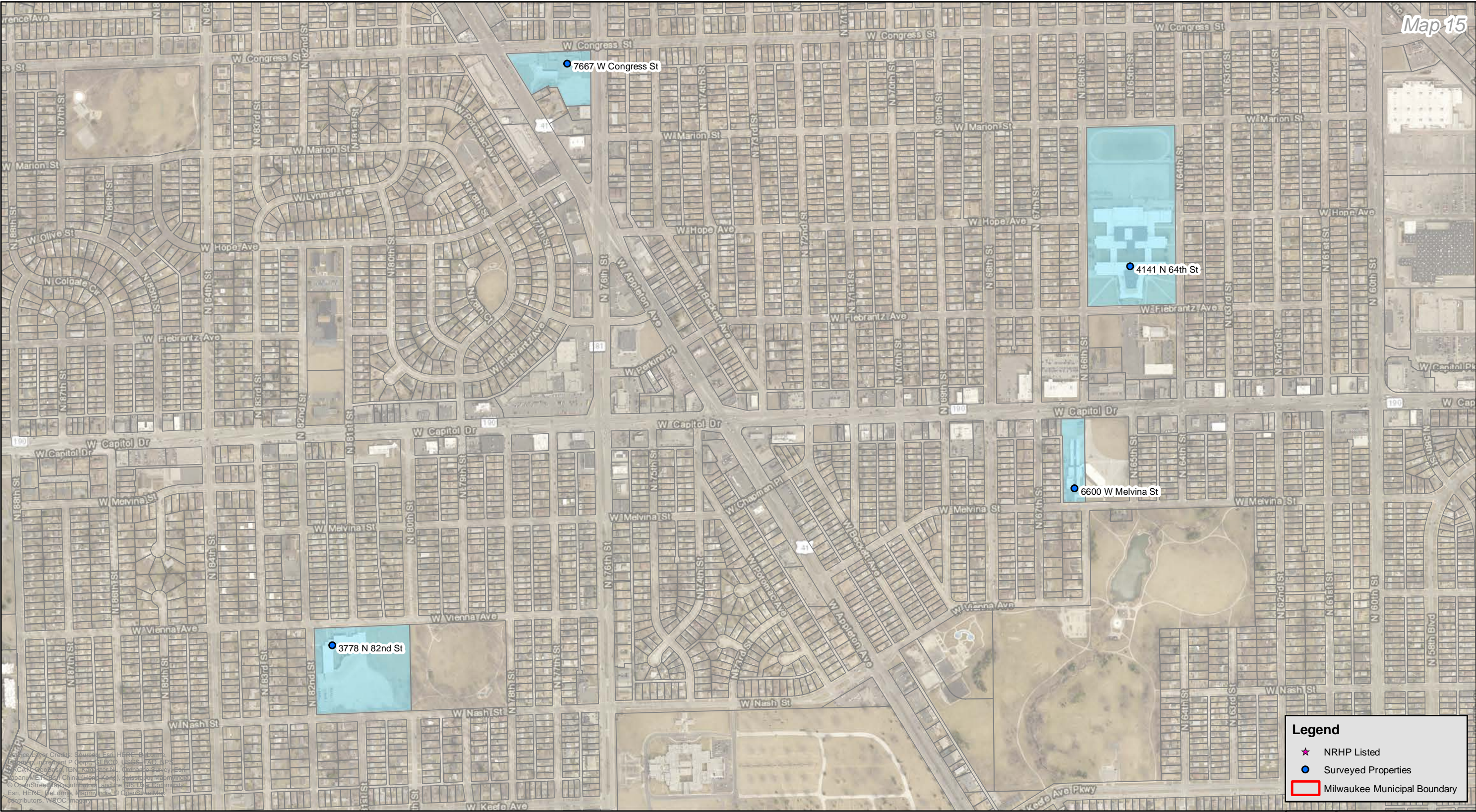


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Survey Maps  
Milwaukee Schools Intensive Survey  
City of Milwaukee  
Milwaukee County, Wisconsin

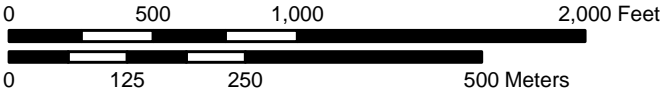






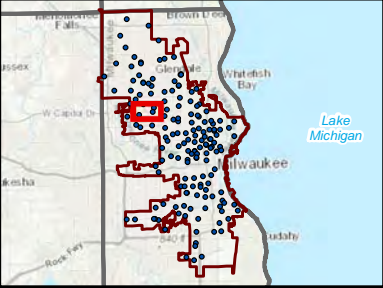
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Survey Maps  
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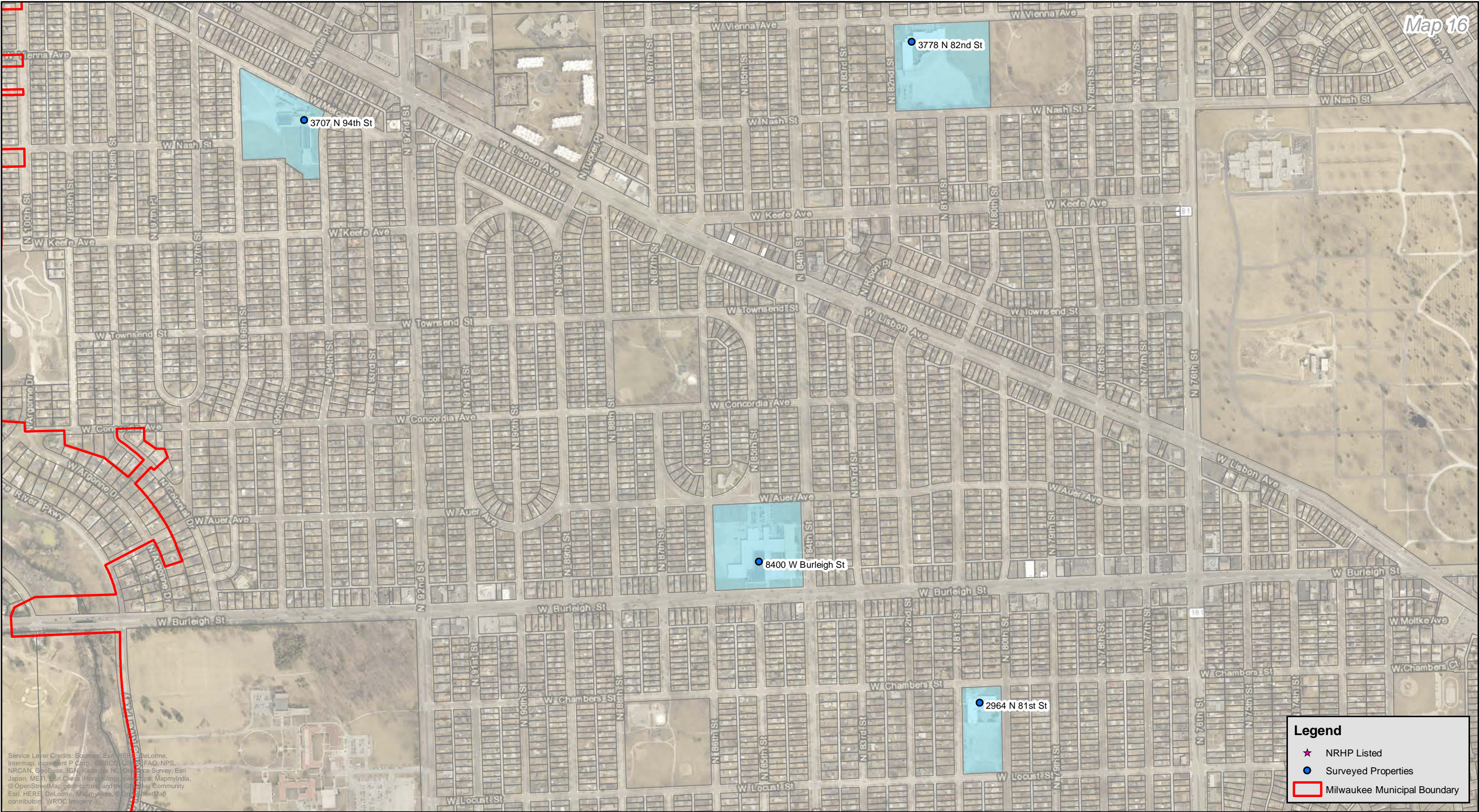
**Legend**

- ★ NRHP Listed
- Surveyed Properties
- ▭ Milwaukee Municipal Boundary



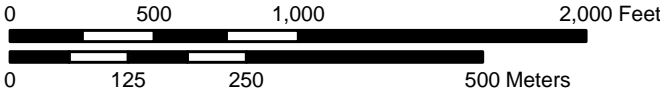
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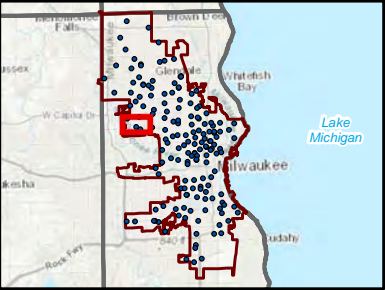


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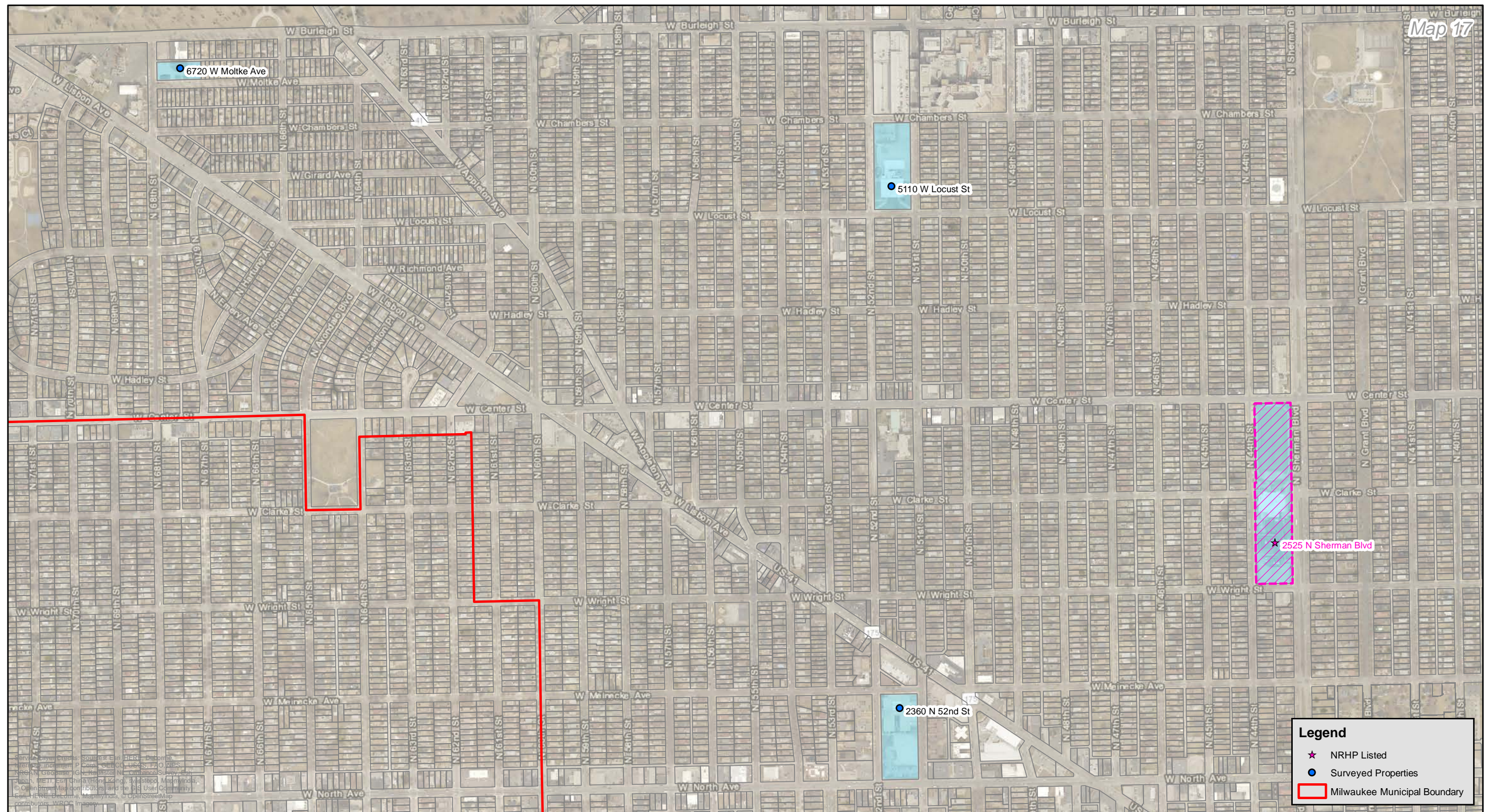
Survey Maps  
Milwaukee Schools Intensive Survey  
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Milwaukee County, Wisconsin



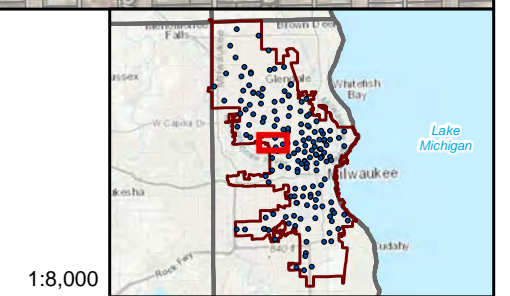
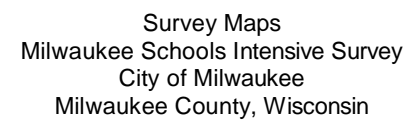
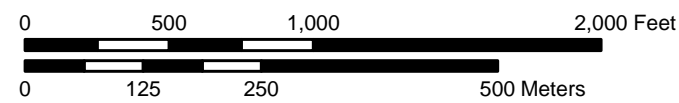
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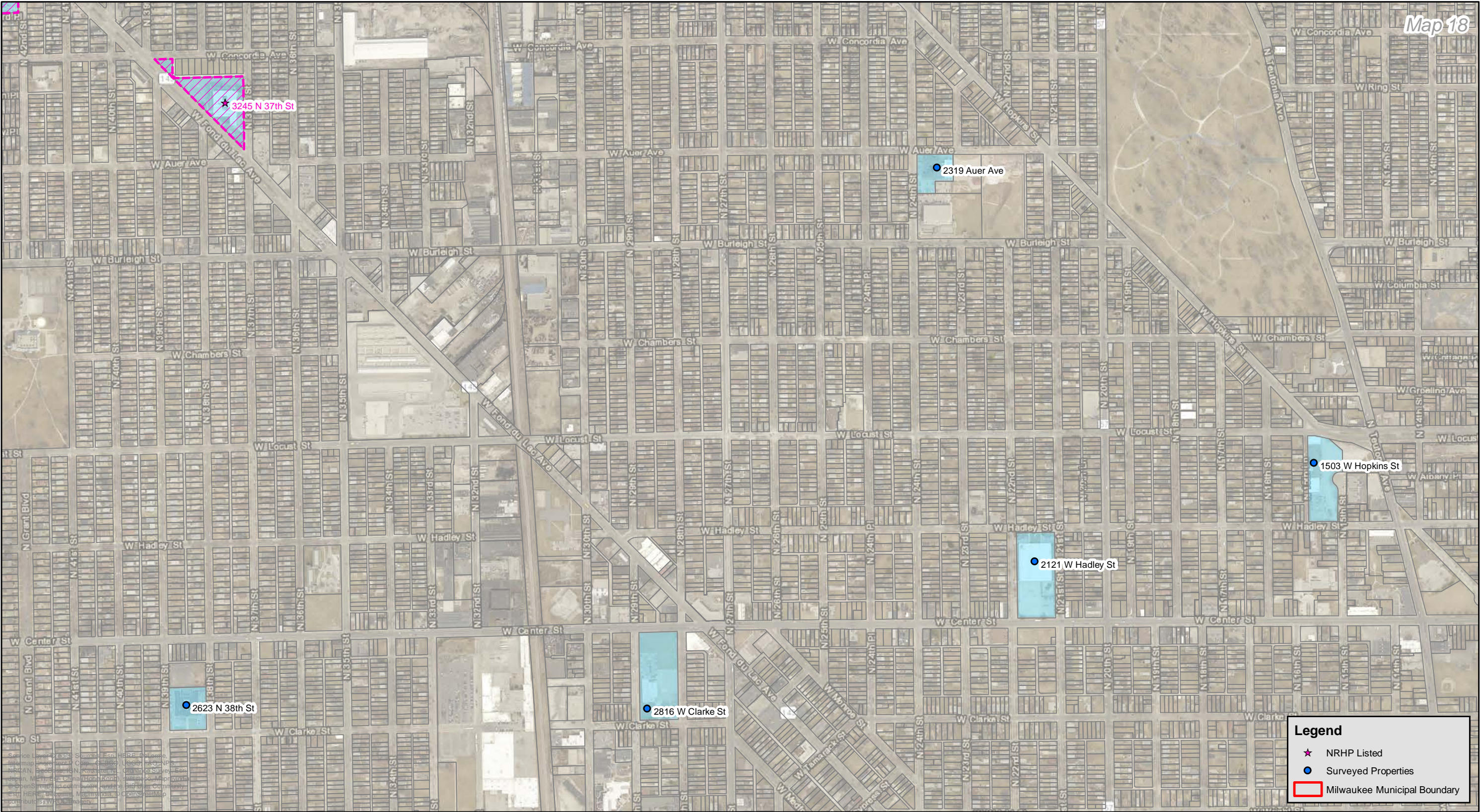




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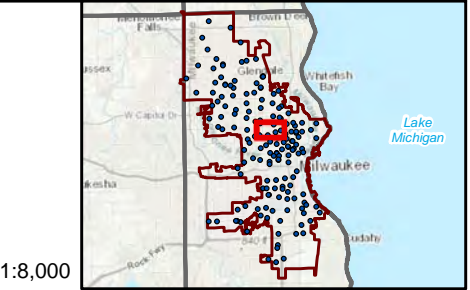
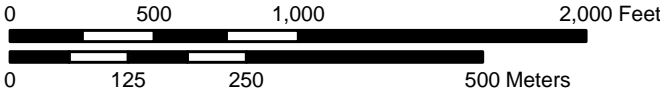






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Survey Maps  
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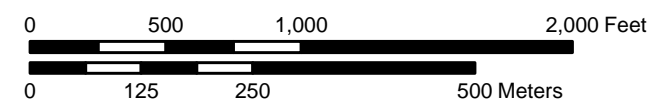






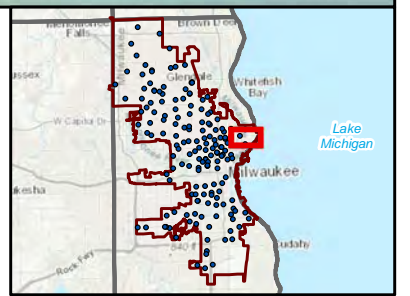
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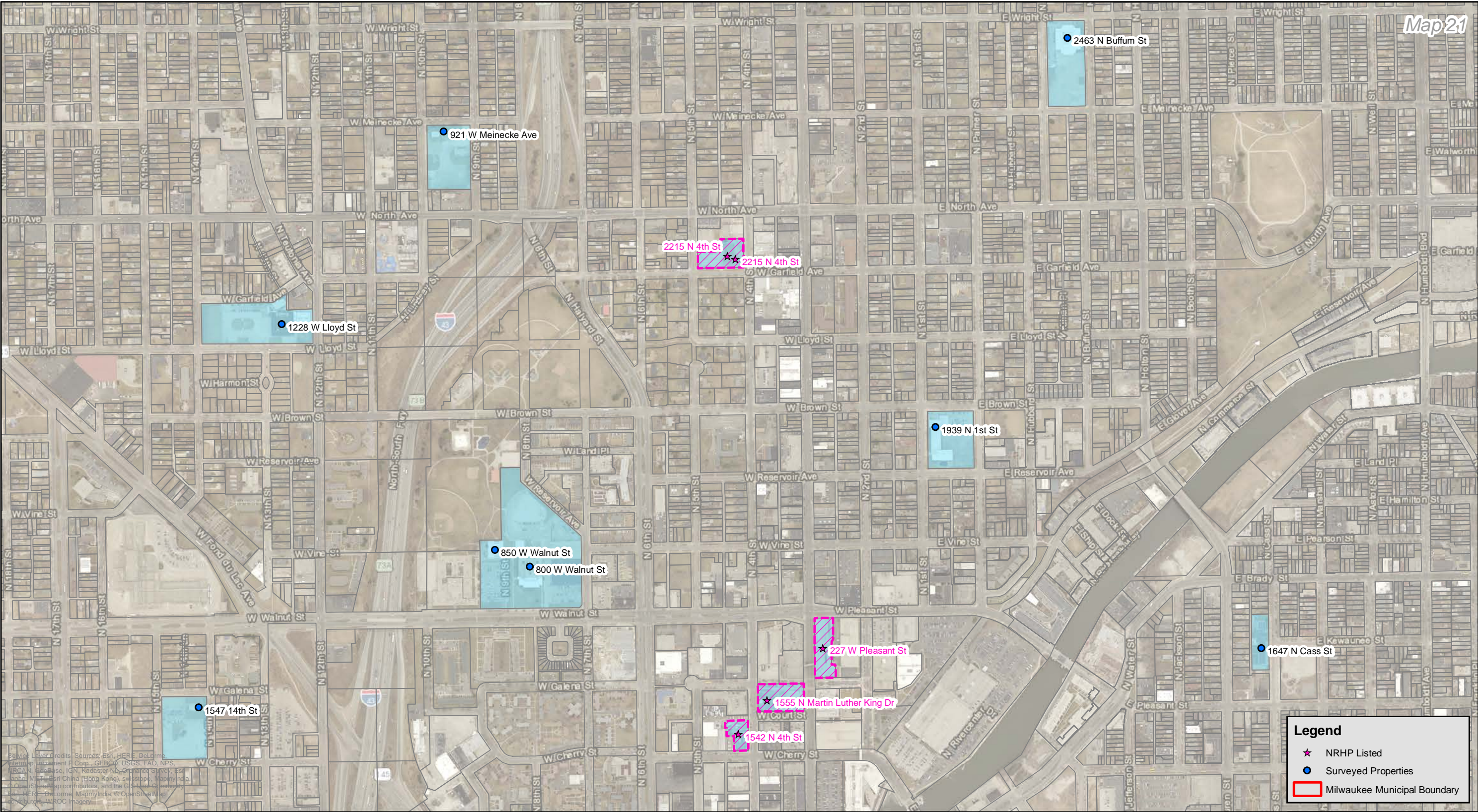
**Legend**

- ★ NRHP Listed
- Surveyed Properties
- ▭ Milwaukee Municipal Boundary



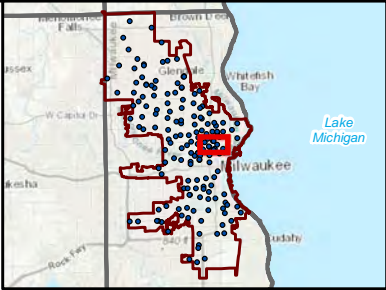
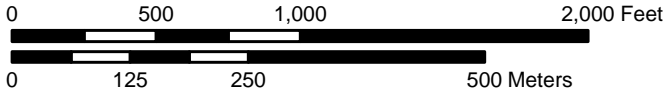
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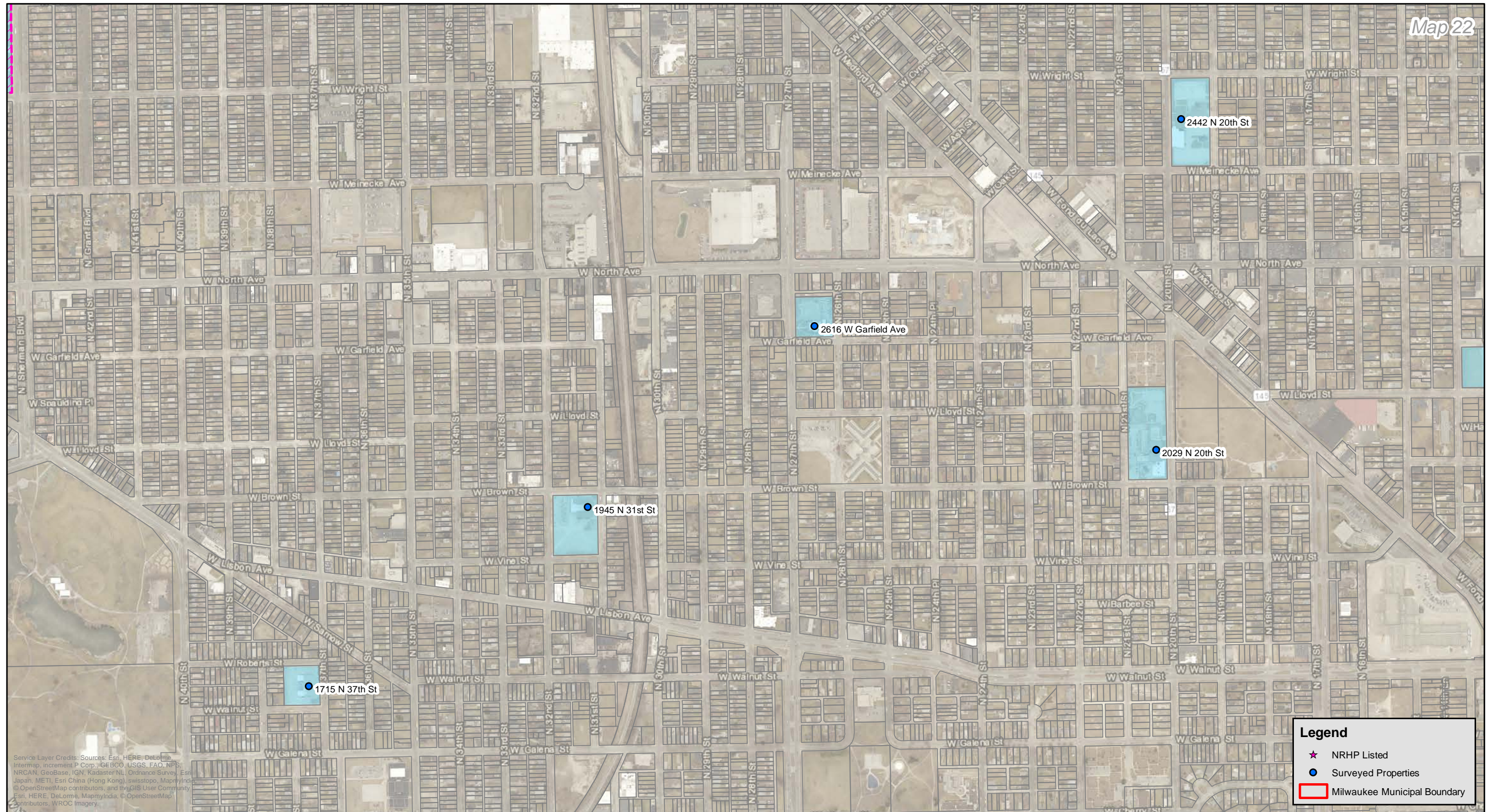
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Milwaukee Schools Intensive Survey  
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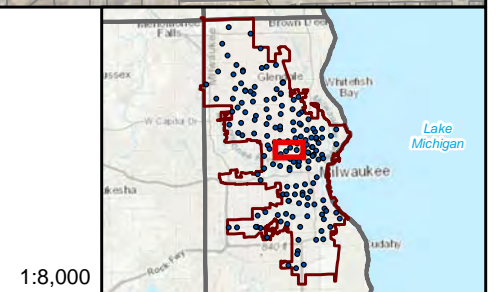
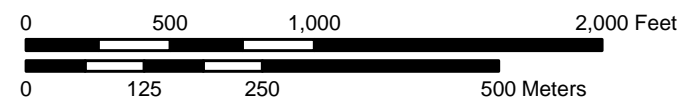




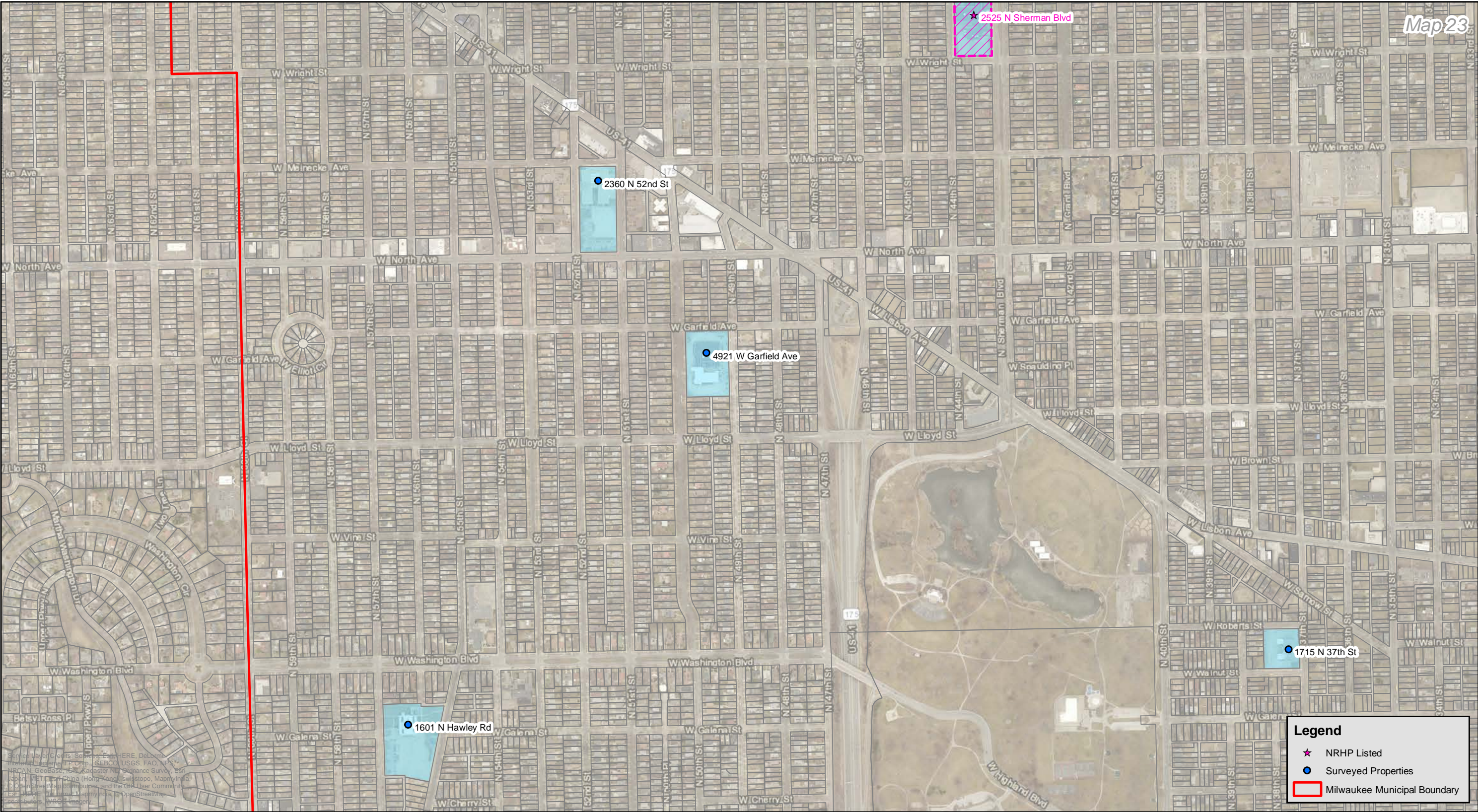
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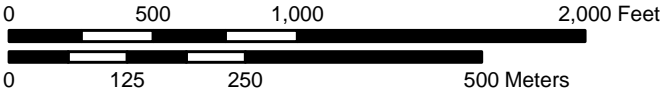




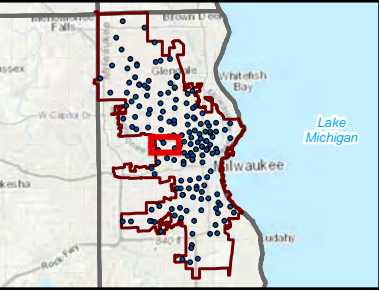


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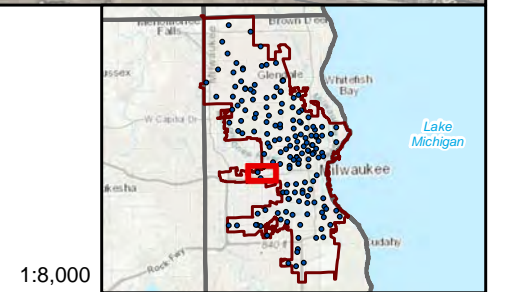
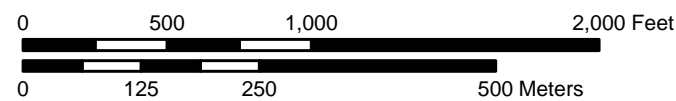
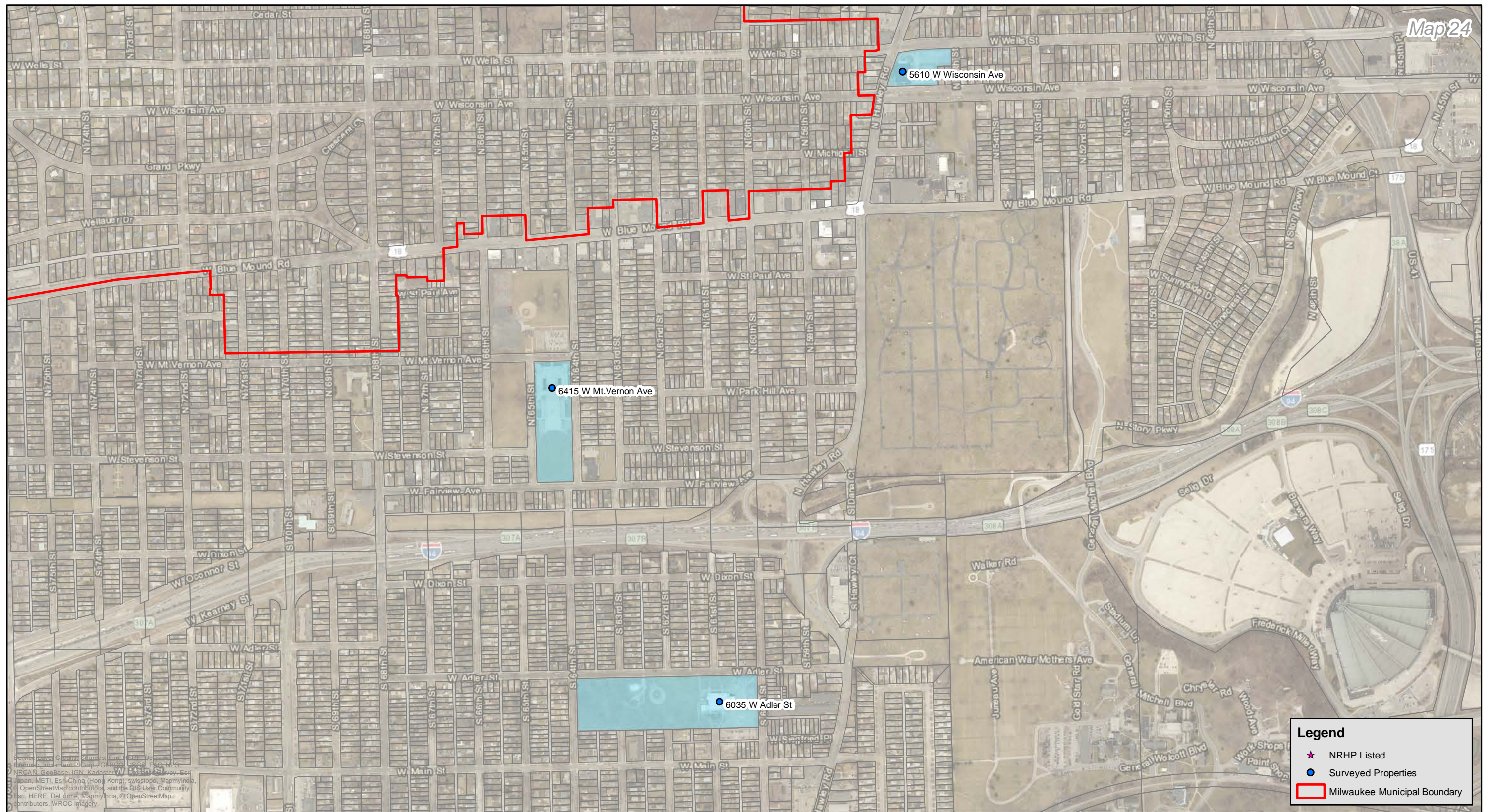


- Legend**
- ★ NRHP Listed
  - Surveyed Properties
  - ▭ Milwaukee Municipal Boundary



1:8,000





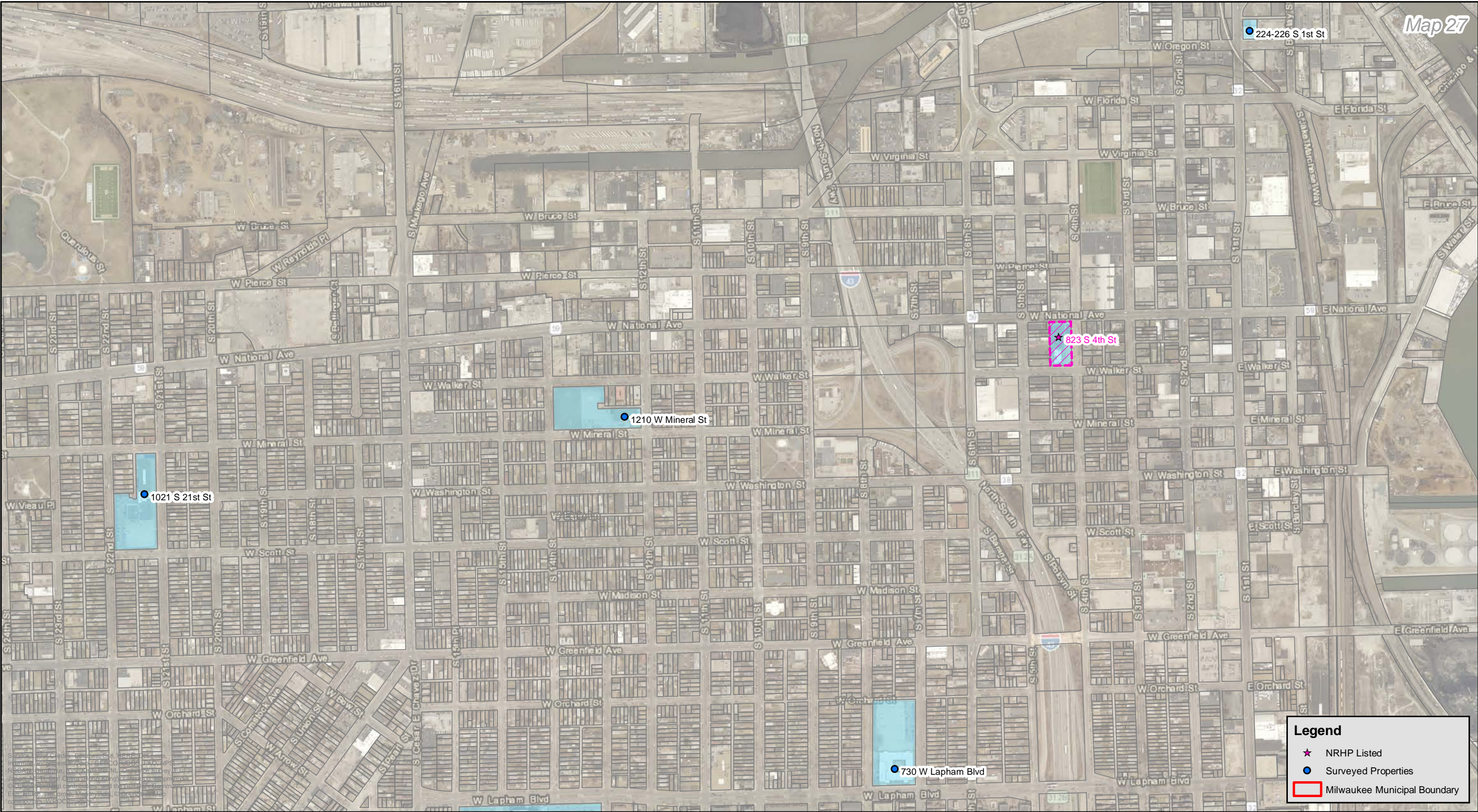






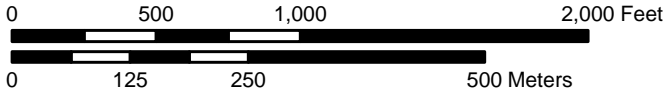






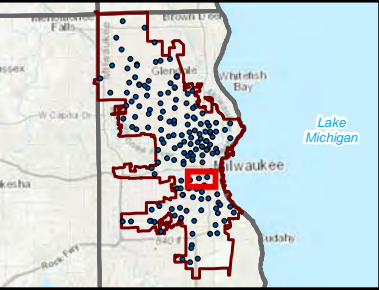
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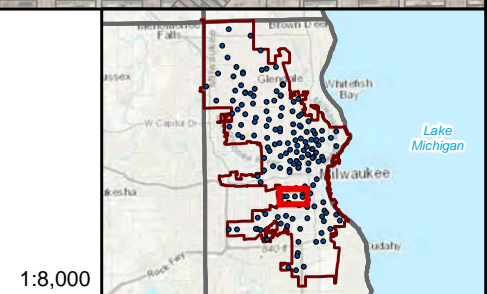


**Legend**

- ★ NRHP Listed
- Surveyed Properties
- ▭ Milwaukee Municipal Boundary





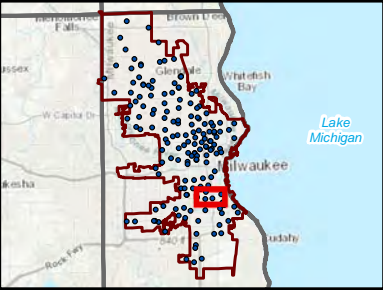






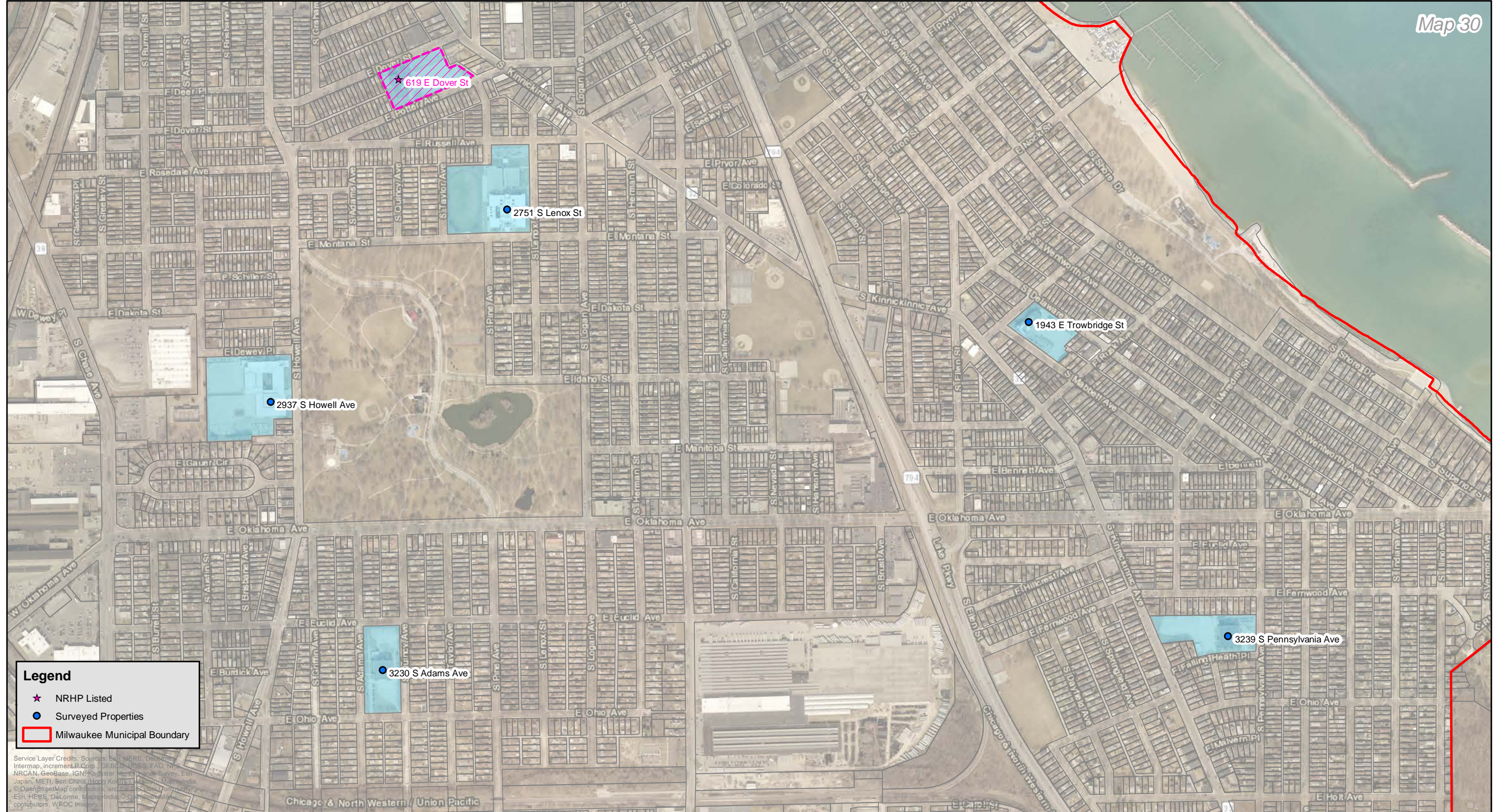
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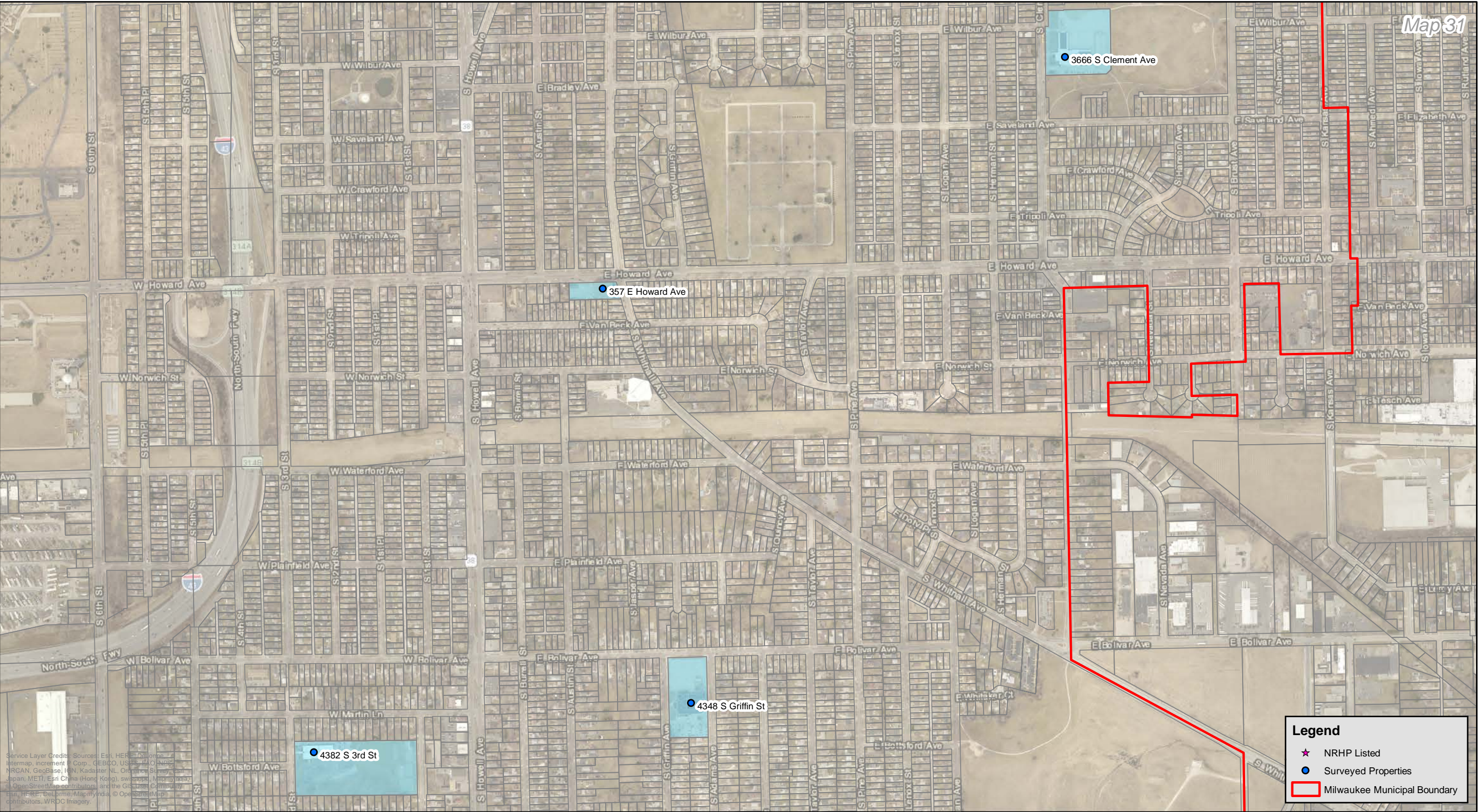


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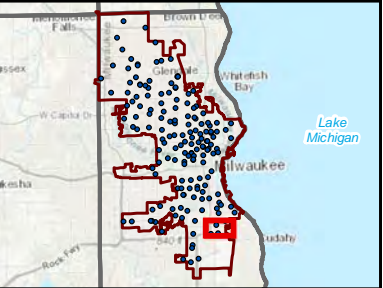


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Datum: North American 1983 HARN  
Created by: UWM-CRM 7/12/2019

Survey Maps  
Milwaukee Schools Intensive Survey  
City of Milwaukee  
Milwaukee County, Wisconsin



- Legend**
- ★ NRHP Listed
  - Surveyed Properties
  - ▭ Milwaukee Municipal Boundary

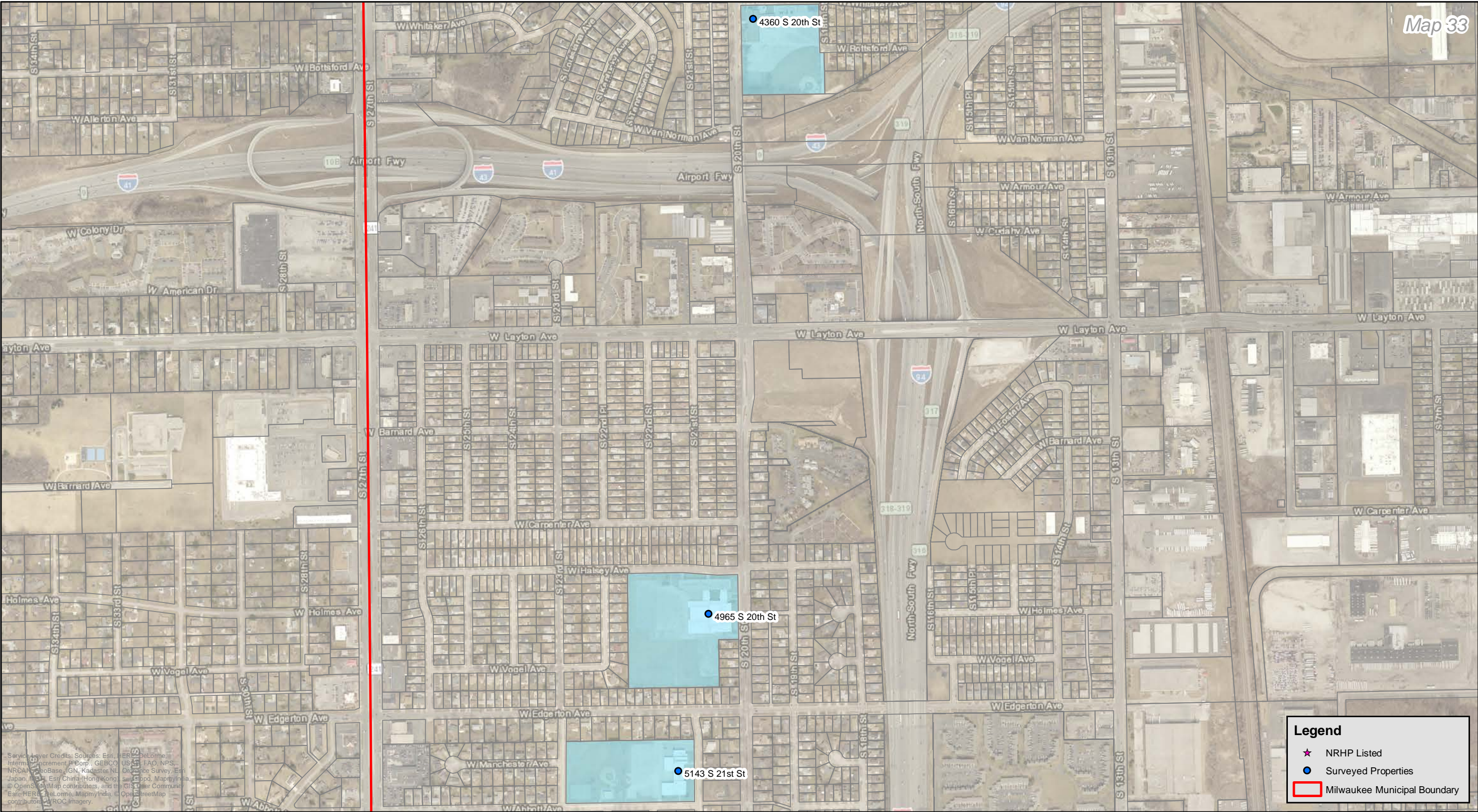


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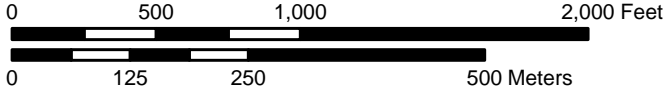






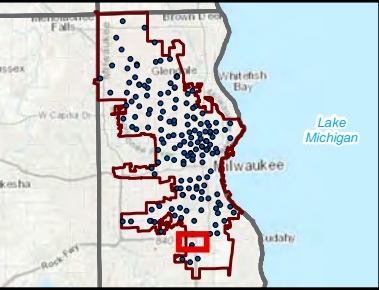
Map Details: UWM-CRM 2018-662  
Coordinate System: NAD 1983 HARN Transverse Mercator  
Projection: Transverse Mercator  
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1:8,000

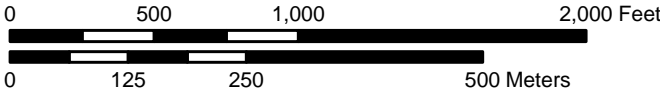




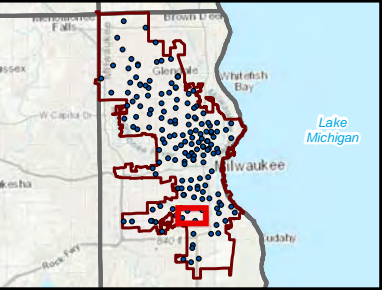
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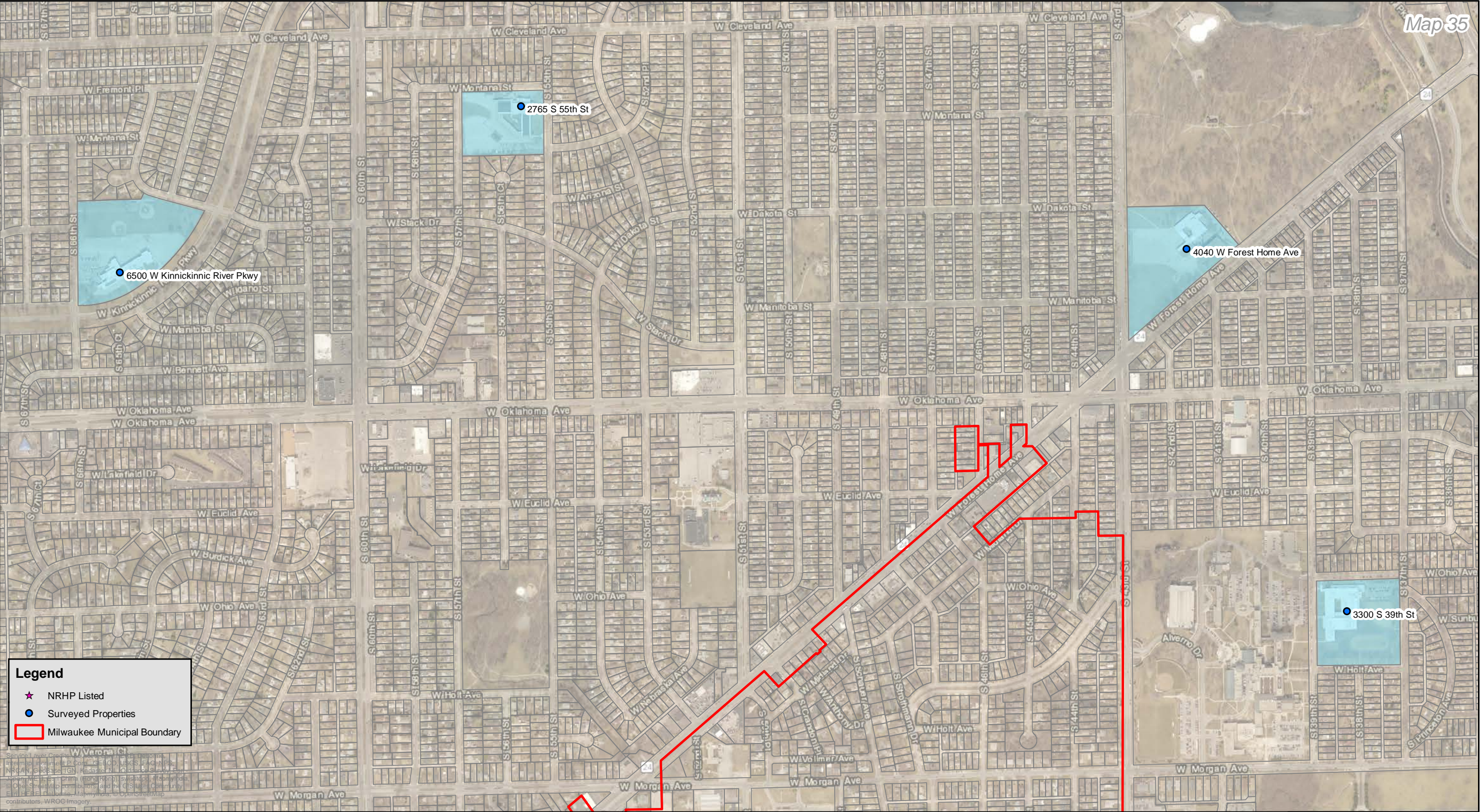
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