

Carleton District #3 School

Milwaukee County, Wisconsin

Name of Property

County and State

United States Department of the Interior

National Park Service

## National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

### 1. Name of Property

Historic name: Carleton District #3 School

Other names/site number: Carleton School

Name of related multiple property listing: N/A

(Enter "N/A" if property is not part of a multiple property listing):

### 2. Location

Street & number: 4116 W Silver Spring Drive

City or town: Milwaukee State: WI County: Milwaukee

Not For Publication: ☐ Vicinity: ☐

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ☐ nomination ☐ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ☐ meets ☐ does not meet the National Register Criteria. I recommend that this property be considered significant at the following

level(s) of significance: ☐ National ☐ Statewide ☐ Local

Applicable National Register Criteria ☐ A ☐ B ☐ C ☐ D

<b>Signature of certifying official/Title:</b>	<b>Date</b>
Daina Penkiunas, Wisconsin State Historic Preservation Officer	
<b>State or Federal agency/bureau or Tribal Government</b>	
In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
<b>Title:</b>	<b>State or Federal agency/bureau or Tribal Government</b>

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#### 4. National Park Service Certification

I hereby certify that this property is:

- ☐ Entered in the National Register
- ☐ Determined eligible for the National Register
- ☐ Determined not eligible for the National Register
- ☐ Removed from the National Register
- ☐ Other (explain:) \_\_\_\_\_

Signature of the Keeper

Date of Action

#### 5. Classification

##### Ownership of Property

(Check as many boxes as apply.)

Private: ☒

Public – Local ☐

Public – State ☐

Public – Federal ☐

##### Category of Property

(Check only **one** box.)

Building(s) ☒

District ☐

Site ☐

Structure ☐

Object ☐

##### Number of Resources within Property

(Do not include previously listed resources in the county)

Contributing

Noncontributing

1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1

Buildings

Sites

Structures

1

Objects

1

Total

Number of contributing resources previously listed in the National Register 0

## 6. Function or Use

### Historic Functions

(Enter categories from instructions.)

Education: School

### Current Functions

(Enter categories from instructions.)

Vacant/Not in use

## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Modern Movement: Art Deco

### Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, Stone: Limestone

## Narrative Description

### Summary Paragraph

Carleton District #3 School (Carleton School) was constructed at 4116 W Silver Spring Drive in Milwaukee Wisconsin between 1916 and 1972 as a public graded school. The approximately 2.065-acre site (Milwaukee County Tax Key #1710120112), consists of a U-shaped building, a yard with paved walkways, a paved playground, and a paved parking lot. The building was initially constructed in 1916, and modified in five building programs: two wings were added to the rear of the building in 1927, the northeast wing was extended in 1932, the northwest wing was extended in 1936, the building was drastically redesigned in 1940 (raising the 1916 and 1927 sections of the building to two stories, adding a gymnasium/auditorium wing and a kindergarten wing, and building a one-story addition to expand the building's physical plant), and a small unobtrusive addition was built onto the rear of the 1940 gymnasium/auditorium wing in 1972. The Carleton School is of frame construction, clad primarily in brick with Bedford limestone details. The building exhibits a combination of architectural styles, the foremost being Art Deco. The architect of the original building and its 1927 additions is unknown. The 1932

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addition was designed by John Topzant and the 1936 addition was designed by Richard H. Bierman, both Milwaukee architects. The 1940 remodel was designed by Milwaukee-based architect Charles F. Smith. The building displays a combination of character-defining elements from several architectural styles, with the most prominent of these being the Art Deco style, as showcased in its use of masonry elements to stress the building's verticality, the low-relief geometric ornamentation expressed in limestone detailing, and the pronounced use of glass block. Carleton School also has "Minimal Georgian"-style multi-light windows throughout the building; a Regency-style copper roof above its eastern entrance; and classically-influenced elements as demonstrated by the nameplate/window composition at the main entrance, the overall proportions of the central section of the building's façade, the fluted pilasters, the octagonal inset panels, and an eastern door surround that includes a pulvinated frieze and corbels expressed in limestone. This combination of architectural influences is relatively common amongst public buildings designed during the Depression era, so much so that architectural historians have made many attempts to classify these buildings as a distinct style. Suggested names include "Modern Classic," "Depression Modern," and "WPA/PWA Modern" style. The building also retains a remarkably high level of integrity, and is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

## Narrative Description

### Setting

Carleton District #3 School is located on the northwest side of Milwaukee, fronting Silver Spring Drive to the south. The parcel is irregularly shaped and occupies most of the city block bounded by W Silver Spring Drive to the south, N 41<sup>st</sup> Street to the east, W Thurston Avenue to the north, and N 42<sup>nd</sup> Street to the west. The parcel contains the southern portion of block 3 of the Reichert Brothers Subdivision No. 1 – North Milwaukee. The remaining four lots on the north end of this block, immediately north of the school property, contain two duplexes and two single family homes all built between 1930 and 1941.

Located at the southern end of the lot and oriented toward Silver Spring Drive to the south, the school is the only building located on the property. The property has a level grade, and the area immediately in front (south) of the school contains a yard with a few mature trees and bushes. Two concrete sidewalks lead from the city sidewalk that runs along Silver Spring Drive, one to the main entrance and one to a secondary entrance in the gymnasium/auditorium wing. Except for a small area west of the school building that contains a playground outfitted with twenty-first century equipment, the rest of the lot is paved. A 1937 aerial reveals that the areas to the east, west, and north of the school building have been paved from at least that time. A survey completed in 1948 shows that the school property historically only included lots 8 to 30 and a portion of a vacated alley in this block. The property was expanded to the north in the mid-1950s and reached its current size with another northward expansion before 1970. Most of the lot, save the yard in front of the building, is enclosed chain-link fence. West Silver Spring Drive, to the south of the school is a four-lane divided roadway with a planted median, the other three adjacent roadways are two lane city streets.

The surrounding neighborhood is primarily residential, though there are a few commercial properties immediately to the east of the school property along W Silver Spring Drive. The neighborhood immediately to the south of the school was largely developed in the 1920s and most of the building stock consists of single-family bungalows. The neighborhood to the west, east, and north of the school property was largely developed from the mid-1930s to the 1950s and is mostly composed of single-family homes (a mixture of bungalows, minimal traditionals, and Cape Cod revivals), though the neighborhood also contains a few duplexes. There are a small number of more modern intrusions, mainly along Silver Spring Drive, but most of the neighborhood's historic character and building stock remains.

## Exterior

The earliest school building built on this site was completed in 1916. This building was expanded in 1927 with two wings that extended to the north, giving the building a U-shaped footprint. Both of these rear wings were extended to the north in the 1930s, the northeastern wing was completed in 1932, and the northwestern wing followed in 1936. In 1940, the 1916 and 1927 sections of the building were extensively remodeled. This building program raised these sections of the building from one-story to two, added a two-story gymnasium/auditorium wing to the east and south and a two-story kindergarten wing to the west and south of the main section of the building, and added a one-story structure that intruded into the courtyard formed by the two 1930s wings. In 1972, a one-story addition was built onto the rear of the gymnasium/auditorium wing.

The Carleton School is composed of a two-story, U-shaped main block (1940); a two-story gymnasium wing (1940); a two-story kindergarten wing (1940); a one-story courtyard block (1940); a one-story gymnasium/auditorium addition (1972); and two rear classroom wings, one that extends to the north from the eastern end of the main block (1932), and one that extends to the north from the western end of the main block (1936). The building is of wood frame construction, faced primarily with red brick laid in 5:1 common bond (except where otherwise noted) with Bedford limestone detailing. Entrances to the building each contain three doors.

At the time that the Granville was annexed by the city of Milwaukee and the towns schools were consolidated into the Milwaukee Public School System in 1948, the city conducted a comprehensive survey of the building's facilities and prepared a conditional report. For the preparation of this narrative description of the school, the building's current state was compared to the description included in that survey.<sup>1</sup>

### Exterior: Main (South) Façade

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<sup>1</sup> Robert F. Marty, "Valuation Report on Physical Assets of School District No. 3 (Carleton School), 4116 West Silver Spring Drive, Milwaukee, Wisconsin," Prepared for C.R. Dinsen, Attorney for School District No. 3 (Carleton School), Town of Granville, 15 November 1948. Milwaukee Public Library, Frank P. Zeidler Room, City Attorney Records, 1887-1980, Series 2, Box 192, Folder 3.

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The south façade of the Carleton School is comprised of three two-story sections: the entrance façade of the main block at the center, the south elevation of the gymnasium/auditorium wing to the east, and the south elevation of the kindergarten wing to the west of the main block. The main block was originally built in 1916 but was extensively remodeled in 1940, and both the gymnasium/auditorium wing and the kindergarten wing were constructed in the same building project. All three sections are faced with red brick laid in 5:1 common bond with Bedford limestone detailing.

*Main Entrance Façade (1916/1927, but extensively remodeled in 1940):*

The school's main block is two stories on a raised foundation. The façade is symmetrical and visually divided into three sections.

The central section contains the building's primary entrance. This section protrudes slightly, and is slightly taller than the walls on either side. Two concrete steps rise to a landing and a set of three wood half-light doors framed in limestone. The vertical members are fluted, and the stone lintel is decorated with bas-relief rosettes centered above each pier and three vertical lines centered above each door. A cantilevered aluminum awning protrudes from the façade and covers the main entrance. The most striking feature of this façade appears above this entrance and serves to stress the verticality of the structure. A limestone name plaque carved with the name of the school "CARLETON" and the building's renovation date, 1940, is flanked on either side with bas-relief floral carvings. Above this, four squared fluted pilasters extend through the façade and break the roofline. Each of these ends at the top with bas-relief carving. Between the pilasters, glass block was installed to bring light to the new interior atrium. Above the glass block and between the pilasters, the wall is faced with carved limestone, fluted, with scalloped edges at the bottom, and bas-relief ornament at the top to define the roofline. While the bands of limestone are not continuous through the full height of the façade, the vertical door frames are mirrored by these limestone pilasters above, which draws the eye from the entrance to the roofline. On either side of the entrance are three four-over-four wood sash windows with stone lintels, one on each floor, and one in the raised foundation. The windows on the first and second floors of the building are taller than those below. Below the limestone sill of the first story windows, the bricks were laid in a dog-tooth course. The brick between the first and second story windows breaks the common bond, as soldier bricks were employed to continue the vertical lines of the window frames and muntins, and between these soldier bricks, the brick was laid in all headers to create shallow recessed bands. To further draw the eye up the façade, two octagonal bas-relief plaques with floral motifs are centered above each of the second story sash windows. The roofline of this section features a toothed soldier course topped with limestone coping.

The sections of the main façade on either side of the central entrance mirror each other. Each section contains six six-over-six wood sash windows on each floor and in the raised foundation. All of these windows have limestone sills, and similarly to those first story windows in the central section of the façade, those here also feature a dog-tooth course below the sills. Also similar to the central section, the brickwork between the first and second story and above the second story windows serve to stress the building's verticality. Instead of employing soldier bricks, however, the bricks are all headers. Alternating bricks are slightly recessed to create a

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vertical pattern. The overall effect of this brickwork creates the visual appearance of brick piers that rise between each window to the roofline, which is also topped with limestone coping.

*Gymnasium/Auditorium Wing Façade (1940):*

The south elevation of the 1940 is also two stories tall and contains a public entrance to the gymnasium/auditorium within. It's symmetrical design mimics many of the features of the building's primary entrance. Three wood half-light doors are located at the ground level, so below the first story. Four squared and fluted limestone pilasters frame these doors, and rise through the full height of the façade before breaking the roofline. Each features a square base ornamented with a bas-relief rosette, and are topped with carved plaques with floral designs. Between these pilasters on the first story are three four-over-four wood sash windows. The brickwork between the limestone elements is laid with bands of soldier bricks that visually carry the vertical elements of the windows through the elevation. Between these vertical bricks, the bricks were laid in all headers, with alternating bricks slightly recessed to create a vertical pattern. The gymnasium/auditorium façade also contains two four-over-four wood sash windows in the first story, centered in the wall between the limestone pilasters and the corners of the building. The brickwork above and below these windows was laid in the same manner, with bands of soldier bricks and stepped header bricks that stress the building's verticality. As with the central section of the main block façade, the roofline of this section features a toothed soldier course topped with limestone coping.

*Kindergarten Wing (1940):*

The south elevation of the 1940 kindergarten wing is two stories tall on a raised foundation. This elevation is symmetrical and features three four-over-four wood sash windows on only the first floor. Mirroring the design elements of the main block of the building, the windows have limestone sills atop dog-tooth brick courses. The brickwork above the windows also mirrors the treatment from the main block, with bands of soldier bricks and stepped headers that visually carry the vertical elements of the windows through the elevation. Here, too, the roofline features a toothed soldier course topped with limestone coping.

*Exterior: East (N 41<sup>st</sup> Street Side) Elevation*

The east elevation of the building contains four sections. From south to north, they are the east elevation of the 1940 gymnasium/auditorium wing, the one-story 1972 addition, the east elevation of the two-story main block of the building (which is partially obscured by the 1972 addition), and the east elevation of the 1932 classroom wing. The classroom wing was built slightly below grade, so while this section of the building contains two floors, it is shorter than the main block of the building. In other words, the first floor of the rear wing is between the basement and first floor level, and the second floor is between the first and second story of the building's main block.

*Gymnasium/Auditorium Wing (1940):*

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The eastern elevation of the gymnasium/auditorium wing continues many of the same design elements from this wing's south elevation. The first story features four large openings, each with limestone sill and filled with glass block. Below the northern-most of these windows is an entrance that leads into the gymnasium/auditorium space. This entrance contains a pair of twelve-light wooden doors. The second story contains ten typical windows, each with a limestone sill above a dog-tooth brick course. Above each window the brick was laid in all headers, with alternating bricks slightly recessed to create a vertical pattern. The rest of the wall is topped with a brick toothed soldier course topped with limestone coping. The second story also contains a fire escape door, roughly at the center of the elevation. This door opens onto an exterior steel fire escape.

*1972 Addition:*

Because the 1972 addition wraps around the north side of the gymnasium and along the eastern elevation of the main block, it has two eastern elevations. The gymnasium end of the addition contains no openings. The eastern elevation at the main block of the building contains a single-bay truck service door. Because this addition was built to expand the building's cellar-level service facilities, it does not obscure the first story openings in either the gymnasium/auditorium wing or the main block of the school.

*Main Block (1916/1927, but extensively remodeled in 1940):*

The eastern elevation of the main block of the building features large openings on each floor, each containing a ribbon of six six-over-six wood sash windows separated by wood mullions. Here, the brickwork does not repeat the same vertical elements as on the south elevation or the gymnasium/auditorium wing. Instead, the brick is laid in the typical 5:1 common bond, and the roof is topped with a band of limestone coping.

*1932 Classroom Wing:*

The east elevation of the 1932 classroom wing is visually divided into two parts. At the southern end, the wing contains the building's 41<sup>st</sup> Street entrance. The section of the wing that contains the entrance projects slightly from the rest of the elevation. The entrance itself contains three wood doors, each topped with an eight-light transom, and the whole is framed with carved limestone. Above the entrance, on the second story, is a trapezoidal projecting window bay, constructed of wood. This bay contains five six-over-six wood sash windows, a Regency-style copper roof, and wooden support brackets.

To the north of the entrance, the building contains two large openings on each floor with limestone sills, and each opening holds six six-over-six wood sash windows divided by wood mullions. The sills of the first story sit about six inches above grade. A soldier course extends the length of this section of the building, forming a continuous lintel over both second-story openings. The cornice at both sections of this wing is defined by a textile brickwork: a course of headers, three courses laid in Flemish bond, and another course of headers, all topped with a band of limestone coping.



*Exterior: West (N 42<sup>nd</sup> Street Side) Elevation*

The west elevation contains five sections. North to south they are: the east elevation of the 1936 classroom wing, the east elevation of the main block, the east elevation of the kindergarten wing, and the east elevation of the gymnasium/auditorium wing.

*1936 Classroom Wing:*

The west elevation of the 1936 classroom wing largely mirrors the east elevation of the 1932 classroom wing. Again, the wing is made up of two sections. At the southern end, the wing contains the building's 42<sup>nd</sup> Street entrance, and this section projects slightly from the rest of the elevation. While this side also contains three wood doors topped by eight-light transoms. The sill is composed of marble. The door surround is significantly different from the one on the opposite side of the building. While the 1932 wing contained a projecting window bay, here the door is framed in a slightly more classically-inspired limestone door surround. Above the door frame, there is a pulvinated frieze, a row of dentils, and a carved cornice. Sitting atop the cornice is a carved limestone name plaque that reads, "CARLETON SCHOOL DISTRICT #3, TOWN OF GRANVILLE." On either side of the name plaque are carved limestone corbels. Above this are three typical windows, framed in limestone, and the entrance is topped with a Regency-style copper roof on wooden brackets. The section to the north of the entrance mirrors the east elevation of the 1932 wing.

*Main Block (1916/1927, but extensively remodeled in 1940):*

The west elevation of the main block contains five windows in each story, and five windows at the basement level. All of these are singly-placed and regularly-spaced six-over-six wood sash windows. As in other parts of the building that were renovated in 1940, the first story windows have limestone sills over a brick dog-tooth course. The walls between the first and second story and above the second story windows are laid in all headers, alternating in depth to create a vertical pattern.

*Kindergarten Wing (1940):*

The kindergarten wing is visually divided into two sections. The main section features a one-story-on-raised-foundation round wing that projects from the side of the building and forms something like a rotunda. This projection has a copper roof, and contains eight typical windows on a continuous limestone sill over a dog-tooth brick course. The central window is half-blinded, filled with brick. To the north of this the first story contains a four-over-four wood sash window. To the south, the first story contains a door with a six-light transom. A steel fire staircase descends from this door, following the curved wall. The second story contains five typical windows, and like the south (front) elevation of the kindergarten wing, the brick wall above each of the windows are laid in all headers to emphasize the building's verticality.

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The other section of the west façade of the kindergarten wing is slightly recessed from the rest of the elevation. It contains a six-light/one-panel wood door at the ground level that grants access to the cellar. Above this, and extending from the sill line at the first story to the lintel line in the second story, is a large opening filled with glass block. The brickwork above this opening is treated in the same way as in the rest of the elevation.

*Gymnasium/Auditorium Wing (1940):*

The west elevation of the gymnasium/auditorium wing contains three openings in the first story, six in the second story, and one in the raised foundation. The first story contains two large openings filled with glass block. To the south of these is a singly-placed four-over-four wood sash window. Below this is another four-over-four wood sash window of the same width but shorter in height. This ground story window has a limestone sill over a brick dog-tooth course. The brick wall between these two sash windows is laid with soldier bricks that continue the vertical lines of the window frames and muntins, and between these soldier bricks, the brick was laid in all headers to create shallow recessed bands. The six windows in the second story are identically treated. Each contains a typical window with a limestone sill over a dog-tooth brick course. Above each window the brick has been laid in all headers, alternately recessed. As with the other elevations of the gymnasium/auditorium wing, the wall (except above the window openings) is topped with a toothed soldier course and a band of limestone coping.

*Exterior: North (Rear) Elevation*

*Gymnasium/Auditorium Wing (1940):*

The north elevation of the gymnasium/auditorium wing was not treated with the same level of detail as the other three elevations. Here, there are no openings on the first story, and the second story contains only two typical windows, irregularly spaced. The lower level is obscured by the 1972 addition.

*1972 Addition:*

The north elevation of the 1972 service addition contains a door at the eastern end. To the west of this is a small opening with a louvered metal vent and a larger window opening that has been boarded over.

*1932 Classroom Wing:*

The north elevation of the 1932 classroom wing contains no openings but contains a large brick tapestry formed with slightly protruding bricks that extends from the first story to the lintel line of the second story. The soldier course that defines the window lintels on the east elevation carries through the north elevation and wraps around to the west elevation. As does the textile brick cornice.

*Courtyard:*

The courtyard is framed by the main block of the school and the two 1930s classroom wings. A brick chimney extends stands at the southeast corner of the courtyard. It is built of buff-colored bricks through the first story, then midway through the second story it changes from buff to red brick and then changed from square to octagonal. As part of the 1940 building project, a one-story frame wing was built onto the rear (north) of the main block of the building. This one-story addition has wood siding and two openings with metal louvered vents.

The north elevation of the main building block contains five openings in the first story and four openings in the second. The four eastern openings in the first story and all four openings in the second each contain typical windows. The fifth (westernmost) opening in the first story contains a louvered vent. The wall, to the parapet, is constructed of buff-colored brick.

The west elevation of the 1932 classroom wing is also largely constructed of buff-colored brick, except at the north end. The first story contains two small additions, one built of brick and one of concrete block, that contain fire doors. Between these two additions in the first story is an opening with a pair of typical windows. In the second story, above the concrete block addition, is another metal fire door, this one opening out onto a steel fire escape. This elevation also contains three window openings in the second story, each of which contain paired six-over-six wood sash windows.

The east elevation of the 1936 classroom wing largely mirrors the west elevation of the 1932 classroom wing, but does not contain fire escape doors, but instead the north end of the building is slightly expanded to accommodate a larger stairhall internally. This enlarged stairhall contains two openings on the first floor, each of which contains paired, six-pane wood windows; and one opening in the second story that contains a pair of six-over-six wood sash windows.

#### *1936 Classroom Wing:*

This north elevation has largely been obscured by a concrete block wall built around the historic steel fire escape. There is one opening in this block wall, but it has been boarded over. The second story only contains one opening, a wood door that opens onto the fire escape. The soldier course that defines the window lintels on the west elevation carries through the north elevation and wraps around to the courtyard. As does the textile brick cornice.

#### *Kindergarten Wing (1940):*

The north elevation of the kindergarten wing contains two typical windows, one in each story, slightly east of center. These windows are treated in the same way as the other 1940 sections of the building. The first story window has a limestone sill atop a dog-tooth brick course. The brick wall between the two stories and above the second story window have been laid in all headers, alternately recessed.

### **Interior**

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The school largely retains the plan achieved through the 1940 remodel. The building's interior also retains a large degree of its historic fabric, although the building's interiors are in quite poor condition following twenty years of vacancy and vandalism.

*Main Block (1916/1927, but extensively remodeled in 1940):*

When the building was originally built, the cellar level contained two bathrooms, a boiler room, a manual education classroom, and a home economics classroom. The floor plan was largely altered in the 1940 remodel but remains relatively unchanged since then. Historically, the cellar level floors were painted concrete, but since 1948 they have been covered with vinyl composition tile.

The first floor of the building also underwent significant changes in the 1940 remodel, though the original plan of the school is still evident. The second floor, added during the 1940 remodel, remains relatively the same as it did at the time it was constructed. Throughout the main block of the building, the corridor floors are terrazzo while the classroom floors are composed of maple strip flooring. The walls are plastered, except in the main entrance vestibule and in the bathrooms, where they are glazed ceramic tile. Staircases are constructed of steel risers, railings, and newels, with wooden handrails, and terrazzo treads. The south staircase above the main entrance of the building, due to the expansive glass block openings in the façade, is flooded with natural light giving this space an atrium-like quality. Most of the corridor doors retain their historic wood half-light doors. Many of the classrooms retain their wood, five-panel closet doors and wood window trim. A very small number of rooms (like Room 209) contain Art Deco-style wood doors. These are constructed of three panels with muntins running from the bottom rail to the top rail, and each panel has a solid wood lower section and a two-pane upper section. These doors also have more elaborate surrounds, with fluted wooden casing and ceramic tile rosettes.

*1932 and 1936 Classroom Wings:*

The 1932 and 1936 classroom wings were only minimally renovated during the 1940 building project, and they retain much of their original fabric. Like the main block of the building, these wings contain terrazzo floors in the corridors and maple strip flooring in the classrooms. The classrooms all retain their wood half-light/three-panel doors with two-light transoms. The corridor and classroom walls are plastered, and the corridors contain simple-profile wood chair rail. The bathrooms and entrance vestibule have glazed ceramic tiles extending approximately 2/3 the height of the walls. Most of the staircases are constructed of steel risers, railings, and newels, with wooden handrails, and terrazzo treads. The stair that leads to the teacher's office above the entrance vestibule is made of wood. Many of the classrooms retain their wood, five-panel closet doors and wood window trim.

*Gymnasium/Auditorium Wing (1940):*

The lower level of this wing contains the multi-purpose gymnasium and auditorium. This space retains its historic maple floors, but the upper-level balcony has been partially enclosed and converted into a projection room, and the stage has been removed. Despite these changes, the

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flooring, ceiling height, and glass block windows retain the characteristics that define this as a gymnasium and assembly space. The second floor contains two classrooms, a library, and a large storage room. This wing, too, contains terrazzo floors in the corridors and maple floors in the classrooms. The classrooms each retain their wood half-light doors with two-light transoms.

### *Kindergarten Wing (1940):*

The first floor of the kindergarten wing contains a single large classroom, a small bathroom, and an exit stair. The classroom retains its wood three-light/two-panel door, its maple floors, its wood window casings, and its plaster walls. The bathroom retains its small tile floor and wooden bathroom stall doors. The stairhall is flooded by natural light coming in through the two-story glass block opening. The staircases are steel, with steel risers, railings, and newel posts, with wood handrails, and terrazzo treads and landings. The second floor contains an additional classroom, with maple floors, plaster walls, and wood window casings.

### **Alterations**

The most significant alterations to the school have been necessary updates to the mechanical and service systems of the building to adhere to changing building codes. The school retains most of its historic windows and doors, except for a small number of wooden doors that were necessarily replaced with metal fire doors. The gymnasium/auditorium wing was altered in 1972 as a small addition was added to the north side to expand the building's kitchen and receiving bay. At some time after 1948, the shallow stage at the north end of the gymnasium/auditorium was removed (likely as a part of this 1972 building project). The only other significant modification was the partial enclosure of the steel balcony at the south end of the gymnasium. The balcony space was divided into three spaces to create a projection room at the center. Despite this alteration, the historic balcony is still legible as most of the upper level remains open to the gymnasium space.

### **Integrity**

National Register Bulletin 15 describes integrity as the capability of a resource to convey its significance, and evaluates integrity based on a set of seven aspects detailing a property's physical features and how they relate to its significance.

The Carleton School retains integrity of location as the building remains in its original location. When the building was remodeled in 1940, the surrounding neighborhood was primarily residential and consisted largely of single-family homes and duplexes constructed in the 1920s and 1930s. In the area near the school, the buildings on Silver Spring Drive were mostly residential, with a few commercial intrusions. While most of the vacant lots in the neighborhood to the north of Carleton School were developed with single-family homes in the 1940s and 1950s, the area surrounding the school remains residential in nature. At the time of the 1940-1941 remodel, the school property was smaller than its current size. Between 1951 and 1956 the city purchased property immediately north of the school grounds to expand the paved playground and parking area. This property was further expanded to its current size by 1970.

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Despite the expansion of the school grounds to provide more paved playground space, the property retains integrity of setting as the neighborhood surrounding the school continues to reflect the residential character from the property's period of significance.

The Carleton School's period of significance is 1941, as this was the date that marks the completion of the renovation project that resulted in the building's Depression era design. The building's character defining features remain intact at the exterior, including the stressed verticality through both the limestone detailing and patterned brickwork, the symmetrical facades, the bas-relief limestone carvings, and the pronounced use of glass block. The school retains all of its original wood windows, and the majority of its historic wood doors. The interior layout of the rooms has been retained. Original interior features that date to the 1940 renovation are also present, including terrazzo corridor floors, ceramic glazed block walls in entrance vestibules and bathrooms, steel staircases, wood classroom doors with transoms, strip maple classroom floors, wood closet doors and window casings, as well as the maple gymnasium floors. The retention of these design elements and original materials demonstrates that the building retains a high amount of both design integrity and integrity of materials and workmanship.

The Carleton School also retains a high level of integrity of both integrity of association and feeling. The building continued to function as a school until 2005, at which time it became vacant. Because the building has only functioned as a school, little has changed to undermine this historic association. Alterations to the building between 1940 and 2005 have been minimal and reflect necessary changes to school architecture. While the shallow stage has been removed from the gymnasium/auditorium, the kitchen expansion and the partial enclosure of the balcony to create a projection room demonstrates that this space continued to function as both a gymnasium and an assembly hall. The building retains its historic classroom and faculty office spaces. The historic windows remain intact, demonstrating the need to flood interior classrooms with natural light. Classrooms also retain elements that signal their historic uses, like chalkboards and bulletin boards, student cloak closets, and storage spaces for classroom materials. The corridors are still brightly painted in shades of light blue, pink, and yellow, amplifying the joyful feeling of a public grade school.

Overall, the Carleton District #3 School retains a remarkable level of integrity for a public school that remained in use for over sixty years.

END OF DESCRIPTION, DO NOT DELETE

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## 8. Statement of Significance

### Applicable National Register Criteria

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

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

### Criteria Considerations

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

- ☐ A. Owned by a religious institution or used for religious purposes
- ☐ B. Removed from its original location
- ☐ C. A birthplace or grave
- ☐ D. A cemetery
- ☐ E. A reconstructed building, object, or structure
- ☐ F. A commemorative property
- ☐ G. Less than 50 years old or achieving significance within the past 50 years

**Areas of Significance**

(Enter categories from instructions.)

Architecture

**Significant Person**

N/A

**Period of Significance**

1941

**Cultural Affiliation**

N/A

**Significant Dates**

1916

1927

1932

1936

1940

**Architect/Builder**

Smith, Charles F. (1940 Architect)

Bierman, Richard H. (1936 Architect)

Topzant, John (1932 Architect)

**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Carleton District #3 School was originally built by the town of Granville's third school district in 1916. Following its initial construction, the building was modified through five different building programs: two wings were added to the rear of the building in 1927, the first of these wings was expanded 1931-1932, the second wing was expanded through the Public Works Administration (PWA) program from 1935-1936, the building was drastically redesigned by Milwaukee-based architect Charles F. Smith and built with Work Projects Administration (WPA) funds and labor in 1940, and a small unobtrusive addition was built onto the north side of the gymnasium in 1972. The building served the town of Granville until the area was annexed by the city of Milwaukee in 1948, at which time it became part of the Milwaukee Public School System. It remained in use as a public school until 2005, and the building has remained vacant since that time.

Carleton District #3 School is being nominated to the National Register of Historic Places under National Register Criterion C (Architecture) for its local significance as a notable example of Depression-era public grade school architecture, and in its design represents the shifting



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architectural taste of the 1930s and 1940s. The building displays a combination of character-defining elements from several architectural styles, with the most prominent of these being the Art Deco style, as showcased in its use of masonry elements to stress the building's verticality, the low-relief geometric ornamentation expressed in limestone detailing, and the pronounced use of glass block. WPA projects used very little powered machinery in order to allow for the hire of more manual laborers. This makes it further impressive that the consistency and uniformity of the masonry façade exudes machine precision despite the fact that not all WPA laborers would have been formally trained. Carleton School also has "Minimal Georgian"-style multi-light windows throughout the building; a Regency-style copper roof above its eastern entrance; and classically-influenced elements as demonstrated by the nameplate/window composition at the main entrance, the overall proportions of the central section of the building's façade, the fluted pilasters, the octagonal inset panels, and an eastern door surround that includes a pulvinated frieze and corbels expressed in limestone. This combination of architectural influences is relatively common amongst public buildings designed during the Depression era, so much so that architectural historians have made many attempts to classify these buildings as a distinct style. Suggested names include "Modern Classic," "Depression Modern," and "WPA/PWA Modern" style. The building also retains a remarkably high level of integrity and is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.

In addition to being a shining example of Art Deco architecture, Carleton School represents the regional and national trend to consciously invest in public education buildings, especially as funded by the WPA. The evolution of the building from the original 1916 construction, through its additions in the 1920s and 1930s, and ultimately the renovation program completed in 1941 which resulted in the school's current design, is physical evidence of its adaptability to accommodate the needs of the community it served as the school district underwent various periods of population growth and demographic change.

### **Period of Significance and Justification**

The period of significance for the Carleton District #3 School is 1941, the date that marks the completion of the renovation project that resulted in the building's Art Deco design.

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## Narrative Statement of Significance

### History of Granville

Known by Native Americans as the “gathering place by the waters,” the “good earth,” or the “gathering place,” the area at the confluence of the Milwaukee, Menomonee, and Kinnickinnic Rivers was (and continues to be) home to many Indigenous groups such as the Menominee, the Potawatomi, the Ojibwe, the Odawa, the Meskwaki, the Ho-Chunk, the Sauk, and the Oneida.<sup>2</sup> The first Europeans to come to Milwaukee were the French who, from 1634 to 1763, laid claim to the lands. During the eighteenth century, Milwaukee grew as a fur trading post, and following their victory against the French in the French-Indian War, the British claimed France’s North American territories.<sup>3</sup> Following the American Revolution, the United States took control of the lands of Milwaukee, though the area remained little more than a trading outpost until the arrival of Solomon Juneau in 1818. In 1831, the federal government forced the Menominee to cede all their claims to their lands north of Milwaukee and east of the Milwaukee River, and the first land in the Milwaukee area was offered for sale at the land office in Green Bay. Following the 1832 Blackhawk War, the Potawatomi ceded their claims to the lands south and west of the Milwaukee River in the 1833 Treaty of Chicago.<sup>4</sup>

Milwaukee County was established in 1834 as part of the Michigan Territory, and after the State of Michigan was admitted to the Union in 1837, Milwaukee County became part of the newly formed Wisconsin Territory. Between 1838 and 1841, the county was divided into seven townships including the Towns of Lake and Milwaukee (established in 1838) and the Town of Granville (established January 21, 1840.) Settlement in Granville was initially slow because much of the land was kept out of the market by the Wisconsin Territorial government which sought to develop a canal to connect the Milwaukee River, by way of the Waukesha lakes, to the Rock River (thus establishing a waterway between Lake Michigan and the Mississippi River).<sup>5</sup> Despite this, the earliest settlers to the area were purported to arrive in 1835, and the first three land sales were recorded in 1838.<sup>6</sup> Thirty-four additional tracts were sold in 1839.<sup>7</sup> Ten of these settlers came from Granville, Washington County, New York, and requested that the township be named for their former home (which, in turn, had been named for John Carteret, Earl of Granville.) Settlement accelerated following the collapse of the Milwaukee & Rock River Canal Company in 1848 and the release of the lands reserved for that project. In 1849, these lands came up for auction, and several thousand acres were sold in a single day.<sup>8</sup>

<sup>2</sup> Bryan Rindfleisch, “Native Milwaukee,” *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/native-milwaukee/>, and Jacob C. Jurss, “Indigenous Milwaukee in the Age of Empire,” *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/indigenous-milwaukee-in-the-age-of-empire/>

<sup>3</sup> Jurss, “Indigenous Milwaukee.”

<sup>4</sup> Ibid.

<sup>5</sup> George W. Peck, ed. *Wisconsin*. (Madison: Western Historical Association, 1906), 72. and John Gurda, “Water,” *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/water/>

<sup>6</sup> Pamela Rasche, *Granville, Wisconsin: A History of a Growing Community*. (Milwaukee: City of Milwaukee Legislative Reference Bureau, 1973), 2.

<sup>7</sup> H. Belden & Co., “History of Granville Township,” *Illustrated Historical Atlas of Milwaukee County, Wisconsin*. (Chicago: H. Belden & Co., 1876), 12.

<sup>8</sup> Ibid.

Due in large part to the proposed canal project and the territorial government's retainment of the bulk of the land in the Town of Granville, settlement in the 1840s was both sparse and scattered. According to the 1840 United States Census, Granville had a population of only 225.<sup>9</sup> During the following decade, though, droves of immigrants arrived, including a wave of Pennsylvania Dutch settlers from Telford, Pennsylvania. These settlers, under the leadership of Samuel Wambold, established in 1847 the German Evangelical Lutheran and Reformed Church (later known as Salem Evangelical Lutheran Church).<sup>10</sup> The first official town meeting took place in 1842, and the first ordinances provided for the town's first roads and schools. The first school building, a "rude log structure," was built that same year on land donated by S.C. Enos, and the second, "Barndt's School" was built the following year.<sup>11</sup> The town paid the first schoolteachers eight dollars per month, and the teachers boarded in pupils' homes.<sup>12</sup> By 1870, the township boasted seventeen schools, eight churches, three hotels, and six saloons.<sup>13</sup>

Throughout the second half of the nineteenth century, the Town of Granville was one of the, if not the most prolific farming communities in Milwaukee County.<sup>14</sup> According to a history of Granville Township from 1876, the land was characterized by its "beautifully rolling" hills and "generally very fertile" soils.<sup>15</sup> The north branch of the Menomonee River flowed through the western half of Granville, and the Milwaukee River flowed through the northeastern corner and just east of the township. The area's soils and these waterways provided good drainage for croplands and led to that historian's claim that "it is doubtful whether there is another so large a tract of land of equal value for agricultural purposes."<sup>16</sup> From the 1840s through the 1870s, wheat was the primary crop, and in 1870, it was recorded that about one-seventh if the total township area (3,204 acres) was devoted to wheat cultivation, and another third of the total township devoted to other cereal production (1,525 acres devoted to oats, 1,290 acres to corn, 1,296 acres to barley, and 154 acres to rye).<sup>17</sup> Some Granville farmers grew hops to sell to the breweries in Milwaukee, and many raised cattle, sheep, and pigs.<sup>18</sup> By the end of the 1870s, following state-wide trends, wheat ceased to be the primary cash crop and many farmers began to concentrate instead on dairy farming.<sup>19</sup>

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<sup>9</sup> Ron Winkler, "The Town of Granville, Part One," *Bay View Historian*, 2021(1), Spring 2021, 4.

<sup>10</sup> The following year, the church's pastor, Wilhelm Wrede, called a meeting of local Lutheran ministers at this church, and from this meeting developed the Wisconsin Evangelical Lutheran Synod. For reference, see: Jenna Jacobs, "Granville," *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/granville/> and Urban Anthropology, Inc., "Northwest Side: Granville Station," *Neighborhoods in Milwaukee: 190 Milwaukee Neighborhoods*. <https://www.neighborhoodsinmilwaukee.org/Granville%20Station.pdf>

<sup>11</sup> Pamela Rache, *Granville, Wisconsin: A History of a Growing Community*. (Milwaukee: City of Milwaukee Legislative Reference Bureau, 1973), 5.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid., 6.

<sup>14</sup> Monica Frost, "Thurston Woods," *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/thurston-woods/>

<sup>15</sup> H. Belden & Co., "History of Granville Township," 12.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Rache, *Granville, Wisconsin*, 6.

<sup>19</sup> Ibid., 7.

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The township developed to support the agricultural industries. Population boomed in the first two decades, from 225 in 1840, to 1,713 in 1850, and 2,663 in 1860 as settlers established farms to participate in Milwaukee's cereal economy.<sup>20</sup> The Milwaukee, Fond du Lac & Green Bay Railroad Company began buying land in the township in 1853 to connect the farmland to central Milwaukee, and the Milwaukee & Lake Superior Railroad Company constructed a second line through the township in the 1870s.<sup>21</sup> Though the township was largely agricultural in character, and though there were no platted villages before 1880, a number of small communities developed around rail depots: Granville Station in the northwestern corner of the township, Brown Deer in the northeastern corner, and Schwartzburg in the southeastern corner.

The hamlet of Schwartzburg was named after an early German settler, Christian Schwartzburg. The first depot was constructed on the Milwaukee, Fond du Lac & Green Bay Railroad where that line crossed Hopkins Road. After the completion of the Milwaukee & Lake Superior line in the 1870s, the center of that community shifted about ½ mile east with the construction of a Post Office at Villard and Teutonia Avenues. The two railroad lines attracted industry in the later years of the nineteenth century, including the Wisconsin Bridge & Iron Company, Greenbaum Tannery, and the Meiselbach Bicycle Company.<sup>22</sup> Development of Schwartzburg, though, was largely due to the influence of Republican political boss Henry Clay Payne. A vice-president of the Milwaukee Electric Railway & Light Company, Milwaukee's first streetcar system, Payne wielded his influence to turn Schwartzburg into a major industrial center. It has been suggested that Payne was largely responsible for bringing these industries to the area.<sup>23</sup> Payne also bought land in the area, formed housing development companies, and extended a streetcar line to his would-be suburb to bring hundreds of factory workers to the area.<sup>24</sup> In 1896, Schwartzburg was officially renamed and incorporated as the village of North Milwaukee.<sup>25</sup> Planned as a suburban development, North Milwaukee was platted with town lots and carried Milwaukee's urban street grid into the Town of Granville. The new housing and factory jobs prompted more people, predominantly Germans from Milwaukee's North Side and from other hamlets in Granville, to move to the village.<sup>26</sup> Milwaukee annexed the village of North Milwaukee in 1929 in what was at the time the largest single annexation of new territory to the city.<sup>27</sup> This was to be the first of many annexations that were to diminish the town of Granville.

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<sup>20</sup> H. Belden & Co., "History of Granville Township," 12.

<sup>21</sup> Miriam Bird, "A History of Granville Township," Manuscript, University of Wisconsin – Milwaukee Library, Archives Department, UWM Mss85, Box 1, Folder 1. 32.

<sup>22</sup> Urban Anthropology, Inc., "Northwest Side: Old North Milwaukee," *Neighborhoods in Milwaukee: 190 Milwaukee Neighborhoods*. <https://www.neighborhoodsinmilwaukee.org/Old%20North%20Milwaukee.pdf>

<sup>23</sup> City of Milwaukee, Historic Preservation Commission, "Historic Study Report: North Milwaukee Fire Station and Village Hall," 5151 N 35<sup>th</sup> Street, Milwaukee. Fall 2016.  
[https://city.milwaukee.gov/ImageLibrary/Groups/cityDCD/realestate/CommercialBldgsforSale/5151N35thSt\\_HistoricStudyReport.pdf](https://city.milwaukee.gov/ImageLibrary/Groups/cityDCD/realestate/CommercialBldgsforSale/5151N35thSt_HistoricStudyReport.pdf)

<sup>24</sup> Ibid.

<sup>25</sup> Urban Anthropology, Inc., "Northwest Side: Old North Milwaukee."

<sup>26</sup> Ibid.

<sup>27</sup> John M. McCarthy, "Annexation," *Encyclopedia of Milwaukee*. Accessed January 2025.

<https://emke.uwm.edu/entry/annexation/> <https://emke.uwm.edu/entry/annexation/> and John Gurda, *The Making of Milwaukee*. (Milwaukee: Milwaukee County Historical Society, 2008), 340.

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Despite the development and annexation of North Milwaukee, Granville remained predominantly rural and largely agricultural through the first half of the twentieth century. The township was an important center for dairy and truck farming, and farmers would truck vegetables to markets in Milwaukee. The town's farmers also supported local cheese factories and creameries.<sup>28</sup> Though as the city grew, and as companies outgrew their city-center factories, industries began to open in Granville until the area eventually became the "most concentrated base of industrial employment in Wisconsin."<sup>29</sup> The Moss-American Company, for example, opened in 1921 near the unincorporated community of Granville Station. This facility treated lumber with a creosote and fuel-oil mixture to preserve the material for use as railroad ties and electric poles. Moss-American became one of the largest employers in the township and drew dozens of African American workers to the area during the early years of the Great Migration.<sup>30</sup> As industries grew, so did the population and the need for housing, and residential subdivisions began throughout the township in the 1920s.<sup>31</sup>

By 1930, Granville had reached a turning point. The town's population had ballooned from 2,875 in 1920, to 8,020 in 1930, and to 11,280 in 1940.<sup>32</sup> Despite this population growth, Granville was still unable to incorporate as the Wisconsin statute for municipal incorporation required a minimum population density, and the township still contained large agricultural areas and vacant, undeveloped land. In 1930, the northeastern corner of the township incorporated as the Village of River Hills, a wealthy residential suburb.<sup>33</sup> The incorporation of River Hills and Milwaukee's annexation of North Milwaukee in 1929, though, still left Granville with 29 of its original 36 square miles (80.5% of its original land area).<sup>34</sup> While the increase in population helped boost township tax dollars, rising population and increased residential development necessitated the expansion of public services like schools, water and sewage, and roads. Compounded by the national hardships of the Great Depression, Granville struggled to provide for its growing population.

Following World War II, returning GIs faced a national housing shortage. The City of Milwaukee looked to develop the farmland in its adjacent townships to address the need to provide permanent housing for U.S. veterans. One of the six projects developed by the Housing Authority of the City of Milwaukee to target this need, the Berryland Housing Development (named for the bountiful thickets of raspberry bushes that the community replaced), provided 76 buildings containing 391 units on a 41-acre site in southwestern Granville Township.<sup>35</sup>

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<sup>28</sup> Urban Anthropology, Inc., "Northwest Side: Thurston Woods," *Neighborhoods in Milwaukee: 190 Milwaukee Neighborhoods*. <https://www.neighborhoodsinmilwaukee.org/Thurston%20Woods.pdf>

<sup>29</sup> Ibid. and Urban Anthropology, Inc., "Northwest Side: Granville Station," *Neighborhoods in Milwaukee: 190 Milwaukee Neighborhoods*. <https://www.neighborhoodsinmilwaukee.org/Granville%20Station.pdf>

<sup>30</sup> Urban Anthropology, Inc., "Granville Station."

<sup>31</sup> John E. Westburg, "Preface" in Rache, i.

<sup>32</sup> Ibid.

<sup>33</sup> James K. Nelsen, "Village of River Hills," *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/village-of-river-hills/>

<sup>34</sup> Ron Winkler, "The Town of Granville, Part two," *Bay View Historian*, 2021(2), Spring 2021, 4.

<sup>35</sup> Frost, "Thurston Woods."



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By the 1950s, it was becoming abundantly clear that the Town of Granville needed a new path forward. The town had no legal power to halt immigration, nor did it have sufficient tax yield to pay for the expansion of community services necessary to support its growing population.<sup>36</sup> It had become a fairly common practice for developers to purchase land in Granville and petition for its annexation to Milwaukee prior to development, for the city could offer infrastructure assurances that the township could not provide.<sup>37</sup> This meant that while the area's population was growing, the taxes collected supplied Milwaukee's rather than Granville's coffers, yet many of these people still utilized many of the Town's services like roads and, in many cases, schools. Milwaukee needed to sustain its economy and tax base by annexing land to offset the loss of population to the suburbs, declining tax base, and decreasing property values. The City had also exhausted most of its vacant land, necessary for industrial development. As industry had been gradually expanding into Granville since the 1890s, Milwaukee identified the township as an avenue for growth.<sup>38</sup>

What ensued was something of an annexation war. Immediately south of Granville in Milwaukee Township, the village of Glendale incorporated in 1950 to avoid annexation, taking with it a lucrative industrial corridor.<sup>39</sup> In 1951 and again in 1952, the City of Milwaukee proposed annexation of parts of Granville, including the community of Brown Deer. The village of Brown Deer incorporated in 1955 to avoid Milwaukee Mayor Frank Zeidler's postwar growth agenda and to retain its political autonomy.<sup>40</sup> Milwaukee, posted notices for the annexation of the entirety of the remaining town of Granville, and public opinion was split. The issue became more complicated as Brown Deer filed to annex a portion of Granville for itself, as the village shared a consolidated school district with Granville and needed the continued revenue from Granville tax money to help support the school.<sup>41</sup> Annexation into Brown Deer promised lower taxes, but Milwaukee offered something to the people of Granville that Brown Deer could not: clean water. By the mid-twentieth century town wells throughout the county were drying up as increased development sapped resources or were becoming polluted as industry expanded further into the countryside. While Milwaukee initially sold water to towns in need, the bottomless supply of fresh water from Lake Michigan became a bargaining tool too valuable to squander, and the city began coercing towns to agree to annexation by threatening to withhold water.<sup>42</sup> In 1956, the residents of Granville voted to consolidate with the city of Milwaukee. Milwaukee added 16 square miles to its jurisdiction, became one of the few large cities in the United States to still have working farms within its boundaries, and the town of Granville ceased to exist.<sup>43</sup>

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<sup>36</sup> John E. Westburg, "Preface" in Rache, ii.

<sup>37</sup> Griffenhagen & Associates, "Town of Granville, Wisconsin—Possible Plans for the Government of the Present Area of the Town," Presented to the Board of Supervisors, Town of Granville, Wisconsin, 9 January 1956.

<sup>38</sup> Winkler, "The Town of Granville, Part Two."

<sup>39</sup> Phyllis Santacroce, "City of Glendale," *Encyclopedia of Milwaukee*. Accessed January 2025.

<https://emke.uwm.edu/entry/city-of-glendale/> and Gurda, *The Making of Milwaukee*, 340.

<sup>40</sup> Jenna Jacobs, "Village of Brown Deer," *Encyclopedia of Milwaukee*. Accessed January 2025.  
<https://emke.uwm.edu/entry/village-of-brown-deer/>

<sup>41</sup> Rache, 9.

<sup>42</sup> Winkler, "The Town of Granville, Part Two," 4.

<sup>43</sup> Urban Anthropology, Inc., "Thurston Woods." and Jacobs, "Granville."

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The second half of the twentieth century saw a pronounced demographic shift in the former town of Granville. African Americans began moving to the area in waves seeking industrial jobs and affordable housing available to Black renters and homebuyers. The need for housing was exacerbated by Milwaukee's urban renewal programs of the 1950s and 1960s, especially the razing of over 8,000 homes in the Bronzeville neighborhood in central Milwaukee.<sup>44</sup> Deindustrialization programs in the 1980s led to the decline of working- and middle-class neighborhoods and industrial areas like those that came to define the former town of Granville. City-wide, manufacturing employment fell 77% from its peak in 1963 to the beginning of the twenty-first century.<sup>45</sup> Today, the Thurston Woods neighborhood, which includes Carleton District #3 School contains a population of approximately 6,500 people, almost three-quarters of whom are African American.<sup>46</sup> Most of the remaining 25% of the population is Caucasian, with just over 250 claiming German ancestry. The neighborhood also has a notable Latino/a population (about 50% of which identifies as Puerto Rican descent), and Hmong population.<sup>47</sup>

### History of Granville School District #3 and Carleton School

The history of the Granville District #3 School, also known as the Carleton School, represents the history and evolution of education in the town of Granville from the time of the establishment of the school district to the consolidation of the town and the city of Milwaukee.

The education of Wisconsin's children has been a core consideration from the earliest days of our state's legislative history. Prior to the establishment of the Wisconsin Territory in 1836, only eight or nine elementary schools had been established in the region, providing education to some 275 pupils.<sup>48</sup> These early schools were entirely supported by private subscription, and the territorial legislature exercised no control over them. These schools were generally taught three months of the year, and teachers' salaries were paid with funds generated through these subscriptions, often ranging from two to three dollars a term per pupil.<sup>49</sup> Education policy was discussed in the first legislative sessions of the Wisconsin territorial government, for leaders felt that a public school system would become the most effective means through which to assimilate immigrants and shape children into civic-minded American citizens. In 1836, the territorial legislature adopted the Michigan territorial school law. This provided that "as soon as twenty electors shall reside in a surveyed township" they shall elect commissioners of common schools whose responsibility it was to lay off school districts, call school meetings, and collect the proceeds from the leasing of school lands to pay teachers' wages.<sup>50</sup> This legislation further provided for the election of directors who were to locate school houses, hire teachers, and to levy

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<sup>44</sup> Reuben Harpole and Joseph B. Walzer, "Bronzeville," *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/bronzeville/> and Robert S. Smith, "African Americans," *Encyclopedia of Milwaukee*. Accessed January 2025. <https://emke.uwm.edu/entry/african-americans/>

<sup>45</sup> Urban Anthropology, Inc., "Thurston Woods."

<sup>46</sup> Frost, "Thurston Woods."

<sup>47</sup> Urban Anthropology, Inc., "Thurston Woods."

<sup>48</sup> W.C. Whitford, "Early History of Education in Wisconsin," *Report and Collections of the State Historical Society of Wisconsin* V(III). (Madison: Atwood & Rublee, State Printers, 1868), 336.

<sup>49</sup> Ibid, 337.

<sup>50</sup> H. Belden & Co., 8.

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taxes *pro rata* on the attendance of school-age children in each district.<sup>51</sup> In the winter of 1835-1836, David Worthington taught what's recognized as the first publicly funded school created under the Michigan territorial law in a private room on East Water Street in Milwaukee. The first public school district in the state was organized the following autumn, also in Milwaukee by "a gentleman named West," who held classes in a framed schoolhouse in that city's second ward at No. 371 Third Street.<sup>52</sup>

The 1836 law proved to be too strict and unenforceable, so the legislature redrafted the law. In 1839 they passed new legislation relating to the organization of common schools. The primary success of the law was in the way that it created county, town, and school districts as subordinate units within the territory. However, it gave too much individual power to local school districts to decide their curricula and to govern their schools. By 1840, the number of common schools in the Wisconsin Territory had grown from eight schools teaching 275 students, to 77 schools enrolling 1,937 students.<sup>53</sup> In an attempt to rectify the issue, the legislature created a school statute within the state constitution which established the Office of the State Superintendent to oversee and coordinate the public school system. Recognizing the statewide program deficiencies, the state legislature selected a commission led by Michael Frank to codify and rationalize school law. Despite his best efforts, Frank was unable to achieve the necessary reforms and failed to unify a state public schooling system as individual school districts continued to exercise their independence in what they deemed appropriate for their children's needs.<sup>54</sup>

As required by the 1839 law, at the establishment of the town of Granville in 1840, the town supervisors set aside fifteen school districts. It seems, however, that though fifteen were established, dedicated public school buildings were not built in each of Granville's school districts. The first school building in Granville Township was constructed in 1842. Known as Enos's School, named for S.C. Enos who donated the land, this building was "little more than a rude log structure."<sup>55</sup> The second school in Granville, Barndt's School was built the following year. In total, eight public schools were built in Granville during the 1840s. It is likely that lack of both population and finances explains why the town was not able to realize a building in each school district.<sup>56</sup>

The earliest Carleton School was built ca. 1853, shortly after Ernst and Louise Zautcke deeded four square rods (264 square feet) to the school district on December 21, 1847 (though at this

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<sup>51</sup> This law was revised and simplified in 1839 to require "every town with not less than ten families" was required to become a school district and provide a competent teacher. See: W.C. Whitford, "Early History of Education in Wisconsin," 321-351.

<sup>52</sup> W.C. Whitford, "History of School Supervision in Wisconsin," *Report and Collections of the State Historical Society of Wisconsin* V(III), 1869. 352-368.

<sup>53</sup> Alice E. Smith, *The History of Wisconsin Vol. 1: From Exploration to Statehood*. (Madison: The State Historical Society of Wisconsin, 1973), 578.

<sup>54</sup> Barbara Wyatt, "Education," in *Cultural Resource Management in Wisconsin*, Vol. 3. (Madison: State Historical Society of Wisconsin, 1986), 1-1

<sup>55</sup> Rache, 5.

<sup>56</sup> Bird, 112.



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time this school was in Granville School District #6 rather than District #3.)<sup>57</sup> The building was of log construction, built at the northwest corner of Silver Spring Road and Hopkins Street, directly north of Christian Schwartzburg's farm, and approximately ½ mile north of where the Schwartzburg Station would be built at the intersection of Hopkins Street and the Milwaukee, Fond du Lac & Green Bay Railroad by 1855. Based on historic maps, the Evangelical Lutheran congregation built a church immediately to the north of the school between 1869 and 1876. This building was short-lived, for the trustees of the Evangelical Lutheran Church of the Town of Granville sold this land to Granville School District #3 in 1882. Three years later, Frederick A. and Johanna Zautcke conveyed additional land to the school district, to accommodate the construction of a second school building to replace the log structure. Built between 1885 and 1886, the second Granville District #3 School, was a single-story, front-gabled, brick building with minimal adornment. The façade featured two doors, each with transom. The side elevations were each divided into three bays, defined by shallow brick pilasters, and each bay contained a single arched window.

Very little is known about the Granville schools in the late nineteenth century. The jumble of state laws and the lack of oversight led to very independent school districts. It wasn't until 1862 that the state legislature was able to pass a new law that forced individual districts to relinquish their authority to county superintendents that reported directly to the state. While prior to the Civil War, Wisconsin's primary schools were generally poor in quality, with the passage of the 1862 school law, Wisconsin's educational system gradually improved with the expansion of state authority over local education. The State Superintendent's office recognized the importance of education to the progress and well-being of the state, and it worked to provide stronger tax support for public schools, and "recognized its duty to compel children" to attend school a specific number of days each year.<sup>58</sup> To this end, the state passed its first compulsory attendance law in 1879. Yet, despite attendance requirements, the many children in Granville remained truant. The high German immigrant population (who were less interested in sending their children to English-speaking schools) and the agricultural nature of the township meant that many families needed their children to start working early in order to contribute to family expenses.<sup>59</sup>

Aside from a description of the township that lists that there were seventeen schools in Granville by 1870, the earliest found record that provides information about the public schools in the town of Granville is an annual report of the Milwaukee County Superintendent of Schools published in 1900.<sup>60</sup> This report lists eleven school districts in the town of Granville (one of which is listed as a joint school between Granville and Milwaukee) that serve the town's 828 children,<sup>61</sup> 468 of whom (56.5%) are enrolled in public school, with an average daily attendance of 247 (29.8%).<sup>62</sup> The Granville District #3 School served 79 children, 53 of whom were enrolled (67.1%), with an

<sup>57</sup> Ibid.

<sup>58</sup> Wyatt, "Education," 1-2.

<sup>59</sup> Jacobs, "Granville."

<sup>60</sup> The reference, "By 1870, only thirty-five years after the arrival of the first settlers...there were seventeen schools, eight churches, three hotels and six saloons." Comes from Rache, 6.

<sup>61</sup> More specifically, this figure was the number of "Children between 4 and 20 years of age in district"

<sup>62</sup> Milwaukee County Superintendent of Schools, "Annual Report of the Superintendent of Schools of Milwaukee County, Wisconsin 1899." (Milwaukee: The Edw. Keogh Press, 1900), 18.

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average daily attendance of 24 (30.4%).<sup>63</sup> Though even 24 students would have crowded the one-room schoolhouse.

Granville School District #3 continued to use their *circa*-1886 one-room schoolhouse for thirty years, but two circumstances led to their decision to replace this building in 1916: suburban development in the area, and the state-wide push for graded schools. For a period of about fifty years, from about 1870 until 1920, the population of Granville maintained a relative degree of stability. Enrollment at the Granville District #3 School, too, remained fairly steady during this period, with anywhere from 25 to 40 students attending the school each year.<sup>64</sup> However, during the 1890s, the hamlet of Schwartzburg, directly to the south of the school, began to change in character due, in no small part, to the influence of Milwaukee Republican political boss Henry Clay Payne.<sup>65</sup> Beginning in 1890, Payne partnered with railroad magnate Henry Villard to create the Milwaukee Electric Railway and Light Company. Payne wielded his influence to encourage Milwaukee companies to build factories in the area, he purchased land and platted urban lots, he invested in housing development in the area, and he lobbied the streetcar company to extend their line north of the city limits to his would-be suburb. His efforts proved successful, and in 1896 Schwartzburg was officially renamed and incorporated as the village of North Milwaukee.<sup>66</sup> While the new village would have to establish its own schools, its proximity to Granville School District #3, the suburban development in the area, and the resulting increase in the local population concerned the school district's directors.

Second, one of the most important developments in Wisconsin's primary school education during the first half of the twentieth century was the state's encouragement of developing "graded" schools. A graded school refers to any school that contains more than one classroom, thus allowing for the education of more than one grade of students. By the turn of the century, educational professionals were strongly advocating for dividing students based on their ages and abilities to be taught in separate spaces; to break the tradition of older students mentoring their younger peers to what was viewed as the detriment of their own education. To encourage this, the state legislature passed an act which provided financial aid to schools with more than one classroom. This piece of legislation is notable in the state's education history for it was the first time that the state used financial incentives to regulate municipal school districts, undercutting the autonomy of local school boards. A second piece of legislation, passed in 1905, required schools that enrolled more than 65 students to provide more than one classroom and more than one teacher.<sup>67</sup> While the number of pupils who attended Granville District #3 school was still below this threshold in the 1910s, the state's financial incentives and the growth of North Milwaukee immediately to the south of the school led the district to decide to construct a new school building.

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<sup>63</sup> Ibid.

<sup>64</sup> Town of Granville, "School Annual Reports, 1904-1924."

<sup>65</sup> Schwartzburg was also commonly referred to as Northern Junction, a name that refers to the intersections of the two railroads that ran through the township. The post office was renamed between 1876 and 1886 from Schwartzburg to Northern Junction, though the hamlet was still labeled at Swartzburg on maps as late as 1890.

<sup>66</sup> Urban Anthropology, Inc., "Northwest Side: Old North Milwaukee."

<sup>67</sup> Wyatt, "Education," 2-9.

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There was very little standardization amongst Wisconsin's school buildings in the nineteenth and early-twentieth centuries. The state could not dictate specific rules for what a school building required because there was a significant difference between city schools, village schools, and typically one-room rural schoolhouses. While some of the state's larger cities had school boards that could retain the services of an architect, many school buildings throughout the state were either designed by local builders, or were built from plans from architectural pattern books, catalogs, or from plans disseminated in education publications. Reading between the lines, we can glean something about the typical conditions in Milwaukee County school buildings from the annual reports of the County Superintendent to the State Superintendent of Schools. In his 1914 annual report he wrote, "Nearly all schools are now provided with slate boards and many are installing [single adjustable] desks and seats."<sup>68</sup> This suggests that the majority of Milwaukee County schools were still outfitted with shared benches and desks, or tables and chairs, and the use of the word "nearly" highlights the fact that there were some schools in the county that still couldn't supply chalkboards for teachers or individual slates for pupils. Later in that same report he holds up, as the county's best examples, one school building outfitted with running water, another equipped with a septic tank, and two schools with dry closets.

By these standards, the new Granville District #3 School (which, by 1914, was being referred to as the 'Carleton School') was a notable example of school architecture in rural Milwaukee County.<sup>69</sup> The new school building was constructed approximately 300 yards east of the existing school, on a one-acre parcel purchased for the purpose in the southwestern corner of section twenty-five of Granville Township.<sup>70</sup> Costing more than \$10,000, this one-story brick and wood frame structure housed two classrooms, a library room, and two rooms in the basement "intended for manual training and domestic science purposes."<sup>71</sup> The overall design had minimal ornamentation, but was clearly influenced by the Beaux-Arts Neoclassical pavilion form. Visually, the façade was composed of three parts: a central section with an open pediment roof and slightly projecting entrance portico architecturally defined by its oversized round-arch entrance, and two wings which project from either side. In addition to its symmetry, the overall composition of the façade was unified by both a continuous cornice band and a continuous water table. These two elements worked to elongate the building by emphasizing its horizontality, resulting in a more solid and imposing edifice. Each wing contained a large opening with five nine-over-nine windows, which would have flooded the classrooms with natural light. Below, the partially exposed basement contained five singly-placed four-over-four windows which would have provided the basement educational spaces with light and ventilation. The building was prominently featured in the County Superintendent's annual report for 1916, in which he

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<sup>68</sup> Milwaukee County Superintendent of Schools, "First School Annual of Milwaukee County, 1913-1914." (Milwaukee: Chase & Chase Printers, 1914), 10.

<sup>69</sup> The school is thought to have been renamed in honor of William Carleton (1794-1869) an Irish writer and novelist, though the reasons for this are not clear. The name choice may have been influenced by one of the teachers who taught at the school at the time, Ellen Kelly or Irma Crotty, both of whom were of Irish descent. The earliest found reference to the name is from 1914, which predates the current school building. See: C.E. Osman, *Public Schools of Milwaukee County: A Photographic Directory – 2012*. (Bloomington, Indiana: Authorhouse, 2012), 32.

<sup>70</sup> In 1917, after the new school building was completed, the town sold the original school parcel at the southeastern corner of section twenty-six to Milwaukee County. Bird, 113.

<sup>71</sup> Milwaukee County Superintendent of Schools, "Third Annual Report of Superintendent of Schools, Milwaukee County, Wisconsin, 1916." (Milwaukee: Beyer-Zoeller Printing, Co., 1916), 25.

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commended the patrons of the school district for their foresight in “erecting a unit structure, thus making it possible to add more rooms to the building when the school population increases.”<sup>72</sup>

This foresight was well-founded, for the area around the school (especially the village of North Milwaukee to the south) rapidly developed in the decade following World War I, as developers built single-family homes and duplexes for the working-class families employed in the factories along the railroad corridors. Between 1920 and 1930, the population of Granville nearly tripled, growing from 2,875 to 8,020. By 1923, the Carleton School had the largest enrollment of any school district in Granville, with 283 students enrolled. This number was more than double any of the other twelve school districts in the township and represents 28% of the total student population.<sup>73</sup> By 1924, Carleton School was so overcrowded, that members of the school district who lived southwest of the school and west of the village of North Milwaukee petitioned the town of Granville to let them join with citizens of the town of Wauwatosa to form a new school district. Chief among their complaints were that the Carleton School was overcrowded and “unable at this time to properly take care of the children,” and that these conditions were likely to get worse because there had been 75 new homes built in the area in just two years.<sup>74</sup> Many of these families had been sending their children to either public or private schools in North Milwaukee. While their petition was approved, creating Joint School District #14 or the Towns of Granville and Wauwatosa, Granville knew it had to address the overcrowded conditions at Carleton School. In 1927, the school received its first building addition which added two new wings which projected from the rear of the building. This building campaign added four new additional classrooms to the building, increasing the number from two to six. These additions matched the overall building height and mimicked the elements from the 1916 school building, including the large five-window openings for each classroom. At the same time, sitework was also completed, including regrading the sidewalk in front of the school building which required the addition of a second flight of stairs.

By the 1930s, the neighborhood surrounding the Carleton School had become decidedly more suburban in character as hundreds of houses, mostly single-family homes, were built in the area in the 1920s and 1930s. As new residents migrated from Milwaukee, many missed the services that living in the city had afforded them. Citizens of the village of North Milwaukee lobbied in favor of consolidation, and following a 1927 referendum, Milwaukee officially annexed the village in 1929.<sup>75</sup> To accommodate the growing population, Granville expanded the Carleton school twice more in the 1930s. The first addition, built from 1931-1932, was designed by the Milwaukee-based architect John Topzant and extended the northeast wing of the building. At a cost of \$20,000, this expansion added a two-story wing to the building that contained four additional classrooms (two on each floor), connected to the existing structure by a stairhall with a new eastern entrance to the building.

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<sup>72</sup> Ibid.

<sup>73</sup> Letter from V.H. Hurless, Deputy Comptroller to Oscar T. McMahon, Assistant City Attorney, 17 January 1949. Milwaukee Public Library, City Attorney Records, 1887-1980, Series 2, Subject Files, 1887-1974, Box 192, Folders 3-5.

<sup>74</sup> Town of Granville, Milwaukee County. “Joint Petition in re the matter of creation of new School District...” 29 February 1924. Milwaukee Public Library, Town of Granville Records, Box 11, Folder 14.

<sup>75</sup> Urban Antropology, Inc., “Northwest Side: Old North Milwaukee.”

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The second addition largely mirrored the first and extended the northwestern wing of the school. Construction began in 1935 and was completed in 1936 and was overseen by Milwaukee architect Richard H. Bierman. To fund the project, the town applied for a grant from the New Deal agency the Public Works Administration (PWA). The PWA supplied 45% of the building cost and the school district funded the remaining 55%.<sup>76</sup> Like the 1932 addition, the 1936 wing housed four additional classrooms connected to the existing structure by a stairhall with a new western entrance to the building. In coordination with the original building, the street-facing elevations were clad in red brick laid in a common bond pattern, and the structures had flat parapeted roofs. Openings mimicked the same window styles with ganged wood sash windows, though while the earlier sections of the building contained five nine-over-nine windows, the 1930s additions contained six six-over-six windows. There are a few exterior elements that differentiate the 1932 and 1936 additions. The new entrance on the 1932 wing includes a multi-leaf entrance with three doors topped with multi-pane transoms; above this is a trapezoidal projecting window bay with six multi-pane sash windows and copper roof. The north elevation of this wing features a diamond pattern trellis composed of bricks that slightly protrude from the wall. This brickwork is absent from the 1936 wing. The western entrance is also slightly different. While the doors mirror those on the east side, the upper story does not contain a projecting window bay, but instead a string of three windows framed by limestone detailing including a bracketed lintel topped by a copper roof that mimics the one on the opposite side. The west entrance also contains an engraved limestone panel below the windows that reads 'CARLETON SCHOOL DISTRICT #3, TOWN OF GRANVILLE.'

Despite these additions, the Carleton School struggled to keep up with the area's growing population, the needs of its students, and the changing trends of American education practices. Following the success of their application for PWA funds, Granville began applying for other New Deal project funds to address the needs of their rapidly growing town. Between 1936 and 1942, the town was successful in obtaining twenty-one project loans through the Works Progress Administration (WPA), including the construction of three new school buildings, and seven school improvement projects. In 1939, the town undertook a massive renovation project to modernize the Carleton School, initially applying for a \$100,000 bond from the WPA. In their proposal, they applied for funding to remodel the existing school building, construct additions to include nine additional classrooms (including a kindergarten room), and to construct a joint gymnasium and auditorium. To fund their project, they levied a 1.7% tax increase on homeowners in their school district, which would finance their contribution to the project and would allow them to pay off their WPA loan in a period of 15 years.<sup>77</sup>

To envision the project, they hired Milwaukee architect Charles F. Smith whose design completely transformed the building. With the exception of the two wings added in the 1930s, Smith's design left little of the existing building untouched. Following his client's needs, his

<sup>76</sup> Letter from V.H. Hurless, Deputy Comptroller to Oscar T. McMahon, Assistant City Attorney, 17 January 1949. Milwaukee Public Library, City Attorney Records, 1887-1980, Series 2, Subject Files, 1887-1974, Box 192, Folders 3-5.

<sup>77</sup> City of Milwaukee, Department of Building Inspection and Safety Engineering, "Report on Carleton School," 19 January 1949. In City of Milwaukee, City Attorney Records. "Carleton School District #3, Town of Granville, apportionment of assets and liabilities, 1945-1949." Milwaukee Public Library, Frank P. Zeidler Room, City Attorney Records, 1887-1980, Series 2, Subject Files, 1887-1974, Box 178, Folder 4.

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plans called for raising the original 1916 building and the 1927 additions to a full two stories. He designed a two-story wing to extend from the east of the 1916 building to house the kindergarten on the first floor and a new classroom above, and a two-story wing to extend from the west and to the south of the original structure to house the combination gymnasium and auditorium on the ground floor with space for three additional classrooms on the second. He also designed a single-story addition with basement to the north of the original core of the building, between the two 1927 wings, to add additional classroom space and to update the school's mechanical system. Most significantly, his design completely modernized the exterior appearance of the building which he reinterpreted in a notably art deco expression. This stylistic renovation of the building not only updated the school's appearance, but it allowed Smith to visually connect the 1916 and 1927 sections of the building with his new additions, creating an overall more cohesive appearance. This building project was so extensive that according to a 1948 survey of the property, only approximately 20% of the two earliest sections of the building remained following the 1940 remodel.<sup>78</sup> Construction began in 1940 and completed in 1941 and ran slightly overbudget, ultimately costing \$139,354. Of that cost, just under \$94,000 (67.3%) came from WPA-approved loans, and the remaining \$45,636 (32.7%) came from school district funds.<sup>79</sup>

The suburbanization of Granville accelerated following World War II, as war veterans returned to Milwaukee and sought the homes promised by the GI Bill. At the same time, the racial demographic of Milwaukee County began to shift drastically. Once touted as the "machine shop of the world," Milwaukee was in an advantageous position at the onset of the war to convert its factories to support war efforts, and with these job opportunities, many Black Americans moved to the city in what is often referred to as Milwaukee's "Late Great Migration."<sup>80</sup> This demographic shift meant that the enrollment of Milwaukee Public Schools was growing at an unprecedented rate. Unable to keep up with the increased number of school-age children in the center of the city, and to combat the decreasing tax base caused by white flight suburbanization, Milwaukee sought expansion through the annexation of surrounding land. Between 1948 and 1956, the town of Granville was consolidated into the city of Milwaukee, and as a result the Carleton Elementary School became a part of the Milwaukee Public School System.

The 1954 United States Supreme Court *Brown v. Board of Education* ruled that purposeful racial segregation in public schools was unconstitutional. However, Milwaukee Public Schools were among the most segregated in the nation. In 1976, federal Judge John Reynolds ruled that the Milwaukee School Board was guilty of creating and maintaining segregation within its schools and issued a court order to desegregate Milwaukee's Public Schools. Since the system had previously adhered to a neighborhood school policy, this meant that most public schools were also highly segregated, and this segregation was reinforced by many board decisions regarding school boundary changes—of which only one had intentionally fostered racial integration. Although faced with opposition, the desegregation plan ensued, in which many Black students were bussed to predominately white schools. To the same end, schools that had previously been predominantly Black advertised themselves as "specialty schools" to attract more white students

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<sup>78</sup> Ibid.

<sup>79</sup> Letter from V.H. Hurless, Deputy Comptroller to Oscar T. McMahon, Assistant City Attorney, 17 January 1949. Milwaukee Public Library, City Attorney Records, 1887-1980, Series 2, Subject Files, 1887-1974, Box 192, Folders 3-5.

<sup>80</sup> Smith, "African Americans."

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voluntarily.<sup>81</sup> These efforts were stymied by many of the white families opposed to school integration who either began enrolling their children in private schools or who moved out of the city in favor majority white suburbs. As a result, the school district served by Carleton Elementary School was never heavily integrated, and it continued to educate a primarily Black student body until it closed in 2005. Since that time, the property has been vacant, yet it has remained under the ownership of the City of Milwaukee.

### Criterion C: Architecture

The Carleton #3 District School is architecturally significant as an excellent example of Depression-era public grade school architecture, and in its design represents the shifting architectural taste of the 1930s and 1940s. The building displays a combination of character-defining elements from several architectural styles, with the most dominant of these being the Art Deco style, as showcased in its use of masonry elements to stress the building's verticality, the low-relief geometric ornamentation expressed in limestone detailing, and the pronounced use of glass block. Carleton School also has "Minimal Georgian"-style multi-light windows throughout the building; a Regency-style copper roof above its eastern entrance; and classically-influenced elements as demonstrated by the nameplate/window composition at the main entrance, the overall proportions of the central section of the building's façade, the fluted pilasters, the octagonal inset panels, and an eastern door surround that includes a pulvinated frieze and corbels expressed in limestone. This combination of architectural influences is relatively common amongst public buildings designed during the Depression era, so much so that architectural historians have made many attempts to classify these buildings as a distinct style. Suggested names include "Modern Classic," "Depression Modern," and "WPA/PWA Modern" style.

Art Deco is an architectural style which largely owes its origins to the 1925 *Exposition Internationale des Arts Décoratifs et Industriels Modernes* held in Paris. The term "Art Deco" (a name derived from that exposition) was invented in the 1960s and was initially used just in reference to French design of the 1920s, though it has since grown to encompass a wide variety of modernist architecture that utilizes decorative traits popularized in 1920s architecture and design. In this way, the term has been used as a sort of catch-all to differentiate these modernist buildings from the more austere Modern styles: Functionalism, Bauhaus, International Style, and Art Moderne.<sup>82</sup> During the 1920s, the Art Deco style came to epitomize the exuberance of the era and was meant to cater to the sophisticated and the urbane. Art Deco was a modern design style for the way that it celebrated industrialization and advancing technologies, especially evident in its focus on materials. A hallmark of the style was the way that designers utilized luxury materials. Interiors were lined with exotic wood veneers, highly polished or lacquered, or vividly colored granites and marbles. Reflective materials were often featured: glass and mirrors, chrome-plated steel, aluminum, and bronze were often used on both the interior and exterior. Another way that Art Deco can be understood as a modern style is in the way that it largely eschewed historical styles in favor of futuristic motifs. In addition to embracing new industrially-

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<sup>81</sup> William Dahlk, "Milwaukee Public Schools," *Encyclopedia of Milwaukee* (website). Accessed January 2025.  
<https://emke.uwm.edu/entry/milwaukee-public-schools/>

<sup>82</sup> Richard Guy Wilson, "Art Deco in the USA," *Grove Art Online*. Published 22 September 2015. Accessed January 2025.

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produced or machine-refined materials, Art Deco designs are often characterized by their sharp edges and angular forms—aspects which suggest machine precision.<sup>83</sup>

Yet some architectural historians argue that Art Deco was essentially a romantic style for its shortcomings in embracing the defining qualities of Modernism: the elimination of applied ornamentation, and the reliance on historical references for architectural forms. Despite the many high-profile examples, the Art Deco style was not very popular in the United States. Many of the Art Deco designers, particularly those working in the 1920s, had been trained in the Beaux-Arts tradition, and while Art Deco, with its stressed verticality, proved to be particularly well-suited for skyscrapers, the majority of American architecture built in the 1920s was designed in one of the many period revival styles popular at the time. As such, most of these architects were well-versed in a wide variety of historical forms of ornamentation, and the ways that they adapted these ornamental traditions to Art Deco designs demonstrates that though the style was progressive, Art Deco sought not to be *too* modern.<sup>84</sup> This ornamentation was sometimes cast in newly available materials, or carved in stone in low relief, and very often incorporated geometric and abstracted natural or traditional architectural forms.

As a modern architectural style, Art Deco was also generally viewed as inappropriate for the design of public buildings. In the United States classically inspired architecture had come to be associated with public buildings, especially governmental buildings, as adherents to the style claimed it “historically correct or uniquely expressive of democratic values, or both.”<sup>85</sup> The rise in popularity of modernist architecture was viewed as a threat to this legacy. Writing in the early 1920s, noted architect William Adams Delano stated, “Since these buildings are generally built at the public expense for the use of the community as a whole, we expect them to be more lasting in appearance, to hold their heads higher, and to be a little more distinguished than privately owned buildings.”<sup>86</sup> A debate raged within the architectural community over whether America’s public architecture should adhere to tradition or embrace new architectural trends in the search for an innovative and inspiring style. From 1930 to 1946, the Association of American Architects published a quarterly magazine, *The Federal Architect*, specifically aimed at architects working on government projects. Gaining influence during the 1930s with the increase of construction projects sponsored by New Deal programs, the magazine simultaneously promoted both traditional and modern architectural styles. This dualistic promotion of the two seemingly irreconcilable modes of building was laid out from the magazine’s earliest issues. In 1930, the editors wrote,

“The germ of Modern Architecture is with us. Quarantining at the respective state borders has been of no avail. Spraying with strong solutions has failed. The deadly germ, propagating like the Japanese beetle in obscene profusion, has leaped all geographical boundaries, thrived

<sup>83</sup> Barbara Wyatt, “Architecture,” in *Cultural Resource Management in Wisconsin*, Vol. 2. (Madison: State Historical Society of Wisconsin, 1986), 2-34

<sup>84</sup> Robert M. Craig, “Streamlined Moderne,” *Grove Art Online*. Published 24 February 2010. Accessed January 2025.

<sup>85</sup> Lois Craig, *The Federal Presence: Architecture, Politics, and Symbols in United States Government Building*. (Cambridge, Mass. & London: The MIT Press, 1978), 282.

<sup>86</sup> Daniel Prosser, “The New Deal Builds: Government Architecture During the New Deal,” *Timeline: A Publication of the Ohio Historical Society* 9(1), February-March 1992, 44.



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heavily upon all poisons set out to destroy it. It is too strong to combat. Rather, we must accept it. The problem of the Government architect and all other architects is to study this germ carefully and decide how much of it is malevolent and how much benevolent.”<sup>87</sup>

They promoted modern building projects that brought together traditional architectural styles (especially those classically inspired) with the ideas and forms of modern architecture, especially those that they felt demonstrated “the thing [they hoped] the whole architectural field will soon be striving for—the Moderne traditionalized, the Traditional modernized.”<sup>88</sup>

Though public buildings, municipal schools varied more in architectural style than other government-sponsored building types. One of the primary reasons for this was due to the fact that since the early 1900s there had been a direct push for comfortable and inviting designs. In 1916, for example, the Milwaukee County Superintendent of Schools reported that “great changes in schoolhouse architecture” sought to replace “Dingy, uninviting schoolhouses” with “home-like, comfortable, and pleasant ‘schoolhomes.’”<sup>89</sup> This statement reflects the design approach to public schoolhouses, which often drew more heavily from styles of architecture popular in residential designs rather than looking to public architecture as a model.

The public buildings of the 1930s were designed in styles explored by architects working in the private sector during the 1920s. Following the stock market crash of 1929, which brought private construction to an abrupt halt, architects began looking to the government for commissions. While the Art Deco style had been appropriate for urban commercial buildings and skyscrapers, like the Gas building, suburban schools and libraries were more often designed in the revival styles popular in the area’s residential architecture. Yet, as New Deal programs (like the PWA and the WPA) provided the necessary funding to improve aging municipal facilities, public architecture proved to have special requirements that set it apart from the private work that kept most architects employed in the 1920s. As stressed by the editors and contributors to *The Federal Architect*, public buildings needed to convey a sense of monumentality.<sup>90</sup> At the same time, the Art Deco style, and what it represented, was becoming increasingly out-of-step with the outlook of the general public. What came about was a reinterpretation of the Art Deco style, one that was more conservative in its materiality and ornamentation, and one that sought to draw from the classically inspired federal buildings to achieve the desired monumentality and convey a sense of security without dismissing modern ideals. A “less fussy version of the classical order” with “less jazz and more sobriety.”<sup>91</sup> Proponents of this architectural style, those who view the Depression-era architecture as the introduction of modernist ideas to traditional forms, have come to refer to this period’s architecture as “Depression Modern” “PWA/WPA Modern” or “Modern Classic” style. Critics saw the architecture of this period as a loss of the rich ornamentation and enlightened architectural tradition that had defined American public

<sup>87</sup> Association of Federal Architects, “Can Modern Architecture Be Good,” *The Federal Architect* 1(2), October 1930, 6.

<sup>88</sup> *Ibid.*, 9

<sup>89</sup> Milwaukee County Superintendent of Schools, “Third Annual Report of Superintendent of Schools, Milwaukee County, Wisconsin, 1916,” 5.

<sup>90</sup> Prosser, 44.

<sup>91</sup> Joseph Maresca, *WPA Buildings: Architecture and Art of the New Deal*. (Atglen, Penn.: Schiffer Publishing, Inc., 2016), 24.

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architecture since the 1890s and have since come to refer to this style as “starved” or “stripped classicism.”

Whichever side you align with, it is undoubtable that the public architecture of the Depression era is distinct from the periods that preceded it. Many architectural historians credit the popularization of this style of architecture to the influence of noted architect Paul Philippe Cret, as well as the 1933-34 Century of Progress Exhibition in Chicago that showcased the style to a broad audience.<sup>92</sup> Cret had, as early as 1925, promoted a style of architecture that brought together the lessons of the Ecole des Beaux Arts, the forms of classical architecture, and an embrace of some aspects of European modernism. He argued that it was becoming increasingly necessary to simplify the craftsmanship of public buildings and to “return to a greater simplicity of forms” to develop a new architectural language: a “new classicism.”<sup>93</sup> Cret found his opportunity to develop the style when he was appointed as the head of the architectural commission for the Century of Progress Exhibition, and set “both the trend and the standard” of the Modern Classic style.<sup>94</sup> After visiting the fair in 1933, President Franklin D. Roosevelt was quoted saying that he “liked the new buildings and indeed would like to see more of them.”<sup>95</sup> With that, he unequivocally sanctioned the new architectural style.

The Modern Classic style differed from Art Deco architecture in a few key ways. First, while Art Deco was a style epitomized by excess, Modern Classic architecture valued restraint and austerity. If the former represented the lavish wealth of the 1920s, then the latter sought to ameliorate the emotional effects of the Great Depression. Second, while the two architectural styles share an interest in industrialism and machine-made materials, Art Deco architecture sought to showcase the ways that industry could allow for the integration of luxurious materials in architecture and object design. Modern Classic architecture, instead, celebrates machine-made materials for their availability, elegance, and usefulness. Both styles rely heavily on geometric forms, sharp lines, stressed verticality, and abstracted ornamentation, but while Art Deco designs aim to minimize historical references, Modern Classic designs embrace past architectural forms—especially elements derived from classical sources. This reinterpretation of the lessons of historic architecture also sets the Modern Classic style apart from the Art Moderne style which also grew in popularity during the 1930s. If Art Deco architecture sought to downplay historicism, Art Moderne architecture sought to eliminate it altogether.<sup>96</sup>

By the end of the 1930s, American architects had come to terms with the growing influence of modernistic architecture in America. Writing in 1938, architectural critic Talbot F. Hamlin conceded, “There is no question about it; for public buildings America is developing a style. One may like it or not, but there it is.”<sup>97</sup> While most of this article, published in the architectural journal *Pencil Points*, reads as a stark criticism of the “new architecture” (with quotes like “The

<sup>92</sup> Robert M. Craig, “Modern Classic in American Architecture,” *Grove Art Online*. Published 24 February 2010. Accessed January 2025.

<sup>93</sup> Paul P. Cret, “Ten Years of Modernism,” *The Federal Architect* 4(1), July 1933, 8.

<sup>94</sup> Lois Craig, 294.

<sup>95</sup> Maresca, 15.

<sup>96</sup> Wyatt, “Architecture” 2-34 and 2-35.

<sup>97</sup> Talbot F. Hamlin, “A Contemporary American Style: Some Notes on its Qualities and its Dangers,” *Pencil Points*. February 1938. 99.

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style is generic, not detailed” and “It is a style that sometimes, recognizing its classical basis, adopts frankly classical mouldings, cornices, or conventional proportions, but avoids the use of the orders and is usually free from historical precedent”), he concludes that “Its ubiquitous popularity makes one realize that it is, actually, a style, and not a series of accidents; it is almost *the* American style of today.”<sup>98</sup> Recognizing that the modern design trend “flooded” the architectural field following the 1925 Paris Exhibition, he argued that the general public still loved classicism’s noble materials, proportions, serenity, and sense of permanence, thus the development of the Modern Classic style gave the public what they wanted—contemporary fashion, progressivism, and monumentality. As an expression of “a true popular taste, arrived at by a democratic process,” Hamlin concluded that the “new American classicism” is uniquely American.<sup>99</sup> The PWA-produced volume, *Public Buildings: Architecture Under the Public Works Administration 1933 to 1939*, came to a similar conclusion. “Modernistic design,” they argued, “may perhaps be the seed of the long sought ‘school of American design.’”<sup>100</sup>

The Carleton District #3 School exists in this context as the building’s design marries historical elements with Art Deco-inspired forms and detailing. The design of the original school building, completed in 1916 when the surrounding area was still largely rural in character, drew its inspirations from American Georgian and Federal Period architecture, and emphasized its horizontality to convey a sense of refinement and permanence in a largely agricultural landscape. The new building, completed in 1941, almost completely replaced the earlier structure to communicate progress and the suburban maturity of the community. The building suggests a colonnaded façade by replicating the alternating play of mass and void with regularly spaced openings separated by square piers; yet the school’s limestone ornamentation, clearly visible against the red brick, solidifies the building’s initial impression as an Art Deco design and modern expression. The considerable use of glass block (a material that only became popular in American architecture in the 1930s after the general public’s acceptance of modern styling) coupled with the Art Deco ornamentation, epitomizes the building period. The use of these blocks together with multi-pane wood sash windows, represents a unification of the modern and the traditional. The blocky massing of the building, the large expanses of brick wall punctuated by limestone details, and the building’s stressed verticality (displayed most apparently by the limestone bands that run from the roofline to the ground) all work to give the school an air of weight, stability, and monumentality—defining features of the Classic Modern style.

*Architect: Charles F. Smith*

Very little is known about the architect of the 1940-1941 building project, Charles F. Smith. Most of what is known of Smith has been gleaned from Milwaukee City Directories, newspaper articles, and the United States Federal Census. Born in Milwaukee in 1889 to German immigrant parents, Smith was raised in Milwaukee County. He first appears in the Milwaukee City Directory in 1910 and is listed as a draftsman. He’s first identified as an architect in the 1914 directory and is alternately listed as either draftsman or architect through 1919. The 1920

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<sup>98</sup> Ibid.

<sup>99</sup> Ibid., 101.

<sup>100</sup> C.W. Short and R. Stanley-Brown, *Public Buildings: Architecture Under the Public Works Administration 1933 to 1939*. (Washington, D.C.: United States Government Printing Office, 1939), 2-3.

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directory lists Smith as a draftsman for Herbst & Kuenzli, an architectural firm formed in 1918 and led by William G. Herbst and Edwin C. Kuenzli. Both Milwaukee natives, Herbst was trained at the Armour Institute of Technology in Chicago and Kuenzli was trained at the University of Pennsylvania. Both men worked for the Milwaukee firm of Kirchoff and Rose, though it's not clear if their tenures there overlapped. Herbst opened his own practice in 1911, and Kuenzli worked at the firm of Charlton, Gilbert & Dewey until 1917. In 1918 the two men came together to form Herbst & Kuenzli, and Charles F. Smith entered the firm in either 1919 or 1920. Working primarily on projects in Milwaukee, during the 1920s Herbst & Kuenzli was mainly known for their revival style designs, especially the Gothic Revival. Their most significant project was the design of the Marquette University High School in 1924, though the firm also designed over a dozen school buildings in the Milwaukee area. During the period that Smith worked at the firm from 1919/20 to 1924, the firm's most notable projects included the Neoclassical-style Lincoln School (1921) in Wauwatosa, and the Mediterranean Revival-style Shelbourne Apartment Building (1922) in Milwaukee's Kenwood Park-Prospect Hill Neighborhood.<sup>101</sup>

By 1923, Smith had begun working for the firm of Martin Tullgren & Sons (Martin Tullgren had died in 1922, and the firm's principal architect during Smith's tenure was Herbert W. Tullgren). Martin Tullgren & Sons was one of the most successful architecture firms of the 1920s, designing some of the most iconic hotels and apartment buildings of the period in Milwaukee (the Mediterranean Revival-style Shorecrest Hotel, 1924; and the Neoclassical-style Ardmore Apartment Building, 1924), Madison (the English Revival-style Hotel Loraine, 1924), and Green Bay (the English Revival-style Hotel Northland, 1924). By 1926, Smith had established his own practice, first renting an office at the Cawker Building in downtown Milwaukee, before finding a more permanent location in the Railway Exchange Building on Wisconsin Avenue. In 1927, he married his wife, Laura, and the couple moved to Wauwatosa, though he retained his Milwaukee office.

Only a small number of buildings have been positively connected to Smith, and of these the Carleton School is likely his most architecturally significant design, and his only known Art Deco-style building. Two years after this success, he received a second contract from the town of Granville to design an addition for the Browning District #4 School at 5575 N 76<sup>th</sup> Street.<sup>102</sup> He also designed the Milwaukee Jewish Home for the Aged, 2436 N 50<sup>th</sup> Street, Milwaukee, in 1929 in the Gothic Revival-style (listed on the National Register, Ref. No. 100010931), as well as an annex to that building (known as the Regina Kaufer Apartments) in 1956.<sup>103</sup> In 1958 he worked on a project for the Iron Exchange Bank at 310 Silver Street in Hurley, Wisconsin (demolished). And three English Revival-style houses have been attributed to the architect: a single-family house at 3461 N. Hackett Avenue, Milwaukee, built in 1922; a duplex at 2949-51 N. Sherman

<sup>101</sup> Milwaukee City Directories, 1910-1940.

<sup>102</sup> Wisconsin Department of Public Instruction, "School Building Data Card File, 1922-1948," Wisconsin Historical Society Archives, Series 691 MAD3/3/J1, Madison, Wisconsin.

<sup>103</sup> "Dedication of the Home for Aged Jews," *The Wisconsin Jewish Chronicle*, Milwaukee, Wisconsin. 31 January 1930, 4. and National Register of Historic Places. *Milwaukee Jewish Home for the Aged*. Milwaukee, Milwaukee County, Wisconsin, #100010931. 16 September 2024.

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Avenue, Milwaukee, built in 1928; and the Robert & Evangeline Rendenbach House, 5008 N Cumberland Avenue, Whitefish Bay, built in 1931.<sup>104</sup>

## Comparative Analysis

The 1940-1941 renovation of Carleton District #3 School was undertaken in a period of massive investment in public schools throughout both the state of Wisconsin and the nation as a whole. The rebuilding of Carleton school is one of seven building projects undertaken in Granville utilizing WPA funds. While six of these projects were improvements to public schools, the redesign of Carleton School is the most architecturally significant of the schools built, added onto, or renovated during this period. According to the Wisconsin Architecture and History Inventory, Carleton School is one of twenty schools in the state categorized as being designed in either the Art Deco or Art Moderne Style. Only one of these schools, Marshfield Senior High School (1940), is currently listed on the National Register of Historic Places.<sup>105</sup> Marshfield High School was listed under *Criterion A: History—Education*. The 2019 intensive survey of Milwaukee Public Schools identified that eleven are Art Deco-style, and listed Carleton District #3 School as one of the seven “best examples of Art Deco-style Milwaukee schools.”<sup>106</sup> That report also mentions that Carleton School is one of fewer than a dozen Milwaukee Public Schools to retain its original windows.<sup>107</sup> Of these seven schools, five were designed by Guy D. Wiley, Chief of Construction Division for the Milwaukee Board of School Directors from 1924 to 1951; one was designed by Eschweiler & Eschweiler; and the Carleton School renovation was designed by Charles F. Smith. Of this list, Carleton School is not only significant as the only example designed by this architect, but also for its high degree of historical integrity, and as the only example built outside of the city of Milwaukee. In this way Carleton School uniquely represents the history of a school building that was originally built to serve a rural community, that architecturally represents the ways school buildings necessarily changed to fit the needs of that community as the surrounding neighborhood shifted from rural to suburban.

## Concluding Significance Statement

Carleton District #3 School is locally significant under National Register Criterion C (Architecture) as an important representation of suburban grade school architecture built during the Depression Era and as an example of the Art Deco style. Carleton School is the most intact example of the school buildings constructed by the Town of Granville and prominently displays the evolution of the community from a largely rural district beyond the city limits to a fashionable suburb of Milwaukee. Carleton School also represents the regional and national trend to consciously invest in public education buildings, especially as funded by the WPA. The evolution of the building from the original 1916 construction, though its additions in the 1920s

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<sup>104</sup> Wisconsin Historical Society, Architecture and History Inventory, <https://www.wisconsinhistory.org/Records/Article/CS2834>

<sup>105</sup> National Register of Historic Places, *Marshfield Senior High School*, Marshfield, Wood County, Wisconsin, # 05000272. 06 April 2005.

<sup>106</sup> University of Wisconsin-Milwaukee, Cultural Resource Management, “Milwaukee Public Schools: Architectural and Historical Intensive Survey Report,” Prepared for the Wisconsin Historical Society, August 2019. 28.

<sup>107</sup> *Ibid.*, 53.

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and 1930s, and ultimately the renovation program completed in 1941 which resulted in the school's current design, is physical evidence of its adaptability to accommodate the needs of the community it served as the school district underwent various periods of population growth and demographic change. The 1940-1941 renovation of the school building showcases the resources invested in public education during the Depression era, and the utilization of WPA funding and labor. In addition to being the most architecturally significant known example of the Milwaukee architect Charles F. Smith, the school retains a large degree of his design in both its configuration and materiality. Carleton District #3 School is eligible for the National Register of Historic Places for having sufficient integrity to be clearly recognizable as a representation of Depression Era architecture in suburban Milwaukee.

**Land Acknowledgement (will be reviewed by the Office of the State Archaeologist)**

This nomination recognizes the depth of human presence here, the ancestral homeland of American Indians for millennia. From as early as the seventeenth century, Euro-American exploration and settlement, military campaigns, and government programs, all had the effect of repeated displacement of Indians of many tribal affiliations. This continuous tribal movement resulted in Wisconsin being home to many tribes who originated from other parts of the country, generating a pattern of immigration, relocation, and formation of a new homeland. Some of these tribes remain in Wisconsin but others may not. We acknowledge that the property that is the subject of this nomination is located on land long occupied by American Indians.

**Archaeological Potential** (will be drafted and reviewed by the Office of the State Archaeologist)

**Preservation Activities** (for properties in CLGs)

This nomination to the National Register of Historic Places was prepared in advance of a planned rehabilitation that will occur through the historic tax credit program. As such, the rehabilitation will be completed to the Secretary of Interior's Standards for Rehabilitation. This project will be the first planned rehabilitation to preserve and maintain the Carleton District #3 School. Rehabilitation plans include restoring all existing original wood doors and windows and floors, retaining the historic stairs, retaining the corridors along with their finishes, and rehabilitating the gymnasium as an open multi-purpose amenity space.

The Carleton District #3 School was evaluated and deemed as potentially eligible for the National Register in 2019 by the University of Wisconsin-Milwaukee Cultural Resource Management Program, and is included in their Milwaukee Public Schools Architectural and Historical Intensive Survey Report prepared for the Wisconsin Historical Society.<sup>108</sup> The objective of this intensive survey was to identify buildings, structures, and districts of architectural or historical significance that might be potentially eligible for listing on the National Register of Historic Places. The recommendation of this report is that the Carleton

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<sup>108</sup> Ibid.

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District #3 School is potentially eligible for listing based on its excellent integrity and its retention of character-defining features within the Art Deco architectural style. The Carleton School was evaluated as potentially eligible for the National Register in 2024 by the Resources Evaluation Committee within the Wisconsin State Historic Preservation Office (SHPO). As a partner with the SHPO and the National Park Service (NPS) participating in the Certified Local Government (CLG) program, the city of Milwaukee is required to maintain a system to survey and inventory historic properties. This entails regular surveys with updates every 20-25 years to identify properties that appear potentially eligible for listing on the National Register.

END OF STATEMENT OF SIGNIFICANCE DO NOT DELETE

## 9. Major Bibliographical References

### Previous documentation on file (NPS):

- ☒ preliminary determination of individual listing (36 CFR 67) has been requested  
☐ previously listed in the National Register  
☐ previously determined eligible by the National Register  
☐ designated a National Historic Landmark  
☐ recorded by Historic American Buildings Survey #  
☐ recorded by Historic American Engineering Record #  
☐ recorded by Historic American Landscape Survey #

### Primary location of additional data:

- ☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☐ Other  
Name of repository: \_\_\_\_\_

### Wisconsin Architecture and History Inventory # and/or Archaeological Site Inventory #:

AHI #219581

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[https://city.milwaukee.gov/ImageLibrary/Groups/cityDCD/realestate/CommercialBldgsforSale/5151N35thSt\\_HistoricStudyReport.pdf](https://city.milwaukee.gov/ImageLibrary/Groups/cityDCD/realestate/CommercialBldgsforSale/5151N35thSt_HistoricStudyReport.pdf)

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## 10. Geographical Data

**Acreage of Property:** 2.065

### Latitude/Longitude Coordinates

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1. Latitude:	<u>43.119384</u>	Longitude:	<u>-87.963587</u>
2. Latitude:	<u>43.121131</u>	Longitude:	<u>-87.963567</u>
3. Latitude:	<u>43.121127</u>	Longitude:	<u>-87.964529</u>
4. Latitude:	<u>43.119457</u>	Longitude:	<u>-87.964561</u>

### Verbal Boundary Description (Describe the boundaries of the property.)

The nominated property coincides with the entire parcel on which the school is located, Milwaukee County parcel #1710120112, in Block 3 of the Reichert Brothers Subdivision No. 1 – North Milwaukee.

### Boundary Justification (Explain why the boundaries were selected.)

The nominated parcel encloses the land that has been historically associated with the school. It preserves enough open space around the school to convey associations with the playground behind and the public sidewalk which has historically surrounded the school on the front and sides.

END OF GEOGRAPHIC DATA DO NOT DELETE

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### 11. Form Prepared By

name/title: Travis Olson, Consultant for Continuum Architects + Planners  
organization: Continuum Architects + Planners  
street & number: 751 N Jefferson St., Suite 200  
city or town: Milwaukee State: WI zip code: 53202  
Email: vaishali.wagh@continuumarchitects.com  
Telephone: (414)220-9640

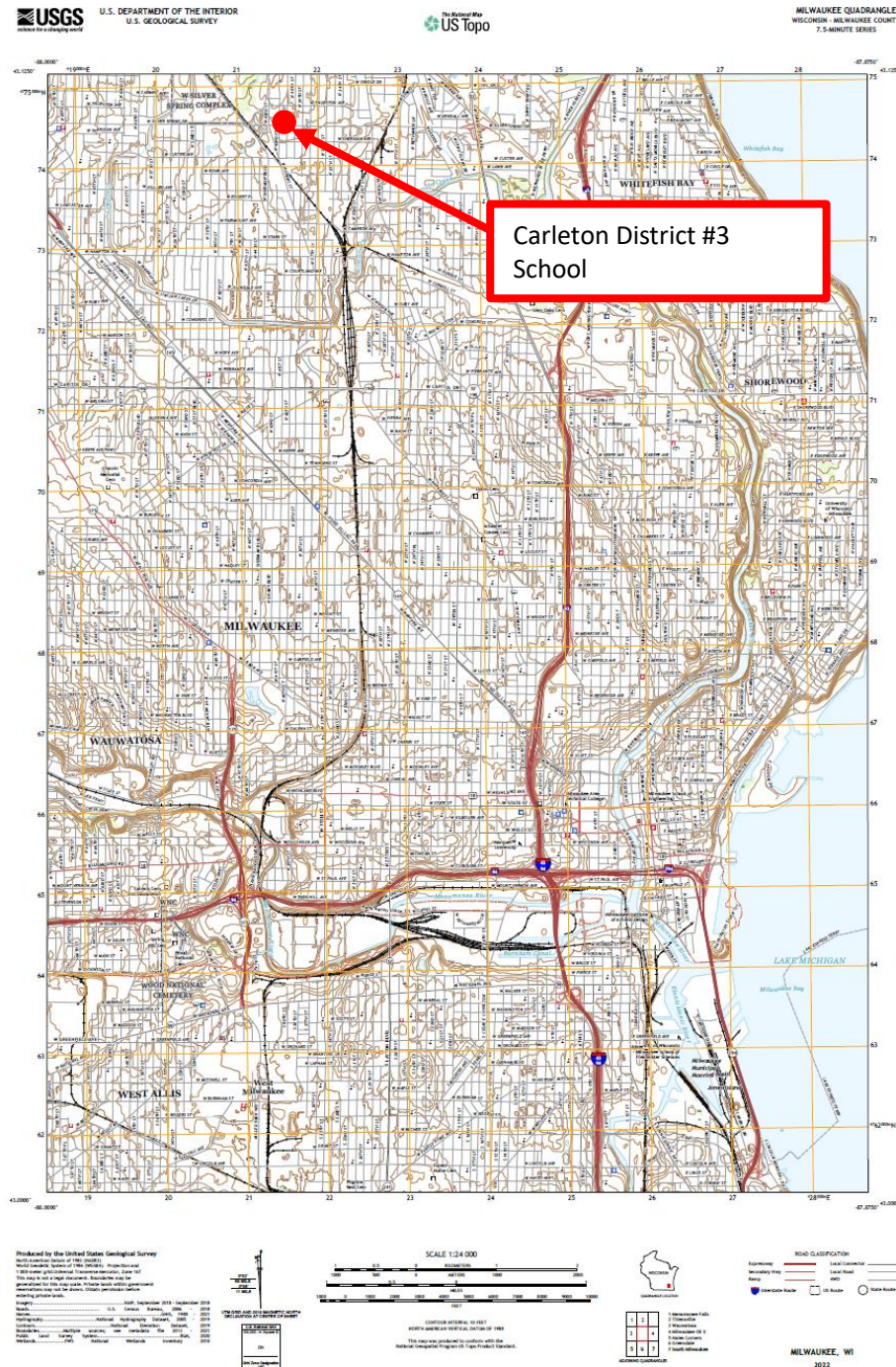
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### Additional Documentation

#### Figure Log

- Figure 1. USGS Map
- Figure 2. Site Plan
- Figure 3. Exterior Photo Key
- Figure 4. Ground Floor Photo Key
- Figure 5. Level 01 Photo Key
- Figure 6. Level 02 Photo Key
- Figure 7. 1869 Milwaukee County Map
- Figure 8. 1876 Granville Township Map
- Figure 9. *Circa*-1920 Plat Map, Granville Township, Milwaukee County
- Figure 10. 1937 Aerial Photograph
- Figure 11. *Circa*-1940 Zoning Map, Granville Township, Milwaukee County
- Figure 12. 1951 Aerial Photograph
- Figure 13. 1956 Aerial Photograph
- Figure 14. 1970 Aerial Photograph
- Figure 15. *Circa*-1916 Photograph of the Old Carleton School
- Figure 16. *Circa*-1916 Photograph of the New Carleton School
- Figure 17. *Circa*-1928 Photograph of Carleton School Enlarged
- Figure 18. *Circa*-1933 Photograph of Carleton School Enlarged
- Figure 19. *Circa*-1937 Photograph of Carleton School Enlarged
- Figure 20. 1940 Photograph of Building Renovation
- Figure 21. 1940 Photograph of Building Renovation
- Figure 22. 1940 Photograph of Building Renovation
- Figure 23. *Circa*-1948 Photograph of Carleton School
- Figure 24. *Circa*-1948 Photograph of Carleton School





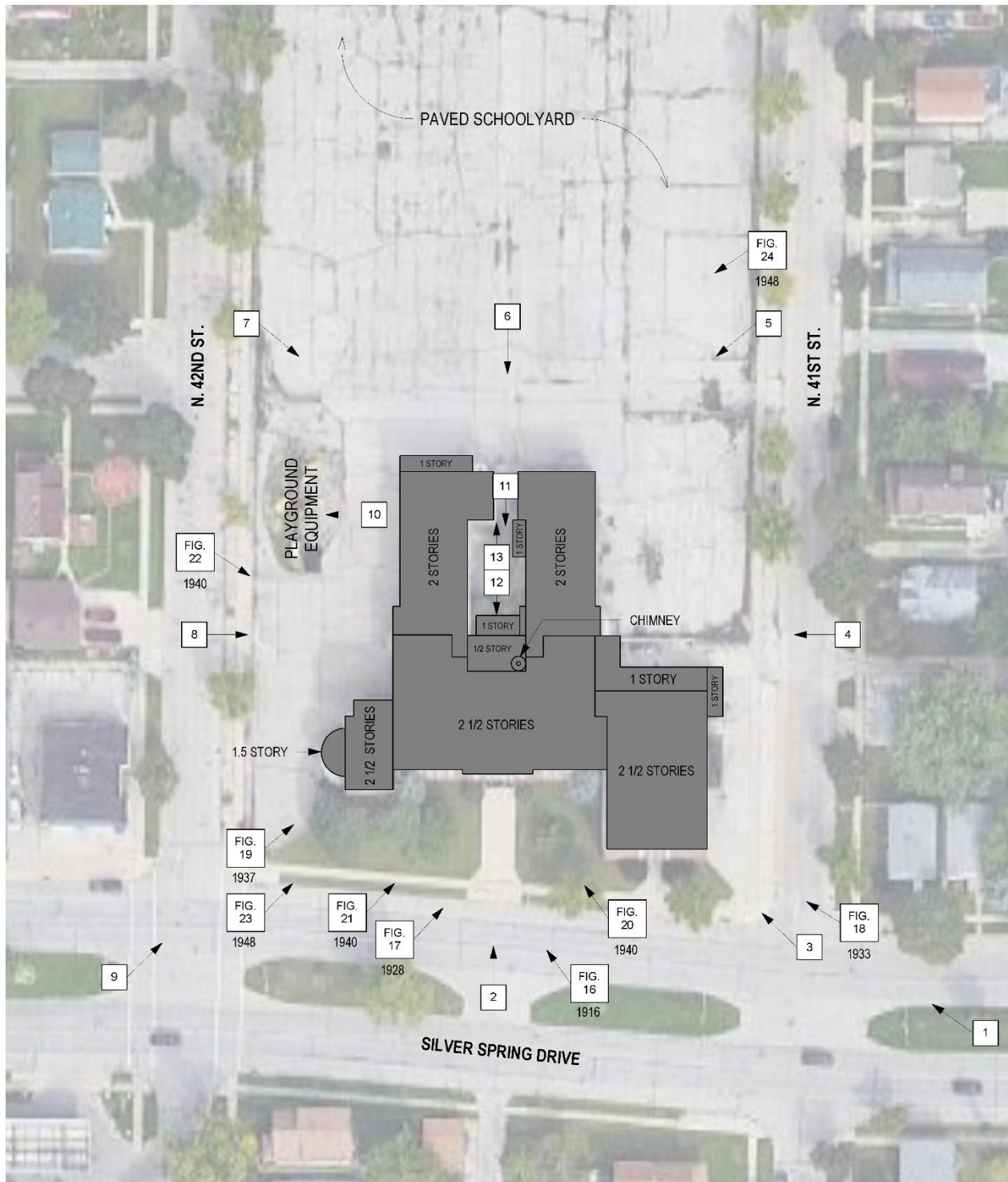
**Figure 1.** 2022 USGS Map, Milwaukee Quadrangle, Wisconsin, 7.5-Minute Series  
Latitude: 43.119384 Longitude: -87.963587



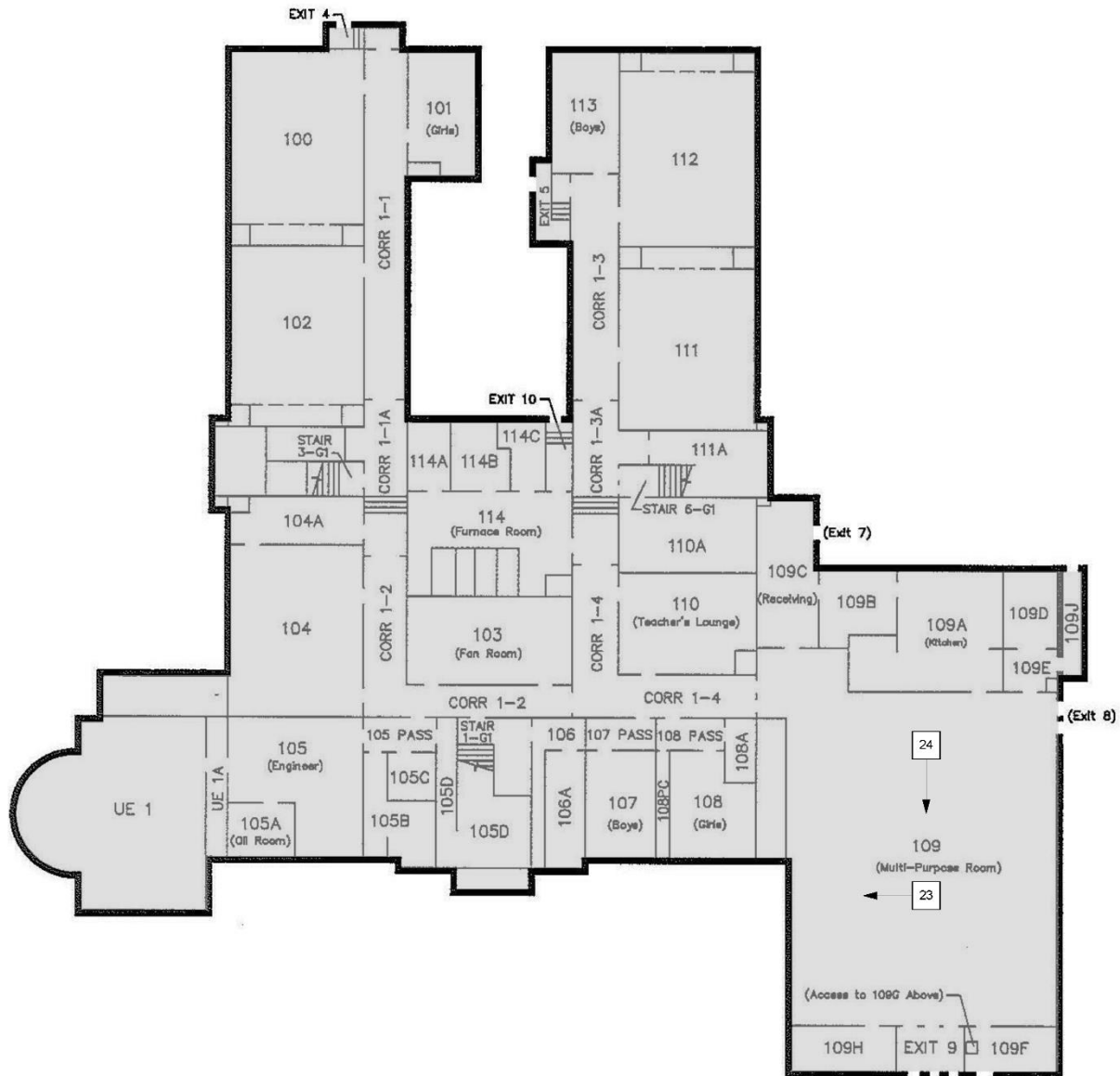


**Figure 2.** Site Plan





### Figure 3. Exterior Photo Key



**PHOTO KEY PLAN - GROUND LEVEL**  
NOT TO SCALE



### Figure 4. Ground Floor Photo Key

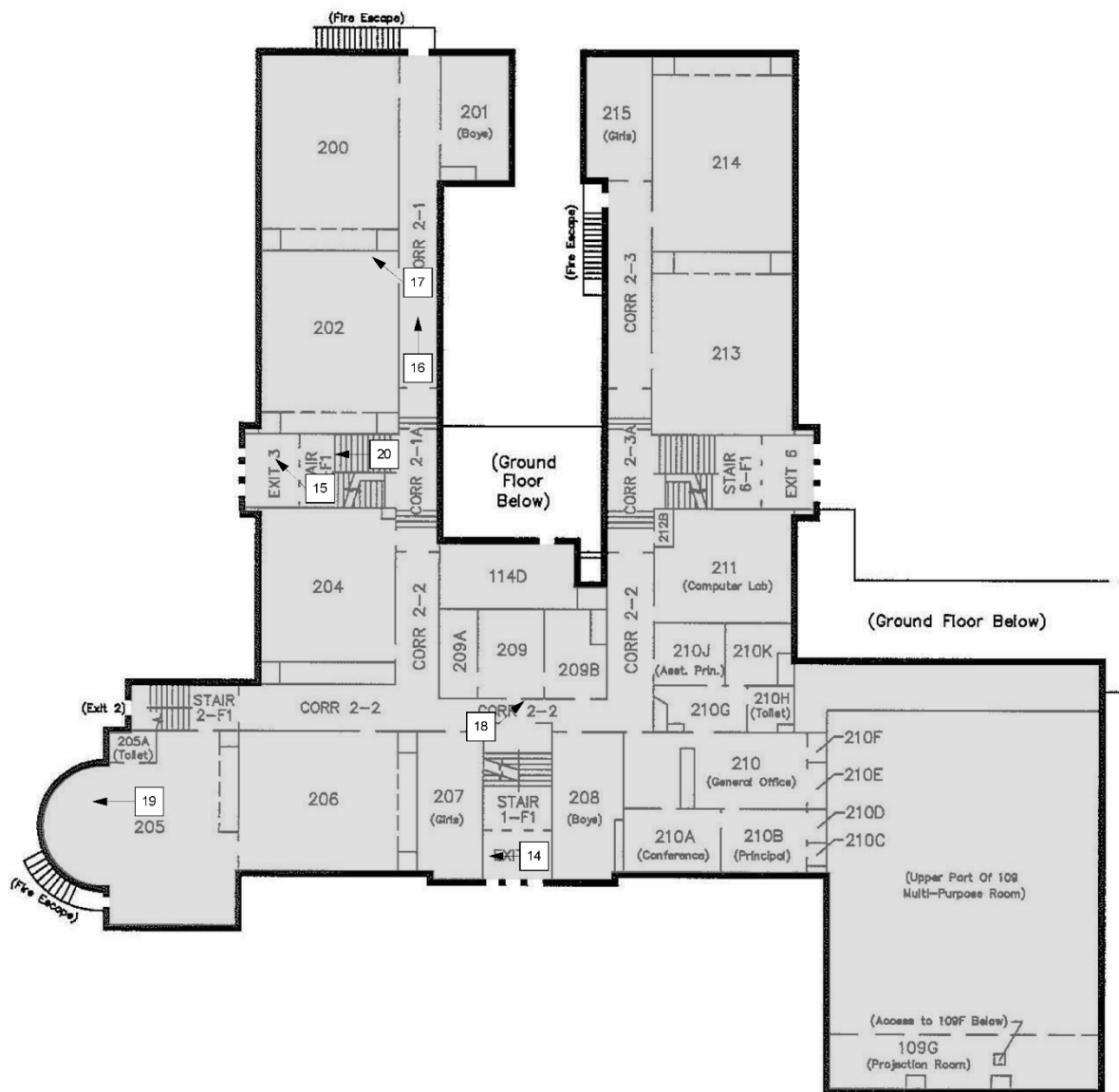


PHOTO KEY PLAN - LEVEL 01  
NOT TO SCALE



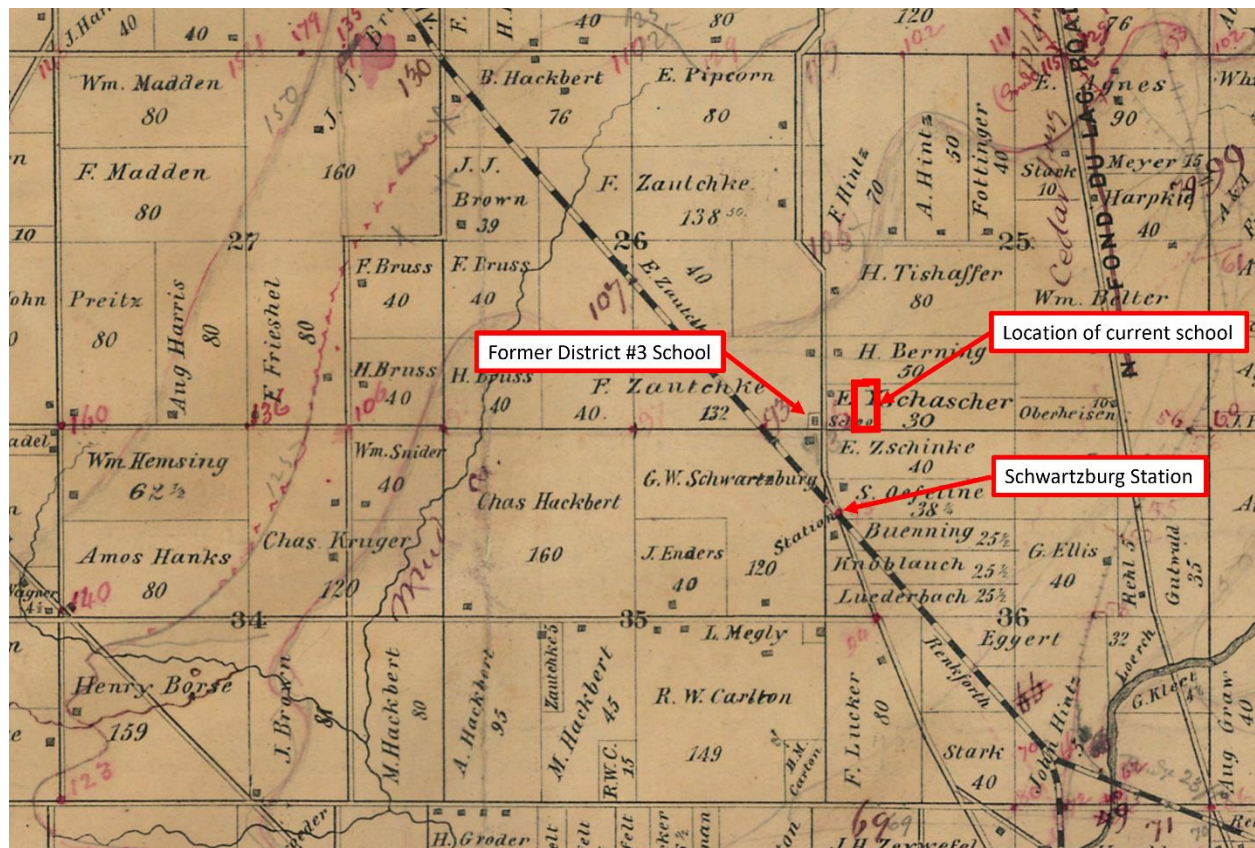
Figure 5. Level 01 Photo Key



PHOTO KEY PLAN - LEVEL 02  
NOT TO SCALE

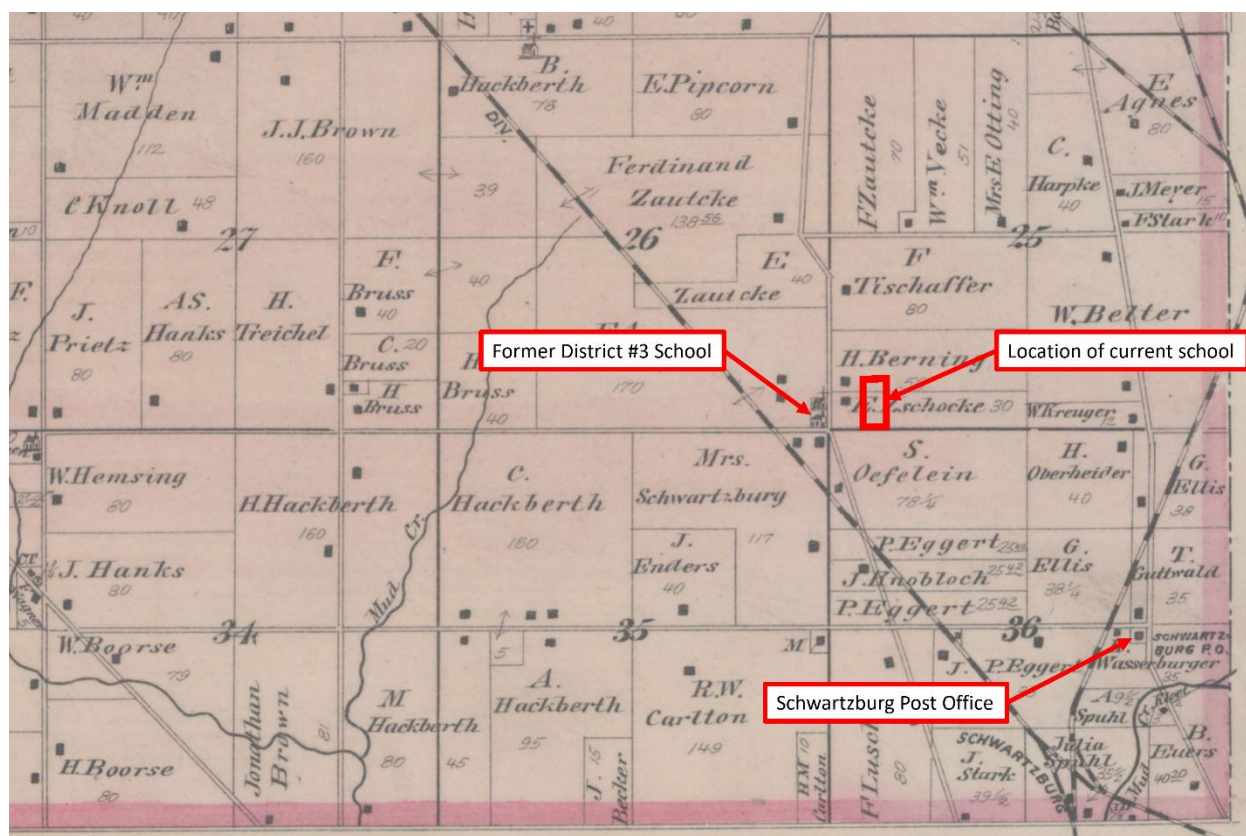


**Figure 6.** Level 02 Photo Key

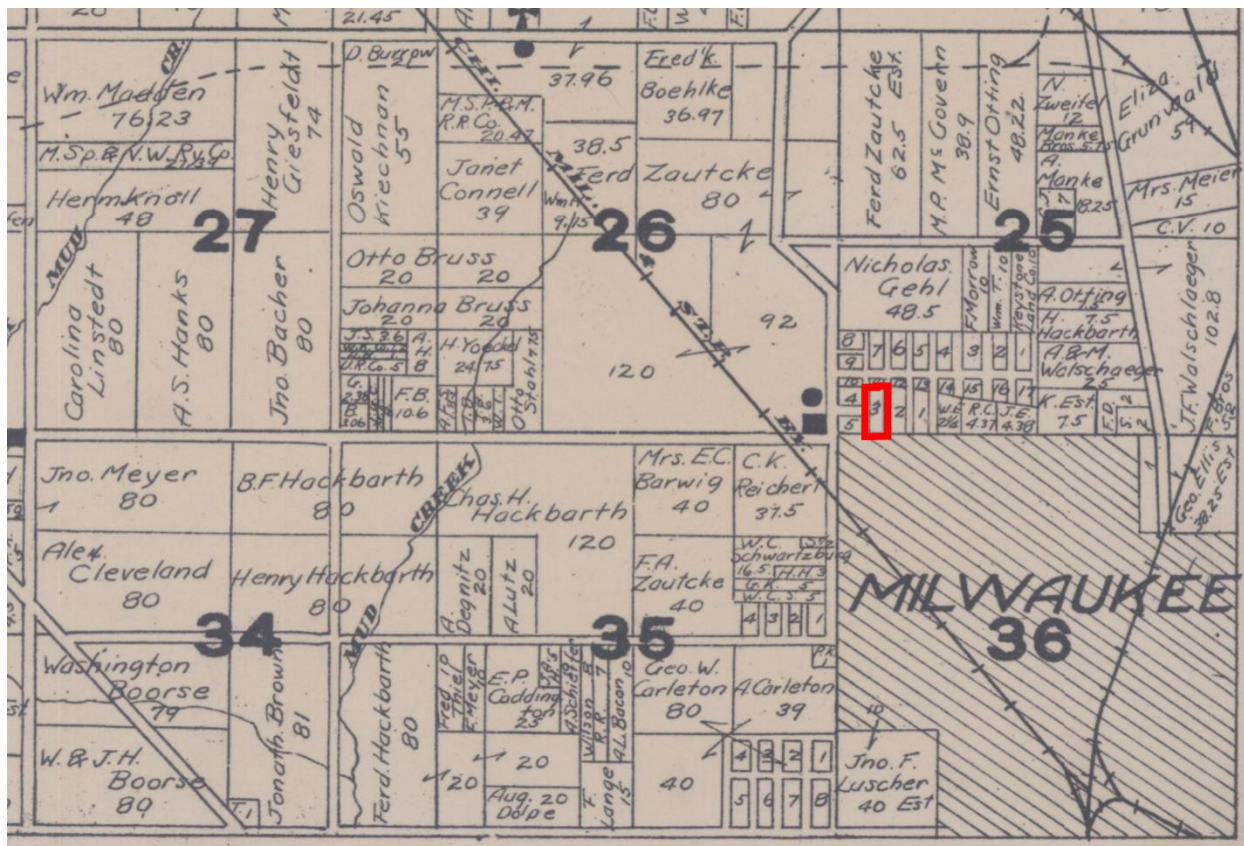


**Figure 7.** (Detail) 1869 Milwaukee County Map showing the location of the current Carleton District #3 School in relation to the original Granville School District #3 property and the Schwartzburg Train Station. *Source:* Chapman & Smith, *Map of the County & City of Milwaukee, Wisconsin 1869*. (Milwaukee: Chapman & Smith, 1869).





**Figure 8.** (Detail) 1876 Granville Township Map showing the location of the current Carleton District #3 School in relation to the original Granville School District #3 property and the Schwartzburg Post Office. *Source:* H. Belden & Co., “Map of Granville Township,” *Illustrated Historical Atlas of Milwaukee County, Wisconsin*. (Chicago: H. Belden & Co., 1876).

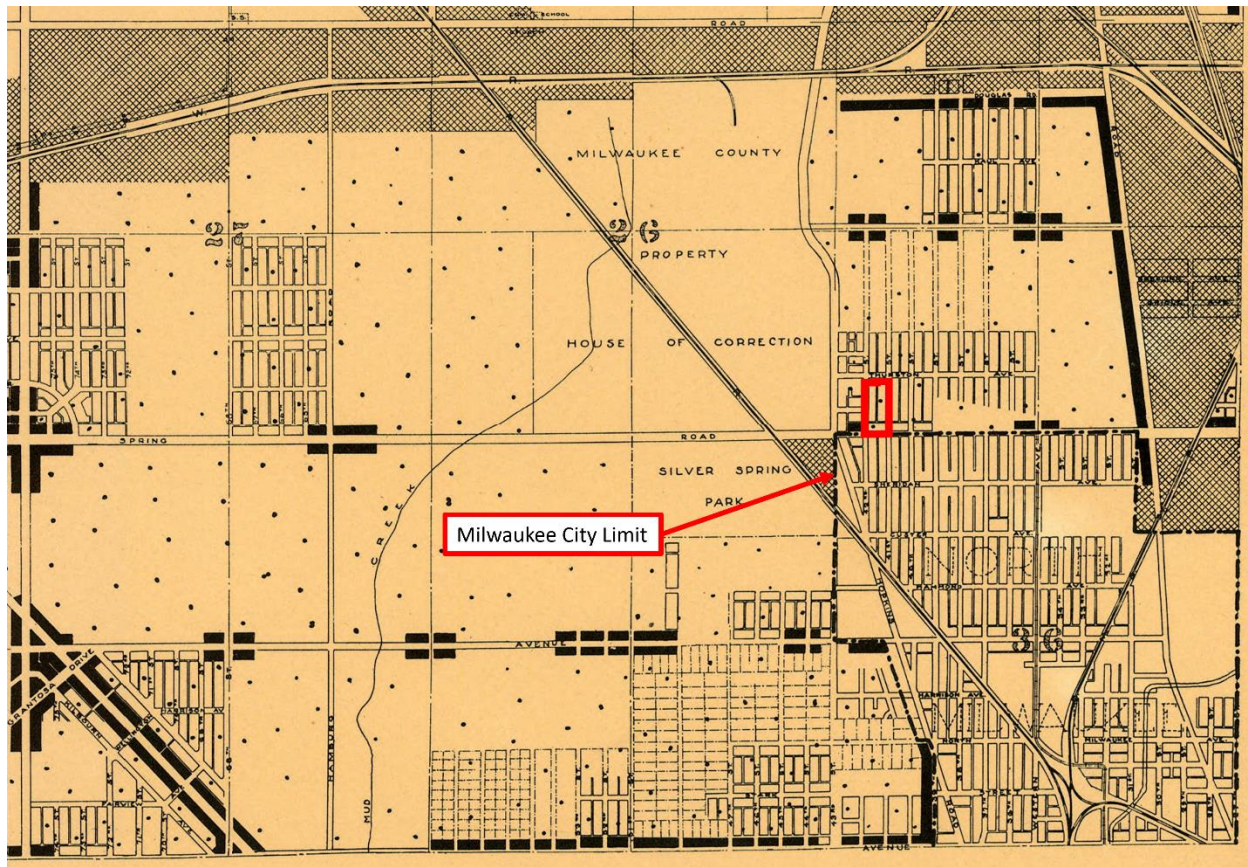


**Figure 9.** Circa-1920 Plat Map, Granville Township, Milwaukee County showing the current property as located, at that time, immediately north of the city boundary of North Milwaukee. Source: Plat Book of Milwaukee County, Wisconsin. (Milwaukee: W.W. Hixson & Co., ca. 1920). <https://content.wisconsinhistory.org/digital/collection/maps/id/26054/rec/221>



**Figure 10.** 1937 Aerial Photograph. This photograph, taken before the 1940 renovation of the school building, shows that the property east, west, and north of the school building was paved. Three houses appear immediately north of the school property. These would be demolished in the 1950s as the Milwaukee Public School District purchased additional property to expand the school playground.





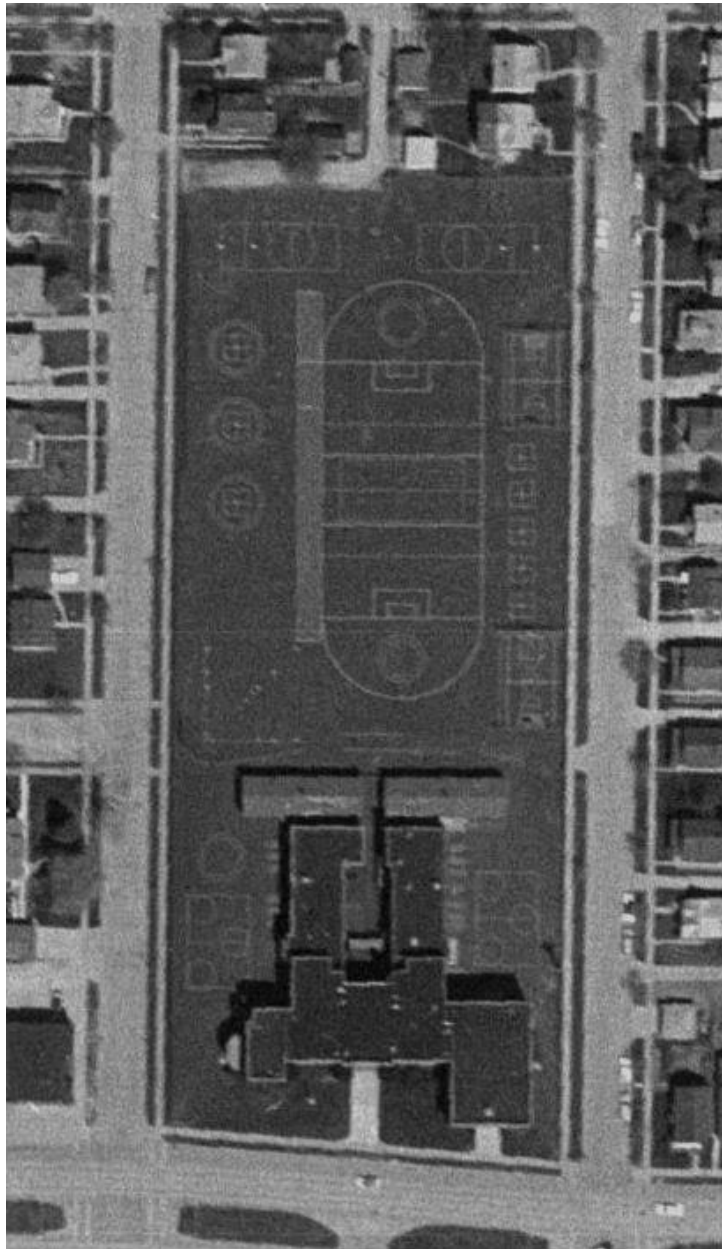
**Figure 11.** Circa-1940 Zoning Map, Granville Township, Milwaukee County showing the area around the Carleton District #3 School at the time of its renovation. *Source:* Milwaukee County Regional Planning Department, *Zoning Map Showing Use Districts: Town of Granville, Milwaukee County, Wisconsin.* (Milwaukee: Milwaukee County Regional Planning Dept., ca. 1940).



**Figure 12.** 1951 Aerial Photograph. This photograph shows the completed building as well as the playground to either side and behind the school. Houses appear immediately north of the school property. These would be demolished between 1951 and 1956 as the Milwaukee Public School District purchased additional property to expand the school playground.



**Figure 13.** 1956 Aerial Photograph. In this photograph, you can see that the schoolgrounds had been expanded to the north, and that the buildings that stood on those properties in the 1951 aerial photograph had been demolished. Also notice that two additional buildings, temporary structures to house auxiliary classrooms, were installed immediately north of the school building. These two buildings were removed in the 1970s.



**Figure 14.** 1970 Aerial Photograph. In this photograph, you can see that the schoolgrounds had been further expanded to the north (to the property's current size) to accommodate a larger paved playground area. The two auxiliary buildings are still visible in this photograph as these buildings were removed in the 1970s.





THE OLD CARLTON SCHOOL.

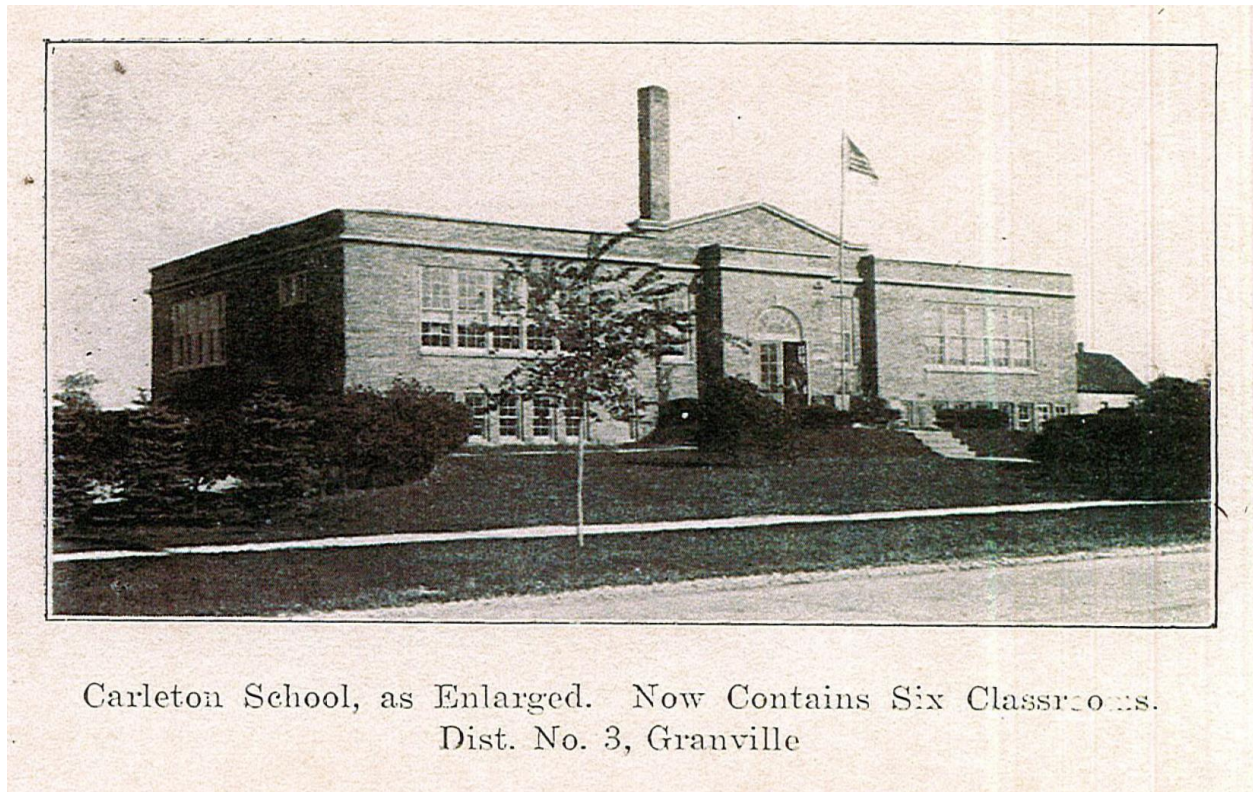
**Figure 15.** Circa-1916 Photograph of the Old Carleton School. *Source:* Milwaukee County Superintendent of Schools, "Third Annual Report of Superintendent of Schools, Milwaukee County, Wisconsin, 1916." (Milwaukee: Beyer-Zoeller Printing, Co., 1916).



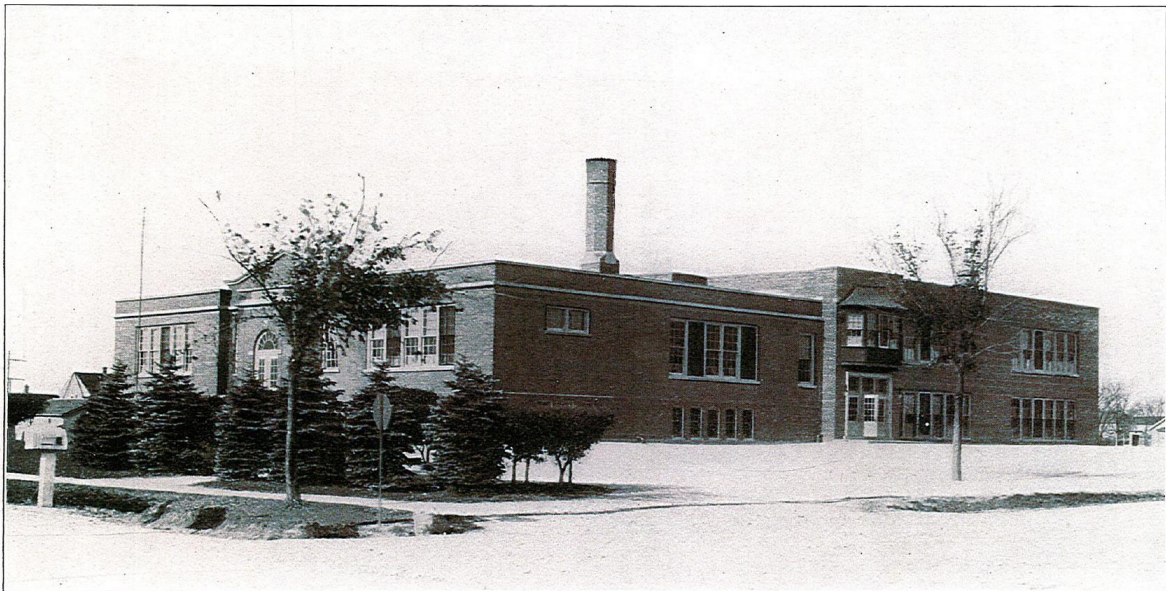
THE NEW CARLTON SCHOOL.

**Figure 16.** Circa-1916 Photograph of the New Carleton School. *Source:* Milwaukee County Superintendent of Schools, "Third Annual Report of Superintendent of Schools, Milwaukee County, Wisconsin, 1916." (Milwaukee: Beyer-Zoeller Printing, Co., 1916).





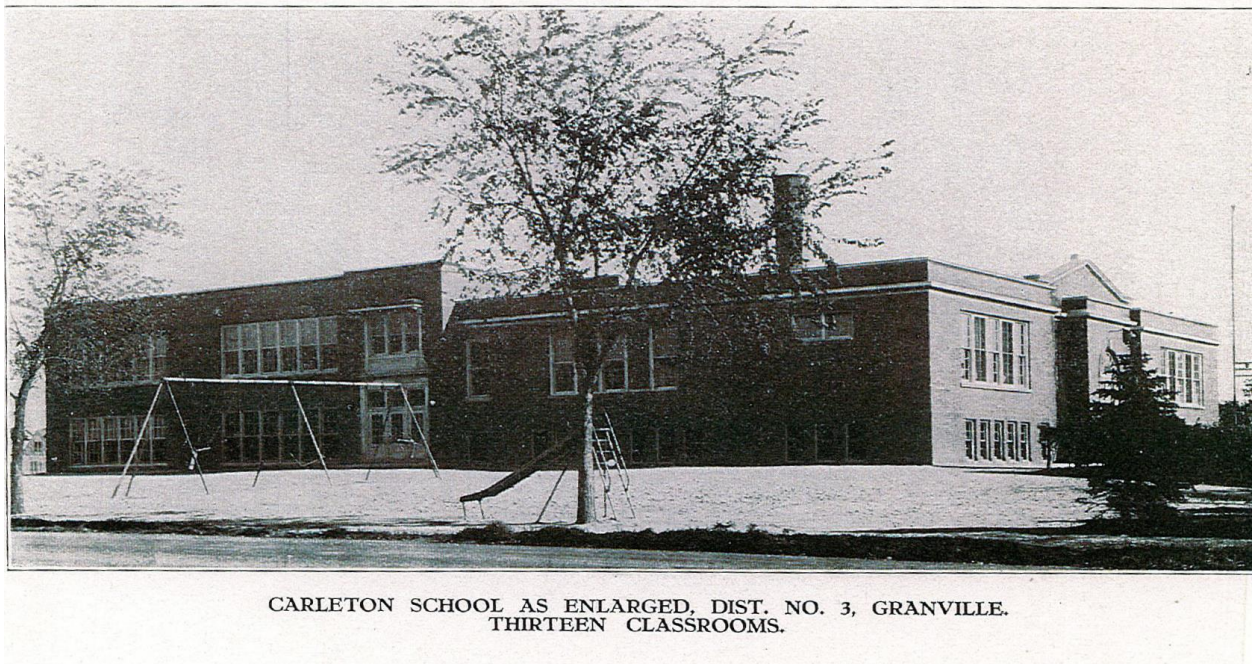
**Figure 17.** Circa-1928 Photograph of Carleton School Enlarged.



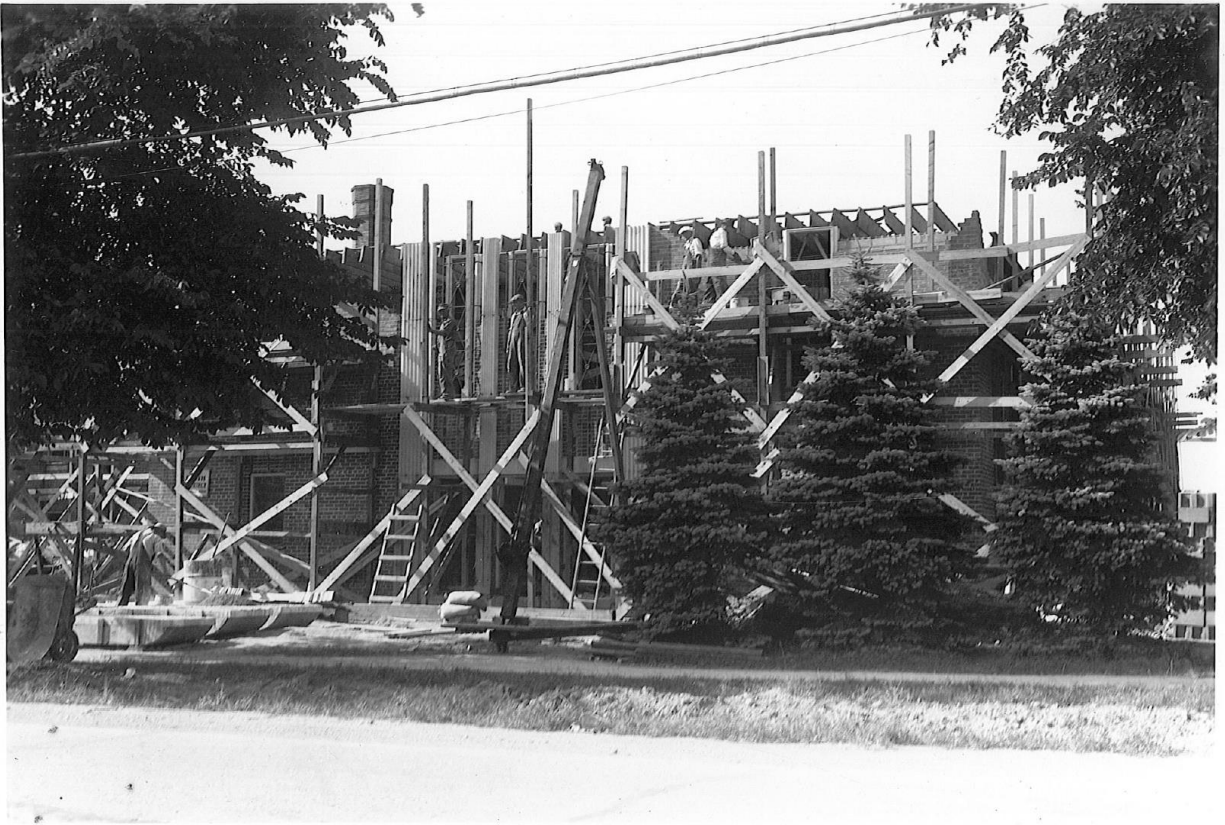
Carleton School, as enlarged. Twelve Classrooms.  
Dist. No. 3, Granville

**Figure 18.** *Circa-1933* Photograph of Carleton School Enlarged





**Figure 19.** Circa-1937 Photograph of Carleton School Enlarged



**Figure 20.** 1940 Photograph of Building Renovation



**Figure 21.** 1940 Photograph of Building Renovation



**Figure 22.** 1940 Photograph of Building Renovation





**Figure 23.** Circa-1948 Photograph of Carleton School. *Source:* Robert F. Marty, "Valuation Report on Physical Assets of School District No. 3 (Carleton School), 4116 West Silver Spring Drive, Milwaukee, Wisconsin," Prepared for C.R. Dinsen, Attorney for School District No. 3 (Carleton School), Town of Granville, 15 November 1948. Milwaukee Public Library, Frank P. Zeidler Room, City Attorney Records, 1887-1980, Series 2, Box 192, Folder 3.



**Figure 24.** Circa-1948 Photograph of Carleton School. *Source:* Robert F. Marty, "Valuation Report on Physical Assets of School District No. 3 (Carleton School), 4116 West Silver Spring Drive, Milwaukee, Wisconsin," Prepared for C.R. Dinsen, Attorney for School District No. 3 (Carleton School), Town of Granville, 15 November 1948. Milwaukee Public Library, Frank P. Zeidler Room, City Attorney Records, 1887-1980, Series 2, Box 192, Folder 3.

END OF FIGURES SECTION DO NOT DELETE

## Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. For simplicity, the name of the photographer, photo date, etc. may be listed once in the photograph log. The photograph order must correspond with the photograph log.

## Photo Log

Name of Property: Carleton District #3 School  
City or Vicinity: Milwaukee  
County: Milwaukee State: WI  
Photographer: Vaishali Wagh  
Date photographed: 02/07/2025

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0001) View facing Northwest
- 2 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0002) View of North Façade
- 3 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0003) View of Southeast Corner
- 4 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0004) View of East Façade
- 5 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0005) View of Northeast Corner
- 6 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0006) View of North Façade
- 7 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0007) View of Northwest Corner
- 8 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0008) View of West Façade
- 9 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0009) View of Southwest Corner
- 10 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0010) View of West Playground
- 11 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0011) View of Courtyard facing South
- 12 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0012) View of Courtyard facing South
- 13 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0013) View of Courtyard facing North
- 14 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0014) View of First floor Vestibule
- 15 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0015) View of Entrance Door West Stair
- 16 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0016) View of First Floor Upper Hallway
- 17 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0017) View of First Floor Classroom Door
- 18 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0018) View of First Floor Paneling in Corridor
- 19 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0019) View of First Floor Rotunda
- 20 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0020) View of First Floor Stairway
- 21 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0021) View of Second Floor Stair Landing
- 22 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0022) View of Second Floor Classroom
- 23 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0023) View of Gymnasium
- 24 of 24 (WI\_Milwaukee\_Carleton District #3 School\_0024) View of Gymnasium

**Paperwork Reduction Act Statement:** This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

**Estimated Burden Statement:** Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours  
Tier 2 – 120 hours  
Tier 3 – 230 hours  
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.



## Property Owner

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

<b>name/title</b>	Matthew F. Haessly			<b>date</b>	3/12/2025
<b>organization</b>	Department of City Development			<b>phone</b>	414-286-5736
<b>street &amp; number</b>	809 N Broadway, 2 <sup>nd</sup> floor			<b>zip code</b>	53202
<b>city or town</b>	Milwaukee	<b>state</b>	WI		

If there are other interested parties that should be noticed, please provide in the tables below

<b>name/title</b>	Todd Hutchison			<b>date</b>	3/12/2025
<b>organization</b>	Historic Patterson Place, LLC			<b>phone</b>	414) 791-4222
<b>street &amp; number</b>	6222 W. State St.			<b>zip code</b>	53213
<b>city or town</b>	Milwaukee	<b>state</b>	WI		

<b>name/title</b>				<b>date</b>	
<b>organization</b>				<b>phone</b>	
<b>street &amp; number</b>				<b>zip code</b>	
<b>city or town</b>		<b>state</b>	WI		

<b>name/title</b>				<b>date</b>	
<b>organization</b>				<b>phone</b>	
<b>street &amp; number</b>				<b>zip code</b>	
<b>city or town</b>		<b>state</b>	WI		