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

**National Register of Historic Places  
Registration Form**

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

**1. Name of Property**

**historic name** Peckham Junior High School  
**other names/site number** Jackie Robinson Middle School

**2. Location**

<b>street &amp; number</b>	3245 North 37th Street		N/A	<b>not for publication</b>
<b>city or town</b>	Milwaukee		N/A	<b>vicinity</b>
<b>state</b> Wisconsin	<b>code</b> WI	<b>county</b> Milwaukee	<b>code</b> 079	<b>zip code</b> 53216

**3. State/Federal Agency Certification**

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

Signature of certifying official/Title

Date

State Historic Preservation Officer - Wisconsin

State or Federal agency and bureau

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

Signature of commenting official/Title

Date

State or Federal agency and bureau

PECKHAM JUNIOR HIGH SCHOOL

MILWAUKEE COUNTY

Wisconsin

Name of Property

County and State

**4. National Park Service Certification**

I hereby certify that the property is:

☒ entered in the National Register.☐ See continuation sheet.☐ determined eligible for the

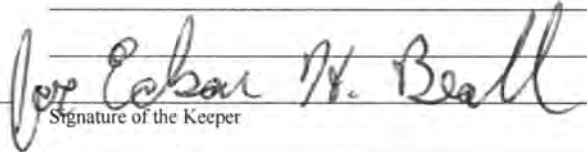
National Register

☐ See continuation sheet.☐ determined not eligible for the

National Register

☐ See continuation sheet.☐ removed from the National

Register.

☐ other, (explain:)


Signature of the Keeper

5.30.12

Date of Action

**5. Classification****Ownership of Property**  
(check as many boxes as  
as apply)☒

private

public-local

public-State

public-Federal

**Category of Property**  
(Check only one box)☒

building(s)

district

structure

site

object

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

contributing

1

noncontributing

buildings

sites

structures

objects

1

0 total

**Name of related multiple property listing:**(Enter "N/A" if property not part of a multiple property  
listing.)

N/A

**Number of contributing resources  
previously listed in the National Register**

0

**6. Function or Use****Historic Functions**

(Enter categories from instructions)

**Current Functions**

(Enter categories from instructions)

EDUCATION/School

Work in progress

**7. Description****Architectural Classification**

(Enter categories from instructions)

Late Gothic Revival

**Materials**

(Enter categories from instructions)

Foundation Stone

walls Brick

roof Synthetics

other Limestone

**Narrative Description**

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

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**PHYSICAL DESCRIPTION**

The former Peckham Junior High School is located on a large triangular block on the northwest side of Milwaukee in a largely residential neighborhood. The building was built in 1927 on the block bounded by 37<sup>th</sup> Street to the east, which runs north and south; Fond du Lac Avenue, a busy arterial, bordering the southwest side of the block at an angle running northwest and southeast; 38<sup>th</sup> Street on the west side; and Concordia Avenue on the distant north edge of the block. At some time in the 1970s, 38<sup>th</sup> Street was closed and made part of a continuous hard-surface playground, now part parking lot, which covers the west half of the now huge triangular block. The school is oriented with its main entrances near the south end of the 37<sup>th</sup> and 38<sup>th</sup> Street sides of the building. The gymnasium and back of the auditorium face north for natural lighting, and a heating plant wing extends from the south side of the building.

As for landscaping, part of the yard along 37<sup>th</sup> Street, along with the southern triangle of the block, and part of the area adjoining the former 38<sup>th</sup> Street near Fond du Lac Avenue, are landscaped with sod and trees. A small asphalt and concrete parking lot adjoins the power plant at the south end of the building along 37<sup>th</sup> Street. A concrete walk that ran along 37<sup>th</sup> Street nearer the building was removed in a 1970s site refurbishing, and trees were planted. A simple, older metal rail along the sidewalk along 37<sup>th</sup> Street varies from the taller metal picket fence along the south side of the property and the Fond du Lac Avenue side.

The building is three tall stories raised above a lower level or ground floor, which is a half level below grade. The heating plant is one story above grade with a very tall chimney at the southwest corner of the building. The building masonry is largely a reddish-brown brick with Bedford limestone trim, set on a raised foundation that is clad with rough-hewn limestone in a random ashlar pattern.

The architectural style is a restrained rendition of the early Twentieth Century variation on the Collegiate Gothic style, with ornamental stone embellishments focused largely around its main east and west entrances. The figural details mounted in the limestone trim above the door entablatures at the east and west entrances depict a pair of owls. In the keystones above the doors at these entrances are another illustrative stone bas relief feature of an elfin man reading a book while fighting a winged dragon with a quill pen, illustrates the old saying "the pen is mightier than the sword."

To further describe the exterior, an elevation-by-elevation description will be portrayed. Beginning on the 37<sup>th</sup> Street side, the building arrangement from south to north: first is the one-story power plant standing squat since it is also set into the basement level. On its east side, the power plant room had two pairs of six-over-six-lite steel factory windows with central ventilating panels. Above it is visible the rooftop ventilating canopy for the plant. At the rear from this side of the power plant is the tall

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brick chimney. Between the power plant and the main part of the three-and-one-half story school building is a narrow loading bay for coal, with metal doors set above the grade level. Next, to the north, is the raised one-story or one-and-one half story industrial arts shop wing. It is one room in size. It is windowed on this side with a pair of windows flanking a ganged set of four double-hung windows. Then follows the three-story raised school building or three-and-one-half story main building. One of the two main entrances nearest the south end of the school building on this face is accentuated by a dressed pavilion in which the entrance doors are set, along with grouped stair windows above and dressed with cut-and-carved limestone ornament. At the southern-most end of this side of the school building is a bay on the first level only of a set of five ganged double-hung windows. The wall above these is windowless. Then, projecting from the main wall is a pavilion, which is set toward the street by several feet, and similarly, along with the pavilion, the four pylons or columns frame the window bays toward the north. There are four bays of banded sets of classroom windows of five double-hung windows each to the north on the third story and the last bay of the lower level, first and second floors is occupied by a projecting octagonal bay. The bay is windowed on each side with four ganged windows in the side facing 37<sup>th</sup> Street and two ganged windows in each of the angled sides. The rooms with bays were originally planned to serve a music room and a kindergarten. The first floor window bay arrangement on this side is further differentiated by the subdivision of the central bay into two sets of paired windows, marking the original separation for administrative offices. The lower level windows are further divided as single, double, triple and even one set of four ganged windows beneath the projecting bay. Originally, the standard-sized windows had six-over-six-light sashes and the narrower windows had four-over-four-light sashes. The lower level windows, though shorter, also had the same six-over-six light sash pattern. In recent decades the windows throughout the building were largely replaced with single-paned sashes and the mullions covered with bronze-colored panning. The face of the raised three-story building is detailed by limestone trim courses that frame the third floor windows. The sill limestone course wraps the brick pilasters and provides a continuous band around the building, while a wider header course similarly wraps the building and defines the top of the windows part of the building. Several feet above this is the castellated limestone-trimmed top of the parapet wall, a standard detail of the Collegiate Gothic Revival style.

The north side of the building has a somewhat more complex, though symmetrical, stepping of the surface facets of its brick masonry walls. A broad, massive central pavilion presents the massive two-storied and arched windowed areas serving the gymnasium below and the theatre balcony above. On both sides of the central pavilion, the walls are stepped back to accommodate paired entrances and windowed stairways above. These facets are defined by brick pilasters at their edges. Then flanking each of these are windowless sections of the main wall of the school building – also defined on each edge by brick pilasters. The four sets of gymnasium windows originally were three-over-three-over-three light fixed sashes. Similarly, the pattern was repeated as these were set into the broad wood mullions in a three-wide and three high arrangement. Above them, the windows of the theatre balcony were three-over-three-light sashes in triple double-hung sets with triple three-over-three-light transoms



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above each of the windows above a header mullion. The top side of these conformed to the curve of the masonry arch of these four two-story window sets. The stair windows were originally four-over-four-light sashes with similar tall transoms. The classroom windows on the outer panels of the north side walls matched the configuration of the rest of the building with six-over-six-lite sashes. The original paired doors serving the two entrances on this side were replaced with metal doors in recent decades. The original limestone-faced balusters and concrete stairs and landings serve these entrances.

The west side of the building is laid out with a mirrored plan of the east elevation of the three-story raised building, though with no bay extension from the face of the building. On each of the three floors there are four bays of banded sets of classroom windows of five double-hung windows each to the north. The pilasters, entrance pavilion, and the entryway masonry and limestone details are the same as the east entrance. The entrance stair and landing has the same features and limestone facing as does the other entrances.

The south side of the building has four large window bays with six windows per bay and of the same patterning as those on the other sides. However, separating them are three differing features. Just east of the westernmost window bay and on the third floors is a bay flanked by brick pilasters. It has a pair of shorter residential-sized separate windows on the third floor for the domestic studies department; on the second floor, a projecting copper-and-glass botanical greenhouse for the science department; and on the first floor, a separated pair of schoolhouse height windows. In this bay the third floor windows had been bricked shut. Two pilasters separated the next to five-ganged window bays, and separating the third ganged window bay from the fourth, above the industrial arts wing is a bay of two separate windows on the third level and one on the second level.

The west side of the raised one-story industrial arts wing is identical to the east side with two individual windows each separate and flanking a ganged set of four double-hung six-over-six-lite windows. The massive octagonal chimney is based on its own footing and attached to the back or west side of the power plant.

The south side of the short one-story power plant concealed its height extending below the lower level of the rest of the building. On its south side were three nine-paned industrial sashes. Also visible is a roof-mounted equipment assembly used for moving coal or ash.

The building floor plan is laid out as a C-plan with corridors and adjoining classrooms along the east, south and west sides of the building. The north side of the building serves to light the lower or ground level gymnasium and the rear of the auditorium set above it. Stairwells are located near each of the corners and ends of the hallways. Two main entrances are at the south ends of the east and the west façades. An additional pair of entrances is at the north end of the building, flanking the gymnasium.

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The building has most of the features incorporated into plans for new junior high school buildings that were built in the mid-to-late 1920s. It has an auditorium that seated 1250 people, a very large gymnasium, a cafeteria, science laboratories with a beautifully detailed copper-clad botanical greenhouse protruding from the south side of the second floor, industrial education shops and home arts, a library, and art and music rooms. Originally, the home arts featured a model home setting in a room with residential appointments and appropriately sized pair of windows just above the greenhouse.

The ground floor was designed for use for industrial engineering on the east side of the building, containing workshops and drawing rooms. The cafeteria occupied the south side of that level and locker rooms occupied much of the west side and part of the east side of the ground floor. These flanked the mechanical rooms and gymnasium. The first floor held a two-room kindergarten suite, the principal and clerk's offices, classrooms for various technical studies, and the library that originally was partly lit by an interior light well. The first floor also provides access to the balconies of the upper part of the gymnasium. The second floor held more classrooms – many of which were designated for arts and sciences, including the science labs along the south side, including the conservatory for growing plants. It is shared by two science rooms and projects from the south exterior wall. Also on this level was the entrance to the stage, back stage and auditorium seating. The third floor held similar classrooms, and the domestic science rooms along the south side of the building, originally complete with a small-scale formal residential dining room. Also on the third floor are entrances to the large auditorium balcony.

The finishes are largely original, with plaster walls and some plaster ceilings, stained and varnished wood trims, cabinets and doors. According to an advertisement from 1937, the classrooms had acoustic ceiling tiles and were lit with holophane lighting.<sup>1</sup> The flooring is terrazzo in the hallways and stairways, maple flooring in classrooms and the gymnasium, wood trims and doors. Hallway lockers are built into some walls, and were added into other floors. In the auditorium, the original lighting and decorative details of the stage surround and the ceiling remain, as do the original ornamented iron framed folding seating.

Few changes have been made to the school that changed its appearance. A notable exception is that the library had been expanded into the interior lightwell, and nothing remains of the library's original appearance other than its entrance doors. Of the few windows closed with mortar, the two of the model residential dining room set above the greenhouse were blocked in with similar though not matching brown brick. Original holophane lighting in the classrooms was replaced with fluorescent lighting.<sup>2</sup> The notable exception is that the exterior windows were replaced with anodized dark bronze metal-framed double-hung windows. In several of the interior rooms on the light well, the maple flooring had

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<sup>1</sup> Advertisement for Acoustone ceiling tiles by United States Gypsum Company. (Milwaukee, Wis.: School Board Journal, August 1937), p. 75.

<sup>2</sup> Ibid. Advertisement showing ceilings in the school in which lighting and ceiling tiles both were depicted, p. 37.

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recently been removed. Though the typical original five-window unit with upper transoms was replaced with five-window two-sash units with hopper windows, the look is generally similar.

In summary, the integrity of the school building is quite remarkable, with most of its character-defining features remaining intact. The replacement of the windows does not detract from the overall exterior appearance of the building.

**8. Statement of Significance****Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

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

**Areas of Significance**

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

**Period of Significance**

1927-1961

**Significant Dates**

1927

**Significant Person**

(Complete if Criterion B is marked)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

Wiley, Guy Edson

**Narrative Statement of Significance**

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



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**Statement of Significance**

The Peckham Junior High School is locally significant under Criterion A in the area of education as one of the earliest and most intact junior high schools in Milwaukee, representing a new movement in education reform, and Criterion C for its architecture as an excellent example of a junior high school building type in Milwaukee, Wisconsin. The building represents the culmination of Progressive movement influences in developing an educational program and subsequent building type that bridged the previous differences between elementary and secondary education. Built as the second junior high school in Milwaukee, one of only two new such buildings built in Milwaukee in the 1920s.<sup>3</sup> It has had few alterations, unlike Roosevelt Junior High School which preceded it and which Peckham duplicated.

The period of significance is from 1927 when construction was completed and until 1961, the 50-year cut off date and close to the period when new educational models emerged.<sup>4</sup>

**Education Reform and the Junior High School Movement**

The junior high school movement was part of the progressive development of education in the late nineteenth and early twentieth centuries in the United States and Europe. Its beginning, as part of the American education reform movement, was associated with the issuance of the 1893 report of the "Committee of Ten" of the National Education Association. The report outlined a recommendation to improve the outcome and success of high school education by reorienting the last two or three years of elementary education, then an eight-or-nine-year program, and high school education, only a two-or-three-year program. The goal was to better prepare young adults for work, careers, trade schools, and college without extending the twelve-years of education, and to hold the students' interest in participation longer than was sometimes the case.

The committee recommended that several subjects then reserved for high school, including algebra, geometry, natural science, and foreign languages should be begun two years earlier, thus increasing the secondary schooling from three to six years.<sup>5</sup> This report, coupled with a more conservative report of "the Fifteen" in 1895, led to the "general adoption of the principles of departmental organization of teaching and of promotion of pupils by subjects in the seventh and eighth grades considerably before

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<sup>3</sup> A third combined junior high and high school was built several years later.

<sup>4</sup> The middle school model replaced the junior high school in the 1960s. Middle school innovations included team teaching, modular and flexible scheduling, and interdisciplinary teaching practices.

<sup>5</sup> Calvin Olin Davis, *Junior High School Education* (Brunauer Press, 2007), pp. 17-18.

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the junior high school, as such, was conceived.”<sup>6</sup>

Beginning in 1903, various national educational committees were formed to address reform, where there was the common goal of establishing the six-year high school structure. That structure was approved by the Department of Secondary Education in 1909, though the exact distinction of the six-six, six-two-four, or six-three-three break in years within the elementary, junior or intermediate, and high school was to be further developed by regional, state and local education and school boards.

There were four general types of junior high schools for which buildings were to be designed, according to E. Morris Cox, A.B., the Assistant Superintendent of Oakland California’s school district as published in *School Architecture Principles & Practices* (1921). The types were not limited to a single state; they applied to junior high schools in general:

1. Academic Type, which should consist of standardized classrooms, with some laboratory equipment, some shops, music and drawing labs and the same type of office equipment, library and auditorium accommodations as would be found in other types.
2. Industrial Type. Schools should provide for sheet metal work, woodworking, machine shop practice, blacksmithing, printing, industrial drawing, and classes in sewing, millinery, dressmaking, cooking and dietetics.
3. Neighborhood or Community Type. This type was to interface with community for community use and benefit, flexible hours, open for general community use.
4. Cosmopolitan Type. Designed specifically to meet the precise needs of the community, including science laboratories for the basic introduction to scientific thought, with facilities for growing plants and animals, and including a library of a liberal size with a trained librarian.<sup>7</sup>

From these descriptions, the Peckham Junior High School was of the latter description, a Cosmopolitan type of junior high school. This was further evidenced by the inclusion of a kindergarten suite of rooms on the first floor of the east side of the building, though its use as such is unknown. The junior high school courses of study were developed over decades and were still in development in the early 1920s.

Among the advantages to the program development for a junior high school curriculum was that it made departmental teaching possible and permitted specialization for individual teachers within a department, rather than the teaching of two or so subjects, as was often the case.<sup>8</sup>

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<sup>6</sup> Ibid, p. 19.

<sup>7</sup> E. Morris Cox, John J. Donovan and others, *School Architecture Principles & Practices* (New York: Macmillan Company, 1921), pp. 111-112.

<sup>8</sup> Harle R. Douglass, Professor of Education, University of Oregon, “Housing the Junior High School,” in *The American School Board Journal* (Milwaukee, Wis.: Bruce Pub. Co., January 1921), p. 33.

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E. Morris Cox published his tentative outline for such a curriculum in 1921. The first year, or seventh year of schooling, would include: English – reading, spelling, language study, penmanship; history and geography; arithmetic; science; music – vocal and instrumental; drawing; physical training and hygiene; industrial and vocational subjects; foreign languages; and commercial subjects such as stenography and typing. The second year or eighth year of schooling, would include courses similar to the first year with some variations in hours. The third year or ninth year of schooling would include English, including grammar and composition; science; and, at least three electives for each pupil from the following subjects: foreign languages; mathematics; history; industrial and vocational subjects; commercial subjects; music, vocal and instrumental; and drawing (in relation to industrial trades).<sup>9</sup> It was noted that in the junior high school, or the intermediate between primary and secondary education, that the student should be offered the chance to try many kinds of work, both academic and industrial or vocational.<sup>10</sup>

The junior high school movement, as it was called by many, increasingly gained favor. It developed around the concept of the junior high school method of educational organization that was increasingly embraced in planning or implementation phases of organization by most sizable cities by 1920. Los Angeles and several other cities reported the early construction of junior high schools in 1910.<sup>11</sup> Over the following years, the numbers of school districts participating in planning, reorganizing, remodeling, or building junior high schools grew until the war and its economic impact on the country set back building and remodeling programs well into the early 1920s. Like most other cities, as opposed to rural and small town communities, Milwaukee began planning for junior high schools and the first new junior high school buildings were completed in 1926 with Roosevelt Junior High School, in 1927 with Peckham Junior High School, and in 1928 with Lincoln Junior and Senior High School.

### **The Physical Needs of the Junior High School**

In the 1910s and 1920s, the movement increasingly addressed the physical design and components of the junior high school.

Features most often found in the new junior high schools were auditoriums, gymnasiums, lunchrooms or cafeterias, science laboratories, rooms for industrial education shops and home arts, a library or proximity to one, as well as rooms for art and music.<sup>12</sup> Facilities were also developed to permit the

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<sup>9</sup> Cox, p. 114.

<sup>10</sup> Walter A. Tenney, Principal, Vocational High School, Oakland, California, *School Architecture Principles & Practices* (New York: Macmillan Company, 1921), pp. 465-467.

<sup>11</sup> Ibid, pp. 26-27.

<sup>12</sup> Thomas H. Briggs, *The Junior High School* (Boston; New York: Houghton Mifflin Company, 1920), pp. 275-277.

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scientific and industrial experimentation of keeping living plants and animals.<sup>13</sup>

For example, in the late 1910s, a survey of the facilities found in a new elementary, junior high and high school buildings as reported in January 1920 by Thomas Briggs, Professor of Education at Teachers College of Columbia University, indicated that junior high schools were more likely to have auditoriums and gymnasiums than either elementary schools or high schools. In the study, 85 percent of the junior high schools had auditoriums, whereas they were found in only 23 percent of elementary schools and 67 percent of high schools. Gymnasiums were found in 51 percent of junior high schools, whereas there were found in only 7.4 percent of the elementary schools and 35 percent of the high schools.<sup>14</sup>

Significant thought, design and expense went into the development of facilities that provided for the well-being and good health of students. Hygiene, lighting, heating, ventilating, and spatial allocation of teaching facilities received priority. Classrooms, work areas and hallways were scientifically designed to maximize natural lighting and avoid crowding to maximize a healthy learning environment.<sup>15</sup> A large site "of five to ten acres or more" was desired to permit the development of playgrounds and play fields for exercise and physical health.<sup>16</sup>

In 1919, Wisconsin's Superintendent of High Schools, Thomas W. Gosling proposed that the best outcome for the organization and development of a junior high school would be for the school to be housed in a building separate from both the grade school and the high school. This was so that it would be unrestrained to tackle its own problems and not be impeded by the physical proximity to another organization in the vicinity.<sup>17</sup> Junior high schools, as buildings separate from elementary and high schools, were largely possible in urban centers, unlike smaller or rural communities where combined buildings were the norm.

The junior high school movement was given further impetus by burgeoning demands in cities brought about by the migration of families from rural areas to urban centers, by immigration, and longer term attendance in schools to meet the demands of industry, commerce and government. These factors

<sup>13</sup> Cox, p. 112.

<sup>14</sup> Thomas H. Briggs, *The Junior High School* (Boston: Houghton Mifflin Company, 1920), p. 275.

<sup>15</sup> Alfred Dwight Foster Hamlin, *Modern School Houses; Being a Series of Authoritative Articles on Planning, Sanitation, Heating and Ventilation* (New York: Swetland Pub. Co., 1910), pp. 8-9.

<sup>16</sup> W.W. Borden, Superintendent, South Bend, Indiana. "Buildings and Equipment for Junior High Schools," William Conrad Bruce and William George Bruce, *The American School Board Journal* (Milwaukee, Wis.: Bruce Pub. Co., April 1924), p. 47.

<sup>17</sup> Thomas W. Gosling, "The Junior High School and its Future in Wisconsin." *The State and the Public Schools, Two Years' Progress in Education in Wisconsin, Biennial Report, 1916-18* (Madison, Wisconsin: State (of Wisconsin) Department of Public Instruction, 1919), p. 24.



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increased following World War I, and school systems were forced to add to their facilities, thus specialization by reallocation of grades into junior high schools was given greater priority. Such new schools were also deemed the hope to stem the flow of pupils leaving the school system following elementary school. This was to be accomplished with several components of a plan: by reducing the gap between the elementary and high school with the introduction of high school methods earlier and more gradually; by making the school more appealing by offering an enriched curriculum with more offerings with departmental teaching by teachers who were better trained and more specialized in their area of study; providing better opportunities for the exploration of pupils' interests and capacities with vocational study and guidance and with enriched curriculum and electives; by eliminating waste in the system with better teaching with better and newer equipment; and to offer new facilities adjusted to suit the age, psychological and physiological development of the pupils.<sup>18</sup>

Milwaukee's junior high schools were not the first built in the state. Others are known to have been built in Wisconsin prior to the construction of the Roosevelt and Peckham Junior High Schools – Roosevelt Junior High School in Beloit in 1919, Marinette Junior High School in 1921, Sawyer Junior High School in Sturgeon Bay in 1921, Lincoln Junior High School in La Crosse in 1924, and Franklin Junior High School in Racine in 1921. The Milwaukee junior high schools appear to have been built during the first flush of the junior high school movement in Wisconsin. With their multiple features and amenities and programming, some of which were found only in high schools and not in elementary schools, these were intended to appeal to the most vulnerable age – to bridge the gap between elementary and high school education and retain those at the greatest risk to leaving public educational system at an early age. Professor of Education Harle R. Douglass of the University of Oregon reported in January 1921, that 25 to 75 percent of the students left the public school system at this age. Retention of the students was best accomplished in the construction of new facilities, rather than the remodeling of existing ones. Some of the pressure for additional upper level school facilities was met by the construction of these schools at that time, more so than with new high schools.

**The Collegiate Gothic Style**

The 'Collegiate Gothic' style of architecture had its origins in the work of Philadelphia Quaker architects Walter Cope (1860-1902) and John Stewardson (1858-1896) in their buildings for Bryn Mawr College. As the lead designer, Cope perfected his Collegiate Gothic style in 1894 in the design of Pembroke Hall, in which the Gothic classical elements of the Gothic architecture of Oxford and Cambridge universities was blended with the local landscape. The building marked a new direction in the creation of Bryn Mawr's character, and it became popular in determining the style adopted at many universities and schools throughout the country. In Wisconsin, libraries and schools at all levels employed expressions of the style. Figurative details embodying references to reading, learning, trades

<sup>18</sup> Douglass, pp. 33-34.



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**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

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and education are featured in prominent architectural locations, such as near entrances, window tops and building corners, as well as in interior foyers, hallways and libraries.<sup>19</sup>

**G.E. Wiley, Milwaukee School Board Architect**

The Milwaukee School Board had a single architect on its staff to design and oversee the construction and remodeling of schools and grounds. In 1924, G. (Guy) E. (Edson) Wiley came to Milwaukee to work as the architect for the Milwaukee School Board, a position he retained until his departure in 1951.

G.E. Wiley was born 29 April 1880 in Cavendish, Vermont, the eldest child of Edson Martin and Ella (Spaulding) Wiley. He spent his childhood in Minneapolis and Bangor, South Dakota. He was educated in public schools, and then went on to apprentice in the office of E. (Edwin) H. Hewitt, Architect, in Minneapolis, where he became head draftsman within three years by 1907. In 1910, Hewitt became the consulting architect for the University of Minnesota. Hewitt joined Edwin H. Brown, to become Hewitt and Brown, Architects in 1911. Wiley continued as draftsman for a number of years before attaining his accreditation as an architect. Hewitt and Brown were architects of residences, schools, university buildings, churches, private clubs, hospitals, apartment buildings and commercial buildings. In 1924, Wiley left Minneapolis to become the Milwaukee School Board architect, a position that he held until 1951.

Wiley's education within the firm of Hewitt, then Hewitt and Brown was enriched by the elders experience and ongoing commitment to the architectural arts and business. Hewitt studied at the University of Minnesota, the Massachusetts Institute of Technology, and the École des Beaux-Arts in Paris. He returned to Minneapolis in 1904 and opened an architectural office. Wiley joined the office soon thereafter. By 1914, Hewitt had become president of the Minnesota Chapter of the American Institute of Architects, the Minneapolis Society of Architects. Edwin H. Brown served as Secretary and Treasurer. Though the membership was a moderate size, forty-four, they included talented and progressive men in the field, including George Grant Elmslie and William Gray Purcell. In this office Wiley was exposed to the breadth of experiences, education of his mentors, and was exposed to the leading architects of the region.

While in his position as the architect of the Milwaukee School Board, from 1924 to 1951, G.E. Wiley oversaw the development and construction of dozens of primary schools, junior high schools, high schools, and technical schools. He designed the first new junior high schools for Milwaukee, the

<sup>19</sup> Bryn Mar College architects Cope and Steward son, an exhibit.  
(<http://www.brynmawr.edu/library/exhibits/Thomas/gothic.html>) Last accessed September 2, 2011.

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Continuation Sheet

**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

Section 8 Page 7

Roosevelt Junior High School, completed in 1925-26, and the Peckham Junior High School, completed in 1927, which was quite similar. Unfortunately, the Roosevelt school lost its integrity when its main façade facing Walnut Street near 8<sup>th</sup> Street was covered with an unsympathetic contemporary addition a few years ago. The following year, he designed the Lincoln Junior and Senior High School built in 1928 at Knapp Street and Ogden Avenue, presently the Lincoln School of the Arts. In 1929, outside architecture firms were again hired to design some of the schools for Milwaukee. The first flush of construction of new junior high schools had been achieved prior to the downturn in the economy of the Depression.

Following his departure from the Milwaukee School Board in 1951, Wiley then went on to become a partner in the architectural firm of Auler, Dreger, Wiley & Wertsch, Inc., and later the Auler Corporation, architects, both firms based in Oshkosh, Wisconsin. G.E. Wiley died December 3, 1969 in Santa Rosa, Sonoma, California.

**Building the School**

Plans were drawn and approved by G.E. Wiley, architect for the Milwaukee School Board. They were dated, December 15, 1925. Less than three weeks later on January 5, 1926, bids were let for what was then named the Concordia Avenue Junior High School building. School Board Building Committee Director Waldemar C. Wehe reported that the bids included the following contracts: Paul Riesen's Sons for excavating, grading, concrete and masonry, the bulk of the total cost of the school contracts; P. Schmidt & Co, Inc., cut stone work; C. Hennecke Co., steel and iron work; International Terrazzo & Tile Co., tile work; American Marble Mosaic Co., terrazzo; Frank Poznanski, Inc., lathing and plastering work; Henry Jahns, carpentry; Andres Stone & Marble Co., marble work; Walter Salmon, slate blackboard work; Breen & Bauer Sheet Metal Works, sheet metal work; F.J.A. Christiansen, roofing work; Peter P. Woboril, painting and glazing work; L.R. Stollberg & Co., plumbing and sewerage work; Wenzel & Henoeh Co., heating and ventilating work; and National Regulator Co., heat regulation work.<sup>20</sup>

Contractors approved on October 5, 1926 the following: International Time Recording Company, clock and program work; Holtzer Cabot Electrical Company, telephone work; and Commercial Electric Company, electric motors.<sup>21</sup> On August 2, 1927, the contract was approved for the National School Equipment Company for the installation of 350 student pedestal desks, 50 front desks and

<sup>20</sup> Milwaukee Public Schools, *Annual Report of the Superintendent of Schools: Proceedings of the Board of School Directors, Milwaukee, Wisconsin. July 1, 1925 – June 30, 1926.* (Milwaukee, Wis.: Aetna Publishing, 1925), p. 209.

<sup>21</sup> Milwaukee Public Schools, *Annual Report of the Superintendent of Schools: Proceedings of the Board of School Directors, Milwaukee, Wisconsin. July 1, 1926 – June 30, 1927.* (Milwaukee, Wis.: Aetna Publishing, 1926), p. 104.

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**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

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50 rear desks, and 1250 opera chairs for the auditorium.<sup>22</sup>

The total costs of the building and grounds construction were estimated at \$630,000.<sup>23</sup>

The school was named the George W. Peckham School in honor of the former principal of the East Side High School and later Superintendent of the Milwaukee public schools.<sup>24</sup>

When completed in September of 1927,<sup>25</sup> the Peckham Junior High School featured not just some, but all of the components that were ideally proposed to be incorporated into junior high schools by the leading architects and school program developers of the time. These included a fine auditorium that seated 1250 people, a very large gymnasium and a large site with play fields for physical development, a cafeteria, science laboratories, rooms for industrial education shops and home arts, a library, and art and music rooms.<sup>26</sup>

### **The Later Years**

Peckham Junior High School was operated until 1976, when it was closed as part of a compliance plan for desegregation of the Milwaukee Schools. As part of the plan, the Jackie Robinson Middle School, an alternative open classroom school, then located at 6725 W. Burleigh Street, moved to the old Peckham school building. Robinson Middle School had a majority of African American students who were required to take two technology courses and permitted to advance in accelerated programs. In 2005, the Robinson school was moved to a new building, the former Peckham school building was closed and has since remained vacant. Presently, plans are being developed to convert the school to elderly housing.

### **Significance Summary**

The old Peckham Junior High School is locally significant in the area of education as one of the earliest and most intact junior high schools in Milwaukee, that represents the culmination of Progressive movement influences in developing an educational program and subsequent building type

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<sup>22</sup> Milwaukee Public Schools, *Annual Report of the Superintendent of Schools: Proceedings of the Board of School Directors, Milwaukee, Wisconsin. July 1, 1927- June 30, 1928.* (Milwaukee, Wis.: Aetna Publishing, August 2, 1927), p. 26.

<sup>23</sup> Milwaukee School Board, *Where We Go To School, Sixty-Eighth Annual Report of the Superintendent of Public Schools.* (Milwaukee, Wis.: [s.n.], 1927), p.78.

<sup>24</sup> Milwaukee Public Schools. *Annual Report of the Superintendent of Schools: Proceedings of the Board of School Directors, Milwaukee, Wisconsin. July 1, 1926 - June 30, 1927.* (Milwaukee, Wis.: Aetna Publishing, 1926), p. 250.

<sup>25</sup> William M. Lamers, *Our Roots Grow Deep, 1836-1967.* (2<sup>nd</sup> ed.) ([Milwaukee]: Milwaukee Public Schools, 1974), p. 78.

<sup>26</sup> Briggs, pp. 275-277.

**United States Department of the Interior**  
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Continuation Sheet

**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

Section 8 Page 9

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that bridged the previous differences between elementary and secondary education. It is also locally significant for its architecture as an excellent example of a junior high school building type in Milwaukee. It retains all the features and components exemplifying the buildings resulting from the progressive junior high school movement. It is relatively intact, other than for its windows, which feature some but not all of the qualities of the original windows.

Name of Property

County and State

## 9. Major Bibliographic References

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

**Previous Documentation on File (National Park Service):**

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

**Primary location of additional data:**

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

Name of repository:

## 10. Geographical Data

**Acreage of Property** 3.1 Acres

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

1	16	421855	4770720
	Zone	Easting	Northing

Zone	Easting	Northing
------	---------	----------

3	Zone	Easting	Northing
---	------	---------	----------

4	Zone	Easting	Northing
---	------	---------	----------

☐ See Continuation Sheet

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

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

## 11. Form Prepared By

name/title	GARY TIPLER
organization	TIPLER & ASSOCIATES
street & number	807 JENIFER STREET
city or town	MADISON

state WI

date 9-8-2011  
telephone (608) 286-1844  
zip code 53703



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**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

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(<http://www.brynmawr.edu/library/exhibits/thomas/gothic.html>) Last accessed, September 2, 2011.

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**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

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

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**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

Section 10 Page 1

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**Verbal Boundary Description**

Those parts of Lots 1 and 2 of Certified Survey Map No. 165332-RMK, being a division of a part of Lots 1 through 3 in Richard Brew's Subdivision and lands, being in the Southeast  $\frac{1}{4}$  of the Southwest  $\frac{1}{4}$  of Section 12, Town 7 North, Range 21 East, in the City of Milwaukee, Milwaukee County, Wisconsin that are portions of the original school lot east of the former N 38<sup>th</sup> Street.

**Boundary Justification**

It is the large triangular block bound by North 37<sup>th</sup> Street on the east, the old 38<sup>th</sup> Street right-of-way on the west, Concordia Avenue on the north and Fond du Lac Avenue on its southwest side. This is the parcel originally associated with the school and excludes the lands west of and associated with the old N 38<sup>th</sup> Street that became part of the school parcel when N 38<sup>th</sup> Street was closed in the 1970s.

PECKHAM JUNIOR HIGH SCHOOL

MILWAUKEE COUNTY

Wisconsin

Name of Property

County and State

**Additional Documentation**

Submit the following items with the completed form:

**Continuation Sheets**

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

**Photographs** Representative black and white photographs of the property.

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

**Property Owner**

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

name/title		date
organization		telephone
street & number		zip code
city or town	state	

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

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

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

**National Register of Historic Places**  
**Continuation Sheet**

**Peckham Junior High School**  
**Milwaukee, Milwaukee County, WI**

Section Photos Page 1

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**Peckham Junior High School**

**3245 N. 37<sup>th</sup> Street, Milwaukee, Milwaukee County, Wisconsin**

**Photos by Gary Tipler, March 2011.**

**Location of original digital files: Tipler & Associates, 807 Jenifer Street, Madison, WI.**

**Number of Photographs: 10**

- 1/10. Photo No. 0001 View looking southwest at 37<sup>th</sup> Street façade.
- 2/10. Photo No. 0002 South façade, looking NE across Fond du Lac Avenue.
- 3/10. Photo No. 0003 Green house, second level, south elevation, looking NE.
- 4/10. Photo No. 0004 Fond du Lac Avenue (west) entrance, looking east.
- 5/10. Photo No. 0005 38<sup>th</sup> Street façade, looking southeast.
- 6/10. Photo No. 0006 North façade, looking southeast.
- 7/10. Photo No. 0007 Typical classroom.
- 8/10. Photo No. 0008 Second or third floor, south hall looking west.
- 9/10. Photo No. 0009 Gymnasium, looking southwest.
- 10/10. Photo No. 0010 Auditorium, looking east.



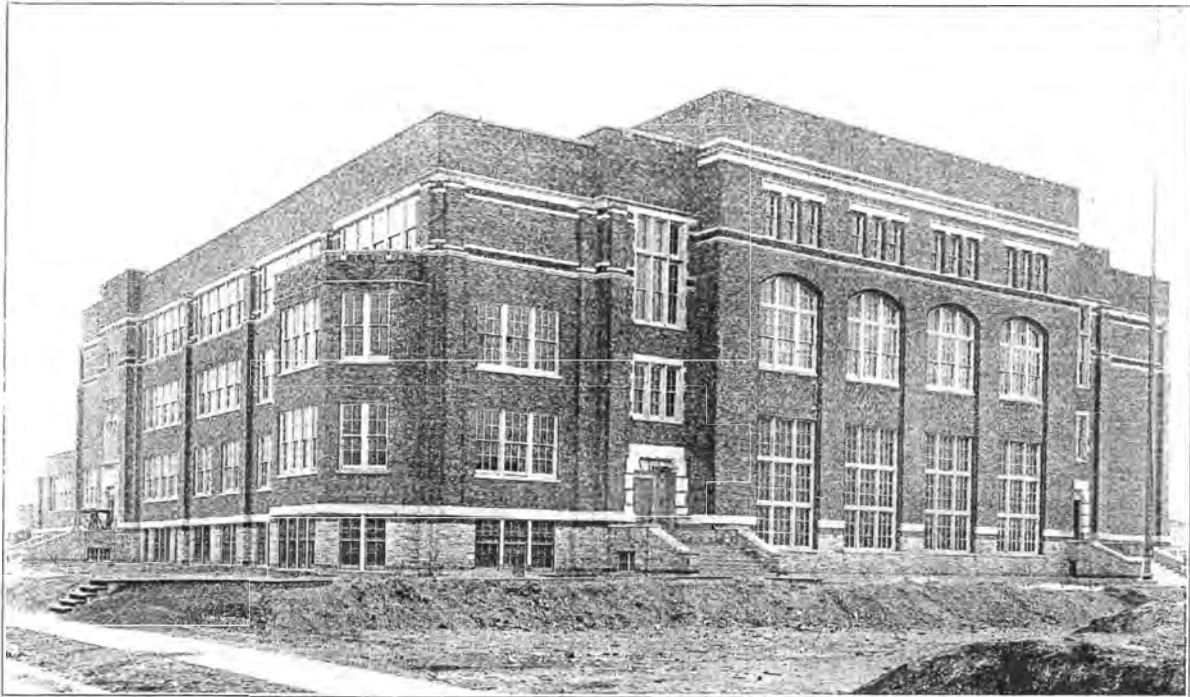


1. Peckham Junior High School following completion, looking North along 37<sup>th</sup> Street, circa 1928 or later.



2. Peckham Junior High School nearing completion, looking Northeast directly across Fond du Lac Avenue Street.

**FIGURE 1: *Historic Views***  
**PECKHAM JUNIOR HIGH SCHOOL**  
**MILWAUKEE, MILWAUKEE COUNTY,**  
**WISCONSIN**



**PECKHAM JUNIOR HIGH SCHOOL**  
*Thirty-eighth Street and  
Concordia Avenue*

This structure which is nearing completion is essentially a duplicate of the Roosevelt Junior High School. It is expected that a part of the building will be ready for occupancy in September 1927. During the school year 1926-27 the pupils were housed in barracks. The cost of the grounds was \$11,500; the cost of the building when completed is estimated at \$630,000.

3. Peckham Junior High School following completion, looking Southwest from 37<sup>th</sup> Street.

Source: Milwaukee School Board, *Where We Go To School, Sixty-eighth Annual Report of the Superintendent of Public Schools, Milwaukee, Wisconsin*, June 1927.



4. Aerial view looking Northeast across Fond du Lac Avenue and N. 38<sup>th</sup> Street, late 1960s.

**FIGURE 2: Historic Views**

**PECKHAM JUNIOR HIGH SCHOOL  
MILWAUKEE, MILWAUKEE COUNTY,  
WISCONSIN**

Sherman Park Commons  
3245 North 37th Street  
Milwaukee, WI

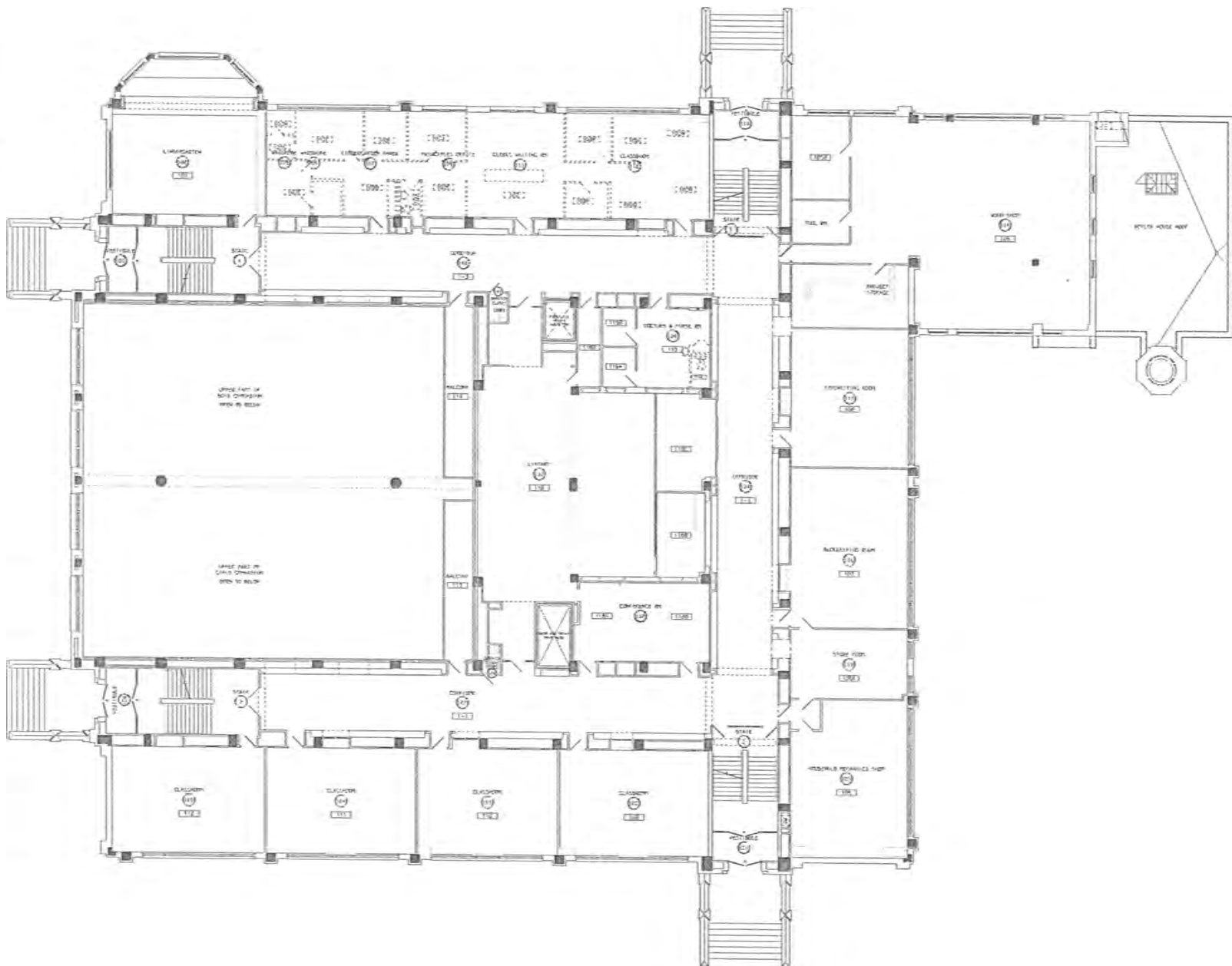
Project No. 2011.1  
Plot Date: 3/3/2011 7:48 AM  
Drawn by: crd/esp

Date Revision

Issue dates:

Sheet Title  
1ST FLOOR  
DEMOLITION PLAN

Sheet No.  
AD111



1 1ST FLOOR DEMOLITION PLAN  
Scale: 1/4" = 1' - 0"

FIGURE 3:

PECKHAM JUNIOR HIGH SCHOOL  
MILWAUKEE, MILWAUKEE COUNTY,  
WISCONSIN

Sherman Park Commons  
 3245 North 37th Street  
 Milwaukee, WI

Project No. 2011.1  
 Plot Date: 3/3/2011 7:50 AM  
 Drawn by: cr-d/acc

Date Revision

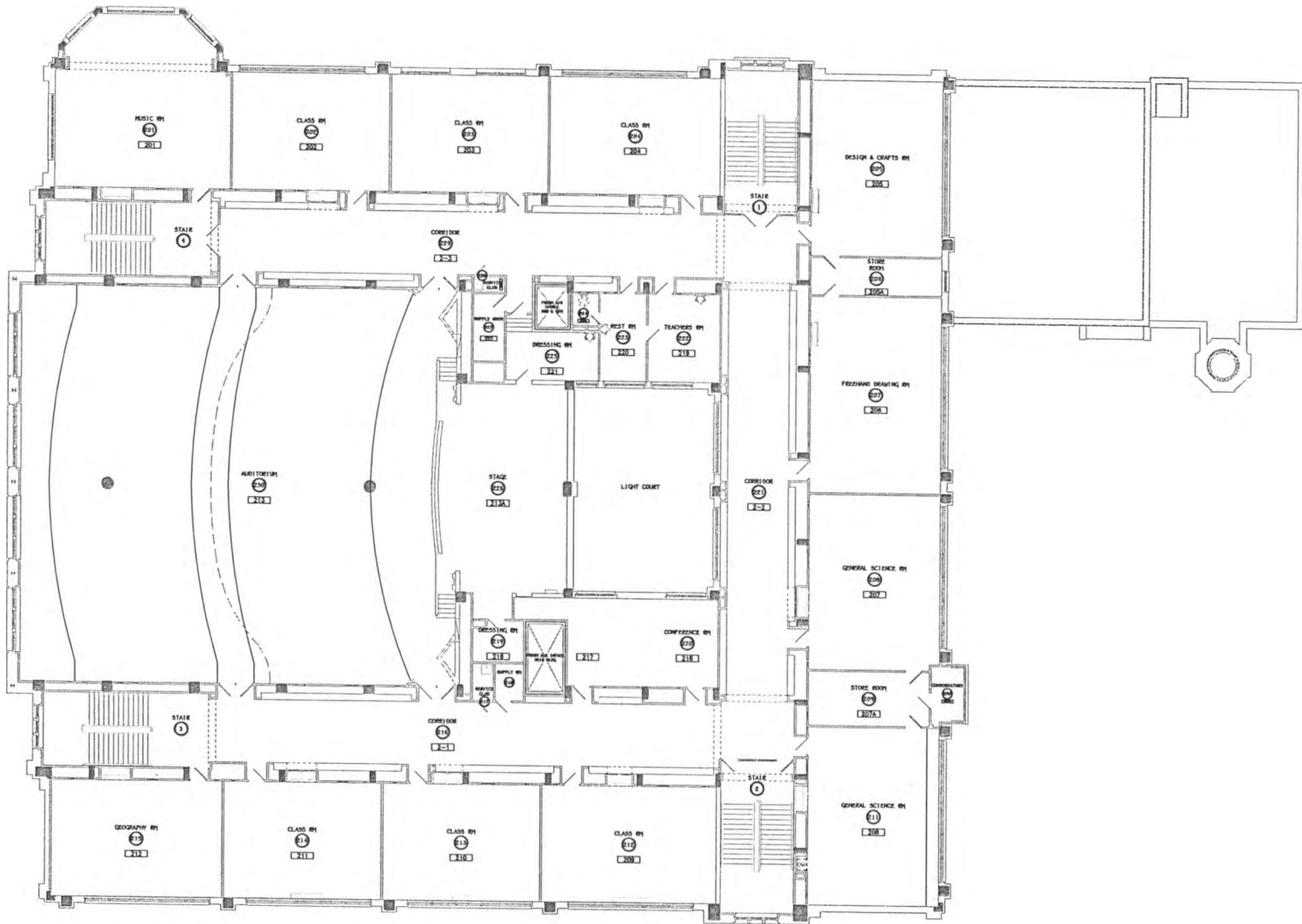
Issue dates:

Sheet Title  
 2ND FLOOR  
 DEMOLITION PLAN

Sheet No.  
 AD121

FIGURE 4:

PECKHAM JUNIOR HIGH SCHOOL  
 MILWAUKEE, MILWAUKEE COUNTY,  
 WISCONSIN



Sherman Park Commons  
 3245 North 37th Street  
 Milwaukee, WI

Project No. 2011.3  
 Plot Date 3/3/2011 7:51 AM  
 Drawn by: crd/sep

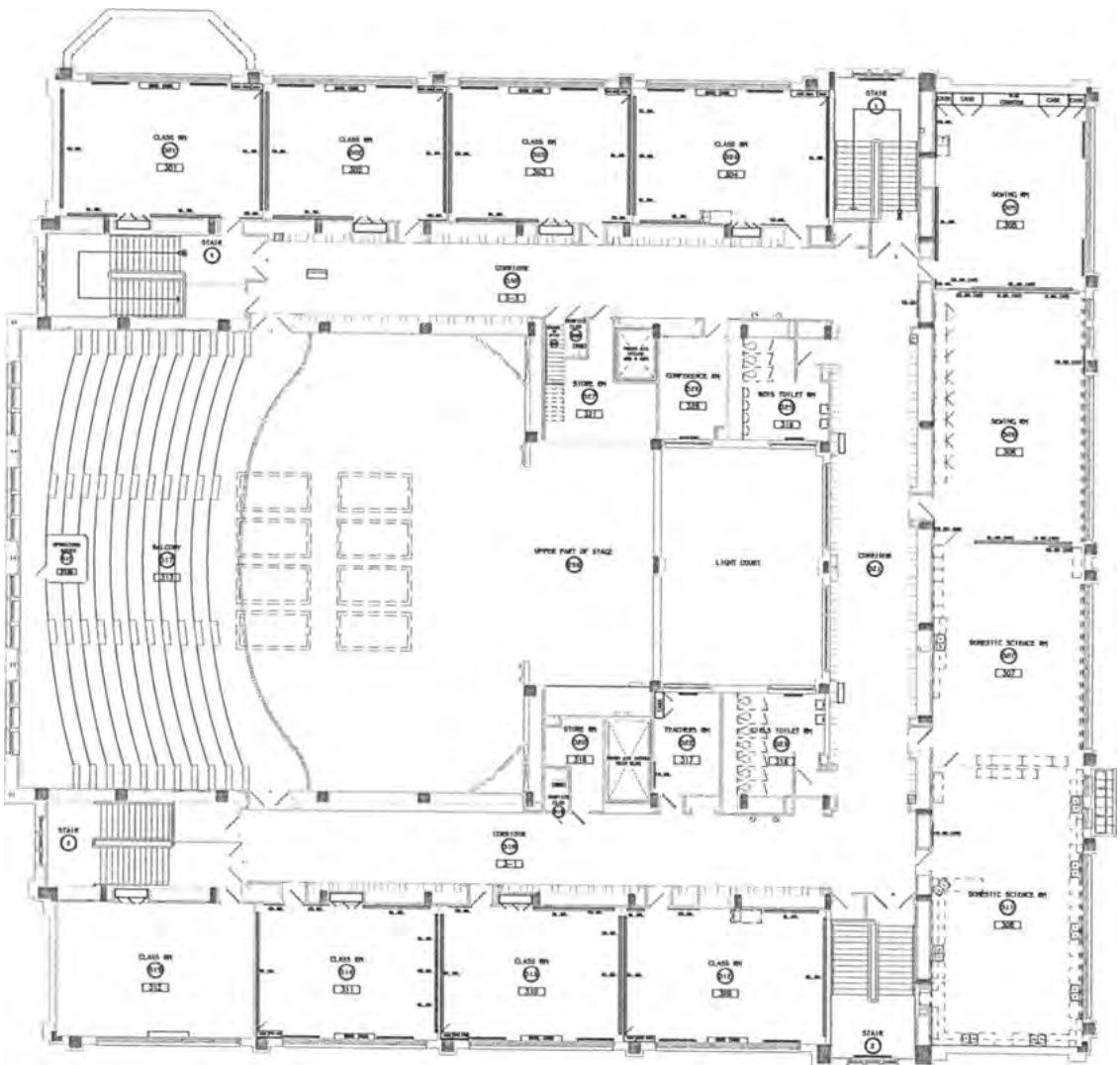
Date Revision

Issue dates:

Sheet Title  
 3RD FLOOR  
 DEMOLITION PLAN

Sheet No.  
 AD131

FIGURE 5:  
 PECKHAM JUNIOR HIGH SCHOOL  
 MILWAUKEE, MILWAUKEE COUNTY,  
 WISCONSIN





**FIGURE 6:**  
**PECKHAM JUNIOR HIGH SCHOOL**  
**MILWAUKEE, MILWAUKEE COUNTY,**  
**WISCONSIN**

RECORDED CERTIFIED SURVEY MAP

Date Recorded: August 2<sup>nd</sup> 2011  
CSM No.: 8370  
Document No. 10018883

DLD # 2874

CERTIFIED SURVEY MAP NO. 8370

A Division of a part of Lots 1 thru 3, Block 3 in Richard Brew's Subdivision and lands, being in the Northeast 1/4 and Southeast 1/4 of the Southwest 1/4 of Section 12, Town 7 North, Range 21 East, in the City of Milwaukee, Milwaukee County, Wisconsin.

TAX KEY NO. 287-9979-100-7  
ZONED LB2

- INDICATES 1" IRON PIPE (FOUND), UNLESS NOTED
- INDICATES SET 1.315" O.D. IRON PIPE AT LEAST 18" IN LENGTH, 1.68 LBS. PER LINEAL FOOT.

NE COR OF  
SW 1/4 OF  
SEC 12-7-21  
FD BRASS CAP  
MONUMENT

ALL DIMENSIONS SHOWN ARE MEASURED TO THE NEAREST HUNDREDTH OF A FOOT. ALL BEARINGS ARE REFERENCED TO THE EAST LINE OF THE SW 1/4 OF SECTION 12, T7N, R21E, WHICH BEARS N00°44'10"W.

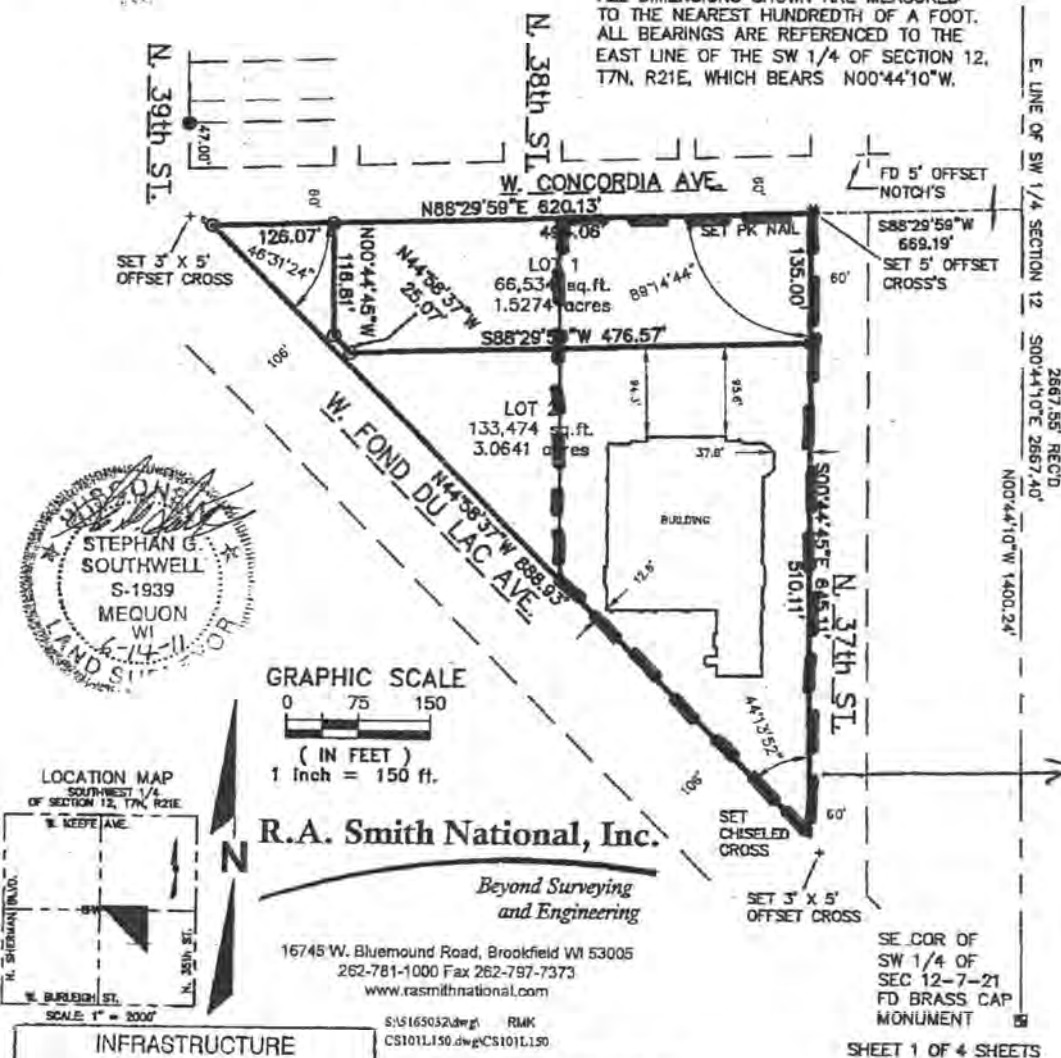
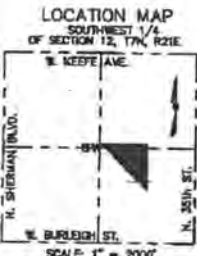


FIGURE 7:  
PECKHAM JUNIOR HIGH SCHOOL  
MILWAUKEE, MILWAUKEE COUNTY,  
WISCONSIN



GRAPHIC SCALE  
0 75 150  
( IN FEET )  
1 inch = 150 ft.



R.A. Smith National, Inc.

Beyond Surveying  
and Engineering

16745 W. Bluemound Road, Brookfield WI 53005  
262-781-1000 Fax 262-797-7373  
www.rasmithnational.com

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CS1011.150.dwg CS1011.150

INFRASTRUCTURE  
SERVICES DIVISION  
Marcia Cornell 6/21/2011  
CENTRAL DRAFTING & RECORDS MANAGER  
Z. Martin 6/21/11  
ENGR. IN CHARGE ENVIRON. ENGR.  
CORRECT  
J. Pleschke 6/21/11  
CITY ENGINEER  
APPROVED

DEPARTMENT OF CITY  
DEVELOPMENT  
CITY OF MILWAUKEE

MAY 03 2011  
STAFF APPROVED

RECORDED CERTIFIED SURVEY MAP  
Date Recorded: August 2<sup>nd</sup> 2011  
CSM No.: 8370  
Document No. 10018883

City of Milwaukee - Dept. of City Development  
309 N. Broadway, Milwaukee, WI 53202

SHEET 1 OF 4 SHEETS

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Peckham Junior High School  
NAME:

MULTIPLE  
NAME:

STATE & COUNTY: WISCONSIN, Milwaukee

DATE RECEIVED: 4/20/12 DATE OF PENDING LIST: 5/11/12  
DATE OF 16TH DAY: 5/29/12 DATE OF 45TH DAY: 6/06/12  
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 12000319

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

☒ ACCEPT ☐ RETURN ☐ REJECT 5-30-12 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in  
The National Register  
of  
Historic Places

RECOM./CRITERIA \_\_\_\_\_

REVIEWER \_\_\_\_\_ DISCIPLINE \_\_\_\_\_

TELEPHONE \_\_\_\_\_ DATE \_\_\_\_\_

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

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



PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI  
1/10

315102, 01\_DSC\_0039a\_0001

CAMERA CO, SQUARE, 09/29/11





PECKHAM JUNIOR HIGH SCHOOL

3245 NORTH 3TH STREET

MILWAUKEE, MILWAUKEE COUNTY, WI

2/10

315102; 02\_DSC\_0029b\_0002

CAMERA CO, SQUARE, 09/29/11



PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI

3/10

CAMERA CO. SQUARE, 09/29/11

315102, 06\_DSC\_00267\_0006





PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI

4/10

CAMERA CO, SQUARE, 09/29/11

315102, 05.DSC\_0032e-0005



PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI

5/10

315102, 03\_DSC\_0035c\_0003

CAMERA CO, SQUARE, 09/29/11



PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 3TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI  
6/10

315102, 04\_DSC\_0037d\_0004

CAMERA CO, SQUARE, 09/29/11





BECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI  
7/10

315102, 07\_IMGP0273J\_0007

CAMERA CO, SQUARE, 09/29/11



PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 3TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI  
8/10

315102, 08\_DSC\_0009\_0008

CAMERA CO. SQUARE, 09/29/11





PECKHAM JUNIOR HIGH SCHOOL  
3245 NORTH 37TH STREET  
MILWAUKEE, MILWAUKEE COUNTY, WI  
9/10

315102, 09\_DSC\_0003h\_0009

CAMERA CO, SQUARE, 09/29/11



PECKHAM JUNIOR HIGH SCHOOL

3245 NORTH 37TH STREET

MILWAUKEE, MILWAUKEE COUNTY, WI

10/10

315102, 10\_DSC\_0015i\_0010

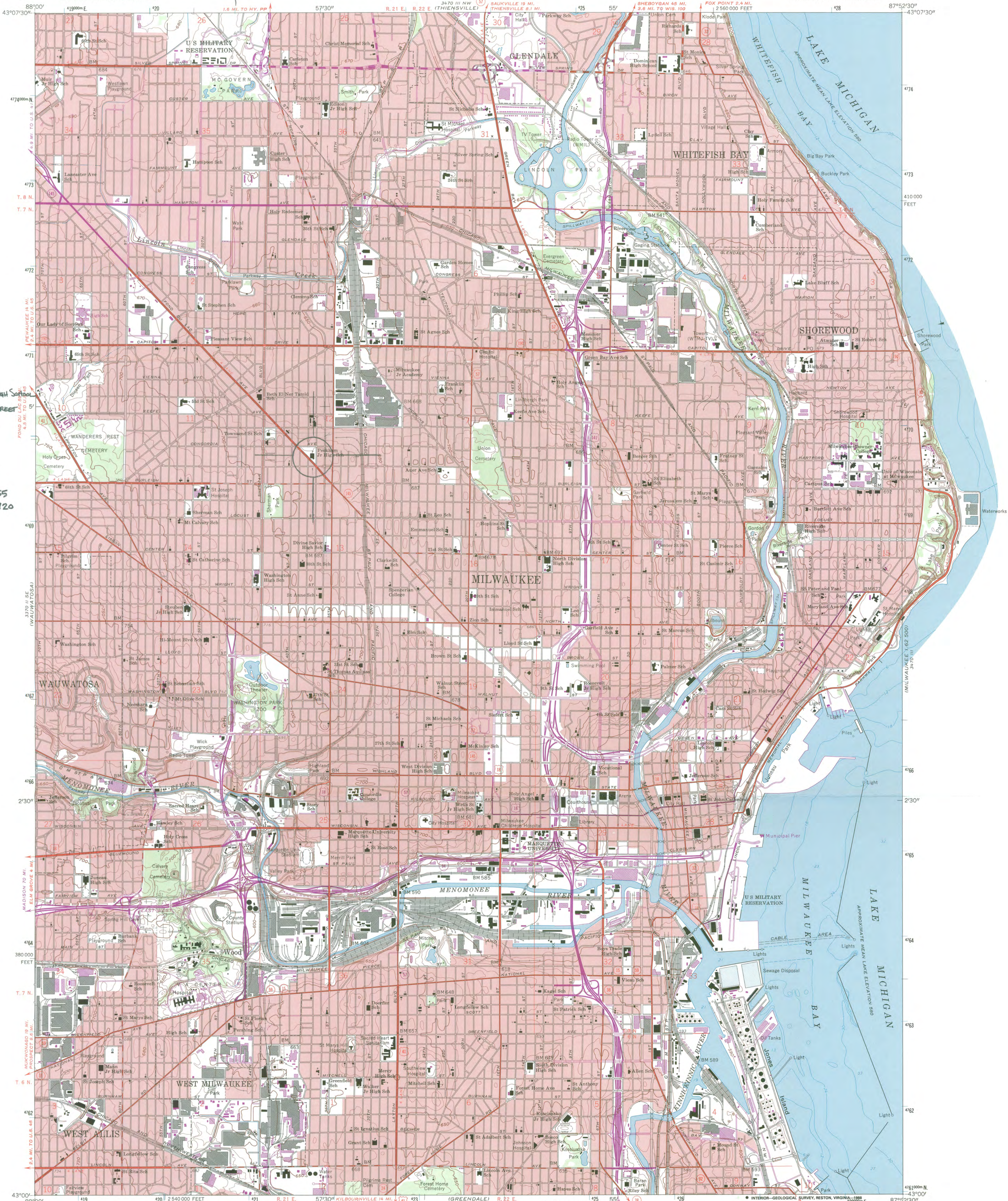
CAMERA CO, SQUARE, 09/29/11



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
GEOLOGICAL SURVEY

MILWAUKEE QUADRANGLE  
WISCONSIN—MILWAUKEE CO.  
7.5 MINUTE SERIES (TOPOGRAPHIC)

SW 1/4 MILWAUKEE 15' QUADRANGLE



Peckham Junior High School  
3245 North 37th Street  
MILWAUKEE  
MILWAUKEE COUNTY  
WISCONSIN

UTM REFERENCES:  
ZONE 16  
EASTING 421855  
NORTHING 4770720

Maped, edited, and published by the Geological Survey

Control by USGS, USC&GS, and City of Milwaukee

Topography from aerial photographs by photogrammetric methods

Aerial photographs taken 1954-1955. Field check 1958

Hydrography compiled from U.S. Lake Survey charts 74 and 743 (1957)

Polycyclic projection. 1927 North American datum

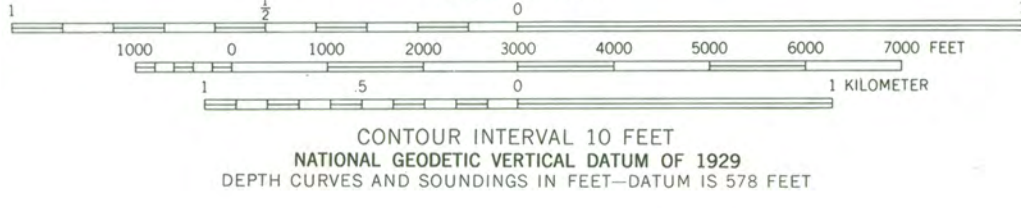
10,000-foot grid based on Wisconsin coordinate system, south zone

1000-meter Universal Transverse Mercator grid ticks, zone 16, shown in blue

Red tint indicates areas in which only landmark buildings are shown

Revisions shown in purple compiled from aerial photographs

taken 1971. This information not field checked



MILWAUKEE, WIS.  
SW 1/4 MILWAUKEE 15' QUADRANGLE  
43087-AB-TF-024

1958  
PHOTOREVISED 1971  
DMA 3470 III SW—SERIES V861

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS  
FOR SALE BY U.S. GEOLOGICAL SURVEY, DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092  
AND WISCONSIN GEOLOGICAL AND NATURAL HISTORY SURVEY, MADISON, WISCONSIN 53706  
A FOLDER DESCRIBING TOPOGRAPHIC MAPS AND SYMBOLS IS AVAILABLE ON REQUEST

To place on the predicted North American Datum 1983,  
move the projection lines 3 meters north and  
6 meters east as shown by dashed corner ticks



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OCT 7 2011

DIV HIST PRES



Office of the City Clerk

Ronald D. Leonhardt  
City Clerk

Jim Owczarski  
Deputy City Clerk

[www.milwaukee.gov](http://www.milwaukee.gov)

October 4, 2011

Ms. Daina Penkiunas  
National Register Coordinator  
Wisconsin Historical Society  
816 State Street  
Madison, WI 53706-1488

Dear Ms. Penkiunas

RE: CLG Review of the National Register Nomination Peckham Junior High School

In accordance with the provisions of the Certified Local Government Agreement between the City of Milwaukee and Wisconsin State Historic Preservation Office, the Milwaukee Historic Preservation Commission has reviewed the National Register nomination of the Peckham Junior High School. The Commission determined that the building met the Statement of Significance as outlined in the application and voted to support the nomination on September 19, 2011.

In supporting this nomination the commission feels that Peckham Junior High School is a good and intact example of the Collegiate Gothic style, a style very popular in Milwaukee and other communities in the 1920s. It is also the most intact of the original two buildings constructed in Milwaukee specifically to house the new model in educational reform, the junior high school. Architect Guy Wiley was the first staff architect for the Milwaukee Public Schools and in this example he incorporated all of the recommendations made by school reformers that called for new types of spaces to accommodate new curriculum such as science labs, music rooms and even a home arts model home.

National Register listing is a tool to bring recognition and the benefits of the tax credit program to a project. The commission felt that it is important to support the adaptive use of the city's older buildings, especially ones as well-built and versatile as the old schools. Schools embodied the collective vision of the community and played an important role in shaping the youth of the city who went on to, hopefully, a productive adulthood. Peckham Junior High School, most recently known as Jackie Robinson Middle School, is associated with some prominent Milwaukeeans including a young Gene Wilder (Jerome Silberman) and Federal Communications Commission chairman Newton Minow, known for his comment that television was a "vast wasteland." If you need additional information or have any questions please feel free to contact the Historic Preservation Commission staff at (414) 286-5722.

Sincerely,

Randy Bryant, Chair  
Milwaukee Historic Preservation Commission

C: Ronald D. Leonhardt  
Jim Owczarski

