

CHICAGO PUBLIC SCHOOL BUILDINGS, PRE-1940 CONTEXT STATEMENT



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CHICAGO PUBLIC SCHOOL BUILDINGS, PRE-1940: CONTEXT STATEMENT

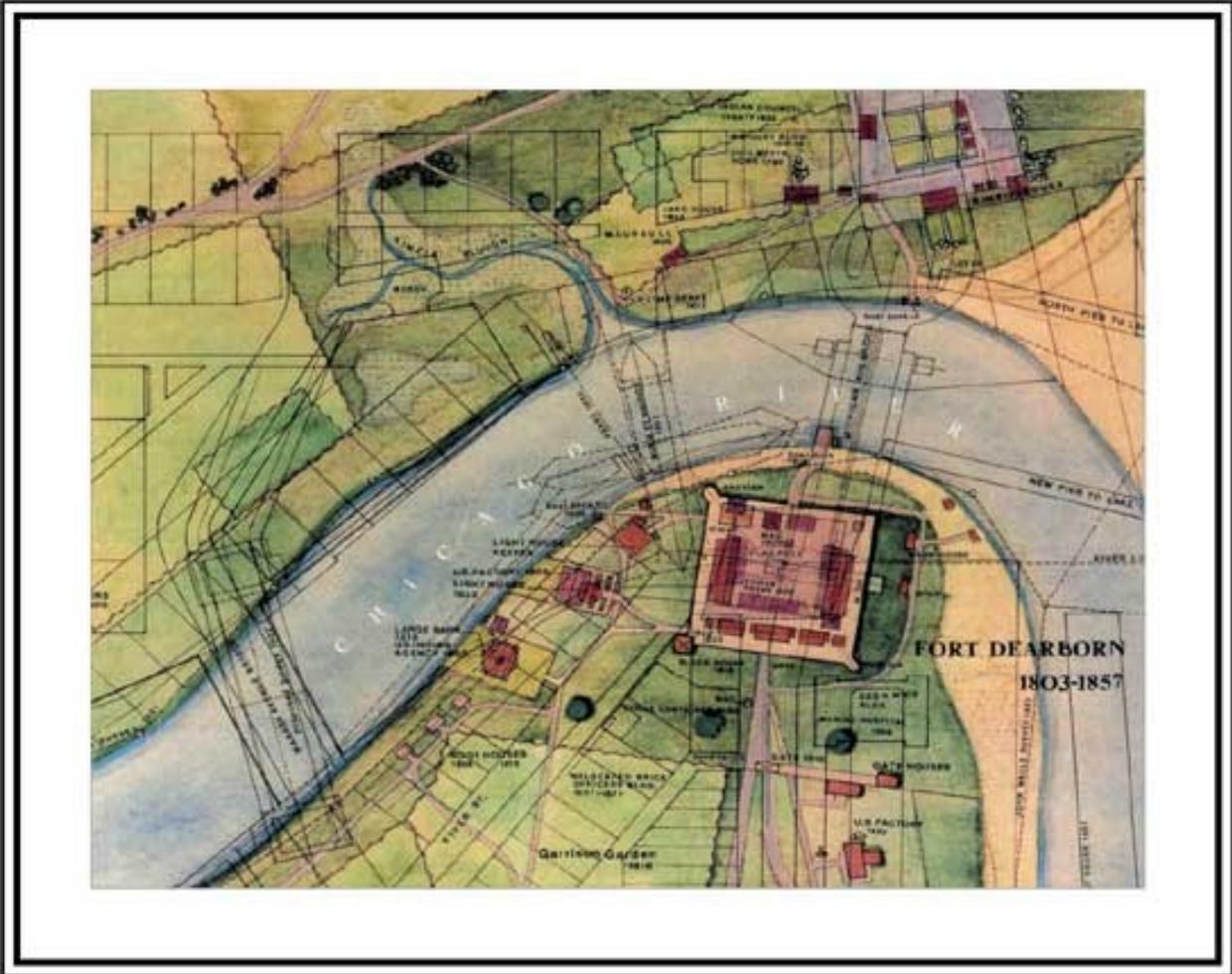
EXECUTIVE SUMMARY

Public School buildings in Chicago offer a vast illustration of the history of education, public policy, neighborhood development, social reform, and architecture. This Context Statement is intended to introduce the subject of Chicago Public School Buildings from the early settlements through 1940 and provide a contextual framework for evaluating the possible landmark designation of individual school buildings.

Many public school buildings are distinctly recognizable and represent a significant building type within their neighborhoods, and within the architectural and social history of the city. This Context Statement does not include detailed histories or architectural descriptions of individual buildings. But rather, is intended to act as a cover document for future school building designation reports which will need to fully illustrate the context, significance, and criteria as applies to the specific building seeking designation. Throughout this Context Statement where individual buildings are referenced, they are intended to illustrate examples of the greater context and not necessarily suggest the building is a candidate for landmark designation.

This Context Statement will streamline the landmark designation of public school buildings, as the individual building nomination reports may reference this form for general historic context and general information about the property type. Thus individual nomination forms may be more compact needing only to describe specific information related to the particular school building proposed for designation.

The 1940 concluding date of this Context Statement was chosen to correspond with the timeframe of the Chicago Historic Resources Survey which provides valuable information on the property type. Schools built after 1940 are worthy of evaluation and possible designation, however their historic context and architecture differs substantially from the pre-1940 schools and thus should be evaluated separately.



The pioneer settlement of Fort Dearborn, at the mouth of the Chicago River, was the site of Chicago's first organized school. Source: earlychicago.com

Eliza Chappell, left, (1807-1888) was an education pioneer, establishing schools in frontier settlements across the Midwest and South.

Source: elizachappellelementaryschool.org

John and Eleanor Kinzie, along with their oldest son John, right (1803-1865), are said to have been the first European settlers in Chicago. John and his siblings were among the first pupils at the Fort Dearborn school.

Source: chicagology.com



PART 1: HISTORIC CONTEXT STATEMENT

PUBLIC EDUCATION IN CHICAGO – EARLY YEARS (1816-1871)

Organized education in Chicago goes back to its earliest days as a fort and pioneer settlement. John H. Kinzie and his siblings are said to have been the first students. Kinzie's wife Eleanor noted that, by 1816, there was "a small square log building, originally designed for a school-house," standing just outside Fort Dearborn. In the late 1820s and early 1830s, Charles H. Beaubien and Eliza Chappel, among others, operated schools for the children of the fort and the Chicago settlement.

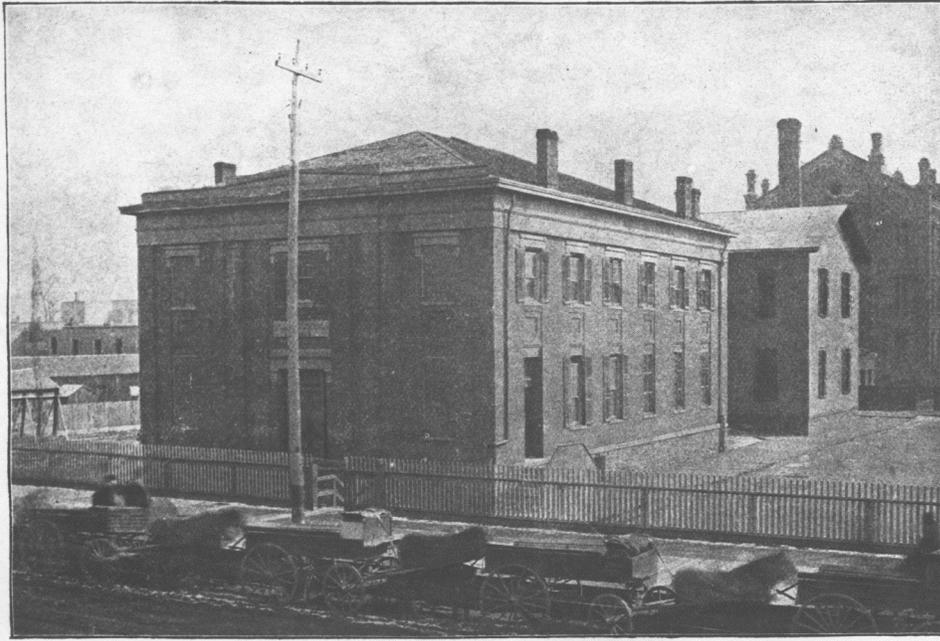
After Chicago's organization as a town in 1833, public funds partially supported three schools, including the one run by Chappel. These funds came from the sale of land set aside to support education. The U.S. Land Ordinance of 1785 had set aside land in Section 16 of each surveyed Township to be sold or used for educational purposes. In Chicago, most of this one-square-mile "School Section" was sold early on. In exchange for this partial public support, the three schools were obligated to provide free instruction to indigent children and orphans.

When Chicago became a city in 1837, its new corporate charter provided for a Common Council which would simultaneously act as Commissioners of Common Schools. Section 85 of the charter mandated that the School Commission in turn create a Board of Inspectors to manage the schools.

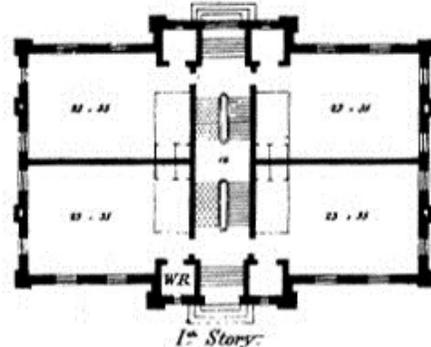
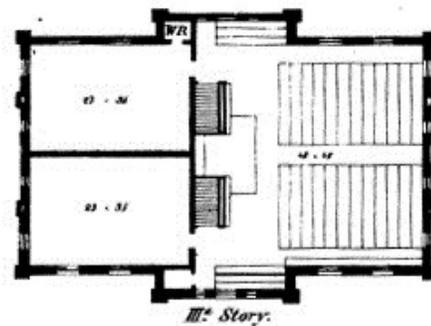
The Board of Inspectors initially oversaw the operation of five public schools, with a total enrollment of 400 pupils. By 1842, the Board had organized its schools into four districts with a total enrollment of 456. It employed nine teachers. Most students attended classes in a variety of rented commercial, institutional, and residential buildings, sometimes in basements and attics. The city owned only one school house, a two-story frame building located on a remaining school fund block bounded by Madison, Monroe, Dearborn, and State Streets.

In 1845, the Board of Inspectors replaced the original frame building with "School No. 1" (later named Dearborn School) on Madison and Dearborn Streets. The brick structure, measuring 60' x 80' and rising two stories, was initially thought too big, so the city rented out the top floor. The following year brought the construction of the brick Kinzie School at Ohio and LaSalle Streets. In 1847, the Board erected Scammon School at Madison and Union Streets, which was a two-story, 50'x72' brick building with a simple cornice and hipped roof. Each story had one large classroom and two smaller recitation rooms.

By 1850, Chicago's population was approaching 30,000, and its public schools enrolled 1,919 students taught by 21 teachers. Within five years, the city's population had surged to 80,000 as its boundaries expanded, and 6,826 students attended the public schools. The School Commission hired its first superintendent of schools the year before, and officially became the



In 1846 the Board erected Scammon School at Madison and Union Streets, which was a two-story, 50'x72' brick building with a simple cornice and hipped roof. Each story had one large classroom and two smaller recitation rooms. Source: Courtesy of Bill Latoza



Chicago opened its first free-standing public high school in 1856. Built of Joliet-Lemont limestone, the three-and-one-half-story Chicago High School, was designed by architects John M. Van Osdel and Frederick Baumann. The new high school offered a three-year Classical course, a three-year English course, and a two-year Normal course.

The plans of the building (right) were published in the Board of Education's Annual Report of 1854-1855.

Board of Education the year after.

Chicago opened its first free-standing public high school in 1856, to “open the door to a general, not to say a good education for the poor as well as the rich.” Built of “Athens Stone,” also known as Joliet-Lemont limestone, the three-and-one-half-story Chicago High School, on Monroe Street between Desplaines and Halsted Streets, was designed by architects John M. Van Osdel and Frederick Baumann. The new high school offered a three-year Classical course, a three-year English course, and a two-year Normal course.

As the population of the city and the school system continued to rise through the 1850s and 1860s, the Board of Education built both frame and masonry schools. The Board viewed the frame buildings as temporary and portable structures, often relocating them to new, more sparsely-populated locations as the city expanded outward.

As with some of the frame schools, the designs for the more substantial and “permanent” brick structures generally followed the principles of leading educational reformer Henry Barnard (1811-1900), who urged the construction of school buildings that provided sufficient natural light, ventilation, heating, and architectural “good taste” to facilitate and inspire learning. The city’s many-windowed brick school buildings included, for example, the three-story Brown School (1857, demolished), the first Chicago school heated with steam, and the four-story, mansard-roofed Haven School (1862, demolished), declared by the Board of Education to be “a beautiful specimen of...architecture...not surpassed by any school building in the country.”

While noted Midwestern architect Gurdon P. Randall (1821-1884) designed Haven and a number of other Chicago public schools, the Chicago Board of Education commissioned school designs from a variety of architects during its early years. These men included Francis Foster, John Van Osdel, Frederick Baumann, Augustus Bauer (who later became the first official appointed Board of Education Architect), John Barton, John Tully, J.M. Armstrong, and Otto Matz.

Early in 1863, Chicago annexed additional land to the north and south of the city, and the Board of Education thereby gained nearly 400 students and three additional school buildings. That same year, the Board named one of its members, James Ward, to the new position of Building and Supply Agent. In this position, Ward would oversee construction of Chicago’s schools for nearly 20 years, serving as architect for some of them.

The Board of Education, of course, needed money to pay for the ongoing expansion of the school system. Until the end of the Civil War, Chicago had to rely on very limited means of funding for public education. Beginning in 1865, however, the State of Illinois authorized the Chicago Common Council to issue school bonds to supplement these monies. Between 1867 and 1870 alone, the Board issued \$1.2 million in bonds.

By mid-1870, 38,937 students attended Chicago’s public schools and were taught by 537 teachers. The board’s 38 public school buildings, erected between 1844 and 1869, ranged from one- and two-story wood structures (mostly primary schools and branch schools) to two- to four

Most notable among the post-fire schools was the King School, which the board adopted as a “model...for buildings of like character,” publishing images of its elevation and floor plans in the 1874 Annual Report (right), “in order that the public may know the kind of the buildings being erected by the board.”

Designed by Edlmann & Johnston, the Italianate-style King School featured brick walls trimmed with limestone stringcourses and window sills/heads. A pressed-metal cornice supported by decorative brackets topped them. Inside was a center-hall plan featuring four rooms per floor, maximizing natural light and ventilation. The King School was also among the very first in Chicago to include toilets in the basement, rather than outside in the schoolyard.

The board constructed five other schools directly from the 12-room King plan. Of these, two still stand including Ward School, 1874, (below) which is the oldest extant Chicago Public School Building. Sources: Top Right: Board of Education Annual Report 1854-1855; Bottom Right: Courtesy of Bill Latoza.



KING SCHOOL,
HARRISON ST., NEAR WESTERN AVENUE.



-story brick buildings.

Chicago and its thriving school system were thrown into crisis when the Great Chicago Fire destroyed much of the central city in 1871. The fire laid waste to ten Chicago school buildings, one in the city's South Division, and nine in the North Division; only two schools in the North Division were untouched. Chicago's schools reopened only two weeks after the fire, making do with what structures remained. The board almost immediately set upon the task of rebuilding.

REBUILDING AND GROWTH AFTER THE FIRE (1872-1883)

At the regular Board of Education meeting on January 16, 1872, School Superintendent Josiah Pickard reported that the North Division's Newberry School was "full to overflowing" and that the Lincoln School was "rapidly filling up," but that many children remained out of school "due to the distance of these buildings from most of the population of the North Division." The board therefore voted to accept bids for rebuilding two burned primary schools, having obtained the necessary construction funding from the Common Council the week before. Later that spring, the Illinois General Assembly adopted a new School Law, which broadened the powers of the Chicago Board of Education and authorized it to issue bonds directly for the purpose of school building.

Five new schools were ready for occupancy early in the fall of 1873, by which time the school population had bounced back to more than 44,000, surpassing its 40,000-student pre-fire mark. All the new schools were twelve-room buildings, though additional classrooms were created in the basement of the Franklin School (Division & Sedgwick, demolished) to accommodate more students. Elsewhere in the city, the board divided large halls into multiple rooms to provide still more classroom space.

By the fall of 1874, the Board of Education had opened a total of eleven new post-fire schools, accommodating 8,774 students. Most notable among these was the King School (1874, Harrison Street & Western Avenue, demolished), which the board adopted as a "model...for buildings of like character," publishing images of its elevation and floor plans in the 1874 Annual Report, "in order that the public may know the kind of the buildings being erected by the board."

Designed by the firm of Edelmann & Johnston, the Italianate-style King School rose three stories over a raised basement. Limestone stringcourses, window sills and heads trimmed its load-bearing brick walls, and a pressed-metal cornice supported by decorative brackets topped them. Inside the school, Edelmann & Johnston employed a center-hall plan featuring four rooms per floor, thus ensuring that each classroom had large windows on two walls to maximize natural light and ventilation. To further promote the health and comfort of the children, the architects placed chimney and ventilation stacks at the center of the building, on either side of the halls. In the interest of fire prevention, brick partitions replaced wood partitions between classrooms. The King School was also among the very first in Chicago to include toilets in the basement, rather than outside in the schoolyard.

In short order, the board constructed five other schools directly from the 12-room King plan. Of these, two still stand: Ward School (1874, 2703 South Shields Avenue, a designated Chicago Landmark), and Nickersonville School, later named Headley (1875, 2107 North Magnolia Avenue). Headley School was closed circa 1981 and has since been converted to residential use.

Despite the completion of these new schools, the Board of Education was unable to keep up with demand as Easterners, rural transplants, and European immigrants flooded into the quickly rebuilding city. By the mid-1870s, Chicago's population stood at just over 400,000. The city had about 110,000 children of school age, of whom only about 53,000 were enrolled in the public schools, and even fewer attended regularly. According to then-Superintendent Duane Doty, "Many of these youth now growing up in ignorance and indolence... would be in school if they could find a place for regular and full instruction within a reasonable distance of their homes."

In its 1877 annual report, the board noted that it owned 53 schools and rented 18, but nevertheless remained 10,000 seats short. To address the shortfall, students crowded into classrooms and 6,000 attended only half-day sessions. The ultimate solution seemed clear to Board President William K. Sullivan: "The Board of Education should be its own landlord." An inability to collect back taxes in the face of the nationwide depression after the Panic of 1873, however, meant that the board could not build even the 14 schools for which it had already made appropriations.

The situation had begun to change by 1879, by which time seven new schools were under construction. Even with the completion of these buildings, though, the board anticipated a shortfall of 8,000 seats given an anticipated 3,000-student-per-year increase in the school population.

Several schools which opened in the late 1870s and early 1880s are still extant, including Sheridan (1881, 533 West 27th Street), and McClellan (1881, 3527 South Wallace Street), both designed by Augustus Bauer. By that time, Bauer already had a long-standing relationship with the board of Education, having designed twenty or more Chicago public schools over the years. Bauer's later schools, at least, followed the same general format as the King and similar schools, though some had 15 rather than 12 classrooms. They were essentially Italianate in style, rising three stories over a raised basement, constructed of brick with hooded windows and doors and a prominent bracketed and pedimented cornice. Whereas most of the earlier Chicago school buildings were strictly rectilinear, Bauer's later schools featured small entry wings on either side of the main mass, following another of Henry Barnard's educational ideals: "separate entrances to the school-room for each sex."

In January of 1881, not long after the death of Building and Supply Agent James Ward, who had overseen school construction for nearly two decades, the board finally formalized the position of Architect to the Board. Bauer was named to the new position over the objections of some board members who favored other candidates. Trouble followed almost immediately. When Bauer wrote to the board to say that the "unnecessary delays" caused by a masonry contractor they had chosen were "completely inexcusable," the board returned his letter, calling it "disrespectful." By early 1882, Bauer was out, apparently unwilling to oversee construction



North Division High School, now Salazar Bilingual Center, was designed by Julius Ender in 1883. The Italianate structure was more elaborate than earlier schools, both interior and exterior. Built to accommodate 624 students, the school featured 14 classrooms, a principal's office, recitation rooms, teachers' dressing rooms, a small library, a laboratory, and a third-floor assembly hall.
Sources: Top: Courtesy of Bill Latoza; Bottom: salazarbilingualcenter.com

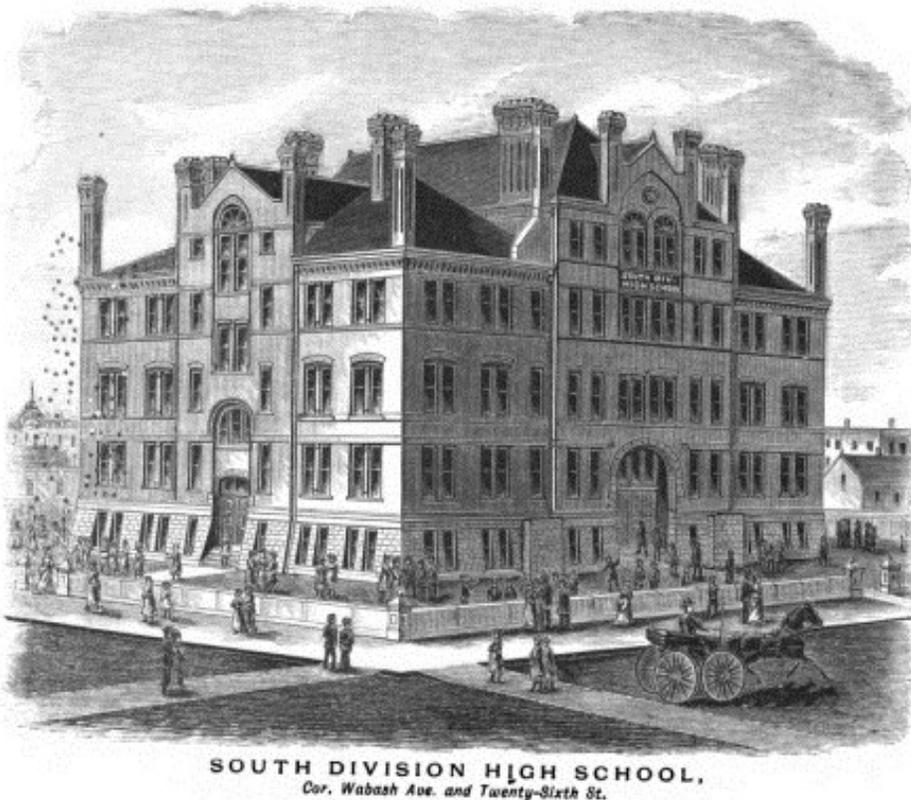


of four new buildings at the price of \$800 each.

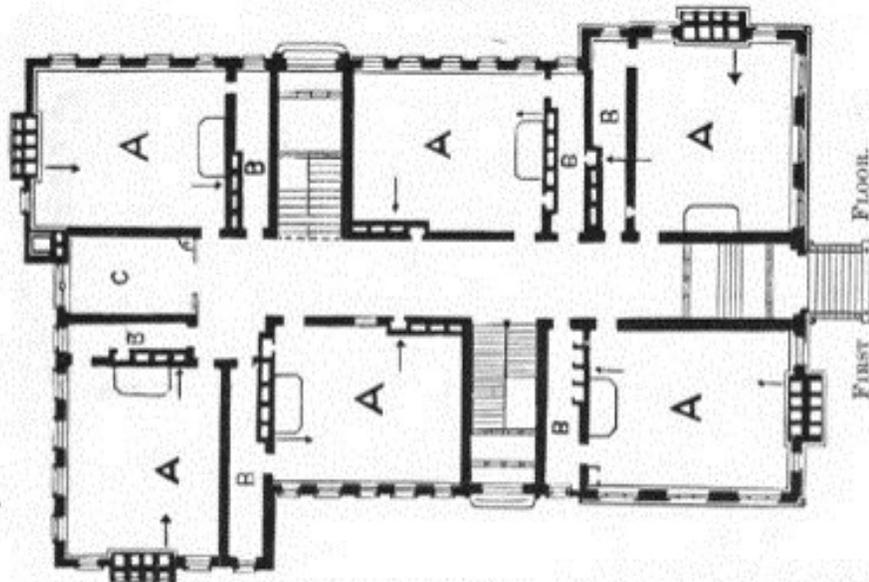
Bauer's tenure as official Board of Education Architect was followed in quick succession by those of Frederick Baumann (who had designed schools for the Board of Education in previous decades), Julius S. Ender, and James R. Willett. All three came and went between February 1882 and December 1883. The architects had little time to develop designs during their short tenures, but Ender and Willett, at least, made their mark by planning two of the city's earliest high schools.

Beginning in the 1860s, when the original Chicago High School was becoming increasingly crowded, the Board of Education had opened a series of branch high school programs within existing elementary schools in the North, South, and West Sides of the city. These branches offered shorter, two- and three-year programs, but by 1880, the population of older students had grown still further, and the need to provide better high school offerings was clear. The board thus developed a new program of three-year "classical" courses and four-year "full" courses, and decided to build three dedicated high school buildings around the city. August Bauer had actually prepared a plan for the first of these, the West Division High School at Morgan and Monroe (1880, demolished), before he left the board's employ.

Julius Ender's North Division High School, later named Sexton and now Salazar (1883, 160



James Willett's South Division High School, 1884, strayed from the earlier prototype schools. In addition to the hooded windows of the Italianate style, it included an elaborately hipped roof and the round-arched doorways of the Richardsonian Romanesque style. The design afforded 17 classrooms, a laboratory, a dedicated German classroom, and a large assembly hall. Source: Board of Education Annual Report 1873-1874.



- | | | |
|------------------------|--------------------------------|-----------------------------|
| A, A—Class Room. | H—Assembly Hall. | M—Principal's Water Closet. |
| B, B—Wardrobes. | I—Girl's Water Closet. | N—Boy's Play Room. |
| C, C—Recitation Rooms. | J—Girl's Play Room. | O—Boy's Play Room. |
| D—Recitation Room. | K—Lady Teachers' Water Closet. | P—Janitor's Room. |
| E—Office. | L—Boy's Water Closet. | Q—Boiler and Fuel Room. |
| F—Water Closet. | | |
| G—Library. | | |

The new Haven School (1884), built to replace the original 1862 Haven School, was larger and more asymmetrical in plan, than previous schools. This arrangement allowed the architect, John J. Flanders, to maximize the number of large windows, and thus the amount of natural light, in the classrooms. Flanders' schools also included basement wash rooms and play rooms for boys and girls, boiler room extensions, recitation rooms, small libraries, and in the case of the larger schools, top-floor assembly halls. Source: Board of Education Annual Report 1883-1884.



West Wendell Street, a designated Chicago Landmark), is a 3-1/2-story brick Italianate structure. Yet it was more elaborate than most earlier Chicago school buildings, both in terms of its exterior embellishments and its interior arrangement. Rising above a rusticated stone base, the building has a projecting central mass bracketed by pilasters. Limestone hoods of diverse shapes cap the many tall narrow windows. An intricate cornice extends across the roofline, while an ornate parapet crowns the center of the main facade. Built to accommodate 624 students, the school featured 14 classrooms, a principal's office, recitation rooms, teachers' dressing rooms, a small library, a laboratory, and a third-floor assembly hall.

James Willett's 4-1/2-story design for South Division High School (1884, Wabash Avenue & 26th Street, demolished) strayed somewhat further from the earlier prototype schools. It too was built of brick and trimmed with limestone, but in addition to the hooded windows of the Italianate style, it included an elaborately hipped roof and the round-arched doorways of the Richardsonian Romanesque style, which was then gaining popularity across the country. Inside, Willett's design afforded 17 classrooms, a laboratory, a dedicated German classroom (at the urging of German immigrants, the language had been taught in Chicago schools since 1865), and a large assembly hall occupied the entire fourth floor. Willet also designed a number of 15- and 18-room elementary schools during his short tenure, but the board replaced him in January 1884.

COMPULSORY EDUCATION AND ANNEXATION (1884-1892)

John J. Flanders became Architect to the Board of Education in early 1884, a time at which the board faced continued pressures to expand Chicago's educational infrastructure to keep up with population growth. By then, the population of the city had risen well beyond the 503,000 inhabitants recorded in the 1880 census, and the number of children had increased accordingly. Moreover, the Illinois General Assembly had in 1883 enacted the Compulsory Education Law, which required children aged 8 to 14 years to have at least 12 weeks of schooling per year. The legislation came after many years of lobbying by Progressive Movement activists who sought to limit child labor and improve young lives through education. Although this first compulsory education law was not widely enforced, and indeed allowed exemptions to be issued, it nevertheless provided an additional stimulus for the Board of Education to build more classroom space.

Flanders and the board aggressively took up the challenge of expansion. By mid-1885, noting the board's "progressive, public spirit, bent on securing to the school children of Chicago the best...accommodations obtainable, at a reasonable but...liberal expenditure of public money," Board President James R. Doolittle would boast that: "the work done in the construction of new school buildings during the past year has been considerably in excess of that of any former year." The work included eight school buildings completed and opened during the 1884-1885 school year (all but one designed by Flanders), two scheduled to open in September 1885, and another 12 (including one addition) for which contracts had been issued.

These 20-plus buildings comprised mostly 15-room schools, but also several smaller ones, along with an unusually large, 24-room structure to replace the 1862 Haven School. While some of Flanders' designs for the smaller schools followed the older, rectilinear models, the



John J. Flanders, during his second term with the Board, designed what are now the oldest parts of Ravenswood School (1893) and Shakespeare School (above), later named Ariel Community Academy (1893). These structures were quite different from those Flanders had designed in the 1880s. Now the architect employed distinctly Queen Anne detailing, making use of a variety of materials readily available from the booming brick, stone, and terra cotta industries of the surrounding city. Source: Bauer Latoza Studio

Flanders' complex rooflines featured hipped, slate roofs, substantial dormers, gables, and turrets. Some buildings had extravagant corner bays or intricately detailed projecting bays such as those at Whittier School (below). Soucre: Courtesy of Bill Latoza



larger schools, including the Motley School (1884, 739 North Ada Street, a designated Chicago Landmark), Von Humboldt School (1885, 1345 North Rockwell Street), and the new Haven School (1884, 15th Street & Wabash Avenue, demolished) were more asymmetrical in plan, almost taking on the appearance of a pinwheel. This arrangement allowed Flanders to maximize the number of large windows, and thus the amount of natural light, in the classrooms. Flanders' schools also included basement wash rooms and play rooms for boys and girls, boiler room extensions, recitation rooms, small libraries, and in the case of the larger schools, top-floor assembly halls.

Flanders and the board continued to pursue the best means of ventilating and heating the schools. The board followed Flanders' advice and provided for "an independent supply of fresh air" and "an independent egress for foul air, terminating above the roof" for each classroom. Having abandoned "the system of heating by air currents passing over iron surfaces," the board continued to seek the ideal methods of steam heating. Indeed, the heating systems throughout the school district remained varied and complicated enough that the board created the new position of Chief Engineer to oversee their selection, installation, and maintenance.

The exteriors of Flanders' school also varied quite significantly from what had come before. Built upon raised stone basements and rising three (or occasionally four) stories, they featured red brick walls ornamented with pressed brick and unglazed terra cotta and penetrated by many large windows, both Italianate-style hooded and round-arched Romanesque ones. Flanders capped some of his schools with Italianate dentiled cornices; others featured cross-gabled and elaborately hipped roofs terminating in Flemish gables.

While the Board of Education initially found Flanders' designs to be "model school buildings, fully equal, if not superior, to any in the country," that view soon waivered. By late 1885, the *Chicago Daily Tribune* was calling Flanders' work "extravagant" and "expensive." Flanders defended his use of costlier, higher-quality materials for their longer life spans, but the board pushed for greater economy. In 1888, one critic told the *Tribune* that fellow board members "hesitated" to build needed schools to Flanders' designs because they were "ornate and costly." In December 1888, the board voted to replace Flanders, choosing Charles Rudolph to serve as Architect.

Rudolph served as Board of Education Architect through the end of 1890, designing more than a half-dozen schools during his tenure, including Mulligan School (1889, 1855 North Sheffield, a designated Chicago Landmark). Rudolph's designs, too, retained some elements of the earlier schools, including rusticated stone bases, red brick walls, and limestone trim. While Rudolph combined Italianate, Romanesque and Queen Anne detailing, his schools were simpler than those of Flanders, without some of the pressed brick and terra cotta ornamentation that had drawn charges of extravagance.

Rudolph's two-year tenure coincided with a seismic change in both the city and its school system. Following an election on June 29, 1889, Chicago annexed numerous surrounding suburban communities, thereby adding 125 square miles of land, nearly quadrupling in size, and



John J. Flanders North-West Division High School (above) included a first-floor gymnasium, the first one in the nation in a public high school. Flanders also designed the much larger Hyde Park High School, later renamed Ray Elementary (below). This 34-classroom building, then the largest high school in the City, included a gymnasium, a large assembly hall, a library, an art room, lunchrooms. It was supplied with “the most perfect system of steam heating, sanitary ventilation, and electric service.” Sources: Top: chicago.pc.info; Bottom: Courtesy of Bill Latoza



becoming the largest city in the country. The annexation also brought 225,000 new citizens, tens of thousands of new school children, and scores of additional school buildings to the system. The number of school-age children (ages 6 to 21) rose from nearly 200,000 in 1888 to over 289,000 in 1889. The number of school buildings owned nearly doubled, from 102 in 1888 to 203 in 1889; rentals rose from 12 to 35. The number of high schools nearly tripled, from four to eleven.

Combining what had been numerous independent school districts presented both logistical and financial hurdles. Legal challenges to annexation led to uncertainties for months after annexation. Divergent procedures had to be reconciled. Many of the annexed schools were significantly smaller than their city counterparts, so administrators had to grapple with how to incorporate them in to the protocols of the system.

In addition, during the last six months of 1890, due to a mismatch in fiscal years of the Board of Education and its acquired systems, the board was forced to pay for all the expenses of the expanded school system out of the funds collected in Chicago before annexation. Financial difficulties continued into 1891, and though the board was able to complete the 11 schools already under construction and to acquire some sites for future schools, it was forced to rent 174 “stores and buildings” to provide sufficient classroom space. During the summer of 1891, the Illinois General Assembly and the Chicago City Council acted to increase the Board of Education’s size from 15 to 21 members to better manage its larger workload and to be more representative of the expanded city.

The Board of Education could now begin to refocus its attentions on building construction. Back in December 1890, the board had voted to restore John Flanders to his former position as official Architect. By mid-1891, Flanders had already developed plans for 12 projects – both schools and additions – and contracts for their construction had been awarded. The new schools were 14-, 15-, and 16-room structures, and all the buildings – even the additions – included assembly halls. These large open spaces followed a national trend in education to provide opportunities for physical education, as well as provide a venue for school and community assemblies, meetings and entertainment.

Over the following 20 months, Flanders designed more schools and additions. These included what are now the oldest parts of Ravenswood School (1893, 4332 North Paulina Street) and Shakespeare School, later named Ariel Community Academy (1893, 1119 East 46th Street). These structures were quite different from those Flanders had designed in the 1880s. Now the architect employed distinctly Queen Anne detailing, making use of a variety of materials readily available from the booming brick, stone, and terra cotta industries of the surrounding city. Red- or buff-brick walls rose from rusticated limestone bases and sported carved stone trim and ornamental glazed terra cotta. Flanders’ complex rooflines featured hipped, slate roofs, substantial dormers, gables, and turrets. Some buildings had extravagant corner bays.

Several of Flanders’ designs were for new high schools. His North-West Division High School (1892, Claremont Avenue & Potomac Avenue, lost to fire in 1938), was a 16-classroom structure that included a first-floor gymnasium, the first one in the nation in a public high school. Slightly later, Flanders designed the much larger Hyde Park High School, later renamed

On the outside, the designs of architect August Fiedler revisited the aesthetic of earlier schools: rectilinear forms of red brick, with substantial rusticated limestone stone bases. While many lacked the complex roof lines of John J. Flanders' structures, Fiedler's designs possessed their own visual interest. Many, such as Yates School (bottom) and Gladstone School, later named UIC College Prep (Top), incorporated decorative brick or pressed metal cornices, stone and terra cotta detailing, ornamental stone porches, and projecting bays.

Sources: Top: Bauer Latoza Studio; Bottom: Courtesy of Bill Latoza



William H. Ray Elementary (1894, 5631 South Kimbark Avenue). This 34-classroom building, then the largest high school in the city, included a gymnasium, a large assembly hall, a library, an art room, lunchrooms, and numerous well-equipped laboratories. It was supplied, according to the board's Building and Grounds Committee, with "the most perfect system of steam heating, sanitary ventilation, and electric service." One East Coast expert, Professor Sloan of Princeton College, having inspected the school, "pronounced it far ahead of anything in its line that the East had produced."

SOCIAL AND EDUCATIONAL REFORM (1893-1918)

By 1892, Chicago's population had reached 1,438,000. Another annexation brought eight suburban communities into the city the following year, expanding its area to 185 square miles. By mid-1893, the Board of Education owned 251 school buildings, with seats for nearly 142,000 students. Another 10,000 seats were located in 95 rented branch buildings. Historian Mary Herrick estimated that 20 new schools a year would have been required to meet the demands of the increasing school population. The board could not keep pace.

Hoping to improve the rate at which new school buildings could be available, in January 1893 the Board of Education adopted a new system for designing and building schools. Up to this point, Architect Flanders had been receiving a commission of one and one-quarter per cent of the contract price of each school building and an additional one and one-quarter per cent for superintending construction thereof. Flanders prepared plans at his firm's architectural office, hired his own assistants, and supervised construction as he saw fit. Concerned about both the expense of school construction and what it felt was limited control over the process, the 1893 Board of Education created a new building department, "of which the board should have entire control, the head of such department to be an Architect whose time should be devoted exclusively to the interests of the department at a fixed salary, and all the assistants, such as draughtsmen and superintendents of construction, to be elected by and under the control of the board."

Flanders chose not to apply for the new salaried position, and the board hired German-born architect and interior designer W. August Fiedler the following month. Fiedler and his staff immediately set to work overseeing construction of the many Flanders-designed schools and additions yet to be completed.

Fiedler also began to design new schools and additions, though the effects of a nationwide financial crisis and related labor strife that began in 1893 slowed or delayed their construction. Like Flanders' schools, the new buildings were primarily 16- (and occasionally 18-) room elementary schools. They all featured assembly halls, some of which could be easily subdivided as classrooms by means of "rolling partitions." The additions, seen by the board as an economically efficient means of increasing classroom space while minimizing the need for additional staff, came in a variety of sizes, from 6 to 12 rooms.

On the outside, Fiedler's schools, such as the Peabody School (1894, 1444 West Augusta Boulevard, a designated Chicago Landmark) and Burley School (1896, 1630 West Barry Avenue), revisited the aesthetic of pre-Flanders schools: rectilinear forms of red brick, with



Architect Normand S. Patton expressed a desire to “introduce in Chicago a greater variety in design...to make each building adapted to the locality in which it is erected.” Whereas the red brick Spry School (below) was a long, flat-roofed structure, Jirka School (above), later renamed Pilsen Community Academy, was comprised of three pavilions, each with its own hipped roof.
Source: Courtesy of Bill Latoza



substantial rusticated limestone bases. While many lacked the complex roof lines of Flanders' structures, Fiedler's designs possessed their own visual interest. Many, such as Yates School (1896, 1839 North Richmond Street) and Gladstone School, later named UIC College Prep (1893, 1231 South Damen Avenue), incorporated decorative brick or pressed metal cornices, stone and terra cotta detailing, ornamental stone porches, and projecting bays.

The Forty-first Annual Report of the Board of Education (1894-1895) noted that inside the buildings, Fiedler increased "the number of cubic feet of air space per pupil" to promote student health and included "metal lath and patent plaster" to produce a "semi fire-proof condition." His raised basements had high ceilings to accommodate additional educational space. These lower level rooms were primarily used for kindergartens which were first operated on a limited basis in 1892, and found more widely in schools after 1895, when the State permitted them to be funded. Manual training rooms were also sometimes placed in the basement classrooms. This type of education was first introduced in 1886 as a means of preparing high school students for skilled labor. Manual training programs were extended into the elementary schools in 1892.

The new Board of Education Architectural Department appeared to be a success. The Board's Buildings and Grounds Committee in 1894 expressed its "high appreciation" for the work of Fiedler and his staff. At the end of the 1895-1896 school year, a period during which 21 schools and additions had been finished and another 19 schools and additions were underway, Board President Daniel Cameron noted that the number of new classroom seats available had surpassed (though barely) the increase in students for the first time in many years. The Buildings and Grounds Committee wrote in the Forty-second Annual Report of the Board of Education (1895-96) that Chicago's schools had become "models, in consonance with the grandeur of our city," where "architectural beauty and stability have gone hand in hand."

Despite the apparent pride and appreciation expressed by the board, by mid-1896 they had launched an investigation into Fiedler's management of the department. The salary expenses of the new Architecture Department, when viewed as a percentage of related construction costs, had resulted in a 60 per cent increase in design and superintendent costs under Fiedler's leadership. Fiedler persuasively defended himself, demonstrating that his decisions as a salaried employee had actually saved the board \$100,000 over 18 months. However, when his term as Board of Education Architect expired in late 1896, he did not reapply for the position.

To replace Fiedler, the board chose the already nationally-known and respected architect Normand S. Patton. Patton took over as Architect at a time when the board was expressing the need to balance economy (necessitated by the ever-increasing school population and the challenging financial circumstances) against a public expectation that school architecture should visually demonstrate great regard for the welfare of the city's children. The board further deemed it good policy to build additions, rather than entirely new buildings, wherever possible. This was due, at least in part, to the fact that the City Council was increasingly resistant to approve the Board's purchases of new school sites, making additions the only option for increasing classroom space. Many of these additions also included non-classroom spaces like assembly halls, kindergarten rooms, and manual training rooms, thus bringing older buildings



In December of 1898, the Board hired William Bryce Mundie as its next Architect. Like those before him, Mundie would be faced with pressure to build new schools quickly to keep pace with demand. Among those new buildings was Darwin School (above) Source: chicagopc.info

Construction of new schools proceeded somewhat slowly during Mundie's tenure, as property acquisition was difficult, and major labor strikes delayed projects. However, one early priority for Mundie was the Chicago Parental School (below), a residential campus in the North Park neighborhood for troublesome and truant students long desired by the Board's Compulsory Education Department. Source: Courtesy of Bill Latoza



in line with the then-current approaches to holistic primary education.

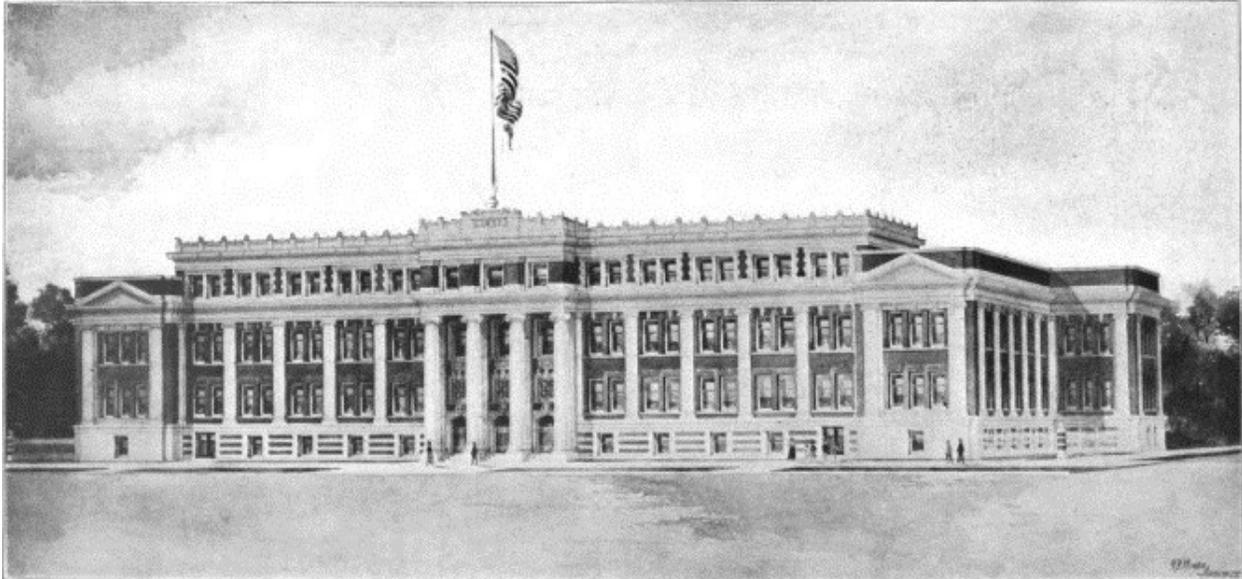
Patton himself expressed the aim to “introduce in Chicago a greater variety in design...to make each building adapted to the locality in which it is erected.” Thus Patton’s many designs for additions, such as the nine-room brick addition to the Ward School (1874, addition 1897, 2703 South Shields Avenue, a designated Chicago Landmark), generally echoed the massing and details of the original schools while incorporating something of unique architectural interest – a contrasting brick color and a fine stone doorway, in the case of the Ward addition. A noteworthy example is Patton’s substantial, 16-room Tudor Gothic addition to Lakeview High School (1898, 4015 North Ashland Avenue), which played off the steeply-pitched roof and ornamented gables of the original 1886 Queen Anne-style building (demolished).

Most of Patton’s free-standing elementary schools followed the board’s new standard of 22 rooms, intended to provide uniformity within the schools, including the now-routine assembly halls. Patton toured East Coast schools to study the latest in fire-proofing techniques, and began to include, and retrofit, iron staircases and cement-plaster wainscoting (in lieu of wood) to deter the spread of fire. In 1898, the board labeled Patton’s Spry School (1899, 2400 South Marshall Boulevard) its first with “completely fireproof construction.”

While the interiors of Patton’s schools were fairly uniform, their exteriors were unique. Patton employed variety in massing, as well as in the use of ornamental brick, terra cotta, and carved limestone detailing. Whereas the red brick Spry School was a long, flat-roofed structure, Jirka School, now Pilsen Community Academy (1899, 1420 West 17th Street) was comprised of three pavilions, each with its own hipped roof; Field School (1898, 7019 North Ashland Avenue) was a buff brick structure with a gabled roofline.

Patton’s desire for architectural variety caused him to lock horns with Joseph Downey, the politically powerful chair of the Board of Education’s Buildings and Grounds Committee. Downey proposed restricting school designs to the use of standard hydraulic red pressed brick and cut stone. Patton vehemently objected, arguing that this would be detrimental to the schools and insinuating that Downey was supporting a monopoly in light of the fact that only one company in Chicago manufactured that particular type of brick. In November 1898, having put Patton on trial, the board summarily dismissed him for violating discipline and “impugning the honesty” of Joseph Downey.

Patton, like Flanders and Fiedler before him, had been caught up in a politically-tumultuous time in Chicago, when accusations of political corruption were rampant and calls for reform rang in the air. Mistrust of Chicago’s political leaders had already led to the formation of the Civic Federation and its offshoot, the Municipal Voters’ League, in the mid-1890s. These groups were vocal in their demands to eliminate corruption from city politics. The activities of both groups were part of the much broader Progressive Movement that was taking hold during the last decade of the 19th century. In addition to attacking corruption, Progressive reformers nationwide were pushing to improve working conditions, make cities more habitable, Americanize immigrants, outlaw the sale of alcohol, and provide more universal schooling, among a host of other progressive social reforms.



ROBERT A. WALLER HIGH SCHOOL—ORCHARD AND CENTER STREETS.

The first of the Mundie high schools to be completed was Waller (above), now Lincoln Park High School. The plans for the school had originally been developed by Patton, and although Mundie retained the U-shaped, 15-classroom plan, he completely transformed the exterior appearance from English Renaissance to Classical styling. The design incorporated monumental columns and a highly ornamented entablature, elements that would appear in many of Mundie's high school designs, and which gave them a quality similar to other civic and municipal buildings in Chicago. Source: Board of Education Annual Report 1897-1898

The 34-room Richard T. Crane Manual Training High School (right) replaced the earlier English High and Manual Training School, which had been located in an old factory, and provided a dedicated school for older students interested in training for skilled industrial jobs. Source: Courtesy of Bill Latoza



In Chicago, the ongoing criticism of the Board of Education led Mayor Carter Harrison to appoint an Educational Commission to investigate the Chicago school system. Led by Dr. William R. Harper, President of the University of Chicago, the commission issued its findings in 1898. The lengthy “Harper Report” recommended a broad range of school reforms, including decreasing the number of board members from twenty-one to eleven, streamlining the number of board committees, certifying teachers, encouraging the teaching of citizenship and the arts, increasing school accommodations, adopting a competitive system for developing school architectural plans, providing for school playgrounds, and encouraging community use of school buildings, among others. Although few of the recommendations were implemented immediately, many would be adopted in subsequent years.

It would be left to a new Board of Education Architect and his successors to design schools that could accommodate the anticipated reforms. In December of 1898, the board hired William Bryce Mundie as its next Architect. Like those before him, Mundie would be faced with pressure to build new schools quickly to keep pace with demand. The rising social atmosphere of progressive reform had heightened enforcement of existing compulsory education and child labor laws, bringing more students into the system. What is more, the city’s population was continuing to explode – by 1900, it would reach nearly 1,700,000, with a public school enrollment of over 225,000, nearly double the previous decade.

One major obstacle to efficient construction of needed schools was removed in 1898. In that year, the State Legislature promptly acted on one of the Harper report’s recommendations, giving the Board of Education the power to acquire property for building sites with the right of eminent domain. This right, which had been previously afforded to rural school districts, allowed the board to acquire multiple adjacent parcels at fair market prices with little delay. Previously, the board had been forced to advertise its desire to acquire specific properties, a process which often resulted in delays and demands for exorbitant purchase prices.

Still, construction of new schools proceeded somewhat slowly during Mundie’s tenure, as the City Council remained reluctant to appropriate necessary funds for school building, and major labor strikes delayed projects substantially. One early priority was the Chicago Parental School (North St Louis Avenue & West Berwyn Avenue, demolished), a residential campus for troublesome and truant students long desired by the Board’s Compulsory Education Department.

Mundie’s new elementary schools varied widely in size, from 12 to 24 rooms, depending on the needs of the neighborhood. Additions were also sized to suit the particular location. During this period, the Board of Education placed increasing emphasis on building additional high schools. The new high schools – five in all from 1901 through 1904 (plus additions to a number of others) – accommodated approximately 1,000 to 1,500 pupils, and were located around the city to make them more accessible to a greater number of students.

The first of the Mundie high schools to be completed was Waller, now Lincoln Park High School (2001 North Orchard Street) on May 13, 1901. The plans for the school had originally been developed by Patton, and although Mundie retained the U-shaped, 15-classroom plan, he completely transformed the exterior appearance from English Renaissance to Classical Revival



Architect Robert B Williamson would implement only six new schools during his 1-year tenure—all with a single design. Three examples are Altgeld School (Top), Monroe School (Center), and Whitney School (Bottom). Although there were many earlier schools which duplicated plan layouts, or borrowed design elements from the portfolio of their designers, this was the first large scale roll-out of a prototype design, replicated for efficiency.
Sources: Courtesy of Bill Latoza

styling. The design incorporated monumental columns and a highly ornamented entablature, elements that would appear in many of Mundie's high school designs, and which gave them a quality similar to other civic and municipal buildings in Chicago.

Several years later came the 34-room Richard T. Crane Manual Training High School (1903, 2245 West Jackson Boulevard). Crane replaced the earlier English High and Manual Training School, which had been located in an old factory, and provided a dedicated school for older students interested in training for skilled industrial jobs. Mundie's 48-classroom Wendell Phillips High School (1904, 244 East Pershing Road, a designated Chicago Landmark) was equipped for both academics and manual training, as the board was introducing a two-year manual training program for high school students who could not afford to delay entering the work force.

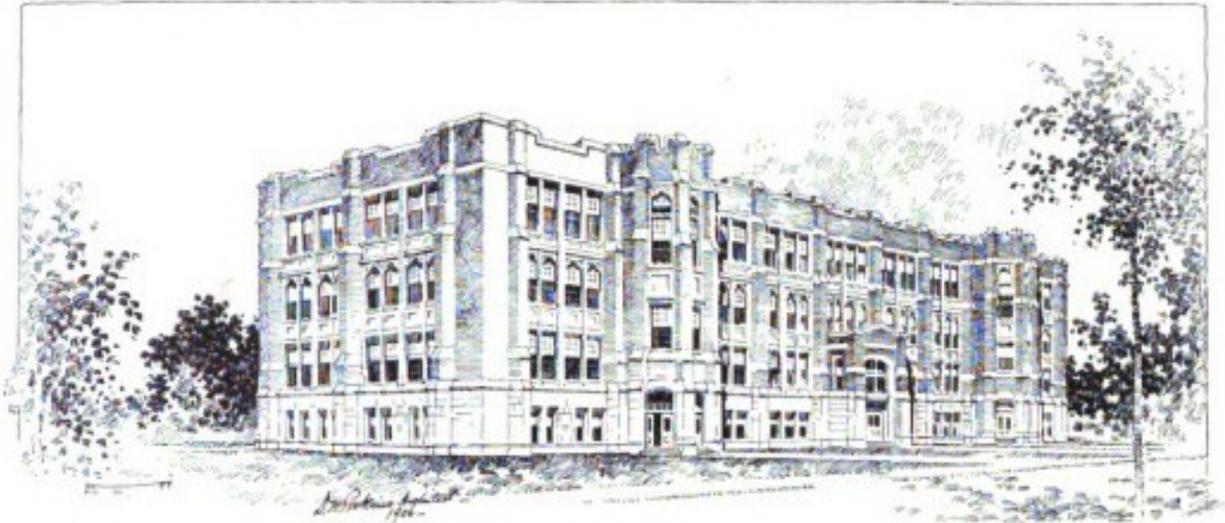
Though Mundie designed a few schools in miscellaneous styles – Hamilton School (1903, 1650 West Cornelia Avenue), for example, had Flemish gables – most were restrained variations of the Classical Revival style, more in keeping with the architecture seen at the 1893 World's Columbian Exposition. Mundie employed a wide array of traditional ornamentation, using cornices, stringcourses, quoined corners, hooded windows, columns, pilasters, and pediments in endless creative combinations. Complimenting Mundie's many handsome designs, Board President Graham Harris boasted in 1901 that: "The school buildings erected under his administration are of such a high standard of architectural excellence, that the officials of other cities have modeled their schools after them."

Late in Mundie's tenure, another unanticipated factor again slowed the pace of school design and construction: the December 30, 1903, Iroquois Theater Fire, which killed nearly 600 people including many children and teachers from Chicago and surrounding communities. The Chicago Building Department quickly amended building codes, and Mundie and his staff immediately set aside ongoing work to reassess the fire safety of existing buildings, schools under construction, and designs on the drafting table. This focus on fire-proof construction and fire safety would result in a permanent shift in assembly hall placement. To date the large spaces had been incorporated at the upper floors of schools, but would henceforth be planned for the ground floors of new schools.

A second event of 1903 also would have lasting ramifications for the Chicago schools. In that year, the Illinois General Assembly finally acted to require 7- to 14-year-olds to attend school for the entire school year (rather than for a limited number of weeks per year). The Legislature also amended the Child Labor Law to require older students who wanted to work to provide their employers with a school certificate. These legal changes would further increase school attendance over the coming years.

The rising school population would continue to be a tremendous challenge for the board and its architects until the 1960's. But following Mundie's departure in May 1904 that burden fell to his successor, Robert B. Williamson, who would serve as Acting Architect to the board for the following year through June 1905.

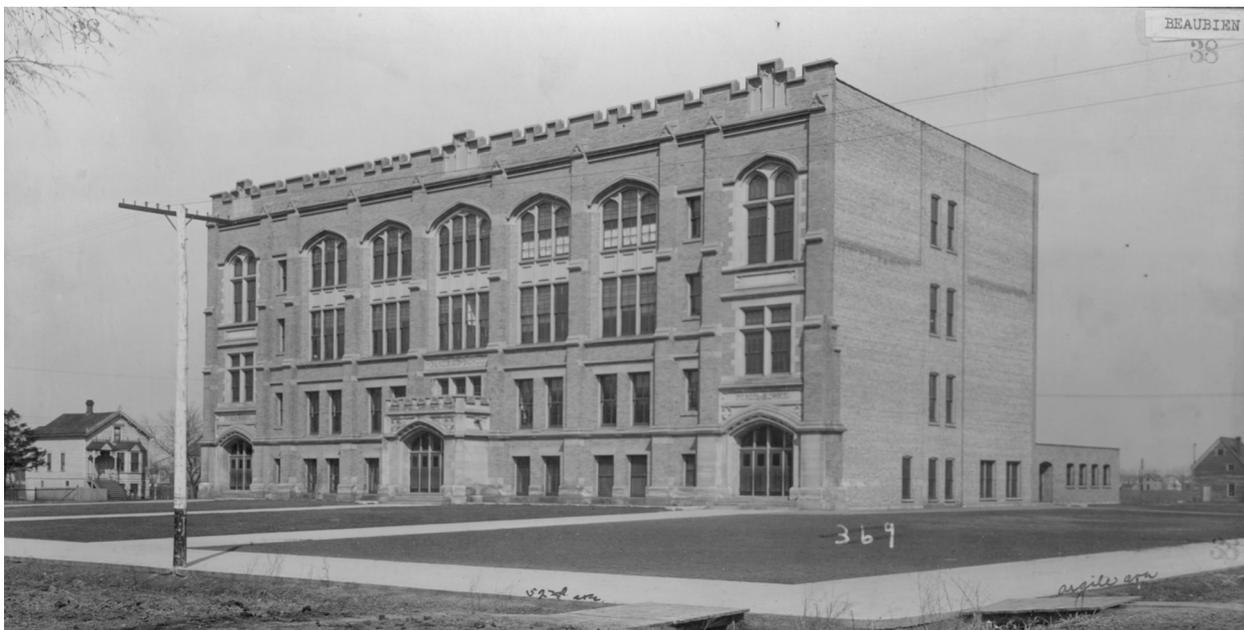
Among a number of additions, Williamson in 1904 would implement six new schools during



BERNHARD MOOS SCHOOL.
 Similar to the Kosciuszko and Pullman Schools.

At the onset of the 20th Century there were increased regulations related to sanitation and fire safety in buildings. Dwight Perkins' Moos School (above) would become the first in Chicago constructed with 'tower-type' toilets, providing facilities for each gender on each floor, rather than only in the basement. Source: Board of Education Annual Report 1905-1906

As a proactive approach to the continued dilemma of population growth and overcrowding, Perkins' first prototype would be for a 12-room school which could be expanded with the addition of two 6-room additions. These added 'wings' were placed as such to allow for the construction of the additions without disrupting the school session. This phased 24-room prototype (12+6+6) was implemented at Beaubien School (below prior to the addition of 'wings'). Source: Courtesy of Bill Latoza



his tenure, all with a single design. The Graham-type school would be replicated at Copernicus School, later renamed Langford Community Academy (1905, 6010 South Throop Street), Altgeld School (1905, 1340 West 71st Street), Monroe School (1905, 3651 West Schubert Avenue), McCormick School (1905, 2712 South Sawyer Avenue) and Whitney School (1905, 2815 South Komensky Avenue). Although there were many earlier schools which duplicated plan layouts, or borrowed design elements from the portfolio of their designers, 1904 was the first large scale roll-out of a prototype school design, replicated for efficiency. One other design feature that was introduced with the Graham-type was an option for expandability. This layout provided for the assembly hall on the first floor, but allowed for the gymnasium portion of the building (proposed above the assembly hall) as well as several adjacent classrooms to be constructed at a later date, as increased enrollment demanded or funds allowed.

In 1905 Dwight Heald Perkins was appointed as Architect to the board by Mayor Edward Dunne whose election was met with great delight by Chicago's reform-minded leaders. Mayor Dunne immediately set to work amending the membership of the Board of Education to better suit his progressive platform; and Dwight Perkins in the role of architect furthered that agenda. Perkins had been active for many years in the social reform movement having worked at Jane Addams' Hull House, designed settlement houses for both Northwestern University and the University of Chicago, and co-founded the City Club of Chicago whose mission to foster civic responsibility continues to this day. In particular Perkins was a strong advocate for public open space and recreation areas. He joined with renowned landscape architect Jens Jensen in publishing a report detailing recommendations for city-wide improvements in this regard.

The belief that open space was paramount to the city's welfare was illustrated in his board of Education work with a revised approach to site acquisition and planning for the schools. Efforts were made to acquire parcels of at least five acres – a full city block – allowing for play areas to be incorporated into the school campus. Buildings were sited to face east or west to allow the most natural light for the classrooms, and they were set back from the street, creating a front yard which allowed the children's playtime to occur in the school yard, rather than in the street.

At this time there were also increased regulations related to sanitation and fire safety in buildings. Moos School (1906, 1711 North California Avenue) would become the first constructed with "tower-type" toilets, providing facilities for each gender on each floor, rather than only in the basement. This improvement was also implemented at 44 existing schools that year, and subsequent years brought all the schools up to this new standard. Although the board had been actively making fireproofing upgrades to schools since the Iroquois Theater fire, there continued to be an emphasis on implementing improvements that would promote safety, including wider stairs and the use of fire-resistant materials.

The prototype and expandability approach to design which had been introduced with Williamson would continue to be employed over the next several years in an attempt to meet the need for more classroom seats while using funds and manpower wisely. Under Perkins' leadership the Board of Education's Architecture Department would refine this approach to allow for efficient additions that would meet the demands of population surges at the neighborhood level. For although city-wide population growth challenged the school system as



Dwight Perkins continued to create variations of his prototype model with, among others, a Moos-type (Top, Pullman School shown), a Warren-type, a Stewart-type (Center), a Tilton-type (Bottom, Trumbull School shown), a Nobel-type, and a Bowen-type. Sources: Top and Bottom: Bauer Latoza Studio; Center: Courtesy of Bill Latoza.

a whole, it was localized over-crowding that put the highest demands on the built environment. In 1905 the board had nearly 220,000 elementary students enrolled, and although there were places for 235,000 (standard classroom size at the time was 48 students) there were still more than 11,000 students who were forced to attend half-day programs, or attend school in rented or “portable” facilities. One principal complained at the January 1909 board meeting that he had four rooms with 90 children each and two with 70. Facilities were simply not available for the growing number of pupils who needed them.

As a proactive approach to this dilemma, Perkins’ first prototype would be for a 12-room school which could be expanded with the addition of two 6-room additions. These added ‘ings were placed as such to allow for the construction of the additions without disrupting the school session. This phased 24-room prototype (12+6+6) was implemented at Beaubien School (1905, 5025 North Laramie Avenue), Davis School (1905, 3014 West 39th Place), Harvard School (1905, 7525 South Harvard Avenue), and May School (1905, 512 South Lavergne Avenue). Perkins continued to create variations of this prototype model with, among others, a Warren-type, a Stewart-type, a Moos-type, a Tilton-type, a Nobel-type, and a Bowen-type. Each of these types takes its name from the first school built according to the prototype.

Amidst the need for neighborhood elementary schools, there was also a growing demand for manual training schools. The board had three such schools planned, one each for the city’s South, West and North Sides. The locations for these schools were carefully selected in order to be easily accessed by all parts of the district and were sited where transportation was plentiful. On the West Side, Crane Manual High School (1903, 2245 West Jackson Boulevard) was well received and supported by the city’s business community as a source for skilled labor. The land for the South Side school had been purchased at 61st and Stony Island Avenue but wouldn’t be realized until the following decade when the new Hyde Park High School was constructed in 1912. The North Side school, Lane Technical High School, was to be located at Sedgwick and Division Streets and was intended to be the city’s foremost technical training facility.

The first Lane Technical High School (1908, demolished circa 1934 and replaced with the current school of the same name at Addison Street and Western Avenue) would also be Dwight Perkins’ opportunity to express his aesthetic ideas on a grand scale. The E-shaped floor plan provided ample light and air to the classrooms as well as the corridors, the technical training facilities were vast and comprehensive, and the structure incorporated every amenity of a modern high school including an auditorium, lunchroom, and gymnasium, as well as a running track. Perkins himself expressed that “it is the purpose of the design to express as near as possible by simple and direct composition the use for which the building is built,” and that “the building includes important features never before introduced in public school building construction.” The design expressed many sensibilities that made Perkins designs distinctive: bold geometric massing and shapes, influences of the Prairie- and Chicago-Schools, and simplified references to both Classical and Gothic forms.

Lane Tech played such an important role in meeting the demand for more and better industrial, trade, and commercial training that the \$750,000 price-tag represented nearly half of the building fund expenditures for the 1907-1908 school year. In addition, it was the only school building completed in that time period, although another half dozen had been started.



PROPOSED COMMERCIAL HIGH SCHOOL BUILDING, HARRISON STREET AND PLYMOUTH COURT. (Upper four floors are for Administration Purposes for the Board of Education.)

One suggestion that Dwight Perkins had to relieve overcrowding in the Central District, and simultaneously address challenges with leased administrative space was to construct a school of skyscraper proportions. His Commercial School, first proposed at the April 1906 meeting of the Board would rise 14 stories and include both academic and administrative floors, a 3,000 seat assembly hall, and a roof garden. Source: Board of Education Annual Report 1908-1909

Despite the fact that Lane was built to house a remarkable figure of 1,600 students, the technical schools were swamped within just a few years as boys abandoned traditional schools in favor of a technical education. Lane would exceed its capacity within ten years and its 4,000-seat replacement would begin construction within twenty years.

One suggestion that Dwight Perkins had to relieve overcrowding in the Central District, and simultaneously address challenges with leased administrative space, was to construct a school of skyscraper proportions. His Commercial School, first proposed at the April 1906 meeting of the board would rise 14 stories and include both academic and administrative floors, a 3,000-seat assembly hall, and a roof garden. The board actually brought it under consideration, although many members thought it was absurd, especially Perkins' recommendation of a moveable stairway to facilitate students' movement between floors.

Despite the skepticism, Perkins would eventually get the go-ahead to design the building in September 1908. Intended to be built on at Harrison and Plymouth, the design was unveiled in November of that same year. Similar to Lane Tech, the skyscraper illustrated Perkins' design aesthetic on a large scale. Political and financial circumstances would prevent the building from becoming a reality, but John Howatt in his 1940 "Notes on the First One Hundred Years of Chicago School History" calculated that "if it had been built the taxpayer would have been saved millions of dollars paid by the board in rent in the next thirty years." At the time the administrative offices were housed in rented space in the Tribune Building (Dearborn & Madison Streets, demolished) at a rate that suffered much scrutiny. In 1920 they moved to rented quarters at the Artcraft Building (1911, 650 South Clark Street).

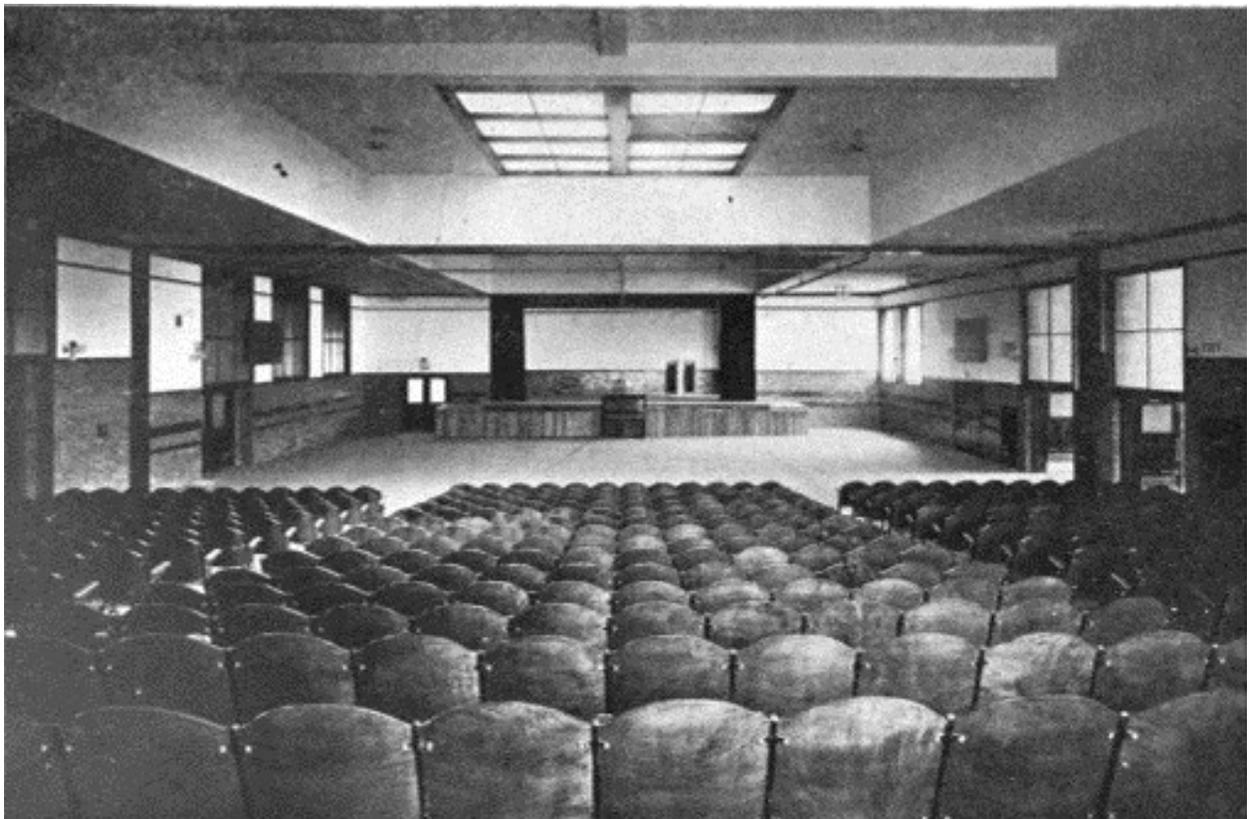
Reformist Mayor Dunne was defeated in 1907 by Fred A. Busse. The board again saw a dramatic political transformation as more conservative members were appointed. The President of the board, Alfred R. Urion, came to believe that the school buildings constructed under Perkins were extravagant. He wanted a less expensive "type" which he believed could be replicated more efficiently and quickly in order to address the ever growing school population. Urion expressed that the school building should demonstrate "simplicity and strength of construction...with beauty of outline, harmony of color, etc." Urion regarded William Mundie's Libby School (1901, 5300 South Loomis Boulevard) as the "economic" example, although Libby had been built without many of the safety and sanitary practices which had become standard during the decade.

The animosity between Urion and Perkins persisted and escalated. The board demanded greater economy of design; in defense Perkins likened his designs to factory buildings in their appearance to emphasize what lengths he had pursued in the interest of economy. The conflict led to a highly publicized public hearing, and although Perkins was cleared of the charges of extravagance and incompetence, his insubordination found him removed from his position.

Following Perkins' departure, the board repeatedly considered privatizing the Architect's office. In the interim, Arthur Hussander, who had worked under Perkins for many years, was promoted to the role in a temporary capacity for the span of nearly three years. He would finally



As Dwight Perkins' tenure came to a close, his designs were seen as extravagant (as those of many of his predecessors had been). This time the Board held William Mundie's Libby School (above) as the "economic" standard that was impossible to meet as Libby had been built without many of the safety and sanitary practices which had become standard. Source: Courtesy of Bill Latoza



be given the Board of Education Architect title in 1913 and would hold that position longer than any of his predecessors.

His first order of business was to meet the demands of the board and provide plans for an economical school that could be replicated. The first Hussander prototype was strikingly similar to Perkins' Waters School with the exception of a shared auditorium and gym space. The front half of this multi-purpose room had a level floor for recreation, the back half had a slight incline and fixed seating, and a movable partition divided the two. During large assemblies chairs could be placed on the gymnasium side increasing the capacity to 1,100. Five of these were planned and built in subsequent years: Agassiz School (1912, 2851 North Seminary Avenue), Gray School (1911, 3730 North Laramie Avenue), Parkman School (1912, 245 West 51st Street), Kohn School (1912, 10414 South State Street), and Mozart School (1911, 2200 North Hamlin Avenue).

In 1910 there was a recommendation by the board to increase the frequency of physical education periods in a given week. The result of this in co-ed schools was a conflict in providing segregated classes to each gender. The solution therefore was to provide separate gymnasium facilities for girls and boys, and each to have a full complement of shower and locker rooms. Senn High School (1912, 5900 N. Glenwood Avenue) and Hyde Park High School (1912, 6220 South Stony Island Avenue) would be the first to show this arrangement.

Hussander's elementary schools very closely followed the tenets of Perkins' designs in plan with the exception of a slight reduction in classroom size from 27 to 24 feet in width, and the universal elimination of basements, which Hussander viewed as a waste of space and unsanitary. However, he added his own design sensibilities to the exterior returning to classically inspired ornament. Hussander's high schools, among them Lindblom Technical High School (1919, 6130 South Wolcott Avenue, a designated Chicago Landmark) and Harrison Technical High School, later Saucedo Scholastic Academy (1912, 2850 West 24th Boulevard),



The first prototype by Arthur Hussander was strikingly similar to Perkins' Waters School with the exception of providing a shared auditorium and gym space. The front half of this multi-purpose room had a level floor for recreation, the back half had a slight incline and fixed seating. During assemblies, chairs could be placed on the gymnasium side. Mozart School (above) is an example of that prototype. Source: Board of Education Annual Report 1910-1911



In 1910 there was a recommendation by the Board to increase the frequency of physical education periods in a given week. The frequency created a conflict in providing classes segregated by gender. The solution was to provide separate gymnasium facilities for girls and boys, and each to have a full complement of shower and locker rooms. In 1912 Senn High School (above) would be the first to show this arrangement. Source: chicagopc.info



Hussander's high schools, among them Lindblom Technical High School and Harrison Technical High School, later Saucedo Scholastic Academy (above), would most thoroughly illustrate his aesthetic: Classical in design and monumental in character. Source: Board of Education Annual Report 1913-1914

would most thoroughly illustrate his aesthetic which was Classical in design and monumental in character.

The emphasis to provide more manual training opportunities and dedicated schools would continue through the 1910s and well into the 1940s. A 1913 Presidential Commission studied the relationship between vocational education and occupational needs and found that increased training would benefit citizens entering the workforce. Following passage of the *Smith-Hughes Act* in 1917, educators began examining the value of vocational training for all students and pursued its integration into the standard curriculum alongside academic instruction. This legislation, along with the *George-Reed Act* (1929), *George-Elzey Act* (1934), and *George-Deen Act* (1937) provided municipalities with federal aid to establish vocational training in agriculture, trades and industries, home economics, and distributive trades (salesmanship and merchandising). The funds were designated for obtaining necessary equipment and hiring teachers trained to instruct and supervise these specific courses. These programs were adopted nationwide in order to better prepare young people for the working world.

In Chicago, the 1915-1916 school year would provide an opportunity to extend this emphasis to girls. The Annual Report of the Board expressed that “while for our boys special provision has been made by the creating of three or four large technical schools, we have been content with one small school [Lucy Flower School, housed at the original South Division High School, 26th Street and Wabash Avenue] in an isolated part of the city, for the training of girls exclusively.” Although efforts would be made to provide dedicated rooms, faculty, and equipment for the teaching of ‘domestic arts’ in high schools, girls would not get a dedicated facility until 1927 when Flower Technical High School for Girls was built at Fulton and Central Park Avenues.

Emphasis on playgrounds and open space on school campuses continued, and scores of playground improvements were made each year. In 1910-1911 upgrades were undertaken at 60 facilities, 1911-1912 brought 87 more, and the efforts continued at both new and existing school sites. In 1915 there was a formal collaboration with the parks commission to establish playgrounds adjacent to schools. These would be operated by the commission, but partly funded by the board. By 1921 there were 41 of these shared facilities.

Although the decade had begun with a public commitment by the board and its architect to eliminate portable classrooms and provide a seat for every child, the obstacles continued to far outweigh the good intentions. Labor strikes slowed construction, and the demands for specialized classrooms diverted funds and attention away from new schools and toward modifications of existing schools for manual training, gymnasias, facilities for household arts, kindergartens, “penny lunchrooms” to help battle hunger and malnutrition, and assembly halls which had begun to double as community centers for public meetings, events, and even moving picture shows.

In the Spring of 1917 the United States would formally enter World War I. School construction would stop completely for nearly two years, and all efforts would be focused on supporting the war effort. Further hampering any gains in new seats was a tremendous increase in high school enrollment. Student attendance at Chicago high schools jumped 105 per cent between 1910 and

1920, compared with a 13 per cent increase in elementary school enrollment and a 23 per cent increase in the city population. Similar increases were seen nation-wide.

WORLD WAR I TO THE ROARING TWENTIES (1918-1927)

The Annual Report of the Board of Education for the Year Ended June 30, 1918 would begin:

In view of the stupendous world struggle in which our nation has been engaged, the activities of the schools have been made to conform to the Nation's needs. It has been the Board of Education's policy to approve every suggestion or demand for use of school equipment, change in school programs, or the lending of the services of the personnel of the various divisions when made by the Superintendent of Schools, the War Department, the State Council of Defense, or other authorized governmental agency. Buildings have thus been opened for the use of draft boards, Red Cross organizations, Belgian and French refugee Societies, the Illinois Reserve Militia, the Food Conservation Committee, the War Department for the training in our high schools of drafted men for special war service, the Women's Committee of the National Council of Defense, during the months of May and June, for weighing and measuring babies and a very large number of other organizations directly and indirectly connected with the nation's purpose to win the war.

Even following the Armistice in November 1918 and signing of the Treaty of Versailles in June of 1919, school construction would be very slow to resume. This was primarily due to difficulties in obtaining materials and labor, but also a result of funding shortages. The list of schools and additions that had been approved, but for which no funds had yet been appropriated, grew longer.

The limited resources that were available continued to be concentrated on technical training, which would now include opportunities for military ROTC (Reserve Officer Training Corps) instruction. Nine new schools would open in the year following the war, among them was Lindblom Technical High School (1919, 6130 South Wolcott Avenue, a designated Chicago Landmark). This monumental structure would span the length of almost two football fields and would house 59 classrooms plus labs and shops, to accommodate more than 2,500 students. Post-war schools across the nation would strive to create civic-minded structures to stand as monuments of national pride. Lindblom was no exception.

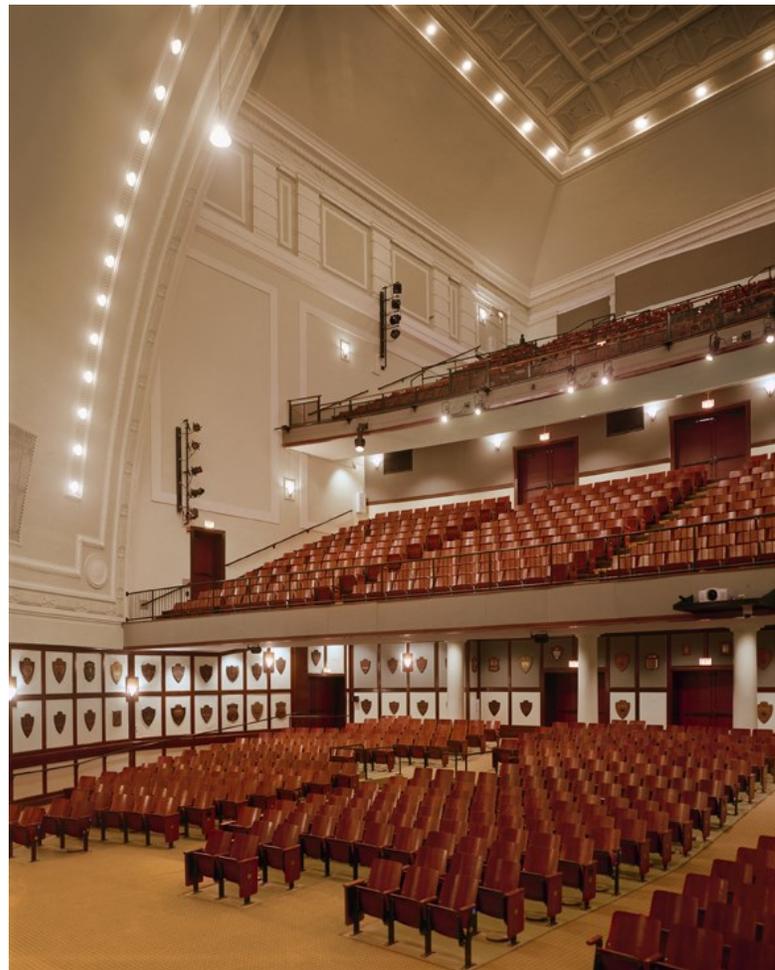
Nationalism in the public schools following the war went far beyond the architecture. Chicago banned the teaching of foreign languages in elementary schools, and national pride also translated into a lively interest in competitive sports. In the ensuing years there would be a push for improvements in physical education facilities, organized competition between schools, and the addition of swimming pools.

Lindblom would be praised as a model for high schools, along with Orr Elementary School,



In the Spring of 1917 the United States would formally enter World War I. School construction would stop completely for nearly two years, and all efforts would be focused on supporting the war effort. Nine new schools would open in the year following the war, among them was Lindblom Technical High School (above and right). This monumental structure spanned the length of almost two football fields and housed 59 classrooms plus labs and shops, to accommodate more than 2,500 students. Post-war schools across the nation would strive to create civic minded structures to stand as monuments of national pride; Lindblom was no exception.

Sources: Top: Courtesy of Bill Latoza; Right: Bauer Latoza Studio, Credit: Ron Schramm



later named Piccolo Specialty School (1040 North Keeler Avenue) which opened that same year. These examples were held as the standard of efficiency and economy to be the foundation for a planned record-breaking \$5 million building program to be carried out in 1920. Even that ambitious plan fell short as the inability to build schools during the war had compounded the seat shortage, leading to 50,000 students without proper accommodations by 1922.

Arthur Hussander would resign as Architect to the Board in 1921 and he would be succeeded by John C. Christensen who had served as assistant architect under both Hussander and Perkins. Christensen, like Perkins, would steer school design away from the Classically-inspired structures of their predecessors. Christensen started his career with the board in 1906, and with the exception of two years when he worked for the Chicago Department of Buildings, and two years when he took a leave of absence, he would serve the board for a span of 53 years.

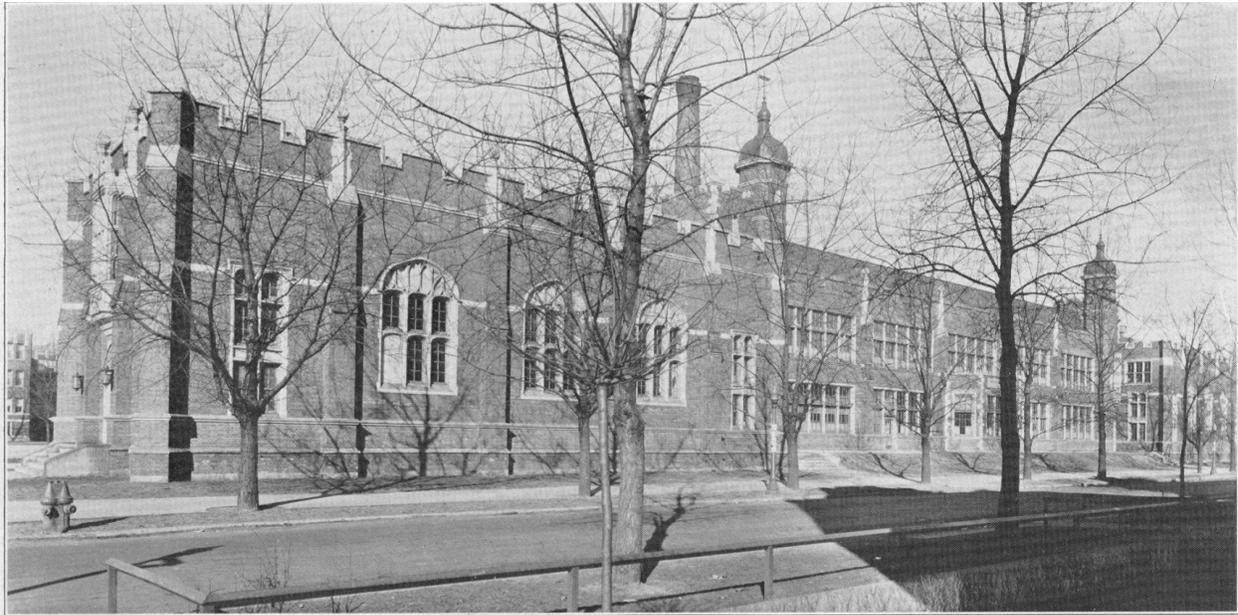
During the 1910s and early-1920s there was a growing national interest in establishing junior high schools. Educators recognized a need for a transition period between elementary and high school; that an abrupt transition after 8th grade left too many students unprepared for high school and inclined to depart the public school system as soon as the law would permit. The aim of this new school type was to focus on seventh, eighth, and ninth graders (typically aged 12-15) to encourage students to continue their education by catering to the unique interests and aptitudes of early adolescents. The practice was first introduced in Chicago in 1918 by repurposing four existing elementary school buildings. In May 1924, following a recommendation by a specially appointed Educational Commission, the board approved a motion to establish junior high schools specifically built for such purpose. The first, Hirsch Junior High School (7740 South Ingleside, later Hirsch Metropolitan High School), would be opened in 1926.

Even when circumstances did not allow the board to keep up with the demands of the building program, they continued to acquire property in preparation for the much needed new school sites. In 1920 two parcels were purchased for planned construction at Pershing Rd. and Indiana Ave. (adjacent to Phillips High School), and at 43rd and King Drive. These real estate purchases along with some corruption in purchasing would cause a great deal of legal misfortune for the Board of Education in the coming years. A May 4, 1922, *Chicago Daily Tribune* op-ed would declare that “The Chicago Board of Education at its best resembles a collection of disorderly juveniles and at its worst something inviting the attention of the state’s attorney.” The attorney’s interest led to indictments on charges of graft and gross extravagance for 17 individuals including board members, school officials, and board employees. All were found not guilty, but suspicion and resentment toward the Board of Education was mirrored throughout local government.

In 1923 William Dever ran for mayor against incumbent William “Big Bill” Thompson on a reform platform to clean Chicago of corruption and crime, and modernize its crumbling infrastructure. Dever’s message was well received and during his single term in office he made tremendous infrastructure improvements and also appointed a school board that would carry out the most extensive building program in the history of the school system up to that time. Over the next four years (1924-1927) the Board of Education would spend over \$100 million on their buildings.



During the teens and twenties there was a growing national interest in establishing junior high schools. The aim of this new school type was to focus on seventh, eighth, and ninth graders to encourage students to continue their education. The practice was first introduced in Chicago in 1918 by repurposing existing elementary school buildings. Hirsch Junior High School, opened in 1926, would be the first specifically built for such purpose. Source: Courtesy of Bill Latoza



O'KEEFFE ELEMENTARY SCHOOL
6940 Merrill Avenue

Architect John C Christensen would, like his predecessors, employ the use of prototypes included the Ebinger-type, Cole-type, B-type (O'Keeffe School, above) and B1-type (Peck). This time it was less about cutting costs, and more to keep up with the aggressive building schedule demanded by Mayor William Dever's infrastructure improvement efforts. Christensen's designs were a combination of Gothic and English Tudor Revival, and many were only two stories, a dramatic departure from the previous fifty years. Source: Courtesy of Bill Latoza

Christensen would, like his predecessors, employ the use of prototypes. This time it was less a matter of cutting costs, and more of saving time in order to keep up with the aggressive building schedule. His designs at this time were a combination of Gothic and English Tudor Revival influences. Many of the elementary school designs were only two stories, a dramatic departure from the school designs of the previous fifty years. Some of Christensen's early prototypes included the Ebinger-type, Cole-type, B-type (O'Keefe) and B1-type (Peck).

This aggressive spending on the schools building program meant operating at a deficit, which by 1925 had climbed to \$20 million. The Board of Education sought to overcome this by increasing tax revenue. Despite the fact that the need for new school buildings was widely recognized, the taxpayers began to view the building program as extravagant. In an attempt to introduce a level of oversight, the board created the short-lived position of Supervisory Architect in 1924 to oversee the departments of Architecture (which would continue to be led by Christensen), Engineering, and Repairs. This role would be filled by Edgar Martin of the firm Schmidt, Garden, and Martin who had also served at the Illinois State Architect. This supervisory position would only exist until 1926, where upon Martin's resignation the individual department heads continued in their earlier roles. However, Martin did have some notable impacts on the building program during his tenure.

The standards of school construction that had been employed since the onset of fireproof techniques would make some deviations under Martin's supervision. A proposal to use reinforced-concrete framing in lieu of steel was supported by his extensive training as an engineer. This method of construction was intended to reduce the building schedule and allow for new schools to open in a shorter period of time. Unfortunately, defective construction practices led to structural failures in the buildings that employed reinforced-concrete framing system. Supplementary steel framing needed to be added before the schools could be occupied. Many of these buildings are still in use today and are collectively referred to as the "Dever Schools."

Following Martin's appointment, Superintendent William McAndrew also established a new "Bureau of Building Survey" which would assemble information from both educators and architects to provide city-wide guidance on buildings and sites. This new department would be responsible for selecting sites, setting attendance boundaries, recommending new buildings and additions, and providing research on various aspects of school facilities. This coordinated effort was intended to promote economy and educational efficiency and to increase academic involvement in the architectural design process. This format for school planning would guide Chicago's school building programs for decades.

Despite several years of aggressive building, overcrowding at many schools continued to be a problem. Thus the pattern of portable classrooms, rented facilities, half-day classes and uncomfortably large class sizes continued. In 1926 it was reported that twenty-one of the city's twenty-four high schools were overcrowded. During the 1920's the city population would increase 25 per cent to more than 3.3 million, and school enrollment would increase 31 per cent to nearly 430,000. Inability to overcome the stemming tide would result in a nearly 40,000 seat shortage by 1932.



In the 1920s the need for new school buildings was widely recognized, but taxpayers began to view the building program as extravagant. In an attempt to introduce oversight, the Board hired Edgar Martin as Supervisory Architect from 1924-1926. John C. Christensen continued to head the Department of Architecture and collaborated with Martin in the execution of the building program, including Scammon School (above). Source: Courtesy of Bill Latoza



Chicago's south side neighborhoods saw some of the greatest population surges in the 1920s and 1930s as hundreds of thousands of black southerners sought employment in the north during the Great Migration. Schools in these neighborhoods became full to bursting. Within three years of opening its doors DuSable High School (above) would be forced to provide instruction in the corridors, gymnasium, assembly hall, lunchroom, and even the ante room to the staff toilets. Source: Bauer Latoza Studio

Chicago's South Side neighborhoods saw some of the greatest population surges due to an influx of African Americans from southern states. The Great Migration began in the 1910s as hundreds of thousands of African American from the South moved North seeking employment in the labor-starved northern industrial belt. In Chicago, these new residents settled primarily on the south side, and the schools in those neighborhoods became overcrowded; a problem that would not be relieved even as new schools were constructed. As an example, within three years of opening its doors in 1931 DuSable High School (4934 South Wabash Avenue, a designated Chicago Landmark) would be forced to provide instruction in the corridors, gymnasium, assembly hall, lunchroom, and even the ante room to the staff toilets.

In 1927 "Big Bill" Thompson would regain his Mayoral seat and yet again the Board of Education would undergo a political transformation. However, the Great Depression would render the building efforts of this board largely ineffective.



During a leave of absence by John Christensen (1928-1931), Paul Gerhardt would be called upon to design "the world's largest high school" to replace Perkins' 1908 Lane Tech which could no longer serve the needs of the student population which had swelled to nearly three times the building's capacity. The Collegiate Gothic-inspired building would serve 4,500 students, with a central clock-tower, and large window expanses. Source: Courtesy of Bill Latoza

THE GREAT DEPRESSION AND THE WORKS PROGRESS ADMINISTRATION (1928-1940)

Though the American economy was booming in the decade before the onset of the Great Depression in 1929, the Board of Education faced chronic financial difficulties in the 1920s. In December of 1928 the board stopped the payment of all bills in order to pay teachers. Borrowing became difficult, or at the very least expensive, and with little other choice the board instituted a tax rate increase from .96 per cent to 1.47 per cent. Unfortunately, as real estate values were stagnating, the 1930 Cook County reassessment resulted in a decrease in valuations of nearly \$500 million. Thus the increased tax rate was of little value. Perhaps even more tragically. Following the crash of the markets at the close of 1929, collection of taxes would become impossible.

In 1928, the board reluctantly accepted the resignation of Christensen as Architect and temporarily appointed Paul Gerhardt. He would continue in this role for two and a half years until Christensen was reinstated in April 1931. Although the fiscal challenges of the board persisted, Gerhardt proceeded with a number of school designs including DuSable High School (1931, 4934 South Wabash Avenue, a designated Chicago Landmark) and Von Steuben High School, (1930, 5039 North Kimball Avenue).

Gerhardt was also called upon to design “the world’s largest high school” to replace the overcrowded Lane Tech. Perkins’ original 1908 design could no longer functionally serve the needs of the student population which had swelled to nearly three times the building’s capacity. The new building would be located near the north branch of the Chicago River at Addison and would contain 53 classrooms, a 2,200-seat auditorium, and a lunchroom to accommodate 1,200 students at a single seating. The overall design was Collegiate Gothic-inspired in red brick, with a central clock tower, and large window expanses that provided generous natural light to the classrooms and shops. Ground broke in the summer of 1930, but the building wouldn’t be completed for another four years.

Between 1929 and 1933 the building market across the nation was almost non-existent. The scarcity of funds at the Board of Education put a halt to all pending construction. This would leave partially-constructed buildings dormant including Lane Tech High School (2501 West Addison Street), Steinmetz High School (3030 North Mobile Avenue), DuSable High School (4934 South Wabash Avenue), Senn High School additions (5900 North Glenwood Avenue), and Wells High School (936 North Ashland Avenue) among others. Programming was also drastically impacted: the junior high school program was abandoned, vocational training was consolidated, manual training and household arts in elementary schools was stopped, and the school year was shortened.

No building work would resume until 1934 when the Chicago schools would receive their first grant from the Public Works Administration (PWA). The \$1,325,000 grant would fund the completion of Steinmetz, Lane, and large additions at Senn, which all opened in 1934, as well as DuSable and Wells which would open the following year. Subsequent grants in 1935 (\$2,000,000), 1936 (\$2,351,454) and 1938 (\$3,150,000) would support the construction of 56



The onset of the Great Depression halted construction of Lane Tech until 1934 when the Chicago schools would receive their first grant from the Public Works Administration (PWA). The \$1,325,000 grant would fund the completion of Senn additions, Steinmetz, Lane (above), DuSable (below), and Wells. Subsequent grants in 1935 (\$2,000,000), 1936 (\$2,351,454) and 1938 (\$3,150,000) would support the construction of 56 new buildings and additions. Sources: Above: Tyler Lane Construction; Below: Bauer Latoza Studio



new buildings and additions. The PWA, later the Works Progress Administration (WPA), also provided labor and materials for the rehabilitation of schools and grounds valued in the millions of dollars.

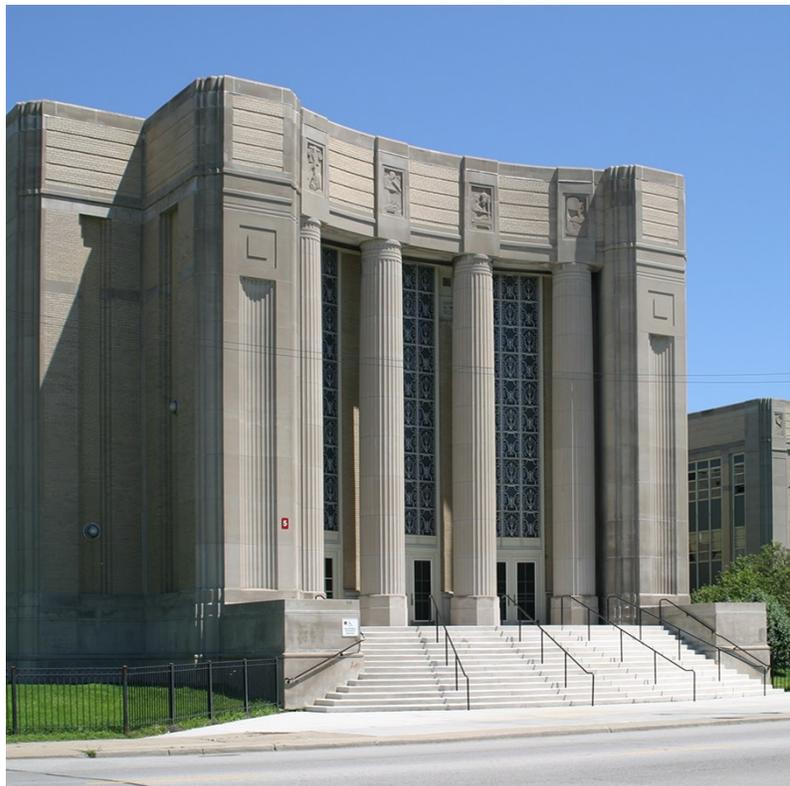
In addition to the building grants, Chicago's Public Schools also benefited from the WPA's Federal Art Project which developed projects in art, theater, music and writing from 1935 to 1943. The program employed artists to create public works of art – many in the schools – with a focus on “the American scene” and also supported the restoration of existing works of art.

The federally-funded building program, combined with the first decade in Chicago history that had a negligible population growth, allowed for the board to nearly eliminate the use of portable classrooms which had been the source of much discontent since they were first used in 1901. In 1933 there were a staggering 692 portable classroom buildings, and by 1939 that number had been reduced to 78.

In 1938 the Board of Education authorized the construction of Chicago Vocational School (later Chicago Vocational Career Academy) at Chappel Avenue and 86th Street. The \$3 million project, partially funded with the WPA grant funds, was meant to provide a south side counterpart to Lane Tech. Christensen's design was, at its core, based on the turn-of-the-century high schools by William Mundie (McKinley and Phillips) but to that he added spines of unique workshop spaces to meet the needs of 1940's technical training: aircraft repair, die making, and refrigeration repair among others. The building's vast footprint, extending over 800 feet along 87th street, was to serve 4,000 students with six gymnasias, a library, auditorium, and lunchroom. The interior ornament incorporated Art Deco influences, while the exterior was fashioned in the Art Moderne style. The mostly unadorned stone façade incorporated a series of bas relief sculpted panels depicting individual trades taught at the school. Chicago Vocational School would lead an era of modernism in the Chicago Public Schools.



In 1938 the Board of Education authorized the construction of Chicago Vocational School (later Chicago Vocational Career Academy), partially funded with WPA grant funds. Christensen's design was based on the turn of the century high schools but included spines of unique workshops to meet the needs of 1940's technical training: aircraft repair, die making, and refrigeration repair. The building's vast footprint was meant to provide a south side counterpart to Lane Tech and would serve 4,000 students with six gymnasias, a library, and an auditorium. The interior ornament incorporated Art Deco influences, while the exterior was fashioned in Art Moderne. Sources: Top: Courtesy of Bill Latoza; Bottom: Bauer Latoza Studio



PART 2: ASSOCIATED PROPERTY DESCRIPTION

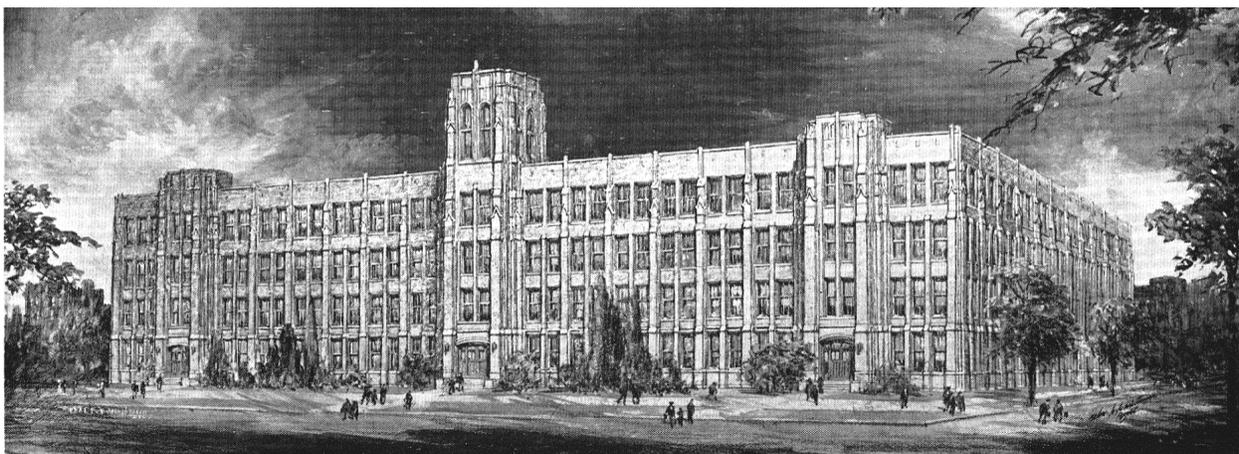
DESCRIPTION:

This Context Statement represents the historic context of school buildings constructed by the City of Chicago prior to 1940 for public education at the elementary, junior high and high school level. Buildings which were purpose-built as schools but later converted to new uses are included in this context. In rare instances public schools may be housed in structures built for other purposes, such as religious schools. These do not represent the historic context presented in this document and should be evaluated on their own specific context.

Public schools have been constructed broadly across the geography of the city. Often school location were chosen in order to closely serve neighborhoods and are thus sited in predominantly residential areas.

During the period of significance of this Context Statement, school buildings have been designed in a variety of historically popular architectural styles. Some represent their style faithfully, while others interpret their style more loosely. Both design approaches have architectural merit. Similarly, additions to school buildings were common over time, and these later constructions may replicate the style of the original structure or may vary from it. Again, both approaches are valid within the overall historic context. The architectural styles most common in Chicago school buildings prior to 1940 include:

Italianate	Classical Revival	Gothic Revival
Renaissance Revival	Romanesque	Queen Anne
Beaux Arts	Art Deco	Prairie
Arts and Crafts	Art Moderne	



Opposite and Above: Chicago School Buildings prior to 1940 exhibit a wide range of Architectural Styles while sharing some common characteristics with the use of brick, stone and terra cotta masonry; double-hung window configurations; building orientation and use of the site. Clockwise from top left:

- 1) **Lindblom High School**; Source: Bauer Latoza Studio, Credit: Ron Schramm
- 2) **North Division High School**, currently Salazar; Source: salazarbilingualcenter.com
- 3) **Aldernia High School, later Disney II**; Source: Bauer Latoza Studio
- 4) **LaFayette School**; Source: Bauer Latoza Studio, Credit: Bob Palmeri
- 5) **Schurz High School**; Source: Bauer Latoza Studio, Credit: Anthony May
- 6) **Lucy Flower High School**; Source: Courtesy of Bill Latoza



CHARACTER DEFINING FEATURES

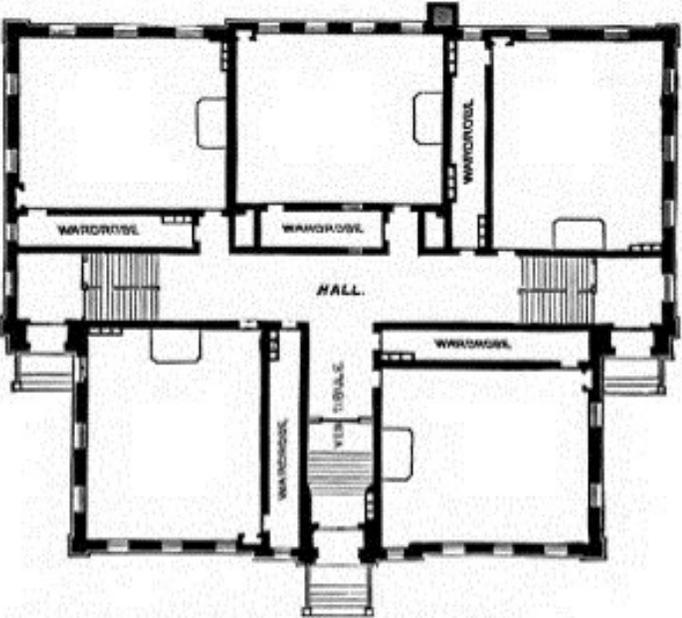


Site Plan: Yards or play areas were typically located at the side or rear; front yards (where present) are typically narrow to provide a landscaped street façade, but not deep enough for active use. Site improvements such as landscaping, trees, or play equipment were uncommon with some exceptions at the high school campuses.

Left: Pickard School; Right: Linne School Source: Courtesy of Bill Latoza
Below: Senn High School Source: chicagopc.info

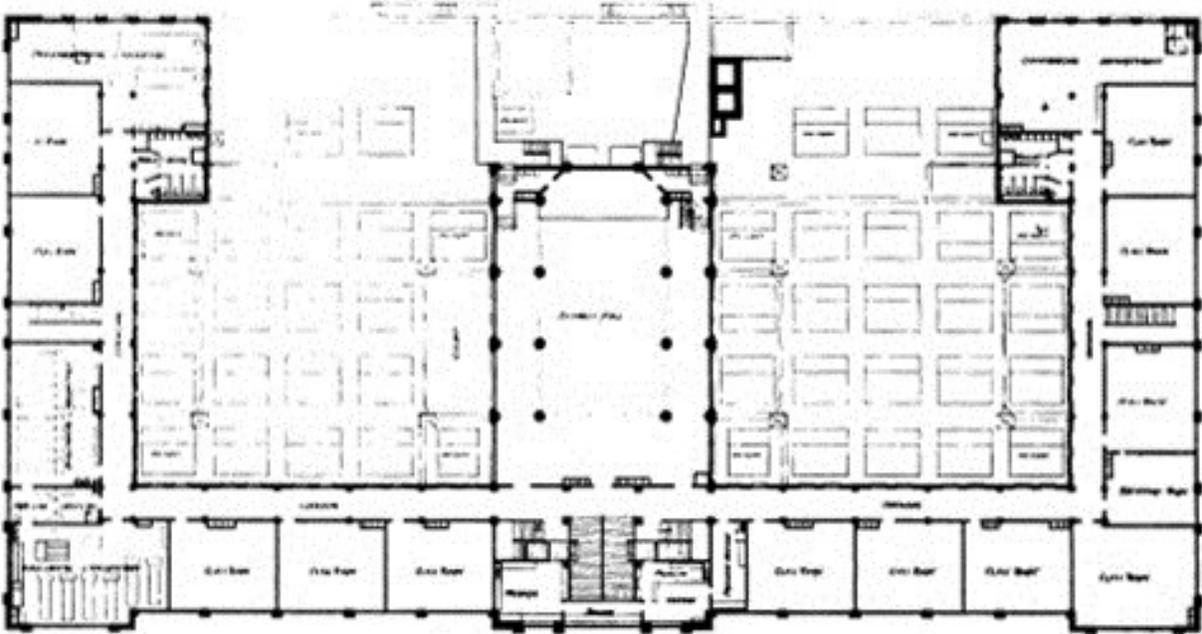


CHARACTER DEFINING FEATURES



Plan Configuration: Earliest extant buildings exhibit primarily rectangular plans, later plans extended to T-, L-, C- or E-shaped plans to accommodate natural light, larger student populations, and more complex educational programs. Large high schools incorporated even more complexity to their plan layouts.

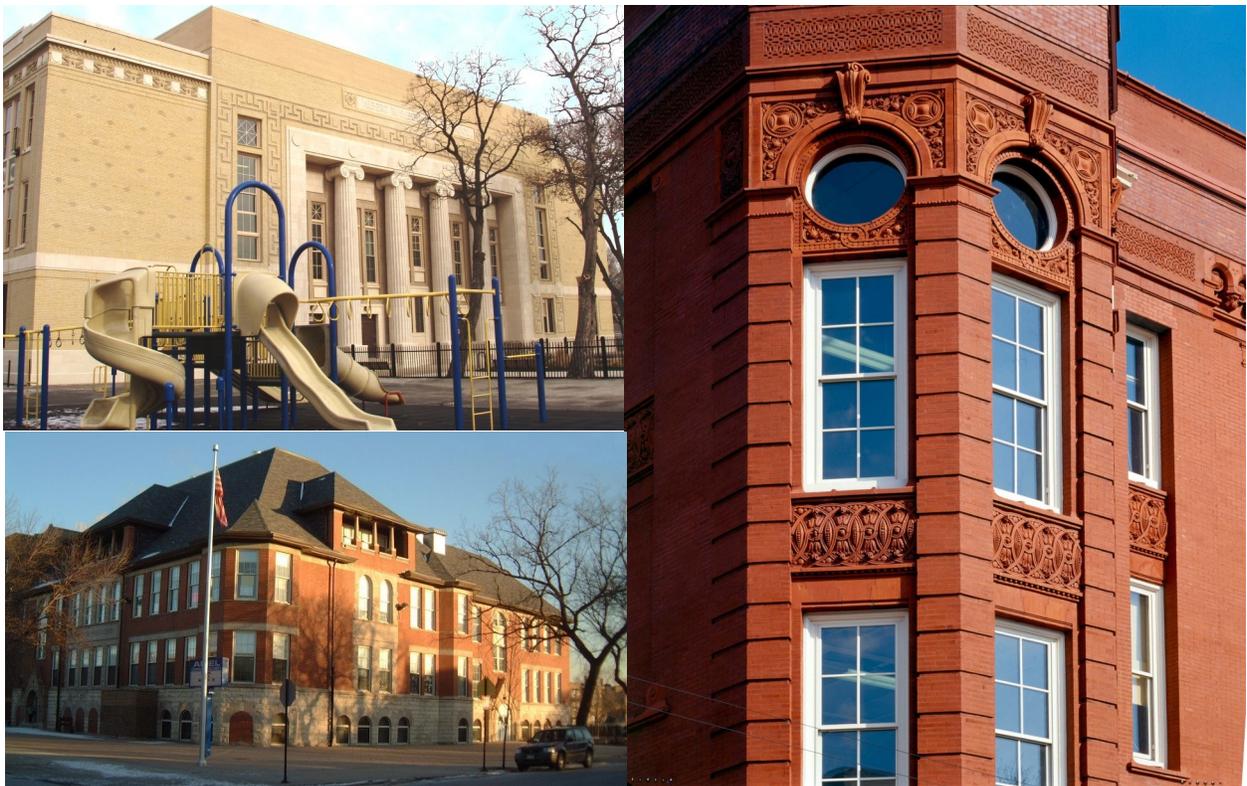
Above: Throop School; Below: Original Lane Tech High School Source: Board of Education Annual Reports 1891-1892 and 1906-1907





Building Height: 3- or 4-stories, with the lowest level partially below grade. Low, long, 2-story buildings were built primarily in the 1920s. Towering smoke stacks are a common feature of school buildings.

Left: Darwin School, Source: Bauer Latoza Studio; **Right Newberry School** Source: Bauer Latoza Studio, Credit: Anthony May



Exterior Wall Materials: Load-bearing brick masonry in a variety of colors, with limestone (limited use of sandstone), and/or terra cotta detailing. Pressed metal cornices were common.

Left, top: Sabin School, **Left Bottom, Shakespeare School**, later Ariel Community Academy. **Right: Yates School** Source: Bauer Latoza Studio

CHARACTER DEFINING FEATURES



Roof Shape: Most commonly flat. More ornate design styles incorporated gabled, hipped, mansard, or conical turret elements.



Top Left: Tilton School, Source: Bauer Latoza Studio

Top Right: Cleveland School, Source: Bauer Latoza Studio, Credit: Anthony May

Center: Phillips High School, Source: Courtesy of Bill Latoza

Opposite:

- 1) **Marshall High School**, Source: Bauer Latoza Studio, Credit: Bob Palmeri
- 2) **Hamilton School**, Source: Bauer Latoza Studio, Credit: Anthony May
- 3) **Lane Tech High School**, Source: Courtesy of Bill Latoza
- 4) **Ray School**, Source: Courtesy of Bill Latoza



CHARACTER DEFINING FEATURES



Fenestration: Punched window openings. Earlier buildings had brick arch or stone lintels; later buildings used steel lintels that allowed for wider openings. Classroom windows were wood-framed double-hung, sometimes with a fixed transom. Windows at stair towers or specialty spaces were sometimes arched or round. In most cases the original windows have been replaced with aluminum-framed windows of similar configuration.

Above, Left: Gladstone School, later UIC College Prep, Above Right: DuSable High School.
Source: Bauer Latoza Studio



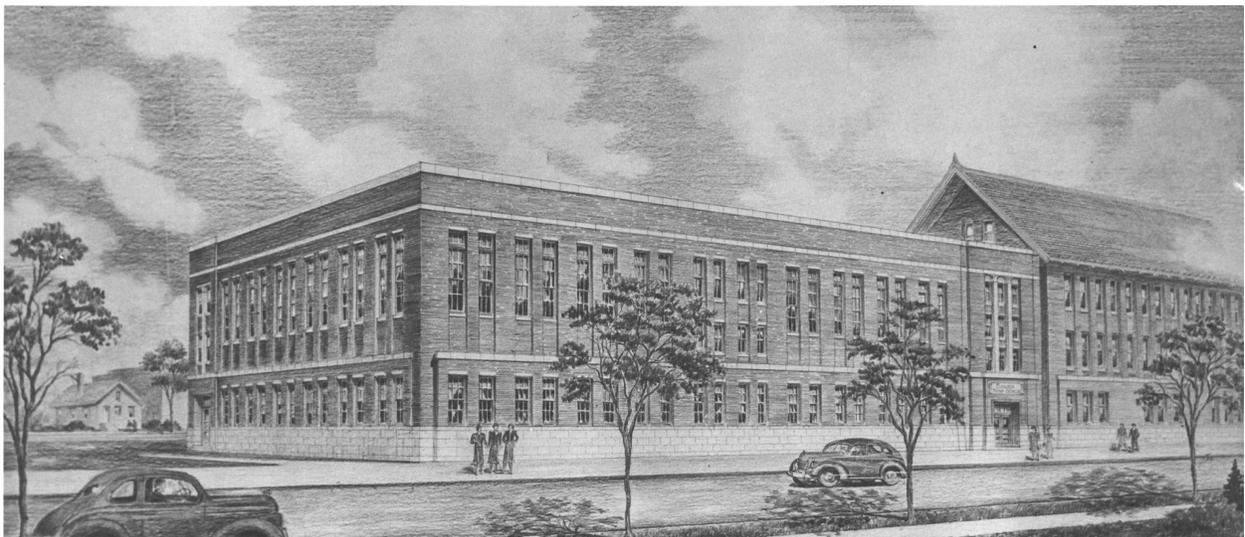
Entrances: Emphasized architecturally, often with the school name incorporated into the masonry decoration. Center entrances are common, sometimes with “Girls” and “Boys” secondary entrances. Where auditoria are featured they often have separate articulated street-side entrances. Original doors rarely survive, and the current “main entrance” is not always the same as the original.

Left: Marshall High School, Right: Darwin School. Source: Bauer Latoza Studio



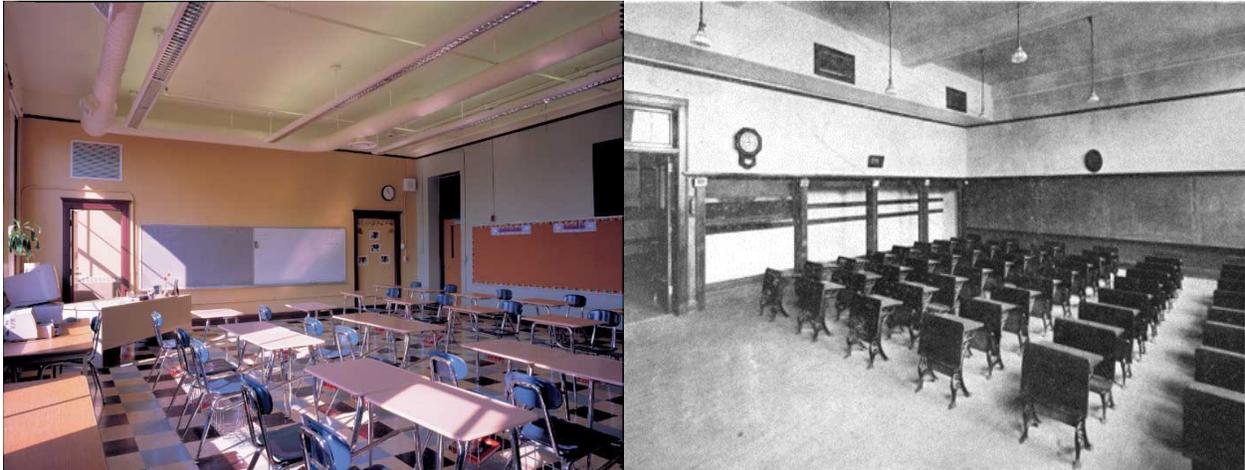
Additions: Many additions were constructed to replicate the original design (Shurz High School Addition above), where others embraced a different style (Bowen High School Addition, below). Some were part of the original design, built in phases, others came many decades later. Both Shurz and Bowen were design by Dwight Perkins and built from the same prototype plan. Both additions were designed by John C. Christensen, although about 15 years lapsed between them.

Source: Courtesy of Bill Latoza



CHARACTER DEFINING FEATURES

Main Office: Typically located directly at the top of the first run of stairs from the main entrance.



Classrooms: Configuration of classrooms is typically linked to educational philosophy at the time of construction. Size of the typical classrooms varied very little over time.

Left: Marshall High School, Right: Darwin School. Source: Bauer Latoza Studio



Corridors and Stairs: With the exception of the earliest 4-room-plans, school corridors are often grand, central, and double-loaded with classrooms on both sides. Stairs are equally grand and typically located at the ends of the corridors. Many school buildings had their original wood stairs modified to steel in order to improve fire-safety.

Left: Marshall High School, Right: Darwin School. Source: Bauer Latoza Studio



Specialty Rooms: These may include manual training rooms, laboratories, libraries, assembly and performance spaces, cafeterias, kitchens, and gymnasia.

Left: Marshall High School, Right: Darwin School. Source: Bauer Latoza Studio



SIGNIFICANCE:

Chicago's public school buildings have served generations of young people and continue to play significant roles in their communities. Among the reasons to recognize the value of these structures are:

- The individual buildings demonstrate the importance of Chicago's public schools to the city's social and cultural history.
- Public education has historically been one of the most important responsibilities of Chicago government, and public school buildings are visual and social anchors in the city's neighborhoods.
- School buildings are often monumental in scale and massing in relation to their residential neighborhood settings and are impressive features of the urban fabric.
- Many school buildings reflect educational innovations and social ideals that influenced school design at the time of their construction.
- The architecture of Chicago's public school buildings often exemplifies historic styles of architecture popular at the time of their construction with finely designed and detailed architectural features.
- Many school buildings and additions were designed by notable Chicago architects (refer to appendix).
- Some schools are sites of historically significant events, or include historically significant people among their alumni and faculty.
- Some schools include significant works of art (refer to appendix).

DESIGNATION REQUIREMENTS

For a Chicago public school building to be considered for landmark designation under this Context Statement, it must at a minimum meet Criteria 1 and 4 as well as the separate integrity criterion as identified in the Municipal Code of Chicago (Sections 2-120-620 and -630),

Criteria

Criterion 1 refers to a historic resource's "value as an example of the architectural, cultural, economic, historic, social, or other aspect of the heritage of the City of Chicago, State of Illinois, or the United States." To be eligible for landmark designation under this Context Statement, a public school building should be built prior to 1940 and convey themes identified in this report.

Criterion 4 refers to a historic resource's "exemplification of an architectural type or style distinguished by innovation, rarity, uniqueness, or overall quality of design, detail, materials, or craftsmanship. The public school building should exhibit aspects identified in the Associated Property Description section of this report.

In addition to Criteria 1 and 4, it is possible that some school buildings may meet additional Criteria for designation. A school building may be designed by an architect whose “work is significant” as identified in Criterion 5. A school building may be associated with teachers or alumni that meet Criterion 3 as persons who significantly contributed to aspects of the development of the city. Similarly, some schools may be the site of an historic event that satisfies Criterion 2, or the building may be a distinct visual feature that satisfies Criterion 7. These Criteria are beyond the scope of this Context Statement, though they can be incorporated into individual landmark designation reports that fall under this report.

In addition, the following requirements must be met:

- The building must have been built as a Chicago Public School before 1940, though it need not currently function as a Chicago Public School.
- The architectural style of the building must reflect at least one of the styles identified in the associated property descriptions in Part 2 of this Context Statement.
- The design of the building must reflect the character defining features identified in Part 2 of this Context Statement with respect to site plan, plan configuration roof shape, fenestration, entrances and additions.
- Additions built outside the period of significance (i.e. after 1940) must not overwhelm original designs.

Integrity

The integrity criterion states that the “integrity of the proposed landmark must be preserved in light of its location, design, setting, materials, workmanship, and ability to express its historic community, architectural or aesthetic interest or value.” In addition to Criteria 1 and 4, a school building must also satisfy this Integrity Criterion to be eligible for landmark designation. Many schools were built in phases during the period of significance and in many cases these additions are significant. Additions built outside the period of significance (i.e. after 1940) must not overwhelm original designs. Other common alterations to public school buildings include window and door replacement and accessibility upgrades. In most cases the impact of these changes on the original design is minimal and these changes are reversible.

Significant Historical and Architectural Features

At a minimum, the significant features of a school building should be all exterior elevations, including rooflines. Interior spaces or landscape features will be identified and evaluated on a case-by-case basis in future landmark designation reports on specific buildings.

APPENDIX A: ARCHITECTS

CHRONOLOGY OF CHICAGO PUBLIC SCHOOL ARCHITECTS THRU 1940

Johnston and Edelman	1874 to 1876
<i>Although the firm designed several schools there was no position of "Architect" at the board during this time, and other architects were also hired to design schools. Johnston and Edelman designed the only extant school prior to the tenure of Augustus Bauer.</i>	
Augustus Bauer	Jan 1881 to Feb 1882
<i>Earlier school designs are also credited to Bauer.</i>	
Frederick Baumann	Feb 1882 to Jun 1882
Julius S. Ender.....	Jun 1882 to Oct 1882
James R. Willett.....	Oct 1882 to Dec 1883
John J. Flanders.....	Jan 1884 to Dec 1888
Charles Rudolph.....	Dec 1888 to Dec 1890
John J. Flanders.....	Dec 1890 to Feb 1893
August Fiedler.....	Feb 1893 to Dec 1896
<i>Fiedler's appointment marked the first time the position was full-time.</i>	
Normand S. Patton	Dec 1896 to Nov 1898
Fred A. Fiedler (Acting).....	Nov 1898 to Dec 1898
William B. Mundie	Dec 1898 to May 1904
Robert B. Williamson (Acting).....	May 1904 to Jun 1905
Dwight Heald Perkins	Jun 1905 to Apr 1910
Arthur F. Hussander (Acting)	Feb 1910 to Dec 1912
Arthur F. Hussander.....	1913 to 1920
John C. Christensen.....	1921 to 1924
Edgar Martin (Supervising Architect).....	Apr 1924 to Jan 1926
John C. Christensen.....	1926 to 1928
Paul Gerhardt	1928 to 1931
John C. Christensen.....	1931 to 1959

ARCHITECT BIOGRAPHIES

These biographies are included for reference use and do not imply that an architect meets Criterion 5. Determination of whether an architect satisfies Criterion 5 should be evaluated on a case by case basis during the preparation of individual landmark designation reports that fall under this Context Statement.

Johnston and Edelman (1874 - 1876)

Chicago Board of Education Tenure: NA

During their short-lived partnership, Joseph Johnston and John Edelman designed several important buildings in post-Fire Chicago, including King School (1872, at Harrison & Western, demolished). This structure served as the model for the city's public schools during the 1870s, and Ward School (1873, 2701 South Shields, a designated Chicago Landmark). However, the firm may be best known for its impact on the early career of Louis Sullivan, an internationally-renowned architect who played a major role in the development of the Chicago School of Architecture.

Both Edelman and Sullivan entered the employ of architect William LeBaron Jenney in 1873. Edelman was the 24-year-old foreman of the office and served as a mentor to the 17-year-old Sullivan, who had recently arrived in Chicago. By 1875, Edelman was working with Johnston and the partners hired Sullivan to design interior frescoes for two of their buildings: Sinai Synagogue (1873, Indiana & 21st, demolished) and Moody Tabernacle (1873, Chicago & LaSalle, demolished). Sullivan attracted critical acclaim for these frescoes, the design of which gave a boost to his fledgling career. Edelman remained a close friend of Sullivan's until Edelman left Chicago permanently in 1881.

Augustus Bauer (1827-1894)

Chicago Board of Education Tenure: January 1881 to February 1882

Augustus Bauer immigrated to the US from his native Germany in 1850 after completing his studies at the Polytechnic School at Darmstadt. He first found employment in New York as a draftsman at the Office of Jonathan Snook, then with Carstensen & Gildemeister and remained with that firm until the completion of their Crystal Palace for the Exhibition of the Industry of All Nations in New York City in 1853 at which time he moved to Chicago.

In Chicago Bauer joined the firm of Asher Carter. Together they designed Old St Patrick's Church (1856, 700 West Adams, a designated Chicago Landmark), one of the few structures to survive the Chicago Fire. The two collaborated until the mid-1860s when Bauer ventured out on his own. Following the Fire, Bauer, like many other Chicago architects, was very busy helping the city rebuild. He was active on the Board of Education beginning in 1874 and filled the newly-formed role of Architect to the Board in 1881, although he had designed individual schools for the board prior to assuming the official post. This official role did not last long as Fredrick Baumann was elected to the role of "Architect and Superintendent of Construction," beating Bauer after seven rounds of voting by the board. About this same time, Bauer partnered with Henry W. Hill to form the firm of Bauer & Hill.

Bauer's school designs included Sheridan School (1881, 533 West 27th) and West Division

High School (1880, Morgan & Monroe, demolished) which was overcrowded and replaced within just six years of opening. Among other works, the firm of Bauer & Hill designed an octagonal structure at Wabash and Hubbard in 1883 to house and display Paul Philippoteau's *The Battle of Gettysburg* cyclorama.

Frederick Baumann (1826-1921)

Chicago Board of Education Tenure: February 1882 to June 1882

Frederick Baumann was born in Germany and came to Chicago in 1850. He was a member of the Board of Education from 1857 through 1859 and was appointed to the newly titled role of "Architect and Superintendent of Construction" for a brief four months in early 1882. In addition to his official tenure, Baumann had designed individual schools in prior years, although none of his school designs remain extant.

He was known to have collaborated with John Van Osdel, both on school designs and other municipal buildings including the Cook County Courthouse (1853, demolished). In partnership with his brother Edward, Frederick Baumann also designed the McCormick Double House (1875, 660 N. Rush) and the Washington Block (1873-74, 40 N. Wells) both designated Chicago Landmarks. His design for the Rae Building at 23 S Wabash (1872) reflected the traditional cast-iron fronted commercial designs of the pre-fire downtown.

In 1873 Baumann published a treatise on tall building design titled *The Art of Preparing Foundations with Particular Illustration of the Method of Isolated Piers as followed in Chicago*. The article was subsequently republished in compiled works related to the design of foundations in 1879, 1889, 1896. His method of isolated piers influenced early tall building design including Holabird and Roche's Tacoma Building (1889, Madison & LaSalle, demolished).

Julius S. Ender (1851-1906)

Chicago Board of Education Tenure: June 1882 to October 1882

Julius Ender was among the wave of architects who came to Chicago following the Fire. Although his tenure with the Board of Education was short, his original North Division High School, later named Sexton and now Salazar (1883, 160 West Wendell Street, a designated Chicago Landmark) is one of the oldest extant Chicago Public School buildings. Very little is known of his private practice architectural career.

James R. Willett (1831-1907)

Chicago Board of Education Tenure: October 1882 to December 1883

An Irish native, James R. Willett immigrated to Philadelphia when he was young. Willett joined the Union Army as an engineer during the Civil War and the blockhouses between Nashville and Atlanta were built under his direction. Following the war Willett moved to Chicago and opened a practice in 1876 soon partnering with Alfred Pashley creating the firm Willett & Pashley. Together they won the commission for Illinois Eastern Hospital for the Insane in Kankakee, IL (later Kankakee State Hospital, then Samuel H Shapiro Developmental Center). This design used a "cottage plan" and won wide recognition for modernizing hospital planning.

Charles Rudolph (1854-1902)**Chicago Board of Education Tenure: December 1888 to December 1890**

Charles Rudolph was a native of St Louis, but received his architecture training in Chicago under Augustus Bauer, as well as several years overseas at the Vienna Polytechnicum in Austria where he graduated in 1881. Following his return to Chicago, Rudolph partnered with C. J. Furst under the firm name of Furst & Rudolph. The firm designed a variety of residential and commercial projects including the former John York Store at 1928 South Halsted, (1888).

Rudolph served as Board of Education Architect for two years, designing more than a half-dozen schools, including Mulligan School (1889, 1855 North Sheffield, a designated Chicago Landmark). Rudolph's designs retained some elements of his predecessors, including rusticated stone bases, red brick walls, and limestone trim, while combining Italianate, Romanesque and Queen Anne detailing.

William August Fiedler (1842-1903)**Chicago Board of Education Tenure: February 1893 to December 1896**

Born in Elbing, Germany, W. August Fiedler was educated in architecture before immigrating to the United States in 1871. He worked as an architect in New York City for several years, and then moved to Chicago in 1874 as part of a large influx of architects that saw professional opportunity in the rapidly-growing city. Fiedler was also one of a number of German-born architects who were drawn to Chicago with its large German-American population.

Once in Chicago, Fiedler entered the field of interior design and high-quality furniture and furnishings, first in partnership with John W. Roberts and then by himself as A. Fiedler & Co. Fiedler's clients included many of the city's social elite, with one of his most elaborate interior designs created in 1879 for Samuel M. Nickerson's sumptuous residence (1883, 40 East Erie Street, a designated Chicago Landmark).

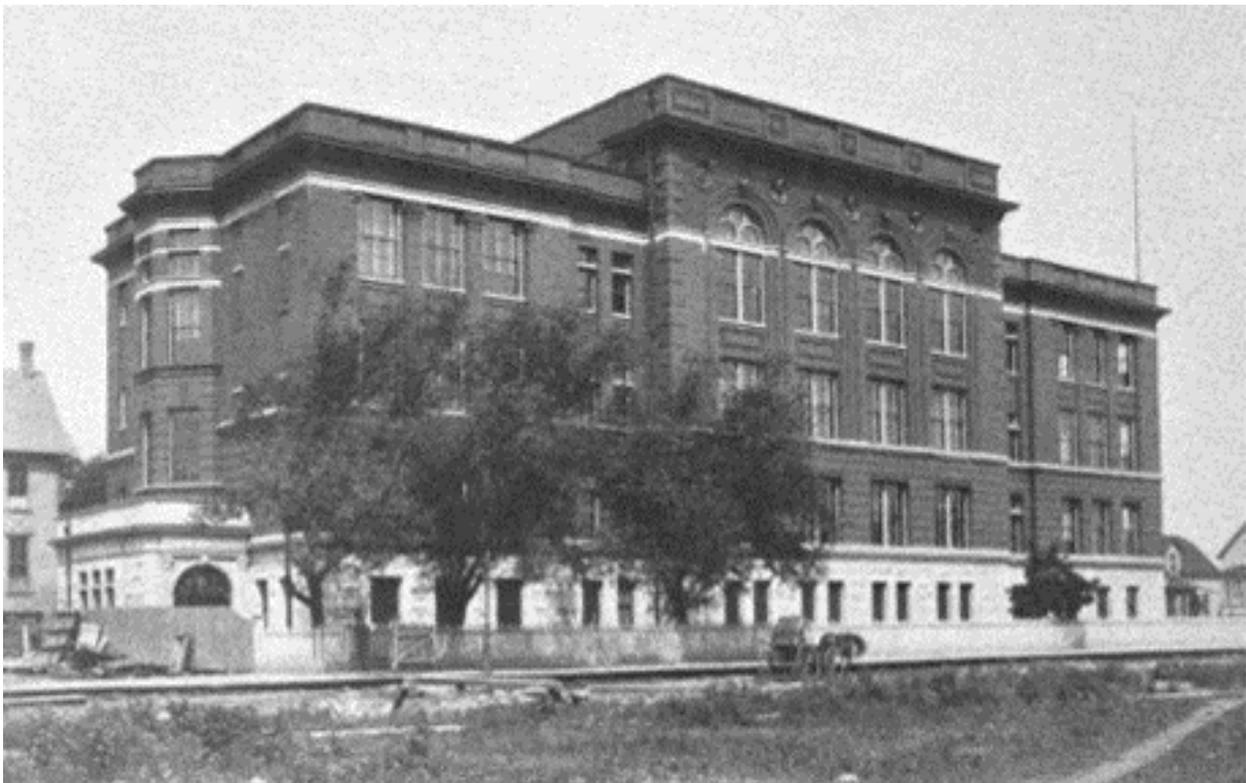
During the 1880s, Fiedler formed an architectural firm with John Addison, who was known for his "Modern Gothic" designs. The firm designed grand homes and commercial buildings in Chicago and across the Midwest. One of their best Chicago works was the Germania Club Building (1889, 108 West Germania Place, a designated Chicago Landmark). In 1890, Fiedler and Addison ended their partnership, and Fiedler briefly practiced independently until he was appointed Board of Education Architect in 1893.

Prior to Fiedler's appointment, the position of Architect to the Board of Education had been held by architects who worked on commission rather than salary, and they maintained active architectural practices independent of their board work. However, Fiedler was hired at \$6,000 per year and took over design and supervisory roles that previously had been performed by the Board of Education and its staff. When he started early in 1893, Fiedler employed two superintendents and two draftsmen. By 1896 the amount of work required of him necessitated the employment of six draftsmen and thirteen superintendents. The resulting professionalism and the ability for closer cooperation between the Board of Education and the Architect's office was a specific expression of the larger professionalism that was spreading through the architectural profession at the turn of the last century.



Above: Nettelhorst School, 1892, John J Flanders Source: Board of Education Annual Report 1890-1891.

Below: Funston School (formerly Bismarck), 1896, William August Fiedler Source: Board of Education Annual Report 1894-1895



In the summer of 1896, the Board of Education audited Fiedler's department, accused him of accepting bribes and launched an investigation. Though he was exonerated of these charges, he chose not to run for reelection of his position and he returned to private practice.

During his 3-year tenure at the Board of Education, Fiedler designed 58 new school buildings and dozens of additions, including Burley School (1896, 1630 West Barry Avenue), Yates School (1896, 1839 North Richmond Street), and Goethe School (1895, 2236 North Rockwell Street). Fiedler's designs outside of the school system include, most notably, the expansion of the West Side Grounds at Taylor and Wolcott Streets (1893, demolished 1920), which was the home of the Chicago Cubs until the team moved to Weeghman Park (now Wrigley Field) in 1916.

Normand Smith Patton (1852-1915)

Chicago Board of Education Tenure: December 1896 to November 1898

Normand S. Patton was born in Hartford, Connecticut, and was educated at Amherst College and then Massachusetts Institute of Technology, where he studied architecture. After graduation in 1874, he came to Chicago, to join the many other architects that saw the rapidly growing city as an excellent place to practice their field. He worked briefly as a draftsman with William Le Baron Jenney, before working on his own for several years.

Patton acted as supervising architect to the United States Treasury in Washington D. C. for six years through 1883 when he again returned to Chicago and partnered with architect C. E. Randall. In 1885, Patton joined with Reynolds Fisher, and the two were partners for the next sixteen years, until 1901, when Fisher moved to Seattle.

Normand S. Patton was appointed the Board of Education Architect in 1896. During his 2-year tenure Patton's designs included Lakeview High School (1898, 4015 North Ashland Avenue), Spry School (1899, 2400 South Marshall Boulevard), and Eugene Field School (1898, 7001 North Ashland Avenue).

Patton, working both individually and as the principal of the architectural firms of Patton & Fisher; Patton, Fisher, & Miller; and Patton & Miller designed several notable Chicago buildings, including the Armour Institute Main Building at Illinois Institute of Technology (1891-93, 3300 South Federal Street, a designated Chicago Landmark), Chicago Academy of Sciences (1893, 2001 North Lincoln Park West), Belmont Flats (1893, 4257 South King Drive), and over one-hundred "Carnegie Libraries" throughout Illinois and the Midwest. In addition, Patton & Fisher designed dozens of large houses in the Village of Oak Park and in Chicago's Kenwood Landmark District.

Fred A. Fiedler (dates unknown)

Chicago Board of Education Tenure: November to December 1898 (Acting)

Fred A. Fiedler served as Acting Architect to the Chicago Board of Education for a brief two months, following the discharge of Normand S. Patton. Fiedler had previously worked under Patton. It is unknown if any school designs were independently completed by Fred Fiedler in his acting role. An October 28, 1900 Chicago Daily Tribune article notes Fred A Fiedler as the

architect of a factory complex for Nelson Morris & Co near Racine and the South Branch of the Chicago River including a warehouse, engine house, boiler house and kiln.

William B. Mundie (1863-1939)

Chicago Board of Education Tenure: December 1898 to May 1904

William Bryce Mundie was born in Hamilton, Ontario, Canada in 1863. His parents were natives of Scotland and both his father and paternal grandfather were architects. Mundie was educated in public schools and the Hamilton Collegiate Institute. He worked as an "indentured student" (his own term) for Peter Brass from 1880 to 1884. That year he came to Chicago and was hired as a draftsman by William Le Baron Jenney. In 1891 he became Jenney's partner in the firm of Jenney & Mundie. In 1892 he married Jenney's niece, Bessie Russel.

In 1905, Elmer Jensen joined the practice as William Jenney went into retirement, and the firm became Jenney, Mundie & Jensen. In 1907 Jenney died, and the firm became Mundie & Jensen until 1936. From then until the time of Mundie's death in 1939 the practice was known as Mundie, Jensen, Bourke & Havers.

Mundie joined Jenney as he was building the Home Insurance Building (1885, demolished 1931) commonly credited as the first metal skeleton frame building. While Mundie and Jenney worked together their main commissions were tall office buildings, including the State Bank of India Building (1893, 19 South LaSalle Street), the LaSalle-Monroe Building (1894, 37 South LaSalle Street) the Fort Dearborn Building (1895, 105 West Monroe, demolished 1957); the Morton Building (1896, 538 South Dearborn Street), and the National Life Building (1902, 29 South LaSalle Street). Among the important buildings designed by Jenney, Mundie & Jensen are 5 North Wabash (1910), the Lake View Building (1912, 116 South Michigan Ave), and the Union League Building (1926, 65 West Jackson Boulevard).

Mundie & Jensen built some impressively modern and attractive buildings, including the Consumers Building (1913, 220 South State Street) and the Lemoyne Building (1915, 180 N Wabash Avenue). Mundie is credited with the design of the Horticultural Building erected for the 1893 World's Columbian Fair as well as the Illinois Monument erected on the battlefield at Vicksburg, Mississippi (containing the names of the Illinois soldiers who died in battle). In addition, Mundie, a member of the Board of Governors of the Illinois St. Andrew Society, was architect of both versions of the Scottish Old Peoples Home in Riverside.

Mundie received a Silver Medal from the Architectural League of New York in 1887, a Clark Gold Medal in 1889, and a Bronze medal at the World's Columbian Exposition in 1893. He became a member of the Fellow American Institute of Architects in 1892.

Mundie was Architect for the Chicago Board of Education from December 1898 to May 1904. Some of his extant designs include Darwin School (1900, 3116 West Belden Avenue), Plamondon School (1903, 2642 West 15th Street) and Phillips High School (1904, 244 East Pershing Road, a designated Chicago Landmark). According to Donna Rae Nelson in her study of Dwight Perkins (who followed Mundie as Board of Education Architect), Mundie was "badgered out of office by a school board that was more interested in rewarding cronies than in quality scholastic architecture." The March 28, 1904, Chicago Board of Education Proceedings

state that Mundie resigned "on account of his health." He died in 1939.

Robert B. Williamson (1865-1936)

Chicago Board of Education Tenure: May 1904 to June 1905 (Acting)

Robert B. Williamson was the son of a Scottish cabinet maker who immigrated to Chicago with his family as a child. Both Robert and his older brother William G. Williamson would enter the field of architecture. The younger brother worked in the architecture department of the Board of Education for several years practicing under William B Mundie. Williamson was promoted to Board Architect in an acting capacity upon the resignation of Mundie, a position he hoped to continue with a permanent appointment. That appointment went instead to Dwight H. Perkins and Williamson was relegated to his earlier position of superintendent of construction under Perkins' leadership. Later in his career he would practice in the private sector and became the successor of his brother's firm.

Among a number of additions, Williamson would implement six new schools during his tenure at the Board of Education, all with a single design. The Graham-type school would be replicated at Copernicus School, later renamed Langford Community Academy (1905, 6010 South Throop Street), Altgeld School (1905, 1340 West 71st Street), Monroe School (1905, 3651 West Schubert Avenue), McCormick School (1905, 2712 South Sawyer Avenue) and Whitney School (1905, 2815 South Komensky Avenue).

Dwight Heald Perkins (1867-1941)

Chicago Board of Education Tenure: June 1905 to April 1910

Born in Memphis, Tennessee in 1867, Perkins moved with his family to Chicago at age twelve. Before completing high school, the death of his father forced him to find employment to help support his family. He took a position at the Chicago Stockyards before entering the office of architect Frederick R. Schock. With the help of family friend Mrs. Charles Hitchcock, Perkins enrolled in the Massachusetts Institute of Technology's architecture program. Afterward he remained in Boston as a university instructor and as an assistant in office of Henry Hobson Richardson (1838 – 1886).

Perkins returned to Chicago in 1888 and worked briefly with Wheelock & Clay before becoming John Wellborn Root's assistant at Burnham & Root. Following Root's death in 1891, and while Daniel Burnham was involved in organizing and designing the fairgrounds for the World's Columbian Exposition of 1893, Perkins became the manager of the firm's tremendous project schedule. Before leaving the firm, Perkins completed several of Root's last commissions including some of Chicago's most recognized Chicago School buildings such as the Monadnock Building (1893, 53 West Jackson Boulevard).

Perkins started his own firm in early 1894, following a commission from the Steinway Piano Company for a new 11-story office tower and recital hall (1896, demolished). The design of the Steinway Building adhered to the Beaux Arts Classicism made popular by Burnham and his plan for the 1893 fair. However, it was within the walls of that building that Perkins helped promote a new architectural movement that embraced the natural forms inspired by the Midwest prairie. He invited several of his friends to join him in a collaborative studio space in the attic of the Steinway Building. There, some of the architects that would later become synonymous with the Prairie School worked and developed new naturalistic themes that defined



Above: Plamondon School, 1903, William B Mundie Source: Courtesy of Bill Latoza
Below: Stewart School, 1906, Dwight Perkins Source: Courtesy of Bill Latoza



an original form of American architecture. Irving and Allen Pond, Robert Spencer, Perkins' cousin Marion Mahoney, and Walter Burley Griffin all collaborated in Perkins' new studio space; Frank Lloyd Wright opened his first office in the building.

The civic and social responsibilities of architecture to the city were the focus of Perkins' practice. His progressive attitude and sense for how architecture could serve as the framework for social improvement developed from an early age. His mother, Marion Perkins, was involved in social reform and was an associate of Jane Addams, founder of the Hull House Settlement. The need for new supportive centers for poorer immigrant and working-class communities led Perkins to collaborate with and design settlement houses for both the University of Chicago and Northwestern University; only the University of Chicago settlement house was completed but has since been demolished.

Perkins joined with architect John Leonard Hamilton in 1905, forming the firm of Perkins & Hamilton. The firm moved into a new four-story studio and office designed by Perkins (1917, 814 North Michigan Avenue, a designated Chicago Landmark). Hamilton graduated from the Chicago Manual Training School in 1895 and, like Perkins, entered the offices of D. H. Burnham & Co. Hamilton later joined the architectural department of the Board of Education under the direction of Board of Education Architect Normand Smith Patton, and then entered the offices of Frost & Granger, before joining Perkins. In 1905 Perkins was appointed architect to the Board of Education, a position which allowed him to apply and develop his social and aesthetic ideas toward the improvement of education.

Perkins led the design of many of the firm's works between 1905 and 1910, while also serving as Board of Education architect. Several commissions involved the design of field houses and other practical structures for the very parks that he had helped create; the Hamlin and Seward Park Fieldhouses were completed during this time. These new park structures emphasized Perkins' particular Prairie School style of architecture in form, and promoted social services and enhancements that reflected the progressive movement.

Some of the firm's more familiar park projects can be seen in Lincoln Park, which was improved substantially and extended during the 1910s. At the time, Bryan Lathrop, businessman and president of the Graceland Cemetery Association was part of the Lincoln Park Commission. He supported having parks be free of buildings, but recognized some structures were "necessary evils." Perkins & Hamilton designed the South Pond Refectory, now known as Café Brauer (1908, a designated Chicago Landmark). It occupies a prominent location on the South Pond and represents some of the firm's best work. Its brickwork, Rookwood tiles, and overall seamless unity with the surrounding landscape make it immediately recognizable as a refined creation of the Prairie School movement. Perkins & Hamilton, and after 1911 as Perkins, Fellows, and Hamilton with the addition of William Kinnie Fellows, the firm designed the boat house (1908), the Lion House in Lincoln Park Zoo (1912, a designated Chicago Landmark), the Fresh Air Sanitarium (1913, now the Theater on the Lake), North Pond Refectory (1913), and even the familiar cast concrete lampposts that line the Lincoln Park's roadways (1911).

In 1910, Perkins' position as architect to the Board of Education came to an abrupt end as board members rallied to remove him on charges of incompetence, insubordination, and extravagance.

Following a public hearing insisted upon by Perkins, the board found him guilty only on the charge of insubordination. Perkins' interest in the design of schools did not end with his dismissal from the Board of Education, instead, his firm continued to design dozens of schools, each with their own design advances, across Chicago's suburban communities and even across the Midwest. In 1925, Perkins retired from architecture, but continued to serve on park and forest preserve boards.

Arthur F. Hussander (1865– 1943)

Chicago Board of Education Tenure: February 1910 to December 1912 (Acting) 1913 to 1920

Arthur F. Hussander was born in 1865 and received architectural training at Cornell University from 1887-1889. Little is known about his early architectural career in Chicago, but he began receiving commissions in the early-1890s for warehouses and by the mid-1890s was designing apartment buildings in the Lincoln Park and Lake View neighborhoods.

In 1910 the Board of Education dismissed Dwight Perkins as the head of its Bureau of Architecture, and because of its stormy relationship with Perkins, the board was considering eliminating the architect position entirely in favor of a competitive bidding process. Ultimately the architect position was retained, and in 1910 the board appointed Arthur Hussander as Acting Architect, and 1912 he was officially appointed as head of the department, a position he held until 1921.

Hussander inherited a school system perpetually trying to catch up to increased demand. In 1911 the board set a goal of “a seat for every pupil all the time,” and promised to eliminate school schedules with two half-day shifts. As the board's architect, Hussander oversaw a period of great growth that included the construction of 61 new schools and 45 additions to existing schools. Among those are Lindblom High School (1917, 6130 South Wolcott, a designated Chicago Landmark), Senn High School (1912, 5900 North Glenwood), and Carter H. Harrison Technical High School, later named Saucedo Scholastic Academy (1912, 1850 West 24th Street). All three of these school buildings are distinctive in their neighborhood contexts for their monumental classicism and impressive size.

The monumental schools built in Chicago under Hussander's leadership adhere closely to historical styles of architecture including the Collegiate Gothic and Beaux Arts. Though



Above: Bell School, 1916, Arthur F Hussander Source: Courtesy of Bill Latoza

scholastic architecture in cities was becoming increasingly standardized during this period, Chicago's school buildings improved in the quality of their construction and function.

Edgar Martin (1871-1951)

Chicago Board of Education Tenure: April 1924 to January 1926

as Supervising Architect

Edgar Martin was born in Burlington, Iowa, and studied engineering, mathematics and art in Paris. Perhaps the most notable years of his career were with the firm of Schmidt, Garden & Martin (Hugh M.G. Garden, Richard E. Schmidt) with whom he partnered from 1906 to 1925. The firm's Chicago works include the Humboldt Park Boathouse (1906, 1301 North Humboldt Boulevard, a designated Chicago Landmark), and the Montgomery Ward & Company Catalog House (1907, 600 West Chicago Avenue, a designated Chicago Landmark).

From 1918 to 1923 Martin also served as the Illinois State Architect and is credited with the design of the Illinois National Guard Armory. Originally located on East Chicago Avenue it was demolished in 1993 to make way for the Museum of Contemporary Art.

In his role as supervising Architect with the Board of Education, Martin worked closely with John C Christensen who led the Department of Architecture under a short-lived restructuring of the board departments. Although Martin's engineering expertise is evidenced in a shift in school construction practices during this time, it is unclear if any building designs can be solely credited to Martin. However, Schmidt, Garden & Martin did design the Bunte Brothers Candy Factory (1919, Franklin Boulevard and Homan Avenue, demolished) which later became Westinghouse High School and served that function from 1960 to 2009 when it was replaced with a new building.

John C. Christensen (1877-1967)

Chicago Board of Education Tenure: 1921 to 1924

1924 to 1926

headed the Department of Architecture under Martin

1926 to 1928

1931 to 1959

John Charles Christensen was born in Copenhagen and immigrated with his family to the United States in 1889. Christensen started his career with the Chicago Board of Education in 1906 as Clerk of the Works in the Architect's Department under the direction of architect Dwight Perkins. During Perkins' tenure, Christensen contributed to and oversaw the construction of several of Perkins' Arts and Crafts and early Prairie School influenced schools, including Stewart School (1906, 4524 North Kenmore), Trumbull School (1908, 5200 North Ashland), and the monumental Schurz High School (1910, 3601 North Milwaukee, a designated Chicago Landmark).

In 1908, Christensen was appointed as Assistant Deputy in Chicago's Building Department under Commissioner Joseph Downey, who was a member of the Board of Education and head of the buildings and grounds committee. Christensen returned to the Board of Education in 1910 as assistant architect to Arthur Hussander. Christensen became The Board of Education Architect in 1921. He held this position until 1924 when newly elected Mayor William E.



Above: Roosevelt High School, 1926, John C Christensen Source: chicagopc.info
Below: Lewis School, 1926, John C Christensen Source: Courtesy of Bill Latoza



Dever appointed a new Superintendent of the Schools in response to a lengthy Board of Education corruption scandal. The entire board was restructured with new board members and department heads. Christensen remained as architect, but served under new supervising architect Edgar D. Martin of the firm Schmidt, Garden & Martin.

Martin left his supervisory role in 1926 and Christensen continued as Board of Education Architect until tendering his resignation in 1928. The board accepted his departure reluctantly and appointed Paul Gerhardt in his absence. In 1931 Christensen, once again, became architect of the Chicago schools. Yet, with limited financial resources during the Great Depression, the Board of Education was unable to begin any substantial new school buildings or additions until the late 1930s.

Christensen announced his philosophy of school architecture in 1921 when he stated, "I'm designing every new public school as a complete and independent unit, absolutely different from every other school in the city." The concept of using a variety of architectural styles for schools in the public school system—such as Neoclassical, Gothic Revival, and Tudor Revival—was startling at that time. Many of Christensen's early school designs featured traditionalist styles and restrained Classical ornamentation. He also designed many new schools in the Art Deco and Modern styles including Chicago Vocational School (1938, 2100 East 87th Street) and Newberry School (1937, 700 West Willow Avenue). Throughout his career, Christensen completed dozens of additions, which carefully captured the design of the original school and created a seamless extension. In the 1940s Christensen's designs shifted to a simplified type of modernism that was employed in his subsequent school designs, such as South Shore High School (1940, 7529 South Constance Avenue, demolished), through the end of his career. He stepped down from the position that he had held for nearly 40 years in 1959, at the age of 82.

Paul Gerhardt, Sr. (1863-1951)

Chicago Board of Education Tenure: 1928 to 1931

Paul Gerhardt, Sr., was born in the town of Döbeln in what was then the Kingdom of Saxony (now part of Germany). He attended the Royal Academy in Leipzig and earned an engineering degree at the Technical University of Hanover in 1884. He then came to the United States in 1890 at the behest of the German Textile Corporation to design and construct spinning mills. He designed one of the largest mills in the United States at the time: the Botany Worsted Mill in Passaic, New Jersey. Gerhardt continued to take commissions for other large manufacturing facilities throughout his career, including a number of mill complexes, a plant for the International Gas Engine Company in LaPorte, Indiana, and a distillery in Elgin, Illinois.

Gerhardt came to Chicago in 1893 and soon started his own architectural firm, taking on various residential, commercial, and industrial projects. Prolific in the first decade of the twentieth century, Gerhardt's work included the Hall Building (1908, 440 West Superior Street demolished), which was a seven-story industrial building of heavy mill construction, and the Winston Building (1911, 341 East Ohio Street, demolished), a seven-story industrial building of flat slab construction and concrete exterior. Other designs in these early years were hotels and restaurants for German clientele, including an earlier Bismarck Hotel and the Rienzi Restaurant.

In December 1910, Gerhardt was picked to replace William Holabird as Cook County

Architect. Soon after, the Cook County Board announced that a new county hospital building would be constructed. As county architect, Gerhardt drew up designs for the new building, a visually impressive Beaux Arts-style building at Harrison & Wood Streets. The design of the hospital, which was completed within the year, remained Gerhardt's, however, and it remains one of his best-known buildings in Chicago.

After leaving his position as Cook County architect, Gerhardt returned to private practice until 1928, when he was chosen to serve as supervising architect for the Chicago Board of Education after the board reluctantly accepted the resignation of Christensen. Gerhardt's appointment remained 'temporary' as he served a succession of 60-day appointments for two and a half years when, in April 1931, Christensen was reinstated to his previous post. Some of the school buildings designed by Gerhardt include DuSable High School (1931, 4934 South Wabash, a designated Chicago Landmark), Chicago Academy High School (1929, 3400 North Austin Avenue), Amundsen High School (1929, 5110 North Damen Avenue), Lane Technical High School (1930, 2501 West Addison Street) and the terra-cotta ornamented Von Steuben High School (1930, 5021 North Kimball Avenue).

Although Paul Gerhardt, Sr., is best known for his municipal and school designs, he was a pioneer in industrial architecture for his efforts to increase the glazed wall area of reinforced concrete buildings. In 1917, Gerhardt patented a new type of industrial reinforced-concrete loft design, noteworthy for introducing continuous window walls to industrial buildings. Patent # 1,243,281, dated October 16, 1917, called for illuminating interior spaces through continuous window "curtain walls" made possible through the placement of interior support columns behind the window sash line. Gerhardt's Winston Building (1917, 341 East Ohio Street, demolished), was a seven-story industrial building of flat slab construction that is considered the first structure to use this construction method.



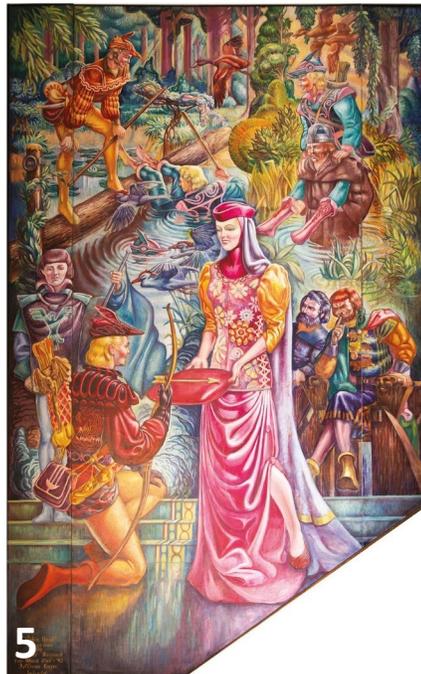
Above, Left: DuSable High School, 1931, Paul Gerhardt Source: Bauer Latoza Studio
Above, Right: Lane Tech High School, 1930 Paul Gerhardt Source: Bauer Latoza Studio

APPENDIX B: ART IN CHICAGO PUBLIC SCHOOLS

More than fifty Chicago Public Schools house notable works of art in the form of murals, canvases, sculpture, and stained glass. Three primary initiatives were instrumental in commissioning these pieces. First, the School of the Art Institute of Chicago began an instructional program focused on mural painting after the turn of the century and for the next few decades high school seniors would compete for commissions in public buildings, including schools. The individual school would provide the paint and canvas, and artists were provided a stipend in return for creating “moving incidents in the development of our country in graphic fashion.” Second, the Chicago Public School Art Society funded several works in 1909-1910. Finally, the Works Progress Administration, Federal Art Project sponsored artists to create public works of art through the 1930’s and 1940’s. The program, inspired by the Mexican government’s sponsorship of muralists in the 1920’s, was administered locally by the Illinois Art Project which employed 300 artists whose subject focus would be American History. In addition to these organized programs, many schools have spearheaded individual campaigns to create works of art within their buildings.

The Chicago Public Schools art collection encompasses a variety of subject matters: scenes from American history (examples at Flower, Parkside, Tilden, and Kozminski Schools); images of the development of Chicago (examples at Sawyer, Nettelhorst, and Wells); illustrations from literature (examples at Bateman, Bennett, Schurz, and Mozart); and the contributions of many figures throughout history, including Frederic Chopin, Carl von Linne, Luther Burbank, and Daniel S. Wentworth are depicted, most suitably, at the schools which bear their names.

As a whole, the Chicago Public Schools collection of art is remarkable, the vast quantity of extant pieces is unprecedented, and the current condition of these works is extraordinary. Thanks, in part, to various dedicated restoration programs including efforts during the Works Progress Administration in 1936-1940, and those by the Public Building Commission in 1994-1995 and by the Board of Education in 1996-1998.



The Chicago Public School house an extraordinary collection of works of art in more than fifty of school buildings. Many of the works date from the Federal Arts Project of the Works Progress Administration. Examples from Lane Tech High Schools.

Source: Corporate Art Source

- 1) "Maine, New Hampshire, Vermont:" by Miklos Gaspar, 1933, Oil on Canvas, 4 ft x 24 ft
- 2) "Illinois" by T.C. Wick, Oil on Canvas, 1933, 4 ft x 24 ft
- 3) "New Jersey" by Miklos Gaspar, Oil on Canvas, 1933, 4 ft x 24 ft
- 4) "Boys with Sea Forms" by Charles Umlauf, (1 of 2) 1941, Cast Stone, 13 ft x 4 ft
- 5) "Robin Hood" by Thomas J League, 1943, Oil on Canvas, 15 ft x 8 ft
- 6) "Evolution of the Book" by Peter Paul Ott, Mahogany Relief, 15 ft x 6 ft

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The Commission on Chicago Landmarks, whose nine members are appointed by the Mayor and City Council, was established in 1968 by city ordinance. The Commission is responsible for recommending to the City Council that individual building, sites, objects, or entire districts be designated as Chicago Landmarks, which protects them by law. The Commission is staffed by the Chicago Department of Planning and Development, Bureau of Planning, Historic Preservation and Sustainability, City Hall, 121 North LaSalle Street, Room 1006, Chicago, IL 60602; (312-744-3200) phone; (312-744-9140) fax, web site: www.cityofchicago.org/landmarks