

FRANCIS E. WILLARD PUBLIC SCHOOL
4921 SOUTH ST. LAWRENCE AVENUE
CHICAGO
COOK

IL HABS NO. CK-1996-13

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Photographer - Joe L. Davis, 564 West 18th Street, Chicago

Date Photographed - July 25, 1996

Photocopy- Historical View: From Half Century Of Chicago Architecture, 1910
Ed. by Jones, John H. and Britten, Fred A.

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Normand S. Patton, Architect.

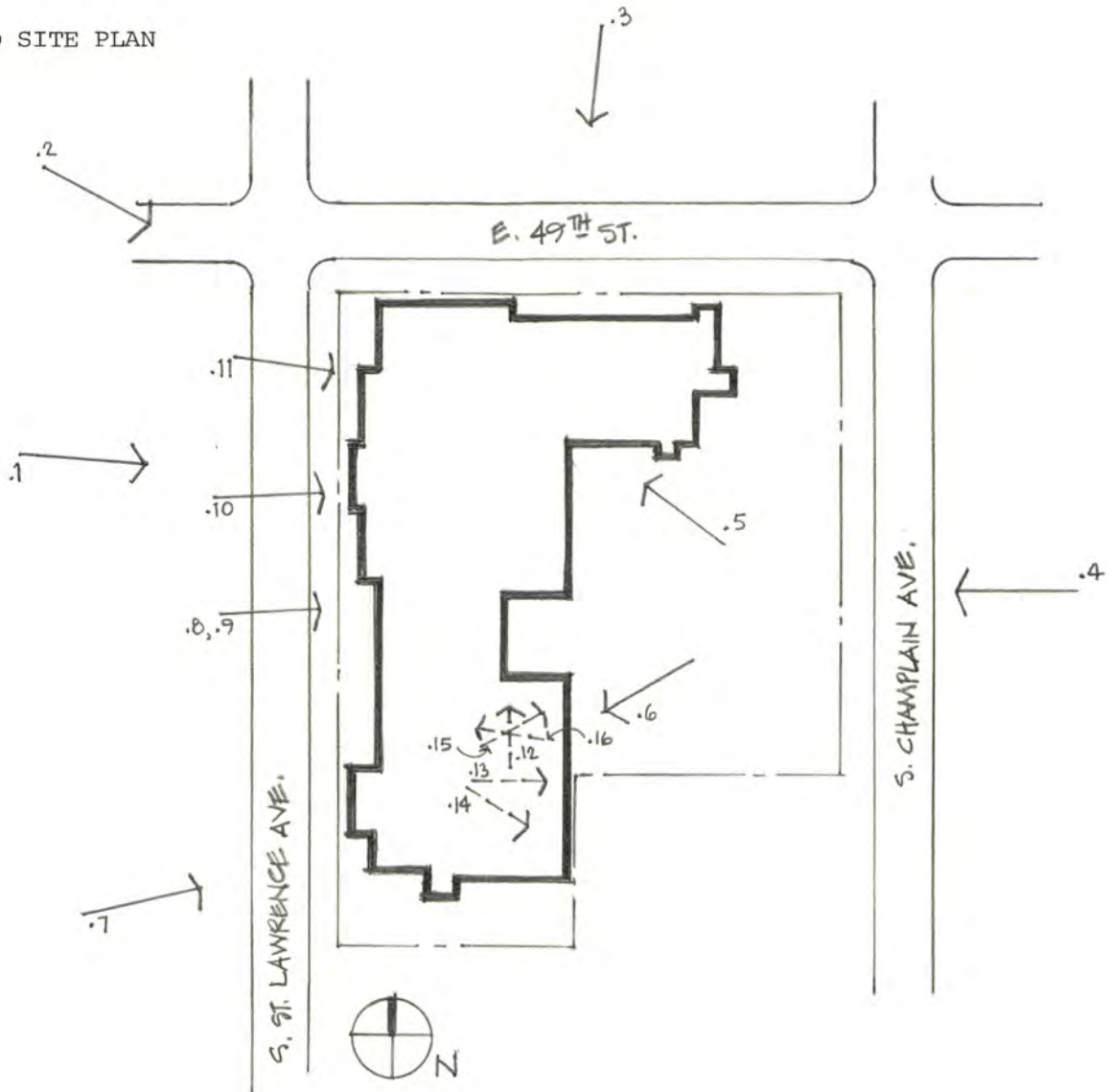
FRANCES WILLARD SCHOOL.

IL HABS No. CK-1966-13
From: HALF CENTURY OF
CHICAGO ARCHITECTURE
1910 ED. BY ALD. JON
& ALD. BRITTON

FRANCIS E. WILLARD PUBLIC SCHOOL
4921 SOUTH ST. LAWRENCE AVENUE
CHICAGO
COOK

IL HABS NO. CK-1996-13

KEYED SITE PLAN



Illinois HABS/HAER Written Outline Format

Illinois Historic American Building Survey

Frances E. Willard Public School

Location: East Saint Lawrence Street & South 49th Street
Present Owner: Chicago Public Schools, Board of Education
1819 West Pershing Road
Chicago, Illinois
Present Use: Vacant
Significance: Noteworthy due to excellence in design and detailing

PART I. HISTORICAL INFORMATION

A. Physical History

1. Architect:

The Frances E. Willard Public School was designed by Normand S. Patton, a Chicago architect who specialized in public buildings. After studying architecture at Amherst College and MIT, Patton began practicing in Chicago in 1874. He formed a partnership with C.E. Randall in 1878, and later practiced in the firms of: Patton & Fisher; Patton & Fisher & Miller; Patton & Miller; and Patton, Holmes & Flynn. He was a founding member of the old Western Association of Architects, and was an organizer of Chicago's Municipal Improvement League. Patton was a fellow of the American Institute of Architects (AIA), and also served on the AIA's Board of Directors (Leonard, 1905, p. 45).

Patton was responsible for designing a number of important school, libraries, and museums throughout the Midwest. Among his notable works are: Scoville Institute, Oak Park, Illinois, 1885; the Armour Institute, Chicago, 1890; Oberlin College Library, Ohio, 1907; Beloit College, Wisconsin, 1893-1915; and the Chicago Academy of Sciences, 1893 (Withey & Withey, 1970, p. 460).

B. HISTORICAL CONTEXT

When a description of the Patton's plans for Frances E. Willard Public School was first published on December 25, 1897, the building had not yet been named (*Economist*, v. XVIII). Following the death of Frances Elizabeth Caroline Willard on February 18, 1898, the school was named in her honor. Willard was a teacher, crusader for temperance and women's rights. She helped organize the Prohibition Party, and served as President for the

Women's Christian Temperance Union. She was also President of the Evanston College for Ladies, and President of the National Council of Women, wrote articles and books, and was a national speaker to audiences throughout the United States (Malone, 1936, v. VXX, p. 233-4).

Patton's design for Frances E. Willard School was well respected. The Commission on Chicago Landmarks considers the building "noteworthy due to excellence in design and detailing" (Historic Resources Survey, 1987). The building was published in *Inland Architect* in 1899 (v. XXXIII, p. 8). It was also published in *A Half Century of Chicago Building* (Jones and Britton).

The Frances E. Willard School has two additions. The first was constructed in 1915, and was likely designed by Arthur F. Hussander. The second was built in 1928, and was probably designed by John C. Christiansen.

C. Historic Context for Chicago's Public School Buildings

1. Early History 1830 - 1870

The beginnings of Chicago's public school system are tied to the city's early development. In 1829, to finance the construction of the Illinois and Michigan Canal, the federal government ceded nearly three hundred thousand acres of land to the State of Illinois to be sold for private development. A State Law of 1831 allowed the revenue from the leasing of a small portion of these lands to be used for schools. In 1833, the Chicago School Fund was first used to pay Miss Eliza Chappel, who operated a "small school for about twenty children in a log house on South Water Street" (Howatt, 1940, p.7). By 1835, there were three schools supported by the public funds. Two years later, there were seven.

When Chicago was officially incorporated as a city in 1837, the new City Council appointed the first Board of School Inspectors, which was later known as the Board of Education. After a brief period of economic depression, the city's economy and population was booming. In 1840 there were 317 children enrolled in public schools. By 1850, enrollment totaled nearly two thousand children, and a decade later there were 6,851 children attending Chicago's public schools. The small rented buildings, church rooms, and old barracks in which classes were overcrowded. In fact, "there were never enough seats for the children who came" (Herrick, 1971, p. 28).

The first building owned by the public school system was a frame house, located at Madison and Dearborn Streets. In 1845, it was sold, and the School Inspectors convinced the city to construct a building, known as School No. 1, across Madison Street on a parcel of "canal land." Criticized for its plainness, the three story brick building housed more than 800 students by its third year in operation (Herrick, 1971, p. 29).

The construction of additional schools followed quickly. Between 1846 and 1858, Schools No. 2 through No. 10 were built. Most were smaller than School No. 1, and some were of frame construction and others were brick. At the time, the concept of secondary schools for older children had recently been introduced in other American cities. Chicago's first high school was opened in 1856. The Board of Inspectors was expanded from seven to fifteen members in 1857, and renamed the Board of Education. The following year, the Board renamed Chicago's ten existing grammar schools after nationally renowned figures and locally significant early settlers (Howatt, 1940, 9. 13).

The construction of new school buildings continued during the late 1850s and throughout the 1860s, although funding was limited. In 1863, the Board hired its first Building and Supply Agent "to look after the care, maintenance and operation of its buildings" (Howatt, 1940, p. 15). Also that year, the first public school for black children was constructed. Despite the new schools and a number of rented rooms that housed schools, the city's population was increasing so quickly that the schools continued to suffer from severe overcrowding. Some schools began providing half day sessions, others instituted waiting lists for new students.

2. Rebuilding and Expanding after the Fire 1871 - 1900

On October 8, 1871, Chicago experienced one of the most devastating events of its history. The Great Fire, which swept across a four mile section of the city, destroyed more than 200 million dollars worth of property and left nearly 100,000 people homeless (Mayer and Wade, 1969, p. 117). Fifteen school buildings, approximately one third of the Chicago Public School system at that time, were destroyed by the fire. Some of the burned schools that were still standing were used to shelter the homeless. The courts were housed in the high school for one year.

In the efforts to rebuild the city, the schools were not given high priority, and other services gained initial attention. Compounding the problem was the fact that records related to the school funds were destroyed in the fire. The City Council authorized millions of dollars to rebuild the water system, sewers, and construct a new City Hall, and "finally borrowed \$1,171,500 for the construction and operation of schools" (Herrick, 1971, p. 54). A school rebuilding program was underway by 1874, however, once again, new schools could not keep up with demand. Chicago was experiencing tremendous population growth due to the numerous opportunities associated with rebuilding the city. Rising building costs and a serious business recession also made it difficult to construct schools that would sufficiently house the 33,000 students who attended Chicago Public Schools by 1875.

By the early 1880s, Chicago's population was a half million people, and public school enrollment was almost 60,000. At that time, there were 59 schools owned by the Board of Education, and 14 rented buildings in which schools were housed (Howatt, 1940, p. 24). The Board of Education reorganized the Business Department and began undertaking a major building program that continued into the 1890s. As part of the reorganization, the position of Business and Supply Agent was abolished, and two new positions were created. One was Business Agent; the other, which was created because of the magnitude of the building program, was Architect and Superintendent of Construction. Within the first couple of years, three different architects held the new Board of Education position. They were: Frederick Baumann, J.S. Ender, and James R. Willet (Howatt, 1940, p. 25).

During this period there was a great deal of concern about providing proper lighting, heating and ventilation in the schools, particularly because of the large number of buildings that were being constructed. In the 1860s, the Board had found that steam heat with fan ventilation was preferable to furnace heat. Steam heat cost four times more than furnace heat, however, so when the Board began building new schools in the 1870s, it standardized the use of a method of furnace heating known as the Ruttan system. This system included vent flues that ran "alongside smoke flues to prevent back drafts" and vent openings that were placed in the floor (Howatt, 1940, p. 19-20). The Ruttan system, was utilized in all of the schools built during the early 1880s. In 1885, however, School Board President, James R. Doolittle, Jr. presented a lengthy report detailing several problems with the heating system including the extremely high temperatures required to make the system effective; the "deleterious gases" produced as a result of the overheated iron shafts; the unequal distributing on warm air in large buildings; and the potential fire hazards associated with the method of heating (Howatt, 1940, p. 26). Due to these problems, during the late 1880s and the 1890s, a new method of steam heat was used in which each school room had ventilation, and heating coils were placed in ventilation shafts (Howatt, 1940, p. 27).

The school building program continued during the late 1880s and into the early 1890s. Hundreds of new schools were needed due to population increases tied to industrial growth and geographic expansion resulting from the 1889 annexation of townships on 120 square miles that had been outside of Chicago's boundaries (Mayer and Wade, 1969, p. 176). The Chicago Public School system gained 42,000 additional children as a result of the annexations (Chamberlain, Record Herald, 1906). In 1890, there were 203 Chicago Public School buildings, and by 1895 that number had increased to a total of 281.

Between 1884-1893, John J. Flanders served as architect for the Board of Education. Flanders' school buildings were typical of public buildings of the Victorian period, relying on an eclectic combination of romantic elements. Having been characterized as "tall and foreboding" his earliest school buildings often included Flemish gables (Sinkevitch, 1993, p. 281). Thomas

Jefferson Public School, constructed in 1884 is an extant example, however, the Flemish style parapet no longer remains. The numerous schools that were designed by Flanders after he formed a partnership with architect William Carbys Zimmerman in 1886 tended to be livelier buildings. These tended to be Queen Anne style schools with polygonal forms, banded ornamentation, and larger, more varied windows (Sinkevitch, 1993, p. 209.) Extant examples include: Edward Everett Public School, built 1891; Louis Nettelhorst Public School, built 1892; and William H. Ray Public School, built 1893.

In 1893 the Board of Education adopted a new policy of appointing and paying the architect. Previously, the architect was elected and appointed by the Board each year, and was paid on a fee basis. Originally, the fee was fixed, however, by the early 1890s the fee was based on a percentage of the building costs. The new policy was that the architect, draftsmen and building superintendents were employed directly by the Business Department of the Board and were paid an annual salary. In 1893, architect Arthur Fiedler, was selected, and given an annual salary of \$6,000 (Howatt, 1940, p. 32).

Between 1897 and 1899, Normand S. Patton served as architect to the Board of Education. During these years, there was a great deal of interest in having the schools serve as neighborhood centers. Administrators and social reformers agreed that school buildings should be used in evenings for night school, lectures, clubs and assemblies (Chamberlain, Record Herald 1906). To meet this objective, accommodate the growing body of students, and to broaden curricula to include vocational training, many of the school buildings that were constructed at this time were quite large.

Patton's schools tended to be stately buildings, often executed in eclectic Revival styles. Patton's designs include: Frances E. Willard School, Eugene Field School, and Lakeview High School, which were built in 1898; and John Spry School, which was built in 1899. Lake View High School, considered "a magnificent complex," was the first public high school in Chicago to be designed in the Tudor style (Sinkevitch, 1993, p. 212). Many other schools designed by Patton incorporate Romanesque elements.

3. Schools of the New Century 1900 - 1920

The need for additional schools continued during the Twentieth Century. The city's population had grown to 2 million people upon the opening of the new century, and there were more than 250,000 students in the Chicago Public Schools. During this period most of the children enrolled in the system quit school before the sixth grade to join the labor force. Only 4.3% of the total number of Chicago Public School students attended the high schools.

Sociologists and social reformers were studying the difficulties that immigrant children were facing in urban American life and ways that the schools could help. In response, the new high schools that were constructed at this time continued to emphasize vocational training. One such high school was Wendell Phillips School, built in 1902, which was designed by William B. Mundie, during his tenure as Board of Education architect from 1901- 1905. At the time, it was believed that the building provided "everything that can vitalize and energize the school work" (Sinkevitch, 1993, p. 381.) The school provide academic and manual training to 1700 students and also had a large auditorium that was available year-round for civic uses.

As laborers began forming some of the nation's earliest trade unions, Chicago teachers also began organizing at this time. The Chicago Teachers Federation had formed to have input on salaries, their pension funds, budget management, and administrative policies. By 1905, the Federation had also become a strong force in local politics. The Federation held Judge Edward F. Dunne win the mayoral races of 1905 and 1907 (Herrick, 1971, p. 109). Dunne appointed a number of distinguished reform-minded citizens to the Board of Education, including Jane Addams.

A new period of school reform commenced. Laws were passed requiring that children between the ages of 7 and 14 attended school, and that children who couldn't read or write were required to attend day or evening school until they were 16 years old. All newly constructed schools included playgrounds. Bath services were provided in congested neighborhoods, and summer schools were provided for the first time (Herrick, 1971, p. 113).

The architect during this period, Dwight H. Perkins, was a participant in Chicago's progressive movement. He was an associate of Jane Addams, and served as member of numerous clubs and organizations devoted to improving Chicago and the surrounding areas. He was also interested in designing buildings that could help improve peoples lives, and among his turn of the century work were settlement houses. Perkins was an important member of the Prairie School of architecture, and was also the designer of Steinway Hall, the building in which the well-known collaborations between Chicago's now famous architects took place.

Perkins scored a 99 on the Civil Service Examination and was unanimously appointed by the Board of Education as architect in 1905 (Davis, 1989, p. 10). Drawing from some of the principles he used in settlement house designs, he designed new schools that were drastically different from those that had preceded them. Perkins "enlarge the typical corridors and stairs, to ease internal congestion" (Davis, 1989, p.11). He used larger expanses of windows and included skylights to increase natural light. Bathrooms were included on every floor. Perkins also continued expanding on the concept of the school as the neighborhood center. Assembly rooms and auditoriums functioned

independently of other parts of the building. In addition, schools were placed in park-like settings.

Most of Perkins' schools were bold brick buildings with rhythmic facades. Throughout the five years in which he worked for the Board of Education, Perkins became increasingly expressive in the Prairie style. Dozens of Perkins' schools remain in use today, and most are recognized for having excellent designs. Nearly a dozen Perkins-designed schools are included in the *AIA Guide to Chicago Architecture* (Sinkevitch, 1993). Among the most notable are George W. Tilton School which was constructed in 1908 and published in the *Architectural Record* in 1910 (Sinkevitch, 1993, p. 299). Even more acclaimed is Perkins' 1908-1910 design for Carl Schurz High School, which is one of only two school buildings that have been designated as landmarks by the Commission on Chicago Landmarks.

Perkins was an honest and outspoken man of integrity. After refusing to yield to political pressures from the cut stone lobby and others, he was brought up before the Board of Education on charges of "incompetence, extravagance, and insubordination" in 1910 (Davis, 1989, p. 12). Perkins proved his competency, however, the Board decided to stand by its charges of insubordination and he was dismissed.

The need for additional school space continued to increase during the 1910s. The city's population was still growing. By 1920, there were 2.7 million people living in Chicago. Also, the new labor laws resulted in great demand for additional high schools. The number of high school students more than doubled between 1910 and 1920, from less than 18,000 to more than 36,000 students ((Herrick, 1971, p. 403). Discussions about the amount and kind of vocational training that should be offered in high schools continued. Labor and civic organizations and the Teachers Federation were involved in a debate that lasted several years regarding a proposal to completely separate Chicago's high schools into two categories: some for general studies, and others for vocational training (Herrick, 1971, p. 118). Although this proposal was ultimately defeated, there were a number of new high schools that were built during this period that emphasized vocational training.

Arthur F. Hussander served as Board of Education architect during this period. Hussander designed several new buildings and numerous additions to existing school buildings. Hussander's designs for new buildings were much more classical than any of the schools that were built by the architects preceding him. Carter H. Harrison Technical School (which is now known as Maria Saucedo Magnet School) built 1912, is a beautifully ornamented Beaux Arts style building. Equally as classical is Hussander's design for Nicholas Senn High School, which was also constructed in 1912.

Hussander deviated from his predictable classicism, and showed great sensitivity when he designed additions to existing buildings. Among a variety of examples of Hussander's respect for the original buildings that he added to are: Louis Nettelhorst School, with a 1911 addition; and Eugene Field School and Lakeview High School that both have 1916 additions. In the addition for Lakeview High School, Hussander successfully "echoed" Patton's Tudor style original design, and created an "especially... fine doorway" on his new Irving Park Rd. facade (Sinkevitch, 1993, p. 212).

In the years leading to and during the United States' involvement in World War I, the pace of the Board of Education's new construction slowed. There were difficulties obtaining materials and labor, and the progress of buildings and additions that were already under construction was delayed. After the War ended in 1918, some of these delays continued due to "transportation difficulties, coal shortage, strikes, etc." (Board of Education, 1919, p. 15).

4. Prosperity, Depression, and War and Post War 1920s-1950

During the early 1920s the school building program continued progressing slowly. After World War I, the cost of living was increasing quite quickly. Difficulties in "securing materials and reluctance of contractors to proceed with work in the face of rapidly rising markets" resulted in "unexpected balances in the building fund appropriations" (Howatt, 1940, p. 49). Progress was also slowed by the "scandalous doings" of a number of School Board members. Practices included an "honest graft" system by which Board members were "tipping off their friends to proposed school sites so they could buy the land cheap and sell to the Board at high cost" (Herrick, 1971, pp. 141-2). A 1922 grand jury investigation led to jail sentences of Board of Education members who were found guilty of robbing the school treasury of more than 1 million dollars and collecting pay-offs from contractors.

A reform Board of Education was appointed by William E. Dever in 1923. In addition to other changes, the Dever Board began one of the most extensive building programs in the history of the Chicago Public Schools. John C. Christiansen had been appointed as Board architect in 1921, however, in 1924 the Board also created a new position of supervisory architect to oversee the ambitious building effort. The new position, which was given to Edgar Martin, was eliminated in 1926, and John C. Christiansen re-assumed his previous authority (Howatt, 1940).

Dozens of new schools were built quickly and in later years there were criticisms that many were poorly designed and constructed. Despite some problems there were a number of well-designed Christiansen-schools and additions that resulted from the building program of this period. These include a third addition to Carl Schurz High School that was constructed in 1924. Handsome Revival style buildings with Tudor and Gothic references

include Hirsch High School, built 1926; and Lucy Flower Vocational School and Roger C. Sullivan High School, which were both built in 1927.

The Board of Education had shifted its method of financing from "cash in hand to credit by sale of tax warrants, and in doing so had used up almost eleven years of tax income in ten years time," and by the late 1920s finances were "sliding into an untenable position" (Herrick, 1971, p. 177). When the effects of the Great Depression began to be experienced in 1929 Chicago's Public School system was nearly bankrupted. By 1931, there was "not only no money for salaries, there was no money to pay the banks interest on outstanding tax warrants, or to pay maturing bonds" (Herrick, 1971, p. 190). Teachers and other employees experienced frequent "payless" pay days, and were also forced to accept reductions in salaries. Additionally, throughout 1932 and 1933 "payments were made partly in cash, partly in warrants that could be sold only at a discount" (Howatt, 1940, 58).

The building program came almost to a complete halt during this period. After spending a construction budget of 350 million dollars for the year of 1928, less than \$10,000 dollars was spend during the entire year of 1933. Recovery finally began the following year when funds became available through the Progress Works Administration (PWA) of President Roosevelt's New Deal. The initial federal grant of \$1,326,000 allowed for the completion of several new schools that were already underway when funding ran out. Many of these projects were designed by Paul Gerhardt, who served as architect to the Board of Education from 1930 to 1934. Among the most notable is Albert G. Lane Technical School, which was designed in 1930 and constructed in 1934. This enormous Revival style building "looks like an Industrial Gothic factory, with its large glazed areas, clock tower, and smoke stack" (Sinkevitch, 1993, p. 224). Noteworthy interior artworks funded by the Works Progress Administration include wooden sculptures by Peterpaul Ott in the library, an original fresco by Mitchell Siporin in the auditorium lobby.

John C. Christiansen returned as Board architect in 1935 and worked on projects funded by the PWA until 1941. In 1935, he designed Oakenwald School, "Chicago's first Art Deco public school, and a model for others (Sinkevitch, 1993, p. 404). Many other projects during this period were additions and even second additions to existing buildings. Following Hussander's example, these tended to blend well with the original structures. The northernmost addition to Lakeview High School was completed in 1939, and a second addition to Eugene Field School was constructed in 1940. Also in 1940, a Christiansen-designed Gothic Revival style outdoor stadium structure was constructed for Lane Technical High School.

Construction projects slowed substantially again during World War II. There were wartime restrictions on building and the few new buildings that were undertaken were done so through a special arrangement approved by the

War Production Board. Most of the work being done by the Board's Bureau of Architecture at this time was to provide school space for the ROTC, and the United States Navy (Board of Education, 1943, pp. 51-53).

War time restrictions on construction were not lifted until the early 1950s. At that time, "Chicago had the dubious distinction of larger class loads than any other large American city," and additional space was of considerable importance once again (Herrick, 1971, p. 286). In addition, many of the nineteenth century school buildings were in terrible shape and needed repair or replacement. A bond issue of 1951 and three other bond issues of the late 1950s allowed building projects to continue (Herrick, 1971, p. 309). John C. Christiansen continued serving as Board architect through this period.

D. Historic Context for the Neighborhood

1. Grand Boulevard Area

Frances E. Willard School is located at 4901-19 S. St. Lawrence Ave. in the Grand Boulevard community area. The neighborhood was named for the nearby historic pleasure drive that was once called Grand Boulevard, and is now known as Martin Luther King Drive. Conceived as part of the South Park System, Grand Boulevard was an elegant roadway leading to what was originally known as the Western Division of South Park, and is now Washington Park. South Park and Grand Boulevard were designed by the renowned landscape architect Frederick Law Olmsted, Sr. in 1871. At the time the area surrounding Grand Boulevard was a "sparsely settled prairie crossed by Cottage Grove and Vincennes avenues, parts of the ancient Native American train system (Michael, 1996). Although proximity to downtown was one of the its great assets, this area was originally part of the townships of Hyde Park and Lake.

As early real estate developers had anticipated, the area surrounding the boulevard soon evolved into a fine residential neighborhood. In the years following Chicago's Great Fire of 1871, the neighborhood began rapidly developing. Landscape improvements were underway by 1874. Grand Boulevard was soon "frequented by carriages," and on Wednesday and Saturday afternoons a spectacle was created when fast driving was allowed on the side drives (South Park Commissioners, 1874). "More intense development followed the extension of Cottage Grove Avenue cable cars to 39th St. in 1882 and to 63rd Street in 1887 (Michael, 1996).

Rows of Spacious Queen Anne style mansions were built along the boulevard and on some of the streets to the east. Remaining examples are the houses located at 4223 S. Martin Luther King Dr. and 4535 S. Forrestville. Many of the wealthy residents of the area were members of the Washington Park Club. The opening of this private club in 1884 "further enhanced the district's

reputation as an exclusive area" (Pacyga and Skerrett, 1986, p. 335). Featuring a horse racing track, thousands of spectators gathered each summer to see the annual American Derby.

In 1889, the neighborhood was within a large area annexed to Chicago. At the time, the area was experiencing rapid growth as Irish Catholics, second generation German Jews, and well-to-do Yankee settlers began making their homes there. This "building boom of the 1890s transformed the prairies east and west of Grand Boulevard into a city neighborhood" (Pacyga and Skerrett, 1986, p. 335). The large number of new residents in the area created the need for schools, and Frances E. Willard Public School was built in 1898.

Fashionable apartments were constructed in the area by real estate developers in the 1890s and early 1900s. Much of the architecture of this era was inspired by the classicism of the 1893 World's Columbian Exposition, which was held in nearby Jackson Park (Michael, 1996). The Washington Park Court Apartments, designed by Henry L. Newhouse and constructed between 1895 and 1905, are particularly attractive examples.

By the 1910s, the area was becoming more middle class. Many of the wealthier residents moved out and "apartment construction began to exceed that of single family houses" (Sinkevitch, 1993, p. 400). The number of Jewish people in the community continued to increase. The Dankmar Adler-designed Isaiah Temple is a Georgian Revival style synagogue constructed in 1899. The Sinai Temple, at 46th St. and Grand Boulevard was constructed between 1909 and 1912. Designed by Alfred S. Alschuler, the building has "freely adapted Classical styling" which was "regarded as expressing the broad views of the congregation" (Sinkevitch, 1993, p. 403).

In the 1910s many middle class African American families began settling northwest of the Grand Boulevard area around 35th and State Streets. Nicknamed "Black Metropolis" and "Bronzeville" this became a thriving community in which the black residents of the area owned their own homes and businesses. By the late 1920s the neighborhood expanded south to 47th St., encompassing part of the Grand Boulevard area. The cultural heart of the community was the Regal Theater, built in 1927 by Balaban & Katz that featured notable black musicians including Duke Ellington, Lena Horne, and Nat King Cole (Pacyga & Skerrett, 1986, p. 359). One of the few monuments to honor Chicago African Americans was installed on Grand Boulevard at 35th St. in 1928. The Victory monument, which is dedicated to a unit of black soldiers who died in World War I, was sculpted by Leonard Crunelle (Sinkevitch, 1993, p. 382).

A 1929 development that "solidified Grand Boulevard's role as part of the Black Metropolis area" was the Michigan Boulevard Garden Apartments located at 4610-4646 S. Michigan Ave. and 40-48 E. 47th St. (Michael, 1996).

The project was conceived and financed by Julius Rosenwald, CEO of Sears, Roebuck & Co. and one of Chicago's greatest philanthropists. Inspired by innovative municipal housing developments in Austria, Rosenwald wanted "to provide sound housing with the black community and a small return on investment" (Sinkevitch, 1993, p. 402). The Art Moderne style buildings were designed by Ernest Grunsfeld Jr. For years, the Michigan Boulevard Apartments were considered one of Grand Boulevard's most fashionable places for working class black families to live.

The Great Depression hit the Black Metropolis community hard, and it never recovered economically. The area's population did continue to grow, particularly after World War II. The remaining middle class residents fled the area. Large concentrated public housing projects were built by the Chicago Housing Authority in the 1950s and 1960s west of the Grand Boulevard neighborhood. The area was left in a state of decay. Many buildings have been demolished and percentages of vacant property are quite high.

PART II. ARCHITECTURAL INFORMATION

A. General Statement

Frances E. Willard Public School is an eclectic Revival style building that includes Romanesque, Renaissance Revival, Tudor, and classical elements. Despite these numerous references to historical styles, the building's fenestration and its clean integration of architectural details relate to the work of Louis Sullivan and other Chicago School architects. This use of Revival style elements in a manner that also conveys the Chicago School is expressed in other buildings designed by Patton including the Armour Institute, John Spry Public School and Oak Park and River Forest High School.

Located on St. Lawrence St. and 49th St., Frances E. Willard Public School is L-shaped in plan, with its longer, primary facade fronting on St. Lawrence St. It is primarily 3 stories height with a basement at the street level. There are, however, some 2 story portions and a portion that is 3 1/2 stories in height. The building is composed of pressed brick of cream and various shades of brown. The building has three entrances, all fronting on St. Lawrence St.

B. Description

Originally, the building was extremely symmetrical. It had a 3 1/2 story large central projecting portion with a hipped roof, flanked by two recessed 2 1/2 story flat-roofed portions that function as hyphens connecting two outer 3 story hipped-roof portions. In 1915, an addition extended the southern hipped roof portion and included a third 2 1/2 story recessed flat-roofed section at the far south end of the St. Lawrence Ave. facade. The addition is

made of the same materials and is difficult to differentiate from the original building.

The facade of each portion of the building is different, however, materials are all the same. The entire facade at the lower street level is composed of smooth limestone, with belt courses above the basement level windows, and below the first story windows. The upper stories are composed of pressed brick in a pattern formed by rows of cream colored stretchers adjacent to brown headers. The header bricks are in variegated shades of brown. The building's low pitched hipped roofs, and articulation of a base through the use of limestone at the street level story, differentiated by the use brick for the three stories above are derivative of the Renaissance Revival style.

The central 3 1/2 story portion of the building is the focal point of the St. Lawrence facade of the building. In the center of the first story of this facade is a semi-hexagonal bay with three double hung windows. Along the top of the bay is a crenelated parapet. This crenelated bay is reminiscent of Tudor Revival style architecture. Flanking both sides of the bay are two sets of double hung windows grouped by a rectangular surround of brickwork patterned into dentils. This brick pattern is repeated in the bay.

The fenestration of the second and third story, and the upper 1/2 story is recessed, forming vertical bands of windows. At both the second and third story, above the bay is a single double hung window with side lights. Between the second and third story windows is a highly decorative terra cotta panel with applied lettering that reads Public School. Flanking both sides of this panel are terra cotta medallions with a coat of arm's detail. These terra cotta elements are executed in the Tudor style. Flanking both sides of the center windows are two pairs of double hung windows. Extending across the facade above the third story windows is a belt course. At the upper 1/2 story each of the five vertical bands culminates in an arched surround around fanlight windows. The arched surrounds and recessed windows relate to the Romanesque style. Overall, the facade has a tripartite composition with the limestone base, vertical bands of windows in the center, and arched windows at the top which is a method of organization utilized by Louis Sullivan.

On each side of the central hipped roof portion of the building is a 2 1/2 story flat roofed portion. These are recessed at the upper levels, however, at street level are projecting flat roofed entryways. The entryways tie into the limestone base, but also have brick wall parapets with limestone signs directly above the door openings. The recessed portions above the doors have paired double hung windows, with an arched surround and fanlight window above the second story pair of windows. Above the arched surround is a crenelated parapet.

Although the outer hipped roof portions were historically identical to each other, the southern portion is now longer than the northern portion due to 1915 addition. The second and third stories of the original and addition facades have recessed vertical bands of windows. The original facades each have six pairs of double hung windows on all three stories. The addition at the south repeats the rhythm of the fenestration with a continuous extension to the original facade. Like the original adjacent to it, the addition has recessed vertical bands with six pairs of double hung windows at the second and third stories. The first story is different, however, because it has a square bay with a crenelated parapet. Just south of the southern hipped roof portion of the building is another 2 story flat-roofed portion, which is also part of the addition. This repeats the original 2 story portions, with a third entryway projecting at the street level. This has a parapet with a limestone sign that reads Assembly Hall. Above, the first and second stories are recessed. Between the first and second story windows is a terra cotta panel with a simple medallion. Above the second story is a crenelated parapet.

PART III. SOURCES OF INFORMATION

A. Bibliography

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PART IV. METHODOLOGY OF RESEARCH

- A. Research Strategy: To examine existing documentation in order to write the above report as required by the Memorandum of Agreement.
- B. Archives and Repositories Used: See list below.
- C. Archives and Repositories Used
 - 1. Chicago Public Library
 - 2. Commission on Chicago Landmarks
 - 3. Chicago Public Schools
 - 4. Chicago Historical Society

D. Research Staff

1. Primary Preparer: Bill Latoza; Partner: Bauer Latoza Studio
Julia Sniderman: Consultant
2. Date Prepared: August 22nd, 1996

PART V. PROJECT INFORMATION

The above report was prepared as part of the mitigation effort as required by the Memorandum of Agreement in order to fulfill the responsibilities of the United States Department of Housing and Urban Development and the City of Chicago's responsibilities under Section 106 of the National Historic Preservation Act of 1966 as amended.

[illegible]

LEGAL DESCRIPTION

LOTS 1 TO 7, INCLUSIVE, THAT PART OF LOT 18 LYING NORTH OF A LINE 34 FEET NORTH OF AND PARALLEL WITH THE NORTH LINE OF THE NORTH 1/2 OF T22S LOT 20, ALL OF LOTS 20 TO 24, INCLUSIVE, AND THE UNKATED OR PLOD NINE NINE LYING WEST OF THE WEST LINE OF LOTS 18 TO 24, LYING EAST OF THE EAST LINE OF LOT 18 TO 24, LYING NORTH OF THE WESTLY EXTENSION OF A LINE 34 FEET NORTH OF AND PARALLEL WITH THE SOUTH LINE OF THE NORTH 1/2 OF LOT 20 AND SOUTH OF THE WESTLY EXTENSION OF THE NORTH LINE OF LOT 24, ALL IN BLOCK 1 IN WASHINGTON PRIMA SUBDIVISION OF THE WESTWIND 1/4 OF THE SOUTHWEST 1/4 OF THE NORTHEAST 1/4 OF SECTION 16, TOWNSHIP 30 NORTH, RANGE 14, EAST OF

BENCHMARK
CHICAGO BENCHMARK NO. 925
LOCATED 4.35' S OF NORTH LINE OF
LOTH PL. 4.9' W OF WEST LINE
OF VINCENT AVE.
ELEV. 15.788, CHICAGO DATUM

LEGEND
MAINTENANCE
WATER CURVE VAULT
CATCH BASIN OR INLET
LIGHT POLE
DEPRESSED CURB
UNDERPASS OR ELEVATION FOR U-
TOP OF CURB SLECTION FOR U-
SOUTH SIDE

TOTAL AREA OF TRACT SURVEYED
= 83,667 SQ. FT. OR 1.908 ACRES

TO ALL PARTIES INTERESTED IN TITLE TO PROMISES SUBMITTED, I HEREBY CERTIFY
TO:

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

AND THE U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT, AND TO THEIR SUCCESSORS AND/OR ASSIGNS, THAT:

*¹ MADE AN "IN-THE-GROUND SURVEY" BY RECORD DESCRIPTION OF THE LAND SHOWING HEREON LOCATED IN CHICAGO, COOK COUNTY, ILLINOIS ON MAY 11, 1961, AND THAT THE SAID SURVEY WAS MADE ACCORDING TO THE RULES, SURVEY INSTRUMENTS AND FIELD CERTIFICATE FORMS NOW IN USE, MEET THE REQUIREMENTS FOR A "GROUND" SURVEY, AS DEFINED ON THE "MINIMUM STANDARD DETAIL REQUIREMENTS FOR ALTAIRON LAND TITLE SURVEY," DATED 1960, AND MEET OR EXCEED THE ACCEPTED PROFESSIONAL PRACTICES FOR LAND TITLE "TOPOGRAPHIC AND UTILITY SURVEYS AND MAPS FOR THE DESIGN AND CONSTRUCTION OF MULTI-FAMILY HOUSING PROJECTS AND COMMERCIAL DEVELOPMENTS" AS SET FORTH IN THE "UPDATES."

*TO THE BEST OF MY KNOWLEDGE, BELIEF AND INFORMATION, (EXCEPT AS SHOWN HEREIN) THERE ARE NO ENCUMBRANCES (EITHER ANY ACROSS PROPERTY LINES OR WITHIN) LINES AND LINES OF ADJACENT POSSESSION AND THE SAME ARE NOT WITHIN THE PROPERTY LINES OF ANY OTHER PERSON OR ENTITY, AND THE LINES OF TITLE ARE NOT THE SAME AS ANY OF THE LINES OF FEDERAL REGULATION, ACROSS OR WITHIN 250 YARDS OF THE PREMISES AT THE NEAREST POINT, AND THE PREMISES ARE FREE OF ANY 500 YEAR RETURN FREQUENCY FLOOD HAZARD, AND SUCH FLOOD FREQ. CONDITION IS SHOWN ON THE FEDERAL FLOOD INSURANCE RATE MAP, COMMUNIT

RENEWED, ILLINOIS. DATED THIS 12TH day of MAY
A.D. 1895.

Edward J. Kelley

ILLINOIS PROFESSIONAL JOURNAL SURVEILLANCE, 2011

4921 SOUTH ST. LAWRENCE AVENUE
CHICAGO
COOK

IL HABS NO. CK - 1996 - 13

THE FOLLOWING 14 SHEETS OF REPRODUCED HISTORIC DRAWINGS WERE PREPARED AS PART OF THE MITIGATION EFFORT AS REQUIRED BY THE MEMORANDUM OF AGREEMENT IN ORDER TO FULFILL THE RESPONSIBILITIES OF THE U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT AND THE CITY OF CHICAGO'S RESPONSIBILITIES UNDER SECTION 106 OF THE NATIONAL HISTORIC PRESERVATION ACT OF 1966 AS AMENDED.

FRANCIS E. WILLARD PUBLIC SCHOOL IS AN EXCELLENT EXAMPLE OF CLASSICAL REVIVAL STYLE ARCHITECTURE AND HAS BEEN IDENTIFIED AS ARCHITECTURALLY DISTINCTIVE. THE ORIGINAL BUILDING, CONSTRUCTED FOR THE BOARD OF EDUCATION IN 1897, WAS DESIGNED BY NORMAND S. PATTON. AN ADDITION TO THE SOUTH, IN 1915, WAS DESIGNED BY A. F. HUSSANDER AND AN ADDITION TO THE EAST, IN 1927, BY JOHN C. CHRISTIANSEN. THE BUILDING WAS NAMED FOR FRANCIS WILLARD, AN ACCOMPLISHED WOMAN OF THE 19TH CENTURY. DUE TO DECLINING ENROLLMENT, THE FACILITY WAS CLOSED IN THE LATE 1970'S.

SHEET NO.	DESCRIPTION
1	TITLE, SITE PLAN (SURVEY), LOCATION MAP, INFORMATION, SIGNIFICANCE, INDEX
2	8-21-1915 SHEET NO. 1 : WEST ELEVATION
3	" " 2 : EAST ELEVATION
4	" " 3 : SECTIONS
5	" " 4 : FOUNDATION PLAN & SECTIONS
6	" " 5 : BASEMENT PLAN
7	" " 6 : FIRST FLOOR PLAN
8	" " 7 : SECOND FLOOR PLAN
9	" " 8 : THIRD FLOOR PLAN
10	" " 9 : ATTIC PLAN
11	" " 10 : ROOF PLAN
12	" " 11 : SOUTH ELEVATION; DETAILS
13	" " 12 : SECTIONS AND EXTERIOR DETAILS
14	" " 13 : ASSEMBLY HALL DETAILS
15	" " 14 : INTERIOR SCALE AND TOILET ROOM DETAILS

TECHNICAL ASSISTANCE
FOR CORPORATION FOR HOUSING
ORDER NO: 950344
FILE: 10-38-14
DRAWN BY: NAW
PROJECT NO: 838

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NAME AND LOCATION OF STRUCTURE
FRANCIS E. WILLARD PUBLIC SCHOOL 921 SOUTH ST. LAWRENCE AVENUE CHICAGO, COOK

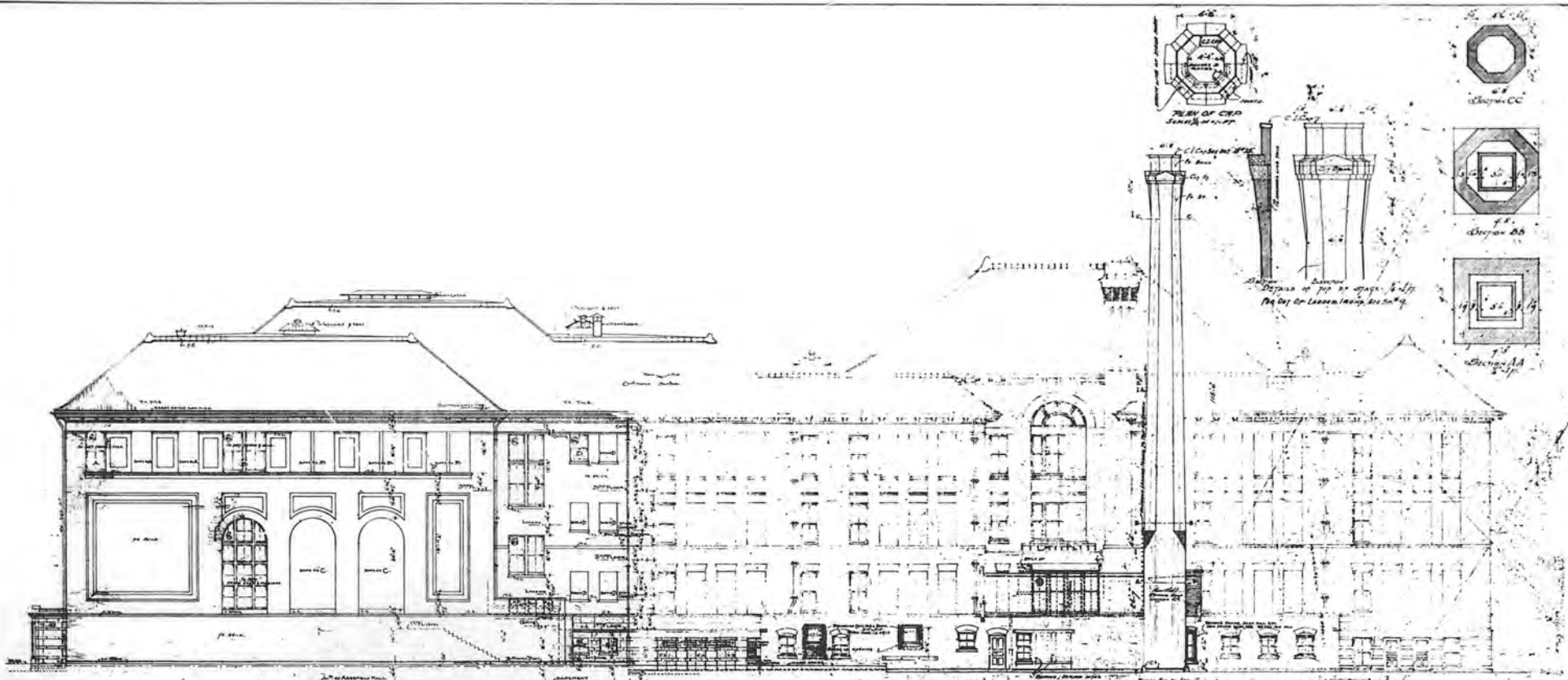
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WEST ELEVATION.
 ADDITIONS AND ALTERATIONS.
 FRANCES E. WILLARD SCHOOL.
 ST. LAWRENCE AVE. AND E. 49TH ST.
 A. F. HOSSANDED ARCHITECT.
 BOARD OF EDUCATION. CHICAGO, ILL.

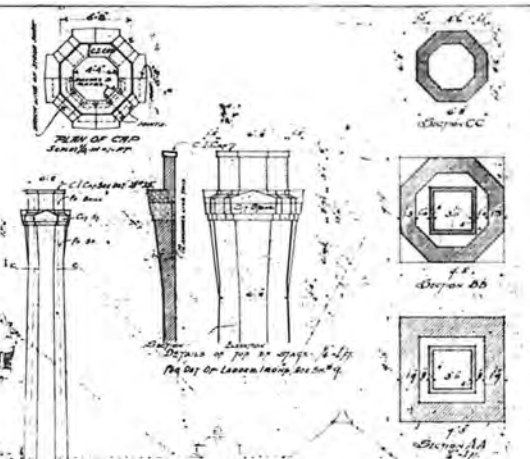


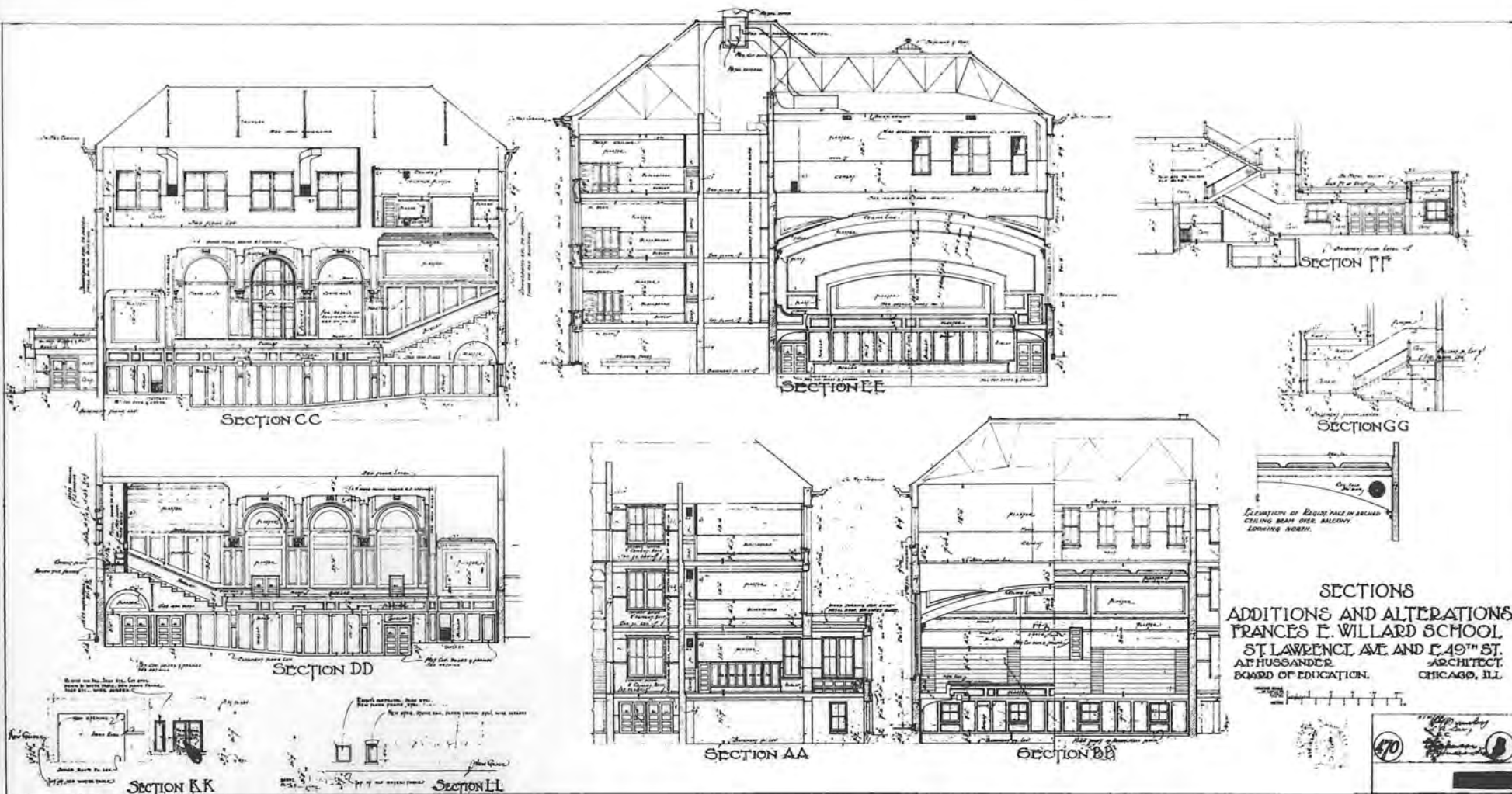
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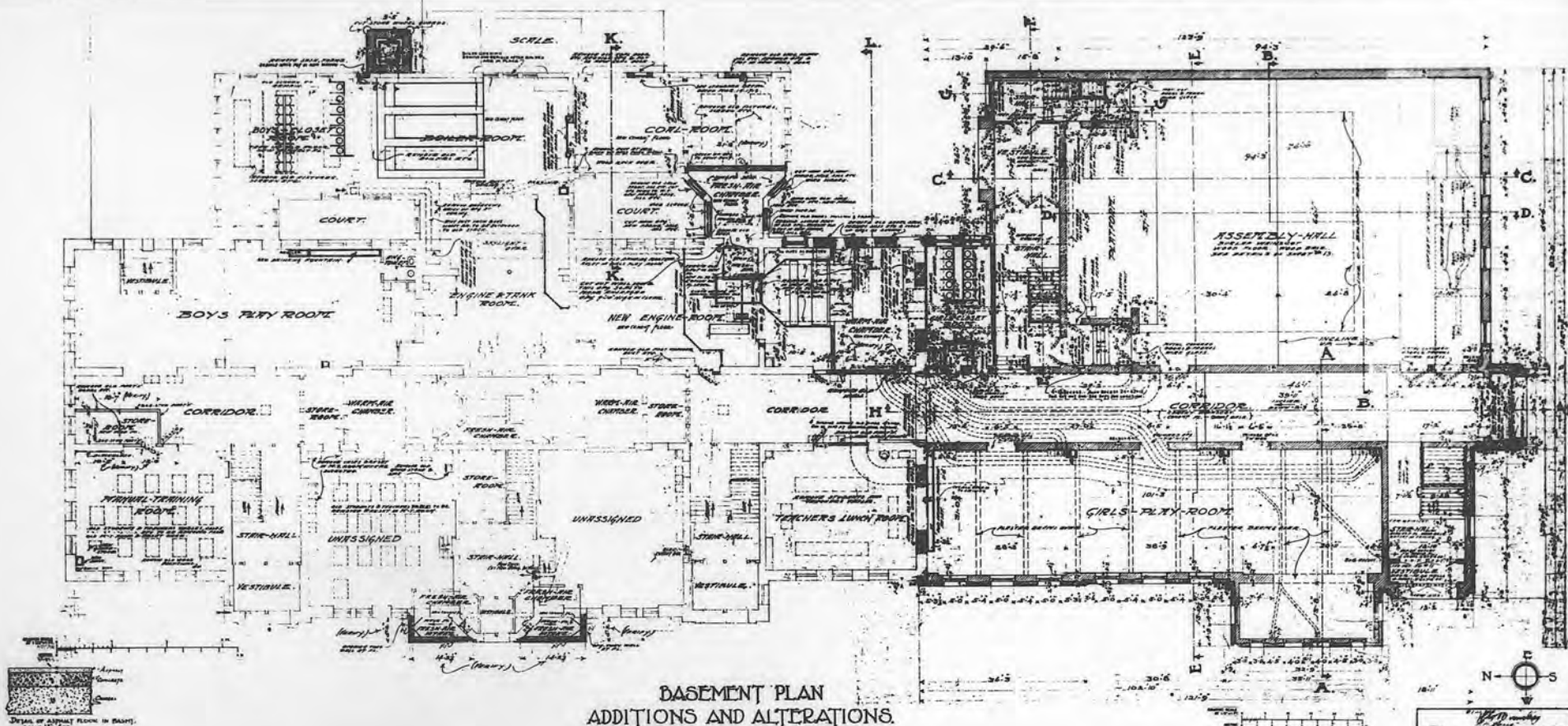


EAST ELEVATION.
 ADDITIONS AND ALTERATIONS.
 FRANCES E. WILLARD SCHOOL.
 ST. LAWRENCE AVE. AND E. 49TH ST.
 A. T. HUSSANDER.
 ARCHITECT.
 CHICAGO, ILL.
 BOARD OF EDUCATION.

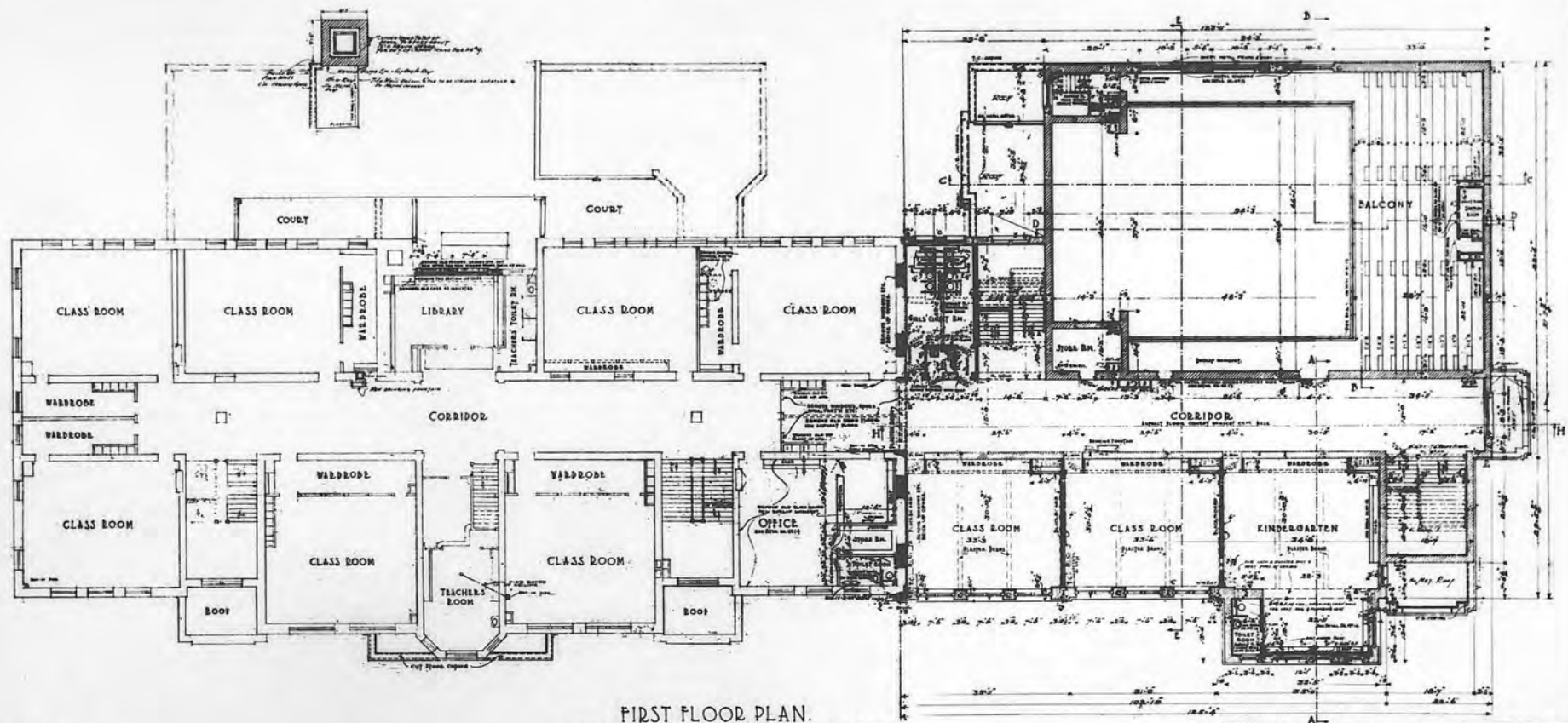
NOTES: - This plan and elevation were prepared for the Board of Education of Chicago, Ill., and are subject to their approval and signature. The architect is not responsible for the accuracy of the plan and elevation.







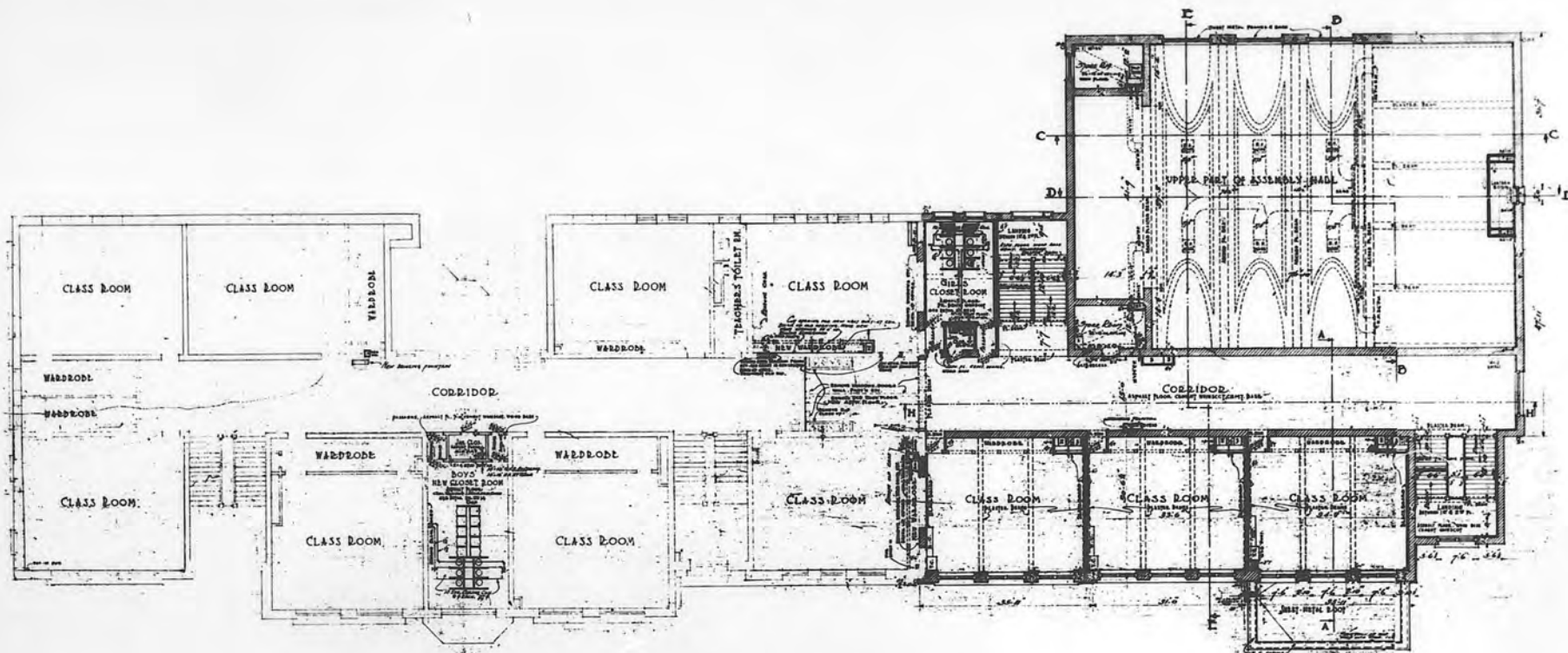
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DEPT. OF CONSTRUCTION IN THEIR RESPECTIVE MATTERS.



FIRST FLOOR PLAN.
 ADDITIONS AND ALTERATIONS.
 FRANCIS E. WILLARD SCHOOL.
 ST. LAWRENCE AVE. AND E. 49TH ST.
 A. F. HUSSANDER, ARCHITECT.
 BOARD OF EDUCATION: CHICAGO, ILL.

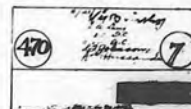
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 OF FLOOR.
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 TO REFER TO CONSTRUCTION. SEE THE DETAILS
 OF CONSTRUCTION IN THEIR RESPECTIVE SECTIONS.

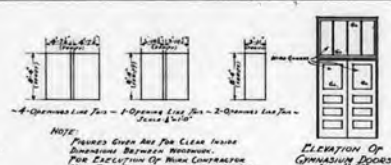
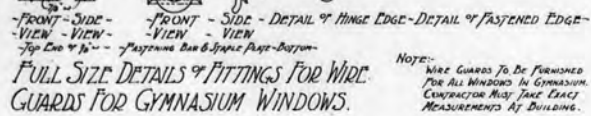
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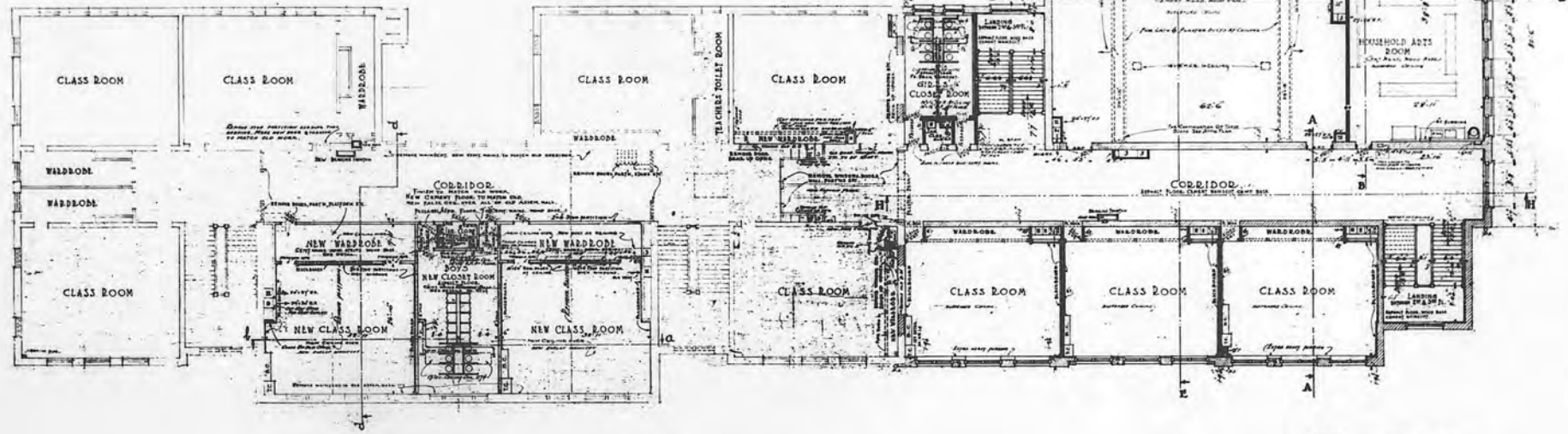
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TO BEWARE OF CONSTRUCTION DETAILS AND BEWARE
OF CONSTRUCTION IN THEIR RESPECTIVE DRAWINGS.

SECOND FLOOR PLAN.
ADDITIONS AND ALTERATIONS.
FRANCES E. WILLARD SCHOOL.
ST. LAWRENCE AVE. AND E. 49TH ST.
A. E. HUSSANDER
BOARD OF EDUCATION. ARCHITECT.
CHICAGO, ILL.



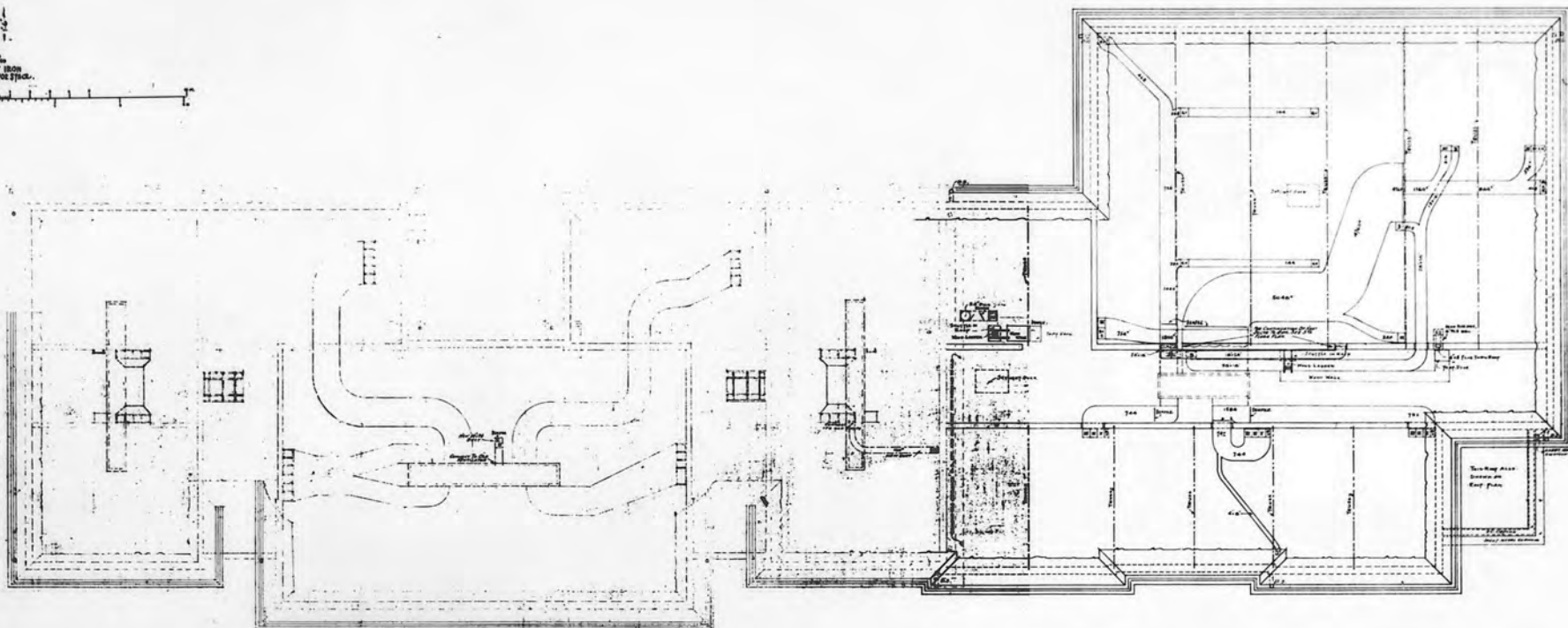
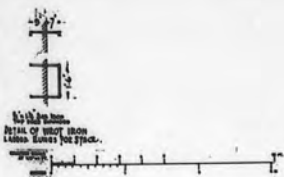


WINDOW SIZE DIAGRAM.

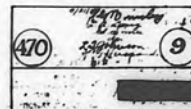


THIRD FLOOR PLAN AND
ADDITIONS AND ALTERATIONS. THE
FRANCIS E. WILLARD SCHOOL. THE
ST. LAWRENCE AVE. AND E. 40TH ST.
A. F. HUSSANDER ARCHITECT,
BOARD OF EDUCATION. CHICAGO, ILL.

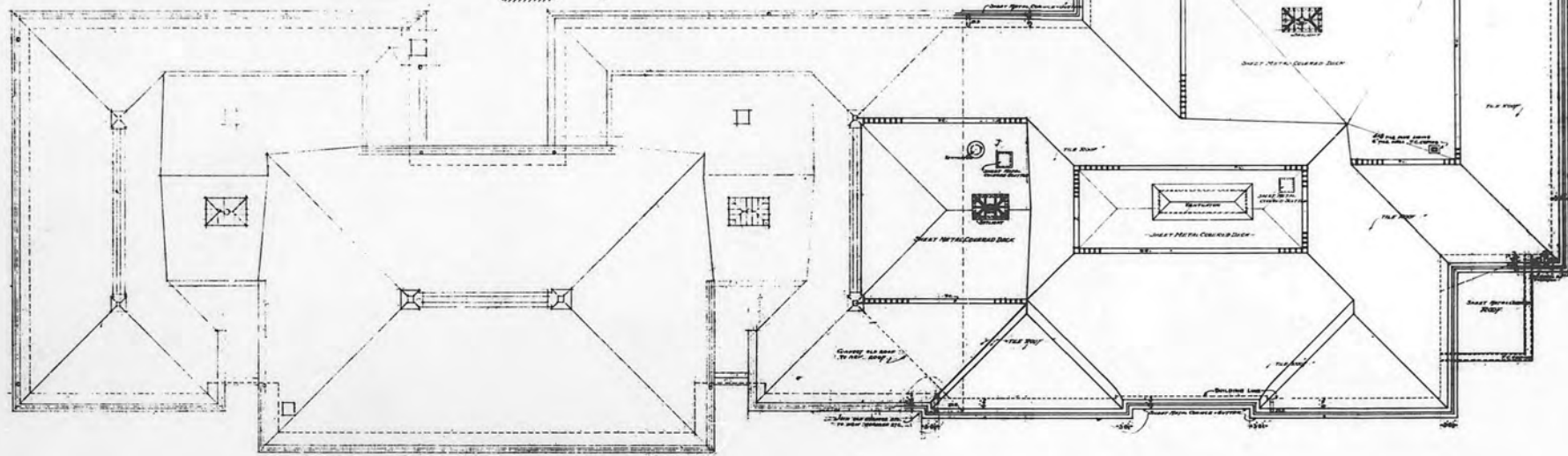
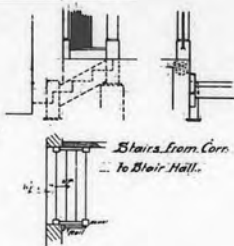
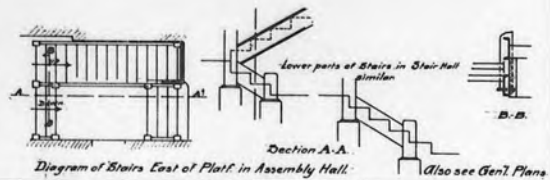
"We are in a large and friendly, pleasant quiet town with good scenery and full resources
 of coal. There is a fine of about 10 miles, the oil is good. The town and all other conditions
 appear to be satisfactory and the oil is of good quality and quantity."



ATTIC PLAN.
 ADDITIONS AND ALTERATIONS.
 FRANCIS E. WILLARD SCHOOL.
 ST. LAWRENCE AVE. AND E. 49TH ST.
 A. F. HUSSANIER, ARCHITECT.
 BOARD OF EDUCATION. CHICAGO, ILL.

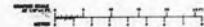


Notes:
 1. Dimensions of Levels and Rooms, Measured from the top of the finished floor to the top of the ceiling.
 2. Dimensions of Levels and Rooms, Measured from the top of the finished floor to the top of the ceiling.
 3. Dimensions of Levels and Rooms, Measured from the top of the finished floor to the top of the ceiling.



NOTE:
MAISON AND ALL OTHER CONTRACTORS ARE TO REFER TO
CONSTRUCTION SHEETS FOR DETAILS OF CONSTRUCTION
IN THEIR RESPECTIVE DEPARTMENTS.

ROOF PLAN.
ADDITIONS AND ALTERATIONS
FRANCES E. WILLARD SCHOOL:
ST. LAWRENCE AVE. AND E. 49TH ST.
A. F. HUSSANDER, ARCHITECT.
BOARD OF EDUCATION CHICAGO, ILL.

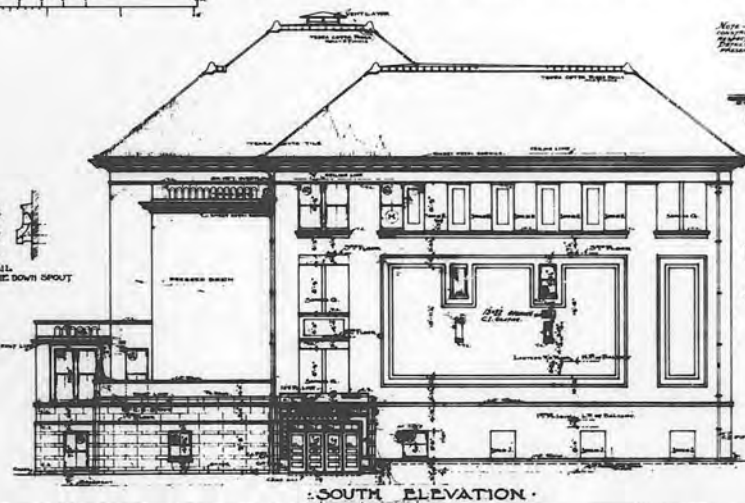
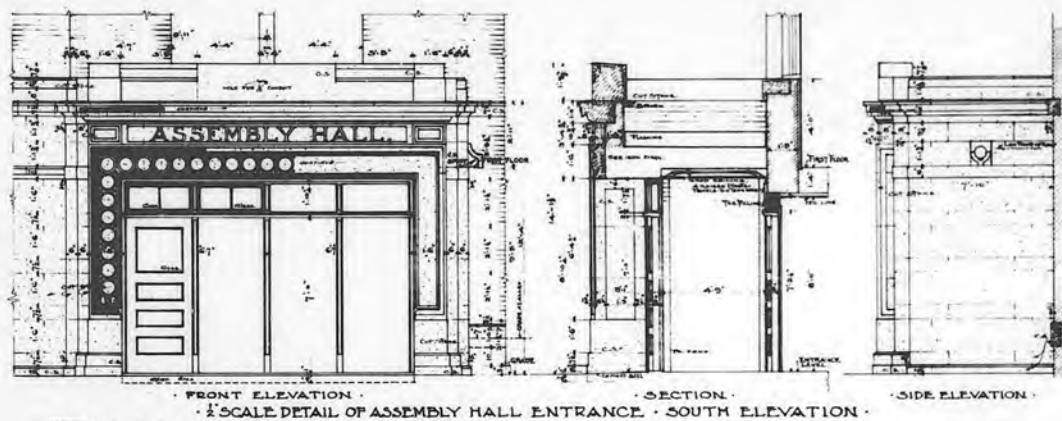
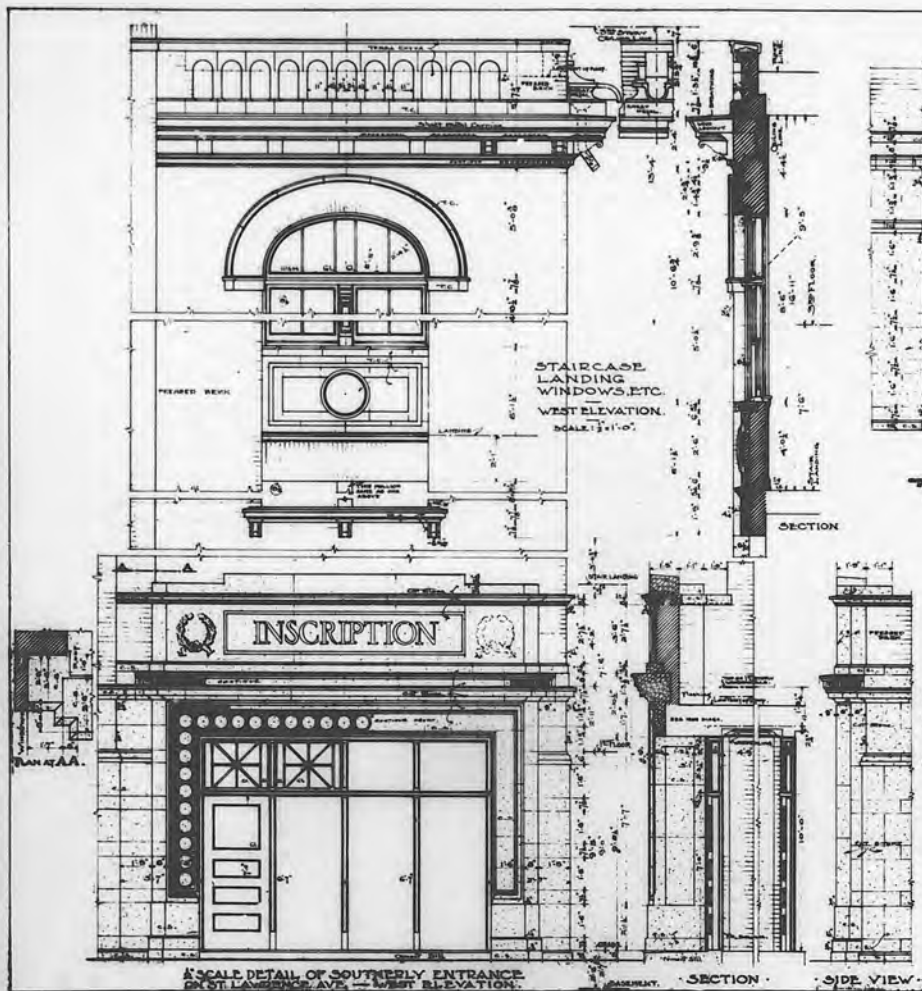


NO.	DATE	BY	REVISION
1	1916	A.F.H.	Original
2	1916	A.F.H.	Revised
3	1916	A.F.H.	Revised
4	1916	A.F.H.	Revised
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6	1916	A.F.H.	Revised
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8	1916	A.F.H.	Revised
9	1916	A.F.H.	Revised
10	1916	A.F.H.	Revised

ILLINOIS HISTORIC PRESERVATION AGENCY

FRANCIS E. WILLARD PUBLIC SCHOOL
4921 SOUTH ST. LAWRENCE AVENUE, CHICAGO, COOK

CK-1996-13
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ADDITIONS
AND
ALTERATIONS.
FRANCIS E. WILLARD
SCHOOL.
ST. LAWRENCE AVE. AND EAST 49TH ST.
A. F. HUSSANDER ARCHITECT.
BOARD OF EDUCATION,
CHICAGO, ILL.

