

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Charles Warrington Earle School

other names/site number N/A

Name of Multiple Property Listing N/A

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

2. Location

street & number 6121 South Hermitage Avenue not for publication

city or town Chicago vicinity

state Illinois county Cook zip code 60636

3. State/Federal Agency Certification

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

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

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: ___ national ___ statewide ___ local

Applicable National Register Criteria: ___ A ___ B ___ C ___ D

Signature of certifying official/Title: Deputy State Historic Preservation Officer Date

Illinois Historic Preservation Agency
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register

___ determined not eligible for the National Register ___ removed from the National Register

___ other (explain:)

Signature of the Keeper Date of Action

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5. Classification

Ownership of Property
 (Check as many boxes as apply.)

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

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

- private
- public - Local
- public - State
- public - Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1		buildings
		site
	1	structure
		object
1	1	Total

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

EDUCATION/School

Current Functions
 (Enter categories from instructions.)

VACANT/NOT IN USE

7. Description

Architectural Classification
 (Enter categories from instructions.)

LATE VICTORIAN/Renaissance Revival

Materials
 (Enter categories from instructions.)

foundation: STONE
 walls: BRICK
 STONE
 roof: SYNTHETICS
 other: _____

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Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

Summary Paragraph

The Charles Warrington Earle School, hereafter referred to as the Earle School, at 6121 South Hermitage Avenue in Chicago, Cook County, Illinois was constructed by the Chicago Board of Education in 1897, and received a significant ten-room addition in 1900. Chicago school board architect William August Fiedler designed the original three-story and basement 1897 block of the school in the Renaissance Revival Style, and later school board architect William Bryce Mundie designed the 1900 Renaissance Revival style addition on the south side of the original block. In 1971, a two-story modular classroom building was constructed to the south of the 1897-1900 Earle School, and in 1974 an annex containing a gymnasium and a cafeteria was constructed to the east of the 1897-1900 Earle School. The 1974 gymnasium annex is connected to the 1897-1900 Earle School via an enclosed corridor, and the 1971 modular classroom building is interconnected with the 1974 gymnasium annex.

The three-story Renaissance Revival style school building is located in south Chicago in the West Englewood neighborhood, approximately seven miles southwest of the Chicago Loop. The Earle School has a stone foundation, red brick cladding with red slip glazed terra cotta and limestone trim, and a flat synthetic rubber clad roof. It features Renaissance Revival style ornamentation such as contrasting dark brick with light stone trim, a rusticated stone base with round arch window and door openings, Classical style columns and details, and a flat roof with a prominent parapet. The interior of the school retains its historic double-loaded central corridors lined with classrooms, cloak rooms, and historic stairwells. Several classrooms retain historic wood entrance doors with transoms, historic wood flooring, wood built-in cabinets; and historic painted wood wainscoting, blackboard frames, and window trim. The school has replacement multi-light windows within the historic openings. Overall, the Earle School retains good integrity and easily communicates its significance under Criterion A in the area of Architecture as an excellent early example of a late-nineteenth century Renaissance Revival style primary school in Chicago's West Englewood neighborhood designed to reflect Progressive Era theories regarding optimal childhood educational environments. The Earle School served the West Englewood neighborhood until its closure in 2013 and has remained vacant since that time.

The Earle School sits on a 3.15-acre legal parcel that contains one contributing building, the Earle School, and a rubber island with playground equipment that is counted as a non-contributing structure. The original 1897 block of the school and its 1900 addition are both significant under Criterion A in the area of Architecture. The 1971 modular classroom building and the 1974 gymnasium annex were built after the period of significance, and are not significant additions. Since an enclosed corridor provides an internal connection between the significant 1897-1900 Earle School and the non-significant 1974 gymnasium annex, and the 1974 annex is interconnected to the 1971 modular classroom building, the entire school is counted as one contributing building.

Physical Description

Setting and Site

The Charles Warrington Earle School is located at 6121 South Hermitage Avenue in Chicago, Cook County, Illinois. The school is located in the West Englewood neighborhood, several blocks east of the 59th Street intermodal train yard, and approximately 7 miles southwest of the city's central business district, known as the Chicago Loop. The school sits on a 3.15-acre site and occupies the north half of a city block bounded by Hermitage Avenue on the west, Sixty-First Street on the north, Paulina Street on the east, and Sixty-Second Street to the south. Tree-lined residential blocks with one- and two-story frame and masonry single-family houses and apartment flats, dating from the late-19th through the early-20th century, occupy the immediate blocks around the school in all directions. Ashland Avenue, a major north-south oriented commercial street, is two streets to the east of the school.

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The 1897-1900 Earle School and the 1971 annex and 1974 modular classroom building fill the northern two-thirds of the 3.15-acre site. The southern third contains a non-historic asphalt-paved recreational area with a non-contributing playground equipment island. To the south of the school site is a non-historic public park landscaped with grass and deciduous trees. The original 1897-1900 Earle School occupies the northwest corner of the north half of the block and is oriented parallel to Hermitage Avenue, which runs in a north-south direction. The school's north and west elevations are set back from the street with landscaping by approximately ten feet. The 1971 modular classroom building is situated to the south of the 1897-1900 Earle School and fronts onto Hermitage Avenue. The 1974 gymnasium annex is attached to the east elevation of the 1971 modular classroom building and occupies the southeastern corner of the north half of the block. The 1897-1900 Earle School and the 1974 gymnasium annex are connected by an enclosed corridor built in 1974. An asphalt-paved parking lot with approximately 40 parking spaces and an entrance on Sixty-First Street fills the northeastern corner of the school site. Shade trees line the north side of this parking lot. Historically, this parking lot and the 1974 gymnasium annex were the location of the Earle School's paved playground. The parking lot was developed in the late 1970s following the construction of the 1974 gymnasium annex. Between the 1897-1900 Earle School and the 1971 modular classroom building is a paved driveway that extends eastward from Hermitage Avenue and terminates at the west elevation of the 1974 gymnasium annex.

The asphalt-paved recreation area in the southern third of the school site was created in the 1970s. In the early 1970s, the school district purchased the land to the south of the school down to W. 62nd Street. Historically, the south half of the block was separated from the 1897-1900 Earle School by an east-west oriented public alleyway and was occupied by frame and masonry houses similar to those in the surrounding neighborhood. The houses were demolished around 1970 in preparation for expansion of the Earle School property and the construction of the modular classroom building and the gymnasium annex. The asphalt-paved recreational area occupying the southern third of the school site encompassed by the National Register boundary was created around 1974 when the original playground on the east side of the school was removed for the construction of the gymnasium annex. The current asphalt-paved recreational area has no landscaping and features an island with playground equipment with a padded rubber playground surface; this playground island is a non-contributing structure. A non-historic chain-link fence bounds the south edge of the paved playground. To the south of the paved playground is a public park with grass and deciduous trees. The public park was completed during the 1980s and consists of two grass-covered open spaces bisected from north to south by a concrete path lined with young shade trees; shade trees also line the park along its north side.

The National Register boundary encompasses the 1897-1900 Earle School, its non-historic additions, and the paved playground to the south of the school. The 1980s public park was built on school-owned land, but was historically and continues to be fenced off from the school site and is not associated with the school or its architectural significance. Thus, it is not included in the National Register boundary.

Exterior Description

The Earle School is comprised of:

- **1897-1900 Original Block (Significant, Contributing)**
North half constructed in 1897 and designed by architect William August Fiedler
South addition completed in 1900 and designed by architect William Bryce Mundie
- **1971 Modular Classroom Building (Not significant, Non-contributing)**
Prefabricated classroom building constructed in 1971, builder unknown
- **1974 Gymnasium Annex (Not significant, Non-contributing)**
Annex containing a gymnasium and a cafeteria constructed in 1974, architect unknown

The 1897-1900 Earle School is interconnected to the 1974 gymnasium annex via an enclosed walkway constructed in 1974. The 1971 modular classroom building's east elevation connects to the southwest elevation of the 1974 gymnasium annex. Since the original block of the Earle School is interconnected to the gymnasium annex, which is interconnected to

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the modular classroom building, all portions are counted as one building. The 1897-1900 Earle School is significant, while the 1971 modular classroom building and the 1974 gymnasium annex are not significant and are not contributing.

The Renaissance Revival style 1897-1900 original block of the Earle School has a raised basement, called the ground floor, topped with two- to three-stories. It is clad in red pressed brick with a rusticated stone base and stone and red terra cotta trim. The building has a stone foundation and a flat synthetic roof that pitches slightly from a center ridge to direct rainwater towards gutter boxes in the parapet walls. The roof is supported by wood joists hung from iron trusses, which span the building's outer masonry walls from east to west. Interior partitions are either of wood frame, plaster block, or terra cotta block manufactured by the Illinois Terra Cotta Lumber Company. The building retains original window openings with limestone sills, but all windows have been replaced with non-historic metal double-hung sash windows.

The non-contributing 1971 modular classroom building is two stories with a concrete foundation, an exposed exterior concrete frame with modular metal panels, and a flat synthetic roof. The 1974 gymnasium annex is one story and has a concrete foundation, red brick cladding, and a flat synthetic roof.

Earle School Original Block (1897, 1900) - Contributing

The original block of the Earle School was completed in two stages but visually appears as a single structure. The two and three-story north half was completed in 1896, while the three-story south half was built as an addition in 1900. The two halves are similar in style, materials, and overall design. Three entrance pavilions project from the building and are centered on the north, west, and south elevations. To the east of the original block is a historic single-story boiler house that adjoins the east elevation of the building at the ground level and has a tall brick chimney that extends up the east elevation of the 1897 half of the original block.

The 1897-1900 Earle School has a tripartite design with a rusticated stone base and a brick-clad shaft topped by a parapet delineated by a projecting metal cornice. The seven-foot tall base or water table is clad in rusticated, ashlar, Joliet limestone and extends to the top of the ground floor windows with a plain cap of dressed stone. The first and second stories are visually unified by vertical bands of fenestration, which are divided by brick piers with molded three-quarter round corners and separated by recessed spandrels decorated with pressed patterned brick. A plain limestone string course forms the lintels and caps the second story. The third story rises from the south half of the 1897 portion and from the entirety of the 1900 portion. The third story is separated from the second by a stone stringcourse, forming window sills, and a band of terra cotta with a repeating raised pattern set between a bottom row of brick with a pressed dentil pattern and a top row of brick with a pressed egg and dart pattern. The north half of the 1897 portion has a flat roof that terminates above the second story and features a pressed metal cornice. A continuous limestone band caps the third-story windows and encircles the building. Above the limestone band is an arched and dentiled brick frieze with a simple pressed-metal cornice and a brick parapet with terra cotta coping. All window openings are original but contain replacement four-over-four metal double-hung sash windows. Ground-level window openings have rounded brick arches with plain brick hoods. Upper-story openings all have flat arches with plain limestone lintels.

West elevation:

The primary (Hermitage Avenue) west elevation is visually organized into three parts: a middle portion and two flanking wings. The middle portion has three projecting bays, one at each end of the section, and a central bay above the main (west) entrance pavilion. A three-story wing stands to the south and a two-story wing stands to the north. A seam in the masonry between the 1896 building and the 1900 addition is visible at the south inside corner of the central projecting bay above the west entrance pavilion.

At the base of the central projecting bay is a single-story entrance pavilion with twin double-doorways topped by a shallow arched four-pane transom. The doorway is bordered by dressed limestone with prominent voussoirs and a decorative Classical style scrolled keystone. The pavilion overall continues the cladding of the main elevation with a rusticated limestone water table and red pressed brick walls. Brick pilasters with limestone bases and carved Classical style capitals set with shell motifs are grouped in sets of three at the front corners of the pavilion and appear to support the

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pavilion's dentiled limestone cornice and brick parapet. A recessed brick panel centered in the parapet above the entrance is covered by a non-historic metal sign panel and likely features raised lettering. Above the pavilion, the projecting central bay, which conceals a main central stair, is defined by a vertical column of window openings that are bordered by shallow projecting pilasters. The second and third stories have pairs of windows, which are separated by a Classical style decorative terra cotta spandrel featuring a central round niche with a bust flanked by foliate scrolls. The third floor window is topped by a rounded arch transom framed by a brick arch with a dentiled brick hood and terra cotta scroll keystone decorated with an acanthus leaf. The outer projecting bays of the middle portion have shallow projecting corner pilasters and feature a single window per story. The north outer bay is partially obscured by a non-historic metal fire escape, added in 1927, and has single exit doorways on each story. The south outer bay has a single doorway at the ground level, which historically served as the original entrance to the ground-level kindergarten room.

The walls between the central and outer bays of the middle section feature four windows per story. On the first and second stories, the windows are set in pairs of two and are divided by a brick pier, which extends from a continuous limestone sill on the first story to a continuous limestone lintel above the second story. The paired windows form vertical columns and are separated by spandrels featuring rows of decorative pressed brick with large, raised dots. The third-story fenestration consists of single window openings divided by brick pilasters. The flanking wings are similar to the walls of the middle section, except that they have five single windows per story divided by brick piers. The third-story windows of the south wing are divided by plain brick piers.

North elevation:

The north elevation is two stories tall over a raised basement and fronts on Sixty-First Street. It is divided into three bays with a central projecting bay. The central bay is similar to the central bay on the west elevation and features a matching entrance pavilion with a paired window with an arched transom on the second story. Unlike the west elevation, the projecting bay has brick pilasters at the corners, which separate into paired pilasters above the level of the second-story window. The outer bays match, but only the east bay has upper-story windows, while the west bay has false fenestration with recessed brick. Each bay features three arched windows at the ground level and two window openings on the upper stories. Upper-story windows are short relative to other windows on the building and are separated by spandrels that match those on the west elevation.

South elevation:

The south elevation is similar to the north but is three stories tall over a raised basement. A central projecting bay features an entrance pavilion that is similar in form to those on the west and north elevations. A brick arch above the pavilion doorway is clad in plain brick with a limestone hood and brick spandrels with limestone cartouches. The pavilion's dentiled cornice has a tall, plain frieze, and the parapet features a limestone panel with the raised letters: GIRLS ENTRANCE. Above the pavilion are paired windows on the second and third stories, which are separated by a slightly-recessed decorative brick spandrel. The third-story window has a round arch transom with limestone impostes, a brick arch with a raised brick hood, and a terra cotta keystone. The flanking bays have three single windows per story, where the first and second-story windows are separated by slightly-recessed spandrels with decorative pressed brick. The windows are divided by brick piers, which extend from a common first-story limestone sill up to the common limestone lintel that encircles the building above the second-story windows. The third-story windows are separated by brick piers.

East elevation:

The east elevation is regularly fenestrated with groups of two or five windows separated by brick piers. The first-story windows have limestone lintels, while the second and third-story windows are set in shallow recessed bays and are separated by recessed spandrels with decorative pressed brick. The main dentiled and arched brick frieze and the pressed-metal cornice extend across the top of the elevation. There is a metal fire escape attached to the south end of the elevation. Some window openings are infilled with brick but retain their original limestone sills and lintels.

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A single-story brick boiler house with a flat roof and terra cotta coping connects to the ground floor of the school. The boiler house was built in 1897 at the same time as the original school and is composed of a middle portion with shorter north and south wings. The east and west elevations of the boiler house are clad in matching pressed brick, while the north elevation features a continuation of the rusticated limestone water table that clads the base of the original school. The boiler house is regularly fenestrated, but all fenestration is infilled with similar brick. The east elevation of the north wing retains four evenly-spaced, round-arched, brick-infilled window openings with original limestone sills and brick hoods. The east elevation of the middle portion has a single non-historic double-leaf metal doorway that is set within a former larger brick-infilled doorway. The east elevation of the south portion features four evenly-spaced brick-infilled segmental arched window openings with original limestone sills. A red brick-clad covered corridor, built in 1974 to connect the original 1897-1900 Earle School with the 1974 gymnasium annex, is attached to the south elevation of the boiler house.

1971 Modular Classroom Building and 1974 Gymnasium Annex – Non-contributing

The non-historic portions of the Earle School consist of a two-story modular (prefabricated) classroom building completed in 1971 and a one-story brick-clad gymnasium annex built in 1974. Both buildings have flat synthetic roofs and concrete foundations. The 1971 modular classroom building has a rectangular footprint and fronts on Hermitage Avenue with a setback from the street that is aligned with the original 1897-1900 school. The 1971 modular classroom building has an exposed concrete frame with projecting vertical columns that frame individual metal-clad bays. All bays are composed of rectangular brown enameled metal panels in unfinished metal frames that are arranged in three rows along the first and second stories and a narrow spandrel. Most bays feature original metal louvered ventilation panels and four-pane metal frame windows with operable lower hopper sashes and fixed upper sash. Windows are set into individual metal panels. The building is three bays wide on its east and west elevations and five bays deep along its north and south elevations. The primary (west) elevation contains the main entrance, which is set into the narrow center bay. Two wide bays flank the center bay, with the north bays having no fenestration and the south bay having only three windows on the first story. The south and north elevations typically have four windows and two lower vent panels per story, per bay. The east elevation is partially enclosed on the first story by the 1974 gymnasium annex.

The 1974 gymnasium annex has an L-shaped footprint, with a southern half containing a cafeteria and kitchen and a taller northern half containing the gymnasium. Red brick clads all elevations, which are capped by plain metal flashing. Lights are attached to all elevations just below the parapet. The 1974 gymnasium annex is accessed from the 1897-1900 Earle School by a covered east-west oriented corridor. Secondary metal egress doors are located on all elevations, but windows are limited to a series of six metal-framed casement windows on the east elevation.

Interior Description

Earle School Original Block (1897, 1900) - Contributing

The 1897-1900 Earle School is a two and three-story school building above a slight sub-level ground floor (also called a raised basement), which connects with a rear single-story boiler house. The ground floor is connected to the upper floors by a stair directly off of the west entrance, as well as by stairwells at the north and south ends of the building. There are no passenger or freight elevators in the building. The main upper floors are bisected from north to south by a wide double-loaded corridor, which connects the stairwells at the north and south ends of the building. There are seven classrooms on the first, second, and third floors, and a classroom and a kindergarten on the ground floor.

The three stairways have deep landings and were completed into two different styles. The north and west stairs were completed in 1897 and feature plain, square cast iron newel posts with narrow balusters and plain stringers; decorative curved wrought iron brackets brace the railing. These stairs were produced by the Dearborn Foundry of Chicago, which was notable for having produced some of the most common cast iron architectural features in the Midwest. Their most prominent products were cast iron newel posts in a range of styles, which can be found on exterior porches across Chicago. The south stair was built in 1900, was likely also produced by the Dearborn Foundry, and is far more elaborate. It features richly detailed cast iron newel posts with Classical Revival style bell flower and egg and dart patterns. The steel

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railings are supported by a lattice of narrow woven steel strips and are anchored by decorative cast supports. Rows of anthemion grace the stringers, which are bordered by beads and acanthus leaves.

The ground floor is a raised basement level and historically held the school's central heating and ventilations systems, along with playrooms, bathrooms, and a kindergarten room. The floor is accessed by all three at-grade entrances. Each entrance connects to a shallow vestibule with two inner pairs of original glazed and paneled wood doors surmounted by tall transoms. Elaborate woodwork with bullseye corner blocks frames the inner doorway. The ceiling of each vestibule is clad in painted, decorative wood paneling. Beyond each vestibule is a large stair hall with a stair to the first floor and a hall leading toward ground floor rooms. According to historic plans, the north and west vestibules and stair halls originally had wood tongue and groove flooring, which was removed in 1921 and replaced with concrete floors. The new concrete floors were set at a lower grade than the original floor, with a slight concrete incline up to the remaining corridor floor. A set of three stone steps at the north entrance was replaced by a concrete sill, and all original trim and wood wainscoting were reinstalled to meet the lowered floor level.

Most ground floor spaces are highly utilitarian in character, except for the former playrooms at the north end of the floor, the kindergarten at the southwest corner, and the stair halls at the north and south ends, which have features such as decorative woodwork, paneled wood doors with tall transoms, and built-in cabinets. Rooms in the rear single-story boiler house included two bathrooms, which have been remodeled with modern fixtures and finishes. The boiler house and a mechanical room on the east end of the ground floor house large mechanical equipment. These spaces were not historically used by students or staff and feature exposed brick walls and cement floors. Some decorative elements remain in these spaces including beadboard wainscoting and cast iron ventilation grates.

Historically, the first floor served as the school's main floor. It contained the principal's office and a second connected administrative office, which were located opposite the west stairwell. The first floor was also slightly taller than upper floors. The layout and finishes of the first and second floors are similar. Each floor is bisected by a north-south double loaded corridor, which is finished with hardwood tongue and groove floors and plaster walls and ceilings with a decorative ogee-shaped cove molding. Doorways have wide wood casing and paneled wood doors with three-pane transoms. Other woodwork includes plain baseboard, picture rail, and several three-pane casement transoms, which were intended to bring sunlight into the corridor. There are four classrooms on the west side of the corridor and three on the east side. The classrooms are large with at least four tall windows for ample sunlight. Most rooms are finished with original hardwood tongue and groove floors, plaster walls with wood-framed slate blackboards, tongue and groove wainscoting, and plaster ceilings. Several classrooms feature tall, built-in wood cabinets with glazed doors above and drawers below. Each classroom has an adjoining narrow cloakroom with a single exterior window, a separate doorway to the corridor, and one or two doorways to the classroom. Most cloakrooms feature tall tongue and groove wainscoting with rows of common cast iron coat hooks and built-in plain wood cabinets, some of which feature upper glazed doors.

The third floor is similar to the lower floors in terms of general layout and finishes. However, because the floor does not extend the full length of the building it can only be reached by the west and south stairways. The main bisecting corridor runs the full length of the floor but is interrupted by three non-historic partitions with doors. The non-historic corridor partitions form a small classroom space at the north end, and an expanded assembly hall/gymnasium at its south end. The south stair opens onto a small, irregularly shaped landing, with doorways leading to the former assembly hall on the east side and to classrooms in the southeast and southwest corners. There are three classrooms along the west side of the floor, and three more along the east side. The former assembly hall also served as a gymnasium until fire codes in the 1960s required that such spaces be located on lower levels to allow for the egress of large groups; a new gymnasium was not built until 1974. It was connected to the ground floor of the schoolhouse by a covered east-west oriented corridor.

1971 Modular Classroom Building and 1974 Gymnasium Annex – Non-contributing

The 1971 two-story modular classroom building is a prefabricated building with a main west exterior entrance and an internal east connection to the 1974 gymnasium annex. Both the first and second floors are identical in layout, with bisecting double-loaded corridors that are oriented from east to west and connect east and west stairs. Typically, there are

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five classrooms along the south side of the building and three classrooms, an office, and restrooms along the north side. All partitions are modular and composed of enameled metal panels set in unfinished metal frames. The stairs are open to the corridor and have cast grey terrazzo treads and metal stringers, risers, and railings. The corridors are finished with acoustic vinyl tile floors, modular enameled metal panel walls, and dropped acoustic tile ceilings. Corridors feature wall-mounted porcelain drinking fountains at the west end and all classroom doors are enameled metal slab doors with unfinished metal frames. All classrooms have finishes that are similar to the corridors. Classroom floors are finished with checkerboard patterned acoustic vinyl tile, walls are modular enameled metal panels, and ceilings are dropped acoustic tiles. Some walls feature built in blackboard panels.

The one-story 1974 gymnasium annex is divided into two primary spaces: a cafeteria and kitchen in the southern half and a gymnasium in the northern half. A main corridor extends the length of the west side of the gymnasium addition; this corridor connects to the enclosed corridor leading to the 1897-1900 Earle School and connects to the 1971 modular classroom building. Vestibules and double doorways are located at the north and south ends of the corridor. The corridor is finished with acoustic vinyl tile floors, painted concrete block walls, and dropped acoustic tile ceilings. All doors are veneered wood slab doors set in metal frames. The south cafeteria space is a large open room with two supporting concrete block columns centered in the space. The room has finishes that are similar to the corridor. The gymnasium is an open space with a stage at its east end and a primary entrance flanked by small office at its west end. The gymnasium has wood floors and painted exposed concrete block walls.

Integrity

The Earle School is a well-preserved example of a turn-of-the-century public school building that retains excellent exterior and interior architectural integrity and character-defining features, including overall form, fenestration, location of entrances, and masonry details. Exterior changes include the replacement of exterior windows in 2007 and the infilling of some window openings with brick in the boiler house and on the second story of the east elevation. According to historic images, the original windows were double-hung, two-over-two wood sash windows. The replacement windows are set within the original openings and feature four-over-four double-hung metal-frame sashes. Although some east elevation window openings have been in-filled with brick, the outline of the original fenestration as well as original limestone sills remain. A fire escape was added to the west elevation and window openings were converted for use as egress doorways in 1927, but these changes are reversible. No major additions have been built abutting the original 1897-1900 Earle School. Instead, the 1971 modular classroom building was constructed to the south of the Earle School, and the 1974 gymnasium annex was constructed to the east of the school, with internal connection provided via an enclosed one-story corridor. This allows the 1897-1900 historic and significant Earle School to be easily distinguishable from the non-historic 1971 modular classroom building and the non-historic 1974 gymnasium annex.

The interior of the school building retains its layout of entry vestibules, double-loaded corridors, and classrooms. Original iron stairs remain at the north, south and west ends of the building, and have been well maintained. The original floor plan and circulation pattern throughout the building remains from the construction of the south addition in 1900. Corridors, vestibules, cloakrooms, and classrooms retain original plasterwork, plaster ceilings, wood trim, chalkboards, and built-in cabinets. Floor finishes are primarily tongue and groove hardwood floors. The ground floor has primarily concrete floors in utilitarian spaces and wood tongue and groove floors in classrooms; some floors are covered with non-historic vinyl acoustic coverings or tiles. Non-historic conduit and pipes are attached to some corridor and classrooms walls and ceilings.

Overall, the 1897-1900 Earle School displays original exterior massing, façade features, and fenestration, and the interior retains its layout and finishes, which are all elements that make it an excellent example of a turn-of-the-century, Renaissance Revival style public school building in Chicago.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

Period of Significance

1897 - 1900

Significant Dates

1897

1900

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation (if applicable)

N/A

Architect/Builder

Fiedler, William August (1897 original block)

Mundie, William Bryce (1900 block)

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

Summary of Significance Statement

The Charles Warrington Earle School, hereafter referred to as the Earle School, at 6121 South Hermitage Avenue in Chicago, Cook County, Illinois, is eligible for listing in the National Register at the local level under NR Criterion C in the area of Architecture. The original ten-room block of the Earle School was completed in 1897 in the Renaissance Revival style and designed by architect William August Fiedler, who was the architect of the Chicago Board of Education from 1893 to 1896. A significant ten-room addition was constructed on the south end of the school's original block in 1900. The addition was designed in a matching Renaissance Revival style to the original block by William Bryce Mundie, who served as the school board architect at the time. The period of significance of the Earle School is 1897 through 1900, encompassing the construction of the original block in 1897 and of the significant addition in 1900.

The Earle School's location and design were the result of changing laws and standards regarding childhood education during America's nascent Progressive Era in the late-nineteenth century. The combined 1897 and 1900 portions of the Earle School are a good example of Progressive Era school design. From the 1880s through the early 1900s, the Chicago Public Schools system gained thousands of new students who either arrived with the continual influx of European immigrants or were required to attend school due to new compulsory education laws. The construction of the Earle School in the West Englewood neighborhood in south Chicago was necessitated by the influx of German, Irish, and Swedish immigrants to the area. The exterior and interior design of the Renaissance Revival style school building exemplifies the prevailing concepts of school architecture during the late-nineteenth century with its masonry construction, separated facilities for young boys and girls, kindergarten classroom, assembly room, administrative rooms, central double-loaded corridor design, wide corridors and stairwells for egress, interior heating system, cloak rooms, and classrooms with tall windows for ample light and ventilation. The Earle School's overall form and plan were derived from established school designs, which were developed by school boards across the county as the emerging Progressive Era of social reform in America sought to establish standardized curriculums and designs for the creation of optimized educational environments. The exterior Renaissance Revival style of the Earle School reflected the popular architectural ornamentation of the late Victorian era as well as communicated the elevated status of the school in American society as a foundation of self-enrichment and engaged citizenry. The exterior design of the Earle School is well-preserved and includes a main entrance pavilion, decorative brickwork, limestone trim, terra cotta details, and a pressed metal cornice. The Earle School has excellent integrity, retaining its exterior ornamentation, interior 1900 layout and circulation pattern, and many historic finishes.

The Earle School continued in its original use as a public school until its closure in 2013. In 1971, a modular classroom building was constructed to the south of the Earle School, and in 1974 a gymnasium annex was constructed to the east of the 1971 modular classroom building. The 1974 gymnasium annex is internally connected to the 1897-1900 Earle School via an enclosed corridor only. Both non-historic buildings are easily visually differentiated from the historic school building. Their negative impact on the Earle School's architectural integrity is minimal. Overall, the Earle School clearly communicates its architectural significance through its exterior Renaissance Revival style and its well-preserved early-twentieth century interior floor plan and finishes, which reflect important educational design theories of the Progressive Era.

ELABORATION

The History of Public School Architecture in Chicago up to 1905

Chicago's first public schools were created following Chicago's incorporation in 1837 with the founding of a managing board appointed by the City Council. Several rudimentary frame schoolhouses were constructed in the 1840s, during which time the Illinois state legislature granted additional power to Chicago to purchase and manage school land, and to fund the construction of new schools through taxation. Tax funds allowed for the construction of Chicago's first brick school, later known as the Dearborn School, which was completed in 1845 in the Greek Revival style (demolished in

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1871). Dozens of new school buildings were completed through the 1860s as Chicago's student population dramatically increased from fewer than 2,000 in 1849 to nearly 41,000 in the 1860s. Early school buildings, such as the Chicago High School, built in 1856 in the Gothic Revival Style (demolished in 1950), and the Haven School completed in the Italianate style in 1862 (demolished after it closed in 1974), followed conventional rectilinear floor plans with classrooms arranged around central hallways.

The design of schoolhouses generally followed standard formulas for size and layout in the United States during the mid-nineteenth century. The intended purpose of the schoolhouse was primarily to contain classrooms where long-established methods of recitation and memorization could be performed. School buildings of this period were simple, either single room structures in rural areas and small towns, or larger multiple room buildings in cities. All schoolhouse designs featured a standard square or rectangular footprint. A few schoolhouses offered more than just classrooms, with some allowing for office space for teachers and principals.¹

While most school houses shared similar basic design principals, concerns about the healthfulness of enclosed indoor air and the benefits of improving the illumination of classrooms led to the publication of guides for the design of school buildings, including one published in 1848 by Henry Barnard, the commissioner of the public schools of Providence, Rhode Island. In his book *School Architecture; or Contributions to the Improvement of School-houses in the United States*, Barnard proposed a series of standards for the location of schools, the size and layout of classrooms, the size and position of windows for light, and most importantly the ventilation of buildings. Having toured schools of every type across country during his career, he asserted that existing buildings were largely unhealthful and uninspiring. School children, he felt, "should spend a large part of the most impressible period of their lives," in school, in buildings that could positively shape their lives.² Overall, "the style of the exterior should exhibit good, architectural proportion, and be calculated to inspire children and the community generally with respect for the object for which it is devoted."³ Barnard's moral-driven enthusiasm for the purpose and design of public school buildings helped slowly propel changes nationwide in American school design.

In Chicago, the Great Fire of 1871 destroyed much of the city, including ten public school buildings. The loss of these buildings offered the opportunity to rebuild following new methods popularized by reformers such as Henry Barnard. While student enrollment dropped initially, by 1874 nearly 48,000 students were enrolled in the city's 39 school buildings. One of the new post-fire buildings was the King School, completed in 1874 by architects Johnston & Edelmann in the Italianate style (Harrison Street and Western Avenue, demolished). Its form followed the standard template with a symmetrical square footprint and rooms set around a central corridor. While similar to previous schools in form, the King School featured many of the improvements to design, layout, ventilation, and lighting which had been advocated by educators for over a half century. The three-story, twelve-room King School featured tall windows and special ducted ventilation systems among other new features. In addition, as a precaution against fire, brick interior partitions were used instead of the previous standard of frame. The King School's modern design and low construction cost made it the school board's favored design. Nearly all public school houses built in Chicago through the 1890s followed this basic form.⁴

It was also during the 1880s that the job of designing Chicago public school buildings became more defined. The role of school board architect had developed unofficially in the late 1870s with early Chicago architect Augustus Bauer, who designed over twenty new school buildings following the standard form established by Johnston & Edelmann. The Chicago Board of Education then officially created the position of architect to the Board in 1882 and appointed Bauer to the position. Bauer held the official position for less than a year before contract controversy ended his term. The Board elected three architects in succession, each serving brief terms of fewer than six months, before appointing architect John J. Flanders as architect.

¹ Dale Allen Gyure, *The Chicago Schoolhouse* (Chicago: Center for American Places at Columbia College Chicago, 2011), 27-28.

² Henry Barnard, *School Architecture; or Contributions to the Improvement of School-houses in the United States* (NY: A. S. Barnes & Co., 1848), 6.

³ Barnard, 41. Barnard's words echoed those of William A. Alcott who wrote on the subject of schools in the early 1830s and believed that adequate heat, light, ventilation, and sanitation of prime concern for school design.

⁴ *Twentieth Annual Report of the Board of Education for the Year ending June 26th, 1874* (Chicago: Bryant, Walker & Co., 1874), 22, 132-38. The James Ward School at 2703-29 South Shields Avenue, built in 1875, is an extant example of the school house form that followed the King School. It was designated a local Chicago landmark in 2004.

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Flanders altered the standard King School plan by introducing asymmetrical footprints and elaborate architectural design elements. An early example of his work is the 1884 John Lothrop Motley School Building at 739 North Ada Street (National Register listed in 2017). Architect Charles Rudolph designed the James Mulligan Public School Building (designated a local Chicago Landmark in 2014) at 1855–1863 North Sheffield Avenue (1889-1890), and held the position of board architect between Flanders's two terms.

Architect William August Fiedler, commonly known as August Fiedler, was elected Architect of the Chicago Board of Education in 1893 and, like his predecessors, he was confronted with the issue of overcrowding and Chicago's ever-growing demand for more schools. During the 1880s and 1890s, Chicago's population more than doubled as a steady stream of immigrants settled in the city. The annexation of surrounding townships in 1889 (including the township of Lake, which contains the Englewood neighborhood in which the Earle School was constructed) brought additional populations into Chicago and presented the city's Board of Education with over 35,000 students.

Chicago had become one of the most congested cities in the country, and was the second largest after New York City. This rapid change set the conditions for Chicago to become a center of Progressive action during the late-nineteenth and early-twentieth centuries. The nascent social reform movement spread to nearly every aspect of urban life with the goal of addressing the ills and tensions prompted by rapid social change, population growth, and industrial and commercial expansion during the late-nineteenth century. Progressive reformers nationwide pushed to improve working conditions, make cities more habitable, Americanize immigrants, outlaw the sale of alcohol, and provide more universal schooling, among several other social reforms.

Early in the movement's rise, reformers across the country and in Chicago targeted a variety of social problems including the welfare of children as related to a larger issue of child labor. In 1889, Illinois strengthened its unpopular Compulsory Education Law, which was first enacted in 1883 and was intended to make school learning a requirement for children. The law also attempted to extend educational opportunities to a wider population of school-aged children. Throughout the nineteenth century, school attendance had been limited either to those who could afford tuition or other payment system, or to those families that did not rely on their children as wage earners.

In Chicago, a Superintendent of Compulsory Education and truant officers were appointed to ensure that school-age children attended school. The law was expanded to include 7-year-olds, in addition to all children ages 8 to 14, and the school year was lengthened from twelve to sixteen weeks. Despite criticism of the law as unenforceable and despite the School Board freely granting "good cause" exemptions to keep children at home or at work, the law effectively increased demand for seats in Chicago's public schools.⁵

During the early to mid-1890s, the Chicago Board of Education struggled to address the urgent need for additional classroom space by annually building around a dozen schoolhouses. In 1894, during Fiedler's second year as board architect, nineteen new schoolhouses were designed, approved, and built; this was a record number completed in a single year until that time. Fiedler designed 58 new school buildings and additions during his three-year tenure. Most of his designs reflected popular Renaissance Revival themes including: substantial stone bases, brick upper walls, Victorian foliate terra cotta, and galvanized cornices. More importantly, each building was individually designed to serve its proposed location and was not based on the then well-established King School model, which was designed around older teaching models. Fiedler also increased the number of cubic feet of available air space per student in order to promote health, and included new materials that were designed to increase fire prevention, such as metal lath and patent plaster.⁶

The Board of Education's decision to establish its own architecture department allowed it to closely control the design of public school buildings. New buildings not only had to accommodate growing class sizes, but also needed revised layouts in order to include new technologies and new specialized teaching spaces that were designed around administrative and

⁵ Gyure, 58-59.

⁶ Bauer Latoza Studio, *Chicago Public School Buildings, Pre-1940 Context Statement*, City of Chicago: 22.

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curricular reforms of the rising Progressive era.⁷ The Progressive era relied on reform measures and improved organization to address a variety of urban issues that had arisen from population increases of largely foreign-born residents. In Chicago, several new private clubs and organizations of businessmen were formed, such as the Civic Federation in 1894 and the City Club of Chicago in 1903, to promote both municipal reform through the elimination of vice and corruption and the establishment of open space, parks, and better sanitation across the city. Many of these measures were aimed primarily at the city's fastest growing neighborhoods around downtown, which had become entrance communities for arriving immigrants and were perceived as overcrowded and unsanitary. The humble neighborhood school building was seen as a key local neighborhood resource that could promote Progressive ideals and effect the desired social and environmental improvement that could benefit individuals, the city, and perhaps the nation as a whole.

On the exterior, school building designs followed the latest architectural trends and popular Revival styles. Board architects during the 1890s and early 1900s continued to follow general exterior formulas when designing new schools. The tripartite design featuring a stone base and brick upper walls capped by a metal cornice remained popular and could be easily adapted to the latest style. On the interior, stair towers and corridors remained the primary framework for internal layout, while new layouts including Kindergarten spaces for early learning, specialized science rooms, and either individual or combination rooms that could be used as an auditorium or a gymnasium were gradually introduced into school building designs. Between 1896 and the turn-of-the-century, over one-hundred new school buildings were completed across Chicago.

Two architects succeeded Fiedler following his resignation in 1896. Architect Normond Smith Patton was hired in 1896 and was immediately tasked with addressing the continually growing needs of the city's public schools. He created a set of plans for a proposed addition to the Earle School in 1898; however, he was removed as architect before work could commence. One of Patton's most notable designs was for the central portion of the Lake View High School (4015 North Ashland Avenue, 1898, matching south addition in 1916 and north addition 1938). Patton designed Lake View High School with twin, ornamented, Tudor Revival style crenellated towers; ornate arched stone entrances; and decorative copper cornices with figural corbels. Patton's school buildings included more fire proofing materials than previous school designs. Earlier wood stairs were executed in iron, while wood wainscoting was replaced with hard plaster. His 1899 Spry School at 2400 South Marshall Boulevard was celebrated as the city's first completely fireproof public school.⁸ Patton was dismissed in 1898 by the board after accusing the city's Building and Grounds Committee Chairman Joseph Downey of benefitting financially from the sale of brick for school buildings.

William Bryce Mundie became the next board architect in 1899, and remained in the position until 1904. During his tenure he designed many Classical Revival style schools, such as the Lincoln Park High School (formerly Waller High School) at 2001 North Orchard Street in 1901, that reflected the ideals of the City Beautiful, a movement in urban planning and architecture that attempted to manifest Progressive ideals for order and beauty in the city's built environment. Mundie designed the 1900 addition to the Earle School, but chose to match the Renaissance Revival style of Fiedler's 1896 design for the original school. Although Mundie did not employ the latest architectural style for the addition, his plans featured new specialized spaces that were promoted by school reformers. These spaces included a large new basement-level kindergarten, which could also serve as a community center where lessons on parent work habits, sanitation, and adjusting to life in America could be taught. Another important space was an auditorium on the addition's third-floor that could also be used as a gymnasium. Smaller internal changes included the addition of glazing to classroom doors and wider corridors to allow for greater supervision. Also, schools gradually transitioned from "gravity" heating systems that relied on rising heat to more effective forced air systems with metals ducts fed by basement blowers. Schools were becoming better supervised to curb delinquent behavior, had better light and air, and were more comfortable, which helped students and staff focus on lessons.

The first decade of the twentieth century saw the introduction of even more improvements to school design and the addition of new spaces for learning. In 1898, Chicago Mayor Carter Harrison appointed an Educational Commission to investigate the Board of Education following public criticism of the board and calls to reduce corruption. The commission

⁷ Gyure, 56.

⁸ Bauer Latoza Studio: 24.

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was headed by University of Chicago President Dr. William R. Harper. The "Harper Report" outlined several school reforms for the Chicago public school system, including cutting the number of board members, certifying teachers, adding classes on citizenship and arts, increasing community use of school buildings, and opening playground space, among others. Many of these reforms would be implemented over the following decades, but the opening of playground space was addressed within a few years. Most existing schools at the time had limited outdoor space for student recreation. This was due in part because until the 1890s school curricula had focused on indoor lesson plans. School reformers placed emphasis on physical learning and health as an important aspect of overall student growth. The idea of playgrounds, whether landscaped or not, also fit within the broader Progressive era goal of increasing open space for the improvement of health and the relieving of congestion. In 1898, the Illinois State Legislature acted on the Harper Report and gave Chicago's Board of Education the ability to acquire property for school sites through eminent domain, a right that had previously been reserved for rural school districts.⁹ This allowed for the acquisition of property adjoining schools across the city for the development of playgrounds. Twin 162-foot wide by 125-foot deep boys and girls playgrounds were opened at the Earle School in 1905 on residential lots to the east along Hermitage. In 1914, the city closed the public alleyway that separated the school from the playground areas.

Construction of the Earle School

In 1893, the Board of Education acquired fifteen sites across the city for the construction of future schools. One of these sites was the current location of the Earle School, which was then identified simply as the southeast corner of Sixty-First Street and Everts Avenue (renamed Hermitage Avenue around 1896).¹⁰ Each site was located either in densely populated areas with overcrowded existing schools, or in rapidly growing communities such as Englewood.

The area now known as West Englewood was initially developed as farmland and sparsely settled by German and Swedish immigrants during the late 1840s.¹¹ In 1852, the area developed into the small town of Junction Grove following the construction of several intersecting railroad lines. Irish and German immigrants settled in the area to work in the railyards or the Chicago stockyards to the north. At the west edge of the area, a small African American population settled around 63rd Street and Loomis Boulevard. In 1865, Junction Grove was annexed into the Lake Township, and in 1868 it was renamed "Englewood" after the town of the same name in New Jersey, with the area west of Ashland Avenue called "West Englewood." Englewood grew quickly during the 1870s and 1880s, with its commercial center focused around the intersection of Halsted and Sixty-Third streets. However, land to the west, around Ashland Avenue and west to Damen Avenue, remained sparsely developed until the mid-1890s. Speculative real estate investors subdivided the land soon after the greater Lake Township, including West Englewood, was annexed to the City of Chicago in 1889. The block occupied by the Earle School was subdivided in 1889 and called Englewood Hill. Despite available land, development was slow to arrive until a general area-wide development boom commenced around the time of the World's Columbian Exposition in 1893. The extension of streetcar lines westward during this opened the existing subdivisions to new development. Most significantly, new residents, many of whom were Swedish immigrants, were drawn to the area for its proximity to major employment centers including manufacturers and the Chicago Stockyards. The Sixty-Third Street elevated train line was extended westward in 1903 and 1907 to Loomis Boulevard, which brought additional residential development.¹²

As development in Englewood increased and spread westward during the 1890s, the Board of Education built a series of primary schools to accommodate the area's growth. The Earle School was the third and final school to be built in as many years. In March 1896, the Board of Education solicited bids for the construction of the yet unnamed school to be built at Hermitage Avenue and Sixty-First Street.¹³ Architect August Fiedler's design for the new ten-room schoolhouse was one of his last commissions as board architect.

⁹ Ibid, 26.

¹⁰ *Thirty-Ninth Annual Report of the Board of Education for the Year Ending June 30, 1893* (Chicago: Geo. K. Hazlitt & Co., 1894) 83-84.

¹¹ "Franklin Forts, "West Englewood," *Encyclopedia of Chicago*, 2005. Accessed July 2020, <http://www.encyclopedia.chicagohistory.org/pages/1337.html>.

¹² Gerald E. Sullivan, editor, *The Story of Englewood, 1835-1923* (Chicago: Foster & McDonnell, 1924).

¹³ "Buildings," *Engineering News*, March 26, 1896. 97.

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The building was unlike other schoolhouses with symmetrical floor plans and even numbers of floors. Instead, Fiedler created a plan for one-half of a school, with ten classrooms in a two to three-story building. It was the smallest schoolhouse to be built between 1896 and 1897, but it allowed for future expansion through the development of an addition attached to its south elevation. At the time, board members attempted to predict the future needs of the area around Englewood, which was rapidly expanding in almost all directions. Building what essentially amounted to half of a school building meant that immediate needs could be met without spending too much on the construction of a full twenty or twenty-two-room schoolhouse in an area that might not develop as rapidly as other areas. The ten-room school was to have two stairwells, one on the north end and another on the west side, with a main entrance on Hermitage Avenue. There were four classrooms per floor, with only two on the third floor.

Contracts were awarded on the 8th of April and construction proceeded swiftly through the spring, with excavation and the pouring of the foundation beginning on the 22nd of April. With foundation work completed in May, carpenters started framing and setting joists for the first floor.¹⁴ In June, progress slowed dramatically. Chairman of the Committee on Buildings and Grounds of the Board of Education, E. G. Halle, expressed in his monthly report that, "progress of this building [is] not good." Masons had only begun the exterior walls. In contrast, other schoolhouses begun around the same time, including the much larger 33-room Franklin School (226 West Goethe Street, demolished), had commenced work on the second floor. Yet, by the end of July, the third floor walls were nearly complete. The front portico and decorative terra cotta, from the Northwestern Terra Cotta Company, were set in August, and the building was fully enclosed, with all masonry completed before the onset of winter.¹⁵

The schoolhouse was named in honor of pediatric doctor Charles Warrington Earle in September 1896, as the building neared completion.¹⁶ Inside, carpenters installed woodwork and built-in cabinets, while the final sections of the cast iron staircases, produced by the Dearborn Foundry, were fitted. The Earle School was completed for \$44,598 and opened on January 4, 1897.¹⁷

The Earle School was designed to accommodate nearly six-hundred students, and intended to ease the burden on three existing primary schools in the area. However, within a year, development in the area west of Englewood exceeded the Board's projections and the Earle School became overcrowded.

Early in 1898, the Board of Education approved the construction of an addition to the Earle School. Board architect Normand S. Patton prepared a series of plans for a twelve-room, three-story, \$50,000 addition.¹⁸ The design was approved by the Board in May 1898, but construction was not begun due to a scandal where Patton accused a Board of Education committee member of having a conflict of interest in supplying brick for schoolhouse construction. Patton's service was consequently terminated, and interim architect Fred A. Fiedler held the position of board architect until William B. Mundie was hired in December 1898.

Mundie created a new set of plans for a ten-room and assembly hall addition to be built on the south elevation as originally intended by August Fiedler. Arthur F. Hussander, who later served as board architect from 1913 to 1920, was hired as draftsman in 1899 under Mundie and drafted the plans for the addition. The addition was a full three-story, mirror-image of the existing building, which gave the schoolhouse a symmetrical appearance both in plan and in design. A permit was published in the *American Contractor* on August 26, 1899.¹⁹

The Board had intended that the Earle School addition, along with several other school building projects, would be ready to open in the spring of 1900. However, a series of strikes prompted by a brick setters' strike in July 1899 delayed construction on nearly all school buildings. Finally, on February 5th, 1900, contractors locked out all union trades, claiming that exclusive agreements between material manufacturers and unions had substantially raised prices for

¹⁴ *Proceedings of the Board of Education of the City of Chicago: July 17, 1895, to July 1, 1896* (Chicago: John F. Higgins, 1897) 398, 446.

¹⁵ *Proceedings of the Board of Education of the City of Chicago: July 1, 1896, to July 2, 1897* (Chicago: John F. Higgins, 1897) 8, 75, 261.

¹⁶ *Ibid.*, 208.

¹⁷ *Forty-Third Annual Report of the Board of Education for the Year Ending June 25, 1897* (Chicago: John F. Higgins Print., 1897) 120.

¹⁸ "Buildings," *The American Architect and Building News*, April 2, 1898. xii.

¹⁹ *American Contractor*, August 26, 1899. 22.

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materials, and that sympathetic strikes had made the market too unpredictable for contractors. Although the Board of Education attempted to hire strikebreakers to complete work on some schools, most projects, including the Earle School addition were left unfinished for much of 1900.²⁰ The addition, with a third-floor assembly hall/gymnasium, and a ground floor kindergarten classroom was completed and opened on September 10, 1900.²¹

The addition doubled the size and capacity of the Earle School, but it was not enough. Sixth District superintendent James Hannan expressed in 1901 the difficulty in accommodating the growing population around Englewood. Although densely developed in some areas, he noted that over 12,000 acres were still undeveloped and used for farming.

The conditions arising from the sudden and unequal growth of the population in certain neighborhoods make the duty of providing accommodations a complicated problem, requiring continuous attention. In the territories west of Wallace street, between Forty-ninth and Sixth-ninth streets, there have been built six large school buildings to accommodate a neighborhood that was practically vacant ten years ago. Every one of these buildings is now unable to accommodate its membership, and the new Dewey School, and the addition to the Earle School now in process of erection in that territory, will be filled as soon as finished, and will not fully accommodate the present population.²²

Following World War I, an influx of Italian immigrants settled in West Englewood, drawn by employment opportunities in the Stockyards and railroads and at the Chicago Transit Authority bus barn at 74th and Ashland. By 1920 there were 53,276 residents in West Englewood and the area's foreign-born residents were predominantly German, Irish, and Italian.²³ The population continued to grow in the 1930s and slowly included more African Americans, who arrived as part of the overall Great Migration, a nationwide pattern of movement lasting from World War I to the 1970s when African Americans migrated to Northern cities from the American South seeking respite from Jim Crow laws and oppressive systemic racism.

Despite not having enough capacity for the growing area, no additions were constructed on the Earle School property until the 1970s. In 1908, an appropriation of \$1,160,000 was made for the construction of seven new schools, including a new \$150,000 Earle School building. Although many of the schools were ultimately built, including Carl Schurz on the city's Northside (southwest corner of Western Avenue and Addison Street, 1910), a new Earle School was not built.²⁴ A proposal for a new \$80,000 auditorium and gymnasium was made in 1941, but this too was never built.²⁵

During the 1900s, the Earle School's grounds were expanded through the acquisition of parcels to the south and east of the school, and by vacating alleyways. In 1905, a group of eight, twenty-five foot wide parcels south of the school were purchased for playground space. Four parcels faced west onto South Hermitage Avenue and four more to the east faced onto South Paulina Street. A bisecting alleyway was vacated and a new east-west alleyway was paved along the new south end of the school property.²⁶ According to historic plans, a small frame playground shelter was built to the east of the school to serve the new playground area. The shelter was replaced during the 1920s by a non-extant, detached, frame field house with a bay window centered on its east elevation. In 1964, the playground was remodeled with a new oval shaped and asphalt paved area that was slightly depressed so that it could be filled with water in the winter and used as a skating rink. Both the paved area and the field house were replaced in 1974 by the extant gymnasium annex.

During the 1960s, the main employers around Englewood, which included factories and stockyards, began to shift and downsize before moving production elsewhere, and unemployment increased. At the same time, discriminatory housing

²⁰ *Forty-Sixth Annual Report of the Board of Education for the Year Ending June 30, 1900* (Chicago: Hack & Anderson, Printers, 1901) 143-46; "Work on School Seriously Delayed," *Chicago Daily Tribune*, March 13, 1900. 9; "Unions Expect Help," *The Daily Inter-Ocean*, July 13, 1900. 5.

²¹ *Forty-Seventh Annual Report of the Board of Education for the Year Ending June 30, 1901* (Chicago: The Board of Education of the City of Chicago, January 1902) 63.

²² *Forty-Fifth Annual Report of the Board of Education for the Year Ending June 23, 1899* (Chicago: John F. Higgins Print., 1900) 187-88.

²³ "Franklin Forts, "West Englewood," *Encyclopedia of Chicago*, 2005. Accessed July 2020, <http://www.encyclopedia.chicagohistory.org/pages/1337.html>.

²⁴ "Building and Finance," *The American School Board Journal*, March 1908. 12.

²⁵ "Plan New Earle School Building," *Suburbanite Economist*, October 15, 1941. 3.

²⁶ *Fifty-First Annual Report of the Board of Education for the Year Ending June 30, 1905* (Chicago: The Board of Education of the City of Chicago, May 1906) 561, 600; 80-Acre Plat Map E ½, S.E. ¼, Section 18-38-14.

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practices, which had forced many of the city's African American residents into a narrow area on Chicago's South Side known as Bronzeville, were gradually made illegal. This opened neighborhoods like Englewood to African Americans; however, the existing residents of Englewood and West Englewood were predominantly of European descent and many were opposed to new residents and racial change. Between 1950 and 1970, the racial makeup of Englewood shifted from over ninety percent white to over ninety-five percent African American as existing residents moved to other neighborhoods and suburban communities. Between 1970 and 1980, West Englewood's African American population increased from 48 to 98 percent.²⁷ Attempts by the Board of Education to racially integrate the schools in Englewood and West Englewood and to bus students to the Earle School from other overcrowded Chicago schools led to boycotts in the early 1970s.²⁸ In order to accommodate new students, a two-story modular (prefabricated) building with seventeen classrooms was completed to the south of the Earle School in 1971. A new annex containing a gymnasium and cafeteria was completed to the east, adjoining the modular classroom building, in 1974.²⁹ Around 1972, according to aerial photographs, the south half of the block was cleared of existing buildings. The Earle School's historic paved playground dating to 1905 on the east side of the 1897-1900 school was removed in 1974 to accommodate the new gymnasium annex.

In 2007, E. C. Purdy & Associates were hired by the Chicago Public Schools to restore the schoolhouse's exterior masonry cladding, repair the cornice and windows, and to restore interior finishes. Despite improvements, the Earle School was one of fifty public schools permanently closed in 2013.

Criterion C: Architecture

Henry Barnard and other mid-nineteenth century educational reformers ushered a larger, widespread movement to enhance American society and instill immigrants with American cultural values and Democratic ideals through the achievement of improved health conditions, higher standards of living, and educational reforms. This movement, known as the Progressive Era, gained influence in the 1890s and lasted until the Great Depression. The Progressive Era's social reforms had a pronounced impact on the adoption of standardized educational curriculums and the design and layout of American schoolhouses in rural areas as well as urban cities.³⁰

In the late nineteenth century, educational practices shifted towards a focus on learning by doing and critical thinking, as opposed to simple memorization of facts. Universal public education was increasingly valued in American society as a key process for empowering individuals to improve their lives, and for creating and maintaining informed citizens that would uphold Democracy. An emphasis on the importance of early-childhood education led to the adoption of kindergarten programs in primary schools. Meanwhile, secondary-level curriculums incorporated training in specialized skills, such as domestic arts and manual crafts like woodworking, to prepare individuals to become contributing members of society. Furthermore, high schools offered a variety of upper-level classes in areas such as the sciences, literature, language, debate, and history to prepare students that would continue on to college and eventually seek employment. Physical education and outdoor recreation for students of all ages were increasingly viewed as vital components of good health and optimal learning.

These changes in educational curriculums, along with a surge in enrollment in public schools following compulsory attendance laws, an increased regard for health and safety, and efforts to optimize learning environments, influenced the design of American schools. The prominent social status of the schoolhouse was communicated through exterior architectural ornamentation that reflected the popular styles of the time, including Renaissance Revival, Classical Revival, and Gothic Revival. Masonry exterior cladding like stone and brick communicated the stability and prominence of the school building. Fireproof building materials, such as masonry, concrete, iron, and clay tile, were chosen for the construction of schools.³¹ The footprint of school buildings became larger and more linear/rectangular, which facilitated

²⁷ "Franklin Forts, "West Englewood," *Encyclopedia of Chicago*, 2005. Accessed July 2020, <http://www.encyclopedia.chicagohistory.org/pages/1337.html>.

²⁸ Barbara Amann, "O'Toole Parents Boycott Earle School to Which Kids are Transferred," *Suburbanite Economist*, September 15, 1971. 2C.

²⁹ Connie Lauerman, "School Bell Beckons Students Back to Textbooks," *The Chicago Tribune*, August 29, 1974. W1.

³⁰ Brenda Spencer, "Historic Public Schools of Kansas," National Register of Historic Places Multiple Property Documentation Form, 2005, E-4.

³¹ Elizabeth Rosin and Rachel Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," National Register of Historic Places Multiple Property Documentation Form, 2012, E-5.

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wide interior double-loaded corridors lined with classrooms. Fire escapes, wide interior corridors, and wide stairwells at regular, spaced intervals within the school facilitated the egress of its occupants in the event of a fire. In addition to fire safety, the healthfulness of the school's interior environment was prioritized in recognition that students in general were spending more time within school buildings. Tall, regularly spaced windows in classrooms and transom windows above doors and along corridors increased interior light and ventilation. Furthermore, school buildings began to be outfitted with heating and ventilation systems that circulated fresh air throughout the building and created more comfortable interior environments to minimize distraction.

The larger school buildings of the late-nineteenth century encompassed a multitude of specialized rooms. Kindergarten classrooms were often incorporated on the ground level of primary school buildings. Kindergarten rooms were usually larger than the typical classroom, and sometimes contained extra features like a fireplace, a private bathroom, and a separate entrance. Bathroom facilities for boys and girls were typically situated on the ground level, easily accessible from the outdoor recreational areas that began to be incorporated on the school property. Many schools maintained separate ground-level entrances for boys and girls, often placing mechanical rooms between the two entrances to minimize interaction. Classrooms featured built-in shelving and cabinetry and cloakrooms for extra storage. Administrative offices for superintendents and principals as well as teachers' lounges and restrooms were included in larger school buildings. Schools with secondary-level curriculums featured specialized classrooms such as domestic science labs, chemistry labs, manual training rooms, commercial studies rooms, and lecture halls. In primary and secondary schools, large assembly halls and libraries facilitated group study and sometimes served as meeting spaces for the surrounding community. The Progressive Era movement's emphasis on physical health and outdoor recreation led to the increased presence of outdoor playgrounds and large gymnasiums.

The Earle School was built in two phases in 1897 and 1900 in the West Englewood neighborhood in south Chicago. The Earle School was built to accommodate the swelling population of the expanding neighborhood, which had recently been annexed to the city of Chicago and included a sizable German, Irish, and Swedish immigrant population. The Earle School is an excellent example in Chicago of an early Progressive Era school that reflects the nascent educational philosophies of the time through its exterior style and its interior layout. The Earle School was designed in the Renaissance Revival style with a rusticated limestone base, brick cladding, and terra cotta and stone detailing. The masonry construction underscored the fireproof quality of the building, and the exterior Renaissance Revival style ornamentation communicated the building's prominent status in the neighborhood as a center of education. The school has a rectilinear footprint and the interior is organized with wide double-loaded corridors and wide north, west, and south stairwells. The school's wide central corridors, stairwells, and east and west fire escapes were fireproof safety measures that reflect the Progressive Era's emphasis on safety. The school's classrooms feature regularly spaced, tall windows that let in ample light and fresh air. The historic classroom entrance doors are topped with transoms that facilitated cross-ventilation; additional transom windows in the corridors encouraged further air flow. The Earle School was designed with a modern heating and ventilation system, facilitated by a single-story boiler house and a fresh air chamber, engine room, and fan room on the ground floor, which are all extant. Each classroom was heated with warm air vented through cast iron grates, which are also extant. These ventilation and heating features were incorporated to increase the health and comfort of the school's occupants and minimize distraction, thereby promoting learning.

The Earle School served as a primary school and featured separate boys' and girls' entrances at the north and south elevation. The ground floor contains a warm air ventilation chamber that physically separates the boys' and girls' areas on the ground floor. A large kindergarten classroom in the southwest portion of the ground floor has a separate entrance at the west elevation. The ground floor also has an engineer's office, principal's storeroom, and separate boys' and girls' restrooms. The Earle School's three upper floors retain their historic layout. All classrooms retain original cloak rooms and many classrooms have original or historic built-in wood cabinetry and shelving. The first story contains a principal's office, and the second floor has a teacher's lounge and another set of boys' and girls' restrooms. The third floor contained an assembly room in the southeast section that was later also used as a gymnasium until the 1960s. The Earle School retains its historic supplementary rooms, such as administrative rooms, restrooms, a kindergarten, and assembly hall that reflect the design philosophies of the Progressive Era. The Earle School has excellent integrity and its exterior design, footprint, and interior layout from 1900 clearly express the significant evolution of school design in response to the Progressive Era's increased emphasis on education, health, and safety.

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Dr. Charles Warrington Earle (1845–1893)

Charles W. Earle was born in Westford, Vermont in 1845 and settled with his family in Lake County, Illinois at age nine. He served in the United States Civil War and was one of fifty-five to escape the Confederate-held Libby Prison in Richmond, Virginia after being captured. Returning to the Midwest, he studied at Beloit College in Wisconsin before graduating from the Chicago Medical College in 1870. Earle became a professor of physiology at the newly organized Women's Medical College; later he specialized in disease of children and became president of the college. In addition, he was one of five original founders of the College of Physicians and Surgeons of Chicago in 1882 (which later became the University of Illinois Medical College).³² Earle's research extended widely into many common diseases that afflicted children, but he was also known for his writings supporting temperance. Contrary to his colleagues, he insisted that addictions should not be labeled as diseases, which thereby assigned them out of the control of the sufferer, but that sufferers should accept their control and take responsibility for their actions. Upon his death in 1893, Earle was remembered by many practitioners, doctors, and former students. A bust was commemorated as a memorial to his achievements and placed prominently at the College of Physicians and Surgeons.

Architects

Architect W. August Fiedler (1842–1903)

Born in Elbing, Germany, William August Fiedler studied 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 (generally known by his middle name August) 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., "Designer and Manufacturer of Artistic Furniture." 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 residence at 40 East Erie Street (built 1883).

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 of 1889 at W. Germania Place and N. Clark Street. 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; they were paid a percentage of the cost of each school in compensation for their work. As a result, architects had tended to produce standard designs that were not site-specific and could easily be copied across the city, guaranteeing a stream of income without the need for great customization.

However, Fiedler was faced with a new employment system and a growing public desire for unique and site-specific architecture. He was hired at \$6,000 per year as an architect employed within the Board of Education. As a result, he took over design and supervisory roles that previously had been performed by the school board and its staff. When he started early in 1893, Fiedler employed two superintendents and two draftsmen. However, by 1896 the amount of work required of him necessitated the employment of six draftsmen and thirteen superintendents.³³ 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.

³² Royal L. La Touche, *Chicago and Its Resources Twenty Years After, 1871-1891* (Chicago: The Chicago Times Company, 1892) 194; *In Memoriam Dr. Charles Warrington Earle – Being Minutes of a Special Meeting of the Chicago Pathological Society Held November 24, 1893*. University of Illinois at Chicago.

³³ "Fiedler is on Fire," *The Chicago Daily Tribune*, May 22, 1896. 10.

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During his four years as Architect to the Board of Education, Fiedler designed 58 new school buildings and dozens of additions.³⁴ It was the greatest period of construction in the school board's history until that time. Among the many school buildings that he designed were the Augustus Burley Public School at 1630 West Barry Avenue, the Richard Yates Public School at 1839 North Richmond Street, and the Goethe Public School at 2236 North Rockwell Street.

In 1896, the Board of Education audited Fiedler's department and discovered that the cost of designing new buildings and superintending construction had climbed by 61% during his tenure. This was due to the many new employees required to complete each project, and the Board was unhappy and intended to fire Fiedler. A subsequent investigation exonerated Fiedler, who then chose to resign his position and return to private practice.³⁵

Among his later private commissions, one of his more notable was the expansion of the West Side Grounds (Taylor and Wolcott streets), which was at the home of the Chicago Cubs until the team moved to Weeghman Park (now Wrigley Field) in 1916.

William Bryce Mundie (1863 – 1939)

Architect William Bryce Mundie was born in Hamilton, Ontario, Canada in 1863 to a Toronto architect, and was the grandson of an early Scottish architect. Mundie studied at the Hamilton Collegiate Institute and apprenticed for three years with a Canadian architect. In 1884, Mundie immigrated to the United States, landing in Chicago, where he worked as a draftsman for early Chicago architect William Le Baron Jenny, before becoming a partner in 1891.³⁶ Two notable buildings designed by the firm of Jenny & Mundie are the Ludington Building of 1891 at 1104 South Wabash Avenue, and the Horticulture Building at the World's Columbian Exposition.

Mundie was appointed architect to the Board of Education in December 1898 following the discharging of board architect Normand S. Patton. During his four years as board architect, Mundie designed many new school buildings and additions, the majority of which were executed in the Classical style with rusticated brickwork, shields and plaques, elaborate cornices with anthemion, and columned door surrounds. School buildings completed during his tenure include: Wendell Phillips Academy High School at 244 East Pershing Boulevard completed in 1904; the former Sullivan Elementary School at 8255 South Houston Avenue in 1902; and the non-extant Chicago Parental School at 3600 West Foster Avenue completed in 1902.

Comparable School Buildings in Chicago's Englewood Neighborhood

The community area of West Englewood has many examples of Chicago public elementary school architecture; however, the Earle School remains one of the earliest and best preserved examples in the area. The majority of schools in the West Englewood community area were built during the 1890s, but many were replaced during the 1950s and 1960s. Several other schools, primarily two stories tall and designed in a variety of revival styles, were built during the 1920s.

There are two extant comparable schools to the Earle School. These are the Perkins Bass School on South May Street, which was also designed by W. August Fiedler and has a mid-century addition, and the Wentworth School on Sangamon Street, which was designed by school board architect John J. Flanders.

- **Perkins Bass School** (Bass Elementary), 1895; 6554 South May Street.
This school was built in 1895 and dedicated in 1896. It was designed by board architect W. August Fiedler in the Romanesque Revival Style. A small addition with an auditorium was built to the north in the 1920s. This school remains in good condition and is still in use.
- **Daniel S. Wentworth School**, 1890, 1893, and 1925; 6950 South Sangamon Street.

³⁴ Florence N. Levy, editor, *American Art Annual*, 1903. 140.

³⁵ "Find Fiedler a Tartar," *The Chicago Daily Tribune*, June 6, 1896. 13.

³⁶ "William Bryce Mundie, School Architect" *Chicago Daily Tribune*, December 18, 1898.

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This school has visually distinct sections defined by its subsequent additions. Each was completed in a different style; its final addition in 1925 was finished in contrasting materials and designed by John C. Christensen. The school building closed in 2013.

The Earle School continued to operate as a public school from the time of its initial construction in 1897 to its closure in 2013 and has retained good architectural integrity including original features and finishes and overall floor plan and circulation pattern dating to the construction of the 1900 addition. In comparison to the other two extant circa 1890s schools in the Englewood area, the Earle School remains an excellent example of a Renaissance Revival style school that is an early example of Progressive Era design tenets. The Earle School's interior continues to reflect the period's educational theories regarding interior layout and light for the creation of optimal learning environments.

Conclusion

The Charles Warrington Earle School at 6121 South Hermitage in the West Englewood neighborhood of south Chicago, Illinois, is eligible for listing in the National Register at the local level under Criterion C in the area of Architecture. The Earle School is an excellent, early example in Chicago of a Renaissance Revival style public school building in an urban setting that embodies the key character-defining features of the nascent Progressive Era reform movement. The school retains good integrity and its character-defining details. The period of significance is 1897 through 1900.

The Earle School was built in two phases in 1897 and 1900. The Renaissance Revival style 1897 block was designed and built by William August Fiedler, architect of the Chicago Board of Education. The 1900 block was designed in an identical Renaissance Revival style by Chicago Board of Education architect William Bryce Mundie. Both Fiedler and Mundie's designs for the Earle School responded to the prevailing theories of the Progressive Era, a social reform movement that began in the 1890s and influenced American school design through the early decades of the twentieth century. The Progressive Era movement sought to improve general health and safety, instill American values in the country's immigrant population, and create optimal learning environments so that students, through a quality education, could empower themselves to be productive citizens.

The Earle School was constructed as a primary school at a time when the West Englewood area in south Chicago had recently been annexed into the city and was experiencing a population boom partially comprised of a growing German, Irish, and Swedish immigrant community. The school's exterior design and massing and interior layout are direct reflections of the influence of the Progressive Era on school design. The school's masonry construction and Renaissance Revival style ornamentation communicated the prominence of the building in the community and the importance of education in American culture. The school's design incorporated fire-safety measures such as stone and brick building materials, fire escapes, and wide double-loaded corridors and regularly-placed wide stairwells for quick egress. Thoughtful consideration was given to the comfort of the school's occupants, in recognition that teachers and students were spending longer hours in public schools. The school's rooms feature tall, regularly-spaced windows for ventilation and ample light. Classroom doors are topped with transoms to facilitate cross-ventilation, and additional transoms are placed along the corridor to bring light and fresh air into the school's interior. A modern heating and ventilation system piped warm air into each classroom through decorative metal grates. The Earle School contains several specialized rooms and features reflecting its function as a primary school and the prevailing educational theories of the era. These include separate entrances for boys and girls, ground-level boys' and girls' bathrooms, a large kindergarten room with a separate ground-level entrance, a principal's office, a teacher's lounge, and an assembly room. These specialized rooms underscore the evolution of the public primary school from a one or two-room building with a single classroom for rote memorization into a larger center of education that placed more importance on learning by doing and considered the health, safety, and educational needs of children and teachers.

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Plat Map: 80-Acre Plat Map E ½, S.E. ¼, Section 18-38-14.

Proceedings of the Board of Education of the City of Chicago: July 17, 1895, to July 1, 1896. Chicago: John F. Higgins, 1897.

Proceedings of the Board of Education of the City of Chicago: July 1, 1896, to July 2, 1897. Chicago: John F. Higgins, 1897.

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"Unions Expect Help," *The Daily Inter-Ocean*, July 13, 1900. 5.

"William Bryce Mundie, School Architect" *Chicago Daily Tribune*, December 18, 1898.

"Work on School Seriously Delayed," *Chicago Daily Tribune*, March 13, 1900. 9.

Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): 152396

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10. Geographical Data

Acreege of Property 3.15 acres

(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1	<u>41.782596°</u> Latitude	<u>-87.667323°</u> Longitude	3	_____ Latitude	_____ Longitude
2	_____ Latitude	_____ Longitude	4	_____ Latitude	_____ Longitude

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

The Charles Warrington Earle School sits on a 3.15-acre rectangular parcel bounded by Hermitage Avenue to the west, Sixty-First Street to the north, Paulina Street to the east, and a non-historic metal chain-link fence at the south edge of the paved playground.

The northwest corner of the revised National Register boundary is located at the intersection of S. Hermitage Ave. and W. 61st Street. The boundary then continues eastward for 290 feet until reaching S. Paulina Street, where it continues southward for 470 feet. The boundary then continues westward for 290 feet along the southern edge of the school's paved playground area until reaching S. Hermitage Avenue, where it turns northward and continues for 470 feet and ends at the beginning NW corner.

Boundary Justification (Explain why the boundaries were selected.)

The National Register boundary includes the 1897-1900 Earle School, its non-historic additions, and the paved playground to the south of the school. The boundary encompasses the significant school building and its immediate grounds. The non-historic public park to the south of the paved playground is not included in the National Register boundary because it was not used as a part of the school's recreational grounds and is not associated with the historic architectural significance of the school.

11. Form Prepared By

name/title Matt Wicklund, Consultant; Rachel Barnhart, Associate date December 2019
organization MacRostie Historic Advisors, LLC telephone 312-488-1682
street & number 53 West Jackson Boulevard, Suite 1142 email rbarnhart@mac-ha.com
city or town Chicago state Illinois zip code 60604

Additional Documentation

Submit the following items with the completed form:

- **GIS Location Map (Google Earth or BING)**

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- **Local Location Map**
- **Site Plan**
- **Floor Plans (As Applicable)**
- **Photo Location Map** (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Charles Warrington Earle School (Earle School)
City or Vicinity: Chicago
County: Cook **State:** Illinois
Photographer: Rachel Barnhart, MacRostie Historic Advisors, LLC
Date Photographed: December 2019

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

- Photo 1 of 21:** 1897-1900 Earle School, north and west elevations, view SE.
Photo 2 of 21: 1897-1900 Earle School, west elevation main entrance, view E.
Photo 3 of 21: 1897-1900 Earle School, west and south elevations, view NE.
Photo 4 of 21: 1971 Modular Classroom Building, west elevation, view E.
Photo 5 of 21: 1897-1900 Earle School, south entrance, view N.
Photo 6 of 21: 1897-1900 Earle School, south elevation, view NE.
Photo 7 of 21: 1897-1900 Earle School, north and east elevations, view SW.
Photo 8 of 21: 1897-1900 Earle School, north entrance, view S.
Photo 9 of 21: 1897-1900 Earle School, east elevation, view SW.
Photo 10 of 21: 1974 Gymnasium Annex, north and east elevations, view SW.
Photo 11 of 21: 1974 Gymnasium Annex, east and south elevations, view NW.
Photo 12 of 21: 1897-1900 Earle School (background), 1971 Modular Classroom Building (foreground, left), 1974 Gymnasium Annex (foreground, right) and non-contributing playground equipment, view N.
Photo 13 of 21: Public park to the south of the Earle School, view N.
Photo 14 of 21: 1897-1900 Earle School, ground floor, west entrance, view SW.
Photo 15 of 21: 1897-1900 Earle School, ground floor, original kindergarten, view SE.
Photo 16 of 21: 1897-1900 Earle School, first floor, typical classroom, view SE.
Photo 17 of 21: 1897-1900 Earle School, second floor, corridor, view NW.
Photo 18 of 21: 1897-1900 Earle School, second floor, typical classroom, view SW.
Photo 19 of 21: 1897-1900 Earle School, second floor, typical wardrobe, view E.
Photo 20 of 21: 1897-1900 Earle School, third floor, south stair, view N.
Photo 21 of 21: 1897-1900 Earle School, third floor, typical classroom, view W.

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

Property name: Charles Warrington Earle School
Illinois, County: Cook

List of Figures

(Resize, compact, and paste images of maps and historic documents in this section. Place captions, with figure numbers above each image. Orient maps so that north is at the top of the page, all document should be inserted with the top toward the top of the page.

Figure 1. Charles Warrington Earle School, GIS Location Map with National Register Boundary, 2019

Figure 2. Charles Warrington Earle School, Context Map, 2019

Figure 3. Charles Warrington Earle School, Chronology Map, 2019

Figure 4. Charles Warrington Earle School, Site Map and Exterior Photo Key, 2019

Figure 5. Charles Warrington Earle School, 1897-1900 Block, Current Ground Floor Plan and Photo Key, 2019

Figure 6. Charles Warrington Earle School, 1897-1900 Block, Current First Floor Plan and Photo Key, 2019

Figure 7. Charles Warrington Earle School, 1897-1900 Block, Current Second Floor Plan and Photo Key, 2019

Figure 8. Charles Warrington Earle School, 1897-1900 Block, Current Third Floor Plan and Photo Key, 2019

Figure 9. 1895 Sanborn Map (volume 15, sheet 37), prior to the construction of the Charles Warrington Earle School

Figure 10. Original drawings, Earle School, original 1897 block, primary (west) elevation

Figure 11. Original Drawings, Earle School, original 1897 block, north elevation

Figure 12. Original drawings, Earle School, 1900 block, primary (west) elevation

Figure 13. Original drawings, Earle School, 1900 block, south elevation

Figure 14. 1926 Sanborn Map (volume 15, sheet 37), showing the Charles Warrington Earle School

Figure 15. Charles Warrington Earle School, 1972 Aerial Photograph

Figure 16. Circa 1909 postcard photograph of the Charles Warrington Earle School

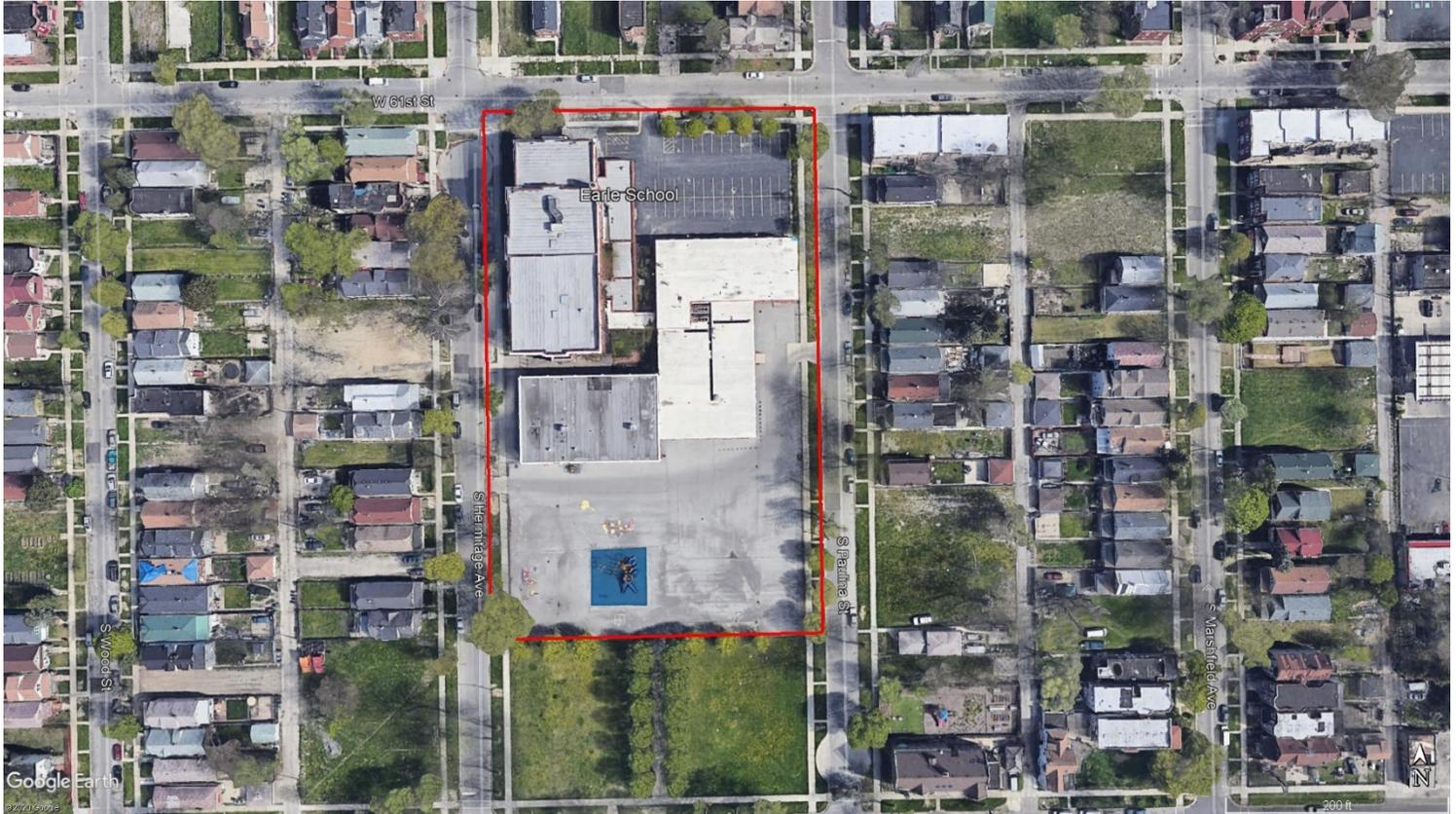
Figure 17. 1955 class photograph of students inside the Charles Warrington Earle School

Figure 18. Circa 1975 photograph of Charles Warrington Earle School

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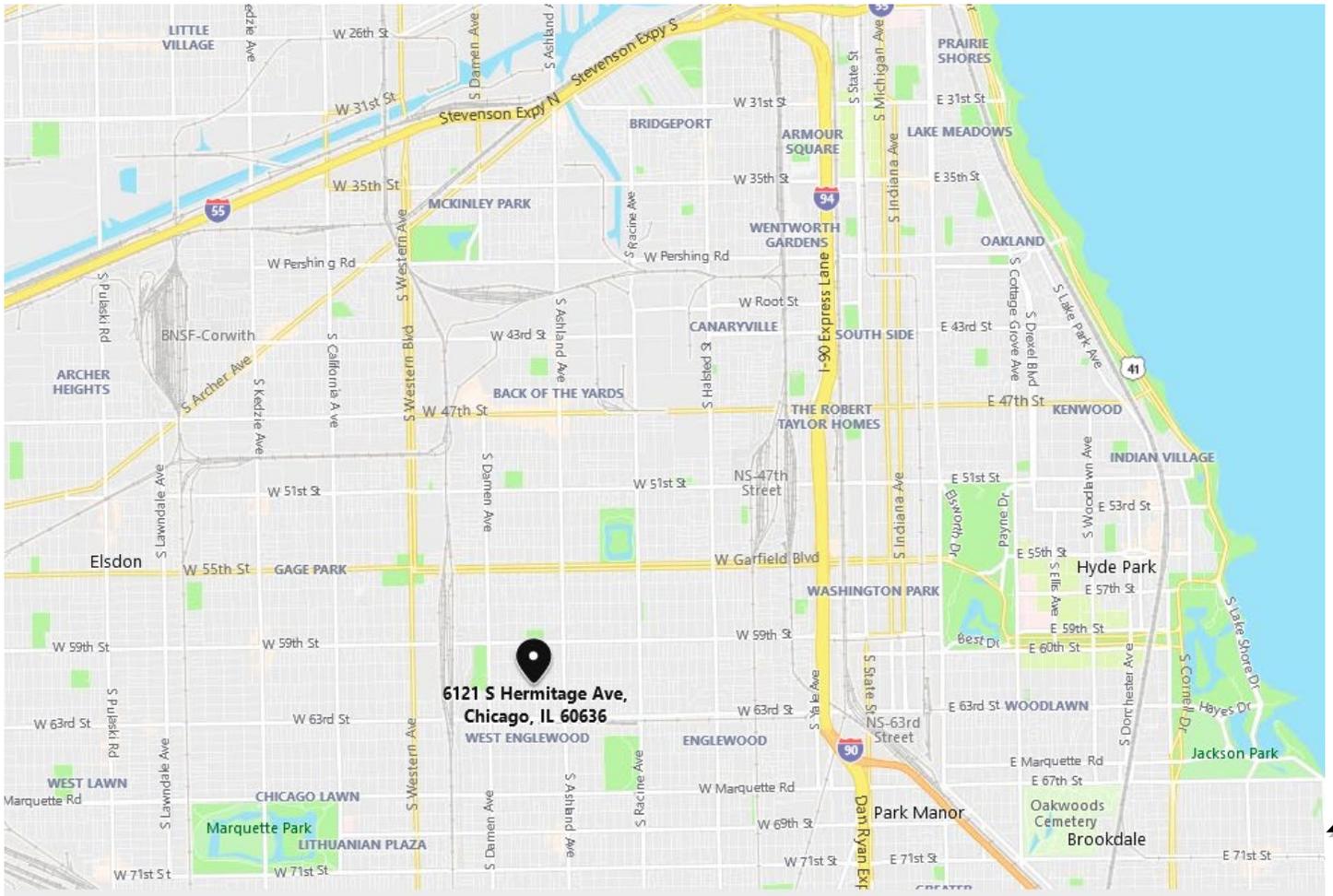
Figure 1. Charles Warrington Earle School, GIS Location Map with National Register Boundary, 2020.
Source: Google Earth, 2020.

Charles Warrington Earle School
6121 South Hermitage Avenue, Chicago, Cook County, Illinois
41.782596°, -87.667323°



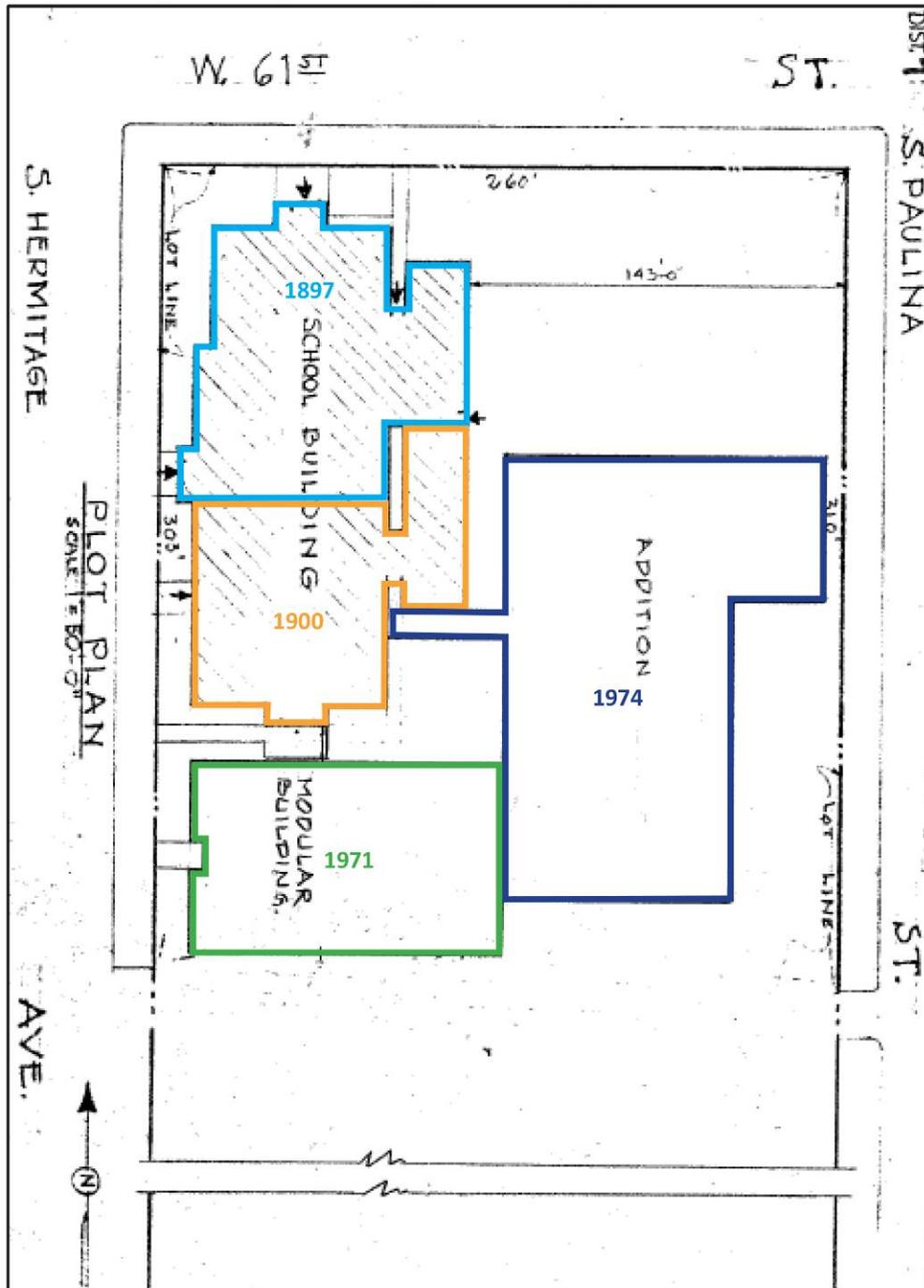
Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 2. Charles Warrington Earle School, Context Map, 2019.
Source: Bing Maps, 2019.



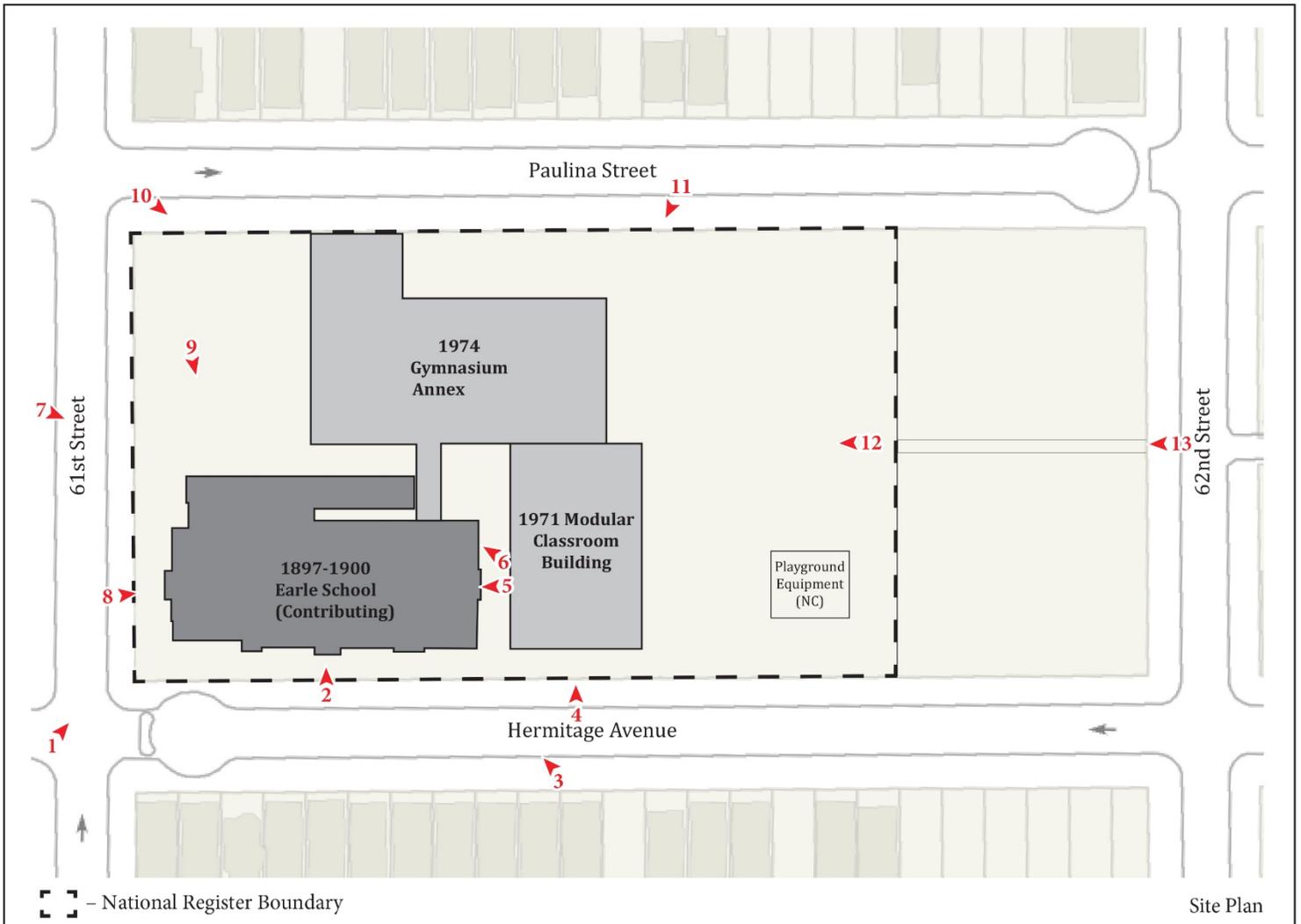
Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 3. Charles Warrington Earle School, Chronology Map, 2019. Source: MacRostie Historic Advisors, LLC.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 4. Site Map with contributing and non-contributing resources and Exterior Photo Key, 2019.
Source: Chicago Department of Planning & Economic Development, 2019; annotated by MacRostie Historic Advisors, LLC.



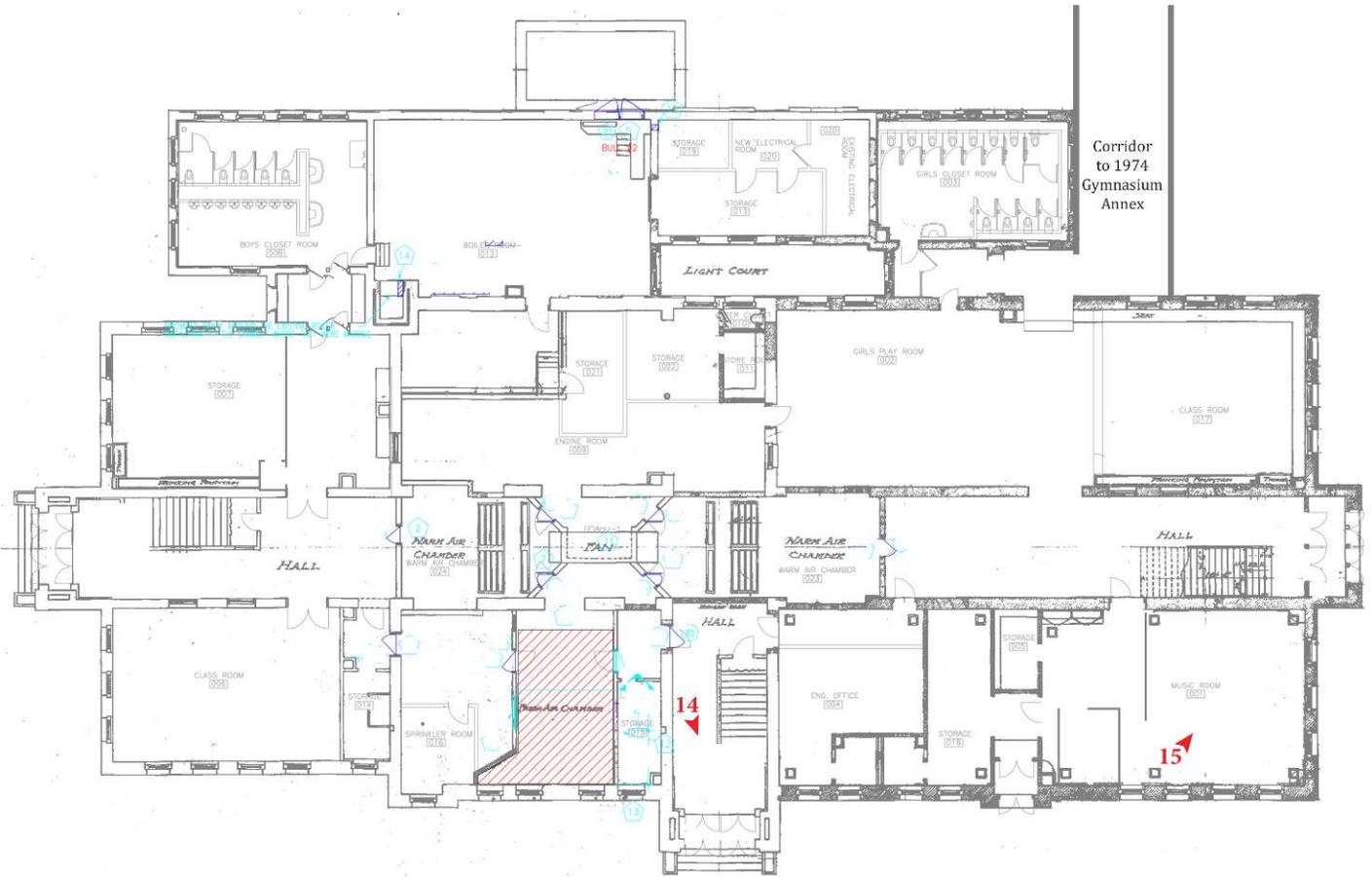
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Charles Warrington Earle School
6121 South Hermitage
Chicago, Cook County, Illinois

National Park Service
NR Photo Key

Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 5. Charles Warrington Earle School, 1897-1900 Block, Current Ground Floor Plan and Photo Key, 2019. Source: Chicago Public Schools; annotated by MacRostie Historic Advisors, LLC.

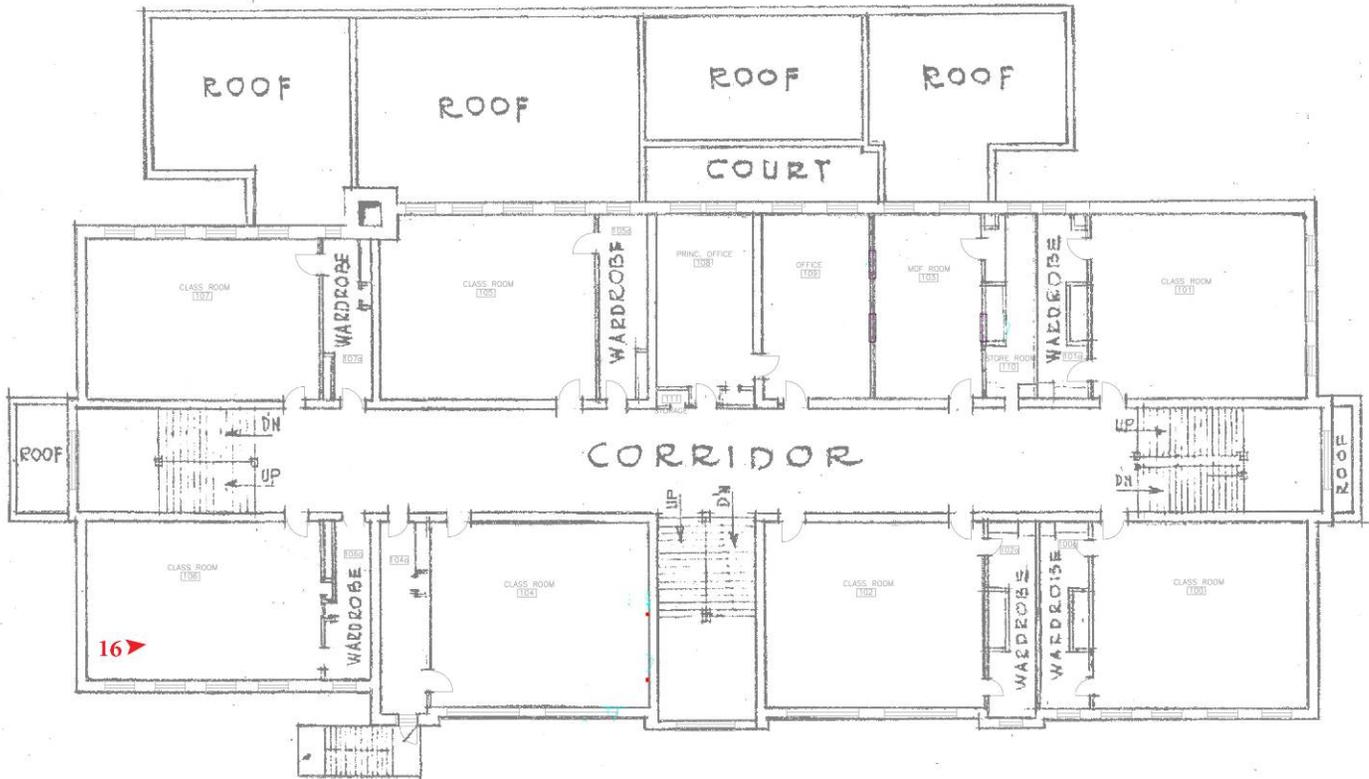


← NORTH

1897-1900 Earle School - Current Ground Floor Plan and Photo Key

Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 6. Charles Warrington Earle School, 1897-1900 Block, Current First Floor Plan and Photo Key, 2019. Source: Chicago Public Schools; annotated by MacRostie Historic Advisors, LLC.

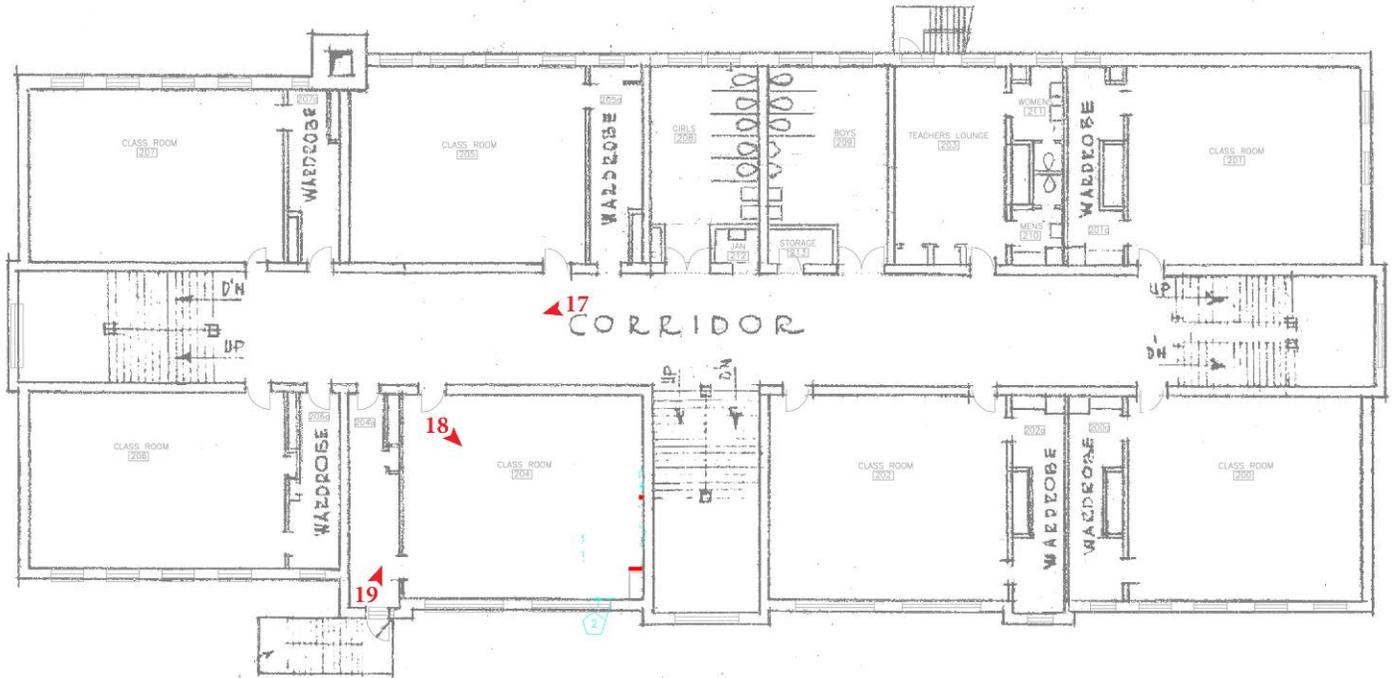


← NORTH

1897-1900 Earle School - Current First Floor Plan and Photo Key

Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 7. Charles Warrington Earle School, 1897-1900 Block, Current Second Floor Plan and Photo Key, 2019. Source: Chicago Public Schools; annotated by MacRostie Historic Advisors, LLC.

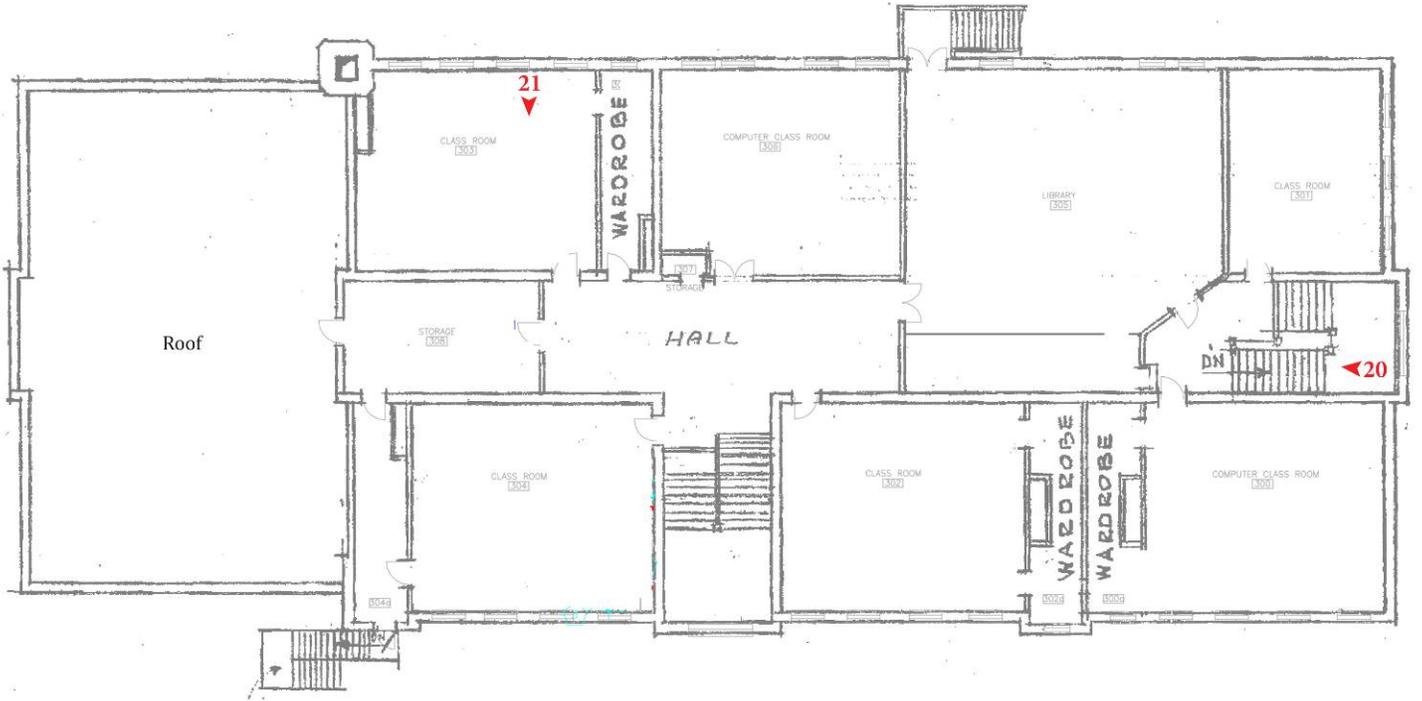


← NORTH

1897-1900 Earle School - Current Second Floor Plan and Photo Key

Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 8. Charles Warrington Earle School, 1897-1900 Block, Current Third Floor Plan and Photo Key, 2019. Source: Chicago Public Schools; augmented by MacRostie Historic Advisors, LLC.

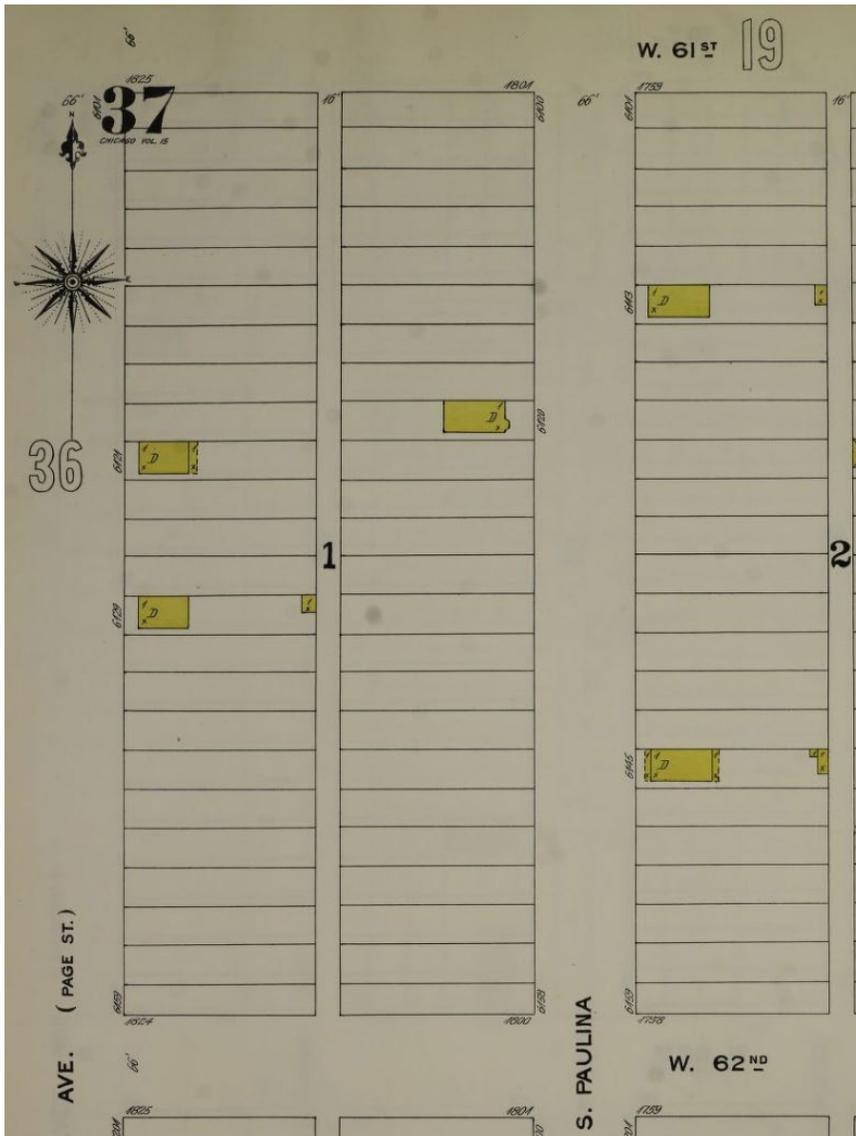


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1897-1900 Earle School - Current Third Floor Plan and Photo Key

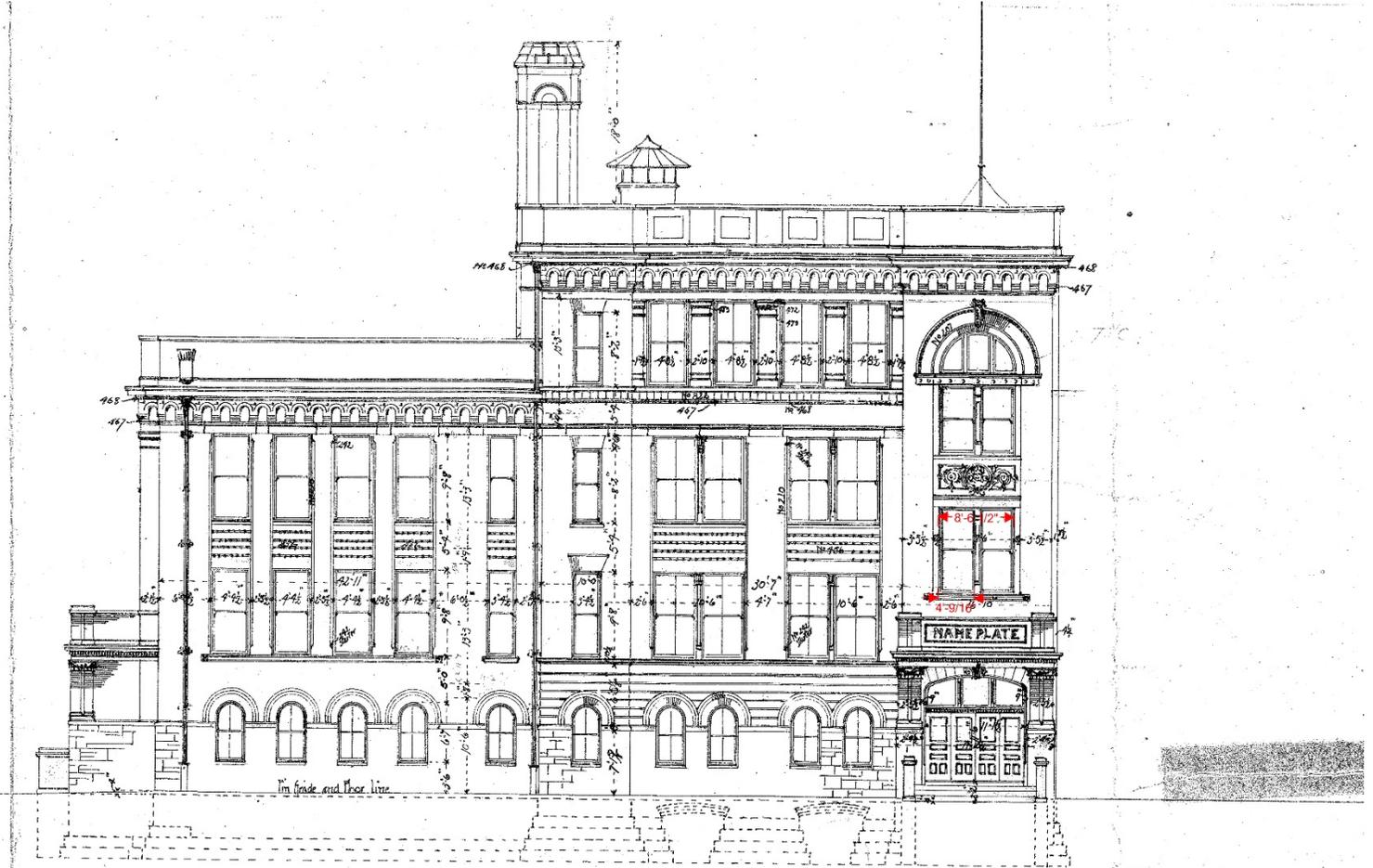
Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 9. 1895 Sanborn Map (volume 15, sheet 37), prior to the construction of the Charles Warrington Earle School. Source: Library of Congress.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 10. Original drawings, Earle School, original 1897 block, primary (west) elevation. Source: Chicago Public Schools.



• FRONT ELEVATION •

• SCHOOL BUILDING TO BE ERECTED ON COR. MERMITAGE PLAZA AVE & 61ST STREET •

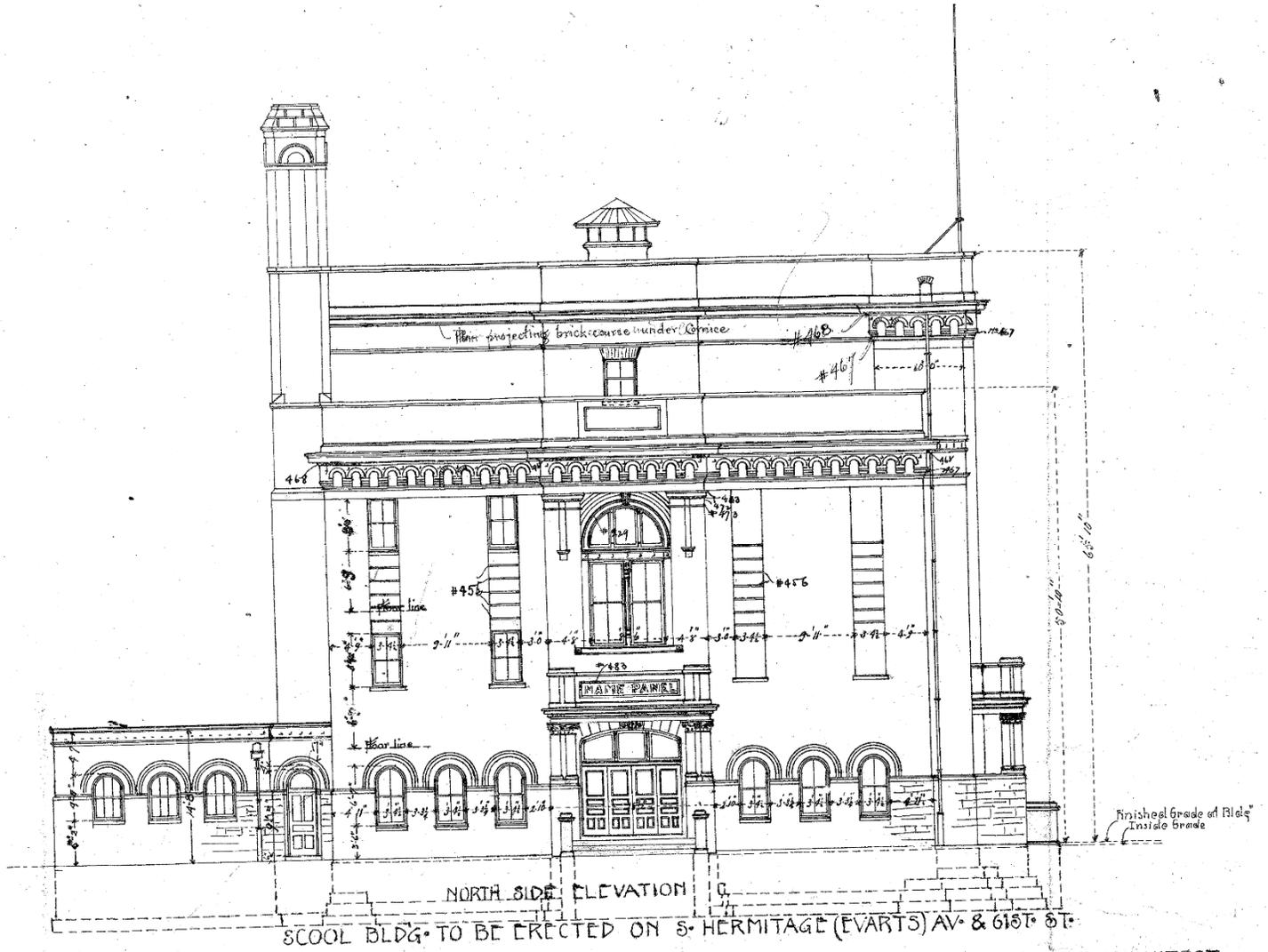
• SHEET N^o 9 SET N^o 68 MAR 1896 •

• SCALE $\frac{1}{8}$ INCH = 1 FOOT •

• AUG FIEDLER • ARCHT • R • 117 SCHILLER •
BOARD OF EDUCATION

Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 11. Original Drawings, Earle School, original 1897 block, north elevation. Source: Chicago Public Schools.



SCALE 1/8 IN = 1 FOOT SHEET NO. 10 SET NO. 68 AUG. FIEDLER ARCHITECT BOARD OF EDUCATION ROOM 1117 SCHILLER BLDG.

Property name: Charles Warrington Earle School
Illinois, County: Cook

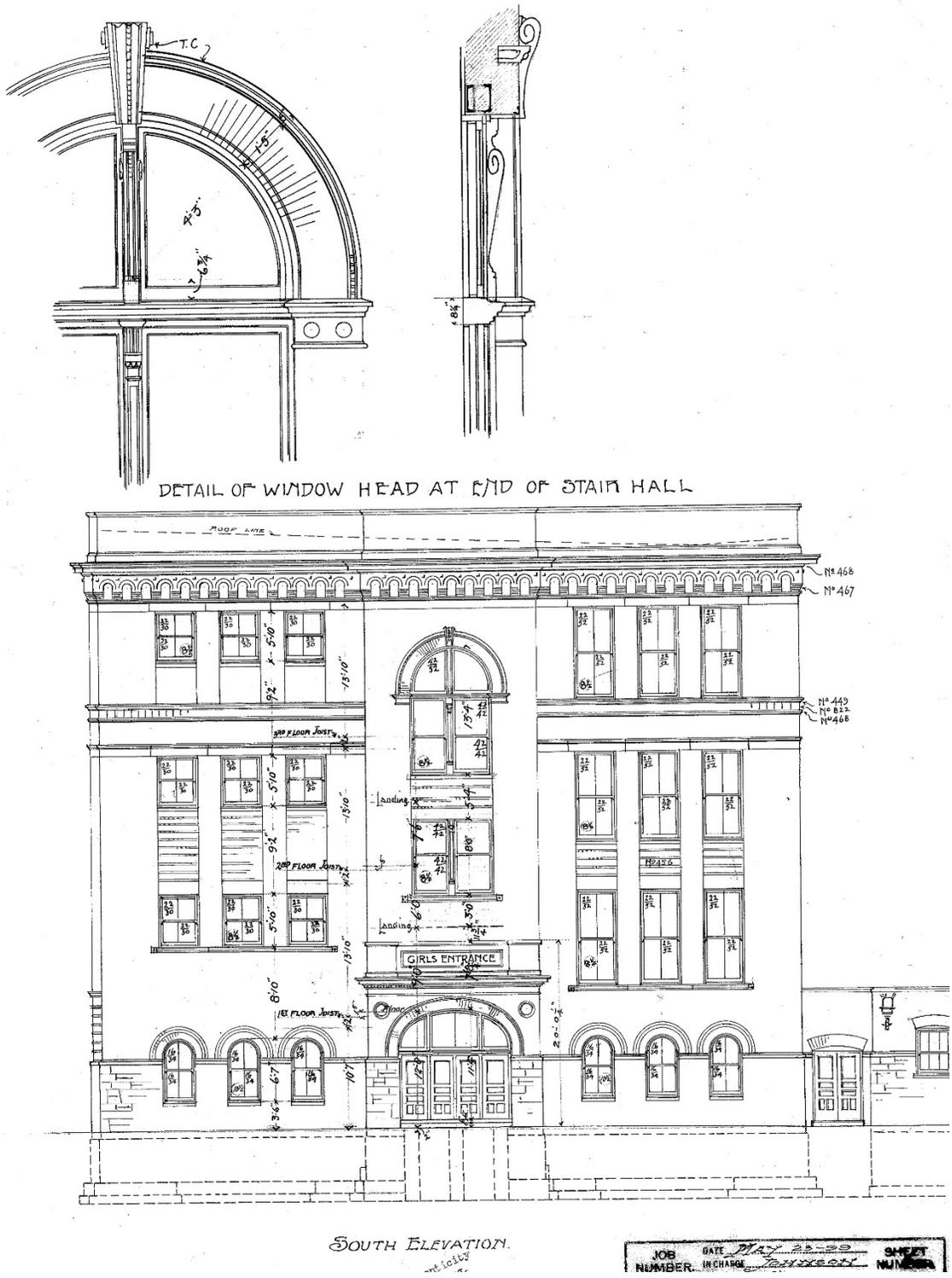
Figure 12. Original drawings, Earle School, 1900 block, primary (west) elevation. Source: Chicago Public Schools.



FRONT ELEVATION

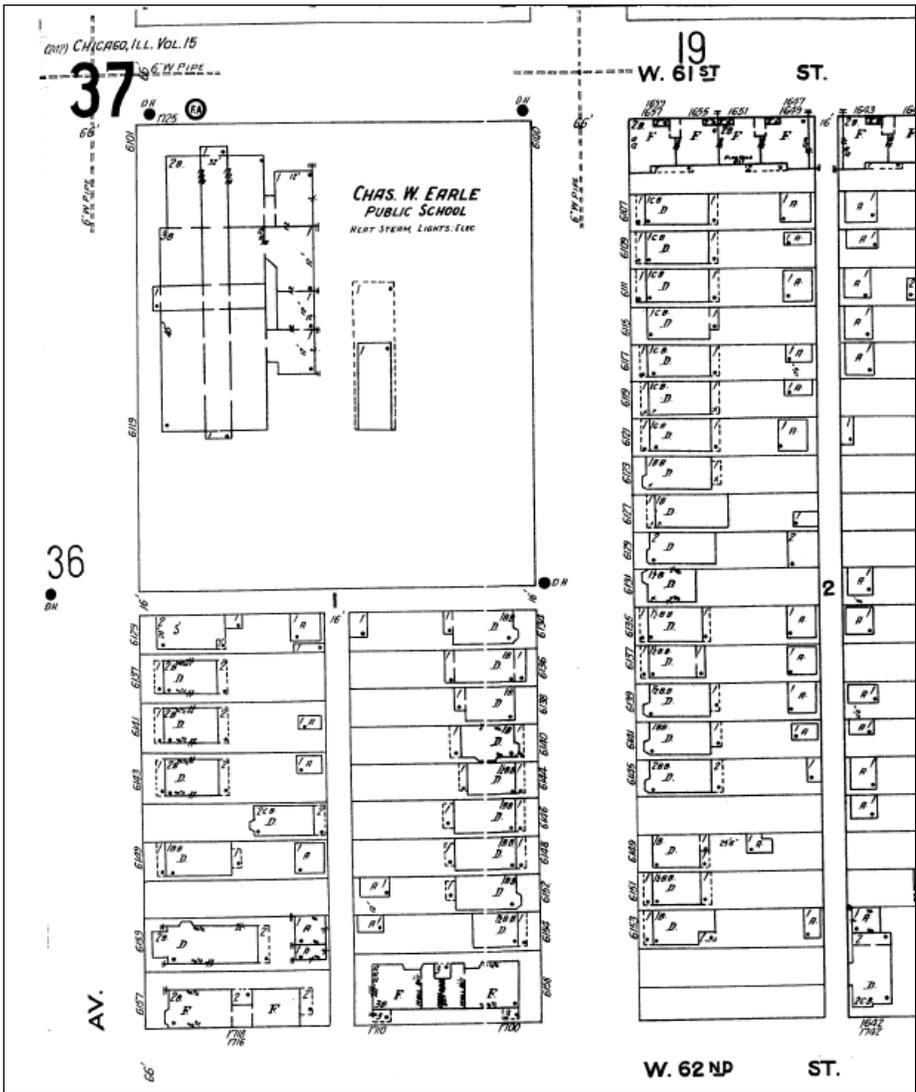
Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 13. Original drawings, Earle School, 1900 block, south elevation. Source: Chicago Public Schools.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 14. 1926 Sanborn Map (volume 15, sheet 37), showing the 1897-1900 Charles Warrington Earle School. Source: Library of Congress.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 15. Charles Warrington Earle School, 1972 aerial photograph. Source: HistoricAerials.com.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 16. Circa 1909 postcard photograph of the Charles Warrington Earle School. Source: Chuckman Collection.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 17. 1955 class photograph of students gathered inside the Charles Warrington Earle School.
Source: Chuckman Collection.



Property name: Charles Warrington Earle School
Illinois, County: Cook

Figure 18. Circa 1975 photograph of the Charles Warrington Earle School. Source: Illinois Historic Preservation Agency.



National Park Service
NR Photos
Charles Warrington Earle School - Chicago, Cook County, Illinois



1. North and west elevations of the 1897 (left) and 1900 (right) portions – looking southeast.



2. West elevations of the 1897 (left) and 1900 (right) portions, west entrance – looking east.



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3. West and south elevations of the 1897 (left) and 1900 (right) portions – looking northeast.



4. West elevation of the 1971 Modular Classroom Building – looking east.



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5. South elevation of the 1900 portion, south entrance – looking north.



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6. South elevation of the 1900 portion – looking northeast.



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7. East and north elevations of the 1897 portion (center) and the 1900 portion (left background), north entrance – looking southwest.



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8. North elevation of the 1897 portion, north entrance – looking south.



9. East elevations of the 1897 (right) and 1900 (left) portions – looking southwest.



10. North and east elevations of the 1974 Gymnasium Annex – looking southwest.



11. South and east elevations of the 1974 Gymnasium Annex – looking northwest.



12. 1900 portion (background), 1971 Modular Classroom Building (foreground, left), 1974 Gymnasium Annex (foreground, right), and non-contributing playground equipment – looking north.



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13. Public park to the south of the Earle School – looking north.



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14. Ground floor of 1897 portion, west entrance – looking southwest.



15. Ground floor, 1900 portion, original kindergarten – looking southeast.



16. First floor, 1897 portion, typical classroom – looking southeast.



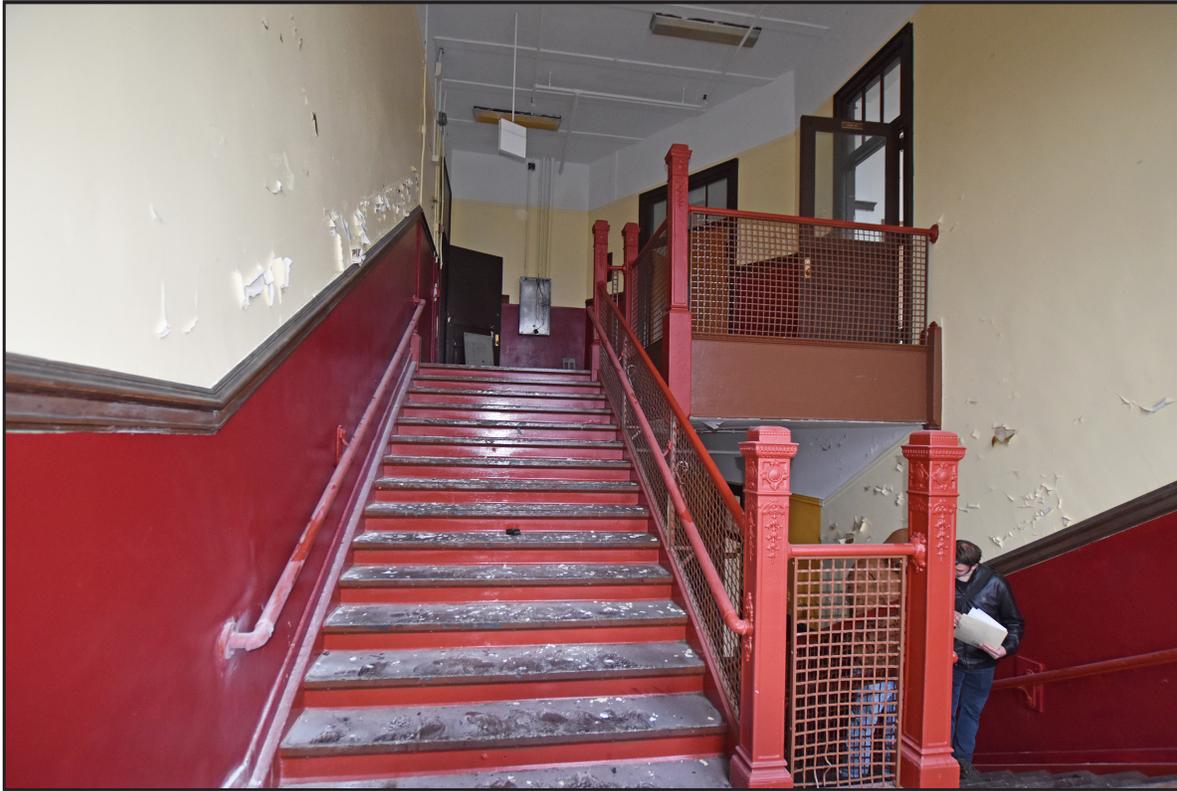
17. Second floor, 1897 portion, corridor – looking northwest.



18. Second floor, 1897 portion, typical classroom – looking southwest.



19. Second floor of 1897 portion, typical classroom wardrobe – looking east.



20. Third floor, 1900 portion, south stair – looking north.



21. Third floor, 1900 portion, typical classroom – looking west.