

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 Elizabeth Peabody School

other names/site number \_\_\_\_\_

Name of Multiple Property Listing \_\_\_\_\_

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

## 2. Location

street & number 1444 West Augusta Boulevard  not for publication

city or town Chicago  vicinity

state Illinois county Cook zip code 60642

## 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

Dave 11/06/2017  
Signature of certifying official/Title: Deputy State Historic Preservation Officer Date

Illinois Department of Natural Resources  
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:)

Loy Edson H. Beall 12-26-17  
Signature of the Keeper Date of Action

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**5. Classification**

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

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

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

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

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

Contributing	Noncontributing	
1		buildings
		site
		structure
		object
1		<b>Total</b>

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

\_\_\_\_\_

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

EDUCATION/schools  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**  
(Enter categories from instructions.)

VACANT/NOT IN USE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

LATE VICTORIAN/Queen Ann  
LATE VICTORIAN/Romanesque  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials**  
(Enter categories from instructions.)

foundation: Stone  
walls: Brick, Stone  
roof: Asphalt  
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 Elizabeth Peabody School is located at 1444 West Augusta Boulevard in Chicago's Noble Square neighborhood. The three-story and ground floor Queen Anne and Richardson Romanesque style school building is situated on the north side of Augusta Boulevard, and abuts the public sidewalk along its main south elevation. The primary entrance is centered on the main south elevation, with two secondary entrances on the east and west elevations. To the west of the school is a paved former playground, and to the east are a paved playground and a detached former school addition built in the early 1970s.

Overall, the interior and exterior of the Elizabeth Peabody School retain excellent integrity and continue to display character-defining features typical of late 1890s Late Victorian style school buildings.

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### Narrative Description

#### Exterior

The Elizabeth Peabody School is a three-story and ground floor building constructed of brick and clad in stone and red pressed brick laid in a common bond pattern. The building is built on a stone foundation and features a flat asphalt roof that pitches slightly from the center to direct rain water towards gutter boxes in the parapet walls. Twin historic metal vent stacks with conical caps punctuate the shallow roofline. All exterior elevations are regularly fenestrated with replacement metal-frame windows. A rear single-story boiler house projects from the base of the main building to the alley to the north; a tall brick chimney extends from the east end of the roof of the boiler house, up the side of the north elevation of the main building, and terminates nearly a full story above the parapet.

The building has a tripartite design, with a stone base and a brick shaft topped by a parapet and plain metal cornice. Above a water table of rusticated Joliet limestone, the first floor is faced in smooth-faced limestone. (This limestone replaced deteriorated original smooth sandstone in 1998. A sandstone keystone and voussoirs remain as part of the main entrance arch). Above the first floor, three floors are clad in red pressed brick. Decorative brick borders the windows within structural bays, emphasizing the building's verticality. A simple metal cornice and a brick parapet with a decorative square pattern terminate the building.

The main south (Augusta) elevation is symmetrically divided into three bays from east to west, with a central bay projecting towards Augusta Boulevard flanked by recessed bays. The central bay features the main entrance, which is framed by a triumphal arch set into the limestone base with plain spandrels and a simple, fluted keystone. The coursed limestone cladding of the base extends above the entrance to the first floor and frames a set of three windows. Sets of three windows on the second and third floors are bordered on either side by a brick dentil, or saw tooth pattern that extends from the second-floor limestone sill through to the metal cornice above the third floor. Between the second and third floors there is an oversize panel of terra cotta with the name "ELIZABETH PEABODY" set among molded foliate motifs. The central bay is topped by a parapet with a "blind" arcade pattern of brick with terra cotta spandrels and keystones. The east bay features a set of four windows per floor that are separated by brick mullions. Pressed brick with raised circles creates a uniform spandrel field between floors from the top of limestone lintels to the bottom of limestone

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sills. A brick dentil pattern borders either side of these sets of windows, running continuously from the top of the limestone base through to the metal cornice. According to notes in the original plans, the pressed brick was manufactured by the Chicago Hydraulic Press Brick Company, and selected from the company's 1892 catalog. The west bay is similar to the east bay, except that there are three individual columns of evenly-spaced windows. Each narrow column features similar fields of circle-decorated pressed brick between floors, and each column is bordered on each side by a brick dentil pattern, which also extends from the top of the base through to the metal cornice.

The east and west elevations are each divided into three bays. Both are similar in form, with only differences in fenestration. Each elevation has a projecting center bay enclosing a stairwell. The stair bays feature distinct fenestration, with tall paired windows facing south on the second and third landings, and sets of three tall windows on the ground floor, and second and third landings. Windows at the third landing feature fixed transoms set above the main window and separated by a stone horizontal mullion. Each center stair bay features a projecting, south-facing, stone-clad portico with a stone archway enclosing an open air vestibule and secondary doorway. On the east elevation, the south bay features three evenly-spaced windows per floor, while the north bay has sets of four windows per floor. On the west elevation the fenestration is reversed, with three evenly-spaced windows on the north bay and sets of four windows on the south bay.

The north elevation is asymmetrical and begins above the boiler house. The easternmost third of the elevation projects slightly to meet the boiler house chimney; single windows flank the chimney on each floor. The other two-thirds of the elevation are defined by eleven, evenly-spaced windows per floor, with a continuous stone sills and lintels.

The boiler house features a parged Joliet limestone water table with pressed red brick cladding above, and plain, rectangular, terra cotta coping. All former fenestration is infilled with brick, but it is evident from the types of brick used that the openings were not all filled at once, but at different points in the school's history. The outline of former fenestration is easily identifiable by the locations of brick arches and stone sills. Along the north elevation of the boiler house there are four infilled former single-sash window openings at each end, with five full openings in the middle of the elevation. Above two of the middle openings is a secondary brick arch, which identifies the location of a temporary opening, left during construction to allow for the delivery of the building's boilers. The opening was filled with two separate windows after the boilers were installed.

## **Interior**

The Elizabeth Peabody School is three-story school building above a slight sub-level ground floor, 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 main entrance, as well as two stairwells at the east and west ends of the building and is highly utilitarian in character. There are no passenger or freight elevators in the building. The main upper floors – the raised 1st, 2nd, and 3rd floors -- are bisected from east to west by a wide double loaded corridor, which connects stairwells at the east and west ends of the building. On each floor there are five full-size classrooms, each with an adjoining cloakroom, and a sixth smaller classroom on each upper floor.

The school's floor plan is architect W. August Fiedler's variation on a standard model that was first introduced in 1874 with the construction of the non-extant King School. The layout could be applied to any part of the city and allowed for a school to be built regardless of its north-south orientation, thereby ensuring that most classrooms would benefit from optimal sun light during the day.

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The ground floor is a raised basement level and historically held the school's heating systems and playrooms. The space was highly utilitarian in character. The ground floor is accessed by the main, at-grade entrance from Augusta Boulevard. The entrance connects to a small vestibule inside an arched opening. The space was an open-air vestibule but was enclosed with a new exterior door in 1955. Four newer solid wood core doors with oak veneer and upper wire glazing open into the original vestibule, which has two doorways, one leading down to ground-level rooms, and a second that leads upstairs to the first floor. The stair itself is highly utilitarian and is finished with non-historic rubber flooring finish and a metal balustrade. The east and west at-grade entrances are recessed from the main entrance to the building and open to vestibules at the bottom of the two main east and west stairwells. Non-historic ducts, conduits, and pipes are exposed in the vestibules.

Spaces in the southeast and southwest of the ground floor were historically used as playrooms, kindergarten space, and for manual training shops. Boys and girls bathrooms are located at the northeast and northwest corners of the floor, flanking the coal and boiler rooms of the rear boiler house. The bathrooms were remodeled in 1973 with new fixtures and new tiles. The boiler house mechanical space at the north end of the ground floor houses large mechanical equipment. This space was not used by the public and retains no character-defining historic features or finishes, containing primarily replacement vinyl floors, replacement doors, and dropped mechanicals. As the building's service and restroom floor, the ground floor has been altered and reconfigured over the past century and retains its utilitarian character.

Historically, the first floor was the building's first primary and public floor. It retains the principal's office and interconnected administrative offices, finished with wood built-ins that remain. The principal's office is located in the center narrow room on the south side of the corridor. The room is divided into two spaces: a main room with three exterior windows and a smaller interior room, originally a private toilet room, against the corridor wall that is separated from the rest of the room by a plastered partition with a six-over-six double hung wood sash window and a paneled door with a transom above. To the west of this door is a large covered window, which originally overlooked the main central stair and had a view of part of the first floor corridor. The main space has banks of stained wood cabinets with glass doors above and drawers below along the east and west walls. Because the room is located above the main entrance and the ascending central stair, a bulkhead was required for stair clearance below. The bulkhead rises approximately two feet above the floor and is paneled in beadboard. A paneled door at the south end of the west wall leads to a small adjoining room with a painted built-in cabinet with tall mirrored doors.

The upper floors (first, second, and third) are similarly finished, each with classrooms with smaller center south-facing rooms, wide corridors, and wood finishes. Three classrooms are aligned along the north side of the building, while two classrooms and the sixth smaller room are aligned along the south side facing Augusta Boulevard. Each floor features four corner classrooms, where each classroom has a wall of four tall windows and a second wall of two or three single windows. These identical rectangular classrooms are oriented in a pin-wheel pattern so that the right exterior wall features a set of four windows. This standard school floor plan allowed for a school to be built regardless of its north-south orientation, thereby ensuring that most classrooms would benefit from optimal sun light during the day. The upper floors retain historic finishes including wood trim, doors and transoms, and the original floor plan.

The upper floor classrooms at the Peabody School have small vestibules, which are connected to the corridor by arched plaster openings. The vestibules each have two paneled wood doors with transoms, with one door leading to the classroom's cloakroom, and the second opening directly into the classroom. The cloakrooms

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are typical narrow, long spaces with vertical wainscoting with plain iron coat hooks, a continuation of the corridor's decorative plaster ceiling cove, and a single full-size window. Classrooms were similarly finished with vertical wainscoting and picture rail, and with wood-framed chalkboards along two walls. Many classrooms feature tall, built-in cabinets with glass doors above and drawers below. Most classrooms have wood floors that are covered by acoustic vinyl tile.

The wide corridors on each floor connect the east and west stairwells, which feature deep landings and provide ample circulation space. The original wood stairs were replaced in 1940 with new iron stairs with asphalt treads and were again altered in 1955. Simple square iron newel posts with plain raised moldings and caps, plain iron balusters, and wood railings are decorative but utilitarian. Corridor and stairwell walls are finished in plaster and feature a plain wood rail molding that divides the wall height in half; originally, the lower portion of the wall had vertical wainscoting, but this was replaced with plaster and the current molding around 1940. A decorative curving cove above runs above picture rail molding along the length of the corridor.

### *Integrity*

The Elizabeth Peabody School retains excellent exterior and interior architectural integrity. The building retains significant character-defining features, including overall form, fenestration, location of entrances, and masonry details. Exterior changes include the replacement of windows and the infilling of fenestration in the boiler house. New hollow metal sash windows were installed on the north elevation, and new metal entry door were installed in all entrances as part of a 1955 renovation; new doors and frames were set within existing wood frames. Due to significant spalling stone around the base of the building, repair work in 2005 included selective stone replacement.

The majority of exterior stonework was replaced in 2005. All limestone forming the base, from the water table to the top of the ground floor was removed and replaced with newly quarried limestone. All molding profiles around windows and on string courses were copied. The two-story stone base of the middle project bay on the south elevation was selectively replaced. All flat stonework from the ground to the top of the first floor was replaced. All deteriorated stonework around the main central arch, including foliate carved spandrels, was replaced. Original historic stonework includes all of the substantial voussoirs and the tall, fluted keystone. All of the stonework comprising the two side entrance pavilions, including the arches, was replaced. On upper levels, only window sills were replaced, while original plain stone lintels were left in place.

The interior of the school building retains its layout of entry vestibules, double loaded corridors, and classrooms. New iron stairs replaced existing wood stairs in the east and west stairwell and at the main entrance in 1940 and were altered again in 1955. The original floor plan and circulation pattern throughout the building is maintained. Corridors, vestibules, cloakrooms, and classrooms retain original plasterwork, plaster ceilings and arches, some trim, chalkboards, and built-in cabinets. Floor finishes are primarily non-historic vinyl tile over original wood floors.

Overall, the Elizabeth Peabody School displays original exterior massing, façade features, and fenestration, and interior retains its layout and finishes, which are all elements that make the Elizabeth Peabody School a fine excellent example of a late nineteenth century Chicago public school building.

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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**

1894

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1894

\_\_\_\_\_  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)

\_\_\_\_\_

**Cultural Affiliation** (if applicable)

\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Fiedler, W. August

\_\_\_\_\_  
\_\_\_\_\_

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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).

The Elizabeth Peabody School (or simply the Peabody School) at 1444 West Augusta Boulevard in Chicago, Illinois is locally significant under National Register Criterion C for Architecture as a well-preserved example of a late nineteenth century public school building with elements of Queen Anne and Richardsonian Romanesque and as an excellent example of grade school by Chicago architect W. August Fiedler.

The Peabody School's period of significance for Criterion C is 1894, the year the school building was completed.

**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

Located at 1444 West Augusta Boulevard in Chicago's Noble Square neighborhood, the Peabody School was completed as a fifteen-classroom school in 1894 and designed in the Queen Anne style, with hints of Richardsonian Romanesque and elements of the Prairie School, by architect W. August Fiedler (1842-1903), architect of the Chicago Board of Education from 1893 to 1896. The school's location and design were products of changing laws and standards regarding childhood education during America's Progressive Era. From the 1880s through the early 1900s, the Chicago Public School Schools gained thousands of new students as rural farming families moved into the city, new populations arrived from Europe, and as new laws were passed requiring school attendance and to reduce child labor. The West Town area where the Peabody School was built was the center of one of Chicago's largest immigrant populations, and an area where these trends were strongly felt.

The substantial and uniform design of this Queen Anne style building exemplifies the prevailing concepts of school architecture in the late-nineteenth century with its masonry construction, central double-loaded corridor design, and classrooms with tall windows for ample light and ventilation. The overall form and plan was based on established school designs. Ornamentation on the building is refined and includes a substantial limestone base with an arched central main entrance, decorative brickwork, limestone trim, terra cotta details, and a pressed metal cornice. The Peabody School has a high degree of integrity, retaining its original floor plan and circulation pattern and many of its historic features and finishes.

The Peabody School maintained its original use as a public school until 2013 and retains adequate integrity to illustrate its role in the late nineteenth century development of educational buildings and to make it National Register eligible under Criterion C for Architecture.

### *The History of Public School Architecture in Chicago up to 1894*

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



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Across the United States in the mid-nineteenth century, the design of school houses followed a few standard formulas for size and layout. The intended purpose of the school building 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 area 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.

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 impressive period of their lives,” in school, in buildings that could positively shape their lives. 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.” Barnard’s moral-driven enthusiasm for the purpose and design of public school buildings helped slowly propel changes 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 education thinkers 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 hallway. 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 and 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 budget made it the school board’s favored design. Nearly all public school houses built in Chicago through the 1890s followed this basic form.

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 20 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.

Flanders altered the standard King School plan by introducing asymmetrical footprints and elaborate architectural design elements. An early example of his work near the Peabody School is the 1884 John Lothrop Motley School Building at 739 North Ada Street. In between Flanders' two terms as school architect was Charles Rudolph, the architect of the James Mulligan Public School Building at 1855 to 1863 North Sheffield Avenue (1889-1890).

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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 the 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. Large-scale annexations of land in 1889 also brought additional populations into the city, including over 35,000 students. All needed city services, including public schools.

The student population also increased after the state's 1883 Compulsory Education Law was both strengthened with the appointment of truant officers and a Superintendent of Compulsory Education, and expanded to require that all children ages 7 to 14 attend school for 16 weeks per year. 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 new law increased demand for seats in Chicago's public schools, particularly in the city's growing immigrant communities like West Town.

During 1894, the School Board approved and built nineteen new schools designed by board architect William Fiedler, including the Peabody School. This was the greatest period of school building construction since the Board's concentrated efforts to address overcrowding began a decade earlier.

### *Construction of the Elizabeth Peabody School*

In early 1893, the Chicago Board of Education approved the purchase of land for a new school site on the north side of west Augusta Boulevard, between north Noble Street and north Greenview Avenue. The site, which would be the location of the new Peabody Public School, was one of ten across the city where new schools were authorized to be built by the Board that year.

Peabody was built to relieve overcrowding at two older West Town schools: the William H. Wells School (936 North Ashland Avenue, built in 1868 and later rebuilt), and the Kosciusko School (formerly the Division and Cleaver Street School, built in 1876 and later replaced by Holy Trinity High School). A September 1895 Chicago Tribune article noted that "the increase in population in Chicago is of such a character that the School Board will not see its work of erecting new buildings completed for many years." Peabody's foundation was laid early in 1894, and by August, the roof was complete and finish plasterwork had begun. The fifteen-classroom school opened on January 7, 1895.

The Elizabeth Peabody Public School was one of Fiedler's first school designs. His composition for the school is compellingly bold and utilitarian; it follows a rigid geometric design which is emphasized by geometric ornament. Its design is based on historic architectural styles popular during the period, including the Romanesque Revival and Queen Anne architectural styles, while also being evocative of buildings designed by progressive Chicago architect Louis Sullivan and others that were involved in defining new American architectural styles through the embrace of Arts-and-Crafts theories. Trained in Germany, Fiedler may also have incorporated aspects of contemporary German architecture, including crisp geometry and contrasting brick and stone walls.

Fiedler's design for the Peabody School represents an embrace of both tradition and innovation that was characteristic of much Chicago architecture of the 1890s. It was unusual among Fiedler's other school designs of the period in that he used the standard school footprint and overall building form established by the King School in 1874. Other schools completed by Fiedler in 1894 and 1895 frequently featured long building footprints, centrally-located stairwells, entrances set back or made prominent with pavilions, and irregular roof lines.

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Fiedler's other school designs primarily exemplified the Renaissance Revival style, with no two alike. Fiedler's plan for the Peabody School is likely similar to the King School plan because it was one of Fiedler's first school designs, and because it was completed quickly to fill an immediate need; Fiedler perhaps did not have enough time to formulate a new plan and was probably working with existing proposed plans. Fiedler's later school designs deviate considerably from the Peabody and other King School modeled buildings. In these later works Fiedler had the opportunity to derive new floor plans and to create unique designs for each location, and no longer created generic models to be copied across the city.

In contrast, the general form of the Peabody School was rather like earlier school buildings. Its symmetrical footprint, with projecting side wings on the east and west sides accommodating stairwells and classrooms, resembles the King School and subsequent schools designed by architect Augustus Bauer. The main entrance is neither recessed nor set in a vestibule as in Fiedler's other designs; instead it is centered on the Augusta Boulevard façade following long-established architectural standards for school design. Similarly, the school's exterior configuration and materials, including a stone base and brick-clad upper floors, trimmed with a pressed metal cornice, give Peabody some of the visual character of earlier Chicago schoolhouses.

Fiedler's design for the Elizabeth Peabody School was, like many earlier Chicago public school building designs, not limited to the construction of one school building. At the same time as the Peabody school was being planned, a second school following the same design and layout was being planned for the northwest corner of California Avenue and Fulton Street, west of Chicago's downtown. This school was to be named the Alfred Lord Tennyson School. However, it appears that Fiedler's design was never used for this school, as a larger school building was completed on the site in 1895-1896 (demolished). The Peabody School is the only known completed and extant school of its particular design.

### *Design Influences in the Elizabeth Peabody Public School*

Taken as a whole, the Elizabeth Peabody Public School synthesizes a number of historically-significant architectural trends found in Chicago architecture of the late nineteenth century. It utilizes historic styles such as the Romanesque Revival and Queen Anne. It incorporates Arts-and-Crafts theories about the primacy of building materials in the creation of a visual style. It references the innovative architecture of Chicagoan Louis Sullivan, a contemporary of Fiedler.

Based on the designs of noteworthy Massachusetts architect Henry Hobson Richardson, the Richardsonian Romanesque architectural style was influenced by the medieval architecture of 11th and 12th century European churches, but simplified visually to emphasize underlying geometric forms. The Peabody School's bold stone base and round-arched entrances for both front and side entrances show the influence of the Richardsonian Romanesque.

The Queen Anne style as used by the Peabody School was based on English buildings built in the 1870s and 1880s that embraced visual complexity and a plethora of ornament, especially in brick and terra cotta. The Peabody School has a large terra-cotta panel atop the main façade that spells out "ELIZABETH PEABODY" and is embellished with Victorian-style foliate vines. In addition, much molded brick, some with circle patterns and others with raised diamond patterns, is used to edge structural piers and ornament spandrels between windows. Brick is also used for roof parapet paneling and blind arches.

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The influence of modern American design aesthetics in the Peabody School, especially the Arts and Crafts, can be seen in the overall clean lines of the building, which emphasize sharp geometry. The building's limestone base is devoid of applied ornament, emphasizing the inherent visual qualities of smooth and rusticated stone. Upper floors utilize the deep red hue, tactile smoothness and tight mortar joints of pressed brick to accentuate the overall sense of mass and volume of the building. Structure is clearly expressed through window groupings, separated by piers outlined in dentil brick moldings and spandrels covered in circle-embellished bricks. Limestone lintels and sills provide visual contrast to the red of the bricks.

The round-arched main entrance, set within a simple squared-off surround and devoid of applied ornament, resembles the Romanesque-influenced entrances to several of Louis Sullivan's buildings, including the Schiller Building of 1891 and especially the Chicago Stock Exchange Building of 1894, under construction at the same time as the Peabody School. Fiedler's architectural office for the Board of Education was located in the Garrick Theater building, and Fiedler would have been well aware of Sullivan's work.

### *West Town and the Development of Chicago's Polish Downtown*

The Elizabeth Peabody Public School Building is located in the West Town community area on the Near Northwest Side of Chicago. This area grew quickly in the last decades of the nineteenth century as countless European immigrants to the United States fled to the United States seeking a better life by escape Old-World poverty, political upheaval, and religious or ethnic oppression. New schools such as Peabody were built to accommodate the new families that were quickly entering the area. Polish immigration to West Town was especially strong, and quickly surpassed the area's existing German and Scandinavian populations. West Town soon emerged as the largest Polish community outside of Warsaw centered on Milwaukee Avenue near Division Street.

A history of political repression accompanied by much economic deprivation, encouraged millions of Poles to seek their fortunes in the New World. Between 1850 and 1914, an estimated three million Poles fled their homeland. A majority became Americans, entering the United States by way of New York's emigration processing center at Ellis Island, and then settling in predominantly Polish communities in growing American industrial cities such as New York, Pittsburgh, Detroit, Milwaukee, and Chicago.

West Town was first settled by Germans before the 1850s as farmland. The land was on the northwest fringe of Chicago; a growing metropolis whose boundaries ended at Wood Street on the west and North Avenue on the north. Immediately northwest of the city lay the vast and largely rural Jefferson Township, which was dotted by clusters of frame houses and farming communities. The fire of 1871 prompted an exodus of city residents to surrounding townships, which were lightly developed, relatively inexpensive, and free of mounting building restrictions. Scores of new frame houses quickly filled areas both areas beyond the city and within the West Town area before post-fire building laws were passed in 1874. An even greater development boom transformed West Town following Chicago's 1889 annexation of surrounding townships including Jefferson. New utility connections, city services, and transportation connections raised land values and led to the construction of thousands of new brick cottages and two or more unit flats.

By the end of the nineteenth century, the West Town area was largely built up. It became the primary home of Chicago's Polish community, which was centered on Milwaukee Avenue near Division Street, and known to local residents as "Stanislawowo-Trojcowo" (after the area's two earliest Polish Catholic parishes St Stanislaus and Holy Trinity) and to the rest of Chicago as "Polish Downtown." It was home to tens of thousands of Chicago

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Poles who lived, worked, worshipped, and learned within a one-square-mile area of the intersection of Division Street, Ashland Avenue, and Milwaukee Avenue, a busy traffic crossing commonly known as the “Polish Triangle,” less than a third of a mile to the northwest of the Peabody Public School.

Between 1890 and 1937, the city’s Polish population grew more than ten-fold to over 500,000, making the Polish Downtown the economic and cultural heart of Chicago Polish life. Polish Downtown’s main commercial streets—Noble Street, Division Street, Ashland Avenue and Milwaukee Avenue—were lined with Polish-owned businesses serving both Polish-speaking neighborhood residents and far-flung Polish Chicagoans visiting from other parts of the metropolitan area.

The area’s initial growth during the 1890s was met with the same challenges of overcrowding and limited resources found in other immigrant neighborhoods across the city. At the same time, industry and other uses had begun to fill the community, entering at its borders along Grand Avenue and the river. Like Jane Addams’s Hull House and the greater Settlement Movement in the United States, settlement organizations aimed at helping newly arrived citizens become familiar with and settled in their new home appeared across the city. Several such organizations were founded by local universities including Northwestern University, which started the financially-independent Northwestern Settlement in West Town in 1892. In 1901, the settlement moved to their current location at the corner of Augusta and Noble, just east of the Peabody School, in a building designed for them by the architectural firm of Pond and Pond. (The Northwestern University Settlement House is a designated Chicago Landmark.) The proximity of the settlement house to the Peabody School made it possible for the two to share resources. Peabody students frequently participated in activities at Northwestern Settlement, and were in later years allowed to use its large Allison Gymnasium.

After a development peak in the 1940s and 1950s, post-World War II changes to the community, including the 1960 completion of the Northwest Expressway (renamed the Kennedy Expressway) and the arrival of new ethnic groups in the area, caused many of Polish Downtown’s older residents to relocate out of the community into other Chicago neighborhoods and suburbs. As the area’s population shifted and declined, the Peabody School was quickly identified as being inefficient. During the 1940s, school officials proposed razing Peabody and four other schools, including the nearby Motley School, without replacing them, citing them as obsolete. In the late 1960s, urban renewal advocates proposed an expansive redevelopment project for the triangular area between Augusta Boulevard and Milwaukee Avenue, and the demolition of Peabody was again proposed. This neighborhood revitalization plan was sold to the public as a requirement for replacing the aging Peabody School, which residents wanted. However, residents successfully fought the plan, leaving Peabody in place. A single-story, freestanding school building was instead built to the east of the existing school building.

Peabody continued to serve the West Town area through 2013. In the decade before its closure, the Board of Education made several repairs including the replacement of windows and the rebuilding of stonework and the parapet in 1998 and 2005, and the repair of the large rear chimney in 2012.

#### *Architect W. August Fiedler*

Born in Elbing, Germany, William August Fiedler (1842-1903) was educated in architecture before immigrating to the United States in 1871. He worked as an architect in New York City for several years, and then moved to Chicago in 1874 as part of a large influx of architects that saw professional opportunity in the rapidly-growing city. Fiedler was also one of a number of German-born architects who were drawn to Chicago with its large German-American population.

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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 sumptuous 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 west Germania Place and north 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. 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.

During his three years as Architect to the Board of Education, Fiedler designed 58 new school buildings and dozens of additions. 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.

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.

Elizabeth Peabody School  
Name of Property

Cook, Illinois  
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## 9. Major Bibliographical References

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**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

- A Woman of the Century*, Ed. Frances E. Willard and Mary A. Livermore. Chicago: Charles Wells Souton, 1893.
- Darling, Sharon S. *Chicago Furniture: Art, Craft, & Industry, 1833-1983*. New York: Chicago Historical Society in association with W.W. Norton, 1984.
- Elizabeth Peabody Public School*, Commission on Chicago Landmarks, Final Landmark Recommendation, September 1, 2016.
- “Fiedler is on Fire.” *Chicago Daily Tribune*, May 22, 1896. 10.
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- Fry, Susan. “Peabody School Honors Campaign for Kindergartens.” *Chicago Daily Tribune*, February 10, 1966. G1.
- Granacki, Victoria, Jennifer Kenny, and Greg Rainka. Multiple Property Nomination for Ethnic (European) Historic Settlement in the City of Chicago (1860-1930).
- “Group Opposes Urban Renewal.” *Chicago Daily Tribune*, March 31, 1968. NW15.
- “New Peabody School Plan Studied.” *Chicago Daily Tribune*, May 26, 1968. W6.
- “Plan 3 Million to Erect N. W. Side Schools.” *Chicago Daily Tribune*, January 2, 1945. NW1.
- Public Schools of the City of Chicago: Fortieth Annual Report of the Board of Education for the Year Ending June 29, 1894*. Chicago: The J. M. W. Jones Stationary and Printing Co., 1894.
- “Real Estate Market: Last Year’s Expenditure of the Board of Education.” *Chicago Daily Tribune*, September 15, 1895. 30.
- “Recommendations of School Sites.” *Chicago Daily Tribune*, July 6, 1893. 6.
- “Will Not Enlarge Peabody School.” *Chicago Daily Tribune*, February 4, 1915. 6.

Elizabeth Peabody School  
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**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: \_\_\_\_\_

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Historic Resources Survey Number (if assigned): \_\_\_\_\_



Elizabeth Peabody School  
Name of Property

Cook, Illinois  
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**10. Geographical Data**

**Acreage of Property** Less than one

(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>41.899985°</u>	<u>-87.664268°</u>	3	_____	_____
	Latitude	Longitude		Latitude	Longitude
2	_____	_____	4	_____	_____
	Latitude	Longitude		Latitude	Longitude

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

The boundary is the entire parcel associated with the Elizabeth Peabody School at 1444 West Augusta Boulevard in Chicago, Illinois. The building faces south onto west Augusta Boulevard, and is bordered to the north by a public alley, and to the east and west by residential and institutional property. The site boundary corresponds with the historic property lines following the completion of the school in 1894.

The legal description of the property is:

Lots 30 to 37, inclusive, in Block 2, in McCagg's Subdivision of Block 19, in Canal Trustee's Subdivision of the west 1/2 (except the southeast 1/4 of the northwest 1/4 and the northeast 1/4 of the southwest 1/4 of Section 5, Township 39 North, Range 14 east of the third Principal Meridian in Cook County, Illinois.

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

The boundaries encompass the entire parcel of land historically associated with the Elizabeth Peabody School in Chicago, Cook County, Illinois.

**11. Form Prepared By**

name/title	<u>John Cramer</u>	date	<u>April 20, 2017</u>
organization	<u>MacRostie Historic Advisors LLC</u>	telephone	<u>(312) 786-1700</u>
street & number	<u>53 West Jackson Blvd., Suite 1142</u>	email	<u>jcramer@mac-ha.com</u>
city or town	<u>Chicago</u>	state	<u>IL</u> zip code <u>60604</u>

Elizabeth Peabody School  
Name of Property

Cook, Illinois  
County and State

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**Additional Documentation**

Submit the following items with the completed form:

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

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**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:** Elizabeth Peabody School

**City or Vicinity:** Chicago

**County:** Cook **State:** Illinois

**Photographer:** John Cramer

**Date Photographed:** April 12, 2017

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

- Photo 1 of 10:** South elevation – looking northwest.  
**Photo 2 of 10:** South elevation, masonry detail, looking north.  
**Photo 3 of 10:** West elevation, west entrance detail – looking northeast.  
**Photo 4 of 10:** North and west elevations, looking southeast.  
**Photo 5 of 10:** north elevation of boiler house – looking southwest.  
**Photo 6 of 10:** Typical corridor – looking east.  
**Photo 7 of 10:** Typical stair – looking southwest.  
**Photo 8 of 10:** Principal's office – looking north.  
**Photo 9 of 10:** Typical classroom – looking east.  
**Photo 10 of 10:** Typical classroom wardrobe – looking south.

**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.

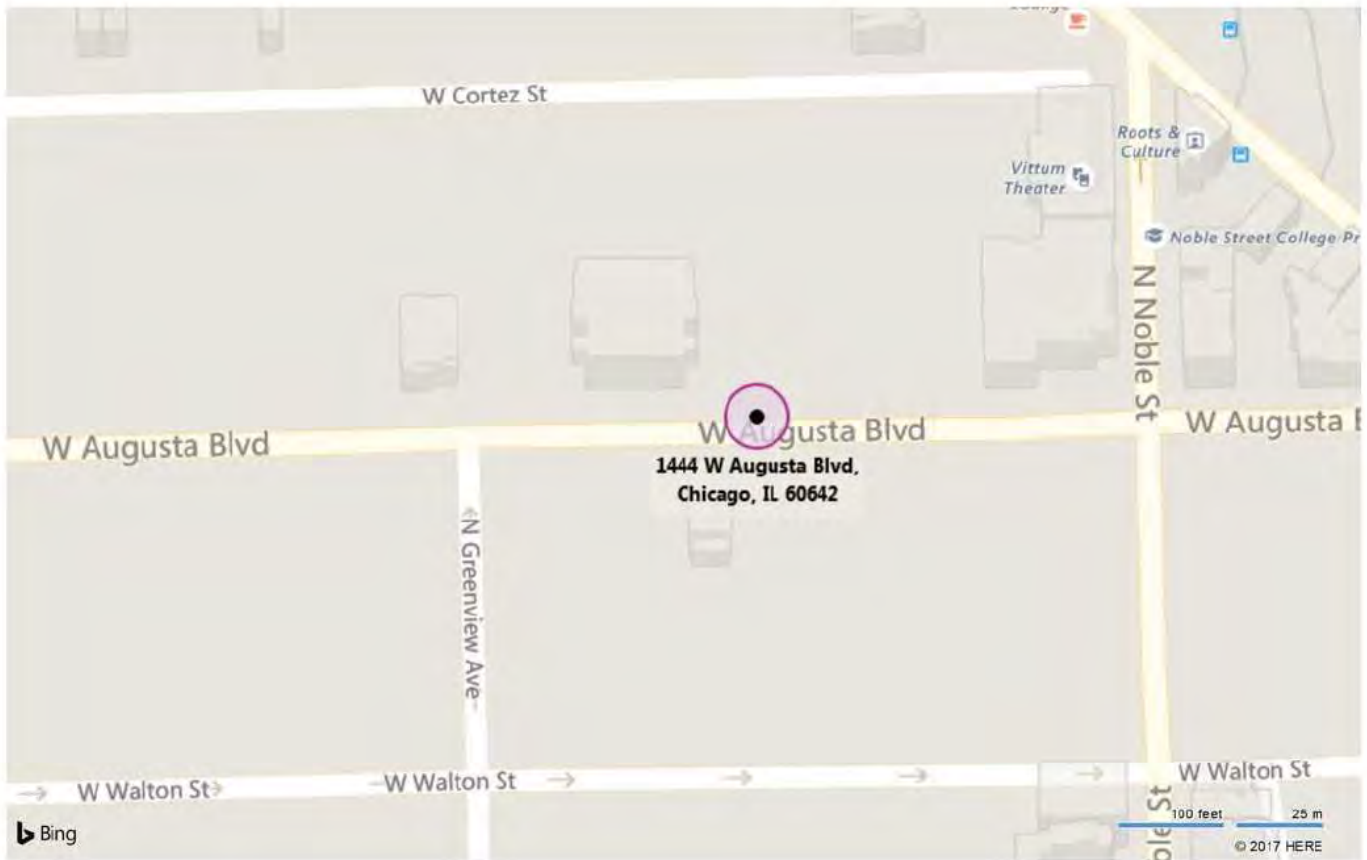
Elizabeth Peabody School  
Name of Property

Cook, Illinois  
County and State

### GIS Map

1444 W Augusta Blvd, Chicago, IL 60642

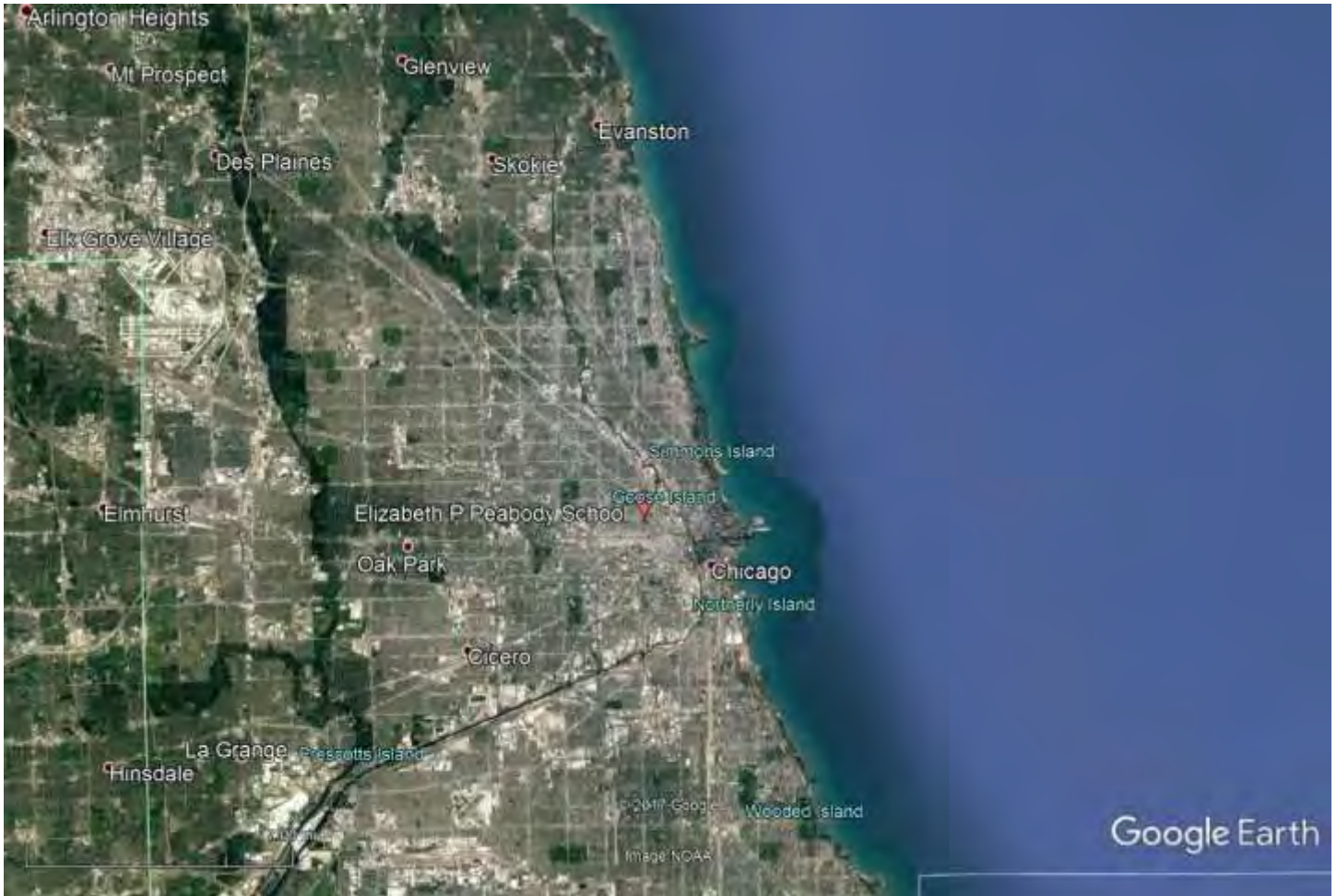
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Longitude:	-87.664268°



Elizabeth Peabody School  
Name of Property

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### Local Location Map

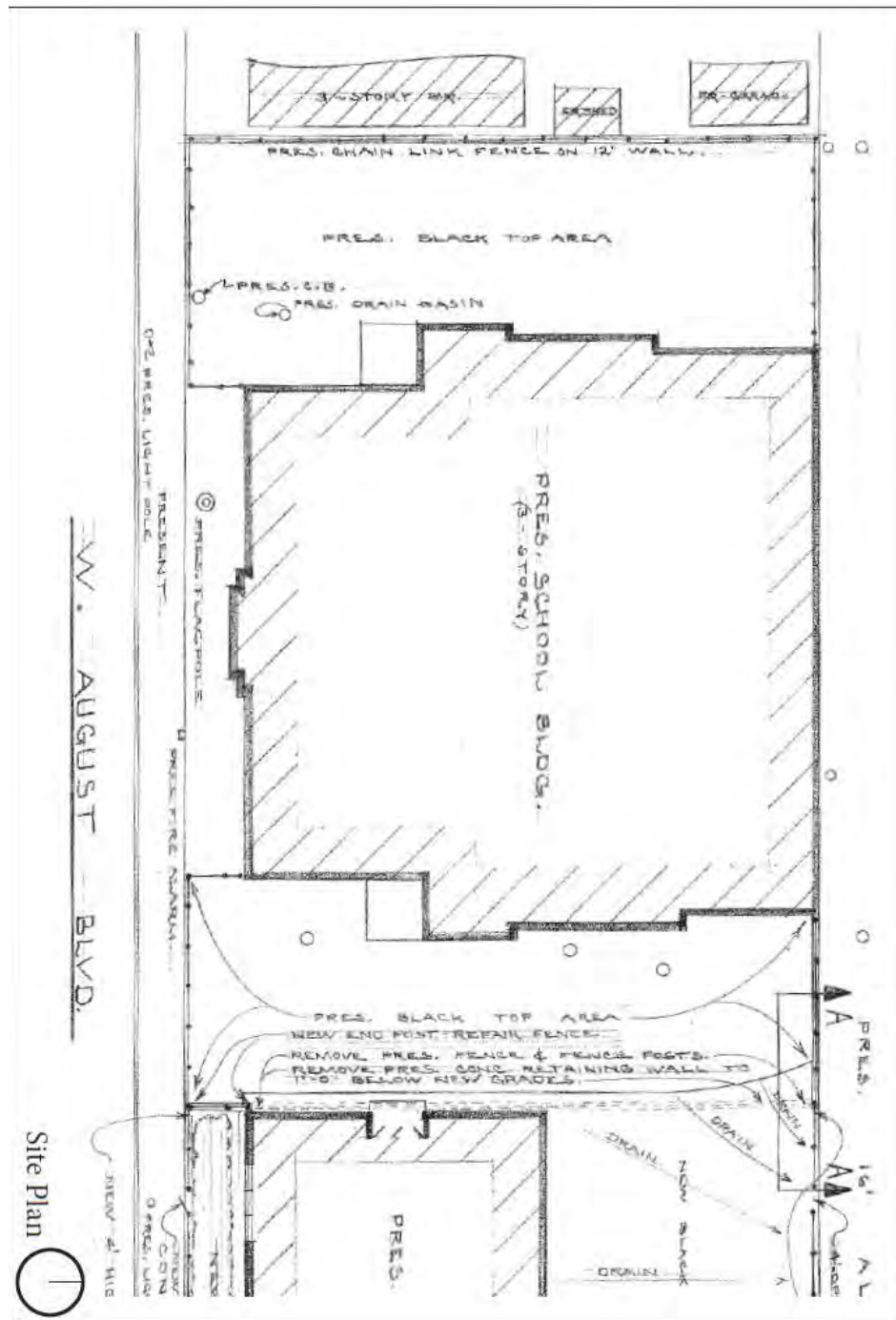


Elizabeth Peabody School  
1444 West Augusta Boulevard  
Chicago, Cook County, IL

Elizabeth Peabody School  
Name of Property

Cook, Illinois  
County and State

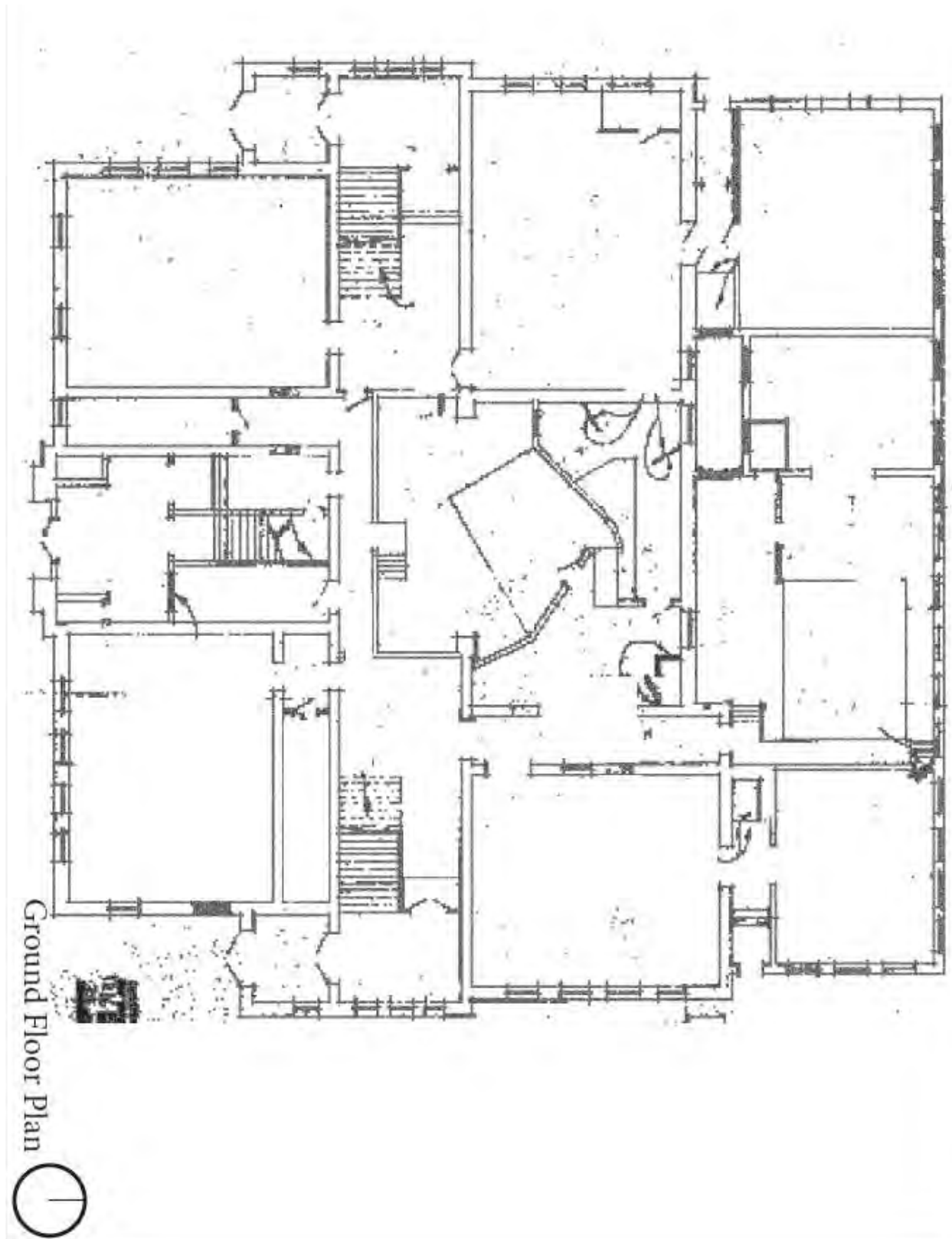
Site Plan



Elizabeth Peabody School  
Name of Property

Cook, Illinois  
County and State

**Ground Floor Plan**



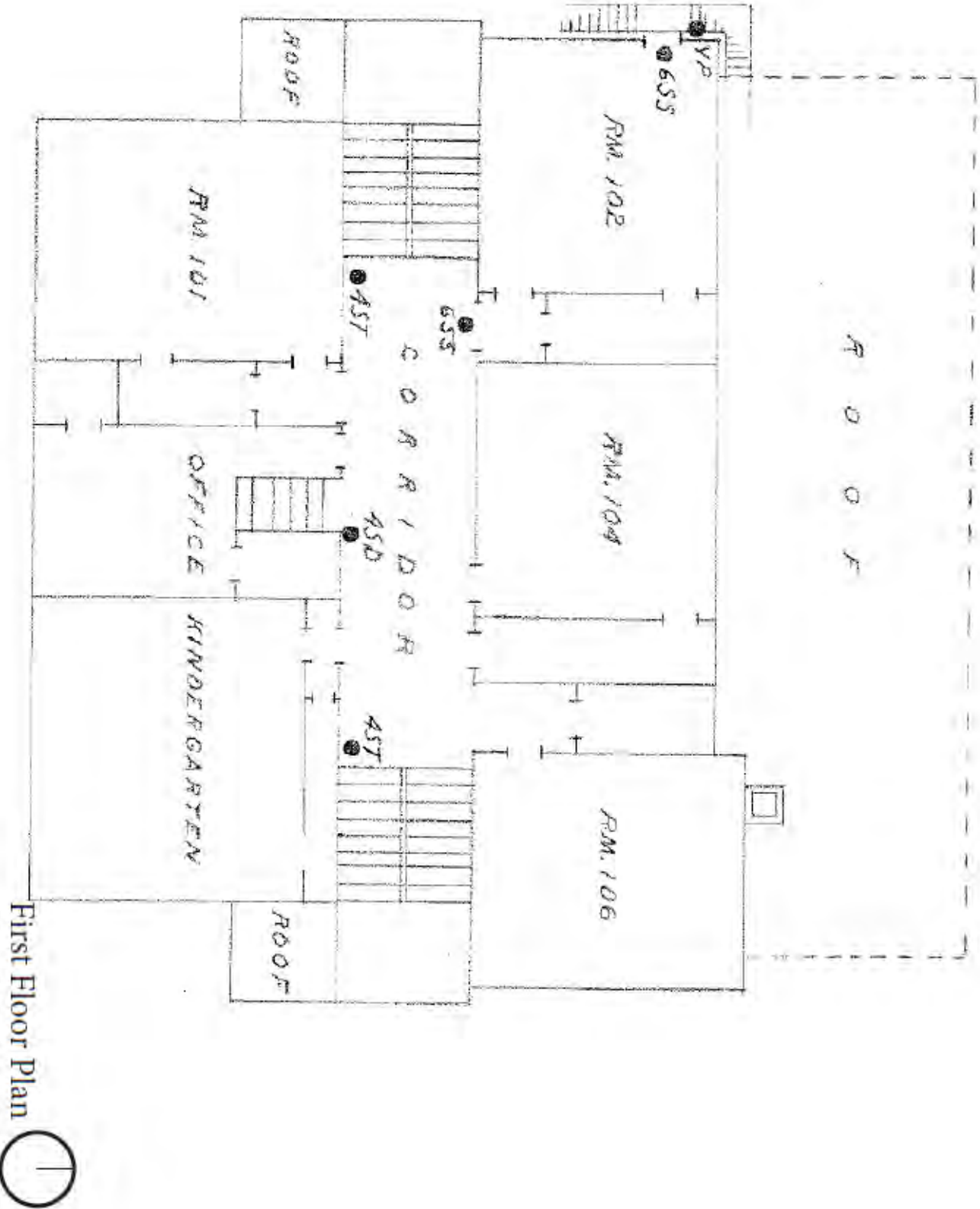
Ground Floor Plan



Elizabeth Peabody School  
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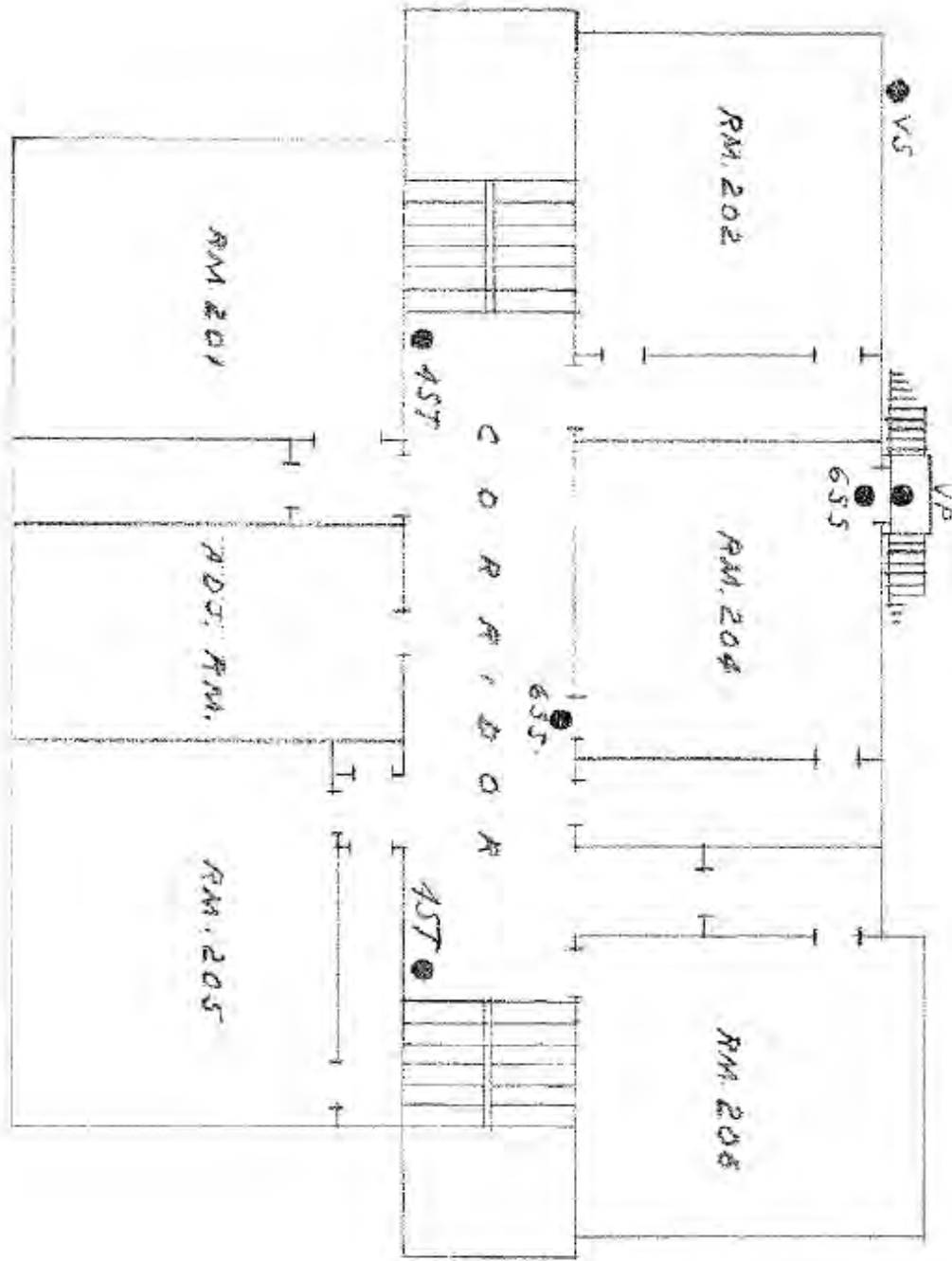
**First Floor Plan**



Elizabeth Peabody School  
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Cook, Illinois  
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### Second Floor Plan



Second Floor Plan

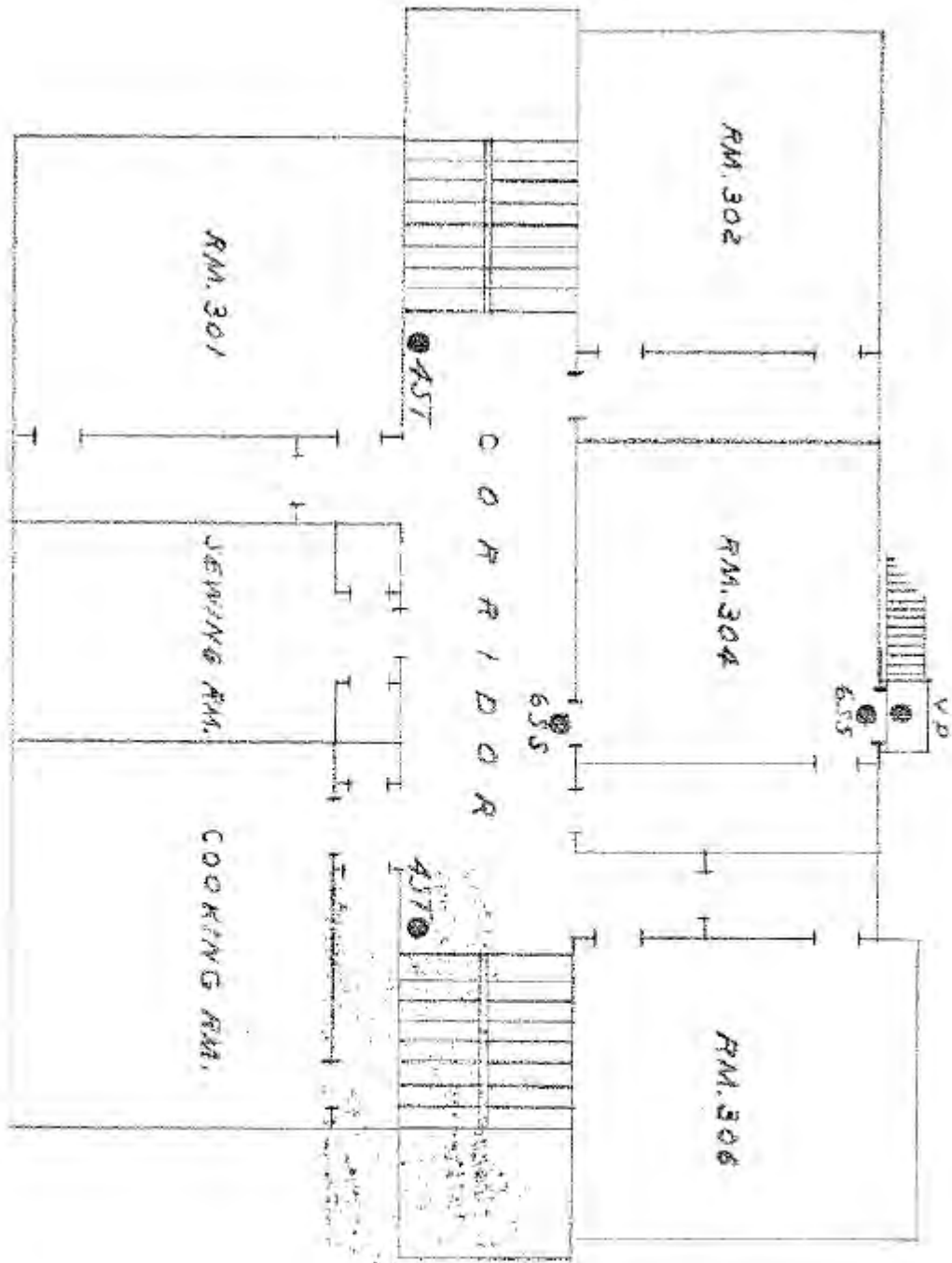




Elizabeth Peabody School  
Name of Property

Cook, Illinois  
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**Third Floor Plan**



Third Floor Plan



**Property name:** Elizabeth Peabody School  
**Illinois, County:** Cook County

### **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:** Sanborn Fire Insurance Map, 1914

**Figure 2:** Elizabeth Peabody School, c. 1910s

**Figure 3:** View of the west stairway during a fire drill, 1953. *Chuckman Collection.*

**Figure 4:** Plan of south elevation, 1893.

**Figure 5:** Plan of west elevation, 1893.

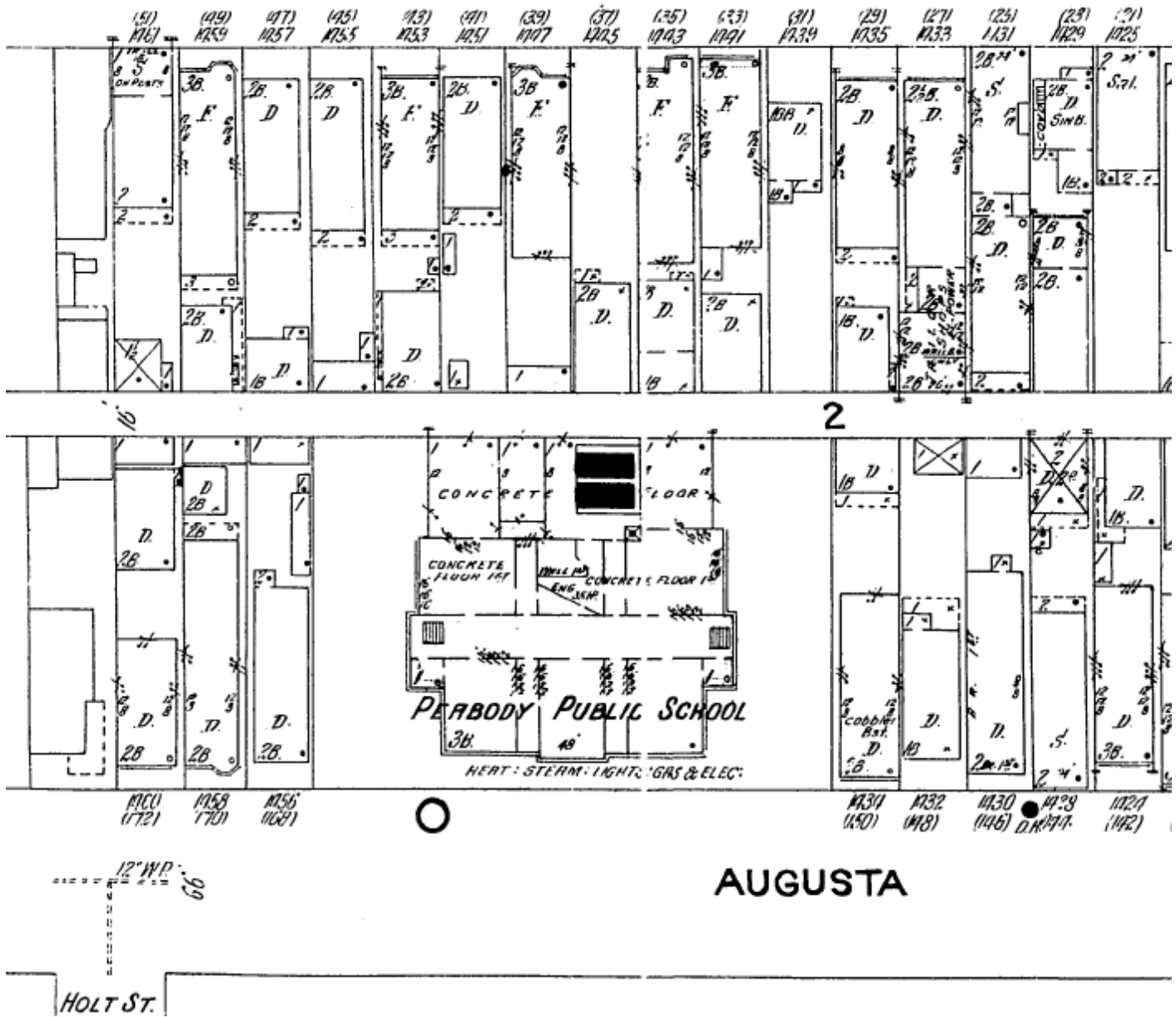
**Figure 6:** Plan of north elevation, 1893.

**Figure 7:** Cross Section – looking north, 1893.

**Figure 8:** Plan of first floor, 1893.

Property name: Elizabeth Peabody School  
 Illinois, County: Cook County

Figure 1: Sanborn Fire Insurance Map, 1914



**Property name:** Elizabeth Peabody School  
**Illinois, County:** Cook County

**Figure 2:** Elizabeth Peabody School, c. 1910s



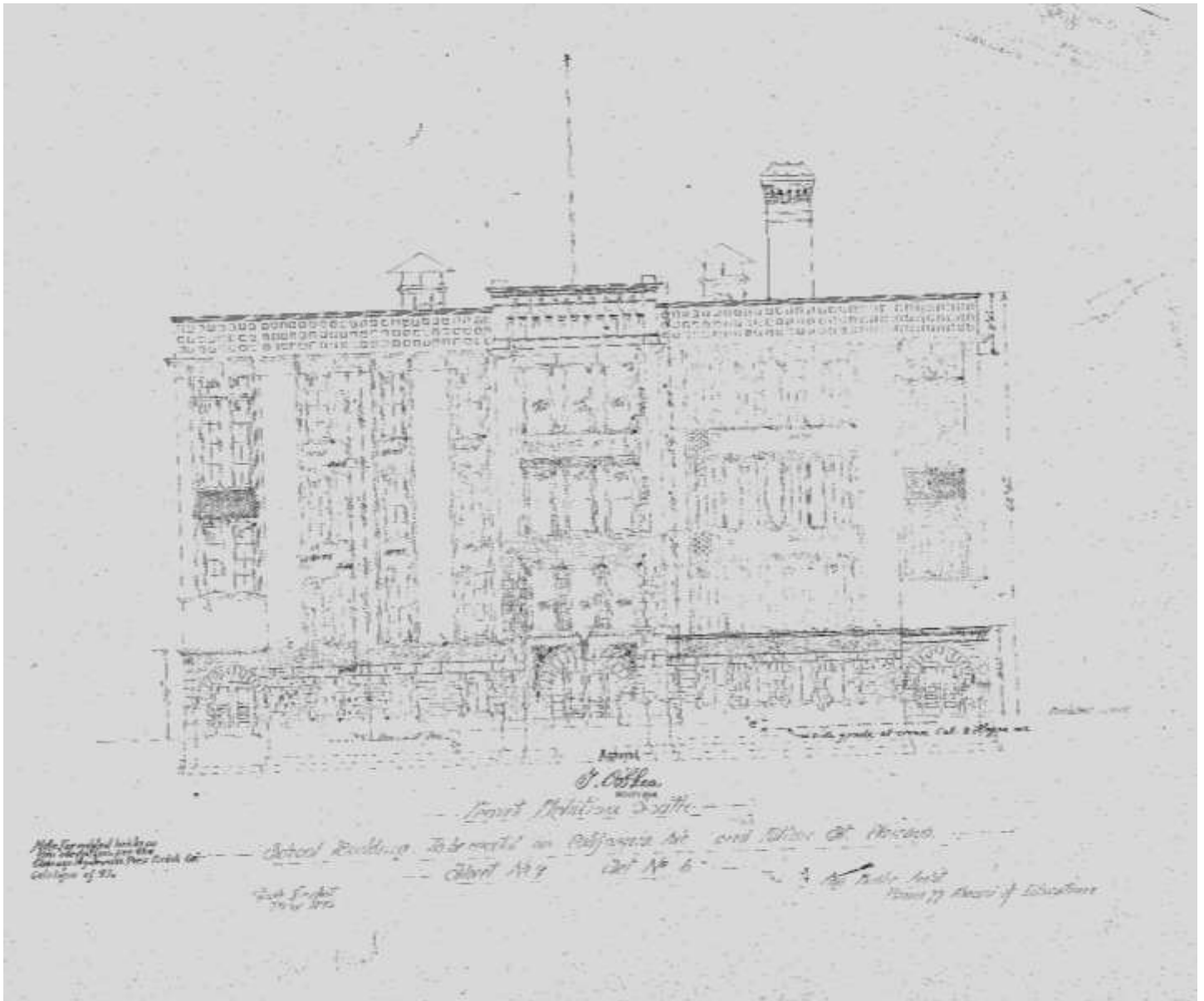
Property name: Elizabeth Peabody School  
Illinois, County: Cook County

Figure 3: View of the west stairway during a fire drill, 1953. *Chuckman Collection.*



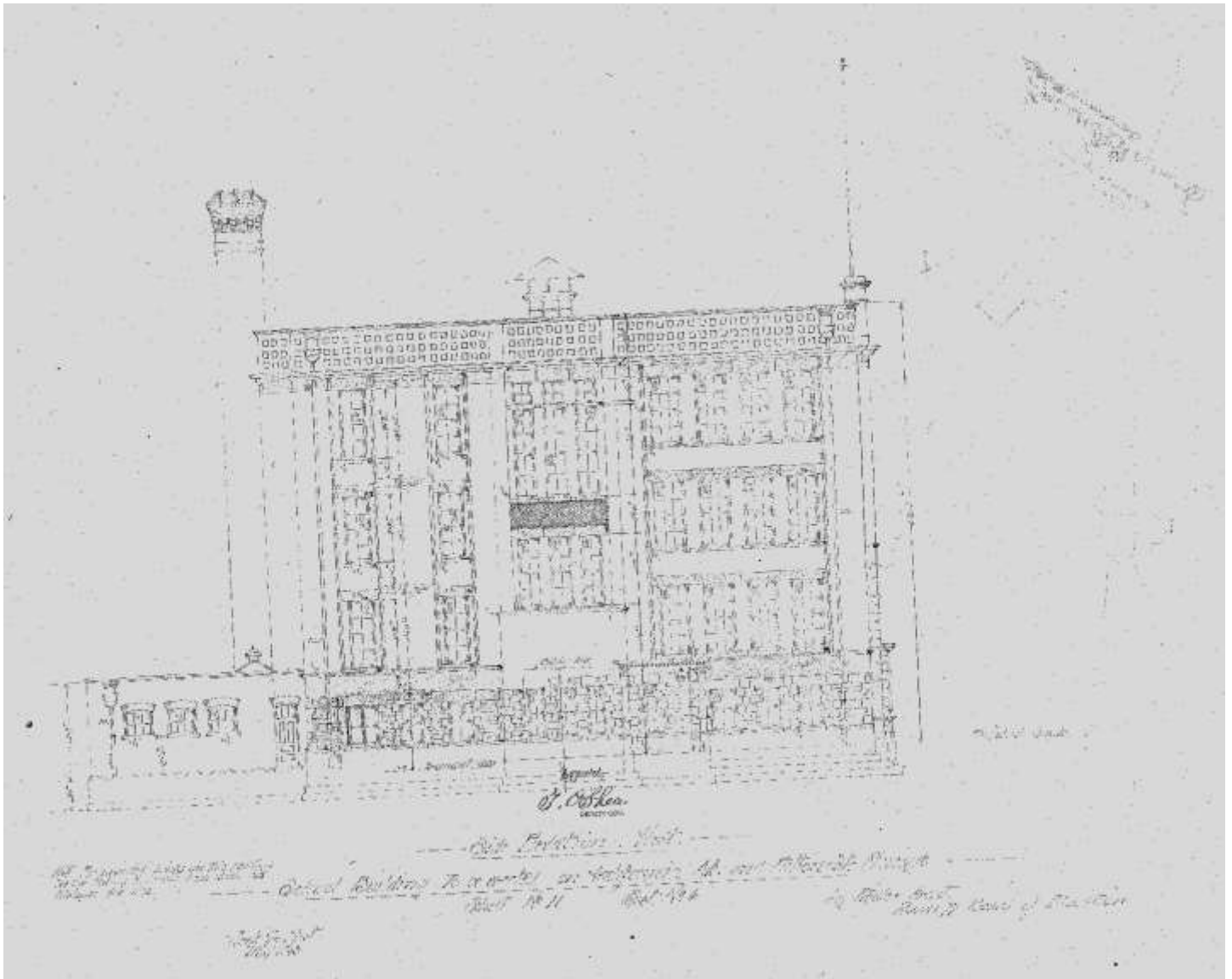
Property name: Elizabeth Peabody School  
Illinois, County: Cook County

Figure 4: Plan of south elevation, 1893.



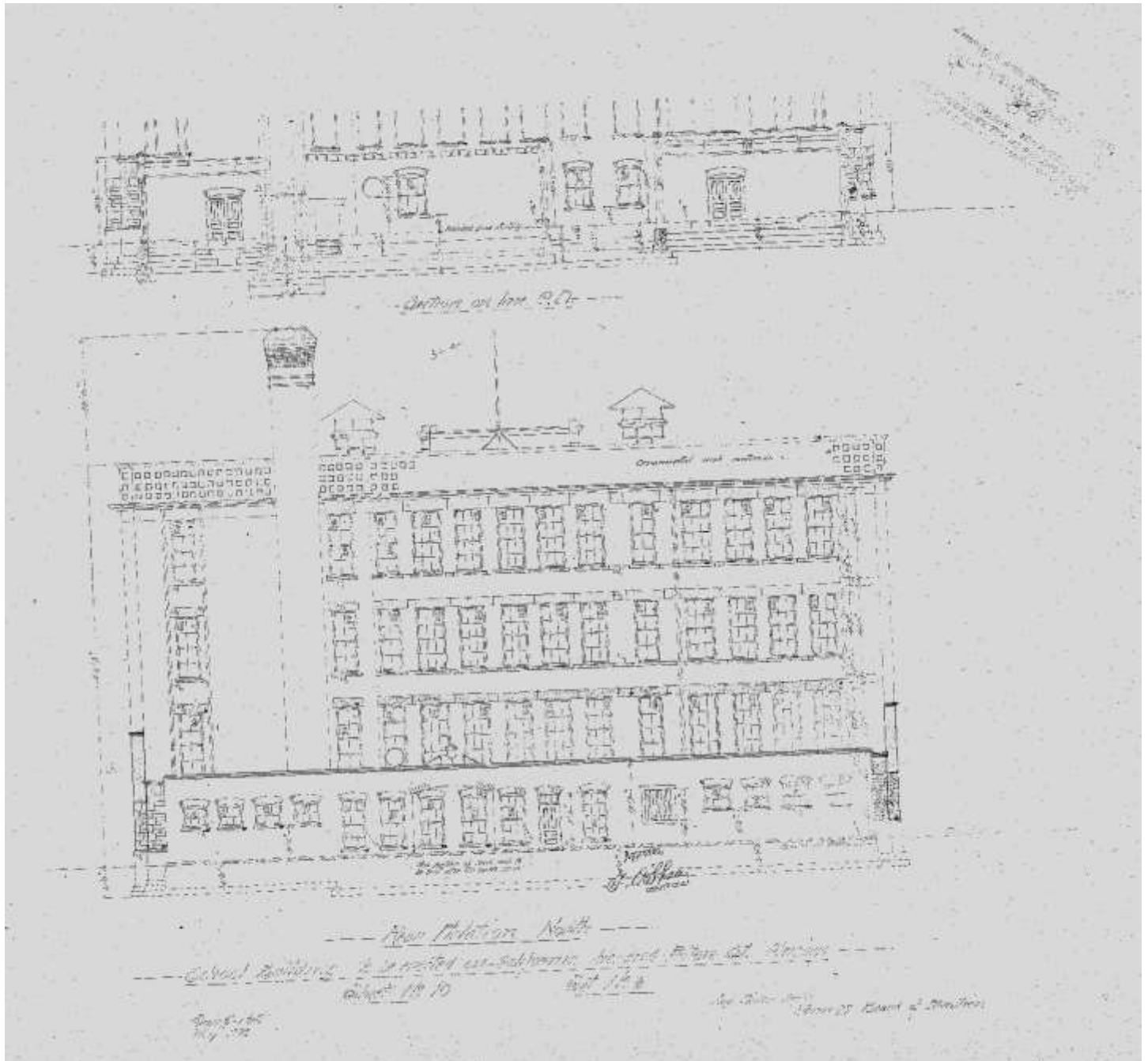
Property name: Elizabeth Peabody School  
Illinois, County: Cook County

Figure 5: Plan of west elevation, 1893.



Property name: Elizabeth Peabody School  
Illinois, County: Cook County

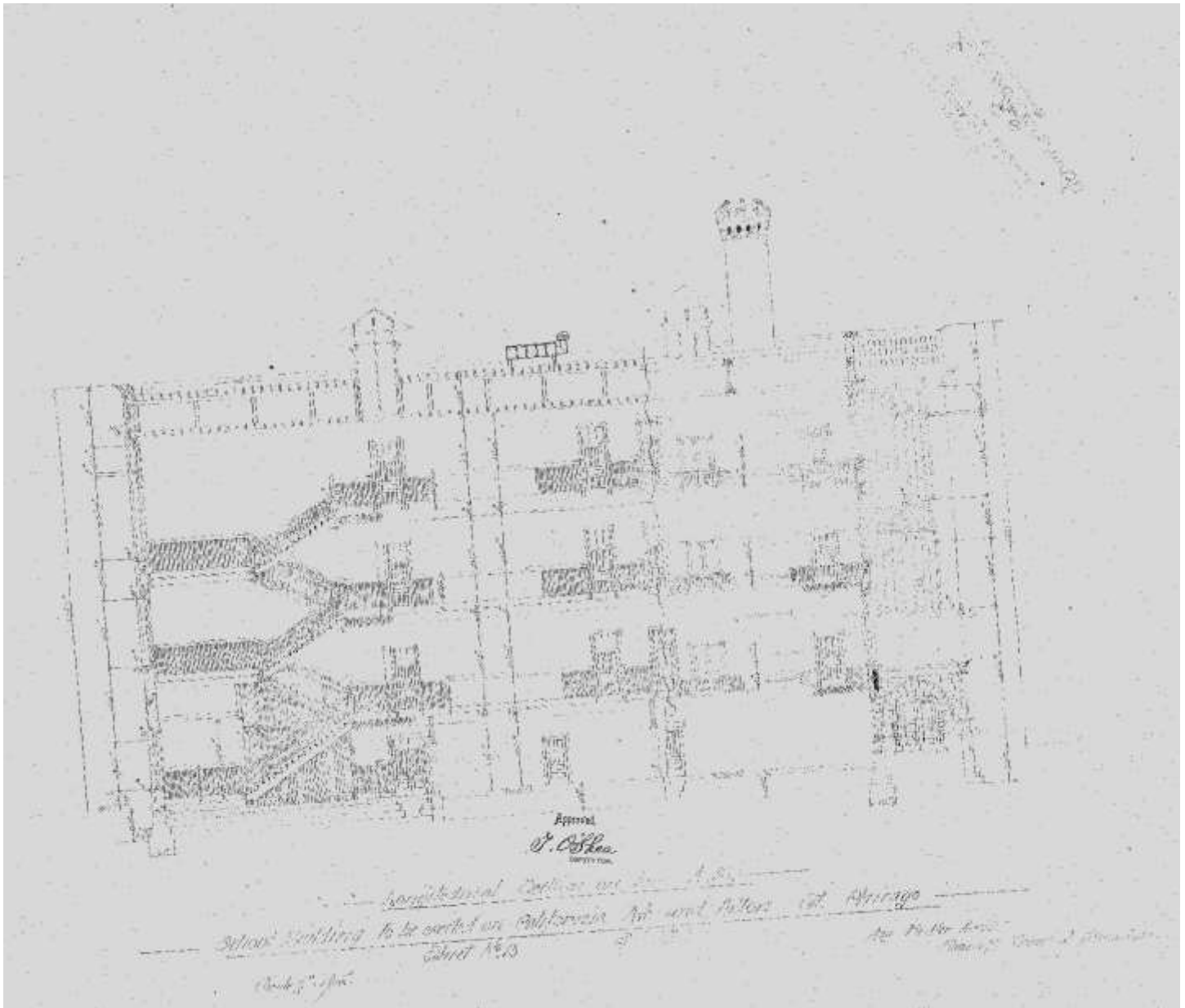
Figure 6: Plan of north elevation, 1893.





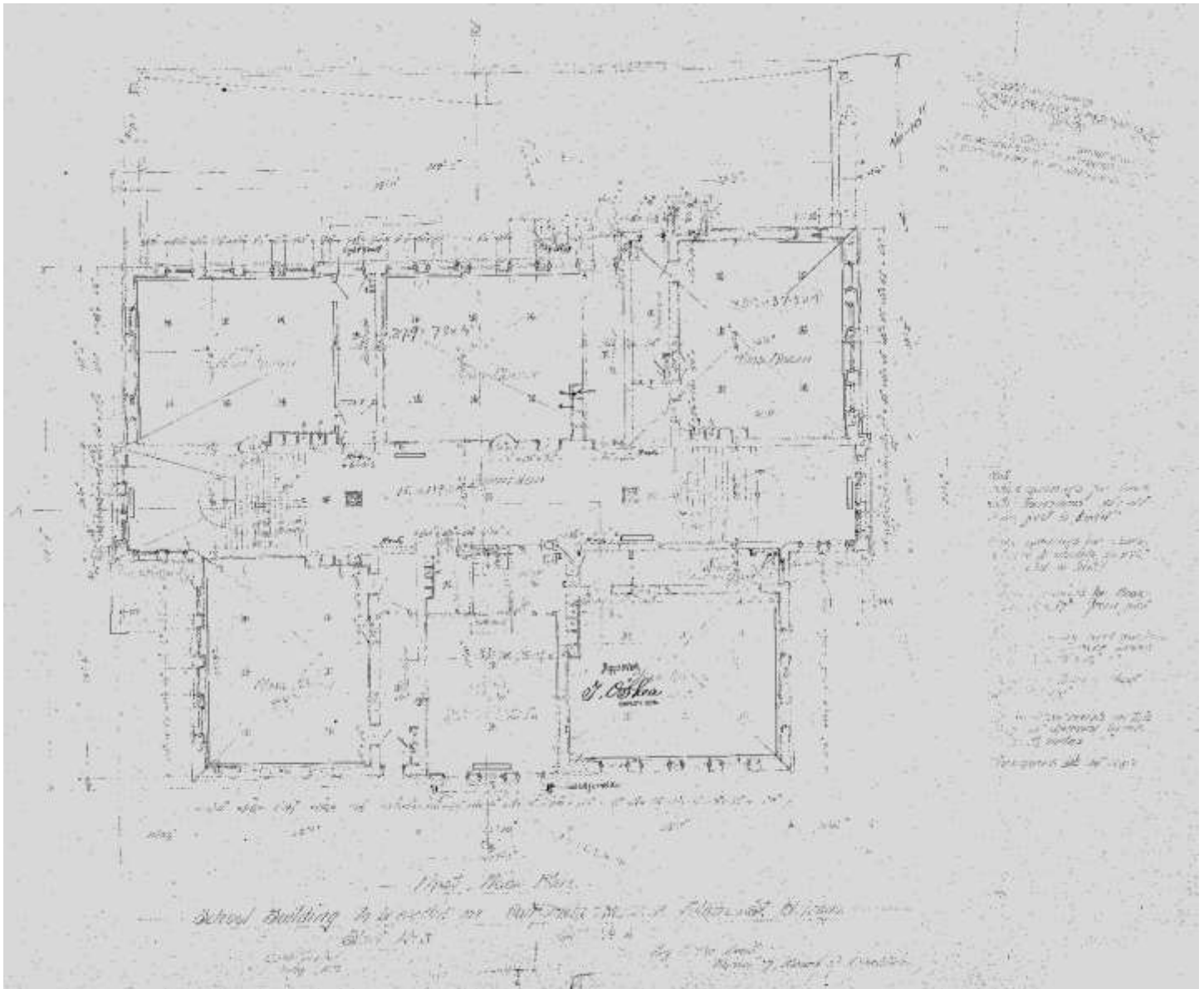
Property name: Elizabeth Peabody School  
Illinois, County: Cook County

Figure 7: Cross Section – looking north, 1893.



Property name: Elizabeth Peabody School  
Illinois, County: Cook County

Figure 8: Plan of first floor, 1893.





ELIZABETH PEABODY

NO PARKING  
EXCEPT FOR  
LOADING AND UNLOADING  
PASSENGERS  
OR MERCHANDISE  
IN CONNECTION  
WITH THE BUSINESS  
OF THE ADJACENT  
BUILDING



ELIZABETH PEARSON



















UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 11/13/2017      Date of Pending List: 12/8/2017      Date of 16th Day: 12/26/2017      Date of 45th Day: 12/28/2017      Date of Weekly List: 12/29/2017

Reference number:

Nominator:

Reason For Review:

Accept       Return       Reject      12/26/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall      Discipline Historian

Telephone \_\_\_\_\_      Date \_\_\_\_\_

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



# Illinois Department of Natural Resources

One Natural Resources Way Springfield, Illinois 62702-1271  
www.dnr.illinois.gov

Bruce Rauner, Governor  
Wayne A. Rosenthal, Director

November 7, 2017

NOV 13 2017

Ms. Barbara Wyatt  
National Park Service  
National Register of Historic Places  
1849 C Street, NW, Mail Stop 7228  
Washington, DC 20240

Dear Ms. Wyatt:

Enclosed are the disks that contain the true and correct copies of the National Register nomination recommended for nomination by the Illinois Historic Sites Advisory Council at its October 27, 2017 meeting and signed by the Deputy State Historic Preservation Officer:

**Peabody -- Chicago, Cook County**  
**Corron Farm -- St. Charles vicinity, Cook County**  
**LaSalle Downtown Commercial District -- LaSalle, LaSalle County**  
**Lumpkin Heights and Elm Ridge Subdivision Historic District -- Mattoon, Coles County**  
**Emmanuel Episcopal Church -- LaGrange, Cook County**

Please contact me at 217/785-4324 if you need any additional information. Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Andrew Heckenkamp".

Andrew Heckenkamp, Coordinator  
Survey and National Register program  
Illinois State Historic Preservation Office  
Illinois Department of Natural Resources

enclosures