

United States Department of the Interior
National Park Service

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Nat. Register of Historic Places
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 Anthony Overton Elementary 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street & number 221 East 49th Street not for publication

city or town Chicago vicinity

state Illinois county Cook zip code 60615

3. State/Federal Agency Certification

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

I hereby certify that this x 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 x 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 x local

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

[Signature] _____ 7/20/16
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:

X 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] _____ 9-6-16
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		Total

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.)

MODERN MOVEMENT/Mid-Century Modern

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: BRICK/GLASS
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

Located at 221 E 49th Street on the south end of Chicago's Bronzeville neighborhood is the Anthony Overton Elementary School (Overton School), a three-story plus partial basement building with concrete foundation, walls clad in colorful glazed brick and glass, and a flat roof. The Overton School, constructed in 1963, sits at grade on the south side of East 49th Street stretching the entire city block between South Indiana Avenue and South Prairie Avenue. This Mid-Century Modern style building features a simple, streamlined, and unornamented design. It has an irregular but symmetrical footprint with three distinct glass and brick clad towers and connected brick gymnasium. Each section has its own separate entrance. Two towers with square footprints sit on either end of the lot and connect to a large, rectangular tower in the center by multi-story corridors constructed of steel-framed curtain windows. A one-and-a-half-story gym extension with rectangular footprint connects to the south elevation of the central tower. The Overton School building is in good condition retaining its original windows, general floor plan and circulation pattern, and many of its historic features and finishes. The building maintained its original use as a school until 2013 and retains adequate integrity to illustrate its role in the development of post-WWII educational buildings.

Narrative Description

Site and Setting

The Anthony Overton School occupies an approximately two-acre parcel of land bounded by East 49th Street to the north, South Prairie Avenue to the east, and South Indiana Avenue to the west. The building faces onto East 49th Street and is slightly recessed from the street, looking north onto a large vacant lot. The south (rear) elevation faces a surface parking lot with non-historic playground located in the southeast corner. Light vegetation including grass, shrubs, and trees are located on the site. A chain-link fence surrounds the entire parcel abutting a concrete pedestrian sidewalk that encircles the property on three sides: to the north, east, and west; rows of regularly-spaced mature trees abut the sidewalk inside the fence. A separate, non-historic and non-contiguous building used as the "Anthony Overton School Child Parent Education" center (1970) abuts the southern property line; it was constructed as a demountable building, and is not part of the original Anthony Overton Elementary site. This building was purchased by the City of Chicago after the period of significance, and does not meet the 50-year standard for historic significance. Additional surface parking is located to the south of the building.

The location of the Overton School was originally chosen for its proximity to the Robert Taylor Homes (1962; no longer extant) – the largest public housing complex at the time of its completion. Today, however, the building sits amidst a primarily multi-family residential area with light commercial development. Architecture in the immediately surrounding area represents a mix of old and new low- to

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mid-rise buildings. Yard improvement plans from 1972 show a landscaped lot with two volleyball/basketball courts, play area, expansive lawn, and blacktop parking lot.

Exterior

The Overton School is organized into four sections: A large rectangular central tower clad in white glazed brick; a gymnasium clad in white glazed brick connected by a enclosed one-story corridor off the central tower's south elevation; an east tower with square footprint clad in yellow glazed brick connected to the central tower; and a west tower with square footprint clad in blue glazed brick connected to the central tower. The primary three towers of the building stretch horizontally along East 49th Street and are symmetrically fenestrated with curtain walls of steel sash windows interrupted by solid walls of colorful glazed brick. Curtain windows with original glazing wrap around the four corners of each tower, stretching floor to ceiling. They consist of large, fixed windows with small operable awning windows. Connecting corridors are entirely clad in glass and steel sash curtain windows with cantilevered concrete overhangs, or "eyebrows" as they were often referred, to provide shade for the expansive window openings. The Overton School retains its original glazed brick cladding and has not been covered with non-historic siding.

North Elevation

The building consists of a general horizontal appearance along its front facing elevation, although the overall footprint is T-shaped. The central tower, with rectangular footprint, extends to the south and is connected to the gymnasium. The modern, streamlined design is void of any decorative ornamentation. Enclosed corridors are centrally located on each tower (recessed from the façade's primary plane), stretching east to west. Sets of double clear-glazed doors are centrally located at grade along the north and south sides of each connecting corridor. A sign centered on the central tower's north elevation once read, "ANTHONY OVERTON PUBLIC SCHOOL," in aluminum letters, but has since been removed.

South Elevation

The building's south elevation is nearly identical to the north elevation with the exception of the gymnasium, which is located directly south of the central tower. Both end towers and connecting corridors are visible from the south, although the more rectangular footprint of the gymnasium obstructs some view of the connecting corridors. These connecting corridors are centrally located on each tower (recessed from the south elevation's primary plane), stretching east to west. Sets of double clear-glazed doors are centrally located at grade along the north and south sides of each connecting corridor.

Much like the central tower, the gymnasium is clad in glazed white brick but is void of window openings on the south elevation. Instead, simple vertical brick detailing breaks up the otherwise unornamented façade. The addition is topped with a flat roof.

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East and West Elevations

Entrances are centrally located within each end tower along the east and west elevations. The east tower is accessed by a set of double doors off the east elevation and the west tower is accessed by a set of double doors off the west elevation. The central tower has two entrances located on the east and west elevations just south of the connecting corridors located within the glazed window openings. Signs above the east and west entrances once read, "ANTHONY OVERTON PUBLIC SCHOOL," in aluminum letters, but have since been removed. The central tower, with rectangular footprint stretching south, extends beyond the shorter square end towers facing east and west.

The gymnasium is connected to the central tower by a 1-story covered walkway, both of which are clad in white glazed brick. This is the only tower of the building that does not feature floor to ceiling curtain walls at each corner. A glazed double door entrance is located on both the east and west ends of the covered walkway and is topped by a flat roof and overhanging eave. The east elevation of the gymnasium is slightly recessed from the frame of the building and features an overhanging eave, centrally located chimney, gas and electric meters and equipment, and louvers stretching vertically on the far north and south ends of the elevation. Similarly, the west elevation features a recessed plane with protruding frame and overhanging eave. The west elevation, however, features a vertical band of windows above double door entrances at the far north and south ends of the elevation.

Interior

The design of the Overton School's interior is demonstrative of post-World War II school building ideals with simple, open, and unornamented spaces. The interior of the building retains its original spatial layout in addition to features and finishes from its 1963 completion with little change. Original plans show the three-story K-6 building with thirty-one grade classrooms and two kindergarten rooms. The building makes maximum use of natural light with corner classrooms and the school's wide halls were often used for team teaching.¹ The unique design of individual towers allows each classroom to be located at the corner of one of the three towers surrounded by curtain windows on two sides for ample natural light into each interior space.

The central tower is the largest of the three towers and was designed to house the school's communal rooms and offices. The main office, counseling office, library, faculty lounge, lunchroom, and principal office, in addition to kindergarten rooms with original classroom toilet rooms, are all concentrated in the southern portion of the central tower. The counseling office still features original partition walls and the library features bookshelves lining the walls. East and west towers form a cross-shape with nearly square 750 square foot classrooms in each of the four corners, with corridors, stairs, and restrooms located in the cross axis. Upper floors of the central tower follow the same symmetrical pattern as the east and west towers with a cross-shaped classroom set-up in the northern portion of the tower and communal space in the southern portion of the tower. Fixed wire glass panels separate double doors featuring a single large inset of wire glass paneling at the end of each east and west tower corridor leading to stairs. Stairwells

¹ William Jones, "School Honors Genius Overton," *Chicago Daily Tribune*, October 7, 1965.

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continue the same pattern of brightly glazed brick walls as the rest of the building's interior and feature painted metal hand rails and stair treads and risers covered in vinyl composition flooring with metal nosing.

The pattern of colorful glazed brick established on the exterior of the building continues in the interior corridors and stairs. Interior walls are constructed of painted concrete block. Murals adorn first floor corridor walls, particularly in the central tower near the kindergarten rooms. Classrooms throughout the building feature built-in shelving or wardrobes and original chalkboards, which remain largely intact. Vinyl composition flooring is found throughout the building in addition to acoustical tile ceilings. Original wood slab or single pane glass inset doors in addition to original clerestory windows can also be found in classrooms throughout the building.

Connecting corridors, entirely constructed of glass and steel sash curtain windows, allow for ample natural light and an impressive view of the surrounding neighborhood. Windows feature a mix of operable awning windows to allow fresh air to circulate the building.

The large 6,000 square foot gymnasium building, located to the south of the central tower and accessed by a connecting corridor at ground level, features a utilitarian boiler room to the east and open two-story gymnasium with auditorium stage to the west. The finished space is characterized by its maple flooring, painted cement block walls or glazed white brick walls, and metal and glass insets on the west wall. Two entrances at the north and south ends of the west elevation provide access to the paved parking lot.

Integrity

The Anthony Overton School exhibits a high level of architectural integrity. There have been no major additions or alterations to the building, leaving historic features, finishes, and overall form, footprint, symmetry of design, and historic arrangement of entrances and windows intact. The building features its original glazing and original siding. The interior of the building also retains a high level of character-defining features and finishes. The building served as a public elementary school from 1963 to 2013 and as a result, retains its general floor plan, circulation pattern, classroom layout, and original stairs. Each of the tower's entrances remain intact and operable.

Both the interior and exterior of the building retain sufficient integrity of location, design, setting, materials, workmanship, feeling, and association to convey its significance as a post-World War II school building in Chicago's South Side during a time of progressive education reform.

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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.

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Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1963-1966

Significant Dates

1963

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation (if applicable)

Architect/Builder

Perkins & Will

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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 Anthony Overton Elementary School (Overton School), located at 221 East 49th Street in Chicago's Bronzeville neighborhood on the city's South Side, is locally significant under National Register Criterion A in the area of Education as the last of three prototyped post-WWII schools built in Chicago by prominent local architects, Perkins & Will. The school represents a modern and progressive approach to education reform. The Overton School, along with its other nearly identical prototypes, the Byrd School (1960) and the Beethoven School (1961), was built to serve children from Chicago's underserved neighborhoods, primarily from nearby low-income public housing complexes.

The Overton School is also locally significant under National Register Criterion C as a significant example of Mid-Century Modern school design in Chicago. The building was completed in 1963 and designed by architects Perkins & Will, especially well known for their modern school designs. The Overton School is representative of a movement in modern school design that was highly reflective of the cultural and social issues of its time. The building served as a school for 50 years and exhibits a high level of architectural integrity.

In 2013 Chicago Public Schools closed the Overton School along with a string of other schools throughout Chicago due to budget cuts. The period of significance spans from 1963, when the building was first constructed, to 1966, the fifty-year standard for National Register listing. The period of significance covers the time frame in which the building operated as a public elementary school.

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

Postwar Education Reform and Education Architecture in Chicago

Advancements in education and in architecture during the 1930s and 1940s laid the groundwork for modern post-war schools like the Overton School. World War II, however, put a temporary hold on nearly all building construction around the country, of which school buildings were no exception. Following the end of the war in 1945, rising American birthrates created larger families and an unprecedented demand for new schools. The solution to the staggering demand was affordable, easy-to-maintain, utilitarian structures supportive of new educational approaches and methods.² The modern school reexamined traditional design principles, in turn creating a less institutional and more functional building design. The Overton School, completed in 1963, exemplified many of the progressive new school ideals and brought them to the urban environment.

The design of the Crow Island School in Winnetka, Illinois (1940; extant), a joint venture between architects Perkins, Wheeler & Will and influential Finnish American father-and-son architects Eliel and Eero Saarinen, was hailed as a start to a new era in American educational architecture. The elementary school design "seamlessly meshed the architectural modernism and educational progressivism of its time."³ Winnetka's school superintendent, Carleton Washburne, known nationally as a progressive reformer, actively participated in discussion on the school's design. Washburne was particularly interested in how the building's aesthetic as well as function could integrate with the school's activities in an unprecedented way. He also served as the driving

² R. Thomas Hille, *Modern Schools: A Century of Design for Education* (Hoboken, New Jersey: John Wiley and Sons, Inc., 2011), 91.

³ Dale Allen Gyure, "Modernism and Education," *The Chicago Schoolhouse* (Chicago, Illinois: Center for American Places at Columbia College Chicago, 2011), 157.

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force in choosing the architects and insuring that they incorporated suggestions of teachers and other school personnel.⁴ As a result, the Crow Island School design rejected conventional school building design with a one-story, asymmetrical, and non-axial design with features including L-shaped classrooms, lower ceilings, workspaces and toilets inside of classrooms, and moveable furniture. According to Dan Allen Gyure in his book, *The Chicago Schoolhouse*, these unique features “indicated the planners’ attempt to make the spaces less institutional and more homelike.”⁵ Flexible and multi-functional spaces contrasted the rigidity of traditional school architecture and learning by integrating active work spaces, moveable furniture, and a visual connection to the outdoors through increased use of ribbon windows.

Differentiated curricula was becoming more mainstream by the 1940s, and educators were making greater efforts to adapt to students’ individual interests and abilities. Modern school design took on the same concept with the ability to adjust to the student body. Flexibility and function became two key words to describe the trends of modern educational architecture. Building construction employed more modern and cost effective materials and a less ornate design allowed for greater flexibility. Interior rooms were often designed as multi-purpose spaces with the ability to adapt and reconfigure as necessary. Without fixed furniture and ornate details, buildings had the ability to better adjust to changes in student population and needs of the school.

In the 1950s, the elementary school population in Chicago increased by 40 percent. The school board and Superintendent, Herold C. Hunt (1902-1976), proposed an aggressive school building campaign to counter the lack of construction during the preceding decades. The proposed \$50 million school building bond was approved and issued in 1951. Hunt’s four-year plan focused on the immediate need for elementary schools, and only included a proposal for one new high school. Benjamin C. Willis succeeded Hunt in 1953, at which time 25 of the city’s 47 high schools were under construction of some fashion.⁶ Willis had a profound influence on the design of new construction or additions for over 200 elementary schools and at least 13 high schools during his 13-year tenure. Willis was the first to employ the use of private architectural firms to help with Chicago’s overwhelming need for new school buildings. He believed that private firms could work faster and cheaper than the school board architects who were not able to adapt to the quickly-accumulating workload new school design created.

Construction of public schools in Chicago significantly slowed after the building boom of the 1950s, which aimed to accommodate the substantial increase in elementary aged children following World War II. Although the school board had previously focused their efforts on the city’s predominantly black south and west side neighborhoods, overcrowding continued to be a problem in these areas well into the 1960s. Willis firmly believed that children should attend school in their own neighborhood and refused to bus students to different school districts to balance enrollments. \$200 million had already been raised through bond issues in 1951, 1955, 1957, and 1959; the last \$25 million was not offered to the public vote until 1966.⁷ Portable classrooms were one solution to the problem of overcrowding and lack of funds, which proved to be a highly controversial solution. The Chicago chapter of the Congress of Racial Equality contracted the Illinois School Problems Commission in 1961 about emerging racial discrepancies in the city, and a few months later the NAACP claimed that Chicago school board actions “resulted in separate and unequal schools for most black pupils in the city.”⁸

Education in America’s urban neighborhoods, particularly predominantly African American communities, received closer scrutiny in the early 1960s and Chicago’s South Side Bronzeville community became a forerunner in the fight for public school integration and improved school facilities. The magazine *Architectural Forum*

⁴ Crow Island School, Winnetka, Illinois, National Register of Historic Places(September 19, 1989), 22.

⁵ Gyure, “Modernism and Education,” 159.

⁶ *Ibid.*, 165.

⁷ *Ibid.*, 187.

⁸ *Ibid.*

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published an article in 1963 that focused on the problems of urban school buildings and the lack of new construction. Two model Chicago schools showcased in the article included the Anthony Overton Elementary School and the James R. Doolittle School (1960; 535 East 35th Street; extant) designed by Skidmore, Owings & Merrill. Although both were modern school buildings using modern technologies, they each represented different responses to public education and urban renewal and in turn, proposed different relationships to their surrounding communities, with O-shaped Doolittle School's classrooms facing inward to a protected central courtyard, and Overton School's separate classroom blocks facing outward toward the street and the neighborhood beyond.

Overton, with its outward and inviting connection to the surrounding neighborhood, ultimately became "a prototype for new elementary school buildings associated with urban renewal housing projects."⁹ Although the school boasted a progressive and attractive design, segregation within Chicago's public school's still remained a much larger issue. According to an article from the *Chicago Tribune* on July 28, 1963, African American leaders were demanding revision of public school boundaries in Chicago and across the United States.¹⁰ The policy during the 1960s assigned children to schools near their home, thus propagating further segregation based on residential patterns and income level. The article featured a photo of the Anthony Overton Elementary School, which was designed not only to serve the larger local community of Bronzeville, but more specifically to serve the residents of the low-income Robert Taylor housing projects.

Complete integration, including busing children to various parts of the city, was argued to be administratively difficult, costly, socially dangerous, and academically harmful.¹¹ In 1966, then Chicago school superintendent James Redmond attempted to develop integration plans that would send black students to predominately white schools. The plan was met with hostility from the city's Northwest and Southwest sides. Failure of local initiatives led to state and federal intervention, which resulted in a court-ordered desegregation plan that was put into place in the early 1980s. By this time, however, fewer white students still remained in the public school system.

Anthony Overton Public Elementary School

The Overton School was the last of three mid-twentieth century prototype Chicago elementary schools to serve children from low-income households. Each school was designed by Ron Dirsmith of the Chicago architectural office of Perkins & Will. The first of these prototypes was the Richard E. Byrd Elementary School (1960; 363 West Hill Street; no longer extant), which was constructed to primarily serve the Cabrini Green housing projects. The second school in the series was the Ludwig Von Beethoven Elementary School (1961; 25 West 47th Street; extant), which was constructed to serve the Robert Taylor Homes. After each of these buildings was completed, the school's staff recommended changes in the design for the succeeding building based on their experience using the buildings. As it was stated in the journal *American Education*, "The board is trying to make each new building better than the preceding. For example, the Overton School, the third of a series designed on a prototype, has benefited from the staff's experience with the first two."¹² As a result of their recommendations, several changes to the prototype design were made before the Overton School was built. Although the general look and feel of the buildings was consistent, overall footprint changed dramatically between the construction of the first school (Byrd) and the last two schools (Beethoven and Overton). The Byrd School consisted of three staggered towers with central location. Entrances and interior configuration shifted to better accommodate each school's needs.

⁹ Haar, "Chicago's Search for an Architecture for Education," 36.

¹⁰ Chesly Manly, "Experts Speak in Defense of Neighborhood Schools," *Chicago Daily Tribune*. July 28, 1963.

¹¹ Ibid.

¹² "Schoolhouses for Big Cities," *American Education*, vol. 1 (1965), 13.

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Like its two predecessors, the Overton School's design consisted of three functionally separate towers, or blocks. Each separate three-story block featured four classrooms per floor, its own restrooms, and separate entrances. Classrooms in corner units were shaded from the sun by overhanging canopies or "eyebrows" as they were often called. The idea behind the separate blocks was to break down the feeling of an overwhelming institutional building by creating smaller schools within one larger single school. Architect Lawrence B. Perkins of Perkins & Will noted that Overton exhibited a connection to his firm's celebrated Crow Island School in Winnetka, Illinois, because classrooms looked out onto the landscape from expansive corner windows.¹³ In an article describing the Byrd School, the prototype for subsequent Perkins & Will school building design, the author stated that the building represents a colorful focal point "for the eye as well as for the mind," which would sit on the edge of a large, high rise housing project of monotonous red brick.¹⁴ Likewise, a 1963 issue of *Architectural Forum* magazine called the building "a school that looks out on its community."¹⁵ The design of the Overton School thus became "a prototype for new elementary school buildings with urban renewal housing projects." The architectural and engineering firm of Perkins & Will, incorporated many modern techniques in the million dollar school building including bright colors, streamlined design, and curtain windows.

As was common for progressive school buildings during the mid-20th century, the Overton School was named after a prominent leader and community figure. Anthony Overton, African American leader and business tycoon, was chosen as the new Overton School's namesake for his similar take on progressive thinking.

Approximately 1,200 students in grades K-6 attended the Overton School when it opened in 1963. One of the objects of the 40 member faculty was to involve as many students as possible in group and leadership activities, such as crossing guards, playground helpers, hall monitors, bulletin board display teams, and glee club.¹⁶ The school boasted a successful education program centered on establishing a positive rapport between teachers and their students. Although the Overton School was generally well respected within the community, the Chicago Public School system continued to fight racial segregation and Overton was no exception. The school was in operation until 2013 when Chicago Public Schools closed the Overton Elementary School along with a string of other public schools throughout the city.

Chicago's Bronzeville Neighborhood

Bronzeville is located in the Douglas and Grand Boulevard community areas on Chicago's South Side, and is home to the Overton School. In the early 20th century, the neighborhood was known as the "Black Metropolis," which today is considered one of the nation's most significant areas for African American urban history. Although the neighborhood is relatively small, more than 300,000 residents once lived in the narrow, seven-mile strip known as Bronzeville.¹⁷

During the peak of the Great Migration between 1910 and 1920, a large number of African Americans traveled to Bronzeville to escape oppression in the southern United States and to find jobs in local industry. The nickname "Bronzeville" originated from James J. Gentry, a theater editor for Anthony Overton's African American newspaper, the *Chicago Bee*, who suggested they use his coined phrase to identify the community. In 1930, Overton sponsored an unsuccessful "Mayor of Bronzeville" contest. When Gentry left the *Chicago Bee* in 1932,

¹³ Ibid.

¹⁴ Gordon Gould, "He Blueprints Better," *Chicago Daily Tribune*, February 8, 1959.

¹⁵ *Architectural Forum*, vol. 119, 1963.

¹⁶ Jones, "School Honors Genius Overton."

¹⁷ "From Riots to Renaissance: Bronzeville: The Black Metropolis," WTTW, accessed September 10, 2015,

<http://www.wttw.com/main.taf?p=76,4,4,8>.

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he took his “Mayor of Bronzeville” idea to the *Chicago Defender*, who developed it into the newspaper’s second most profitable promotion.

The Great Migration, however, was met with opposition by racial discrimination and segregation, which resulted in overcrowding particularly in some of Chicago’s poorest neighborhoods. The black population of Bronzeville settled between 22nd and 63rd Streets from State Street and Cottage Grove.¹⁸ Despite years of devastation and racial segregation, Bronzeville emerged during the 1930s and 1940s with new ideas and institutions, a shifted focus on political and social activism, and a revitalized sense of community spirit.¹⁹ Pulitzer Prize recipient Gwendolyn Brooks, civil rights activist Ida B. Wells, and legendary musicians Louis Armstrong and Nat King Cole directly influenced the area's development and subsequent cultural crusade, which included advances in music and civil rights.²⁰ Bronzeville became well known for its dance halls and nightclubs and developed a strong music scene of Southern jazz, blues, and gospel musicians. The Regal Theater opened in the 1920s as a hotspot for the country’s most talented black entertainers. Prominent businesses and institutions helped to establish alternatives to the racially segregated establishments of downtown Chicago.

From the 1940s to the 1960s, a series of high-rise public housing projects managed by the Chicago Housing Authority (CHA) were constructed in Bronzeville and the surrounding neighborhoods to manage the housing shortage. The largest of these housing projects was the Robert Taylor Homes, which opened in 1962 and was almost entirely demolished by 2000. Bronzeville fell further into decline following the end of racially segregated housing. Upper and middle class families moved away and the neighborhood was overcome with poverty. Despite years of disinvestment and racial segregation, Bronzeville’s 20th century resurgence, which rivaled the Harlem Renaissance, was a period of great cultural and social advancement.

Robert Taylor Homes

The Robert Taylor Homes, home to many Overton School pupils, was the largest public housing project in the United States at the time of its completion in 1962. The complex, built on a narrow 2-block by 2.5-mile stretch along State Street from 39th to 54th Streets in the Grand Boulevard and Washington Park Community Areas, was part of the “State Street Corridor” containing a number of other CHA housing projects, such as Stateway Gardens, Harold Ickes Homes, Dearborn Homes, and Hillard Homes.

The Robert Taylor Homes was comprised of 28 16-story high-rise buildings, generally arranged in U-shaped clusters of three, which contained 4,300 units and housed 27,000 people at its peak.²¹ The housing project was ironically named after Robert Taylor, an African American activist and CHA board member who resigned in 1950 after the city council refused to endorse potential building locations throughout the city that had the potential to reduce racially integrated housing.

Many of the same problems that plagued other high-rise housing projects also affected the Robert Taylor Homes. Drugs, violence, and the perpetuation of poverty were rampant within the complex. At the peak of population, census records show that 95 percent of the residents were unemployed with no outside source of income. Within 40 years the severely neglected neighborhood had been dismantled with half of the buildings demolished by the

¹⁸ Ibid.

¹⁹ “Black Chicago Renaissance,” Chicago Metro History Education Center, accessed February 15, 2016, <http://www.chicagohistoryfair.org/for-teachers/curriculum/black-chicago-renaissance.html>.

²⁰ “About Bronzeville,” Chicago, accessed September 10, 2015, <http://www.choosechicago.com/neighborhoods-and-communities/bronzeville/>.

²¹ “The Robert Taylor Homes,” African American Registry, accessed September 11, 2015, http://www.aaregistry.org/historic_events/view/robert-taylor-homes-opens.

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CHA by the year 2000.²² The last residents were relocated by the end of 2005 and the remaining buildings were demolished by 2007.

Anthony Overton

Anthony Overton, the namesake of Chicago's Overton School, was born into slavery on March 21, 1865, in Monroe, Louisiana. Following the end of the Civil War, his family moved to Kansas where he would eventually earn his degree in law from the University of Kansas in 1888. Although he saw success as a lawyer, Overton had his sights set on a career in business. In 1891, he resigned a municipal court judgeship in Topeka in pursuit of other endeavors.

Overton moved to Kansas City, Missouri in 1898 with \$2,000 in savings to establish a small general store and adjoining manufacturing plant, known as Hygienic Manufacturing Company. He pioneered much advancement in the fields of baking powder, extracts, and cosmetics with his first company, including his patented "High Brown" line of cosmetics and fragrances. His High Brown Face Powder was one of the first successful lines of cosmetics for black women. The company moved to Chicago in 1912 and became an international success with earnings exceeding \$1 million by 1927.²³

Overton continued to develop a highly diverse and successful conglomerate, including the Douglass National Bank in 1923, the second nationally chartered black-owned bank in the United States. Overton also founded the Great Northern Realty Company, the *Chicago Bee* newspaper, and the Victory Life Insurance Company. He was the first African American to erect a new building in Chicago.²⁴ The building at 5200 South Wabash Avenue (no longer extant) was used to house a number of his operations. Overton later expanded his operations into two new buildings: The Overton Hygienic Building (1922-23; 3619-27 South State Street; extant) and the Chicago Bee Building (1926; 3647-3655 South State Street; extant).

The National Association for the Advancement of Colored People (NAACP) awarded Overton with the Spingard Medal for outstanding achievement. That same year, he was awarded the first ever Harmon award and Gold Medal in Business for his leadership in commercial enterprises. Overton was also active in the Urban League, Y.M.C.A., Shriners, and Masons. He died in 1946 at the age of 82. Overton has been recognized over the years as the first African American to lead a major business conglomerate in the United States.

Perkins & Will

The Chicago architectural firm of Perkins & Will designed the Overton School. The firm was founded by two Cornell University classmates, Lawrence B. Perkins (1907-1997) and Philip Will, Jr. (1906-1985), in 1935. In 1936, they were joined by E. Todd Wheeler (1906-1987), renaming the company, Perkins, Wheeler & Will until 1946 following Wheeler's retirement. The firm was part of a new generation of architects that brought innovative ideas and idealism to post-WWII building needs, particularly in the areas of school design.²⁵

²² "Robert Taylor Homes," Encyclopedia of Chicago, accessed August 27, 2015, <http://www.encyclopedia.chicagohistory.org/pages/2478.html>.

²³ "Anthony Overton, Business Pioneer," African American Registry, accessed August 10, 2015, http://www.aaregistry.org/historic_events/view/anthony-overton-business-pioneer.

²⁴ Jones, "School Honors Genius Overton."

²⁵ Jennifer Komar Olivarez, "Perkins and Will," In *Encyclopedia of 20th Century Architecture*, edited by Sennott, R. Stephen (New York: Fitzroy Dearborn, 2004), 997.

Anthony Overton Elementary School

Name of Property

Cook County, Illinois

County and State

Lawrence Perkins found his niche in school design naturally following in the footsteps of his father, Dwight Heald Perkins, who served as the Chicago Board of Education architect where he designed nearly 40 schools in the early part of the 20th century. Phillip Will, Jr., had a background in designing simplified and modern prefabricated houses for Howard Fisher's firm General Houses, Inc.

The young firm first gained national recognition when it partnered with Eliel and Eero Saarinen on the design of the Crow Island School in Winnetka, Illinois (1939-40; extant). Perkins published many of the revolutionary ideas used in the design of this school in his book, *Schools* (1949), to help promote his progressive new design philosophies. Following the end of World War II when the Baby Boom era made school construction a national priority, the style and principles of the Crow Island School had been accepted and incorporated into the new architectural and educational vernacular.²⁶ Its completion marked the beginning of a prosperous career for Perkins & Will. The firm became the leading school architects of metropolitan Chicago and the United States by the mid-1950s; designing 372 schools in 24 states by 1960.²⁷ Their promotion of functional and progressive school design had a remarkable influence on American architecture in the second half of the 20th century.²⁸

In 1957, Perkins published, *Workplace for Learning*, which featured many of the firm's designs completed in the years after *Schools* was published. Perkins & Will designed a number of award winning school buildings during the middle of the 20th century including Keokuk High School in Keokuk, Iowa (1953), and Heathcote Elementary School in Scarsdale, New York (1954). The firm was also responsible for the design of local Chicago-area school Glenbrook North High School in Northbrook (1952; extant). Perkins & Will received more than 100 awards for elementary, secondary, college and university buildings during the tenure of its founders, including the prestigious American Institute of Architects 25-Year Award, which was awarded to the Crow Island School in 1971.

Larry Perkins and Todd Wheeler both retired from the firm in 1972. In 1975, Larry Perkins received the Distinguished Service Award from the American Association of School Administrators. The firm continued to design award-winning school buildings following the departure of its founders, including Desert View Elementary School in Sunland Park, New Mexico (1988; extant), which received the AIA National Honor Award in 1989 and Troy High School in Troy, Michigan (1992; extant), which received the AIA Institute Honor Award for Architecture in 1995. Perkins & Will remains one of the largest architectural firms in the country to this day, where they continue to specialize in educational facilities.

Comparable Mid-Century Modern School Buildings

The Overton School, constructed in 1963, emerged towards the end of a major school building campaign that had taken place in the 1950s. The design of new construction and additions for over 200 schools in Chicago during this time has left the city with a wide array of Mid-Century Modern educational buildings scattered throughout its landscape. Few schools, however, were constructed in Chicago in the 1960s. During this time, the city refocused efforts toward addressing areas on Chicago's south and west side neighborhoods that did not have adequate school buildings to accommodate their growing populations. Efforts were specifically focused on providing schools for new urban housing projects such as Cabrini Green and the Robert Taylor Homes.

The Overton School was the last of three schools based on a prototype designed by Ron Dirsmith at the architectural firm, Perkins & Will. The first school constructed was the **Richard E. Byrd Elementary School**

²⁶ Crow Island School, National Register of Historic Places, 20.

²⁷ Blair Kamin, "Lawrence B. Perkins, Architectural Pioneer," *Chicago Daily Tribune*, December 4, 1997, accessed September 5, 2015. http://articles.chicagotribune.com/1997-12-04/news/9712040240_1_bradford-perkins-mr-perkins-firm.

²⁸ Olivarez, "Perkins and Will," in *Encyclopedia of 20th Century Architecture*, 997.

Anthony Overton Elementary School

Name of Property

Cook County, Illinois

County and State

(1960; 363 West Hill Street; no longer extant) constructed primarily to serve the Cabrini Green housing projects, and the second was the **Ludwig Von Beethoven Elementary School** (1961; 25 West 47th Street; extant) constructed primarily to serve the Robert Taylor Homes. The Overton School, as stated in a 1963 issue of *Architectural Forum*, is the last of the three nearly identical school buildings constructed in particularly blighted areas of Chicago.²⁹ The final designs for the Overton School accommodated recommendations from the staff of the Byrd School and the Beethoven School, in order to create the most refined version of this prototype.

All three building designs feature prominent Mid-Century Modern characteristics such as the use of metal, glass, and concrete, minimal ornamentation, sleek and streamlined profile, and open floor plans. The division of the schools into three connected structures was a departure from monolithic designs and representative of a movement in modern school design that was highly reflective of the cultural and social issues of its time. The facades' large glass window systems provided each classroom with ample light and views of surrounding landscaping. Emphasis was placed on clean simplicity and integration with nature.

The Overton School functioned as a City of Chicago public school until 2013 and retains adequate integrity to illustrate its role in the development of post-World War II educational buildings.

²⁹ *Architectural Forum*.

Anthony Overton Elementary School
Name of Property

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Anthony Overton Elementary School

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Cook County, Illinois

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Anthony Overton Elementary School
Name of Property

Cook County, Illinois
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http://www.aaregistry.org/historic_events/view/robert-taylor-homes-opens.

Anthony Overton Elementary School
Name of Property

Cook County, Illinois
County and State

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):

Anthony Overton Elementary School
Name of Property

Cook County, Illinois
County and State

10. Geographical Data

Acreage of Property 2 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>41.805663</u>	<u>-87.620681</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 Anthony Overton Elementary School and the address 221 East 49th Street. The building faces north onto East 49th Street, is bordered to the east by South Prairie Avenue, and to the west by South Indiana Avenue. A separate, non-historic and non-contiguous building used as the "Anthony Overton School Child Parent Education" center (1970) abuts the southern property line. The property line corresponds to the historic property lines at the time the building was initially constructed.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries encompass the entire parcel of land associated with the Anthony Overton Elementary School in Chicago, Cook County, IL.

11. Form Prepared By

name/title Megan Lydon, Junior Associate date 4/21/2016
organization MacRostie Historic Advisors telephone 312-973-3903
street & number 53 West Jackson Blvd., Suite 1142 email mlydon@mac-ha.com
city or town Chicago state IL zip code 60604

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).

Anthony Overton Elementary School
Name of Property

Cook County, Illinois
County and State

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: Anthony Overton Elementary School
City or Vicinity: Chicago
County: Rock Island **State:** Illinois
Photographer: Megan Lydon
Date Photographed: September 2015

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

- Photo 1 of 17:** Primary north elevation, looking south
- Photo 2 of 17:** Primary north elevation, looking south
- Photo 3 of 17:** East elevation, looking west toward gymnasium (left) and main building (right)
- Photo 4 of 17:** East elevation of gymnasium and south elevation of main building, looking north
- Photo 5 of 17:** East and north elevations, looking southeast
- Photo 6 of 17:** North and west elevations, looking southeast
- Photo 7 of 17:** West and south elevations, looking northeast
- Photo 8 of 17:** West and south elevations, looking northeast
- Photo 9 of 17:** South elevation, looking northwest toward central tower (right) and east corridor (right center)
- Photo 10 of 17:** Corridor, typical view from first floor
- Photo 11 of 17:** Corridor, typical view from upper floor
- Photo 12 of 17:** Enclosed corridor, typical view
- Photo 13 of 17:** Original doors (view looking out from stair)
- Photo 14 of 17:** Classroom, typical view
- Photo 15 of 17:** Classroom, typical view
- Photo 16 of 17:** Library, typical view
- Photo 17 of 17:** Stair, typical view

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.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Anthony Overton Elementary School

Name of Property

Cook County, Illinois

County and State

Name of multiple listing (if applicable)

Section number Additional Documentation Page 23

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.

List of Figures:

Figure 1: Board of Education approves preliminary plans for the \$1,000,000 school building to be designed by Perkins & Will at 49th Street and Prairie Avenue (*Chicago Daily Tribune*, November 16, 1961)

Figure 2: The elementary school at 221 E. 49th Street named in honor of Chicago business and civic leader, Anthony Overton (*Chicago Daily Tribune*, October 7, 1965)

Figure 3: Rendering of the Anthony Overton School (ca. 1963; Ryerson and Burnham Library Archival Image Collection)

Figure 4: Site plan for plot improvements, 1972

Figure 5: Original roof and basement plans, 1961

Figure 6: Original first floor plan, 1961

Figure 7: Original second floor plan, 1961

Figure 8: Original third floor plan, 1961

Figure 9: Original north and south elevations, 1961

Figure 10: Original east and west elevations, 1961

Board Approves Plans for New Schools

Two Additions Also OK'd

BY SUZANNE AVERY

The board of education has approved preliminary plans for one new south side school and final plans for another school and two additions.

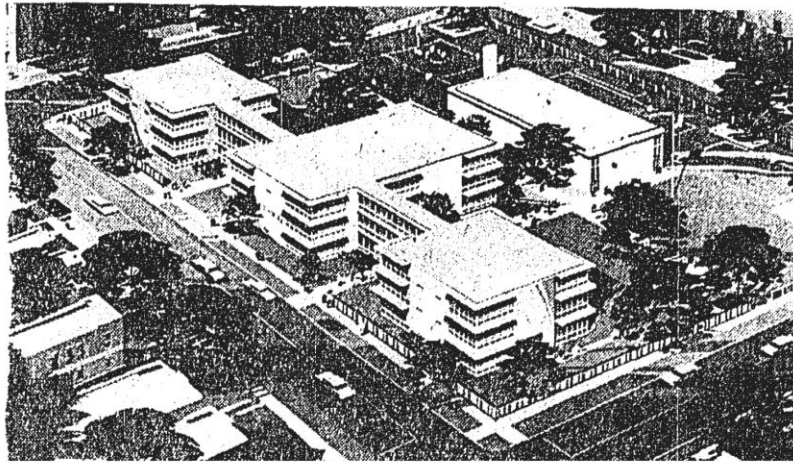
The preliminary plans of Perkins & Will were approved for the \$1,100,000 school to be built at 49th street and Prairie avenue. The school will accommodate 1,225 kindergarten thru 6th grade pupils in 31 classrooms and two kindergartens.

OK's Final Plans

Final plans were approved for an addition to Du Sable High school, 4934 Wabash av.; the Revere school addition, 7145 Ellis av.; and the new school to be built at Marquette road and Normal boulevard. All three designs were submitted by the board's bureau of architecture.

The Du Sable addition will cost \$1,498,500 and contain 27 classrooms, shops, science, sewing, cooking, art, music, and study rooms, a library, offices, and an assembly hall-gymnasium. It will house 1,295 pupils.

The addition to Revere school will cost \$591,250 and have 19 classrooms, two kindergartens, a library, and an



Board of education has approved preliminary plans for \$1,100,000 elementary school to be built at 49th street and Prairie avenue. School will accommodate 1,225 kindergarten thru 6th grade pupils in 31 classrooms and two kindergartens. Architects are Perkins & Will.

administrative suite. It will house 805 pupils. The cost of the facility includes work in the present building of \$15,000 for revising fire alarm exit and emergency lighting systems to meet city codes and \$17,250 for a new heating system.

In addition to approving plans for the Marquette road-Normal boulevard school, the board authorized seeking bids on air conditioning the school. However, air conditioning would increase the cost of the school by \$79,560, and several board members indicated they probably would not approve the measure when it was presented.

The school will have 31 classrooms, two kindergartens, a library-lunchroom, and a number of special rooms. It will house 1,400 pupils. With air conditioning it would cost an estimated \$1,206,660, otherwise the school will cost \$1,127,100.

Awards 2 Contracts

The board awarded two contracts to the State Wrecking company for razing and clearing the new school site at 92d street and Phillips avenue, and for an addition to the Bates school site. The parcel is situated at 109th, 110th, and Throop streets.

The board authorized payment of \$427,400 for acquisition of a new school site between State street and Wabash avenue and between 44th and 45th streets.

Contracts were awarded for

yard improvements at the following schools: Beethoven, 25 W. 47th st.; Low, 838 Marquette rd.; and Judd, 4434 Lake Park av. The Beethoven and Low work covers site development in conjunction with new school construction while the work at Judd will consist of improvements and alterations. A contract for science room equipment at Gillespie school, 9301 State, st., was awarded. The contract totaled \$6,740.

Mrs. Harriet L. Johnson was transferred as assistant principal of Brainard school, 2113 Washburne av., to assistant principal of Harvard school, 7525 Harvard av. William S. Noonan, teacher at Morgan Park High school, 1744 Pryor av., was made head teacher of the Morgan Park branch in Clissold, 2350 W. 110th pl. Mrs. Helen McMillan, teacher at Horner school, 4111 Michigan

av., was made head teacher of Hartigan school, 8 Root st.

1. Board of Education approves preliminary plans for the \$1,000,000 school building to be designed by Perkins & Will at 49th Street and Prairie Avenue (*Chicago Daily Tribune*, November 16, 1961)

School Honors Genius Overton

Negro Leader Became Legend During Lifetime

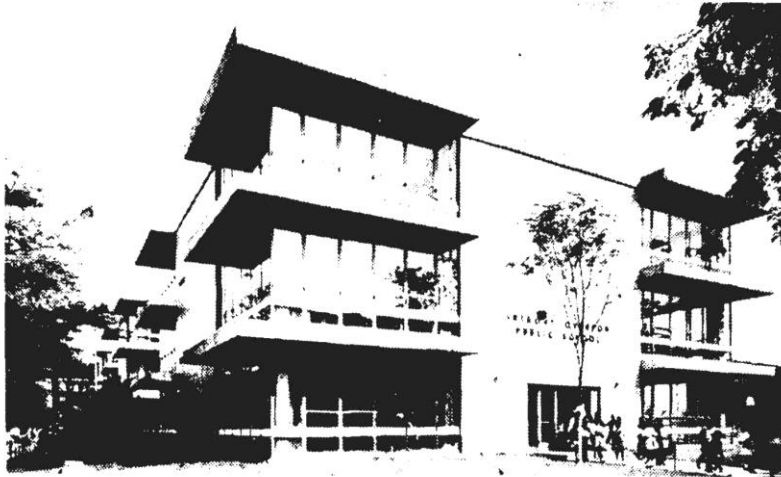
Another in a series of articles about persons for whom schools are named.

BY WILLIAM JONES

July 3, 1897, began as a brisk, normal business day in Anthony Overton's general store in Kingfisher county, Okla.

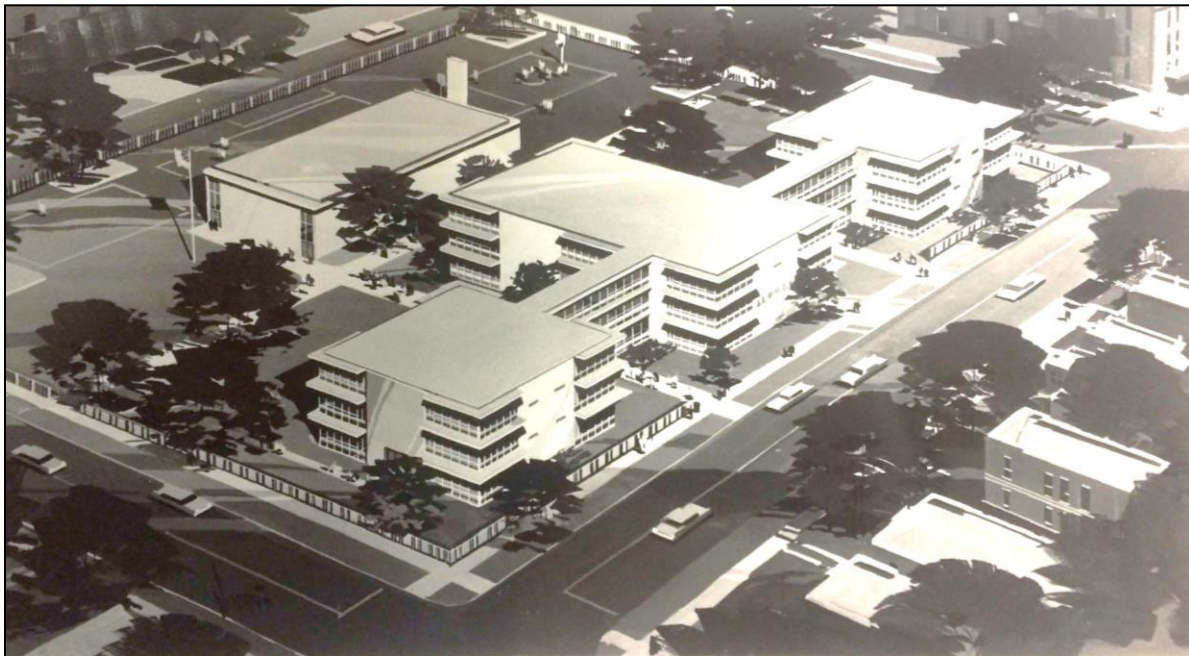
Like thousands of other ambitious Americans, the young Negro lawyer had brought his family to the territory six years before and staked out 160 acres under the homestead act. Now the long hours of hard work and an uncanny business sense were paying off.

Victim of Dalton Gang



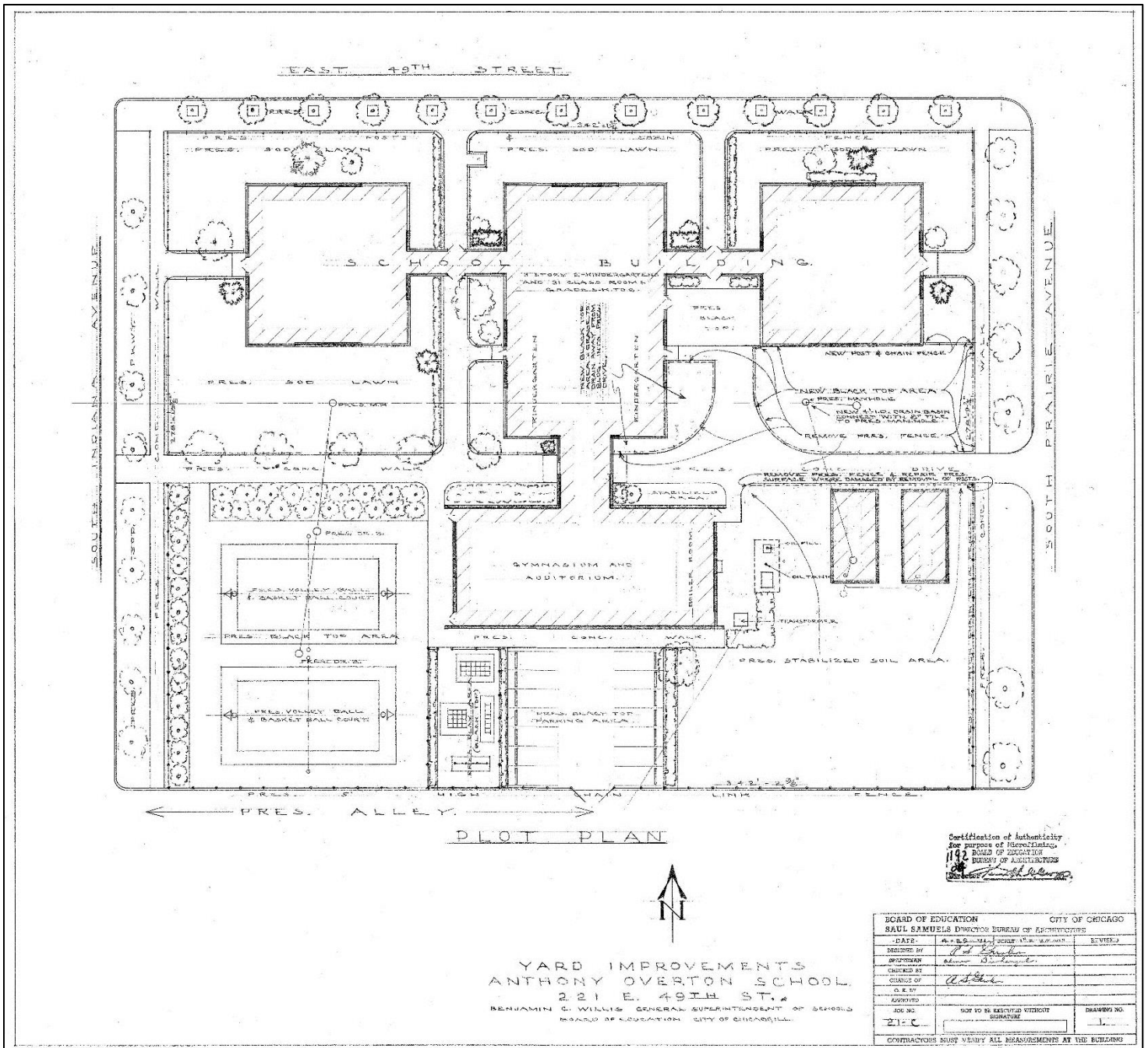
Elementary school named in honor of Chicago business and civic leader Anthony Overton is at 221 E. 49th st. One of newest schools in city, building features maximum use of natural light in all classrooms and complete ventilation. The 1 million dollar structure opened in 1963.

2. The elementary school at 221 E. 49th Street named in honor of Chicago business and civic leader, Anthony Overton (*Chicago Daily Tribune*, October 7, 1965)



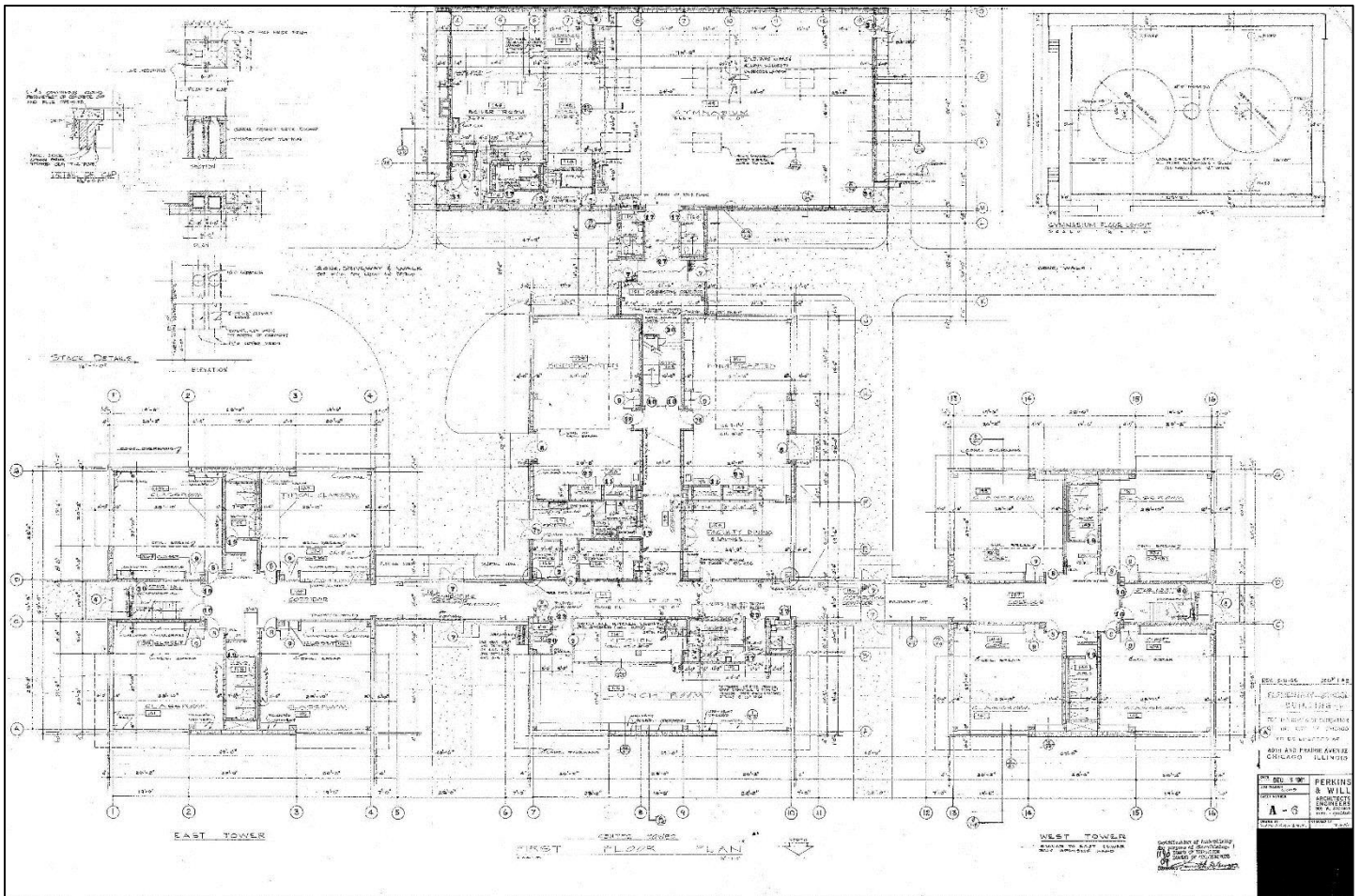
3. Rendering of the Anthony Overton School (ca. 1963; Ryerson and Burnham Library Archival Image Collection)

Property name: Anthony Overton Elementary School
 Illinois, County: Cook

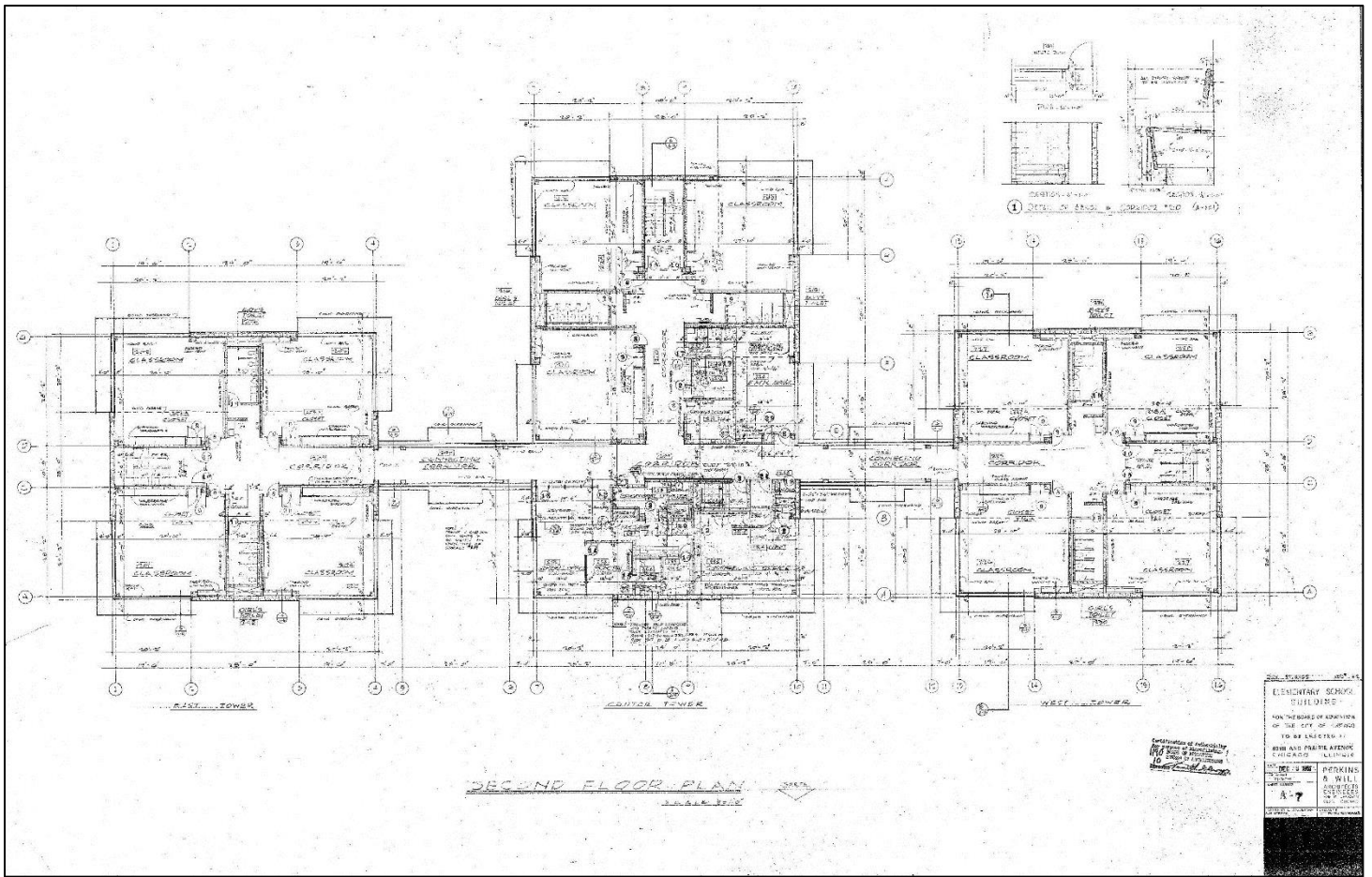


4. Site plan for plot improvements, 1972

Property name: Anthony Overton Elementary School
Illinois, County: Cook

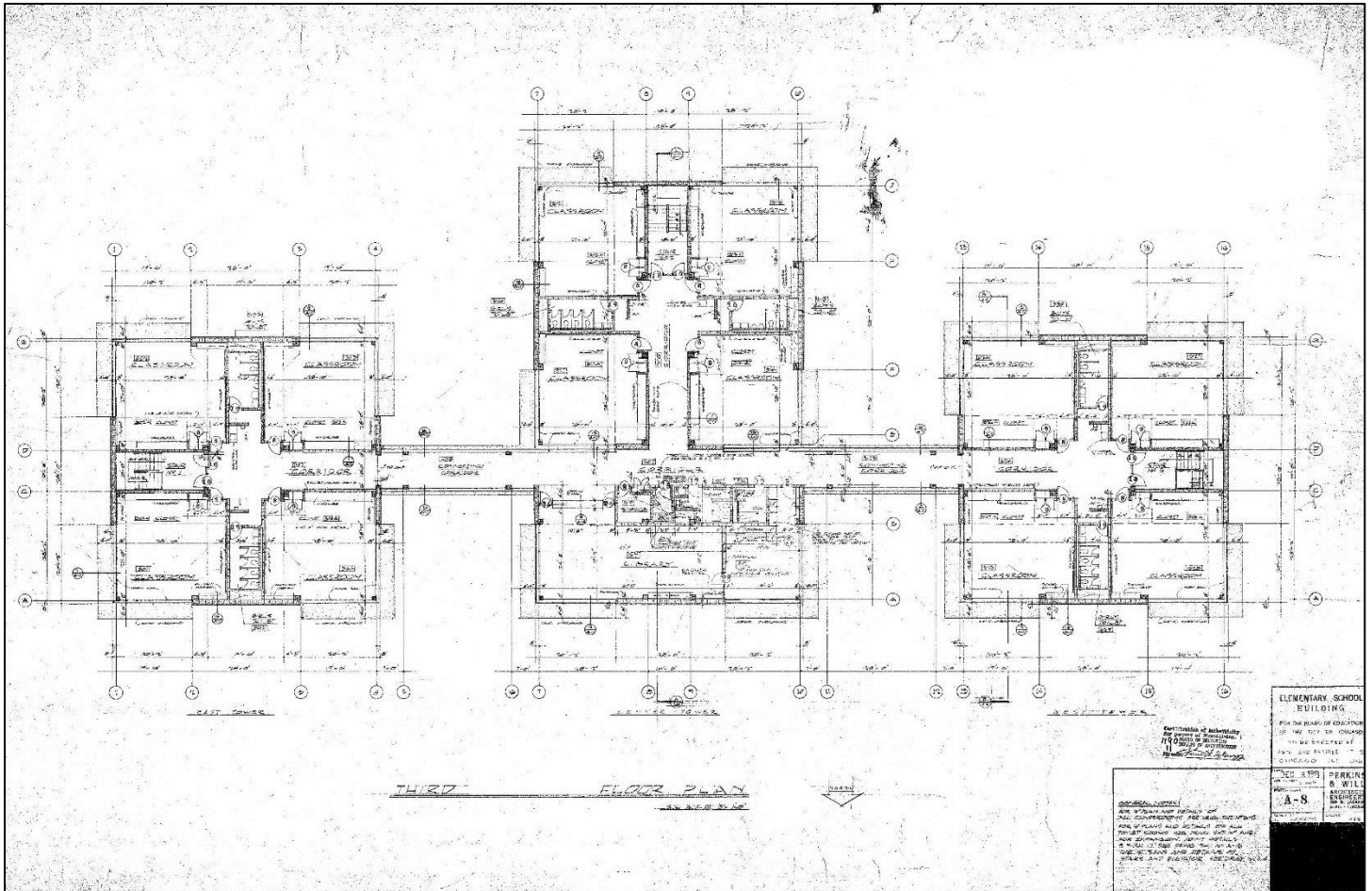


6. Original first floor plan, 1961



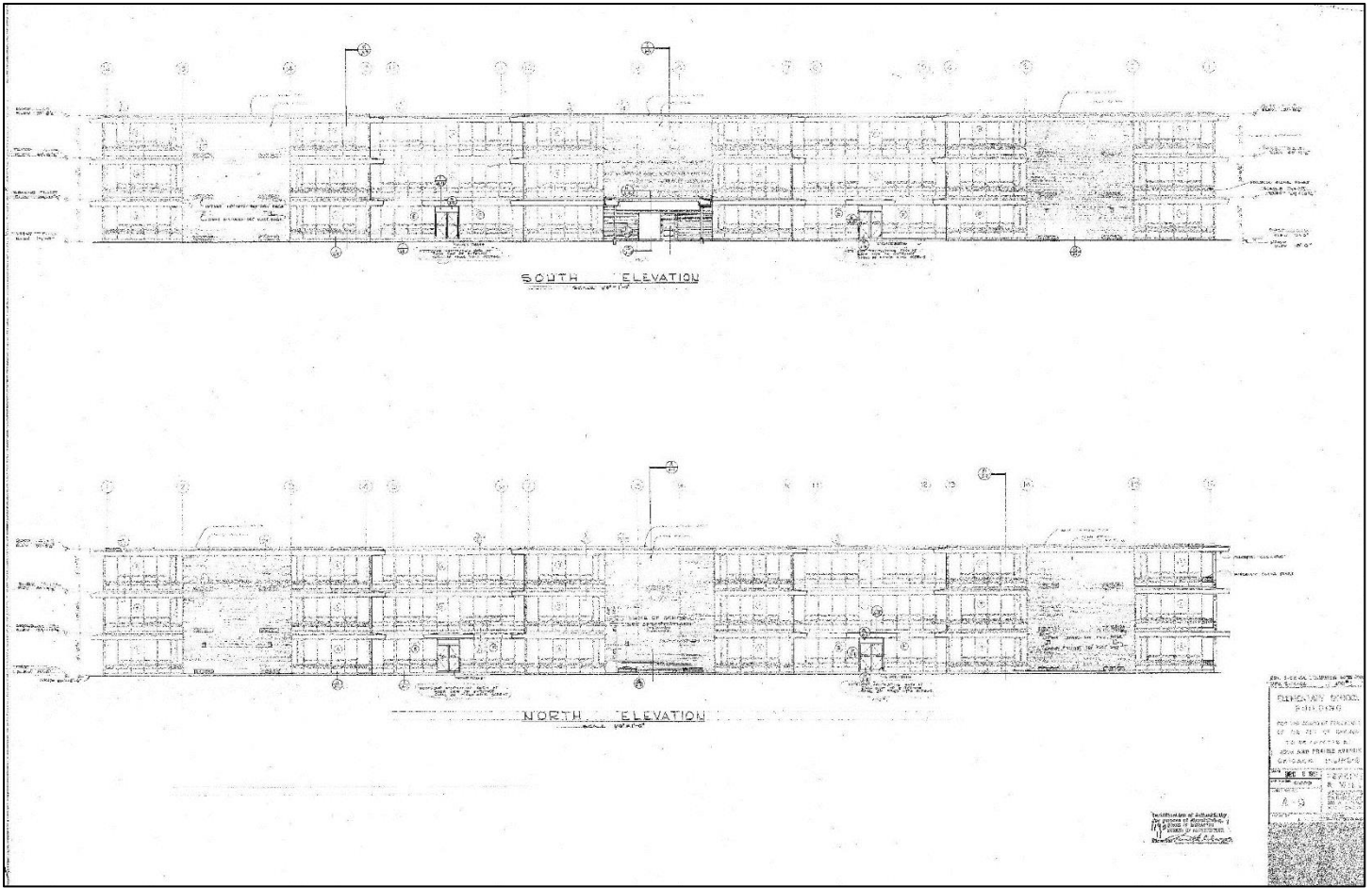
7. Original second floor plan, 1961

Property name: Anthony Overton Elementary School
Illinois, County: Cook



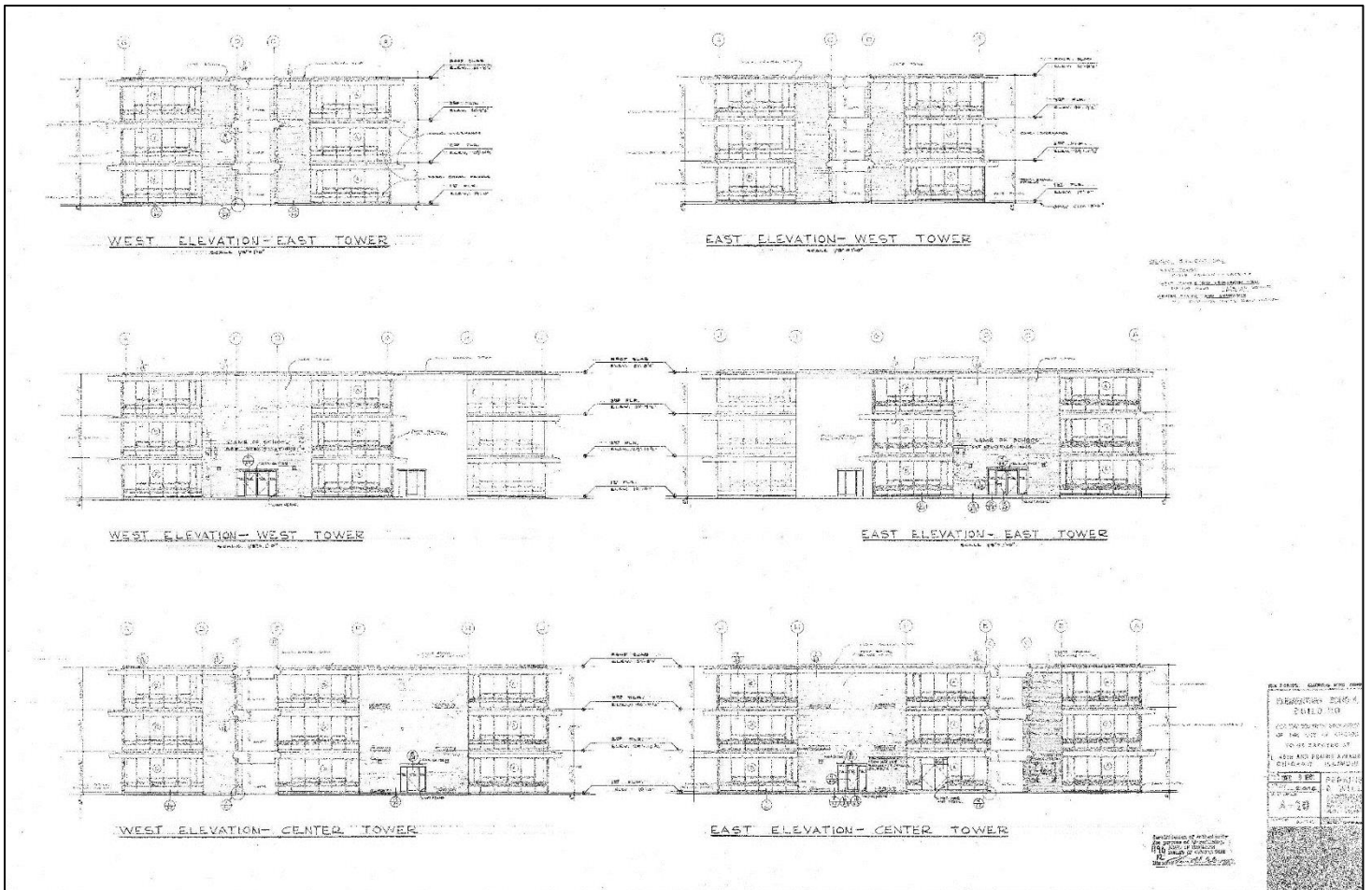
8. Original third floor plan, 1961

Property name: Anthony Overton Elementary School
Illinois, County: Cook

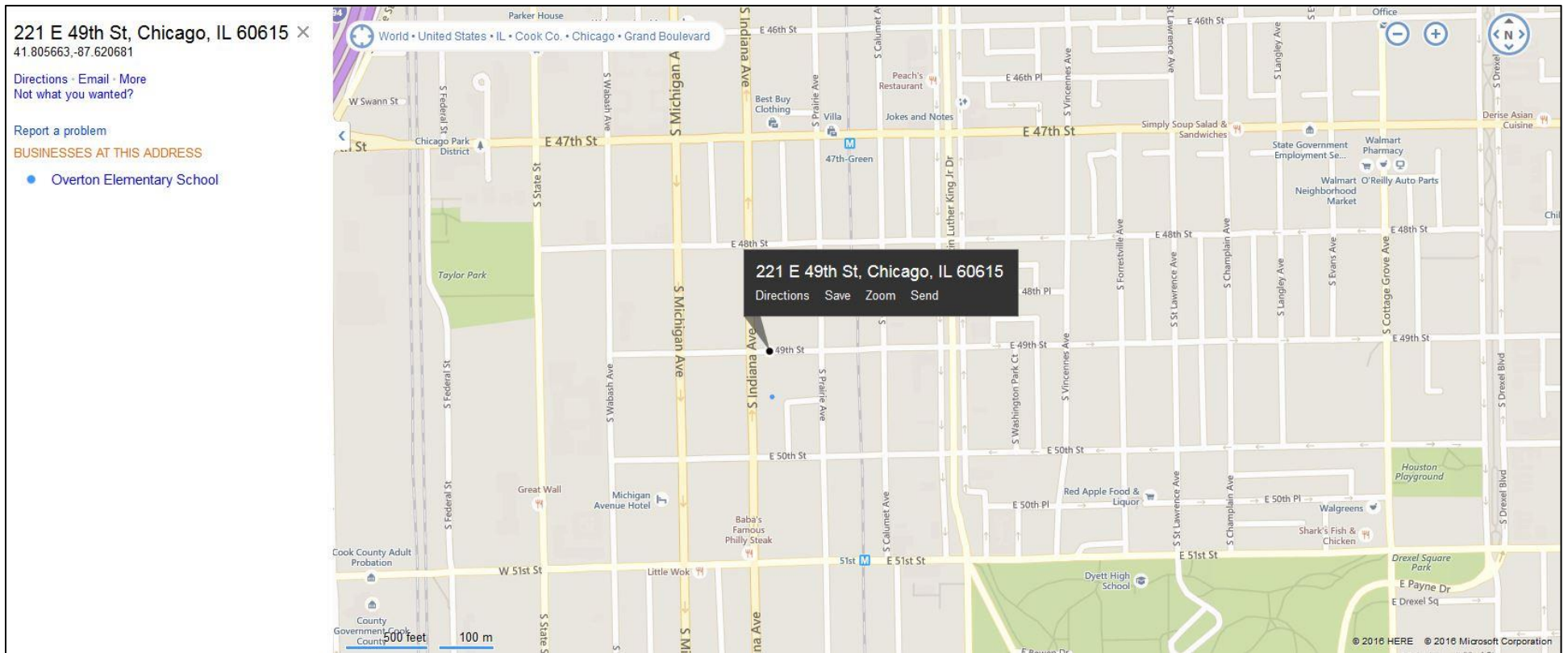


9. Original north and south elevations, 1961

Property name: Anthony Overton Elementary School
Illinois, County: Cook



10. Original east and west elevations, 1961



Anthony Overton Elementary School

221 East 49th Street, Chicago, IL 60615

Latitude: 41.805663

Longitude: -87.620681

**Coordinates based on WGS 84*



250 feet **50 m**





















AED







Girls









EXIT

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Overton, Anthony, Elementary School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: ILLINOIS, Cook

DATE RECEIVED: 7/22/16 DATE OF PENDING LIST: 8/10/16
DATE OF 16TH DAY: 8/25/16 DATE OF 45TH DAY: 9/06/16
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 16000578

REASONS FOR REVIEW:

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

COMMENT WAIVER: N

ACCEPT _____ RETURN _____ REJECT _____ DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA ABC
REVIEWER Barbara Opat DISCIPLINE Historian
TELEPHONE 202-354-2252 DATE 9-6-16

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

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



RECEIVED 2280

JUL 28 2016

Nat. Register of Historic Places
National Park Service

July 21, 2016

Ms. Barbara Wyatt
National Register of Historic Places Program
National Park Service, Department of the Interior
1201 Eye Street, NW (2280)
Washington, DC 20005

Dear Ms. Wyatt:

Enclosed are the disks that contain the true and correct copies of the National Register nominations recommended for nomination by the Illinois Historic Sites Advisory Council at its June 24, 2016 meeting and signed by the State Historic Preservation Officer:

Anthony Overton Elementary School, Chicago, Cook County
Congress Theater, Chicago, Cook County
Lemont Downtown Historic District, Lemont, Cook County
Bristol Congregational Church, Yorkville, Kendall County

PLEASE NOTE THAT THE PACKAGE ALSO CONTAINS THE FOLLOWING:

- 1. Corrections for the Bridge at Thirteenth Street, St. Francisville, Lawrence County**

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

Sincerely,

Andrew Heckenkamp, Coordinator
Survey and National Register program

enclosures

1 Old State Capitol Plaza
Springfield IL 62701

ILLINOISHISTORY.GOV