

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 John Lothrop Motley 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street & number 739 North Ada Street not for publication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

 9/19/17
Signature of certifying official/Title: Deputy State Historic Preservation Officer Date

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

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

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government

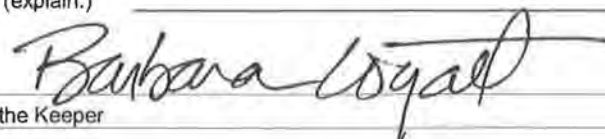
4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register determined eligible for the National Register

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

other (explain): _____

 9-5-17
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		Total

Number of contributing resources previously listed in the National Register

0

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/Renaissance Revival

Materials
(Enter categories from instructions.)

foundation: Concrete
walls: Brick
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 739 North Ada Street in Chicago's West Town community area, the John Lothrop Motley School (or Motley School) is a three-story plus full basement building with a stone and concrete foundation, walls clad in red pressed-brick, and a flat roof. The Motley School, built in 1884 with additions completed in 1894 and 1898, sits on the east side of Ada Street, occupying the north half of the block. The Romanesque Revival building features a solid, refined design with decorative brickwork, limestone trim, terra cotta details, and a pressed metal cornice. These design elements are repeated across the addition, which is seamlessly joined with the original building. Each half of the building has its own main entrance and stairwell with both halves connected by interior central hallways. The Motley School is in good condition and retains its 1898 general floor plan, circulation pattern, and many historic features and finishes. The building maintained its original use until 2013 and retains adequate integrity to illustrate its role in the development of late-19th century educational buildings.

Narrative Description

Site and Setting

The John Lothrop Motley School (or simply the Motley School) occupies a quarter of a block on the east side of Ada Street south of Chicago Avenue. The school is bordered by Ada Street on the west, a former school yard to the north, and an alleyway on the east.

The building faces west onto Ada Street, which is narrow and lined by older frame houses, brick apartment flats, and newer apartment developments. The east (rear) elevation faces an alleyway, while its secondary north elevation faces a former paved playground area and Chicago Avenue beyond. The south-facing secondary elevation is largely obscured by a series of existing brick apartment flats. A newer wrought iron fence separates the playground area from the public sidewalk, which runs along Chicago Avenue and Ada Street.

The school sits in a primarily residential area defined by masonry and frame multi-family buildings built between the 1870s and 1910s. Eckhart Park, a verdant patch of open space created in 1907, occupies a city block to the north across Chicago Avenue.

Exterior

Although comprised of three sections built at different times, the Motley School maintains an integrated appearance, with a continuity of both design and materials between the original 1884 school and the 1898 addition. The school displays the visual characteristics of the Renaissance Revival style with elements of Italianate.

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Overall, the building features a limestone base of rock-faced broken ashlar, with tooled corners and a capping water table of smooth limestone. The upper walls are clad in red pressed-brick, which varies slightly in color between the original half and the addition; the original half maintains a deep orange-red tone, while the addition was sourced with deeper red-toned brick. Common brick clads the east alley-facing elevation. A plain limestone string course encircles the building below the first and third floor windows, while a limestone band runs above the third-floor below the cornice. A string course which meets at the top of the second-floor windows is continuous in form but comprised of lengths of limestone and lengths of projecting pressed brick, depending on the elevation. The entire structure is capped by a pressed-metal cornice, featuring brackets that are spaced equal to the fenestration below and are separated by vertical ribbed panels. The majority of original window openings remain, with some filled with matching face brick. The windows are replacement six-over-six double hung sash with exterior mounted screen panels; some upper sashes have been fitted with a solid panel to mount an air conditioning unit. Each floor presents a different style window arch; basement windows have triple row-lock arches with the top row creating a shadow line; second floor window arches are similar to those over basement windows but feature decorative Aesthetic style terra cotta shoulders with four rosettes of varying size; and first and third floor windows feature limestone lintels.

The primary elevation along Ada Street reflects the continuity of design between the original school and its addition. The original north half of the elevation is visually divided into three symmetrical bays, each of which is set back a different distance from the sidewalk. The main entrance is centered in the middle bay, which set farthest back. The doorway has a modern steel frame with two doors, a centered four-pane window and a two-pane transom above. The whole unit is set within a two-story shallow rounded-arched recess, with a brick-filled former window above. Single windows flank the entrance and rounded-arched window on the ground-level and first floor. All three windows on the first floor are capped by a rounded-arched terra cotta drip molding, above which are two terra cotta panels that read in raised letters "ERECTED" "•1884." On the second floor a row of four arched windows, three of which have been brick filled, appear below a terra cotta panel with a foliate background and raised letters that read: MOTLEY SCHOOL. The third floor features four windows, three of which have been filled. The north bay of the original Ada Street elevation is set closest to the sidewalk and is symmetrical with a central chimney, featuring three brick vertical decorative dog tooth reveals, flanked by single windows on each floor. To the north, a narrow elevation with the north entrance is set back by approximately twenty feet. The entrance is at the top of a flight of cement steps with cement handrails, and is recessed within a brick arched opening, which is surmounted by a row of brick corbels and capped by a pressed metal pediment. The south bay has four windows per floor, with the exception of the basement where a single-story entrance to the addition replaced a window; the entrance features a stone panel with raised letters that read: ENTRANCE TO KINDERGARTEN. Unlike the original school building, the south addition's Ada Street elevation meets the sidewalk and is divided into five window bays with single windows and sets of three (1,3,1,3,1). An entrance to the first floor at the south end of the addition features a double steel doorway with a sidelight and transom. The doorway is framed in limestone by Ionic pilasters supporting a Classical entablature with a frieze with the raised words "MOTLEY SCHOOL" bordered by wreathes.

The north elevation facing the former playground area has two sections divided by the north entrance. The half to the west is symmetrical with four windows per floor. The east half features a centered decorative chimney similar to the west elevation, and a large plain four-story chimney stack and a single-story boiler

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room added in 1894, which is connected to the north elevation. The single-story boiler room is highly utilitarian in character with a brick and stone east façade with infilled window masking a shorter one-story flat-roofed enclosure to the east. The smaller boiler room's facades have been altered, with all historic windows infilled and new loading doors created along its north façade.

The east elevation facing the rear alleyway is largely uniform with evenly spaced windows and cladding of common brick. The south addition features a recessed light well, which reveals the east half of the original building's south elevation. The south elevation of the addition abuts residential buildings to the south and has no windows except for those set within a light well for an interior south stairway.

Interior

The interior design of the Motley School represents late-nineteenth century school design ideals. Central north-south oriented double-loaded corridors connect the original building with the 1898 addition on all levels. Originally, plans for the original building featured five classrooms with adjoining cloakrooms per floor, with playrooms in the basement. The school office was originally located in a small room up a short flight of steps above the main Ada Street entrance, but this was converted into a lavatory in the 1890s; the office was moved to the southwest corner of the 1st floor of the addition.

The 1898 addition to the south was designed with three classrooms per floor, including expanded basement playrooms, an office on the first floor, and a flexible classroom/hall space on the third. The main double-loaded corridor was extended into the addition. The original south stair was removed, and a new south stair was added at the south end of the extended corridor in the addition. Classrooms on the third floor were separated by rolling partitions, which allowed for the classrooms to be combined into larger spaces for meetings and for use as a gymnasium. However, the partitions were removed in the mid-twentieth century when the floor was permanently converted into a gymnasium.

The interior finishes and details are similar between the original building and the 1898 addition; the addition was intended to be a seamless extension of the school. Cast iron winding stairs at either end of the corridor are similar in design with decorated newels, stringers, and woven flat wire mesh in place of balusters. The corridors are utilitarian in design, with tongue and groove maple floors and flat plaster walls with simple baseboard and picture rail trim. Classrooms are ample, with tall windows that reach to the ceiling. Typical details include: maple floors, flat plaster walls with simple plaster coves, V-groove wainscoting, plain chair rail trim, simple wood trim framing the blackboards, built-in cabinets, and decorative cast iron ventilation grilles. Secondary rooms including cloakrooms, classroom storage closets, and other smaller rooms were finished with plain trim, wainscoting, and simple cast iron hardware. Special attention was given to the design of the office in the 1898 addition, which features a large symmetrical built-in cabinet with a central paneled niche with a mirror.

Original cast iron stairways at each end retain their original details, including newel posts, railings, and decorative banister braces. Classrooms are large with tall windows that reach to the ceiling; original plaster coves are still found in many rooms. Maple tongue and groove floors are found in nearly every room. Original trim, including vertical V-groove wainscoting, chair rail, blackboards, door and window casing, and five-panel doors with transoms are largely intact among classrooms. Also, most classrooms

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retain original elaborate cast iron heat grilles from the school's original gravity heating system. Secondary rooms including cloakrooms, classroom storage closets, and other smaller rooms also retain a high degree of integrity with original trim, wainscoting, doors, and even cast iron hardware. Of special note, are the many original built-in cabinets found in classrooms and in former office spaces. Some cabinets have bottom drawers or paneled doors, with glass doors and shelves above. One set of book cabinets in the southwest corner of the first-floor of the south addition is notable for its symmetrical design centered on a paneled niche with a mirror.

Integrity

The Motley School exhibits a high level of architectural integrity. No major additions or alterations have been made to the building since the historic 1898 addition was completed, leaving historic features, finishes, overall form, footprint, and location of entrances and arrangement of fenestration intact. While some window openings have been filled, former fenestration openings remain distinguishable from surrounding masonry. An example of the original six-over-six double hung wood sash window design is partly visible on the third floor; this example appears to be infilled with brick from the outside, but the window clearly remains intact from the interior. It is possible that other original windows remain intact behind brick infill. The building retains its original pressed metal cornice.

The 1894 chimney along the north façade remains intact. The single-story north boiler room's facades have been heavily altered, with all historic windows infilled and new loading doors created along its north façade. Though this small addition lacks good integrity, these changes to the boiler room -- a small secondary structure with a historically non-educational use set back from the main facade -- do not negatively affect the Motley School's overall historic integrity.

The interior of the building also retains a high level of character-defining features and finishes. The building served as a public grade school from 1885 to 2013 when it was closed along with dozens of other city schools. It retains its general floor plan, circulation pattern, classroom layout, and original stairs. Corridors, classrooms, and secondary rooms largely retain original trim, and many have uncovered tongue and groove maple flooring. The former office in the southwest corner of the 1st floor of the 1898 addition retains many original features and finishes, including the large built-in cabinet. While upper floors have a high degree of integrity, the former basement exercise spaces in the original building were converted over time to storage use and for building systems. Similarly, former playrooms and an early kindergarten space in the basement of the 1898 addition remain with changes made for use as classrooms.

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 late-nineteenth century school building in Chicago's Near West Side during a period of progressive education reform, increasing immigration, and social change.

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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

1884-1898

Significant Dates

1884, 1898

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation (if applicable)

Architect/Builder

Flanders, John J,
Patton, Normand Smith

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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 John Lothrop Motley School (or simply the Motley School) at 739 North Ada Street in Chicago, Illinois is locally significant under National Register Criterion C as a well-preserved example of a late nineteenth century Renaissance Revival public school building and as an excellent example of architect John J. Flanders' grade school prototype constructed by the Chicago Board of Education in the mid-1880s.

Located at 739 North Ada Street in Chicago's Noble Square neighborhood, the Motley School was first completed as a fifteen-classroom school in 1884 and designed in the Renaissance Revival style by architect John J. Flanders (1847-1914), architect of the Chicago Board of Education from 1884 to 1888. A boiler room and chimney were added to the north end of the building in 1894. A south addition including nine additional classrooms was added in 1898, designed by Flanders' school board architect successor, Normand Smith Patton (1852-1915).

The Motley School's location, design, and construction were products of changing laws and standards regarding childhood education during America's nascent 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 Motley School was built was the center of one of Chicago's largest immigrant populations, and an area where these trends would be strongly felt.

The substantial and uniform design of this Renaissance Revival style building exemplifies the prevailing concepts of school architecture in the late-nineteenth century, with its masonry construction, central hallway design, and classrooms with tall windows for ample light and ventilation. Ornamentation on the building carries from the original north half to the southern addition, with decorative brickwork, limestone trim, terra cotta details, and a pressed metal cornice. Overall, the building has a regular footprint with shallow projecting bays, a rear light well, and a single-story boiler room addition at the north end of the building. Each half has an entrance from Ada Street. The Motley School has a high degree of integrity, retaining its original 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 late nineteenth century development of educational buildings.

The Motley School's period of significance for Criterion C spans from 1884, the year of initial completion, to 1898, the year of completion of the school's significant additions.

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

History of Pre-1884 Chicago Public School Architecture

Chicago's public schools formed 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.

Across America 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 types of schoolhouses featured a standard square or rectangular footprint. A few schoolhouses offered more than just classrooms, with some allowing for office space for teachers and principals.¹

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

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

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

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

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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 like 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 a familiar template with a symmetrical square footprint with rooms set around a central hallway. While similar to previous schools in form, however, 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. All public school houses built in Chicago for the next decade followed this design until architect John J. Flanders became the chief architect for the city's schools.⁴

Following years of contract design work by early Chicago architect Augustus Bauer (1827-1894), the Chicago Board of Education created the official position of architect to the Board in 1882. The Board initially elected three architects, each serving brief terms of fewer than six months. Despite restructuring, designs for new schools between 1882 and 1884 continued to reflect the 1874 King School model. One example completed in 1883, the North Division High School (later named the James Sexton Public School and today the Ruben Salazar Elementary Bilingual Education Center, 160 West Wendell, architect Julius S. Ender, extant) offered the same overall symmetrical form and layout as other King School-modeled buildings, except with more exterior decorative features and larger windows.

Architect John J. Flanders was elected chief architect of the Chicago Board of Education in January of 1884 and was immediately presented with the problem of overcrowding that consistently plagued the city's existing school facilities. Flanders' new post coincided with a new legislation-driven expansion of Chicago's public school system. In 1883, the Illinois Legislature enacted the Compulsory Education Law, which required that every student between the ages of 8 and 14 have at least twelve weeks of school each year. The legislation followed years of advocacy by progressive groups seeking to stem child labor and to raise the importance of "childhood" as a special stage of life to be protected. 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 neighborhoods like Noble Square.⁵

John J. Flanders's 1884 Chicago School Prototype

Architect John J. Flanders designed a new cost-effective school prototype in 1884 to replace the previous Italianate style King School model. The school could be introduced into neighborhoods where a new school was needed without having to design site-specific buildings. The design for the Motley School was created

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

⁵ Gyure, 58-59.

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in advance of what would be the Chicago Board of Education's greatest period of schoolhouse construction between 1884 and 1885. By 1886, Flanders's school design could be found in at least eight neighborhoods across the city. Today, the Motley School remains one of the best preserved of Flanders' innovative design among three surviving schools.

The standard school building that Flanders designed in 1884 featured five classrooms per floor, with a north-south bisecting hallway terminated by an open staircase at each end. Three classrooms were on the east side of the hallway, and two were on the west side separated by a narrow "recitation room." This gave the building a total of fifteen classrooms and shaped the building such that the rear presented a wider footprint than in the front. Flanders' asymmetrical design was a departure from preceding rectangular schools that had been based on the King School model. Each classroom had its own adjacent hallway fitted with benches and hooks for coats. Most importantly, each classroom had its own flue for drawing warm air up from the basement furnace and a second flue for ventilation and removing spent air. While each classroom was designed for ventilation, heat, and optimal light levels, basement spaces were left for less significant activities. Playrooms, separated by gender, were located next to furnace and coal storage rooms. Few schools during the nineteenth century had outdoor play areas.

The exterior of the Flanders's 1884 school design was unlike the standard school buildings built in Chicago through 1883. Nearly all preceding schools that had been built since the 1870s were in the Italianate style. Some buildings had hints and details pulled from other styles, but their form, massing, and overall design matched both the King School and prevailing national school design. Flanders's design rotated the hallways so they would be perpendicular to the main entrance, which he off-set. Additional entrances were placed at the foot of stairwells at either end of the ground floor hallway, leading to small recessed courts on either side of the building. The significance of ventilation and heating flues too was not lost on the exterior design. Windowless exterior walls concealing interior flues were celebrated with decorative brickwork to emphasize verticality, and were punched past the cornice to terminate in a wide chimney stack.

Windows featured prominently in Flanders' design. National school design promoted east and west facing rooms as best for light, while discouraging southern exposures as too strong and northern light as too weak. Classrooms in Flanders' design placed windows in all directions, with each classroom gaining primary light from a different direction. Every classroom had a wall with four tall windows, while corner classrooms had a second wall with two additional windows. Having windows feature prominently on all elevations allowed the school to be built facing any direction. Regardless of placement, classrooms would receive optimal east or west light from at least two windows. National guidelines on window design also influenced Flanders's schools. Windows were designed to be no lower than three feet above the floor, which prevented having light reflect off the wood floors and impair students' vision. The dependency on sunlight as the primary source of classroom illumination also influenced classroom layout. Desks were oriented to face the instructor who would stand before an interior wall, so as to be perfectly illuminated.

John J. Flanders continued as the school board architect until 1889, but served again from 1890 until 1893. He designed several different school buildings during the course of his two periods as school architect. Only the schools completed during 1884 and early 1885 were built from the same plans as the Motley School. Later designs were for larger buildings, and included additional stonework and terra cotta.

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Flanders was quickly deemed “a man of expensive tastes.”⁶ His school buildings received wide criticism for their “useless ornamentation at the cost of the public.” His design for the West Division High School (demolished) provoked the greatest fervor, and led to his brief termination in 1889.⁷

Eight new schools were completed in 1884 and 1885 following Flanders’ new design. Of these, only the Motley School and two other schools remain. These include the Von Humboldt School (1885) at 1410 North Rockwell Street and the Thomas Jefferson School (1884) at 1010 South Laflin Street.

Chicago’s Noble Square Community

Spurred by the state’s 1883 Compulsory Education Law and by the city’s fast-growing population, the years 1884 and 1885 recorded the greatest amount of school-building activity in the Chicago Board of Education’s history. The Motley School site was only one of seven properties purchased in 1883 for the construction of new grade schools, and one of eight new schools completed in 1885 designed by the new Board architect John J. Flanders.⁸

For the new Motley School, the School Board selected a parcel on Snell Street (later renamed Ada Street) south of Chicago Avenue. The location was near three overcrowded older schools: the Carpenter Branch, a frame church, which was rented for school-use; and two frame schools, the Armour School and the Wells School.⁹ These early frame schools served a largely German neighborhood, which had established themselves in the area in the early 1850s. However, the neighborhood was changing. Since the Great Fire, new residents had settled largely in the more open and undeveloped areas outside the formerly devastated city center. By 1880, new first-generation residents from Sweden and Norway had moved into formerly German houses and apartments between Halsted and Hubbard streets on the southeast, nearer downtown, and Ashland and Chicago avenues on the northwest. Polish immigrants too moved into the area north of Chicago Avenue, creating what would be the largest Polish community outside of Warsaw. These new immigrants arrived in a community that had both ample manufacturing jobs to the east along the North Branch of the Chicago River and had the cultural atmosphere left behind in European homelands.

Early History of the Motley School (1884-1897)

John J. Flanders’ new Motley School was completed in 1884, and was named in honor of the celebrated American author, historian, and diplomat John Lothrop Motley (1814-1877).¹⁰ The Motley School’s Noble Square site was set within a dense working class neighborhood on a street lined with frame houses and converted apartment flats where multiple families lived in former single units. Some families had boarders

⁶ “City-Schoolhouses: They are Rather Expensive Buildings in Chicago Under the Present System,” *The Chicago Daily Tribune* (December 13, 1885), 18.

⁷ “Wanted – An Architect,” *The Chicago Daily Tribune* (January 22, 1888), 4.

⁸ *Twenty-Ninth Annual Report of the Board of Education for the Year ending June 30th, 1883* (Chicago: James & Morse, 1884), 75;

Thirty-First Annual Report of the Board of Education for the Year ending June 30th, 1885 (Chicago: George K. Hazelitt & Co., 1885), 1886. 93.

⁹ *Thirtieth Annual Report of the Board of Education for the Year ending June 30th, 1884* (Chicago: George K. Hazelitt & Co., 1885), 18-19.

¹⁰ “Board of Education,” *The Chicago Daily Tribune* (March 28, 1884) 7.

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to help pay rent, while in some buildings residents operated simple businesses, such as shoe repair.¹¹ Chicago Avenue to the north served as main commercial thoroughfare and was lined by frame and brick storefronts and some houses and apartment flats. Several of these frame houses and stores, most of which were built between the 1860s and the late 1870s, remained on Ada Street and Chicago Avenue until the 2000s when new development pushed into the area.¹² Mixed among the older frame houses were brick flats built in the 1880s after stronger building codes enacted after the Great Fire.¹³ Most residential buildings in the area reached, at most, three stories. The Motley School, when completed in 1885, was also of three-stories, but was built over a raised-basement or ground floor, which effectively lifted the school a full story above the tallest buildings in the area. This made the school a visible landmark throughout the neighborhood.

The Motley School's grounds were small compared to those of other Chicago schools of the period. An alleyway ran adjacent to the school along its north side, meeting the extant alleyway that runs along the school's east side. Less concern was paid to the potential ill-effects of the alleyway (health and sanitation), than were paid to potential fire dangers. When the School Board agreed to purchase land on Snell Street (currently Ada Street) in May 1883 from real estate speculator William S. Proudfoot, the \$8,500 deal included several lots at the south end of the block closer to Huron Street.¹⁴ However, in the course of a month, Mr. Proudfoot had quietly sold the land and instead offered the current school site to the north, closer to the busier Chicago Avenue, for \$8,550.¹⁵ During construction of the Motley School, some frame storefronts facing Chicago Avenue, abutting the school property on its north side, were demolished. These included one structure which was only partially wrecked, leaving a hazardous pile of kindling, which a Judiciary Committee recommended be cleared due to the danger of fire. Eventually the entire set of lots was cleared, making way for a playground in the 1910s. The alleyway separating the Motley School from the lots along Chicago Avenue was not closed until 1914.¹⁶

Flanders designed The Motley School following his standard 1884 school building plans. The exterior featured an off-center main entrance, with two side entrances that connected to the central first floor hallway. The design featured five classrooms per floor, and each classroom had its own separate wardrobe fitted with benches and hooks for coats. Each room had its own flue for drawing warm air up from the basement furnace and second flue for ventilation and removing spent air. Playrooms, separated by gender, occupied the basement next to the furnace and coal storage rooms. Only a small outdoor space existed at the north end of the school, but otherwise play areas remained inside the school. Outdoor playgrounds and spaces would not be common to schools until the turn of the next century.

¹¹ United States Census, West Town, 1880.

¹² The blocks surrounding the Motley School were subdivided in small 25-foot lots on June 8, 1866. *See*: Plat map: E1/2, NW ¼, 8-39-14.

¹³ It was not until Chicago gained Home Rule powers in 1872 that regulation could be made by city government. That same year, an ordinance was passed to forbid frame construction within the newly established fire limits around the city's business center. In 1874, the city enacted a set of building codes to regulate construction, and prohibit new frame structures within city limits. During the 1870s, the city's borders were: Fullerton Avenue to the north, Western Avenue and Pulaski Road (40th Avenue) on the west, and 39th Street on the south with Lake Michigan on the eastern front. *See*: M. Flanagan. "Charter Reform in Chicago: political culture and urban progressive reform." *Journal of Urban History*, 12(2), 1986, 116.

¹⁴ *Twenty-Ninth Annual Report* (1883), 143-44.

¹⁵ *Proceedings of the Board of Education of the City of Chicago, September 1882, to September 1883* (Chicago: Jameson & Morse, Printers, 1883), 167-68.

¹⁶ Plat map: E1/2, NW ¼, 8-39-14.

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Ten years after Motley School's completion, one modern yet unreliable school feature had to be addressed: the gravity heating system. While the school was adequately ventilated, the coal fired furnace that supplied warm air to the school was notoriously inefficient and uneven in its heat distribution. In addition, coal soot tended to rise with the heat and would settle in classrooms. While soot was easily remedied with special filters, the significant problem was the inefficient system itself. In 1894, a new steam radiator system was installed in the school.¹⁷ A large boiler was added to supply steam to the new system. Because of their size and the potential danger of explosion, boilers were relegated to separate buildings. A casualty of the new system was the only patch of open outdoor space at the school, which consisted of a small paved area at the north end of the school beside the alley. A new single story boiler room and a five-story chimney stack were erected at the north end of the building.

Normand S. Patton and the 1898 Motley School Addition

Chicago's population and the students at its public schools increased substantially between 1880s and the 1890s. By 1898, the Motley School was no longer adequately serving its neighborhood and district, requiring the construction of an addition. Normand S. Patton was elected as board architect in 1896, and was given the task of building both several new schools and dozens of additions in order to meet growing demand. Chicago's population had not only grown annually, but had expanded in area in 1889 through the annexation of five surrounding towns and cities. While this had little effect on the population of the Motley School's West Town community, it did stress the school board's need to address new student population challenges.

The most significant factors leading to increased school enrollment were child labor laws and immigration. In 1893, the State of Illinois passed its first child labor law, which determined that no child under age fourteen work in "remunerative labor" in workshops or factories. While exemptions were granted, the law sent many children out of factories and into the school system. In 1880, the Illinois Bureau of Labor Statistics identified at least 5,000 children working ten to fifteen hours per day in Chicago alone.¹⁸ A decade later, an 1894 study by reformers at Chicago's Hull House found over 6,500 children working in manufacturing jobs. Following the law, several hundred children were admitted to the public schools.¹⁹ The West Town community area attracted recently arrived immigrant families through the 1900s. Between 1880 and 1920, Chicago's population remained between 30 and 40% foreign born. A 1908 study by the US Senate Immigration Committee identified Chicago as having the second highest ratio of foreign to native born (7:10) in the country after New York City. This was especially notable considering that Chicago's birth rate during the same period was declining.²⁰ Chicago was a city of first-generation immigrants, most of who lived in several neighborhoods bordering the downtown. West Town was one such neighborhood. The Motley School, having fulfilled demand in the previous decade no longer had enough space for all of the new students and children that were shifted from factory work to school.

¹⁷ *The Metal Worker* (July 14, 1894), 49.

¹⁸ Gyure, 59.

¹⁹ Florence Kelly and Alzine P. Stevens, "Wage-Earning Children," in *Hull-House Maps and Papers* (New York: Thomas Y. Crowell & Co., 1895), 51, 53.

²⁰ Gyure, 61.

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Normand S. Patton started work on an addition to the Motley School in 1898.²¹ The addition was to give Motley School nine additional classrooms, expanded basement playrooms, and a flexible space on the top floor that could be made into a hall. The new addition would also address an aspect of childhood learning which reformers had also been advocating: early schooling for children under six years. A kindergarten was proposed for the basement, though original plans show that it was left to be finished later. A special entrance was added especially for the future kindergarten space.

The design of the addition was unique to the Motley School. Patton, who was best known for designing Carnegie libraries in the Midwest, elected to perfectly match Flanders' original exterior Renaissance Revival design of 1884. He extended the Ada Street frontage south by about 60 feet up to an existing apartment flat, providing for two new classrooms per floor along the west elevation. Along the east elevation, the addition provided for one classroom per floor and a light well between the old and new buildings. The addition matched the original building in material, detail, and style. The coursed, rock-faced limestone base was continued with evenly spaced windows for the new kindergarten. On upper floors, new terra cotta shoulders were reproduced to match the Aesthetic flower pattern found in Flanders' original design. With a new total of 23 classrooms, the Motley School was prepared to serve the neighborhood into the future.

The Motley School in the Twentieth Century

The Motley School continued to serve the immediate neighborhood throughout the twentieth century with only minor alterations and modernizations. Beginning in 1902, land to the north of the school, between an alleyway and Chicago Avenue, was claimed through eminent domain for use as a school playground. At the time, the reform movement advocated fresh air for children, which included classes outdoors.²² Creative solutions across the country for more landlocked schools included caged rooftop play areas for use even in winter. However, this was not necessary because the small retail establishments along Chicago Avenue were easily condemned despite protest from owners.²³ The land they provided was sufficient to give Motley School students a place to spend time outside and to expend energy. A few years later, the West Side Park Commission, through state legislation in 1905, started to designate and build a series of small parks to create open space in the area's crowded neighborhoods. One of these parks was created in 1907 north of the Motley School across Chicago Avenue. Covering an entire block, Eckhart Park was designed by Jens Jensen and featured playgrounds, public pools, ball fields, and open lawns.²⁴

By the 1920s, the neighborhood surrounding the Motley School had shifted away from Scandinavian families and become largely Italian. As part of the school's increased outreach into the community, classes were held for families and parents to assist in adjusting to life in America. Daily life too was assisted by the school in order to improve the lives of its students and of the community as a whole. With a strong

²¹ "Building Department," *The Economist* (July 30, 1898), 145.

²² Some Schools in Chicago followed the "open-air" movement by holding classes in rooms with open windows. Other school function almost entirely outdoors for the benefit of true ventilation and fresh air. Sherman C. Kingsley and F. B. Dresslar, "Department of the Interior: Bureau of Education, Bulletin 1916, No 23. Open-Air Schools" (Washington: Government Printing Office, 1917).

²³ *Proceedings of the Board of Education of the City of Chicago, July 10, 1901 – June 25, 1902* (Chicago: John F. Higgins, 1902), 536.

²⁴ Robert E. Grese, *Jens Jensen: Maker of Natural Parks and Gardens* (New York: JHU Press, 1992), 213.

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emphasis on “Americanization,” teachers and administrators intervened in home life and addressed parent work habits, sanitation, and other issues.²⁵ The school became the neighborhood’s community center for advice and daily assistance in American life.

Throughout the rest of the twentieth century, the Motley School remained an important part of the Noble Square neighborhood. Plans in the early 1950s to replace the Motley School and three other neighborhood schools with one central elementary school did not materialize.²⁶ Instead, a few decades later, the Motley School focused on specialized classes. The Motley School closed in 2013.

Architect John J. Flanders (1848-1914)

John J. Flanders was born in Chicago, and as a student attended the city’s first brick public school building, the Dearborn School (1845 – 1871). Flanders studied at the Chicago Public Manual Training School and in 1866 began his architectural training as an apprentice with Augustus Bauer, one of the Chicago’s early professional architects and the first architect for the Chicago Board of Education. Flanders continued his training with architects before and after the Great Chicago Fire of 1871 including: Theodore Vigo Wadskier, William Warren Boyington, and the firm of Dankmar Adler and Edward Burling. In 1874, Flanders partnered with Charles Furst, which lasted until 1877 when he continued to practice alone.²⁷

In January of 1884, the Chicago Board of Education elected Flanders as architect of the schools, a position he maintained, while continuing to design private homes and office towers, until 1888. As architect for the schools, he developed a new design and plan for school buildings, which up till then had followed a standard symmetrical layout and retained the elements of the Italianate style that had been employed since the 1860s. Flanders gradually began to design schools in the Romanesque style with irregular footprints, projecting bays, and more complex rooflines. His designs, especially for the now demolished West Division High School, included more architectural details and higher grade finishes than previous school buildings, which meant higher construction cost, an issue which brought him significant criticism.²⁸ However, in his first year, the schools had already embarked on a process of building more grade schools to relieve overcrowding in certain neighborhoods. The Motley School site had been selected in 1883 and was one of several future school sites awaiting plans; it and others were completed by 1885.²⁹ In 1886, he and William Carbys Zimmerman formed the firm of Flanders and Zimmerman.³⁰

John J. Flanders was again elected as architect to the Chicago Board of Education in December of 1890. His position was the same, but in his absence while designing homes for elite business magnates, the city had annexed five surrounding townships, adding over 100 existing school buildings and 35,000 students to the city’s school board.³¹ For three years, he designed new school buildings and additions that were

²⁵ “New Set of ‘Rs’ is making Americans at Motley School, *The Chicago Daily Tribune* (April 24, 1924), 23.

²⁶ Chicago Plan Commission, *A Plan to Guide Redevelopment in the Northwest Central Area of Chicago*, (Chicago: Chicago Plan Commission, 1951), 108.

²⁷ *Chicago and its Resources Twenty Years After, 1871-1891* (Chicago: The Chicago Times Co., 1891), 188.

²⁸ “City School-Houses,” *The Chicago Daily Tribune* (December 13, 1885), 18.

²⁹ *Twenty-Ninth Annual*, 25, 75.

³⁰ *Chicago and its Resources*, 188.

³¹ John Howatt, *Notes on the First One Hundred Years of Chicago School History* (John Howatt, 1946), 30.

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desperately needed across city neighborhoods. Flanders ultimately designed over fifty school buildings in Chicago, which include the Thomas Jefferson School (1884, 1010 South Laflin Street), Ravenswood Elementary School (1892, 4332 North Paulina Street), and Louis Nettelhorst School (1892, 3252 North Broadway), as well as numerous additions. In addition to school buildings, Flanders also designed dozens of private homes which include the Clarence A. Knight House (1891, 3322 South Calumet Avenue) and the Gustavus F. Swift House (1898, 4848 South Ellis Avenue).

Architect Normand Smith Patton (1852-1915)

Normand Smith Patton was appointed the Board of Education Architect in 1896 and designed the addition to the Motley School two years later in a manner that duplicated the original school building's scale, massing, and decorative details. Patton, working both individually and as the principal of the architectural firms of Patton & Fisher; Patton, Fisher, & Miller; and Patton & Miller, is noteworthy for designing school and college buildings and over one-hundred "Carnegie Libraries" throughout Illinois and the Midwest.³²

Patton was born in Hartford, Connecticut, and was educated at Amherst College and the Massachusetts Institute of technology, where he studied architecture. After graduation in 1874, he came to Chicago, working briefly as a draftsman with William Le Baron Jenney, before working alone for several years. Patton acted as supervising architect to the United States Treasury in Washington D. C. for six years until 1883 when he again returned to Chicago and partnered with architect C. E. Randall.³³ In 1885, Patton joined with Reynolds Fisher, and the two were partners for the next sixteen years, until 1901, when Fisher moved to Seattle. It was during the later years of this partnership that Patton designed the 1898 addition to John Lothrop Motley School. Patton & Fisher designed several notable Chicago buildings, including the Armour Institute Main Building at the Illinois Institute of Technology (1891-93), Chicago Academy of Sciences at 2001 North Lincoln Park West (1893), and Lakeview High School at 4015 North Ashland Avenue (1898). In addition, the firm designed dozens of large houses in the Village of Oak Park and in the Kenwood community area of Chicago.

Comparable Structures

Eight new schools were completed in 1884 and 1885 following Flanders's new design. Of these, only the Motley School and two other schools remain. These include the Von Humboldt School (1885) at 1410 North Rockwell Street and the Thomas Jefferson School (1884) at 1010 South Laflin Street.

The Von Humboldt School follows the same design as Motley, but is oriented with its rear elevation of common brick facing west. An addition completed by school board architect August Fiedler in 1896 is connected to the west elevation. While Flanders's 1884 design is recognizable, the infill of several existing windows on all elevations has altered the visual the school's appearance. All fenestration on the school's south elevation was reconfigured and enlarged when the addition was built. Unlike Motley, the addition for Von Humboldt did not simply extend Flanders's design. Instead the addition, also in the Renaissance Revival style, features its own design, window spacing, cornice, and overall massing and form that is distinctly different from the 1885 Von Humboldt school building.

³² "On the Death of N. S. Patton," *The Construction News* (April 17, 1915) 7.

³³ *Origin, Growth, and Usefulness of the Chicago Board of Trade* (New York: Historical Publishing Co., 1885-6), 416.

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A second extant school built following Flanders's 1884 design is the Thomas Jefferson School in Chicago's University Village neighborhood, historically known as Little Italy. The school's main elevation faces south onto Fillmore Street. Two additions were completed to the west in 1911 and 1913. While the building is similar to Motley, the basement windows feature rounded arches in place of segmental arches that Flanders prescribed.

John Lothrop Motley School

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“New Set of ‘Rs’ is making Americans at Motley School, *The Chicago Daily Tribune* (April 24, 1924).

“On the Death of N. S. Patton,” *The Construction News* (April 17, 1915).

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Plat map: E1/2, NW 1/4, 8-39-14.

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The Metal Worker (July 14, 1894), 49.

John Lothrop Motley 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: Chicago History Museum Library

Historic Resources Survey Number (if assigned) _____

John Lothrop Motley School
Name of Property

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10. Geographical Data

Acreage of Property less than one acre

(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>41.89521</u>	<u>-87.661283</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 John Lothrop Motley School's building footprint at 739 North Ada Street in Chicago, Illinois. The building faces west onto North Ada Street, and is bordered to the north by the north wall of the single-story boiler room, to the east by a public alley, and to the south by single-family and multi-family houses.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries encompass the entire parcel of land associated with the John Lothrop Motley School in Chicago, Cook County, Illinois.

11. Form Prepared By

name/title Matthew Wicklund date April 25, 2017
organization MacRostie Historic Advisors telephone (312) 786-1700
street & number 53 West Jackson Blvd., Suite 1142 email mwicklundm@gmail.com
city or town Chicago state IL zip code 60604

John Lothrop Motley School

Name of Property

Cook County, Illinois

County and State

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).

Property name: John Lothrop Motley School
Illinois, County: Cook

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: John Lothrop Motley School

City or Vicinity: Chicago

County: Cook **State:** IL

Photographer: Megan Lydon

Date Photographed: March 2016

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

- Photo 1 of 17:** North and west elevations, looking southeast
- Photo 2 of 17:** North elevation, looking south
- Photo 3 of 17:** Northwest entrance, looking east
- Photo 4 of 17:** West elevation, looking northeast down North Ada Street
- Photo 5 of 17:** Primary west entrance, looking northeast
- Photo 6 of 17:** West elevation, looking east
- Photo 7 of 17:** West elevation, looking southeast towards original kindergarten entrance
- Photo 8 of 17:** East and north elevations, looking southwest
- Photo 9 of 17:** East elevation, looking west
- Photo 10 of 17:** Ground floor corridor and southwest entrance
- Photo 11 of 17:** Ground floor corridor
- Photo 12 of 17:** Ground floor kindergarten room
- Photo 13 of 17:** Typical upper floor stair
- Photo 14 of 17:** Typical upper floor corridor
- Photo 15 of 17:** Typical upper floor classroom
- Photo 16 of 17:** Typical upper floor classroom
- Photo 17 of 17:** Third floor gymnasium and auditorium

Property name: John Lothrop Motley School
Illinois, County: Cook



John Lothrop Motley School, 739 North Ada Street, Chicago
Longitude 41.89521
Latitude -87.661283

Property name: John Lothrop Motley School
Illinois, County: Cook

List of Figures

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

Figure 1: Current map of the John Lothrop Motley School

Figure 2: Robinson Map, 1886

Figure 3: Sanborn Fire Insurance Map, 1916

Figure 4: Original 1884 basement plan

Figure 5: Original 1884 first floor plan

Figure 6: Original 1884 second floor plan

Figure 7: Original 1884 third floor plan

Figure 8: Basement plan from 1898 addition drawings. The building retains this plan layout.

Figure 9: First floor plan from 1898 addition drawings. The building retains this plan layout.

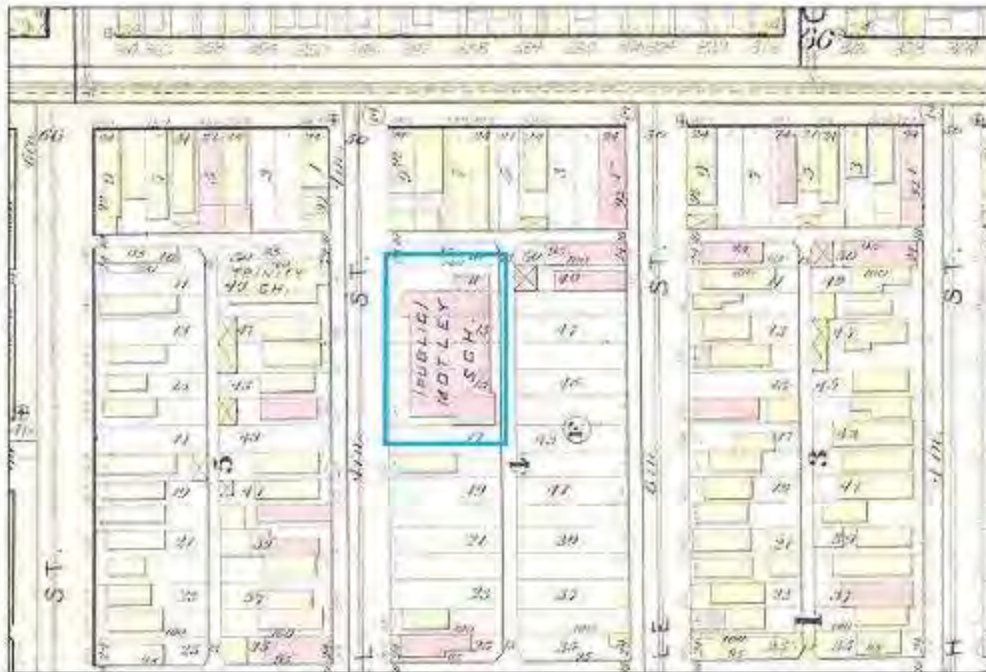
Figure 10: Second floor plan (right) and third floor plan (left) from 1898 addition drawings. The building retains this plan layout.

Property name: John Lothrop Motley School
Illinois, County: Cook

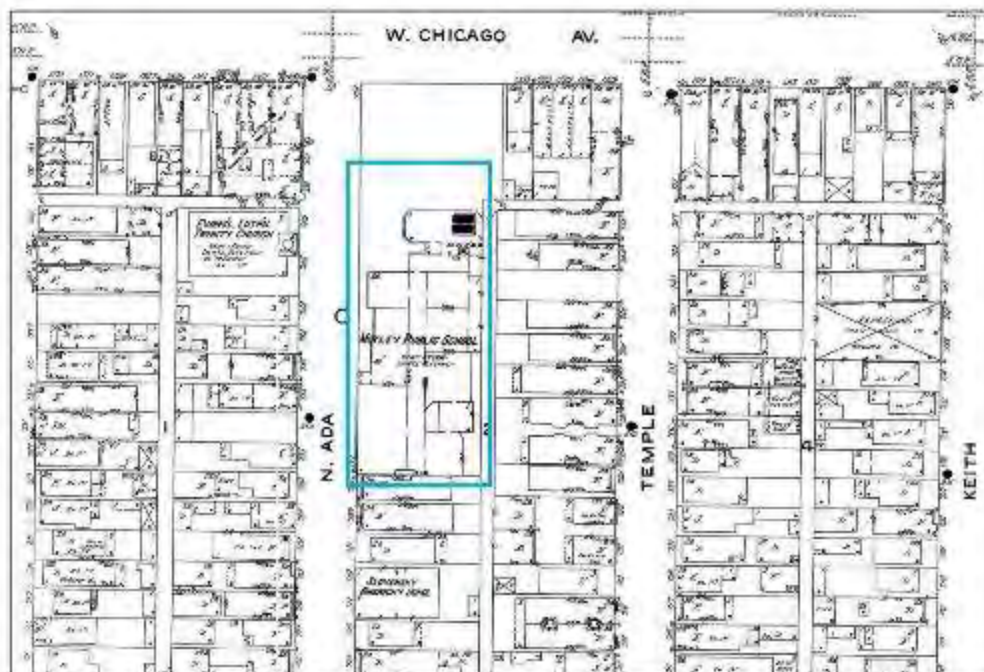


1. Current map of the John Lothrop Motley School

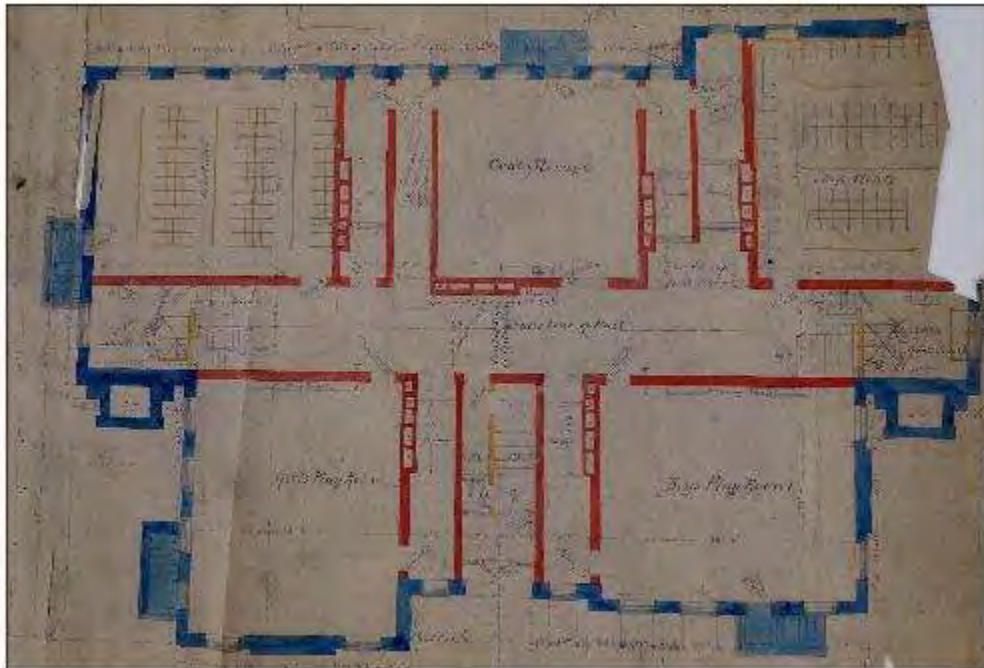
Property name: John Lothrop Motley School
Illinois, County: Cook



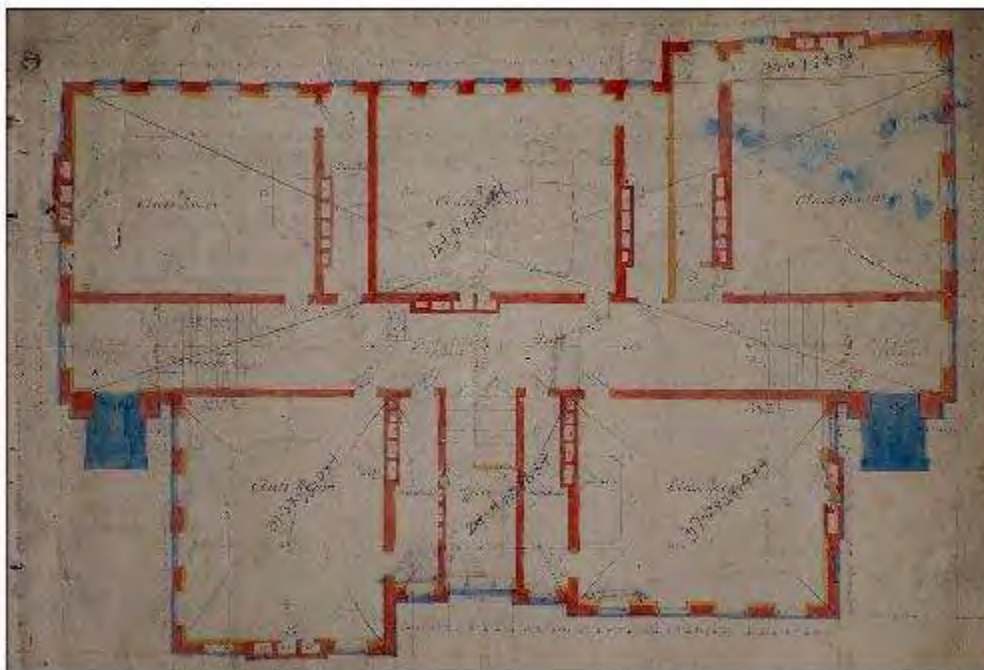
2. Robinson Map, 1886



3. Sanborn Fire Insurance Map, 1916



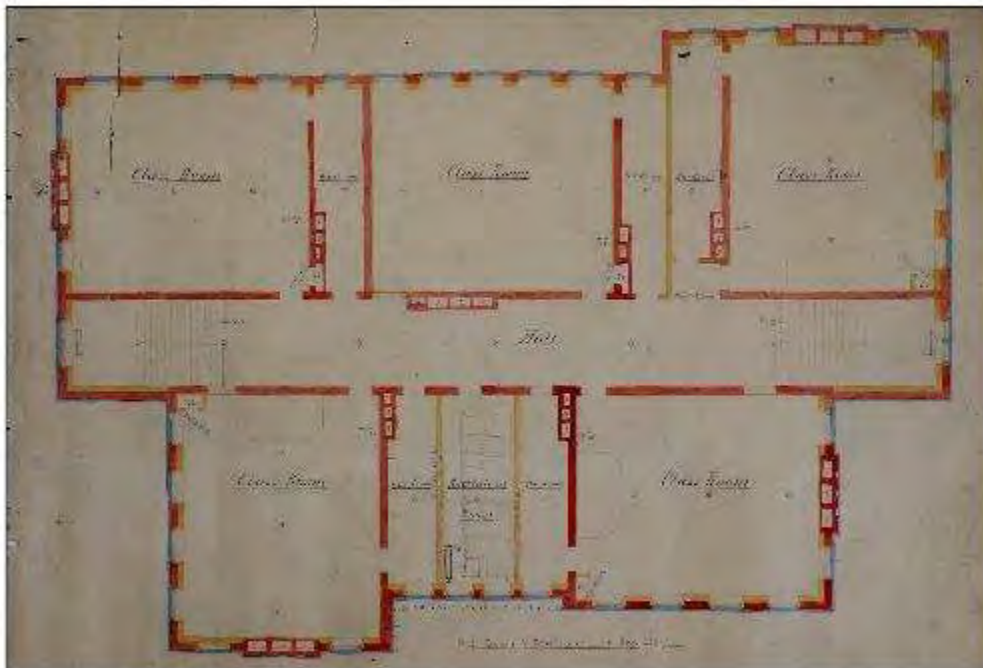
4. Original 1884 basement plan



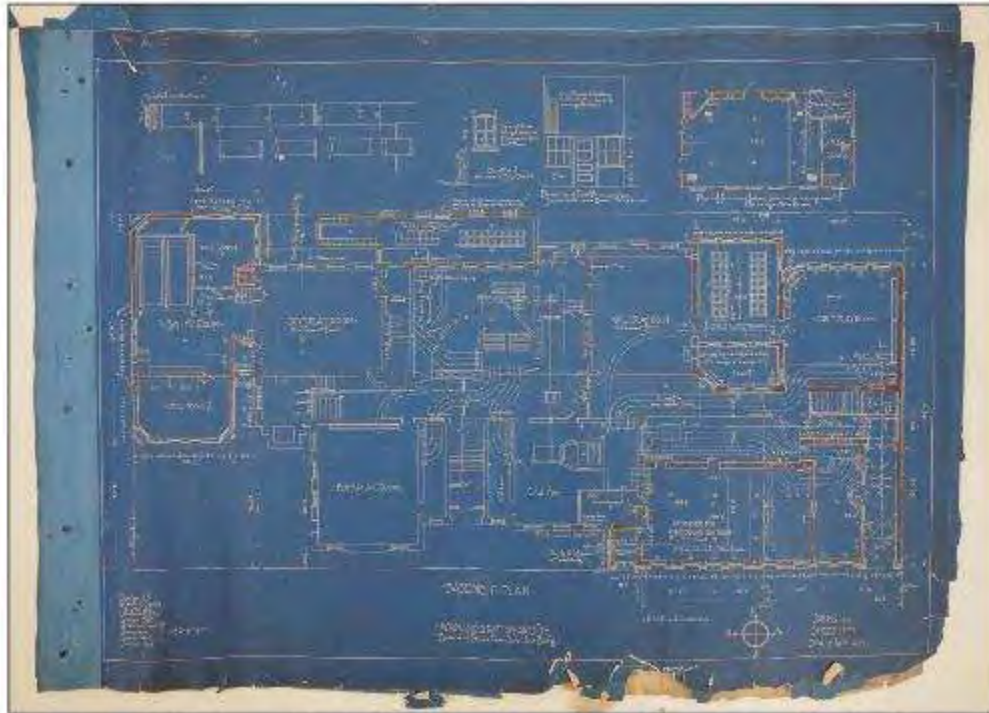
5. Original 1884 first floor plan



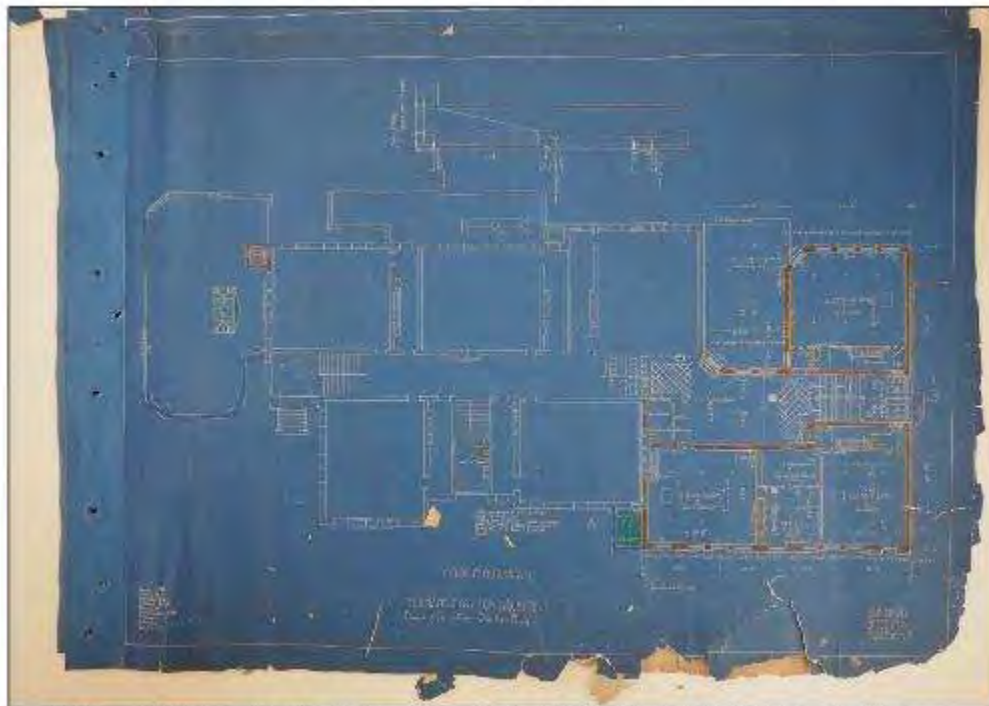
6. Original 1884 second floor plan



7. Original 1884 third floor plan

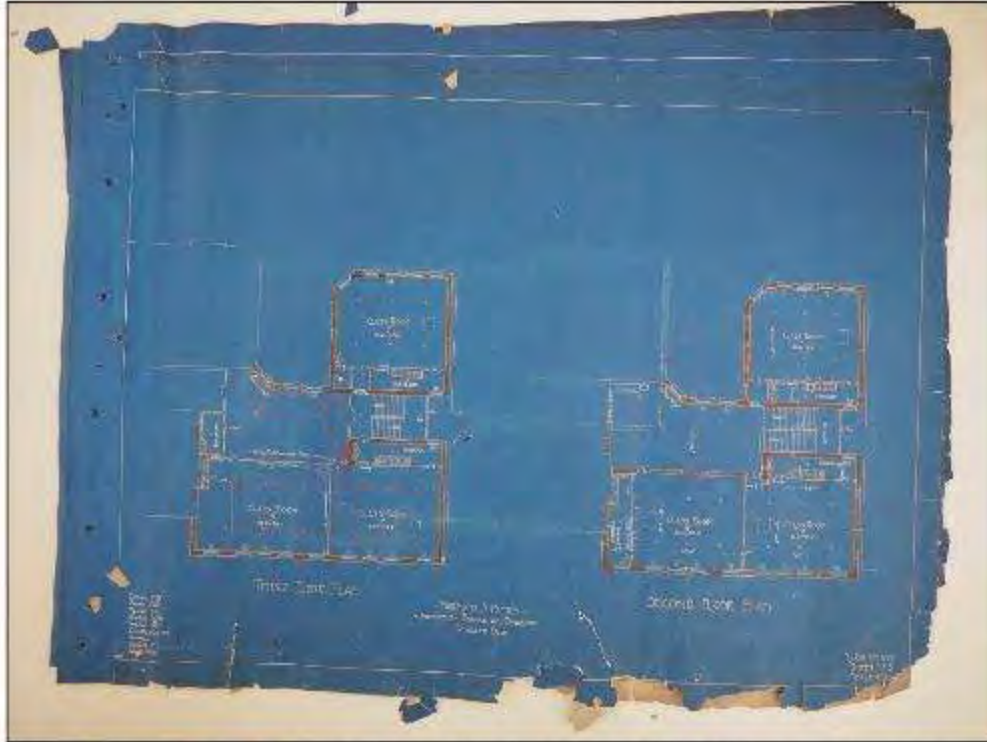


8. Basement plan from 1898 addition drawings. The building retains this plan layout.



9. 1st floor plan from 1898 addition drawings. The building retains this plan layout.

Property name: John Lothrop Motley School
Illinois, County: Cook



10. 2nd floor plan (right) and 3rd floor plan (left) from 1898 addition drawings. The building retains this plan layout.

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.









ROTLEY SCHOOL



ERECTED

3



W. NEW SCHOOL

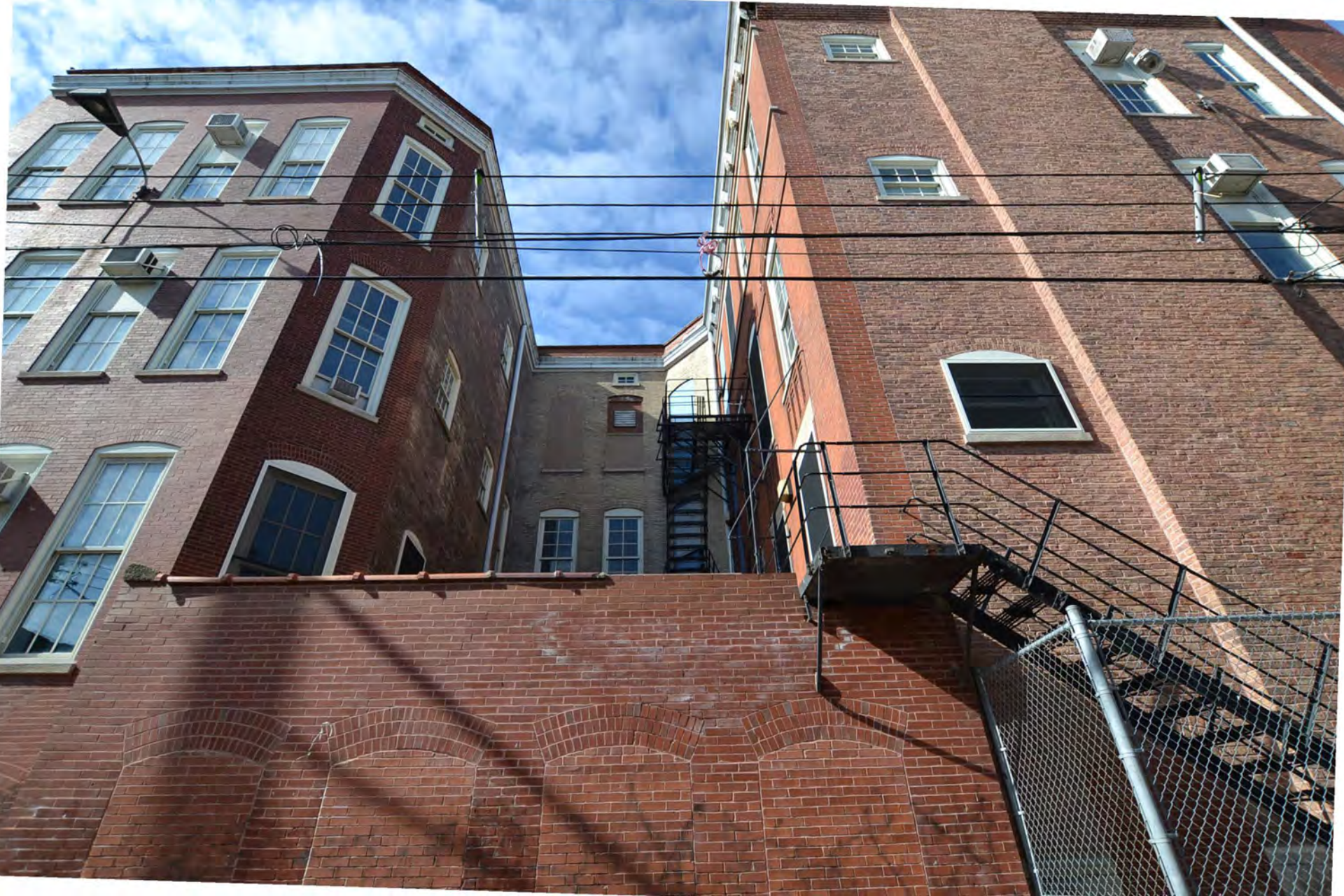
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W. NEW SCHOOL

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EXIT

EXIT









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: 7/21/2017 Date of Pending List: 8/16/2017 Date of 16th Day: 8/31/2017 Date of 45th Day: 9/5/2017 Date of Weekly List: 9/7/2017

Reference number:

Nominator:

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 9/5/2017 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Barbara Wyatt Discipline Historian

Telephone (202)354-2252 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.



July 18, 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 nominations recommended for nomination by the Illinois Historic Sites Advisory Council at its June 30, 2017 meeting and signed by the Deputy State Historic Preservation Officer:

- Covent Hotel, Chicago, Cook County
- John Lothrop Motley School
- Shoreline Apartments
- Granite City YMCA, Granite City, Madison County
- Zenas Aplington House, Polo, Ogle County
- Frances E. Bryant House, Bement, Piatt 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
Illinois State Historic Preservation Office
Illinois Department of Natural Resources

enclosures

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 John Lothrop Motley 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 739 North Ada Street 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

7-14-17

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

Date

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

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

Signature of commenting official

Date

Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

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

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

___ other (explain): _____

9-5-17

Signature of the Keeper

Date of Action



Illinois Department of Natural Resources

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



Bruce Rauner, Governor

Wayne A. Rosenthal, Director

September 19, 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:

As per your Supplementary Listing Record request, I have enclosed is the following:

John Lothrop Motley School, Chicago, Cook County SG100001562 – CD with the photographs missing from the original submittal and corrected signature page

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 black ink, appearing to read "Andrew Heckenkamp".

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

enclosures