

56-960

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 Lucy Flower Technical High School for Girls

other names/site number Al Raby High School for Community and Environment

Name of Multiple Property Listing N/A

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

### 2. Location

street & number 3545 W Fulton Blvd not for publication

city or town Chicago vicinity

state Illinois county Cook zip code 60624

### 3. State/Federal Agency Certification

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

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

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

Applicable National Register Criteria:  A \_\_\_ B  C \_\_\_ D

[Signature] Date March 15, 2017  
Signature of certifying official/Title: Deputy State Historic Preservation Officer

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

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

Signature of commenting official \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ State or Federal agency/bureau or Tribal Government \_\_\_\_\_

### 4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register \_\_\_ determined eligible for the National Register

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

\_\_\_ other (explain) \_\_\_\_\_

[Signature] Date of Action 5.8.17  
Signature of the Keeper

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

**5. Classification**

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

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

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

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

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

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

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

n/a

**6. Function or Use**

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

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

EDUCATION/school

EDUCATION/school

**7. Description**

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

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

LATE 19<sup>th</sup> & 20<sup>th</sup> CENTURY  
REVIVALS/Gothic Revival

foundation: STONE; limestone

walls: BRICK, TERRA COTTA

roof:

other:

Lucy Flower Technical School High School  
Name of Property

Cook , Illinois  
County and State

---

### 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

Lucy Flower Technical High School (Flower Tech) was constructed in 1927 and designed by former Board of Education architect, John C. Christensen (1878-1967). A monumental four-story brick school building designed in the Gothic Revival style, Flower Tech was ranked “orange” for architectural distinction by the Chicago Historical Resources Survey. Flower Tech is a northern-facing building with a main entrance at 3545 W Fulton Boulevard. The school building has three wings with an attached assembly hall at its center, creating an E-shaped footprint. The school is located in the residential Garfield Park neighborhood directly across N Central Park Avenue from the Garfield Park Conservatory and one block north of the historic Garfield Park. Flower Tech is set among two-story row houses, most of which were also constructed during the late-nineteenth and early-twentieth centuries.

---

### Narrative Description

#### Exterior

Flower Tech is a Gothic Revivalist school constructed of brown brick and clad in orange terra cotta. The focal point of the exterior is a tower that extends one story above the flat roofline in the center of the north elevation. There are two thin gothic-arched windows separated by orange terra cotta mullions on each side of the square tower. Six square terra cotta finials along the roofline lead to two smaller towers on each side of the north elevation. These outer towers are roughly one-third the size of the central tower and are ornamented with orange terra cotta tiles that depict faux-gothic arched windows. The three towers protrude several feet outward from the facade of the building and connect to entrances on the first floor of the school. The three entrances are identical. Each large, metal door is topped with a soft arch constructed of seven orange terra cotta voussoirs. Orange terra cotta tiles spell “LUCY FLOWER TECHNICAL HIGH SCHOOL” in gothic script above the main center entrance at 3545 W Fulton Boulevard. The script above the other two entrances reads “ENTRANCE.” The eastern entrance is handicap-accessible and has a concrete wheelchair ramp that leads to the door on the right-side of the entrance. All other entrances have six concrete steps leading to the doors with metal handrails on either side.

Lucy Flower Technical School High School  
Name of Property

, Illinois Cook, Illinois

All four floors on the north elevation have thirty-six double-hung windows. The windows on the first floor are tinted black. There are two thinner windows on each tower (where the interior staircases are located), twelve windows between each tower, and three windows on the corners of the school beyond the outer towers. Each window is separated by a subtle relief in the brown brick facade. There is a single smooth orange terra cotta tile on the mullions above the fourth, third, and first floor windows. The mullions between the fourth-floor windows are clad in terra cotta tiles with a triangle design in sharp relief.

The western-facing facade of Flower Tech runs along N Central Park Avenue and mirrors the design of the north elevation. There are twenty-two double-hung windows per floor arranged in the same fashion. Twelve square terra cotta finials extend above the flat roofline and are spaced two windows apart. There is a central entrance on the first floor of the west elevation identical to those on W Fulton Boulevard. Orange terra cotta tiles spell "LUCY FLOWER TECHNICAL HIGH SCHOOL" in gothic script above the large black metal doors. The east elevation of the school runs parallel to a residential alleyway and therefore does not have an entrance. The windows, design and terra cotta detailing resembles those seen on the other facades.

A fourth tower is located at the southwest corner of the building. This tower is identical to the smaller, outer towers on the north elevation. In the same design, the Gothic Revivalist tower connects to a fourth entrance on the first floor of the school. The terra cotta tiles above this entrance are blank. There are two double-hung windows on each floor of the tower and three larger double-hung windows per floor that flank the tower on each side.

To the east of this entrance is the Flower Tech assembly hall that occupies the space in the center of the school's three wings, creating an E-shaped footprint. The assembly hall exterior is topped with a flat roofline that rises into a subtle point in the middle and is lined with orange terra cotta tiles. The assembly hall facade is divided into three horizontal bays separated by thin rows of orange terra cotta. The largest bay of the facade contains three large double-hung windows that are identical to those found on the facade of the school building. Each window is separated by a vertical line of brick in shallow relief topped with a smooth orange terra cotta tile. Terra cotta tiles below the windows read "LUCY FLOWER TECHICAL HIGH SCHOOL ASSEMBLY HALL" in gothic script. These central windows are flanked by two smaller windows of equal design on both sides. Above each smaller window is a terra cotta tile that depicts a gargoyle reading a book. A thin horizontal line of orange terra cotta tiles runs below these windows.

Lucy Flower Technical School High School  
Name of Property

, Illinois Cook, Illinois

Directly below the three central windows are three assembly hall doors each separated by a brown brick post. The doors are identical to those on the school building and are similarly topped with soft arches. Another thin row of orange terra cotta tile runs horizontal along the base of the doors. Below this line is a shallow staircase of seven concrete steps leading to the auditorium doors.

### **Interior**

The four-story school building contains 40 classrooms, a library, gymnasium, lunchroom, assembly hall, and staff offices. On the first floor of the school and directly across from the main entrance at 3545 W Fulton Boulevard is a lobby with a gothic-inspired fireplace at its center. The stone hearth is topped by a gothic arch with the phrase “All Who Joy Would Win Must Share It. Happiness Was Born A Twin” written above in gothic script.<sup>1</sup> The fireplace is surrounded by a six-wall fresco mural titled “Outstanding American Women.” Painted by Edward Millman (1907-64), a student of Diego Rivera, the mural depicts scenes from the lives of Lucy Flower, Grace Abbott, Francis Perkins, Jame Addams, Susan B. Anthony, Harriet Tubman, Harriet Beecher Stowe, and Clara Barton. The mural was painted between 1938-1940 as part of the Illinois Arts Project of the New Deal. Although it was painted over in 1941, the mural was restored to its original condition by the Chicago Conservation Center in 1997.

This lobby is separated from the main entrance by a hallway that runs along the north wing and leads to the lunchroom in the west wing and staff offices in the east wing of the school. The school library occupies the west wing directly above the lunchroom on the second floor and the north wing is used entirely for classroom spaces on both sides of the hallway. The east wing of the second and third floor is occupied by the school gym. The west and north wings of the third and fourth floors are used as classroom spaces on both sides of the central hallway, most of which are larger than those on the lower levels. Classrooms on these upper-floors are primarily used as science and computer labs.

Classrooms are located on both sides of the hallway on all floors. The average classroom is 35 ft long by 20 ft wide and has 4 windows. Some of the larger classrooms on the upper-floors have 6 to 8 windows and are twice as long as the regular classrooms on the first two floors. There are two classrooms that sit on either side of the assembly hall on the second, third, and fourth floors that each have 3 windows that face south onto W Walnut Street.

---

1

The school's motto is a quote from the Romantic English poet, Lord Byron.

Lucy Flower Technical School High School  
Name of Property

, Illinois Cook, Illinois

The four staircases of the school (located on the southwest, northwest, northeast, and center-north of the building) are each lined with iron banisters. At each landing of the central staircase, the banister wraps around a single iron pole roughly five-feet tall. The central staircase extends beyond the fourth floor into the tower of the building, which provides a 360-degree view of the Garfield Park neighborhood. The tower is accessed through a locked metal door also painted brown. The bottom-half of the walls in all four staircases show the original brickwork of the building. The original brickwork is predominant elsewhere in the school as well. Like the stairways, brown brick runs along the bottom-half of the hallways between rows of lockers. The original brick walls are also exposed in the the school gym. The floors throughout the school are grey terrazzo.

The assembly hall stands out from the rest of the school in its design and workmanship. There are 476 wooden seats on the floor of the assembly hall which are mounted to the ground by iron legs. The seats are arranged in six seating sections (two rows of three) and face a large stage located at the north end of the assembly hall. Above the floor seating to the south of the building is a balcony that seats an additional 361 people. The balcony is also divided into six seating sections that look onto the stage below. The assembly hall seats a total of 837 people.

Entrances to the assembly hall are located on the east and west side through wooden doors that connect the assembly hall to the first floor of the school. The main entrance is located behind the seating section to the south of the building and is accessed on W Walnut Street. The walls of the assembly hall are covered in a thick stucco and painted bright white. A gold-painted cornice runs along the bottom of the balcony and continues towards the stage along the east and west walls of the room. Two large, iron air vent covers are located on the south wall directly under the balcony and two others are located above the east and west entrances to the assembly hall. Five windows are located on the west and east walls directly under the roofline. These windows are covered by thick brown curtains.

The ceiling of the assembly hall also has a softer stucco finish. The ceiling is divided into four bays by flat beams that run along the roofline from east to west. These beams are ornamented on the south and north sides with a floral pattern. There are four chandelier light fixtures made of glass that hang from metal chains from the center of each ceiling bay. On either side of these lights are two large, iron air vents.

### **Integrity**

Lucy Flower Technical School High School  
Name of Property

, Illinois Cook, Illinois

The former Flower Tech building retains its architectural and therefore its historical integrity. With the exception of window air conditioning units and tinted glass on the first floor of the school, the building's exterior is identical to its original appearance. New double-hung windows and lintels were installed in 2012 by Johnson Lasky Architects to match the building's historic Gothic Revivalist facade, which adds to this integrity of exterior design. The company also repaired and cleaned many of the building's terra cotta tiles to return the building its original appearance.<sup>2</sup> The orange terra cotta tiles and brown brick facade are in excellent condition and therefore maintain integrity of design, material, and workmanship. Furthermore, the terra cotta tiles that read "LUCY FLOWER TECHNICAL HIGH SCHOOL" on the building's exterior provide integrity of association by clearly linking the present structure to its historic role as Chicago's only technical school for girls.

Many of the classrooms in the building were modernized during the renovation of the early-2000s. The fourth and third-floor classrooms in particular were gutted and redesigned to serve the science needs of Al Raby High School for Community & Environment, such as food science labs on the top floor of the school. Yet the interior of the building still retains integrity of design, material, and workmanship. Original brown brick can be seen throughout the hallways, in the gym, and the staircases of Flower Tech. Other historical details remain such as the iron stairway banisters and Flower Tech's school store window on the first floor, which continues to operate as a student-run store today. The assembly hall interior also retains its integrity of design, material, and workmanship. The light fixtures, iron air vents, stucco wall finish, and auditorium chairs are all original to the building and remain in excellent condition.

The restored WPA mural in the lobby as well as its surrounding wood trim and fireplace also have integrity of workmanship and design. Furthermore, the mural provides integrity of feeling when one enters the school and sees this visual reminder of Flower Tech's place within women's history. The murals importantly link the present building with its historical purpose of supporting women's education and professional advancement.

Flower Tech retains its integrity of location and setting within the historic Garfield Park neighborhood. The school is surrounded on the north, east, and south sides by late-nineteenth and early-twentieth century brown and grey stone homes which set the school within its original residential context. This integrity of setting is further strengthened by Flower Tech's connection to Garfield Park Conservatory located directly across Central Park Avenue, where Flower Tech students attended botany classes and ate their lunches

<sup>2</sup> Johnson Lasky Architects, "Chicago Public Schools," 2012, <http://www.jlarchitects.com/education/cps/cps.html>.

Lucy Flower Technical School High School  
Name of Property

---

,Illinois Cook, Illinois

---

during warm weather. Lastly, the Flower Tech building has a strong integrity of feeling due to its continued use as a Chicago high school. High school students continue to walk the same halls, sit in the same assembly hall, and work in the same classrooms used by thousands of Flower Tech students between 1927 and 1965.



Lucy Flower Technical School High School  
Name of Property

Cook ,Illinois  
County and State

**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.)

EDUCATION

ARCHITECTURE

**Period of Significance**

1927-1965

**Significant Dates**

Constructed in 1927

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation** (if applicable)

N/A

**Architect/Builder**

John C. Christensen

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

---

**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).

Lucy Flower Technical High School for Girls (Flower Tech) is significant under criteria A as the only all-girl public school and the only female vocational school in Chicago's history.<sup>3</sup> Flower Tech was the only high school in Chicago run by a female superintendent, principal, and all-female faculty that catered to an entirely-female student body. By combining home economics with technical training for the female workforce, the curriculum at Flower Tech exposed the paradox of women's high school education in 20<sup>th</sup> century America by offering gendered coursework for work in the home and the factory. As Chicago's only open-enrollment high school for girls, Flower Tech created an unparalleled education experience for African American, Anglo-American, and immigrant female students to study alongside one another. Flower Tech not only furthered career and college ambitions, but provided many students one of their only racially-integrated experiences in an otherwise segregated city. Flower Tech is also significant under criteria C as an excellent example of Gothic Revival school architecture that retains its integrity of material, design, and craftsmanship. Flower Tech's period of significance begins in 1927 when the school was constructed and ends in 1965 when the school's enrollment declined and curriculum was altered.

---

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

### **The Founding of Flower Tech**

Flower Tech was founded in 1911 by progressive educator and suffragist Dr. Ella Flagg Young (1845-1918). Young was the first female superintendent of schools in the city of Chicago and the favorite student of John Dewey at the University of Chicago. During her tenure as superintendent from 1909-1915, Young hoped to provide teenage girls throughout the city with practical training that would prepare them for professional life after high school. "We have been doing a great deal in this city for the boys," Young argued, "and I want to do something for the girls."<sup>4</sup> Young was referring to the recently constructed Lane and Crane Technical schools for boys, which offered distinctly male technical training for industrial careers. Young felt that the women of Chicago needed distinctly female training of their own.

Young decided to name the school after famed reformer and Board of Education member, Lucy Flower (1837-1921). Flower is best known for her activism in the juvenile court system, yet she was also an ardent

---

3

Flower Tech was also the second female technical school in the nation, the first being the former Boston Girls' High School for Practical Arts in Boston, MA.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

advocate of technical training for both boys and girls to give them practical skills for the modern workplace.<sup>5</sup> Young enlisted the help of fellow education reformer Dora Wells (1862-1948), who served as principal of Flower Tech from 1911 until her retirement in 1933.<sup>6</sup>

Flower Tech opened in 1911 in the abandoned South Division High School building at 26<sup>th</sup> Street and Wabash Avenue on Chicago's south side.<sup>7</sup> This building is no longer standing today. After four years, the school moved again to another small, unused school building at 61<sup>st</sup> Street and Wabash Avenue, which is now home to Betsy Ross Elementary School. Enrollment at Flower Tech was extremely low in these early years; there were only seventy-five students total, only two of whom were African American, the recent European immigrants.<sup>8</sup> Yet interest in the school and its unique curriculum steadily rose by the 1920s and the Board of Education decided to give Flower Tech a new facility that would better serve the educational program and expanding student body. The board chose an unoccupied lot across from the Garfield Park Conservatory for Flower Tech's official school building.

### **Architect John C. Christensen and the Gothic Revival Style**

The task of designing the city's only all-girl public school was given to John C. Christensen who served as chief architect for the Chicago Board of Education from 1921 to 1959.<sup>9</sup> The son of Danish immigrants, Christensen first became affiliated with the Board in 1906 when he was hired as clerk of the Architect's Department. He went on to serve as assistant to the chief architects who preceded him, Dwight Perkins and Arthur Hussander, until 1921 when he was appointed to take Hussander's place.<sup>10</sup> During his tenure, Christensen built numerous schools throughout the city of Chicago. When Christensen was first appointed, he stated in a press conference: "I'm designing every new public school as a complete and independent unit, absolutely different from every other school in the city."<sup>11</sup> In 1924, Christensen co-designed the Carl Schurz High School, an earth-toned brick school designed in the iconic Prairie School style. Christensen designed Roger Sullivan High School, built the same year as Flower Tech, as a red brick and gray stone school with finials, quoins, and pointed roof lines in the distinctive Tudor style.<sup>12</sup> He also designed numerous schools in the Art Deco style during the late 1930s, such as the Chicago Vocational School on the south side of the city. Christensen's

---

<sup>4</sup> Dora Wells, "A School Built Around the Girl," *The Journal of Education* (Nov 30, 1913): 374.

<sup>5</sup> "Flower School's Busy Namesake: Challenge to Civic Complacency," *Chicago Tribune*, January 6 1966, H1.

<sup>6</sup> "Dora Wells, 86, Dies: Founded Girls' School," *Chicago Daily Tribune*, April 7, 1948, 20.

<sup>7</sup> "Vice Forces Lucy Flower Girls' School to Move," *Chicago Daily Tribune*, Mar 7, 1915, 1.

<sup>8</sup> Nancy Green, "Remembering Lucy Flower Tech: Black Student in an All-Girl School," *Chicago Magazine* 14 (1985): 48.

<sup>9</sup> "Christensen, City Schools Designer, Dies" *Chicago Tribune* June 4, 1967, B22.

<sup>10</sup> Julia S. Bachrach and Elizabeth A. Patterson, 'John C. Christensen (1878-1967)', *Chicago Historic Schools*, last modified 2013, accessed April 17, 2015, <https://chicagohistoricschools.wordpress.com/2013/02/08/john-c-christenson/>.

<sup>11</sup> "Christensen, City Schools Designer, Dies" *Chicago Tribune* June 4, 1967, B22.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

designs ran the gamut in academic architecture, thus achieving his goal of crafting city schools as “independent unit[s].”

While Christensen's work was certainly diverse, Flower Tech was one of five schools he designed in the Gothic Revival style during his tenure as chief architect.<sup>13</sup> These other buildings include Edwin G. Forman High School, Theodore Roosevelt High School, John B. Murphy High School, and additions to Lane Technical High School. All five of these Gothic Revival buildings share similar elements. Each is constructed of brick masonry and features a predominant bell tower over the entrance. The schools all have pointed lintels between window bays and a general emphasis on verticality. Lastly, all feature gothic arches either over the entrances, the windows, or both.

Christensen chose the Gothic Revival style for Flower Tech and these other four school buildings because of its association with academic excellence. Indeed, this architectural style was ubiquitous on American school campuses constructed during the late-nineteenth and early-twentieth centuries. The popularity of “Collegiate Gothic” first emerged in the American Northeast on the campuses of Harvard, Princeton, and Yale as a visual means of associating these universities with prestigious European institutions like Cambridge and Oxford.<sup>14</sup> The popularity of the style in academic architecture continued into the twentieth century and can be seen on college and large high school campuses across America, including the University of Chicago. Christensen designed other Chicago schools in the Gothic style as part of this tradition, including his work on expanding Lane Technical High School for boys in 1934.<sup>15</sup>

Flower Tech is an excellent example of Gothic collegiate architecture that was so popular in the early twentieth century. For example, terra cotta tiles above the gothic-arched entrances to Flower Tech announce the school's name in gothic script. On the south end of the school, the gothic-style text reading “LUCY FLOWER TECHNICAL HIGH SCHOOL ASSEMBLY HALL” is flanked on both sides by terra cotta tiles each depicting a gargoyle reading a book. There is a central bell tower on the north elevation of the masonry building that also features gothic-arched windows. All of these elements reflect the popular Gothic Revival architectural style, one that was used to denote academic excellence nationwide.

The construction of Flower Tech in 1927 marked the first time that the Chicago Board of Education had dedicated a building project to women. The four-story, 1.3 acre building cost upwards of one million dollars and

---

<sup>12</sup> Alice Sinkevitch and Laurie McGovern Petersen, *AIA Guide to Chicago*, Chicago: University of Illinois Press, 2014.

<sup>13</sup> According to the Chicago Historic Resources Survey: <https://webapps.cityofchicago.org/landmarkweb>

<sup>14</sup> Sherry C. M. Lindquist, “Memorializing Knute Rockne at the University of Notre Dame: Collegiate Gothic Architecture and Institutional Identity,” *Winterthur Portfolio* 46 (Spring 2012): 9.

<sup>15</sup> “New \$6,000,000 Lane Technical To Open Sept. 17: School Finest of Kind” *Chicago Daily Tribune* August 26, 1934, 10.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

gave Flower Tech credibility in Chicago as a serious technical institution for young women.<sup>16</sup> Its Gothic Revival styling certainly helped solidify its status as a prestigious institution for Chicago girls. Flower Tech was especially designed to serve the needs of Chicago's only female technical school. On the fourth floor, for example, the school was equipped with specially-designed classrooms lined with sewing machines, stoves, and shampooing sinks for students who trained as dressmakers, cafeteria workers, and beauticians.<sup>17</sup> The school was also given an on-site child clinic, the only one of its kind in Chicago, to provide home economics students with hands-on experience in child care and sick-day management.<sup>18</sup> Many students who transferred to the official Flower Tech building in 1927 recall a great sense of pride in their school. “[It was] like movin' from a kitchenette to a ten-room mansion,” one student recalled. “Everything was new and wonderful.”<sup>19</sup>

### **Flower Tech Curriculum**

From 1927 to 1965, Flower Tech's curriculum hinged on a series of technical degrees in the fields of dressmaking, millinery, institutional cookery, beauty culture, nursing, and, after World War II, business.<sup>20</sup> With the exception of nursing and business, technical majors could be completed as part of an intensive two-year schedule for students who hoped to join the workforce as soon as possible.<sup>21</sup> The two-year program was more popular than the four-year program among Flower Tech students, many of whom needed to gain employment as soon as possible to support themselves and their families.<sup>22</sup> The founders of Flower Tech insisted that these were “technical” rather than vocational programs because the curriculum in each major field focused on process and technique rather than general study.<sup>23</sup> A student who majored in institutional cookery, for example, began her coursework learning the basics of diet and nutrition before working in the school cafeteria preparing and serving various meals to her peers. Dressmaking majors advanced from introductory courses such as “Care of Textile Fabrics,” which instructed in the art of stain-removal, to classes where they learned various techniques for working with silk, wool, and cotton before designing their own outfits. Upper-level beauty culture students were able to cut hair and give makeovers at Flower Tech in classrooms equipped with shampooing sinks and other amenities especially designed for beauty-school training.<sup>24</sup>

<sup>16</sup> “Board is Ready for Lucy Flower High School Bids,” *Chicago Sunday Tribune*, September 26, 1920, 4.

<sup>17</sup> These rooms have since been gutted and are now used as science rooms at Al Raby High School due to their large size

<sup>18</sup> Nancy Green, “For Girls Only: History of a Chicago Public High School,” (unpublished essay, n.d.), 20, Nancy Green Papers, CHM; Ray Murphy, “Lucy Flower Trains Home, Office Girls: Dressmaking and Child Care Among Courses,” *Chicago Daily Tribune*, February 25, 1954, 4.

<sup>19</sup> Mildred Tolliver Hoskins, interview by Nancy Green, February 4, 1985, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>20</sup> Murphy, “Lucy Flower Trains Home, Office Girls,” 4; Seymour Korman, “School Trains Girls For Jobs and Homemaking: Flower Tech Educates for Family Tasks,” *Chicago Daily Tribune*, June 27 1937, 17.

<sup>21</sup> Dora Wells, “A School Built Around the Girl,” *The Journal of Education* (November 1931): 375; Green, “For Girls Only,” 4.

<sup>22</sup> Green, “For Girls Only,” 8.

<sup>23</sup> Dora Wells, “The Lucy Flower Technical High School,” *The School Review* 22 (November 1914): 613.

<sup>24</sup> These classrooms were located on the northwest side of the school and have since been converted into science labs.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

In addition to the school's technical programs, standard high school subjects such as English, science, math, and electives in music or art were required coursework for all students to keep Flower Tech competitive within the Chicago public school system. The academic curriculum was also designed to make Flower Tech students eligible for any four-year university, and a student could enter the "college prep" program rather than a technical program if her grades were sufficient.<sup>25</sup> While Flower Tech was first and foremost known for its technical program, the school developed a reputation for preparing girls for college because of its strong academic curriculum. In 1948, a Flower Tech student became the youngest girl to pass the University of Chicago entrance exams.<sup>26</sup> Regardless of degree program, all students were required to supplement their college prep or technical coursework with home economics training in sewing, child care, home management, and nutrition. This training was intended to prepare students for what faculty assumed would be their ultimate careers as wives and mothers.

By merging home economics with vocational training, the curriculum at Flower Tech represents the paradox of female education in twentieth-century America. In the nineteenth century, most female students received only rudimentary education in American schools. Women began entering the work force in increasingly large numbers in the late nineteenth century. Over 10 million women were wage workers by 1900, mainly in major cities like Chicago.<sup>27</sup> This led many educators to call for practical training that would prepare women for their dual-roles as mothers and workers. The question became *how* to properly educate the female worker, who now accounted for 20 percent of the American workforce.<sup>28</sup> What would a distinctly female form of vocational training look like? How could women be educated to be both good workers and moral mothers? Should she be both?

These questions led to competing movements in women's education, both of which began to appear in high schools across the country during the early twentieth century. The first was vocational schooling for girls that, like vocational training for boys, would prepare students for white-collar jobs or industrial labor. Vocationalism was linked to the growing perception that the primary purpose of school was to prepare students for jobs.<sup>29</sup> Instruction in millinery, sewing, and stenography became integrated into many high school curricula to prepare young girls for the demands of the twentieth-century workforce. Many educators argued that these

---

<sup>25</sup> Wells, "A School Built Around the Girl," 375.

<sup>26</sup> Sheila John Daly, "Girls at Lucy Flower School Busy Preparing for Christmas," *Chicago Daily Tribune*, December 11, 1948, 15.

1. <sup>27</sup> Joanne Meyerowitz, *Women Adrift: Independent Wage Earners in Chicago, 1880-1930* (Chicago: University of Chicago Press, 1988).

<sup>28</sup> Geraldine Clifford, "'Marry, Stitch, Die, or Do Worse': Educating Women for Work," in *Work, Youth, and Schooling: Historical Perspectives on Vocationalism in American Education*, Harvey Kantor and David B. Tyack, eds., Stanford: Stanford University Press, 1982, 224.

<sup>29</sup> *Ibid.*

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

vocational lessons would solve American poverty and unemployment, an argument that ultimately led to federal support for vocationalism through the Smith-Hughes Act of 1917.<sup>30</sup>

The second movement in women's education was home economics. Home economics advocates positioned themselves in opposition to technical training for girls, arguing instead that homemaking was the appropriate female occupation.<sup>31</sup> Catharine Beecher (1800-1878), widely considered the mother of home economics, argued that female students should be trained to best serve their future families, not the workforce. Unlike vocational training, Beecher's twentieth-century followers viewed home economics as a science that should be given the same attention as mathematics or philosophy in American schools.<sup>32</sup>

Flower Tech's curriculum is significant because it sat at the intersection of these competing forms of gendered education from 1927-1965. Throughout its history, Flower Tech's educational program oscillated between traditional gendered work in home economics and professional training. While Young had originally envisioned a school that would give girls a "salable skill" upon graduation so they could enter the waged workforce, Principal Wells was more interested in home economics to train future mothers and homemakers.<sup>33</sup> Wells told *The Chicago Daily Tribune* in 1933: "We are primarily interested in preparing girls to be good housewives and mothers with the ability to use their incomes intelligently."<sup>34</sup> Her successors Sophia Theilgaard, Mary Gillies, and Marjorie Mills also stressed home economics as an essential element of modern female education. Former Flower Tech students remember these principals emphasizing not only proper homemaking skills but also "the lady image" among students.<sup>35</sup> Formal training in institutional cookery, for example, was coupled with lessons in hospitality and graciousness. Dressmaking classes provided technical skills for working with fine fabrics while also instructing students how to "dress like a lady."<sup>36</sup> One former student, Celestine Jeffries (graduating class of 1947), recalls that Principal Gillies ran Flower Tech "like a boarding school that you didn't live in."<sup>37</sup> Other students agreed, explaining: "When you came out, you were a lady" and "at Flower, they taught us to be ladies."<sup>38</sup>

### **Flower Tech's Immigrant Students**

<sup>30</sup> Joseph F. Kett, "The Adolescence of Vocational Education," in *Work, Youth, and Schooling*, Kantor and Tyack, 79.

<sup>31</sup> Rury. "Vocationalism for Home and Work," 22.

<sup>32</sup> Charlotte E. Biester, "Catharine Beecher's Views of Home Economics," *History of Education Journal* 3 (Spring 1952): 89.

<sup>33</sup> Quote from Principal Mills in Carol Kramer, "Flower School Namesake Challenged Complacency," *Chicago Tribune*, January 6 1966, F1.

<sup>34</sup> Virginia Gardner, "Beauty Culture Adds a Frill to the School Bill," *Chicago Daily Tribune*, January 18 1933, 11.

<sup>35</sup> Doris Cheathan, interview with Nancy Green, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>36</sup> Mabel Butler, interview with Nancy Green, February 12, 1985, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>37</sup> Celestine Ellis Jeffries, interview by Nancy Green, Sept 14, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>38</sup> Gilda Mazzola (1935-1939), quote from interview notes by Nancy Green, Nov 2, 1983; Eileen Johanan (1948-1952), quote from interview notes by Nancy Green, n.d., Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

Many students attended Flower Tech because of its reputation for cultivating ladylike behavior. This was particularly true for immigrant daughters who attended Flower Tech. Throughout the school's history, most students were first- and second-generation Italian, Polish, and German immigrants living on the west and northwest sides of the city. A 1938 study of Flower Tech students revealed that 40 percent had foreign-born parents.<sup>39</sup> Many of these students were sent to Flower Tech not for its technical program, but because their families preferred a girls' school rather than a traditional coed public school.<sup>40</sup> Former students recalled that their parents were indifferent to Flower Tech's technical programs, hoping they would receive a good education for their future roles as wives and mothers. Florence Keller, the daughter of German immigrants, traveled to Flower Tech from Logan Square between 1932 and 1936 because her parents wanted her to learn "practical" skills for the home like sewing.<sup>41</sup> Along with many of her first-generation peers, Keller's mother was a housewife and it was assumed that she would also devote her adult life to homemaking. Florence's parents, among others, both embraced Chicago's only technical school for girls while reminding their daughters that working outside the home was unacceptable.<sup>42</sup> The daughter of Lithuanian immigrants, Marie Lucas, commuted to Flower Tech from Bridgeport because her father wanted her to "stick to her work" and not be distracted by boys.<sup>43</sup> Flower Tech had a reputation among these families as a serious school where "good girls" focused on their work without the distraction of boys. In fact, boys were not allowed within two blocks of the school building. If a student's boyfriend wanted to pick her up after school, he had to wait down the street and out of sight. The no-boys-allowed rule only added to Flower Tech's reputation in Chicago as a safe school for hardworking girls.<sup>44</sup>

Flower Tech was the only option for many immigrant families in Chicago who wanted their daughters to attend an all-girl school. It was the only female public school in the entire city. There were of course numerous all-girl private Catholic schools, but these were not an option for many immigrant families who picked Flower Tech for their daughters. First, not all families who desired an all-girl environment for their daughters were Catholic and therefore did not choose nearby Saint Mary's High School or Our Lady of Tepeyac High School. Second, Flower Tech was an important alternative for families who were Catholic but could not afford the expenses associated with private Catholic schools such as required uniforms. Many daughters of Italian

---

<sup>39</sup> Sophia A. Theilgaard, "The Lucy Flower Technical High School for Girls," (unpublished dissertation, June 1938, table xv), Nancy Green Papers, CHM.

<sup>40</sup> Green, "For Girls Only," 9.

<sup>41</sup> Florence Keller Schultz (1932-1936), quote from interview notes by Nancy Green, n.d, Nancy Green Papers, CHM.

<sup>42</sup> Green, interview notes on Anna Quetrochi (1940-1944), n.d., Nancy Green Papers, CHM.

<sup>43</sup> Marie Lucas Teske (1924-1926), quote from interview notes by Nancy Green, Dec 12, 1983, Nancy Green Papers, CHM.

<sup>44</sup> On immigrant views towards female schooling, see Joel Perlmann, *Ethnic Differences: Schooling and Social Structure among the Irish, Italians, Jews, and Blacks in an American City, 1880-1935* (Cambridge: Cambridge University Press, 1989) and Stephanie Nicole Robinson, *History*



Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

immigrants in particular recalled being sent to Flower Tech specifically because it was more affordable than Catholic schools but still considered a respectable all-girl environment by their families.<sup>45</sup>

Furthermore, no other all-girl school in the city of Chicago offered training for the female workforce. While many students were sent to Flower Tech due to its emphasis on traditional homemaking skills like sewing, some attended to gain employment in one of the technical areas offered at Flower Tech and contribute to the family income. This was particularly common for students who attended Flower Tech during the Great Depression of the 1930s, many of whom were enrolled in the accelerated two-year program. Mary Nicolopoulos, for example, the daughter of a Greek peddler and housewife, graduated from the two-year millinery program in 1932 and gave most of the money she earned making hats to help support her family.<sup>46</sup> Flower Tech prepared many students for the workforce and for higher education. As early as 1931, Flower Tech students enrolled in the four-year program were becoming designers in garment factories or went on to the Chicago Teachers' College after graduation. While some students applied their training in childcare to their roles as mothers and homemakers, many used this experience to apply to nursing school.<sup>47</sup> The career ambitions of many Flower Tech students altered the courses offered at the school by the 1940s. While Principals Wells and Theilgaard privileged home economics as proper training for young ladies, the school's official motto by 1954 read: "Lucy Flower Technical High School: Training Today For Living in the Home or the Office Tomorrow."<sup>48</sup> The degree options also expanded to include art and a secretarial degree, which offered courses in stenography and bookkeeping. As a result, the home economics faculty at Flower Tech fell from thirteen teachers in 1946 to only four by the end of the 1960s.<sup>49</sup> Flower Tech also included nursing courses for juniors in 1955 in cooperation with Chicago Council on Community Nursing.<sup>50</sup> By the mid-1960s, the *Chicago Tribune* reported that 80 percent of Flower Tech students took at least some college work after graduation.<sup>51</sup>

### **Flower Tech's African American Students**

From 1927-1965, Flower Tech was the only high school in Chicago that was open to girls from all over the city. Rather than restricting entrance based on neighborhood boundaries, Flower Tech served high school girls from the north, far west, and south sides of Chicago. Because the school was open-enrollment, African

---

*of Immigrant Female Students in Chicago Public Schools, 1900-1950* (New York: Peter Lang, 2004).

<sup>45</sup> Green, interview notes on Mary May O'Malley (1934-1938), Nov 10, 1983; Mary Cavallo (1945-1949), interview by Nancy Green, Aug 16, 1983; Anita McClain (1955-1959), interview by Nancy Green, n.d., Nancy Green Papers, CHM.

<sup>46</sup> Green, interview notes on Mary Nicolopoulos (1930-1932), Dec 12, 1982; Helen Potapczyk (1934-1936), Nov 11, 1983, Nancy Green Papers, CHM.

<sup>47</sup> Wells, "A School Built Around a Girl," 375.

<sup>48</sup> Murphy, "Lucy Flower Trains Home, Office Girls", 4.

<sup>49</sup> Green, "For Girls Only," 17.

<sup>50</sup> "Lucy Flower School Offers Nurse Course," *Chicago Daily Tribune*, September 6 1955, 10.

<sup>51</sup> Kramer, "Flower School's Busy Namesake Challenged Complacency," F1.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

American students had attended Flower Tech in small numbers beginning in 1911 when it opened on the south side of the city. When Flower Tech moved and expanded to its new Garfield Park location in 1927, many of these black students came with it.

A third of the student body was African American by the 1930s, making Flower Tech one of the few integrated high schools for Chicago girls and the only integrated technical school. The percentage of black students at Flower Tech continued to increase throughout its history. Urban renewal on Chicago's south side forced many African American families to west side neighborhoods like Garfield Park, thereby increasing the number of black students at Flower Tech. The neighborhood also became increasingly African American with the influx of southern blacks to Chicago during this time. The black population in Garfield Park rose from seventeen percent in 1950 to sixty-two percent in 1960.<sup>52</sup>

In contrast to the daughters of European immigrants, few African American students were sent to Flower Tech because of the school's emphasis on homemaking and ladylike behavior. Rather, many black students took hour-long commutes from south-side neighborhoods because of Flower Tech's college prep program.<sup>53</sup> Taking full advantage of the school's open-enrollment policy, prominent black families on the south side of Chicago began to send their daughters to Flower Tech in the 1920s and increased its reputation in the black community. While most students at Flower Tech were the daughters of immigrant laborers, butchers, and shopkeepers, a handful of African American students were the daughters of bankers, lawyers, and other well-paid professionals. These college-bound students included Mabel Wheeler, the daughter of the first African American lawyer in Illinois, and Alfreda and Ida Barnett, the daughters of Ida B. Wells.<sup>54</sup> These parents sent daughters to Flower Tech because it was a respectable institution, one viewed as "classy" and commonly referred to as "the poor man's Vassar."<sup>55</sup>

Black students from working-class families living on the south and west sides of Chicago were also sent to Flower Tech by parents who hoped they would go to college or become teachers, dressmakers, or nurses. Gladys Holloway, whose father worked in a paper factory, attended Flower Tech during the 1930s specifically for its college preparatory curriculum, and her parents took great pride in her ambitions to go to college and become a teacher. Joan Howell's parents also supported her enrollment in Flower Tech's college prep program even though, as Joan remembered, "it was a strain for my family to pay that carfare every day."<sup>56</sup> The academic

<sup>52</sup> Green, "Remembering Lucy Flower Tech," 56.

<sup>53</sup> Green, "For Girls Only," 57.

<sup>54</sup> Mabel Wheeler Mason (1924-1928), interview by Nancy Green, Aug. 10, 1985, Nancy Green Papers, CHM; Green, "Remembering Lucy Flower Tech: Black Students in an All-Girl School," *Chicago History* (Fall 1985): 48.

<sup>55</sup> Ibid.

<sup>56</sup> Gladys Holloway Grisham (1926-1930), interview by Nancy Green, Feb 11, 1985; Green, interview notes on Joan Howell Lawson (1950-

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

opportunities for black students at Flower Tech were shared between families and often promoted by the black press. At least during the 1930s, the *Chicago Defender* featured full-page profiles of Flower Tech students including a glamorous headshot and a brief description of their career or college ambitions.<sup>57</sup> These features added to Flower Tech's reputation as a prestigious academic institution for hardworking girls in the black community.

By the mid-1940s, an increasing number of African American students were sent to Flower Tech to escape the poor quality of schools in their own neighborhoods. South-side high schools like Phillips and Dunbar High Schools had gained a reputation among some families as “rough schools” prone to gang violence and teenage pregnancy.<sup>58</sup> Susie Tolson, for example, was sent to Flower Tech as part of a communal effort between neighborhood mothers to keep their daughters out of Phillips High School. From 1943 to 1947, Tolson spent two hours a day commuting to Flower Tech with ten other girls from the Bronzeville area.<sup>59</sup> Many of these parents hoped that their daughters would receive a better education at a school where the majority of the students were white.<sup>60</sup>

African American students at Flower Tech often used the curriculum differently than their white peers. In the 1920s and 1930s many enrolled in Flower Tech's two-year program hoping to gain employment as soon as possible in garment factories or as seamstresses.<sup>61</sup> Others aimed to use their education to gain college admission or to put their training towards a career in nursing or social work. Some found that the Flower Tech name was enough to spark interest among perspective employers. A 1959 graduate, who went on to work for Continental Bank of Illinois, recalls: “Lucy Flower's reputation got you a job.”<sup>62</sup> These career ambitions often conflicted with those of white students who went on to work as homemakers and mothers. Even for job-minded white students, the expectation was that they would only work for a short time until marriage. In 1959, a Purdue University poll found that most Flower Tech students viewed “homemaker” as their number-one career ambition.<sup>63</sup> Black students, in contrast, usually attended Flower Tech to prepare for life-long employment.

---

1954), n.d., Nancy Green Papers, CHM.

<sup>57</sup> For examples, see “Makes Rugs!” *Chicago Defender*, May 2, 1931; “Likes Nursing Field,” *Chicago Defender*, Jan 28, 1939; “Among the First Ten,” *Chicago Defender*, Oct 7, 1939.

<sup>58</sup> Leatrice McClain Mowatt (1954-1958), quote from interview notes by Nancy Green, n.d.; Green, interview notes on Barbara Williams (1941-1945), Apr 18, 1985, Nancy Green Papers, CHM.

<sup>59</sup> Susie Tolson Bolden (1943-1947), self-completed interview form, Sept 16, 1983, Nancy Green Papers, CHM.

<sup>60</sup> Green, interview notes on Mabel Butler (1926-1930), Feb 12, 1985; interview notes on Ernestine Redden (1936-1940), Nov 10, 1983, Nancy Green Papers, CHM.

<sup>61</sup> Green, “For Girls Only,” 8; Dorothy Harris, interview with Nancy Green, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>62</sup> Green, “For Girls Only,” 20.

<sup>63</sup> Joan Beck. “Teens Choose Homemaking!: It's Preferred Jon for Women, Purdue Poll Shows,” *Chicago Daily Tribune* January 29, 1959, C1.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

Racial prejudice in the workforce made it harder for African American graduates to gain positions in their areas of study. Yet at Flower Tech, black students were generally offered the same educational opportunities as their white peers. Black and white students worked together on class projects, sewed matching outfits as dressmaking majors, and served each other lunch during cooking class. Thus the educational experience of black and white students at Flower Tech from 1927-1965 was unlike any other in Chicago.

Racial prejudice was embedded within the Flower Tech curriculum in one revealing area. While black students took the same courses as white students in both the two- and four-year program, they were not allowed to major in beauty culture.<sup>64</sup> Only white students were eligible to learn the art of shampooing, skin care, and cosmetics. This injustice served as a constant reminder to Flower Tech students that in the eyes of the all-white faculty, black women had no place in beauty culture.

Race relations at Flower Tech between students and faculty were unique. While the student body became increasingly African American from 1927-1965, the staff remained solidly white. One former student who graduated in 1947 remembers the shock of entering Flower Tech and realizing there was not even a black janitor or cafeteria worker.<sup>65</sup> Former African American students had mixed interactions with the all-white faculty, some of whom were more racially tolerant than others. Gladys Holloway Grisham, who graduated from Flower Tech in 1930, remembers that the white faculty were unintentionally patronizing towards black students. They viewed themselves as openminded and progressive educators, yet they were completely unaware of their own prejudice.<sup>66</sup> Others remember teachers who were particularly discriminatory towards African American students. One student enrolled at Flower Tech during the 1930s recalls that black students were treated as though they were enrolled “conditionally,” as if one wrong move would get them expelled.<sup>67</sup>

Race relations between black and white students were similarly complex. Former students remember that black and white girls were not close friends but they coexisted amicably. Some black students recall that white students organized a whites-only prom that not only excluded blacks, but was organized in secrecy.<sup>68</sup> Another black student, however, recalls that her graduating class wanted an integrated prom but no respectable venue in Chicago would rent to them.<sup>69</sup>

---

<sup>64</sup> Doris Cheathan, interview with Nancy Green, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>65</sup> Celestine Ellis Jeffries, interview by Nancy Green, Sept 14, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>66</sup> Gladys Holloway Grisham, interview with Nancy Green, Feb 11, 1985, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>67</sup> Ernestine Redden, interview by Nancy Green, Nov 10, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>68</sup> Dorothy Harris, interview with Nancy Green, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois; Naitchez Neilson, interview with Nancy Green, Jan 31, 1985, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

<sup>69</sup> Celestine Ellis Jeffries, interview by Nancy Green, Sept 14, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago, Illinois.

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

Differing perceptions of their gendered curriculum at Flower Tech was one source of tension between black and white students. While white students often embraced home economics coursework as useful preparation for motherhood, black students at Flower Tech and other American high schools resisted home economics because of its association with domestic service.<sup>70</sup> Cooking and caring for children alongside white girls made it clear to some black students that they were expected to prepare for the vastly different roles of white homemaker and black domestic. African American students like Doris Cheaten felt that teachers wanted black girls to train as servants and maids by steering them into home economics coursework regardless of their interests in other subjects.<sup>71</sup> In the 1950s, one black student refused to take a required cooking class because she was not interested in becoming someone's "Aunt Jemima."<sup>72</sup> As a result of this racial connotation, some black students who were sent to Flower Tech to get an education and avoid low-paying jobs in domestic service felt resentment towards their classmates who seemed happy to prepare for a life of homemaking. This resentment lingered into adulthood for Dorothy Harris, who ran into former white classmates years after graduating from Flower Tech. "They weren't nothin' but just housewives," she recalled. "Hadn't done anything with what they learned."<sup>73</sup>

While there may have been racial tension, former students recall that racial conflict was rare. Both black and white students were actively engaged in student government, clubs, and organizations at Flower Tech. Both black and white students were heavily invested in the Girls Athletic Association, for example, that boasted numerous sports teams. Sports were so important to female students at Flower Tech that the school had the largest girls' athletic program of any high school in the city of Chicago by 1939.<sup>74</sup> Flower Tech sports were entirely integrated and often under the leadership of African American students. Involvement in athletics at Flower Tech was particularly empowering for many black students. "Being black," a former student recalls, "when you got a thousand points and got a letter it meant more to you than just a letter. It meant a lot. It was really something to be proud of."<sup>75</sup>

Even if black and white students wanted to build relationships with one another outside of school, racial segregation in Chicago made it all but impossible. When the school bell rang, black and white students went home to their racially-isolated neighborhoods, churches, and lives. Because of this *de facto* segregation, Flower Tech offered both black and white students with one of their only integrated experiences in the city of Chicago.

---

<sup>70</sup> Marcia Chatelain, *South Side Girls: Growing Up in the Great Migration* (Durham, NC: Duke University Press, 2015), 113.

<sup>71</sup> Doris Cheaten (1950-1954), interview by Nancy Green, Aug 23, 1983, Nancy Green Papers, CHM.

<sup>72</sup> Green, "For Girls Only," 18.

<sup>73</sup> Dorothy Harris (1927-1929), interview by Nancy Green, n.d, Nancy Green Papers, CHM.

<sup>74</sup> Green, "For Girls Only," 20.

<sup>75</sup> Celestine Ellis Jeffries, interview by Nancy Green, Sept 14, 1983, Nancy Green Papers, Box 1, Chicago History Museum, Chicago,

Lucy Flower Technical School High School  
Name of Property

Cook, Illinois  
County and State

Many white students had never seen or interacted with an African American before attending Flower Tech. This is what made Flower Tech so meaningful and illuminating for many of its students, both black and white. One student of Italian descent who graduated in 1949 recalls: “We got to meet people from all walks of life, all races; when I think about it, I'm glad I went there – for that reason.”<sup>76</sup>

### **The End of Flower Tech**

Flower Tech remained a popular high school for black and white students in Chicago until the mid-1960s. Several factors led to the school's decline. The changing neighborhood and growing racial prejudice of white families led to a steady decrease in white enrollment by the end of the 1950s. Flower Tech also fell prey to larger forces in the Chicago Public School system. Between 1960 and 1990, nearly 800,000 white Chicagoans moved out of the city proper and took their tax dollars with them to the suburbs.<sup>77</sup> Yet the school system's shrinking tax base was not entirely to blame. As sociologist Kathyn Neckerman has argued, Chicago policymakers made decisions to allocate funds elsewhere that left black schools like Flower Tech with failing facilities, inexperienced teachers, and lazy solutions to overcrowding like double-shift schedules.<sup>78</sup> Flower Tech was one of many neighborhood schools that drowned under this neglect and poor management.

Perhaps in an attempt to increase enrollment, Flower Tech lowered its entrance exam requirements and changed its name from “Lucy Flower Technical High School” to the “Lucy Flower Vocational School.” Many students, who viewed their attendance at Flower Tech as a status symbol, thought this name change was a serious downgrade in prestige.<sup>79</sup> In addition, Flower Tech was no longer the only open-enrollment high school for girls by the mid-1960s, leading many students to enroll in programs closer to home. Finally, the coeducational Westinghouse Vocational High School opened in 1966 only a few blocks away from Flower Tech and offered many of the same classes. Lucy Flower Vocational School went co-ed the following decade in 1978, which it remained until its official closing in 2004.<sup>80</sup>

### **Conclusion**

Whether they went on to become homemakers or professionals, Flower Tech educated generations of young Chicago girls between 1927 and 1965. Many former students recall a great sense of pride and accomplishment in their time spent at the prestigious Flower Tech during these years. Others remember resentment for the

---

Illinois.

<sup>76</sup> Ibid.

<sup>77</sup> John L. Rury, “Race, Space, and the Politics of Chicago's Public Schools: Benjamin Willis and the Tragedy of Urban Education,” *History of Education Quarterly* 39:2 (Summer 1999): 121.

<sup>78</sup> Kathryn M. Neckerman, *Schools Betrayed: Roots of Failure in Inner-City Education* (Chicago: University of Chicago Press, 2007).

<sup>79</sup> Green, “For Girls Only,” 19.

<sup>80</sup> Julia S. Bachrach and Elizabeth A. Patterson, 'Al Raby High School For Community And Environment (Formerly Lucy Flower Vocational High School)', *Chicago Historic Schools*, last modified 2013, accessed February 11, 2015,

Lucy Flower Technical School High School  
Name of Property

Cook ,Illinois  
County and State

faculty's emphasis on ladylike behavior and traditional notions of gendered work. Both sentiments are equally important to the history of Flower Tech in Chicago and its significance to the history of women's education. From 1927-1965, Flower Tech was an experiment in gendered education and racial integration that provided thousands of young women with an unparalleled educational experience. For these reasons, the Lucy Flower Technical High School warrants inclusion on the National Register of Historic Places.

Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

---

## 9. Major Bibliographical References

---

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

### Secondary Scholarship

1. Sinkevitch, Alice and Laurie McGovern Petersen, eds. AIA Guide to Chicago. Chicago: University of Illinois Press, 2014.
2. Bachrach, Julia S. and Elizabeth A. Patterson. "Al Raby High School For Community And Environment (Formerly Lucy Flower Vocational High School)." *Chicago Historic Schools*. Last modified 2013. Accessed February 11, 2015. <https://chicagohistoricschools.wordpress.com/2013/06/17/al-raby-high-school/>.
3. \_\_\_\_\_. "John C. Christensen (1878-1967)." *Chicago Historic Schools*. Last modified 2013. Accessed April 17, 2015. <https://chicagohistoricschools.wordpress.com/2013/02/08/john-c-christenson/>.
4. Biester, Charlotte E. "Catharine Beecher's Views of Home Economics." *History of Education Journal* 3 (Spring 1952): 88-91.
5. Bix, Amy Sue. "Equipped for Life: Gendered Technical Training and Consumerism I Home Economics, 1920-1980." *Technology and Culture* 43: Kitchen Technologies (Oct 2002): 728-754.
6. Davies, Scott. "The Paradox of Progressive Education: A Frame Analysis" *Sociology of Education* 75, 4 (Oct 2002): 269-286.
7. Drake, St. Clair. *Black Metropolis: A Study of Negro Life in a Northern City*. Chicago: University of Chicago Press, 1945.
8. Graves, Karen. *Girls' Schooling During the Progressive Era: From Female Scholar to Domesticated Citizen*. New York: Routledge, 1998.
9. Green, Nancy. "Remembering Lucy Flower Tech: Black Student in an All-Girl School." *Chicago Magazine* 14 (1985): 46-57.
10. Kantor, Harvey and David B. Tyack, eds. *Work, Youth, and Schooling: Historical Perspectives on Vocationalism in American Education*. Stanford: Stanford University Press, 1982.
11. Lindquist, Sherry C. M. "Memorializing Knute Rockne at the University of Notre Dame: Collegiate Gothic Architecture and Institutional Identity." *Winterthur Portfolio* 46 (Spring 2012): 1-24.
12. Matthews, Barbara. "Women, Education and History." *Theory into Practice* 15: Democracy in Education (Feb 1967): 47-53.
13. Meyerowitz, Joanne. *Women Adrift: Female Wage Workers in Chicago, 1880-1930*. Chicago: University of Chicago Press, 1988.
14. Rury John L. "Vocationalism for Home and Work: Women's Education in the United States, 1880-1930." *History of Education Quarterly* 24 (Spring 1984): 21-44.
15. Stage, Sarah and Virginia B. Vincenti, eds. *Rethinking Home Economics: Women and the History of a*



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

*Profession. Ithaca:* Cornell University Press, 1997.

16. Powers, Jane. *The 'Girl' Question in Education: Vocational Training for Young Women in the Progressive Era.*  
New York: Routledge, 1992.

### **Newspaper Articles**

17. Beck, Joan. "Teens Choose Homemaking!: It's Preferred Job for Women, Purdue Poll Shows." *Chicago Daily Tribune.* January 29, 1959, C1.
18. "Board is Ready for Lucy Flower High School Bids." *Chicago Sunday Tribune.* September 26, 1920, 4.
19. Carol Kramer, "Flower School Namesake Challenged Complacency," *Chicago Tribune,* January 6 1966, F1.
20. "Christensen, City Schools Designer, Dies." *Chicago Tribune.* June 4, 1967, B22.
21. Daly, Sheila John. "Girls at Lucy Flower School Busy Preparing for Christmas." *Chicago Daily Tribune.* December 11, 1948, 15.
22. "Dora Wells, 86, Dies: Founded Girls' School." *Chicago Daily Tribune.* April 7, 1948, 20.
23. "Flower School's Busy Namesake: Challenge to Civic Complacency." *Chicago Tribune.* January 6 1966, H1.
24. Gardner, Virginia. "Beauty Culture Adds a Frill to the School Bill." *Chicago Daily Tribune.* January 18 1933, 11.
25. Korman, Seymour. "School Train Girls For Jobs and Homemaking: Flower Tech Educates for Family Tasks." *Chicago Daily Tribune.* June 27 1937, 17.
26. "Lucy Flower School Offers Nurse Course." *Chicago Daily Tribune.* September 6 1955, 10.
27. Murphy, Ray. "Lucy Flower Trains Home, Office Girls: Dressmaking and Child Care Among Courses." *Chicago Daily Tribune.* February 25, 1954, 4.
28. "New \$6,000,000 Lane Technical To Open Sept. 17: School Finest of Kind." *Chicago Daily Tribune.* August 26, 1934, 10.
29. Wells, Dora. "A School Built Around the Girl." *The Journal of Education* (Nov 30, 1913): 374-375.
30. "Vice Forces Lucy Flower Girls' School to Move." *Chicago Daily Tribune.* Mar 7, 1915

### **Archival Collections**

31. East Garfield Park Community Collection, Box 4, Harold Washington Library, Chicago IL.
32. Green, Nancy Papers, 1983-1992, Box 1-1, Chicago History Museum, Chicago, Illinois.
33. Lucy Flower Photography Collection, 1916-1985, Box 1-1, Chicago History Museum, Chicago, Illinois.
34. Wells, Dora Papers, 1870-1943, Box 1-1, Chicago History Museum, Chicago, Illinois.

Lucy Flower Technical High School  
Name of Property

Cook , 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): **HRSN pin # 1611406001**

---

Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**10. Geographical Data**

**Acreage of Property** 1.3

(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>41.88607</u>	<u>-87.71565</u>	3	_____	_____
	Latitude	Longitude		Latitude	Longitude
2	_____	_____	4	_____	_____
	Latitude	Longitude		Latitude	Longitude

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

Flower Tech occupies a 1.3 acre square property located between W Fulton Blvd to the north, N Central Park Avenue to the west, and W Walnut Street to the south. The property extends east at an alleyway separating the property from 3529 W Fulton Blvd and 3528 W Walnut Street.

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

These boundaries include the lot historically associated with Flower Tech.

**11. Form Prepared By**

name/title Ruby Oram, PhD Student, US and Public History date 06/01/16  
organization Loyola University Chicago telephone 206-660-3125  
street & number 5060 1/2 N Winchester Ave, Apt 3E email roram@luc.edu  
city or town Chicago state IL zip code 60640

**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).

Lucy Flower Technical High School  
Name of Property

Cook ,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:** Lucy Flower Technical High School for Girls  
**City or Vicinity:** Chicago  
**County:** Cook **State:** IL  
**Photographer:** Ruby Oram  
**Date Photographed:** February 13, 2015 and April 21, 2015

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

Photo 1 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0001)  
North facade (left), west elevation (right), camera facing southeast.

Photo 2 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0002)  
Central tower/main entrance, north facade, camera facing south.

Photo 3 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0003)  
Main entrance at 3545 West Fulton Blvd, camera facing south.

Photo 4 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0004)  
Close-up of central tower, north facade, camera facing southeast.

Photo 5 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0005)  
South elevation, camera facing northwest.

Photo 6 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0006)  
Assembly hall entrance, camera facing north.

Photo 7 or 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0007)  
Assembly hall interior, camera facing southeast.

Photo 8 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0008)  
Assembly hall interior close-up, west wall (right), camera facing south.

Photo 9 or 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0009)  
School store window, first floor, camera facing south.

Photo 10 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_0010)  
First floor hallway, camera facing west.

Lucy Flower Technical High School  
Name of Property

Cook ,Illinois  
County and State

Photo 11 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00011)  
Gym, second floor, camera facing south.

Photo 12 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00012)  
Central stairway, taken from second-floor landing, camera facing north.

Photo 13 or 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00013)  
Central stairway/tower interior, taken from third floor landing, camera facing northwest.

Photo 14 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00014)  
WPA mural panels on east wall (left) and south wall (right), camera facing southeast.

Photo 15 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00015)  
WPA mural panels on south wall (left) and West wall (right), camera facing southwest.

Photo 16 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00016)  
Lobby fireplace, south wall, camera facing south.

Photo 17 of 17: (IL\_CookCounty\_LucyFlowerTechnicalHS\_00017)  
Fulton Blvd homes, east of Flower Tech, camera facing southwest.

**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.

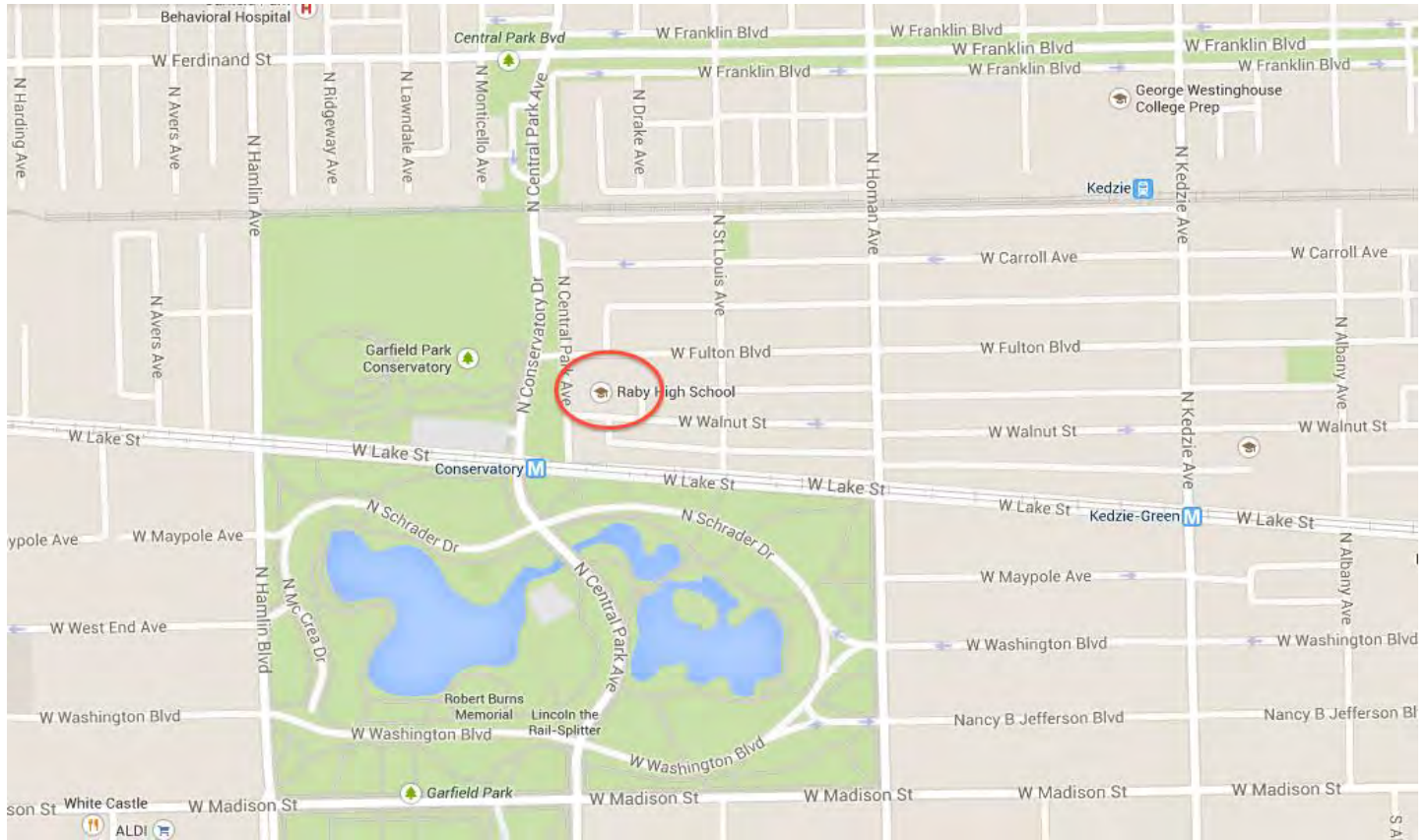
Lucy Flower Technical High School  
Name of Property

Cook ,Illinois  
County and State

**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.

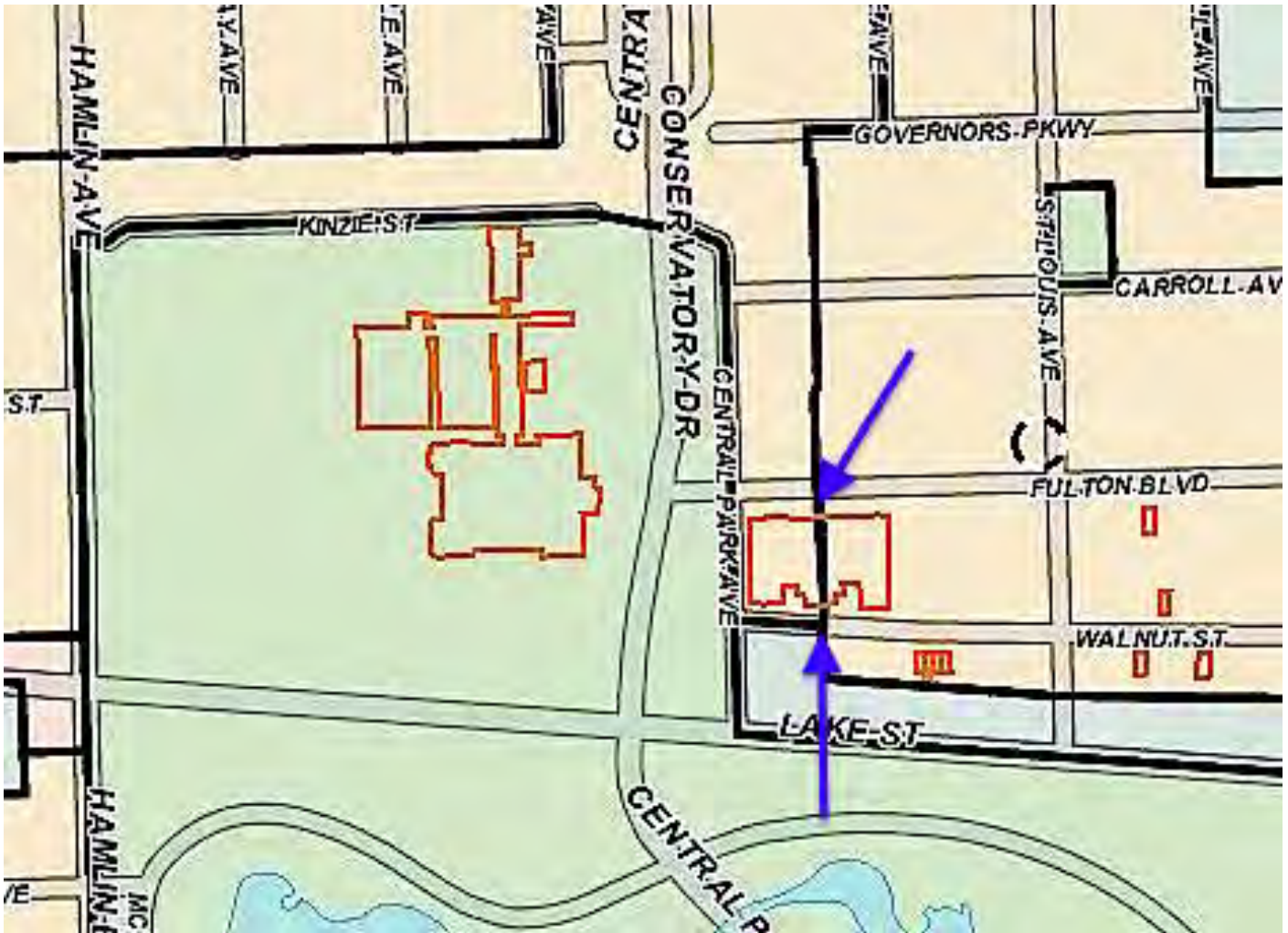
**Location of Flower Tech, now Al Raby High School (Google Maps)**



Latitude: 41.88607      Longitude: -87.71565

Lucy Flower Technical High School  
Name of Property

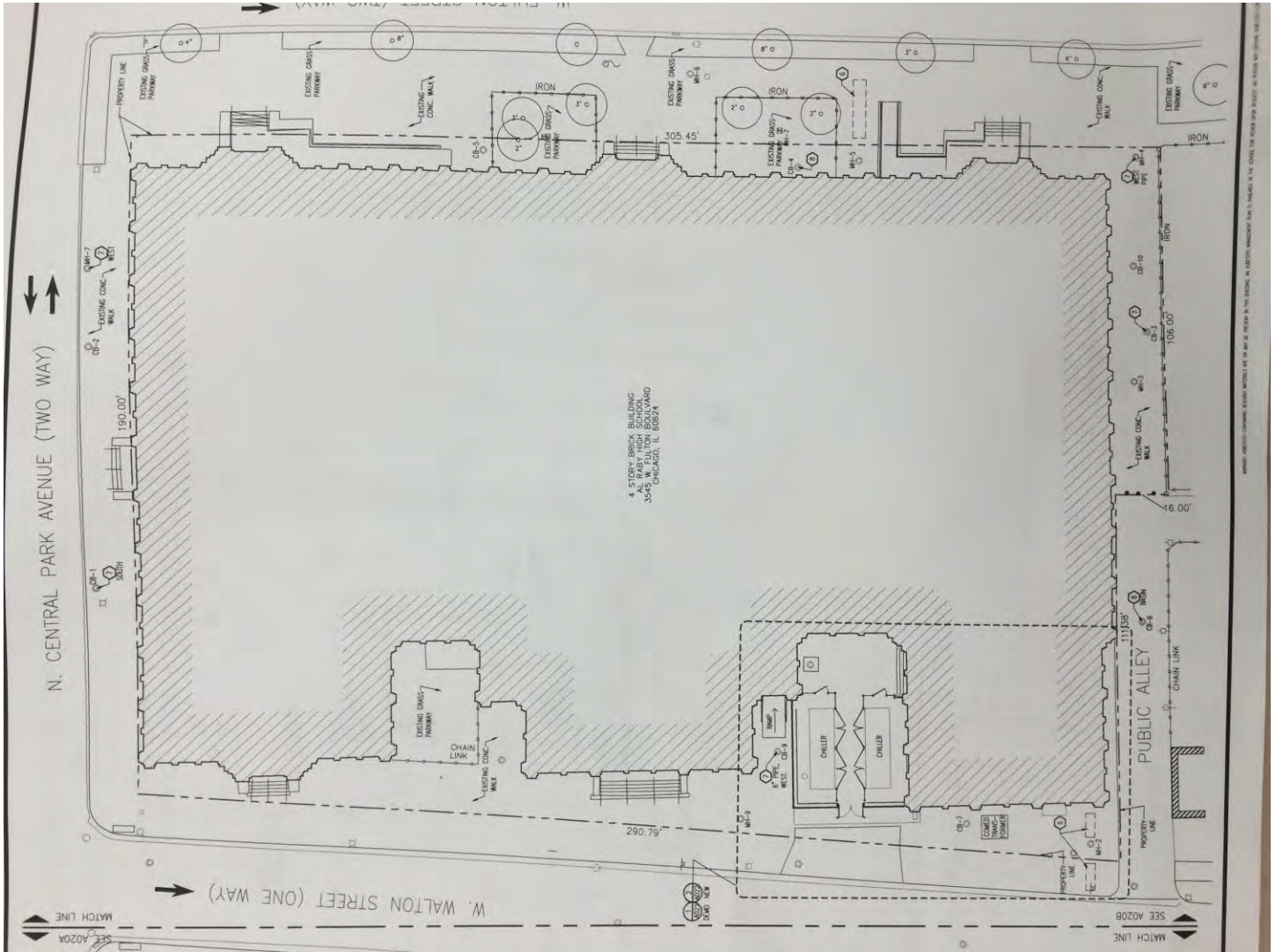
Cook , Illinois  
County and State



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

Flower Tech Footprint (north top)

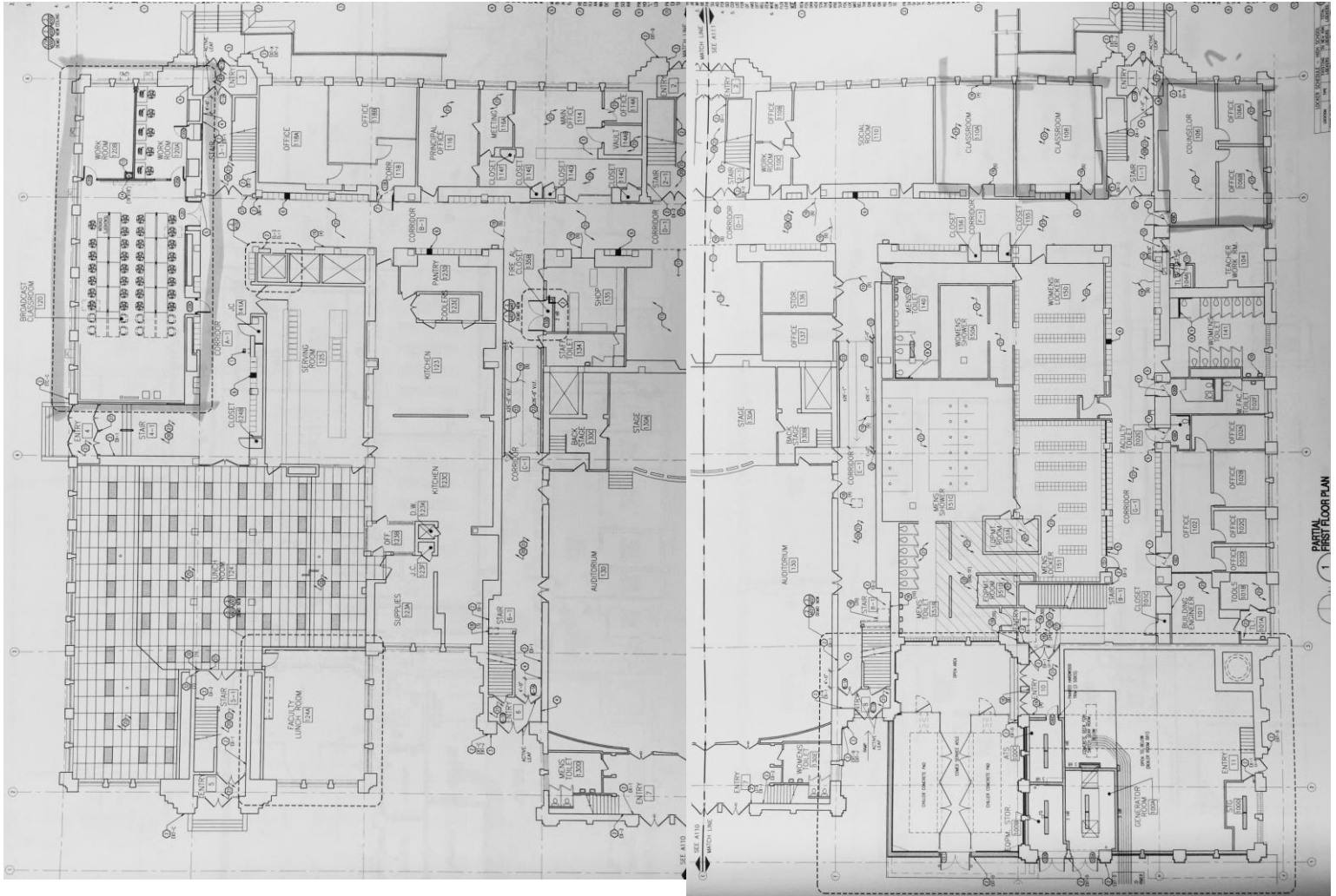




Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

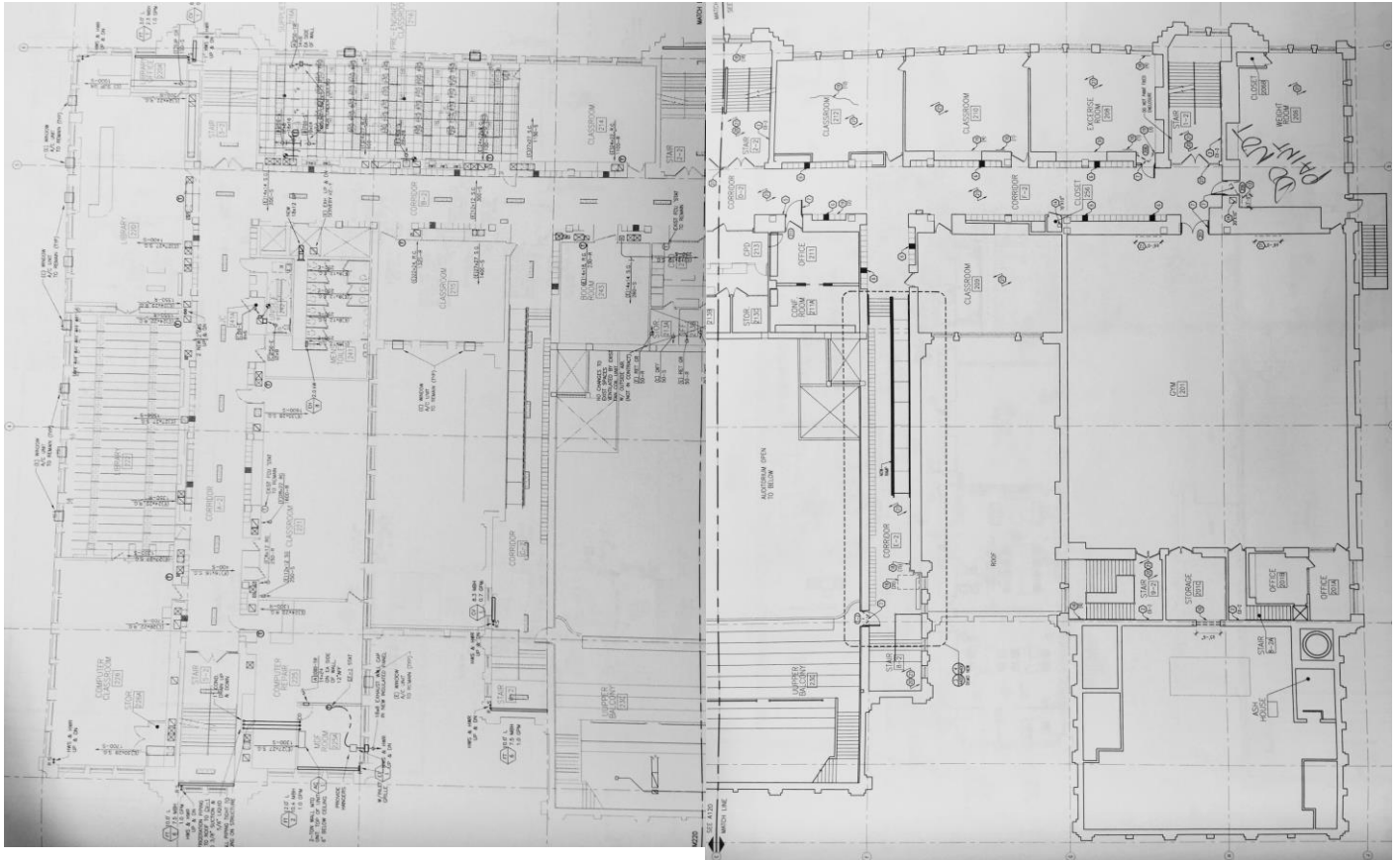
**First Floor Plan (north top)**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

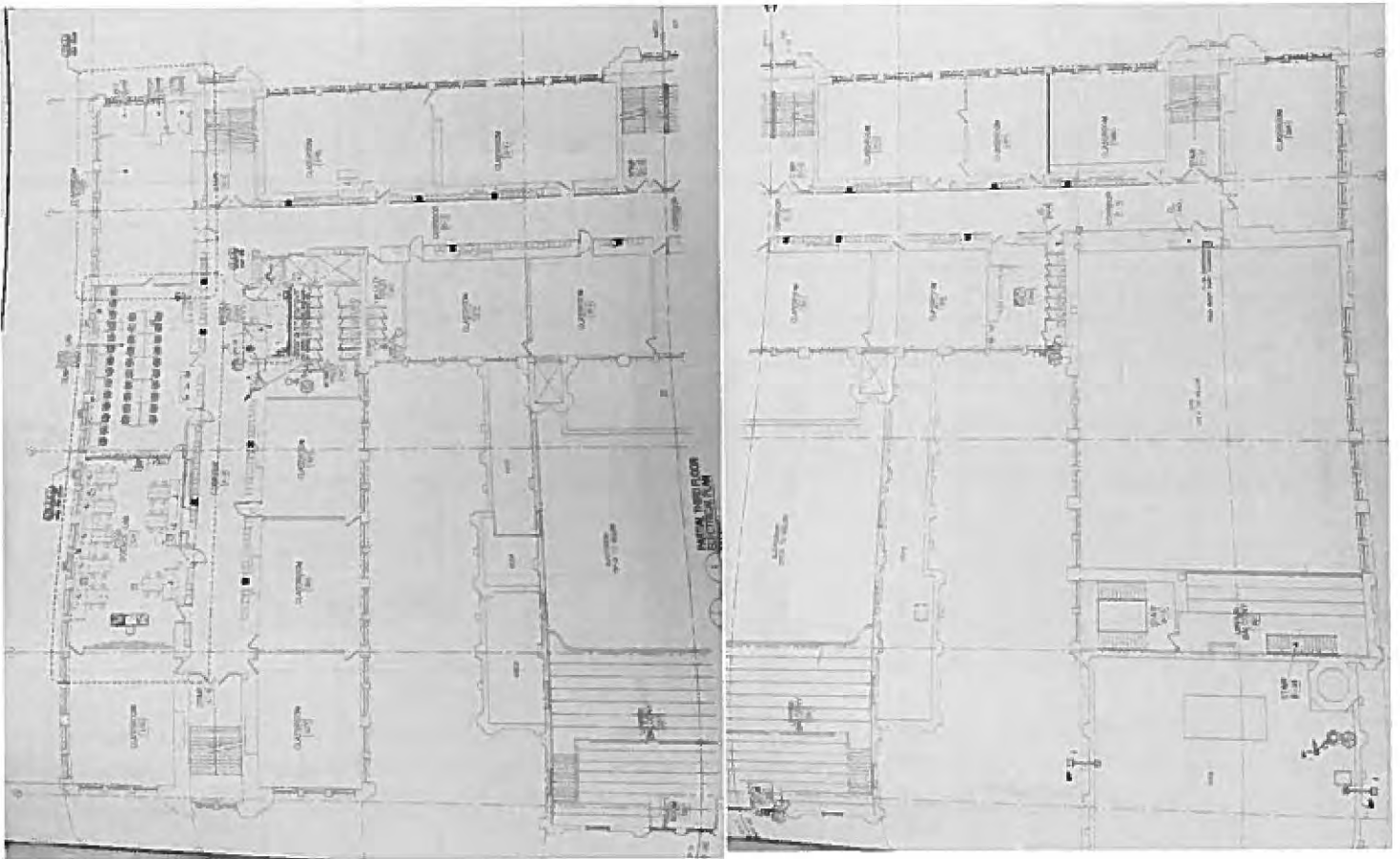
**Second Floor Plan (north top)**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

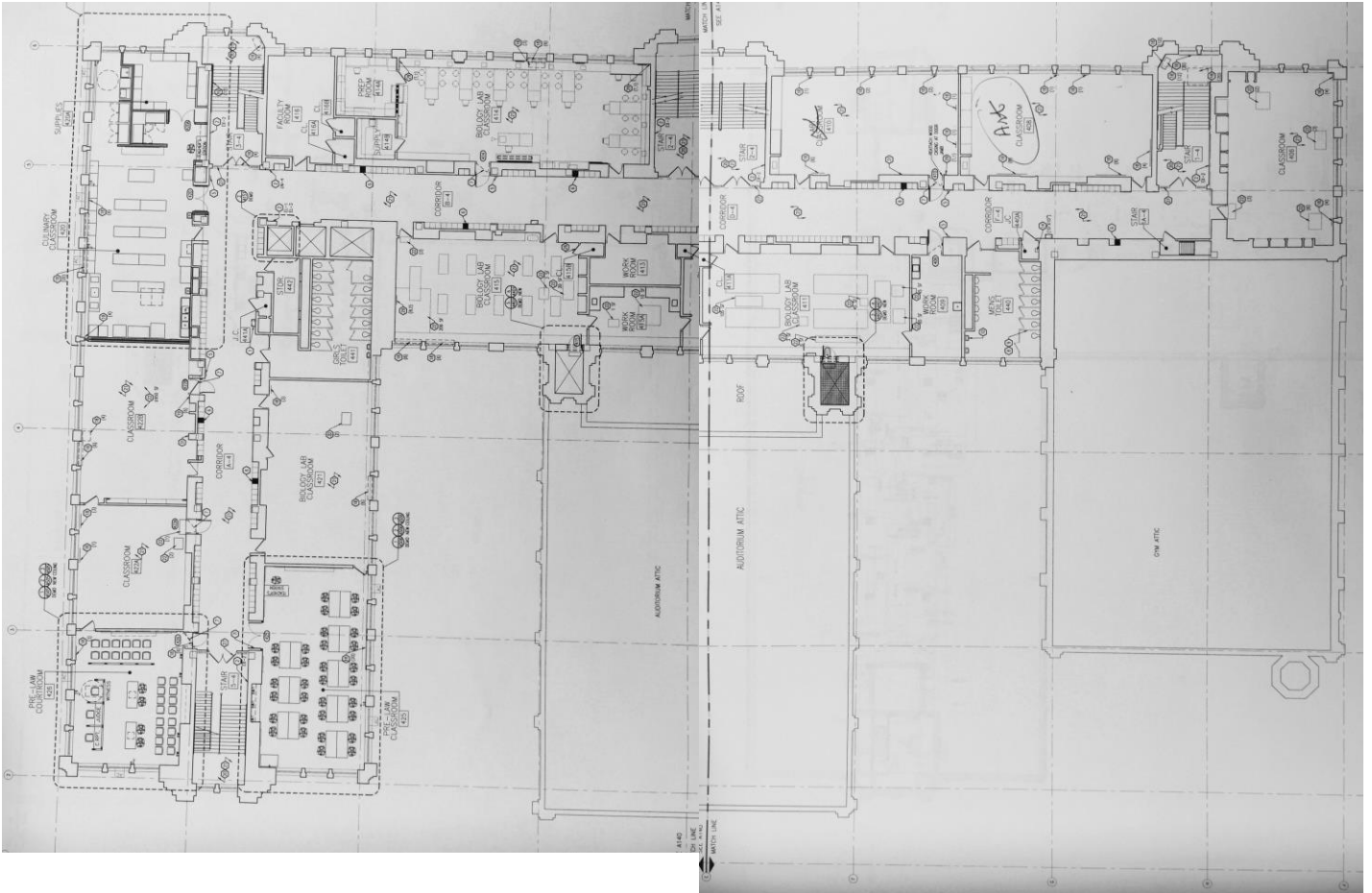
**Third Floor Plan (north top)**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**Fourth Floor Plan (north top)**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**Lucy Flower Technical School exterior, 1928, Chicago History Museum, iCHI-69982 (camera facing southeast)**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**Flower Tech dressmaking students, c. 1940s, Lucy Flower Photo Collection, Chicago History Museum.**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**Flower Tech sewing class, c. 1940s, Lucy Flower Photo Collection, Chicago History Museum.**



Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

**“The Flower Foxes” basketball team, c. 1960s, Lucy Flower Photo Collection, Chicago History Museum.**





Lucy Flower Technical High School  
Name of Property

Cook, Illinois  
County and State

A common "Flower Girl" feature from the *Chicago Defender*: "AMONG THE FIRST TEN" *Chicago Defender*, Oct 7, 1939, pg. 18.

## AMONG THE FIRST TEN



Miss Anna L. Burns, daughter of Mr. and Mrs. O. R. Burns, 5722 Indiana, who is a recent graduate of the Lucy Flower high school. Miss Burns was

the youngest in her class, and has the honor of being the first Race girl to be graduated among the first ten honor pupils.—Photo by Patton.

Lucy Flower Technical High School  
 Name of Property

Cook, Illinois  
 County and State

Sample curriculums for four-year students, 1932, Nancy Green Papers, Chicago History Museum.

213

VOCATIONAL EDUCATION

TABLE 13

FLOWER TECHNICAL HIGH SCHOOL  
 FOUR-YEAR TECHNICAL COURSE

*er Vol. III*  
*NY: T's C, 1932*

YEAR AND SUBJECT	PERIODS PER WEEK	UNITS OF CREDIT	YEAR AND SUBJECT	PERIODS PER WEEK	UNITS OF CREDIT
<b>1B</b>			<b>1A</b>		
English .....	5	1	English .....	5	1
Science .....	5	1	Science .....	5	1
Algebra .....	5	1	Algebra .....	5	1
Food Study .....	5	$\frac{1}{2}$	Textile Study .....	5	$\frac{1}{2}$
Art .....	5	$\frac{1}{2}$	Art .....	5	$\frac{1}{2}$
Music .....	2		Music .....	2	
Physical Education ....	3		Physical Education ...	3	
	30	4		30	4
<b>2B</b>			<b>2A</b>		
English .....	5	1	English .....	5	1
Geometry or History ..	5	1	Geometry or History ..	5	1
Botany .....	7	1	Botany .....	7	1
Care of Textile Fabrics	5	$\frac{1}{2}$	Millinery .....	5	$\frac{1}{2}$
Sewing .....	5	$\frac{1}{2}$	Art .....	5	$\frac{1}{2}$
Physical Education ....	2		Physical Education ...	2	
	29	4		29	4
<b>3B</b>			<b>3A</b>		
English .....	5	1	English .....	5	1
French-German .....	5	1	French-German .....	5	1
Chemistry .....	7	1	Chemistry .....	7	1
Cafeteria Management	10	1	Pattern Study .....	5	$\frac{1}{2}$
Music or Weaving ....	5	$\frac{1}{2}$	Meal Serving .....	5	$\frac{1}{2}$
	32	$4\frac{1}{2}$	Music or Art .....	5	$\frac{1}{2}$
				32	$4\frac{1}{2}$
<b>4B</b>			<b>4A</b>		
English .....	5	1	Civics .....	5	1
French .....	5	1	French .....	5	1
United States History ..	5	1	United States History ..	5	1
Dietetics .....	5	$\frac{1}{2}$	Child Care .....	5	$\frac{1}{2}$
Art .....	5	$\frac{1}{2}$	Music or Art .....	5	$\frac{1}{2}$
Music or Needle Work	5	$\frac{1}{2}$	Garment Construction	5	$\frac{1}{2}$
	30	$4\frac{1}{2}$		30	$4\frac{1}{2}$



25 °F

CHICAGO POLICE





LUCY FLOWER TECHNICAL HIGH SCHOOL







LUCY FLOWER TECHNICAL HIGH SCHOOL ASSEMBLY HALL

ENTRANCE 7

ENTRANCE 6

1186

ONE WAY  
→



















Small informational plaque at the bottom left of the mural.

Small informational plaque at the bottom center of the mural.





"All who joy would win  
Must share it. happiness was born a twin."





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:  Date of Pending List:  Date of 16th Day:  Date of 45th Day:  Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept  Return  Reject  Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

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

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

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



March 15, 2017

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 February 24, 2017 meeting and signed by the Deputy State Historic Preservation Officer:

Dr. Charles Compton Residence – Springfield, Sangamon County  
Lucy Flower Technical High School for Girls -- Chicago, Cook County  
Mark Twain Hotel -- Chicago, Cook County  
Victor F. Lawson House YMCA -- Chicago, Cook County  
David and Julia Watson House – Polo, Ogle County  
John Bridges Tavern and Store Site – Vienna vicinity, Johnson County

**PLEASE NOTE THE FOLLOWING: John Bridges Tavern and Store Site (Vienna vicinity, Johnson County) needs to be redacted. The passages to be redacted are indicated on the form.**

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