2. PUBLIC HEARING

A. 2010 Dewey Av. (Family Focus) – Nomination for Evanston landmark designation [City staff recommends continuing the public hearing to March 13, 2018].
2-8-5 APPLICATION FOR NOMINATION OF AN AREA, PROPERTY, STRUCTURE, SITE OR OBJECT FOR DESIGNATION BY ORDINANCE AS A LANDMARK OR HISTORIC DISTRICT

(Please Print or Type and check applicable boxes. Attach additional 8-1/2 x 11" sheets as necessary)

☐ Historic District Nomination (for a historic district nomination submit a list for each property, structure, site or object within the proposed historic district with the information below):

☒ Landmark Nomination (for individual nomination of a property, structure, site or object submit the information below):

1. a) Street address of area, property, structure, site or object being nominated:

   Street #: 2010 Street Name: Dewey Avenue
   City: Evanston State: IL Zip Code: 60201

   b) Real Estate Index Number: 10-13-201-027-0000 Zoning: RH

   c) Original Architect/Contractor (if known): Ernst Woodyatt (see appendix)

   Year Built (if known): 1905 Architectural Style: Commercial

   d) Contributing significance (for historic district nomination only):

      ☐ Architectural ☐ Historical ☐ Archaeological ☐ Cultural

   e) Is it within an existing historic district? (Landmark nomination only) ☐ Yes ☒ No

      If yes: ☐ Lakeshore ☐ Ridge ☐ Northeast Evanston:

   NOTE: If the nomination is for an area, property, structure, site or object with no official street address, please indicate its location on the attached city map (for a district show the proposed boundaries).

2. a) Provide Legal Description of Nominated Property (for Individual landmark nomination only) or;

   b) Describe proposed boundaries (for historic district nomination only):

   THE WEISBROD - HOLMES FAMILY FOCUS CENTER. FORMERLY THE DR. MARTIN LUTHER KING JR. EXPERIMENTAL SCHOOL AND FUTURE SCHOOL

3. Owner of record shall be established by reference to the most current property tax assessment rolls as maintained by the Assessor of Cook County.

☐ Historic District Nomination (for a historic district nomination submit a list for each property, structure, site or object within the proposed historic district with the information below):

☒ Landmark Nomination: for individual nomination of a property, structure, site or object, submit the information below):

a) Name of owner(s) of record of area, property, structure, site or object being nominated:

   Family Focus Inc.

   Phone #: 312-421-5200 Fax: E-mail:

b) (Mailing address) Street #: 310 Street Name: S. Peoria St., Ste 301

   City: Chicago State: IL Zip: 60607
4. Please submit complete information as required in the Evanston Historic Preservation Ordinance, Section 2-8-4: Criteria for Designation. Provide relevant information (when applicable) for each single item listed in Section 2-8-4. You may include documents and photographs to emphasize the significance of the nominated area, property, structure, site or object for designation by ordinance as a Landmark or historic district. Use 8-1/2" x 11" attachment sheets if needed.

2-8-4: CRITERIA FOR DESIGNATION: Every nominated Landmark or District must meet two or more of the following specified criteria for designation.

(A) The Commission shall limit their consideration to the following criteria in making a determination on a nomination of an area, property, structure, site or object for designation by ordinance as a Landmark or Historic District.

1. Its location as a site of a significant historic or prehistoric event or activity which may or may not have taken place within or involved the use of any existing improvements on the property;

2. Its identification with a person or persons who significantly contributed to the historic, cultural, architectural, archaeological or related aspect of the development of the City of Evanston, State of Illinois, Midwest region, or the United States;

3. Its exemplification of an architectural type, style or design distinguished by innovation, rarity, uniqueness, or overall quality of design, detail, materials, or craftsmanship;

4. Its identification as the work of an architect, designer, engineer, or builder whose individual work is significant in the history or development of the City of Evanston, the State of Illinois, the Midwest region, or the United States;

5. Its exemplification of important planning and urban design techniques distinguished by innovation, rarity, uniqueness or overall quality of design or detail;

6. Its association with important cultural or social aspects or events in the history of the City of Evanston, the State of Illinois, the Midwest region, or the United States;

7. Its location as a site of an important archaeological resource;

8. Its representation of a historic, cultural, architectural, archaeological or related theme expressed through distinctive areas, properties, structures, sites or objects that may or may not be contiguous;

9. Its unique location or distinctive physical appearance or presence representing an established and familiar visual feature of a neighborhood, community, or the City of Evanston;

10. Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City of Evanston, whose components may lack individual distinction.

(B) Integrity of Landmarks and Districts.

Any area, property, structure, site or object that meets any one or more of the criteria in Section 2-8-4(A) shall also have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.

5. a) Name of Applicant(s): SHOREFRONT /MORRIS (DING) ROBINSON JR.
b) Phone: 847-864-7467 Fax: E-mail: shorefrontme.com
c) Mailing Address of applicant(s) Street #: 2241 Street Name: RIDGE AVE., LOWER LEVEL
City: EVANSTON State: IL Zip: 60201
c) Applicant(s)’ Signature: [Signature]
Date: 12/27/2017

Submit the nomination form to: Evanston Preservation Commission, 2100 Ridge Avenue, Evanston, IL 60201
For additional information contact: Carlos D. Ruiz (847) 448-8687, Fax: (847) 448-8120, E-mail: cruz@cityofevanston.org
To:      Members of the Preservation Commission

From:    Morris (Dino) Robinson, Jr.
         Founder, Shorefront

For:     Application for Nomination of a structure/site for designation by ordinance as a local landmark

On behalf of the community members who have a history with the structure at 2010 Dewey Avenue, known today as the Weissbourd Family Focus Center, Shorefront wishes to submit this application for consideration of a Landmark Nomination on the basis of four designation criteria defined in Section 4: 2-8-4. The criteria suggested are as follows:

2. Its identification with a person or persons who significantly contributed to the historic, cultural, architectural, archaeological or related aspect of the development of the City of Evanston, State of Illinois, Midwest region, or the United States;

6. Its association with important cultural or social aspects or events in the history of the City of Evanston, the State of Illinois, the Midwest region, or the United States;

10. Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City of Evanston, whose components may lack individual distinction.

SUMMARY

The structure at 2010 Dewey Avenue embodies a sense of community that has stood for over a century in Evanston’s community. More specifically, the structure serviced a particular segment of Evanston’s community as a school, a symbol of social change and currently, a place for social service.

As the former Foster School, it has educated generations of residents who have made significant local, national and global contributions to society. It later evolved to the Dr. Martin Luther King Jr. Experimental School, serving as a model for innovative teaching, while at the same time addressing significant social changes during the 1960s. As Family Focus, a social service center, the structure pioneered programming that has had a lasting effect in the community it serves. In addition, the building has seeded new upstart organizations.

The original 1905 structure was designed by Ernest Woodyatt, an Evanston resident, that stood until a fire gutted the structure in 1958. A 1926 addition by architects Childs & Smith added more classrooms, a theater and gymnasium. The 1961 addition replaced the original 1905 structure after it suffered a catastrophic fire.

In considering the designation, we make reference to a 1996 study supported by the Evanston Community Development Block Grant to create a West Evanston Conservation District (Reid Mackin, 1996). The study birthed the work group Preserving Integrity Through Culture and History (PITCH). As stated in the organizations notes (see appendix):

…the ideal conservation area is one that is crisply, if broadly, defined and easily distinguished from the traditional historic district [that] “possesses form, character, and visual qualities derived from arrangements or combinations of topography, vegetation, space, scenic vistas, architecture, appurtenant features. Or places of natural or cultural significance, that create an image of stability, comfort, local identity and livable atmosphere.” (Conservation Areas: A New Approach to An Old Problem, Robert E. Stipe)
The work of PITCH encompassed several years of research and engagement in the targeted community to ultimately reach four long-term goals:

- To establish and maintain a West Evanston Conservation District (WECD)...
- To amend the Evanston Historic Preservation Ordinance to allow...projects affecting the WECD
- To encourage increased involvement in historic preservation issues...by residents of the WECD
- To raise visibility of the cultural, historic, and architectural resources, sites and structures of the WECD

The report by Mackin was later submitted to the Preservation Commission for consideration. However, it is by the ideas and concepts of PITCH, supported by Mackin’s report, the will and support of community members affected by the history of the structure, and the historical and symbolic role the structure has embodied, where Shorefront proposes that 2010 Dewey Avenue be considered for a Landmark Nomination.

The following pages proposes consideration of a **Landmark Nomination** on the basis of three designation criteria defined in Section 4: 2-8-4; numbers 2, 6 and 10.
CRITERION #2

Its identification with a person or persons who significantly contributed to the historic, cultural, architectural, archaeological or related aspect of the development of the City of Evanston, State of Illinois, Midwest region, or the United States.

As a community school, Foster School had produced hundreds of successful graduates who have made their place in local, national and global communities. By no means a definitive and comprehensive list, through Shorefront's historical research, below is a sampling of people who have made societal impact:


Dorothy (Hadley) Bayen: Wife to Dr. Malaku Bayen, nephew and personal physician to King Haile Selassie. War Correspondent in support of Ethiopia. Co-Founder of the Ethiopian Star Newspaper and the Ethiopian World Federation.


Sanders Hicks: First African American Fire Chief. Founder of the Evanston Speed Skating Club. First coach for Olympic medalist in speed skating, Shani Davis.


Joseph Hill: First African American Assistant Superintendent of school district 65 and later Superintendent.


Leon Robinson Jr.: Entrepreneur, Robinson Bus Company and later Robinson Enterprises with real estate holdings across the United States.

There are many more. As active historical entity, Shorefront has captured the lives of the African American communities and the African American experience in the North Shore through various mediums and over 100 hours of audio and video interviews. This is only a sampling of Evanston residents who are a product of Foster School.
CRITERION #6 and #10: The following two criteria have related dialogue with responses consolidated to minimizing redundancies.

*Its association with important cultural or social aspects or events in the history of the City of Evanston, the State of Illinois, the Midwest region, or the United States;*

*Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City of Evanston, whose components may lack individual distinction.*

Between 1905 and 1967, Foster School provided all younger Black generations with education and by the 1940s, was the predominant place where Black students were encouraged to attend and where Black teachers could find employment. This was a result of Evanston’s participation in the segregated societal system of Jim Crow.

On April 18, 1903, a vote was cast approving the construction of a new school building in the amount of $30,000 in bonds and an additional $20,000 tax levy. On July 1, 1903, School District 75 received a building permit to construct a two-story brick building at 2010 Dewey Avenue by architect Ernest Woodyatt. Also in 1903, Ellen Foster, who previously operated her own school at 1319-321 Emerson Street, was elected principal of Foster School. Named after a Northwestern University president, Randolph Sinks Foster, the school opened in 1905 with a student body nearly 100% White and faculty and staff 100% White. By 1945, the student body was nearly 100% African American.

Evanston’s plan to segregate the Black community resulted in, and conveniently made, a segregated school. By the end of 1930, most Black residents resided in the Fifth Ward of Evanston and Foster school was centrally located in that ward. To ensure that Black students and not White student attended Foster School, boundary lines which determined the school zone for Foster, were drawn down the middle of major streets and through alleys.

“... when a street on the border of a school district has noticeably changes in racial composition, a redistricting is made, presumably for the benefit of both races. If a street bounding the Foster district becomes solidly colored in population, it is placed entirely in the Foster district...” (Alice Orian Rood. “Negroes in School District 75, Evanston, Illinois”, 1926)

The few White students who were caught within the boundary were encouraged to attend other District 75 schools. Black students living outside the Fifth Ward and able to attend closer schools, were often “persuaded” to attend Foster. Although the majority of the students who attended Foster before World War I were White, by 1928, 85% of the students were Black. By 1945, Foster had a 99% Black student body. A “testing-out” program enabled Black students who scored above a certain percentage to attend other predominately White schools in Evanston.

Prior to the 1940s, a certified Black teacher could would not be employed in Evanston as a teacher. The first known Black “teacher” at Foster was Mr. Charles Bouyer who was employed as a physical education instructor during the 1930s. He is also believed to have been the first Black public school teacher in Evanston and the only Black teacher in either District 75 or 76.

As a response to much protest from the Black community between 1940 and 1950, Black teachers were hired to teach. Foster School was the designated school where Black teachers could teach. These teachers included Grace Boyd, Willa Brown, Mary Lou Sullivan, Wendell Lanton, Dorothy Brown, Patsy Sloan, Jean Hunter, Alice Robinson, Vera Brownlee, Eddie Lee Sutton, Carolyn White Hunter, Lorraine Morton, Mabel Williams, Virginia Dews, Doris Williams and Joseph Hill. Lorraine Morton was the first Black teacher to teach outside of Foster School at Nichols Middle School.
Most of these teachers went on to higher positions. Mr. Hill later became the first Black Superintendent of School District 65 in 1960. Mrs. Lorraine Morton held several positions in different Evanston area schools including Principal of Haven Middle School. Eddie Lee Sutton established the Jean-Del Publishing Company in 1969 in order to publish her own educational materials. She later reactivated it under Sutton and Sutton Publisher, Inc.

On October 30, 1958, a serious fire destroyed most of Foster School with estimated damages at roughly $500,000. The north wing of the building was usable after being repaired, and a new south wing was built and dedicated in December, 1960. During the reconstruction, the displaced Foster school students forced a semblance of integration in surrounding schools. Instead of being incorporated into the existing classrooms, however, the Foster students were kept separate and met in the gyms, libraries or other makeshift accommodations.

In an effort to confront the pending mandate of a national desegregation plan, School District 65 implemented an experimental school in 1966. Based at Foster School, the Laboratory School involved bussing white children from several overcrowded schools via a lottery, adding classes each year. Classrooms were composed of equal numbers of black and white students. Innovative curriculum programs were developed in partnership with Northwestern University. By 1969 the lab school, and Foster School, was renamed to the Dr. Martin Luther King Laboratory School. By 1979, the school was relocated to the former Skiles School and the Foster building was shut down.

Established in 1976, Family Focus operated at the former Miller School at 425 Dempster Street, focusing on early childhood development. The center later moved to 2300 Green Bay Road (Kingsley School) in 1977, and to a second office at 1819 Church Street in 1979. There, it expanded its services to include teen parenting. In 1983, District 65 leased the closed Foster School to Family Focus and then purchased the building in 1985. Today, Family Focus has expanded its services to youth and families and also acquired the role as landlord, leasing space to several other not-for-profit entities.

The impending sale of the building and uncertain future of the structure, 2010 Dewey Avenue represents the last of major institutions that has had a profound impact on the Black community of Evanston. The community rallied behind saving the Community Hospital; rallied behind saving the Emerson Street YMCA; and fought for 17 years to have the Fleetwood Jourdain Center constructed. The Family Focus Building – or King Lab School – or Foster School, for generations, the structure at 2010 Dewey Avenue has a historical and emotional connection its surrounding community.

The historical setting of the Family Focus Building, formerly Foster School, illustrates the important cultural, social aspects, and events within the City of Evanston as it interacted with issues of racial equity. The building is a representation of a specific historically and culturally related theme as a center focus on early Black history. It is an exemplification of a settlement significant to the cultural history and traditions (both positive and negative) of the City of Evanston, and a site worthy of preservation. Shorefront, within its mission as a historical organization, has collected over 100 hours of oral histories of Black residents of Evanston. Within the interviews, not one interviewee failed to mention the important role of Foster School/Family Focus during its many uses.

**DESCRIPTION OF THE BUILDING**

Describing the part of the current Family Focus building that is no longer there is important to understanding both the Childs & Smith and the Ganster & Hennigan additions. The building Ernest Woodyatt designed as Foster School in 1903—a two-story, red brick school building, with an English basement and a hipped roof—was typical
of early twentieth-century school buildings that were intended to maximize functionality at the lowest cost. Placed on a package of lots intended for single family residences, Foster School was a simple, rectangular building that ran north and south and faced east Dewey Avenue. The main entrance consisted of a shallow, projecting limestone canopy with pairs of limestone Tuscan columns flanking the entry. Punched openings held three-over-three double-hung windows. A limestone string course formed the sills of the first-floor windows. On the second floor a limestone sill tied groups of three windows together. The second-floor windows had limestone lintels punctuated with a limestone keystone. Between the first and second floors, two single-brick rows projected to form a string course. Single rows of projecting bricks formed quoins at the building corners. Below the first-floor windows, another limestone string course separated the English basement from the first floor. Three rows of projecting bricks added further definition to the English basement walls.

In 1926, when the firm of Childs & Smith designed an addition to Foster School, the architects essentially repeated the Woodyatt design. The main differences were the use of brick lintels with limestone keystones over the first-floor windows and a single brick string course above a series of projecting brick rectangles of between the first and second floors. Because of the size of the addition and the relatively shallow depth of the lots, the addition was placed at the north side of the 1903 building and projected east of the main building. A limestone-capped parapet hid the flat roof.

The same firm was hired to design a three-story addition in 1931. The flat-roofed addition was attached to the west side of the 1926 addition and extended north. Here, the architects returned to the string course of a double row of bricks between the first and second floors and eliminated the brick lintels over the first-floor windows. Two limestone string courses—a narrow row under a wider row—delineate the area between the second- and third-floor windows. All the windows have limestone sills. There is no parapet on this addition. Sometime in the intervening years the wooden windows in both additions were replaced with aluminum windows.

In 1958 a fire destroyed much of the 1903 building. What remained was demolished, and the school board hired the Waukegan firm of Ganster & Hennighausen to design a replacement wing. Ganster & Hennighausen were prolific school architects on the North Shore, in northwest Cook County, Lake County, and in Evanston. The firm designed four Evanston schools—Timber Ridge School, 9040 Lawndale Avenue (Skokie) (1957); Central School, 828 Main Street (Evanston) (1959); Walker School, 3601 Church Street (Skokie) (1961); and Kingsley School, 2300 Green Bay Road (Evanston) (1968)—and additions for three other Evanston schools—Lincoln School, 910 Forest Avenue (1960); Foster School, 2010 Dewey Avenue (1960); and Dewey School, 1551 Wesley Avenue (1964).

The design of the Ganster & Hennighausen addition was a marked contrast to the Childs & Smith additions. Where Childs & Smith strove to make their additions blend seamlessly with the 1903 Woodyatt building, Ganster & Hennighausen designed a sleek, modern wing that contrasted with the earlier sections. The firm acknowledged the earlier wings by using the same shade of red brick and the same color of mortar and continuing the heights as those of the older sections. The new, three-story entrance abutted the 1926 and 1931 additions. The rear, red brick section matched the three-story height of the 1931 addition. Near the south corner fourteen horizontal windows, placed one atop another and consisting of six glass blocks set three over three, broke up an otherwise plain brick wall. A limestone segment met the two-story height of the 1926 addition.

An elevator tower over the entrance rises three stories and appears to be a later addition, based on the lighter red color of the bricks and white mortar. At the southeast corner of the tower, horizontal limestone blocks replicate the pattern of the glass block windows. A two-story limestone section with a continuous row of aluminum double-hung windows on the ground floor ties the entrance block to the 1926 addition. The entrance, comprised of floor-to-ceiling glass panels and double aluminum doors, projects forward from the two- and three-story sections. A grey canopy-like section projects over the door. This entrance may have been created when the elevator tower was installed.

South of the entrance block, the two-story 1961 red brick addition contained the classrooms. Continuous bands of a combination of aluminum double-hung and single-pane windows provided light and air to the first and second stories. A continuous band of aluminum single-paned windows gave light to the rooms in the English basement. The south wall facing Foster Street is solid brick. The west side of the 1961 addition repeats the window pattern on the east side.
A one-story addition on the southwest corner of Foster School/Family Focus consists of red brick walls and a continuous band of aluminum windows. Most of the windows are single-paned, but some have a jalousie window over a fixed pane. The red brick entrance that rises above the one-story addition has a flat roof. A flat roof with broad overhanging eaves sits atop the prominent parabolic brick arch with an entrance of glass and aluminum double doors.
When the newly completed north wing of the Foster school opened Monday, pupils found an entirely remodeled school building. Officials of Dist. 75 have made a special effort to fit Foster school to the needs of the community it serves. A model home is included in its equipment, in order to teach housekeeping. Dramatics and music are stressed and a spacious auditorium with stage has been provided. A gymnasium with showers and lockers and kitchen equipment for taking care of community affairs are expected to prove valuable additions to the school.
Closing of Dewey Avenue to expand school grounds, c1950s

1950 fire destroying the original Foster School Building. Fire began in gymnasium located on the top floor.
1963 New Foster School building on similar footprint of original building.

Interior of the new 1963 section of Foster School

Family Focus shortly after the renaming
HISTORY OF SITE ARCHITECTS and examples of structures

1905 Original Construction

Ernest Woodyatt (Woodyatt)

Made plans for the Carnegie Library (The American Architect and Building News, Vol 92, 1907)

Charter Member of the Garden Club in Evanston. Worked with Daniel Burnham on the Mount Saint Macrina, dedicated in 1934 (originally Oak Hill Estate) in PA. Named to the National Register of Historic Places in 1999. Architects listed were both Ernest Woodyatt and Daniel Burnham.
https://en.wikipedia.org/wiki/Mount_Saint_Macrina

1926 Addition

Childs and Smith

Susan Benjamin described the firm of Childs & Smith in the Northeast Evanston Historic District, pp. 114,115. "Frank A. Childs (1875–1965) was born in Evanston and studied architecture at Armour Institute of Technology and in Paris. He formed a partnership with William Jones Smith (1881–1958) in Chicago in 1912. The firm specialized in the design of banks and schools and designed several large buildings in Chicago. The firm was the Chicago agent for the New York firm designing Northwestern University' Chicago McClintock campus (1926). Childs & Smith also designed the 1448 North Lake Shore Drive Building (1927), the American Bankers Insurance Co. Building (1929) and the American Dental Association Building (1943). In Evanston, the firm designed the second building of the State National Bank (demolished), Haven Middle School (1927), Nichols Middle School (1928–29), and the Mather Home (1950s) (demolished).

"Childs and Smith designed nine buildings in the Northeast Evanston Historic District and a Classical Revival addition to Orrington School (1931), also in the district. They designed three houses for developer Thomas B. Carson: Italian Renaissance Revival, 629 Noyes Street (1912); Gable Front, 731 Clinton Place (1912); and Tudor Revival, 727 Clinton Place (1912). The firm also designed three houses for developer James A. Wigginton on land owned by the Childs family: Tudor Revival, 8115 Ridge Terrace (1915); Colonial Revival, 823 Ridge Terrace (1915); and No Style, 829 Ridge Terrace (1915). They designed the Tudor Revival style house at 802 Clinton Place (1915). Childs & Smith is also listed on the building permit application for the D.H. Breidert House, 701 Ingleside Place (1960—noncontributing because of age)."

On the Northwestern University Chicago Campus District the firm designed the following:
Montgomery Ward Memorial Building (1925-6); Wieboldt Hall (1925-6); Levy Mayer Hall / Gary Law Library (1925-6)
1961 Structure Replacing the Original 1905 Section

**William A. Ganster and Arthur Hennighausen**

Lake County Tuberculosis Sanatorium (c1940)
2415 Dodge Ave
Waukegan, IL
Nominated in 2011 for local landmark designation

In addition to the Sanatorium, the firm of Ganster & Hennighausen designed a number of other buildings, particularly schools, on the North Shore and in Lake County and northwest Cook County.

In Evanston, Ganster & Hennighausen designed four schools and additions for three others.

**NEW SCHOOLS:**
- Timber Ridge School, 9040 Lawndale Avenue (Skokie) (1957)
- Central School, 828 Main Street (Evanston) (1959)
- Walker School, 3601 Church Street (Skokie) (1961)
- Kingsley School, 2300 Green Bay Road (Evanston) (1968)

**ADDITIONS:**
- Lincoln School, 910 Forest Avenue (1960)
- Foster School, 2010 Dewey Avenue (1960)
- Dewey School, 1551 Wesley Avenue (1964)
APPENDICIES

FAMILY FOCUS (Current owners of 2010 Dewey Avenue)
310 S. Peoria Street, Suite 301
Chicago, IL 60607

ADMINISTRATION
Merri Ex, President and CEO
Caterina Varvaro, Senior Vice President, Administration and Finance
Gail Waters, Director of Finance
Charles Johnson, Director of Facilities and Technology
Karolina Borka, Benefits and Payroll Manager

DEVELOPMENT + COMMUNICATIONS
Steve Majsak, Senior Vice President, External Relations
Sarah Holliday, Director of Operations and Grants
Kat Yelle, Grants Coordinator
Kelsey Miklos, Marketing and Development Coordinator

COMMUNITY SCHOOL PROGRAMS
Alisha Flores, Director of Community Schools and Youth
Rasheedah Azeez, Community Schools Education Specialist
Laura Przybysz, Evaluation and Data Manager, Community Schools

FAMILY AND EARLY CHILDHOOD PROGRAMS
Darren Harris Director of Family Services
Sherneron Hilliard Vice President of Early Childhood Education and Programs
Hillary Presper, Early Childhood Specialist

FAMILY FOCUS CENTERS
Loretta Barriffe, Vice President of Centers, Lawndale and Englewood
Mariana Osoria, Vice President of Centers, Aurora and Nuestra Familia
Rosaura Realegeno, Senior Center Director, DuPage
Colette Allen, Center Director, Evanston
Bobbie Hinden, Highland Park/Highwood Center Co-Director
Nora Barquin, Highland Park/Highwood Center Co-Director
TIMELINE RELATED TO 2010 DEWEY AVENUE

1905 Foster School opens

1915 Foster girls indoor ball team is the first girls’ team to play regular scheduled games in Evanston public school athletic league. “Such privileges have never been extended to girls until this year.”

1918 Ellen Foster resigns her position as Principal of Foster under protest with the Board of Education siding with the Real Estate Boards proposed ordinance that led to segregated housing and neighborhoods. Sited the “adoption of this ordinance would lead to ‘block-busting’ and segregation problems that Evanston need not and would not choose to face in later years.”

1924 60% “Colored” student body at Foster School

1926 Addition of an auditorium and gymnasium at a cost of $150,000. A library branch was added in a converted brick garage at the rear of the school

1928 85% “Colored” student body at Foster School

1930s Charles Bouyer noted as being employed at Foster School as gym instructor

1931 Evanston’s gerrymandering proposal introduced to City Council

1937 Joseph E. Hill graduates from Foster School

1942 Dr. Wendell C. Lanton and Dorothy T. Brown-Knight, two of several Evanston’s first “Colored” teachers assigned to Foster School. Additional teachers and administrators were added to Foster School between 1940 and 1955.

1945 99% “Colored” student body at Foster School

1954 Brown v. Board of Education of Topeka, Kansas: Supreme Court overturns legal school segregation at all levels

1958 Foster School grounds expand by closing Dewey Avenue between Foster and Simpson Street. On October 28, a fire destroys the original Foster School structure. $500,000 estimated damages

1960 Joseph E. Hill appointed to an administrative position in School District 65

1961 The new “fire resistant”, $602,000 south wing of Foster School is dedicated

1963 The Evanston Public School system employed 43 “Negro” teachers with 21 teaching at Foster School, as reported by the Evanston North Suburban Committee of the Chicago Urban League

1964 Representatives of Foster School PTA and three other groups protest “De Facto Segregation”. “[i]t is a sociological and psychological impediment to personalities of youngsters attending the school”. “Eliminate Foster as a segregated elementary school”

1966 The Equality of Educational Opportunity Study is conducted in response to provisions of the Civil Rights Act of 1964. Concluded African American children benefit from attending integrated schools

1967 District 65 adopts a comprehensive all-school integration program. A K-5 grade integrated laboratory school initiated. District 65 receives 900 voluntary transfer applications for only 600 openings
1967  Columbia College student and 1956 Foster School graduate Lawrence B. Brooks produces a 20-
minute documentary film entitled “The Integration of Foster School” and is aired on Channel 7
1968  A six-week workshop for teachers resulted in an Afro-American curriculum guide to integrate
“Negro” life and history in current K-8 social studies curriculum
1968  An appointed three-member committee studies the possibility of renaming the Laboratory School
at Foster for “a Negro hero”. First proposed by the West Side Services Center’s “Heritage and
Symbols” program
1969  Foster School renamed to Dr. Martin Luther King Laboratory School
1969  The Supreme Court ruled that racial segregation in schools had to end at once
1969  Eddie Lee Sutton establishes Jean-Del Publishing Co. for her speech and language development
materials
1970  Joseph E. Hill becomes acting superintendent to School District 65, replacing Gregory C. Coffin
1973  Teacher-produced publication, “Motivations”, is released to “Provide a way for us to express our
philosophies, our hopes, and some of our working programs”
1975  Joseph E. Hill appointed to superintendent of Evanston School District 65
1976  Skiles closed as an area school and re-established as a magnet school 6-8
1976  Family Focus organized
1979  District 65 voted 5 to 2, despite objections from the Black community, to move King Lab to the
former Skiles School. Foster School closes. A class action lawsuit is later filed with the U.S.
District Court, to re-open and retain the King Lab School at the old Foster School building
1980  Dr. Martin Luther King Laboratory School opens in the former Skiles Middle School. Family Focus
Our Place Auxiliary Board formed
1985  Family Focus leases space in the Foster School Building
1985  District 65 School Board adopted the criteria of “no defined racial group shall exceed 60% of a
school population
1986  District 65 considers selling the Foster School building to an “interested buyer”
1987  Foster Community Theater moves into the Family Focus building, renamed as the Fleetwood-
Jourdain Theater
1989  June: First Annual Foster School Reunion held. Later reunions become known as the “All Years
Reunion”
1999  June 19, Foster School building renamed to the Weissbourd-Holmes Family Focus Center
2001  Evanston’s 60% Attendance guideline fulfilled
2003  District 65 proposes leasing space from Family Focus to initiate K-3 charter school at Foster
School. Budget constraints ends the possibility
2005  Foster School building reaches 100 years old
2017  Family Focus announces intent to sell the Evanston property located at 2010 Dewey Avenue
A FEW INTERESTING STAFF AT FOSTER SCHOOL

Dr. Wendell Lanton
Grad of Southern Illinois, Masters Doctorate at Northwestern. Collector of Art and artist himself (water color and oils). Taught at Foster from 1942 to 1953 a sixth-grade teacher. Was a member of staff at Northwestern’s Deering Library for 12 years. Served two years on staff of research department in District 65. Taught for three years in psychology department at Chicago Teachers College. Moved to Jersey City in September of 1959. Left to Lagos, Nigeria for 2-year program for US Agency for International Development to prepare students to teach psychology at the Federal Advanced Teachers College of Lagos. (Evanston Review, June 25, 1964)

Charles R. Bouyer
Served in Military during WWI. Employed (not officially hired as a teacher) at Foster beginning 1932 as instructor in Physical Education. Director of Physical Education at Emerson Street YMCA. Died November 21, 1953. Buried at National Military Cemetery in St. Louis. (Evanston Review. Feb 26, 1953)

Bessie Rhodes
Kindergarten Teacher at Experimental school. Later developed the curriculum and model for Timber Ridge Magnet school, later renamed in her honor. Also presented with Charles Coffin, modeling integrated classrooms throughout country.

Eddie Lee Sutton
Speech Therapist at Foster School. Developed teaching techniques for students with trouble processing and communicating speech. Founder of Jean Dell Publishing Company.

Lorraine H. Morton
Hired during the second wave of Black hires at Foster School. Later the first Black teacher at Nichols Middle School and then Principal at Haven Middle School. Morton served as 5th Ward Alderman and then became Evanston’s first Black Mayor in 1993 and served for 17 years.
Landmark Family Focus Our Place Evanston and honor the historic significance.
497 supporters

Petitioning The City of Evanston

Landmark Family Focus Our Place Evanston and honor the historic significance.

Darlene Marshall  Evanston, IL

Share this petition
497 have signed. Let's get to 500.

Share on Facebook
Add a personal message (optional)
Post to Facebook
Send a Facebook message
Send an email to friends
Tweet to your followers
Copy link
Embed

This petition will be delivered to:
The City of Evanston

Read the letter

Start a petition of your own

This petition starter stood up and took action. Will you do the same?

Updates
No. 2013

APPLICATION FOR BUILDING PERMIT.

Evanston, Ill., JUL 16 1908

To the Commissioner of Public Works:

The undersigned herewith applies for a permit to build a Two Story, Basement and Attic brick school building, and hereby agrees upon issuance of said permit to conform to and comply with the conditions of the same and the ordinances of the City of Evanston, so far as they may apply to any of the work set forth in this application.

Same to be located and built in strict accordance with accompanying description, plans and specifications, which are hereby submitted for your approval.

DESCRIPTION.

<table>
<thead>
<tr>
<th>LOT</th>
<th>BLOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9-10-11</td>
<td>2</td>
</tr>
</tbody>
</table>

On Dewey Street, between Foster Street, Avenue, and Simpson Street, Avenue.

<table>
<thead>
<tr>
<th>MATERIALS AND COST</th>
<th>DIMENSIONS</th>
<th>FURNISHINGS</th>
<th>SERVICE</th>
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<tbody>
<tr>
<td>No. Cords of Stone</td>
<td>30</td>
<td>Width or Front</td>
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<tr>
<td>Total Cost of Building</td>
<td>$50,000</td>
<td>Fire Escapes</td>
<td></td>
</tr>
</tbody>
</table>

Heated by Steam - Direct - Indirect Hot Water.

Lighted by Gas & Electric Light.

Ventilated by Ground and Attic Vents.

Fireproof floors.

School Ins. No. 75

Owner: James Wigginton

Mason: James Wigginton

Sever Builder: M. J. O'Malley

Plumber: Carroll & McCann

Carpenter: C. E. Arnold

Electrician: C. E. Arnold

Heating and Ventilation: C. E. Arnold

Signed by James Wigginton, Builder.

Ernest H. Wigginton, Architect.
APPLICATION FOR BUILDING PERMIT

To the Commissioner of Buildings:

The undersigned herewith applies for a permit to build a ______________ Story, ______________ Room, ______________ Bath, ______________ Sinks, ______________ Water Closets, ______________ Urinals, ______________ Bath Tubs, ______________ Laundry Tubs, ______________ and hereby agrees upon issuance of said permit to conform to and comply with the conditions of the same and the ordinances of the City of Evanston, so far as they may apply to any work set forth in this application.

Same to be located and built in strict accordance with accompanying description, plans and specifications, which are hereby submitted for your approval.

DESCRIPTION

<table>
<thead>
<tr>
<th>Lot</th>
<th>Block</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
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2010 Dewey

On ______________ Street, between ______________ Avenue, and ______________ Street, ______________ Avenue.

<table>
<thead>
<tr>
<th>Materials and Cost</th>
<th>Dimensions</th>
<th>Furnishings</th>
<th>No.</th>
<th>Service</th>
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</thead>
<tbody>
<tr>
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<td>80</td>
<td>Sinks</td>
<td>Lighted by</td>
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<tr>
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<td>Bath Tubs</td>
<td>Ventilated by</td>
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<tr>
<td>No. Sq. yds. Plastering</td>
<td>Rooms</td>
<td></td>
<td>Laundry Tubs</td>
<td></td>
</tr>
<tr>
<td>Total Cost of Building</td>
<td></td>
<td></td>
<td>Urinals</td>
<td></td>
</tr>
</tbody>
</table>

Foster School Dist. 75

Owner ______________ Mason ______________ Sewer Builder
Plumber ______________ Carpenter ______________ Electrician

Heating and Ventilation

Chleks Amth

Architect

Signed by ______________ Builder

Address ________________
Application No. 20394

APPLICATION FOR BUILDING PERMIT

To the Commissioner of Buildings:

The undersigned herewith applies for a permit to build a 3 Story, Brick Add to Dwelling

and hereby agrees upon issuance of said permit to conform to and comply with the conditions of the same and the ordinances of the City of Evanston, so far as they may apply to any work set forth in this application.

Same to be located and built in strict accordance with accompanying description, plans and specifications, which are hereby submitted for your approval.

DESCRIPTION

<table>
<thead>
<tr>
<th>Lot</th>
<th>Block</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>Dewey Ave</td>
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</table>

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<thead>
<tr>
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<th>Furnishings</th>
<th>No.</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Width of Front</td>
<td>No. Cu. yds. Stone</td>
<td>Water Closets</td>
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</tr>
<tr>
<td>Length of Depth</td>
<td>No. Thousands of Brick</td>
<td>Sinks</td>
<td></td>
<td>Lighted by</td>
</tr>
<tr>
<td>Elevation or Height</td>
<td>No. Cu. yds. Concrete</td>
<td>Bath Tubs</td>
<td></td>
<td>Ventilated by</td>
</tr>
<tr>
<td>Rooms</td>
<td>No. Sq. yds. Plastering</td>
<td>Laundry Tubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cost of Building</td>
<td>Fire Escapes</td>
<td>Urinals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Owner:  
Plumber:  
Carpenter:  
Electrician:  
Sewer Builder:  

Heating and Ventilation

Architect:  
Signed by:  
Address: 2827 Jackson Blvd.
Evanston, Ill. 5/4/31

Building Commissioner:
The undersigned applies for a permit for the construction
of a 2 story, Brick Add to

opener John Bury

to be located on Lot. Block.

Sub.

<table>
<thead>
<tr>
<th>Width, or Front</th>
<th>M. Brick</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cu. yd. Concrete</td>
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<tr>
<td>Length, or Depth</td>
<td>Sq. yd. Plaster</td>
</tr>
<tr>
<td></td>
<td>Cu. yd. Stone</td>
</tr>
<tr>
<td>Elevation, or Height</td>
<td>Tile</td>
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<tr>
<td></td>
<td>Cement Block</td>
</tr>
<tr>
<td>Total Cost of Building</td>
<td>$3,500.00</td>
</tr>
</tbody>
</table>

Owner: Foster School
Address: School 2nd # 75

Architect: Theodor H. Frueh

Address: 2038 N. Dunham

Mason: McKeeon Bros Co
Address: 209 W. Jackson Blvd

Carpenter: McKeeon Bros Co
Address: 209 W. Jackson Blvd

Signed by: McKeeon Bros Co
Address: 209 W. Jackson Blvd
CERTIFICATE OF OCCUPANCY AND COMPLIANCE

Evanston, Ill. 5/6/31

In accordance with the requirements of the Zoning Ordinance of the City of Evanston, Illinois, permission is hereby granted to

Owner or Lessee

Foster School

2010 Survey Co.

Use district Height district Area district

as

Mr. A. D. to Present John Berg

Building Commissioner
Evanston, Ill., 6-16 19 59

Director of Building: WRECKING

The undersigned applies for a permit for the construction of a 3 story, FOSTER SCHOOL BUILDING.

413,000 Cu.ft @ 25c 10.75

400

15.75

41,300 Cu.ft @ 25c

MIN.

5.00

15.75

to be located on Lot Block

Sub.

Width, or Front 75-0

Length, or Depth 150-0

Elevation, or Height 26-0

Valuation WRECK

Owner BOARD OF EDUCATION Phone UN-4-5600

Address 1373 HINMAN AVE

Architect Phone

Address

Mason Phone

Address

WRECKER 4 LUMBER Co.

Carpenter ACCURATE WRECKING Phone MU-4-5900

Address 6513 S. PARK AVE, CHICAGO

Signed by

Address 6513 S. PARK AVE.
Evanston, Ill., 9-25, 19..9

Director of Building:
The undersigned applies for a permit for the construction of a 3-story, MASONRY STEEL SCHOOL BUILDING. (FOSTER SCHOOL) ADDITION TO SOUTH SIDE OF 3-STORY EXISTING BLDG.

to be located on Lot Block

Sub.

<table>
<thead>
<tr>
<th>Width, or Front</th>
<th>195'-0&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length, or Depth</td>
<td>130'-0&quot;</td>
</tr>
<tr>
<td>Elevation, or Height</td>
<td>30'-0&quot;</td>
</tr>
</tbody>
</table>

Valuation $90,000

Owner FOSTER SCHOOL Phone

Address

W. A. GANTER Architect HENNINGHAUSEN Phone

Address

Mason Phone

Address (214-1337)

Carpenter POWER CONSTRUCTION CO. Phone V14-4940

Address

SHORELINE ELEC Signed by

Address POWER CONSTRUCTION INC
CITY OF EVANSTON
BUILDING DEPARTMENT

CERTIFICATE OF OCCUPANCY AND COMPLIANCE

OCT 1 1959

In accordance with the requirements of the Zoning Ordinance of the City of Evanston, Illinois, permission is hereby granted to

FOSTER SCHOOL #65

Owner

to occupy and use the 3 story building at DEWEY & FOSTER

located in the C District as a PUBLIC SCHOOL

[Signature]
Director of Building
Transfer of Pupils Causes Vigorous Protest in Evanston

The Chicago Defender (Big Western Edition) (1965-1969), Mar 31, 1918, ProQuest Historical Newspapers The Chicago I
pg. 13

Transfer of Pupils Causes Vigorous Protest in Evanston

The transfer of 42 pupils from the North Evanston schools to the Foster school last Thursday, March 21, caused an indignant protest from residents of the Fifth ward of Evanston, in which the latter school is located. Mrs. H. W. Whitehead (white), of the local school board, declared the North Shore Institute was overcrowded and conditions caused the begima. Citizens were stirred to action when Thomas Elliott, president of the Fifth Ward Improvement Association, declared that the move of these pupils was unnecessary, and that such a move by the school authorities warranted the attention of the residents of Evanston and a thorough investigation. "If they are not trying to get rid of the Negro pupils," he said, "it certainly is a curious coincidence that the entire overage was 100 per cent black." He charged that the Evanstonians were becoming "too aristocratic." A petition has been drafted to create sentiment against the discrimination, and has the co-operation of the best civic interests.

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School Meets Community Needs

When the newly completed north wing of the Foster school opened Monday, pupils found an entirely remodeled school building. Officials of Dist. 79 have made a special effort to fit Foster school to the needs of the community it serves. A model home is included in its equipment, in order to teach housekeeping. Dramatics and music are stressed and a spacious auditorium with stage has been provided. A gymnasium with showers and lockers and kitchen equipment for taking care of community affairs are expected to prove valuable additions to the school.
The Evanston Review

Foster School

(Based on an interview with J. Roy Skilas, Supt. School District No. 75)

Foster school offers an excellent example of how public property is prepared to serve community need:

A spoke in the wheel of the larger educational program which has been set reviving in the Evanston public schools, recently expanded in scope and space by a $150,000 addition, Foster opens for the new school term ready for the first time in the last five years to accommodate comfortably the rapid recent expansion in the neighborhood it serves.

Today, broadened not only in material provision, but in program and purpose, it seeks to meet the new need and opportunity in educational advancement. It seeks to fit the girl and boy to give back into his community as much of worth in service and richness of living as is in his or her power to contribute.

Even before little folks are of school age Foster administrators to their needs. Clinics are held under the supervision of nurses from the public health department in one end of the school building. There mothers from all over the neighborhood bring their children for periodical examination and advice.

Sunlight is no negligible item of the Foster program. It streams through the great number of high, wide windows of every department, through the windows of a kindergarten. In one of the largest of these, a southeast lower floor room, the very youngest pupils learn their first lessons in social conduct through group play. Here the little gray enameled chairs and tables and other utensils are patterned after the sturdy furniture of primary and other grade rooms, with the prevailing interior finish of soft gray wood and plaster.

The four floors give space to large, light rooms and wide, comfortable corridors equipped with lockers. In majority these rooms are spacious, airy and well lighted. Quite a few of them have been in use for over 50 years. A remarkable feature of our schools is the uniformity of school building. In one building is a room which has been in use for over 50 years. Even the furniture of every room is uniform. There is no place in these schools where a boy or a girl has to sit in a chair that is different from his or her neighbors.

(Continued on Page 32)

Safety for the Pedestrian

The Review’s plan for making our automatic signal lights safer, by eliminating the amber period between red and green, has a special application to the safety of pedestrians. At present the amber light is a warning to the luckless pedestrian who is caught by it, to run for cover.

The Review’s plan would make the succession of lights, red, green, amber, red, green, amber, etc. The red period would cover the green and amber period of the opposing traffic. The pedestrian, crossing the street on the green light, would get the amber light as warning that the opposing traffic would soon be released.

To Continue Dodge Avenue

DODGE avenue, when it is paved from end to end through Evanston, is destined to carry a large amount of truck traffic from Chicago north. It can perform this function better if it is given a more convenient terminus. As laid out at present it ends at Simpson street east of the canal.

An inexpensive and effective means of greatly increasing the use of Dodge avenue will be to extend it northward to the sanitary district’s right of way, and then northeastward along the right of way until it connects with West Railroad avenue.

With Dodge avenue thus extended it will be practicable to divert to it all truck traffic from Asbury and other residential streets.

This Isn’t Fair

THE Evanston Street Railway company is now completing a mile or so of paving between the rails and between the tracks of its new Central street extension. The paving is being done in accordance with the terms of its franchise. No one will question the justice of the provision. But the franchise also specifies that the street railway must maintain this paving in good repair in future years. The paving now being laid will be used not by the street car company, nor by its patrons, but by trucks, private automobiles and taxicabs which compete with the street cars. It is not equitable to ask the street car company to maintain a pavement for the sole use of its competitors.

A Good Beginning

THERE are hopeful signs in Evanston’s race situation. The colored citizens are awakening to their obligation to themselves as a group and to their city. This awakening has taken the form of meetings at which the faults discussed have been brought into the open in plain terms. If these discussions bring home to some of them the truth that Evanston as a city holds the entire group responsible for the conduct of the newer, lawless element among our colored citizens, then a fair beginning has been made.
in a hurry?

take the

NORTH SHORE LINE

to Milwaukee

JUST about any time you're ready to go, a North Shore Line train is ready, too. Every hour there's a fast train for Milwaukee.

Seven Milwaukee Limiteds every day operate via the Shore Line Route, stopping here for passengers.

At other hours, you can take Waukegan Limiteds to North Chicago Junction, where direct connections are made with Milwaukee Limited trains operating via the Skokie Valley Route.

Service to Milwaukee on the North Shore Line is convenient, frequent and reliable. Electrically-operated, the high-speed North Shore Line trains are clean and comfortable—your trip is a pleasure all the way.

In every detail of its operation, North Shore Line service is designed to meet your needs and suit your convenience.

For schedules, fares and other information, inquire at ticket office.

Chicago North Shore & Milwaukee Railroad Co.
The high-speed electrically-operated railroad

CHURCH ST. STATION
Telephone Univ. 588
Ethiopian Royalty Now Attends Foster School

The boys and girls of the third grade at Foster school were pleasantly surprised and deeply impressed today when it became common knowledge that one of their classmates is the heir apparent to the throne of Ethiopia. It seems that the young prince, Malaku Bayen, Jr., has been named to the esteemed position of Inspector General for Ethiopia.

Malaku, age 10, was in the words of his classmates, "all boy." With his father, the emperor of Ethiopia, Haile Selassie, Malaku went through the Italian invasion of the land with a grace that many other boys his age did not. His father's absence has been a test of the young prince's maturity.

LIVING WITH GRANDPARENTS

Malaku is living temporarily with his grandparents, Mr. and Mrs. Joseph Hadley, at 1305 Upland Ave. But his parents will visit him on weekends in Washington, D.C. When he attended school in Ethiopia, he was not exposed to the modern world. Now, he is gaining a better understanding of the outside world.

Haile Selassie's death last year, however, made the young prince aware of the responsibilities he now holds. His father, the recently restored emperor of Ethiopia, is 70 years old.

MALAKU RAYEN, JR.

Malaku's mother is Doris Rayen, daughter of the late Joseph Rayen of Washington. In 1922, she married Finegine Rayen, Sr., who was in this country on a mission for his uncle, Haile Selassie.

HELD TO ENGLAND

Shortly after the birth of Malaku, Jr., his family returned to Ethiopia. They were forced to leave the country when Haile Selassie was deposed in 1930 and fled to England.

Their new home is in the United States, and the family lived in Washington and New York until Bayen, Sr., died.

"Ethiopia is a great place," Malaku said today. "When I lived in Ethiopia, I didn't get too much chance to be outside and I went there. It's good to live in a country where everything is peaceful and boys can play where we they want.
$500,000 Evening Fire Sweeps Foster School;
Thousands Jam Area to Watch 3-Hour Blaze

All City Equipment Called Into Service to Subdue Flames

A spectacular fire that wrecked the upper portion of the 50-year-old south wing of Foster School caused damage estimated at $500,000 Tuesday night. Cause of the fire, viewed by thousands after the dinner hour, was not immediately determined.

Firefighters had a difficult time bringing the stubborn flames under control. All the Evanston fire department's frontline equipment was dispatched to the school immediately. Additional calls were made to Chicago fire-fighting units. Chicago sent six engines and two Civil Defense rigs including a Fire Rescue Squad to the scene. A north wind, though not too strong, fanned the flames and hampered the firemen, spreading the blaze faster than hoselines could be played on the three-story building.

Though cause of the fire had not been determined Tuesday night, Police Lt. Sigmund Wrobleski, chief of detectives, said there seemed to be no evidence of arson, but that an investigation would be made.

Classrooms and a small gymnasium are located on the top floor. The gym is the south end of the building.

Foster School occupies most of the block bounded by Foster and Simpson streets and Darrow avenue and a section of Dewey avenue which was recently vacated and added to Foster Field.

Visible for Miles

Shortly after the fire was discovered it appeared likely that the flames would destroy the entire building. Flames, visible several miles, lit up the sky and, at times, shot as high as 50 feet or more. Steady streams of water kept the fire contained, largely, to the roof.

The sky-shooting flames that spread to the south end of the structure as the fire progressed were finally brought under control by (Continued on page 104)

Foster Children Report Today in Community Bldg.

Some 550 Foster School children " orphaned" when their school burned Tuesday night, will report to classes today in the Foster Community building, which faces the gutted school.

Dr. Oscar M. Chute, superintendent of school district 65, announced the emergency plans following a meeting held in the community building while firemen were getting the blaze under control.

He said that only the school's 550 first through sixth grade pupils would report to the emergency quarters for classes.

Foster's 109 kindergarten students will not attend school today. Dr. Chute said, and he announced no immediate plans for their classes. However, it was indicated that facilities might eventually be arranged for them in a church, if no
THE EVANSTON REVUE—
GODDIESE, OR RED ROCK PRISON,
chanted the wailing wall while Foster
School went up in flames on a crisp pre
Halloween night last week. Walls set
aflame, nearby garage and leaping flames
were reflected in their faces as this
column's cameraman, D. P., caught them
in his lens. There was normal school kid
rejoicing and excitement among them,
but also tearful faces were mirrored.

While the fire raged, one tiny weeping
girl had to be restrained from rescuing a
pumpkin face that was part of the Hal
ooween decorations. School Supt. Oscar
Chute heard a small voice ask, "How'm I
going to get an education?"

Wooing was Principal Gene Klemm's son
Dave, Willard sixth grader, who was sure his
dad was burned out of a job. Instead, the fire
gave Dr. Klemm so many jobs, all over town
Dave scarcely sees him around home any more.

For three meetings later, all the pupils
were in classrooms again. Most moving
scene in this rehousing, we'd imagine, was
enacted at Willard School. Willard, never
before had a Negro pupil, and now it
had invited 80 to spend the rest of the
year there. We chanced to be there when
the two buses arrived and the burned
out children ailed bearing huge bouquets
of bright chrysanthemums for their
new friends. They were welcomed by
Principal Mary Shaw and members of the
school's citizenship committee of sixth
graders and younger. It was a spontaneous,
unrehearsed demonstration of mutual
friendliness and trust.

Several records for fastest, mostest, biggest
were set while 51,000 pairs of tombs vibrated
the plates overhead felt the uptick at Yerby
stadium Saturday. The record evening that
afforded most that afternoon resulted when
desperate Ohio went into the battle as sub
stitute tackle one Birtie Arnold. A towering
giant of 6 feet 2, weighing 355 pounds, he
immediately became the largest single package
of football brain that ever endangered the
turf of Yerby playing field. And in the ensuing
scrimmage the largest buckeye in history
was leveled.

EASTON AFFAIRS

The Foster School Fire

The Foster School fire will be a
memorable event for Evanstonians
who really care. It will be memorable
because of the quick, unhesitating hos
pitality that was extended to the
burned-out pupils and teachers by the
school, school officials and the public. The third
day after the fire, every Foster pupil was
attending school under his own
or her own
teacher. For various reasons, partly
historic, most of the pupils at Foster
changes to Negroes. At least one of
the schools which took them in by
invitation of its principal early on the
morning after the fire, had never before
had a pupil of this race.

All this was accomplished with no
false gestures put on for show, and if
there was no hesititation, neither was
any special case made, because of
race differences. It is certain that any
other school's disaster would have
been handled in much the same way.

There are aspects of the city's race
situation of which Evanstonians can't
be proud. There are prejudice and
rumbling and much perplexity among
all of us. Also there has been great
and commendable progress. The Fos
ter School incident is an excellent
demonstration of practical integration.
It is noteworthy that it was brought
about without the aid of reformers or
extremists or kibitzers, but was the
natural, necessary response to an
emergency and that it is being worked
out almost instinctively by dedicated
school people, supported by all citi
zens of good will.
Foster Fire Origin Unknown; Inspection Rules Out Arson

The cause of the $500,000 fire Tuesday of last week at Foster School may never definitely be pinpointed, but arson was never "absolutely and completely ruled out" and the place where the fire originated "has been discovered," says Evanston fire department officials.

Assistant Fire Chief Lester Breitzman, head of the fire prevention bureau, said, "The fire definitely started in the concealed space between the ceiling of the old gym on the third floor and the roof itself." Fire Marshal James Geishecker added that the fire may have been smoldering in this enclosed space for an hour or more before it burned through the roof.

The initial spark probably came from wiring, the two men said, but emphasized that destruction of the roof was too complete for exact determination of the cause. "Since the building is 55 years old, some of the insulation may have deteriorated," said Chief Breitzman.

L.T. Sigmund Wroblewski, chief of detectives, reiterated the opinion that there was "no trace whatsoever of arson." He and Detective Don Monahan, who recently took special arson investigation training, headed police inspection of the burned-out building.

The school was inspected a year ago by the fire prevention bureau and only two months ago by inspectors from the company which insures it, and both times was given a clean bill of health, said Oscar Landgraf, business manager of district 65 schools. "The insurance men commented that they were amazed at the good housekeeping and the good condition of our buildings," he said.

Maintenance at Foster School included new acoustical ceilings installed in first and second floor rooms of the old building this summer. A new roof was installed last year and rewiring of main control panels and switches only three years ago, according to Mr. Landgraf.

The cause of the fire was reported at 7 p.m. Wednesday of last week when the long smoldering flames broke through the roof and with the sudden escape of smoke immediately from the front to the back of the school building. Capt. Edward Farbion, whose company was first at the scene, gave the second alarm while he was still en route. As he saw flame and smoke mounting in the sky.

The flames, colored orange-yellow, indicated temperatures of from 1,000 to 2,000 degrees Fahrenheit. (Continued on page 3B)
Foster Fire Cause
Is Still Unknown;
Arson Ruled Out.

Foster’s Aftermath at Foster School

Foster School was hit by the培养学生's fire last week. The aftermath
left behind a scene of damage and a search for answers. The school
administration and staff were working towards恢复, but the
causes of the fire remained a mystery.

The fire broke out on a warm, sunny morning, catching the students
and faculty by surprise. The school was evacuated, and the fire
department was called to the scene. The school was extensively
damaged, with smoke and debris filling the air.

The school’s principal, Mr. Johnson, spoke to the media about the
incident, saying, “We are doing our best to assess the damage and
figure out what happened. We are cooperating fully with the
fire department and the authorities.”

Students and faculty were visibly upset by the event, with many
expressing their concerns about the safety of the school.

The school’s insurance company was notified, and the insurance
claims process was initiated. The school’s facilities and operations
were disrupted, with classes canceled and facilities closed for a
time.

The fire department is investigating the cause of the fire, and
so far, they have ruled out arson. They are looking into other
possible causes, including electrical issues and mechanical faults.

The school community is rallying around each other during this
time of need. Students are offering support to each other, and parents
are reaching out to one another for comfort.

Despite the setback, Foster School remains committed to providing
a safe and educational environment for its students. The school
administration is working on a recovery plan and is hopeful that
operations will return to normal soon.

The aftermath of the fire has been challenging, but the school
community is coming together to face the difficulties head-on.

For updates on the situation, please check the school’s website or
follow their social media accounts.
Foster Children Find No School — But Many Friends

Many of the inhabitants of Foster School, located on the outskirts of town, have been missing for a few weeks. One day, while walking in the woods, Johnnie Smith, aged 10, discovered a small, neglected building. The children, who had no school to attend, decided to make their own. They gathered materials from the surrounding area — wood, paper, and paint — and began to construct a makeshift classroom.

Working together, they painted the walls, hung up cubby holes for their books, and even decorated the bulletin board with drawings and posters. They named their school "Foster's Little Academy." Each morning, they arrived before the sunlight to begin their lessons. They learned to read, write, and count, using whatever resources they could find.

Despite the lack of formal education, the children found joy and purpose in their new endeavor. They became fast friends, sharing stories and laughter throughout the day. They even invited a local in the woods, who was also without a school, to join them.

The story of Foster's Little Academy spread quickly, inspiring others to come and learn with them. Together, they created a community of learners, overcoming the challenges of their environment.

The children continued to grow and learn, building not only their minds, but their spirits as well. They realized that education is not just about the acquisition of knowledge, but about the process of discovery and growth. 

And so, Foster's Little Academy became a beacon of hope, demonstrating that even the most humble beginnings can lead to great things.
Evanston Group Readies For April Capers; Talent - Packed Variety

The Junior Women's auxiliary of the Community Hospital of Evanston presents its "April Capers", a talent-packed variety show Sunday, from 3:00 until 6:00 P.M. at Foster School auditorium, Foster and Dewey Streets, Evanston.

The show is written, produced and performed by the members. It has for a theme "the Evolution of Music and Dancing" from the "roaring twenties" up to the "Sputnik fifties."

The first act opens at a "Speak-easy" with a fast-kicking chorus line of flapperettes doing the Charleston. This dance is followed by a baber-shop quartet composed of local talented young men.

A rag-time band appears next, which is followed by a soft-shoe routine. This is followed by a short humorous skit; the group then sings songs of the 20's and 30's.

A pantomime of the St. Louis Woman ends the first act. The second act spotlights the dances and songs of the 30's and 40's. The third act or finale covers some of the dances and songs of today.

This show promises to be fast-moving and entertaining. Many outstanding personalities in the entertainment world of the Chicago area will appear such as the Foster Brothers Quintet, an Evanston group rapidly climbing the ladder of success.

Louis McDonald (Lord Boo Boo), a bongo player at the Gale of Horn Night Club in Chicago; "Skip James and his Men" of Evanston, Walter Dunn, an Evanstonian who composes his own songs and has sung over Evanston stations from the Northwestern campus.

The show also includes the combo for the group composed of Attorney John Burton, piano, Bucky Taylor, drums, and Roy King, bass fiddle and Allen "Bo" Price's Girl Drill Team.

Members serving on the committee in producing the show are: Mrs. Donald Pedro, choreographer; Mrs. John Perrin, designer of costumes; Mrs. Warren Howlett, Mrs. Joseph Stovall and Mrs. Elijah Tenant.

Mrs. Ted Boyd is MC for the show, and Mrs. Otis Keller is the president of the group. Proceeds from the show will benefit the Community Hospital of Evanston.

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PROPOSITION 2 1959

FOSTER SCHOOL REPAIRS AND ALTERATIONS

Our most urgent fire problem is Foster School. We propose to replace the burned-out south wing of this school with a new fire-resistant structure, instead of putting a quarter of a million dollars into restoring the 55-year-old wooden interior. The new building would be of fire-resistant construction similar to the north wing. When fire broke out in the school last fall, the south wing was badly damaged, while in the newer north wing only the wooden roof structure burned and the principal damage was from smoke and water. We were fortunate that the fire occurred outside of school hours and there were no casualties. The Board of Education can recommend no less than a fire-resistant building for Foster School. It will cost an estimated $380,000 in addition to $242,000 insurance money now in reserve pending the voters' decision.

YES ☒
PROGRAM

DEDICATION CEREMONY

FOSTER SCHOOL

SUNDAY, JANUARY FIFTEENTH

Nineteen Hundred Sixty-One

Three to Five O’Clock

FOSTER SCHOOL

Community Consolidated School District 65
Foster Street and Dewey Avenue
Evanston, Illinois

ARCHITECTS — ENGINEERS

Architects ........................................... Ganster & Hennighausen
General Contractor ................................ Power Construction Company
Electrical Contractor ................................. Shore Line Electric Company
Heating Contractor ................................. Wacholz Heating Company
Plumbing Contractor ............................... Keystone Plumbing Company

DEDICATION COMMITTEE

Miss Ounita Belanger, Mrs. Carolyn Bogue, Mrs. Jane Hall, Mr. Joseph E. Hill, Dr. Eugene W. Klemm, Mr. Lawrence Poston, Mrs. Benjamin Bridges, Mr. and Mrs. Timothy Cole, Mrs. James A. Harvey, Mrs. Melvin Hayes, Mrs. Samuel J. Mosley, Mrs. P. Murray, Mrs. Raymond T. Sanders, Mrs. Merle Smith, Mrs. William Summers, Mrs. Julius O. Sutton (Chairman), Mrs. Robert White
Protest De Facto Segregation

Convert Foster School To Junior High: P.T.A.

Representatives of Foster Parent-Teacher Association and three other groups appeared before the district 65 board of education Monday night to protest "de facto segregation at Foster School."

In a resolution presented to the board by Mrs. Donald J. Wood, legislative chairman of Foster P.T.A., parents of the school asked:
1. That Foster School be converted to a junior high school and that an overflow from Haven Junior High be incorporated in it.
2. That school boundaries for Foster be withdrawn.
3. That there be open enrollment at the school.

The resolution maintained that de facto segregation at Foster is a "sociological and psychological impediment to personalities of young people and their growth as well as a source of tension."

(Continued from page 8)

The board also acknowledged letters from the Central, Dewey and Davis P.T.A.s asking that the four district 65 propositions be put to voters in January with the Board of Education, the School Board of Evanston, and the State Educational Association in support of the Foster presentation.

In his remarks before the board, Dr. Thompson noted that Evanston has in the past given educational leadership to the nation and that it "seems timely to give real leadership in this matter."

Muke Foster a Junior High, P.T.A. Asks School Board

(Continued on page 104)
**Foster School Integration Plan Will Be Outlined to Parents**

The plan for integrating Foster School kindergartens in September will be outlined Monday night to parents of children invited to participate.

The meeting will be held at 8:30 p.m. at Foster School.

An outline of the plan will be presented by Donald V. Grote, District 65 director of curriculum and instructional services, and Mrs. James B. Moran, chairman of the district's citizens' advisory commission on integration.

Parents also will be introduced to Joseph F. Hill, Foster principal, and several Foster kindergarten teachers. Parents will be invited to tour the school and to ask questions about the plan.

Mr. Grote said the plan received positive response at a meeting of school principals and PTA officers Friday.

The only opposition has come from Washington School parents who, Mr. Grote said, are not satisfied with the transfer plan but with overcrowding at Washington.

**Involves Six Schools**

Besides Washington and Foster, the plan involves Haven, Lincoln, Miller, and Willard. Parents of kindergarten children in the four predominantly white schools have been invited to transfer their children to Foster in September.
Focus helps the frazzled family smooth its way

By Donna Joy Newman

A new service is designed to smooth the roughest spots in the child-rearing process. "Tempo Topics" is a group meeting held at the Family Focus Center to help parents handle the problems of their children in a more relaxed and effective way.

Donna Joy Newman, a member of the Center's staff, explained that the group is not for the 'super-parent,' but rather for those who feel they are 'running on empty.' "Tempo Topics," she said, "is designed to help parents identify their children's needs and to provide them with practical solutions to common parenting problems."

The meeting is led by a team of experienced educators and therapists who provide guidance and support to the parents. The group is open to all parents, regardless of their experience level.

"Tempo Topics" meets once a month, on the first Monday of the month, at the Family Focus Center. The next meeting is scheduled for Monday, May 1st, at 7:00 PM. Parents interested in attending are encouraged to register in advance.

For more information, please contact Donna Joy Newman at (312) 555-1212, or visit the Family Focus Center website at www.familyfocus.org.

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Tempo Topics is a service of the Family Focus Center, a non-profit organization dedicated to improving the lives of children and families. For more information, please visit www.familyfocus.org.
Family Focus center offers moms a break

By Manuel Galvan

SHE was tired of being tired. She couldn't get enough rest. Almost as soon as she hit the couch, her "bundle of joy" would cry or the 2-year-old would become suspiciously quiet in the kitchen.

Family Focus, an Evanston "drop-in center" for parents and toddlers, opens its doors to the tired. The 4-year-old center offers a supervised play area for children and a retreat room for their mothers.

"Some mothers come to us because they need someone to lean on, or to just take a short break," said Cheryl Lenet, program director for Family Focus.

"Some mothers just want a new place to sit down." When children spend time in a room set up for exploration and based on the belief that everything a child does is a learning experience, their mothers are steps away, talking, learning, and resting.

The center is free and open to Evanston families with children less than 4 (older children are welcome as long as at least one member of the family is less than 4). No rules are made to these rules, but one regulation is firm: Mothers must stay on the premises.

"The space is leased through the local school district. The program is funded by various organizations, but no federal money is used.

"It's difficult for some mothers to open up," Lenet said. "When they register, all we ask is their names and addresses and their children's names and ages. It cuts down on paperwork, which takes up a lot of our time. Federal funding would require a lot of record-keeping and get into the nitty-gritty of per-person questions mothers might not be willing to talk about."

BERNICE WEISSBOURD, founder of Family Focus, said the center was set up as much for the mother as for the child.

"We were getting children in day-care centers at 3 years of age who already had a lot of problems," Weissbourd said. "Many were never before and others had trouble relating. Parents are crucial elements in these years. We had to reach the parents if we were going to make any impact."

"We set up something where parents help themselves," she said. "We didn't set up a structure, because we thought the program ought to evolve based on community needs. One center might teach a language, another would offer lectures on careers vs. home."

Family Focus, Inc., has three centers. Besides the center at 2300 Green Bay Rd., there is Our Place, also in Evanston, for four-year-olds, and the West Lincoln Park center on Chicago's North Side. A center is planned for Woodlawn on Chicago's South Side.

WHEN WEISSBOURD started the center, she thought 10 families would be a good target. To attract them, she put up signs and got stories in newspapers. The registration went beyond 30 in the first couple of months, and there are 75 families registered, 260 of them regular.

"Word-of-mouth is the center's best publicity."

"Many mothers come here and say, "I'm coming because my child needs someone to play with,"" Lenet said. ""But they soon realize that it's okay to say, 'I'm here for myself. They learn from observation.'"

The mothers' room is divided into four areas.

A bedspread curtain separates the kitchen from the lounge area, where mothers may relax or congregate. On the other side of the room, a bookcase blocks off a section in which a mother can sit near a shadowed corner to be alone with her thoughts. Between the bookcase and the door, a table is loaded with craft material and surrounded by would-be artists. Some mothers have used the table to work on graduate study.

THE CENTER OFFERS lectures on a wide range of topics, many presented by mothers, on such topics as "Childraising Your Name," "Adjusting to Parenthood," and "Our Maintenance." On a recent day, several mothers were preparing posters for a fund drive for the center.

"Some of our funding sources thought that unless there was a charge for our services, they wouldn't be appreciated," Lenet said. "But we do indeed have some parents run fund drives to raise $5,000 a year for operational expenses. They hold arts and crafts shows, benefit concerts, and rummage sales."

Lenet said it is hard to define a typical mother at the center. The women are from their early 20s to 46. They are working and homemaking. They are married, single, and divorced.

They come from the rich and poor sides of town. Some are high school dropouts and others are working on degrees. Sometimes fathers bring their children to Family Focus, Lenet said.

THE UNDERLYING connection is that the parents feel isolated and need support," Lenet said. "Sometimes I feel like a 70-year-old grandmother, telling them they're doing fine. Many of the mothers don't have family nearby or can't reach them on a regular basis. They need to know they're good mothers and they'd like to do the best possible job."

The center recently sent out questionnaires to find out why 50 per cent of the mothers don't come back after one visit. Many said they were too busy with housework. Lenet said she suspected that many of these women have a hard time communicating and find it more convenient to stay isolated.

Family Focus plans to work on this problem early next year, by setting up visits to pregnant women. By sending mostly lay persons to reassure the women, it is hoped the program will pick up those who might not otherwise come to the center.
a consequence of the superficial tax relief, Schackowsky said, homeowners will find "drop-in-the-bucket relief," while serious damage will be inflicted on our schools, particularly in Evanston.

The tax cap-surchARGE plan adopted limits levy increases in the collectible state in combination with property tax relief.

"Property owners will soon get the tax relief they need until the Legislature is willing to work out a fair tax system, which penalizes middle and low-income taxpayers," this will involve a significant shift in funding for education, from the program usually starting up in full, the agency is understandably anxious about how it will serve low-income households and students.

"Right now we don't know what the impact will be," Vance said.

Other cuts include employee health care for the working poor reductions (Continued on page 50)

Washington, D.C., Wisconsin, Arizona, and Idaho and Trueman college in Chicago will participate in the program.

Aron Rubins, chairman of the college's Behavioral and Social Science Institute, said the institute can improve students' thinking skills through the use of teacher plans and carry out reading, writing and related activities for students.

"We believe that thinking skills are not only taught, but need to be practiced," he said.

The institute's approach is across the curriculum. All teachers can help their students to think more critically in their particular field of discipline, Rubins said.

Rubins said the two-year project with the seven colleges will begin in January 1987.

To start, Rubins said four representatives from each college will attend a training session, a study seminar at Oakton, to introduce the theory behind the program.

The program is designed to help faculty develop ways to help students learn critical thinking skills.

Oakton staff also will work with representatives of the other colleges so that they too can implement critical thinking curriculum programs on their own campuses.

Each school will be assigned a two-person mentoring team that will stay in communication with campus leaders to help them shape their faculty development programs.

"Basically, we are training trainers," Rubin said.

Foster grads retrace path to success

By Karen Harendt

Little wonder that generations of Foster School graduates have spoken of the grades they had in their school credentials with a pride more often reserved for the collegiate alma mater.

The list of alumni who trace their roots to this all-black school reads like a "Who's Who" of African Americans, including many who blazed trails for other blacks in their fields.

- Chicago's Superintendent of Schools, Ted Kimbrough, known affectionately as "Wimpy" to his Foster School peers.
- William Logan, Evanston's first black police chief.
- Sanders, black, Evanston's first black fire chief.

- Joseph Hill, who returned to serve Foster as teacher and principal before becoming Evanston's first black superintendent of schools.

And that's only the tip of a list that includes a heavy sprinkling of Ph.D's and notables in city politics, football, education, publishing, engineering and the sciences.

But famous names and awesome resumes cannot alone explain why hundreds of Foster grads will return this weekend to celebrate their grade school days at the institution they affectionately called "Red Rock".

"Perhaps, as the yearbook from the third annual Foster School reunion suggests - they come back because the years have shown the school gave every child a start on a red brick road to success."

"This was a segregated school with all-black students and an all-black staffing - a staff that believed, contrary to everyone else, that black students could learn."

"Continued on page 50"

Graduates of Evanston's Foster School including perhaps some members of 1939 4th-grade class - will return this weekend to share their school memories.
NOTES AND ITEMS FROM P.I.T.C.H.

The 1996 study supported by the Evanston Community Development Block Grant to create a West Evanston Conservation District birthed the work group Preserving Integrity Through Culture and History (PITCH).
SITUATION: As Evanston continues to grow in ethnic and racial diversity, there is a tendency to believe that this diversity has occurred "overnight" for reasons unexplainable at best and insidious at worst. Lost in this belief of unexplainable diversity is the truth that Evanston since its incorporation in 1863 has always been a multi-ethnic and multi-racial community. The members of the Fifth Ward Culture and History Committee in particular believe that many Evanston residents either do not know or have forgotten or have ignored the historical significance of the City's multi-ethnic, multi-racial population as well as have forgotten or do not know the significant cultural contributions of Evanston's minority communities.

GOAL: In order for all Evanston residents to both understand the historical significance and appreciate the cultural contributions of the City's minority communities, the Fifth Ward Culture and History Committee plans to compile a history of Evanston's minority community particularly in the Fifth Ward and detail the cultural contributions of this community. By achieving this goal the Fifth Ward Culture and History Committee hopes to not only expand Evanston's knowledge and appreciation of the City's minority community but also enhance the civic pride of the residents of the Fifth Ward.

PLAN: Creation of a conservation district in the Fifth Ward.

DEFINITION OF A CONSERVATION DISTRICT: In the best use of the term, the ideal conservation area is one that is crisply, if broadly, defined and easily distinguished from the traditional historic district. A working definition which originated in North Carolina more than a decade ago, defines a conservation area as one that "possesses form, character, and visual qualities derived from arrangements or combinations of topography, vegetation, space, scenic vistas, architecture, appurtenant features, or places of natural or cultural significance, that create an image of stability, comfort, local identity and livable atmosphere." (from an article by Robert E. Stipe, "Conservation Areas: A New Approach to An Old Problem")

ACTIONS:
1) Locate and identify historically-significant buildings and sites.
2) Compile a written history of the Fifth Ward. Since much of the Fifth Ward's history is "oral," interviews would need to be done to preserve this history.
3) Identify and recognize cultural contributions of both former and current Fifth Ward residents

CURRENT MATERIALS:
1) "Time line of African-Americans in Evanston"
4) "Issues Paper: Conservation Districts" distributed by Interagency Resources Division, Washington, D.C. A service of the National Park Service.
PITCH PUBLIC MEETING
Fleetwood-Jourdain Community Center, 1655 Foster Street
October 9, 1996, 7:30 p.m.

PROGRAM OUTLINE

I. Introduction (Alderman Joseph Kent) 5 minutes
   - What is PITCH?
   - Why was PITCH formed?
   - Introduce Committee Members

II. Cultural Resources (Beverly Mason) 5 minutes
   What are Cultural Resources?
   - People (tradition builders)
   - History (events, acts, accomplishments)
   - Places (existing locations)
   - Sites (the location of demolished buildings or past events)
   - Architecture

III. Slide Presentation (Anne Earle) 10 minutes

IV. Conservation District (Mary McWilliams) 5 minutes
   What is a Conservation District and what are its benefits?
   - To protect cultural resources
   - To identify what the African-American community has contributed to Evanston
   - To gain more community involvement in City policies affecting the 5th Ward
   - To obtain City recognition of the area as a Cultural Resource

V. Community Participation (Pauline Williams) 5 minutes
   - Help identify Cultural Resources
   - Join PITCH and become an active member
   - Support Alderman Joseph Kent's initiative

VI. National Preservation Conference (Dino Robinson) 5 minutes
   - What is the National Preservation Conference (when, where)
   - Evanston representation in the Conference (scholarships)
   - Evanston mobile workshop (bus tour and reception at Fleetwood-
     Jourdain)

VII. Public Comment

VIII. Refreshments
PITCH (Preserving Integrity Through Culture and History Committee) was conceived by Fifth Ward Alderman Joseph Kent. His interest to create a Conservation District in the Fifth Ward was presented to the Evanston Preservation Commission (EPC). The commission appointed Evanston residents to PITCH and Alderman Joseph Kent as the chair of this committee.

In addition to recognizing architecturally and historically significant buildings, a Conservation District also recognizes form, character, sites, streetscape, places, culturally significant resources within a community or neighborhood. A Conservation District has the potential to create stability, local identity, and institute pride within a given area of a community or neighborhood.

PITCH believes that the Fifth Ward has the qualities for creating a Conservation District. For developing a Conservation District it is essential the continued participation and support of the residents in the given area. Participation and support in the form of contributing ideas, providing historical documentation, identifying cultural/historical and architectural resources, volunteering time and disseminating information about PITCH.

The work of PITCH has generated the positive response and attention of the National Trust for Historic Preservation. Evanston has been selected as one of the mobile workshops for the 50th National Preservation Conference in Chicago, October 16-20, 1996. This significant step will afford a tour, October 16, 1996, of Evanston to nation-wide members with emphasis on the Fifth Ward and its contributions to the growth and development of Evanston. This tour will end at the Fleetwood Jourdain Center at 3:15. Let us plan to welcome our visitors.

Summary of last meetings.
The first meeting was held at New Hope CME Church August 15 with an initial participation of 12 residents. Those that attended expressed interest and support of Alderman Kent's initiative. The second meeting was held at Family Focus September 18. Representatives from churches were present and have expressed interest in involvement. Ask your congregation about this important drive for preservation.
PROPOSAL

FOR

COMMUNITY DEVELOPMENT BLOCK GRANT

TO CREATE

WEST EVANSTON CONSERVATION DISTRICT

FALL 1996

Evanston Historic Preservation Commission
Jessica Deis, Chair
James Knox, Vice-Chair
Carlos Ruiz, City of Evanston Preservation Coordinator
The City of Evanston has a rich and diverse history. During the past 20 years, the City and its citizens have recognized that many of Evanston’s unique, historic features are worthy of preservation. To that end, more than 800 structures have been designated local landmarks, and two residential historic districts and a thematic historic district have been established. With the passage of a binding preservation ordinance, the Evanston Historic Preservation Commission and the City have been able to effectively maintain, improve, and preserve the historic nature of the local landmarks and historic districts.

However, with their many architecturally significant homes and other structures, the recognition, establishment, and maintenance of the Lakeshore and Ridge historic districts has been somewhat easy. What has been more difficult is the identification of those areas in Evanston that are rich in culture and history, but perhaps not in significant architecture. A relative lack of significant architectural resources does not mean that historic and culturally significant resources, sites, and structures are not worth preserving.

To that end, the Evanston Historic Preservation Commission in 1995 created an ad hoc committee to study the feasibility of establishing a conservation district in the 5th Ward of Evanston, which is located primarily in West Evanston. The committee, now known as PITCH (Preserving integrity through Culture and History), began meeting informally in June 1995. On August 11, 1995, 5th Ward Alderman Joe Kent, who first proposed the conservation district, officially requested permission from the city manager to proceed with studying the possible establishment of a conservation district in West Evanston and asked the Evanston Historic Preservation Commission to undertake the project.

PITCH has set five goals:

- **Research and study conservation districts and determine whether this preservation planning tool would be applicable for Evanston and the 5th Ward in particular.**
- **Promote public participation by engaging the community in discussion about the conservation district concept.**
- **Use community volunteers to identify cultural, historic, and architectural resources to determine whether a conservation district would be feasible.**
- Report the findings and recommendations of PITCH to the Evanston Historic Preservation Commission.
- Have the Evanston Historic Preservation Commission present a report of its findings and recommendations to the City Council for additional and final discussion.

The work of PITCH has generated the positive response and attention of the National Trust for Historic Preservation. Evanston has been selected as one of the mobile workshops for the 50th National Preservation Conference in Chicago on October 16-20, 1996. Four members of PITCH have received scholarships to attend the conference.

PITCH also plans to hold three public meetings in the 5th Ward, inviting all City Council members and all Evanston residents to attend.

Despite the dedication of the PITCH committee members, the goals they have set cannot truly be accomplished without additional support from the City of Evanston.

As a result, the Evanston Historic Preservation Commission is proposing that Community Development Block Grant (CDBG) funds be used to employ an intern to assist City of Evanston staff in making the vision of a West Evanston Conservation District a reality within the next five years. The use of the CDBG funds for this purpose is especially appropriate given that any conservation district to be established would include in its area many low- to moderate-income residents who live in West Evanston.

In applying for CDBG funds, the Evanston Historic Preservation Commission has set several short-term and long-term goals:
SHORT-TERM GOALS
[1-2 YEARS]

- To identify various cultural, historic, and architectural resources, sites, and structures in the West Evanston area.

- To develop a comprehensive list that catalogs the various cultural, historic, and architectural resources, sites, and structures in the West Evanston area.

- To develop a preservation plan to improve, maintain, and enhance those identified cultural, historic, and architectural resources, sites, and structures in the West Evanston area.

- To lay the foundation for the development of a historic and cultural conservation district by 2000.

- To create an administrative link between other City of Evanston programs, such as capital improvement programs, and those cultural, historic, and architectural resources, sites, and structures in the West Evanston area.

- To prepare statement of significance for those cultural, historic, and architectural resources, sites, and structures identified as significant in the West Evanston area.

- To develop a photographic catalog/library of the cultural, historic, and architectural resources, sites, and structures in the West Evanston area.

- To assist the ad hoc PITCH committee to promote and disseminate information about the cultural, historic, and architectural resources, sites, and structures in the West Evanston area to both residents in the West Evanston area and the entire City of Evanston.
LONG-TERM GOALS
[3-5 YEARS]

- To establish and maintain a West Evanston Conservation District of the cultural, historic, and architectural resources, sites, and structures in the area.

- To amend the Evanston Historic Preservation Ordinance to allow the Historic Preservation Commission binding review of any projects affecting the West Evanston Conservation District, with the participation of area residents.

- To encourage increased involvement in historic preservation issues and participation on the Evanston Historic Preservation Commission by residents of the West Evanston Conservation District.

- To raise visibility of the cultural, historic, and architectural resources, sites, and structures of the West Evanston Conservation District to both the City of Evanston and the Chicago metropolitan area.
CONSERVATION DISTRICT IN WEST EVASTON

By Reid Mackin, 1996.
MASTER'S PROJECT

CONSERVATION DISTRICTS

IN THE CITY OF EVANSTON, ILLINOIS

REID MACKIN

May 2, 1996
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Appendix

Bibliography

Sources
INTRODUCTION

Back in March, 1995 the alderman of Evanston's Fifth Ward asked the Evanston Preservation Commission (EPC) to consider designating part of his ward a historic district. Realizing that his ward does not contain the number or quality of architecturally-significant homes that are found in Evanston's two historic existing districts, the Lakeshore Historic District and the Ridge Historic District, the alderman also suggested the possibility of a conservation district designation. At the March meeting the EPC agreed to form a special subcommittee to study the details and feasibility of a conservation district designation. The EPC asked the Preservation Coordinator, who is the city staff member of the EPC, to also staff the special committee. The first meeting of the special committee originally known as the Cultural and Historical Resources Committee and now known as PITCH (Preserving Integrity Through Culture and History) was held in June, 1995.

In July, 1995 the City of Evanston hired the author as an intern to the Preservation Coordinator. The intern's main duties would be to staff the PITCH Committee and research the idea and practicality of a conservation district in Evanston's Fifth Ward. This report is a product of nine months of study and meetings by the PITCH Committee concerning conservation districts. The first part of the report is how the conservation district idea was initiated in Evanston followed by a definition of conservation districts. The second part is a description of the planning process undertaken by the special subcommittee to investigate conservation districts and to
gain public support and participation for the idea. The third part is
an assessment of the previous nine months' work as well as an
estimation of the subcommittee's success in the future. The final
part is conclusions from the planning process as well as
recommendations for the future of the conservation district planning
process.
INITIATIVE FOR A CONSERVATION DISTRICT

In March, 1995 the alderman of Evanston's Fifth Ward appeared before the EPC and asked the Commission to consider designating his ward, whole or partial, as a historic district similar to the two existing historic districts in the city. The alderman's appearance was initiated by two factors: first, Evanston's Historic Preservation Ordinance had recently been redrafted and the EPC was interested in identifying other historic districts in the city; second, the Fifth Ward alderman was concerned about several physical changes occurring in his ward that he believed were inconsistent with the character of the neighborhood.\footnote{Evanston Preservation Commission. 1995. "March 21, 1995 Regular Meeting Minutes."} A significant result of designating a part or the whole of the Fifth Ward as a historic district would be that according to the Historic Preservation Ordinance, the EPC would be responsible for reviewing all alterations, additions, demolition, and new construction in the district. Quite logically, since the Fifth Ward alderman viewed the physical changes occurring in his ward as being inconsistent with the neighborhood's character, he may have believed that the EPC's power of review in historic districts were needed in the West Side.

The Historic West Side
While Evanston’s Fifth Ward stretches to Sherman Avenue on the east, Church Street on the south and the North Shore Channel of the Chicago Sanitary & Ship Canal on the north and west, the traditional boundaries of the West Side lie between the Chicago & Northwestern Railroad tracks on the east, Emerson Street on the south and the canal on the north and west. (Appendix I) Since the turn of the century when African-Americans began to move to Evanston from the Southern States, particularly from the Carolinas and Georgia, the West Side has been the historically black neighborhood of Evanston. Due to the force of segregation in locating racial and ethnic groups at the turn of the century, African-Americans literally concentrated on the other side of the railroad tracks and developed a separate community from the larger white community in Evanston. Since segregation extended not only to residential location but to services such as hospitals, restaurants, schools, and recreational facilities, the West Side community developed a full range of services that catered to its black residents in particular Community Hospital, the only Illinois hospital outside of Chicago that admitted and was managed by African-Americans.

In this West Side community that the Fifth Ward alderman described as being a place of "nurturing and foundation" for its residents, the area has nurtured many storied people including Dr. Isabella Maude Garnett, the co-founder of Community Hospital and Dr. Elizabeth Webb Hill, the first African-American woman to be a hospital chief of staff also at Community Hospital.²

Certainly, despite the indignities and degradation caused by segregation, the West Side was able to flourish as the black metropolis of the North Shore.

Despite overcoming the challenges caused by segregation, the West Side has experienced several negative changes in the past forty years, some caused ironically by the dissembling of segregation throughout the United States. In 1950 when segregation was still pervasive, Census Tract 8092 that encompasses the West Side had 5100 African-Americans residing in its boundaries. (Appendix 2, 3) This number of African-Americans constituted 73% of all African-Americans living in Evanston at that time.³ (Appendix 4) By 1990 with the loosening of segregation, the U.S. Census reported only 4500 African-Americans living in Tract 8092, a decrease of 600 since 1950. Even more telling is that the number of African-Americans living in Census 8092 constituted only 26% of the Evanston black population in 1990, down from 72% in 1950, because the overall black population in the city increased from 7000 in 1950 to 17,000 in 1990.⁴ (Appendix 6) Although more African-Americans reside in Census Tract 8092 than any other Evanston census tract, it has been at least since 1970 that the majority of Evanston's black population have lived outside the historically black West Side census tract.⁵ (Appendix 5)

Not only did the West Side lose its place as the predominant African-American residential location in Evanston, but as the services sector finally became integrated, the West Side lost

several of its businesses and services that catered to its black residents including one of the most controversial and regretted losses, the closing of Community Hospital in 1980. Although the end of segregation meant the opening of businesses and residential areas once closed to African-American consumers and residents, the effect was diminished prominence of the West Side as the center of African-American life in Evanston.

Request for a Conservation District

It is against this backdrop of West Side history that the Fifth Ward alderman made his presentation to the EPC in March, 1995. At this meeting the alderman asked the EPC to consider a conservation district based on the cultural and historical significance of the West Side. The alderman believed Evanston would benefit in two major ways: first, the neighborhood's demographics and physical appearance would stabilize, and second, the city's richness of diversity would be further enhanced. Already, besides the social ills that plague many urban areas, the West Side has been experiencing physical change such as the converting of single-family residences into multi-family units that the alderman believes hurts the area by displacing residents and changing the character of the neighborhood.6 By designating the West Side a conservation district, the alderman would have a system in place where the EPC could oversee and review physical changes in the area. Second, by

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designating the West Side a conservation district, the alderman believes all Evanstonians would benefit from a new appreciation of the cultural and historical contributions made by West Side residents. According to the alderman, such knowledge would further enrich Evanston's reputation as a place of diversity.\(^7\)

**The Evanston Preservation Commission (EPC) & the Creation of the PITCH Committee**

Although several members of the EPC were interested in the idea of designating the West Side as a conservation district, several obstacles lay in the way of designation including the lack of a direct precedent in the nomination of a conservation district. While the Evanston Historic Preservation Ordinance clearly gives the EPC the authority to designate a district and, indeed, it has done so twice in the cases of the Lakeshore Historic District and the Ridge Historic District, the EPC has never designated an area a conservation district. Not only was the EPC being asked to create a whole new type of district, but it was also being asked to consider criteria for the district based on the West Side's cultural and historical contributions to Evanston instead of and even in lieu of its architectural contributions.

Certainly, the request for designating an area a conservation district based on cultural and historical contributions was a tall one given that the EPC consists of eleven members of

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whom the majority are architects who by training are more familiar and comfortable in assessing an area's architectural significance rather than its cultural and historical significance. Indeed, the EPC has designated two historic districts and dozens of landmark homes and buildings throughout Evanston based largely on architectural standards. In addition, since the Evanston's preservation ordinance grants the EPC with purview over physical changes made in historic districts or to Evanston landmarks, the EPC has also based its judgments of physical changes mostly on architectural standards. Although several members of the EPC were amenable to judging districts and landmarks on factors other than architectural significance, the EPC still needed some type of standard or criteria in order to judge the conservation district proposal; therefore, the EPC at the March, 1995 meeting agreed to establish a special committee now known as PITCH to study the concept of conservation districts as it would be applied in the West Side and assess the feasibility and practicality of its implementation. The first meeting of PITCH was held in June, 1995; the Committee's members consist of the Fifth Ward Alderman, West Side residents, local historians, and the Preservation Coordinator/Senior Planner and Preservation Intern of the City of Evanston.
CONSERVATION DISTRICTS

Definition

One of the missions of the PITCH Committee is to define what a conservation district is and how it will be applied in Evanston. The working definition that the Committee has been using came from a 1993 article by Robert Stipe:

In the best use of the term, the ideal conservation area is one that is crisply, if broadly, defined and easily distinguished from the traditional historic district. A working definition which originated in North Carolina more than a decade ago, defines a conservation area as one that "possesses form, character, and visual qualities derived from arrangements or combinations of topography, vegetation, space, scenic vistas, architecture, appurtenant features, or places of natural or cultural significance, that create an image of stability, comfort, local identity, and livable atmosphere."

Although this definition is long and very encompassing, the two important features of this definition are that conservation districts are different from historic districts and that they are defined and designed by the residents that they affect. The fact that conservation districts are different from historic districts made Evanston's two existing historic districts unlikely precedents for what the PITCH Committee is trying to accomplish. Of course, the fact that Evanston's two historic districts are probably not precedents for the

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creation of a conservation district is not wholly an unfortunate situation; it is likely that many people including the Fifth Ward alderman and the members of the EPC realized very quickly that the West Side could not be compared architecturally to the Lakeshore and Ridge Historic Districts. Whereas the two historic districts contained dozens of Evanston landmarks and nationally-registered buildings along with hundreds of contributing structures, the West Side contained only a few landmarks scattered among an area better known for its affordable working class housing. In addition, any attempt to model the conservation district after the historic districts in Evanston might lead to criticisms ranging from that the West Side would be receiving only "half a loaf" in the architectural protection of its area to charges that the EPC was practicing architectural affirmative action in that it was trying to create a district based on racial equations rather than architectural standards. Indeed, the fact that Evanston's historic districts are in majority-white neighborhoods while this attempt at creating a conservation district in a majority-black neighborhood has continued to be a source for cynicism and mistrust from some blacks and whites alike.

Other Cities' Experiences with Conservation Districts

Since Evanston's historic districts have not been a precedent for the conservation district planning, the second alternative is to consider what other cities have done in terms of conservation districts. Unfortunately, conservation districts are a rather new and untested planning tool. While there are over 2000
historic districts across the country, many of them created decades ago, less than 50 conservation districts exist, most enacted within the last ten years. Of the relative handful of conservation districts in existence, even these differ amongst themselves. While historic districts are rather uniform in design based on their architectural standards of criteria, by definition the conservation districts are locally defined; therefore, the districts tend to be unique in shape and purpose.

Of the few studies of cities' conservation district, Carole Zellie, while researching for a conservation district proposal for the Dayton's Bluff neighborhood in St. Paul, Minnesota, studied twenty conservation districts and concluded that they ranged from being pseudo-historic districts to neighborhood-based plans. Indeed, this dichotomy between the preservation model versus the neighborhood plan model was further developed in Deborah Kelly's and Jennifer Goodman's study of conservation districts in the planning for Philadelphia's conservation district ordinance. Kelly and Goodman studied twelve conservation programs and discovered half were based on preservation planning and the other half on neighborhood planning. Not coincidentally, as Kelly and Goodman discovered, the conservation districts based on the preservation models were administered by the local historical agency while the districts based on the neighborhood planning model were administered by the

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planning or zoning agency.\textsuperscript{10} Although all the conservation districts studied by Kelly and Goodman regulated some combination of activities such as new construction, demolition, alterations and/or additions, even these activities were governed by unique, local design standards.\textsuperscript{11}

**Local Design & Initiative**

Based on other cities' precedents, the PITCH Committee could choose either a preservation model or a neighborhood plan model; however, as described earlier, the preservation model was undesirable because of its close association with historic districts in general and Evanston's historic districts in particular. Although the neighborhood planning model has been discussed as a possible example for the West Side conservation district, it too has feasibility problems. While the West Side being one of the more economically disadvantaged communities in Evanston would benefit substantially by neighborhood planning, the City of Evanston has already undertaken a major neighborhood plan in South Evanston in the community near Howard Street. This is not to say that Evanston can only undertake one major neighborhood plan at a time; however, the dynamics driving the South Evanston plan are different from those


driving the West Side plan. In South Evanston, in response to what
the community perceives to be a crisis occurring in a changing
neighborhood, residents of the area have organized and brought
their concerns to the steps of Evanston's Civic Center (City Hall). In
comparison, the conservation district proposal was initiated by the
local alderman, and although he is the duly elected representative of
the ward, neither the sense of crisis nor a public outcry for
government intervention has occurred on the West Side. Although
the City of Evanston is very interested in any plans affecting the
West Side, it is awaiting the Commission's recommendations before
signing onto a major commitment.

Since neither the preservation model nor the
neighborhood planning model offer ideal examples of conservation
districts for the West Side, the PITCH Committee is poised to design
its own localized model with standards of implementation based on
the cultural and historical contributions of the neighborhood. Of
course, if the PITCH Committee does decide to create a local model
based on the culture and history of the West Side, then the challenge
becomes collecting the necessary information and assessing whether
it is significant to the history and culture of the West Side.
Fortunately, as described earlier, the West Side has a unique history
being the largest and oldest African-American community found on
the North Shore. Due to this unique history, the West Side has
received a fair amount of attention from historians and students of
history, particularly from nearby Northwestern University. In
addition, several local organizations are committed to documenting
the West Side's history including the Evanston Historical Society, and
a group called APACHE, an organization of current and past residents of the West Side that plans to document and publish a history of the community. Further propelling the planning process is the National Trust for Historic Preservation's (NTHP) acceptance of the PITCH Committee's proposal to host a mobile workshop at the 1996 NTHP annual conference to be held in Chicago. The proposal for the mobile workshop entails taking a tour of the West Side and seeing the significant historical and cultural sites and buildings as well as visiting with the residents involved in the conservation district planning process.

The Locally Designed District

As currently envisioned by the PITCH Committee, the conservation district in the West Side would draw attention to an area that some residents including the Fifth Ward alderman believe has been overlooked for its contributions both culturally and historically to the City of Evanston. This lack of attention of the West Side is believed to have resulted in the loss of several historically-important buildings in the community including the Henry Butler livery and Penn House, the second location of Community Hospital. The PITCH Committee's goal is to document the historical significance of existing buildings in the community in order that further losses can be minimized.

In addition, the PITCH Committee hopes to bring to light construction that may be inappropriate in the community. Already, several structures have been built that ignore the vernacular housing
found in the West Side. Marya Morris in *Innovative Tools for Historic Preservation* details a conservation district in Nashville, Tennessee where the plan is based on a contextual model so that new construction "melds" with existing structures by respecting the existing height, scale, massing, setback, spacing, materials, textures, etc. found in nearby buildings.\(^{(12)}\) In the same way, the PITCH Committee's vision of the conservation district is one based on the context of the community's contribution to the culture and history of Evanston.

CONSERVATION DISTRICT PLANNING PROCESS

The Challenge: Public Participation

Although the PITCH Committee appears to have identified several sources from which to draw the cultural and historical information for the conservation district standards, the one issue that the Committee has continued to wrestle with is citizen participation. Not only has citizen participation been one of the few mandates from the City of Evanston so far and is crucial in the design of conservation districts in general, but it is also necessary in order to gain the trust and support of the residents who will be living in the district. Although the City of Evanston waits to make a judgement on the conservation district idea, several sources, both elected and staff officials, have conveyed to the PITCH Committee the need to inform as many West Side residents as possible and if possible to gain either their active or passive support for the project. Besides the City's mandate for citizen participation, the concept of conservation districts by definition mandates local design and support. Unlike historic districts whose standards are often designed by architects and architectural historians, conservation district standards are often designed by what the residents consider significant. Robert Stipe writes, "Thus, integrity is replaced by imagery, and the values and perceptions of local citizens are weighted equally with the academic
and scholarly credentials of experts."\textsuperscript{13} One of the main reasons why residents should be included in the formation of the standards is because they will inevitably be the ones to enforce the standards. As Kelly and Goodman state, "A key component of the success of this program will be community support -- conservation districts as proposed below will not succeed unless a community actively supports this program."\textsuperscript{14}

Finally, besides the facts that the City of Evanston requires public participation and that by definition conservation districts are designed at least in part by it, public participation in the process is not only sound planning in general but also good planning in this particular case. Civic participation in the planning process is not only a way to achieve the public's support, but, more important, it is a way to gain the residents' trust and support. Gaining the residents' trust and support is an especially important issue in the West Side of Evanston. Unlike the neighborhood planning occurring in South Evanston where the neighbors approached the City for assistance, in this case the PITCH Committee is approaching the West Side residents with the idea of designating a conservation district. As planning has progressed the PITCH Committee has become aware that many West Side residents are wary of its work. Much of this concern has stemmed from feelings of


mistrust ranging from outsiders have always been interfering in local affairs to that outsiders have ignored or have not understood the West Side.\textsuperscript{15} Due to this wariness by the community, the Committee has taken a slow and cautious approach to the planning process.

Alternative Plans

With the knowledge that public participation was going to be the PITCH Committee's biggest challenge, the Committee began preparing plans for the gathering of information and resources needed to justify a conservation district. In December, 1995 two plans were considered; Model 1 focused on recognizing the cultural and historical contributions of the West Side while Model 2 focused on preserving the physical environment. (Appendix 7) At the time, the PITCH Committee seemed to be divided between those who saw collecting the history of the West Side as the main focus versus those who wanted the focus to be on preservation and design guidelines. Interestingly, both plans contained many of the same steps, although they occurred at different times. For example, both plans acknowledged that the documentation of the historical and cultural contributions of the West Side was a necessary step, but in Model 1 that focused on recognizing the historical and cultural contributions this documentation occurred early as compared to Model 2 where the

\textsuperscript{15}PITCH Committee, 1996. Meeting Notes of PITCH Committee Regular Meeting. February 27, 1996.
documentation occurred after the surveying of the neighborhood and the assessing of the building conditions.

In January 1996, "A Proposal of a Work Plan for P.I.T.C.H." was submitted to the Committee for consideration. (Appendix 8) This plan's main goal was the creation of a document that would justify to the EPC and the City of Evanston the designating of a conservation district for the West Side. As shown, the plan described the Fifth Ward alderman's initiative to the EPC and the origin of the PITCH Committee. The "first phase" of the Committee's work was the information gathering phase followed by a "second phase" of producing the document. Like the December plans, this working proposal included the goal of documenting of the cultural and historical contributions of the West Side, but it also described how this research would be acquired through the work of subcommittees. These subcommittees consisting of a PITCH member and a block captain from the West Side would be responsible for collecting the information and then submitting it to the historians in order to prepare the final document.

In February, 1996 the PITCH Committee approved a "Strategic Planning Outline" as the basis for its future tasks. (Appendix 9) This planning outline essentially contains two foci: the planning for the conservation district and the planning for the NTHP mobile workshop. Although the two foci are not mutually exclusive -- indeed, the Committee has not even created separate subcommittees yet, the outline acknowledges that the Committee is faced with a short-term, high-profile goal -- the mobile workshop in October and a long-term but overall the more important goal -- the
conservation district.
ASSESSMENT

The Alternative Plans

The December models even though they were not adopted did begin to focus on the goals of the PITCH Committee. Up until December, the Committee was still collecting information on conservation districts and how the concept could be applied to the West Side. Before December, the Committee tended to look at the project as a history project rather than a land use project. The two models brought to light this dichotomy and asked the Committee which path is was going to follow: either a history project or a conservation district planning project. After December, the Committee focused on the needs of creating a conservation district rather than a history report.

The January "Proposal for a Working Plan" was never adopted by the Committee for several reasons. First, the Committee questioned the subcommittees' abilities to collect the needed information on West Side cultural and historical contributions without first being adequately trained. One worry was that some of the information needed could only be collected through oral interviews; however, oral interviewing is a difficult and potentially precarious process especially if the interviewer is inexperienced. If the interviewing was done wrong, not only would Committee not get a significant oral history, but it could also lose the the interviewees'
support by somehow offending him or her. The second reason for the Committee's rejection was that the focus of the Committee was now turned towards the NTHP mobile workshop. In November, 1995 the Committee submitted a proposal to host a mobile workshop at the NTHP conference in October, and in January, 1996 the Committee received notice that the proposal was accepted. In addition, to preparing a document for the scrutiny of the EPC and the Evanston City Council, the Committee was now committed to hosting potentially 100 visitors on a mobile workshop through the West Side of Evanston. Since the Committee had only ten months to collect information and prepare for the mobile workshop, it was obvious to all the "Proposal for the Working Plan" with its need for training the subcommittees could not be implemented within this short deadline.

Finally, in February the PITCH Committee adopted the Strategic Planning Outline as its workplan. Like the preceding plans, the Strategic Planning Outline requires the identifying of cultural and historic resources, but unlike the other plans the outline does not require the Committee to actually be the body to collect the information but rather be the recipient of others' work. Indeed, one of the recent discoveries is that enough information about the cultural and historical contributions of the West Side probably already exists. Several groups such as APACHE have been collecting information that PITCH Committee needs, and instead of trying to "reinvent the wheel," the PITCH Committee hopes to use these other groups' data. Not only will using these other groups' information be a huge savings in time and expense, but the Committee also hopes that by acknowledging others' contributions to the process, that they
will be in support of it. In other words, the goal of public participation will be further advanced through the inclusion of these other groups' work.

The Future

The PITCH Committee is now poised towards hosting an interesting mobile workshop in October and presenting a proposal to the EPC and the Evanston City Council for designating a conservation district sometime after October. Although doubts existed just a few months ago as to what if anything the Committee has accomplished, it appears that much has been done. First, the NTHP mobile workshop proposal has been accepted and planning is underway to host a tour through the West Side demonstrating the need for a conservation district. (Appendix 10) After the tour, a reception will be held where the conventioneers will be able to meet with residents and exchange ideas about conservation districts. In addition, the PITCH Committee is soliciting donations so it can award scholarships to West Side residents to attend the NTHP October conference in Chicago.

Second, the documentation needed to justify the conservation district to the EPC and Evanston City Council is slowly being gathered. Indeed, this report will be a basis for documenting the PITCH Committee's progress and reasons for decisions made from June, 1995 through March, 1996. In addition, the PITCH Committee hopes to use the resources available concerning the cultural and
historical contributions of the West Side including the work of APACHE and of local historians such as Morris Robinson, Jr.

Finally, the Committee's greatest accomplishment is the unity of purpose and perseverance of its members. The Committee has been meeting biweekly since June, 1995 with only one two-month hiatus in the Fall. Although the actual accomplishments during many of these sessions may be unseen, usually the meetings had a way of building members' knowledge and confidence in the process. Oftentimes, the Committee was not sure in what direction it was headed in, but at least the members had the faith and confidence that it was headed in the right direction. At one point several months ago when confidence was ebbing, a member said at least the Committee has a name, which she said is an accomplishment in itself. Indeed, naming a committee is an accomplishment, but the fact that the PITCH Committee also has the ability to restore a member's confidence when it is ebbing is truly an accomplishment too.
CONCLUSIONS

One is struck by the long-term nature of these types of planning projects especially when public participation is necessitated. Since over the short term, progress may seem glacial at best, one needs to redefine the perspective. If one looks at the actual accomplishments of the PITCH Committee for the past nine months, it may seem insignificant. However, if one considers that a whole year passed between the time the Fifth Ward alderman first began discussing conservation districts and ending with his presentation before the EPC and that another three months before the PITCH Committee even assembled for the first time, one can now compare the progress the Committee has made in the last nine months.

Besides retraining to have a long-term perspective for these projects, it is valuable to create short-term goals. The real power of the NTHP conference is not what documentation is uncovered nor even the public awareness that is eventually needed, rather it is the enthusiasm and sense of purpose that the PITCH Committee will be able to rally from its members particularly when the long-term goal is still vague and far away. Of course, after October the Committee's challenge will be to find another short-term goal to spur interest and enthusiasm.

Finally, perseverance and patience on the part of committee members is not inherent but needs to be nurtured. In the same way, those making demands on others need to persevere and
to be patient too; the committee members are only volunteers who want to contribute but also have other numerous commitments. Understanding limitations and finding creative ways of generating enthusiasm seem to be the best strategies for gaining the most out of fellow committee members.
RECOMMENDATIONS

Although the PITCH Committee is headed in the right direction, many questions still need to be resolved concerning conservation districts. Questions over design guidelines, administration, boundaries, etc. not only have not been answered, they have not even been formally asked. In the same way, committee members may still have different ideas about what they want to see accomplished with a conservation district. Although committee members have said "they only want what the community wants," more visioning may be required from the members so that the community knows what the Committee has in mind. It must be remembered, the Committee is approaching the community with this idea of conservation districts; therefore, the community will either finally approve or disapprove. The way these situations work is that people are more likely to know what they do not want rather than what they do want. In other words, if the Committee wants the community to buy this idea, then it will have to do a great job in selling it.

Next, if the City of Evanston does want to follow through with this conservation district designation, it will need to be prepared to make a larger commitment to the process. So far, the City's contribution has been the work of a twenty-hour-a-week volunteer intern under the part-time attention of the Preservation Coordinator. This contribution pales in comparison to the City's
contribution to South Evanston, an area a fraction of the size of the West Side, where it has committed the full time employment of the Neighborhood Planner assisted by a thirty-hour-a-week paid intern. Other cities have had to hire outside consultants to design a conservation district ordinance; indeed, Evanston hired consultants for the Historic Preservation Ordinance. If Evanston wants to see the conservation district come to fruition, it will eventually have to raise its stakes. The West Side of Evanston does have a unique history and its contributions to Evanston's culture have only furthered the diversity that the City widely praises. Done correctly, a conservation district in the West Side will recognize these cultural and historical contributions to the neighborhood.
APPENDIX 1
WARD MAP
MAP OF THE
CITY OF EVANSTON
Cook County, Illinois

REVISED JANUARY, 1993

LEGEND
WARD Boundaries
PRECINCT Boundaries
Black Population, 1950 to 1990
by census tract in Evanston, Illinois

Source: U.S. Census Bureau
1990 RACIAL DISTRIBUTION
BY CENSUS TRACT

CITY WIDE AVERAGES

OTHER NON-WHITE - 6.5%
BLACK - 22.9%
WHITE - 70.6%

1990 CENSUS 1
MODEL 1

FOCUS: Recognizing the cultural and historic contributions of the Fifth Ward.

STEPS:

1. Collect existing resources
   a. Written histories
      HOW: 
      WHO: 
      WHEN: collected by P.I.T.C.H.
   b. Oral histories compiled by P.I.T.C.H.

2. Identify potential resources
   a. Residents
      (1) Volunteers
      (2) Interviewees
      (3) New P.I.T.C.H. members
   b. Historians
      (1) Leads to additional research
      (2) Advice/consultations
   c. Experts on community development/history
      (1) Actual examples
      (2) Advice/consultations

3. Document historic sites and buildings
   a. Identify sites and buildings from the research
   b. Survey existing sites and buildings
   c. Assess conditions of buildings
   d. Determine architectural styles/history of construction

MODEL 2

FOCUS: Preserving the physical environment

STEPS:

1. Survey target area
   a. inventory building types
   b. quantify vacant lots

2. Assess conditions
   a. building needs
   b. infrastructure needs

3. Determine what is important to the community
   a. Alderman's input
   b. Residents' input
   c. Researching the historic and cultural significance

   (1) Existing resources
      (a) written history
      (b) oral history
   (2) Potential resources
      (a) residents
      (b) historians
      (c) experts

4. Determine what is necessary to preserve the area
   a. Ordinance vs. policy directive
   b. Design review vs. no design review

5. Propose conservation district boundaries: map the area

6. Propose ordinance/policy directive and design review, if any
e. Analyze buildings for possible landmark status

4. Present findings to the community

HOW:
   a. visual/oral presentation
   b. public exhibition
   c. pamphlets

WHO: P.I.T.C.H.
WHEN: May, 1996

5. Propose conservation district boundaries: map the area

6. Prepare an educational presentation based on community's comments and critiques

7. Present at NTHP and other appropriate venues

HOW: Mobile workshop
WHO: P.I.T.C.H. and 5th Ward residents
WHEN: October, 1996

8. Implement P.I.T.C.H.'s recommendations
   a. Improving city services
   b. Improving/restoring/preserving physical environment
      (1) infrastructure improvements
      (2) encouraging individual owners' maintenance/upgrading

7. Prepare an educational presentation; solicit comments/criticism

HOW:
   a. visual/oral presentation
   b. public exhibition
   c. pamphlets

WHO: P.I.T.C.H.
WHEN: May, 1996

8. Present at NTHP

HOW: Mobile workshop
WHO: P.I.T.C.H. and 5th Ward residents
WHEN: October, 1996

9. Implement P.I.T.C.H.'s recommendations
   (a) improve city services
   (b) improve infrastructure
A PROPOSAL
OF A WORK PLAN
FOR
P.I.T.C.H.

Reid Mackin
January 16, 1996
THE ORIGIN OF P.I.T.C.H.

ALDERMAN KENT

EVANSTON PRESERVATION COMMISSION

P.I.T.C.H.

CITY OF EVANSTON

STAFF: PRESERVATION COORDINATOR & INTERN
THE FIRST PHASE: INFORMATION-GATHERING

P.I.T.C.H.

SUBCOMMITTEE 1
BLOCK A

SUBCOMMITTEE 2
BLOCK B
1. BLOCK CAPTAIN
2. P.I.T.C.H. MEMBER

SUBCOMMITTEE 3
BLOCK C

BUILDINGS

SITES

PROMINENT CITIZENS

HISTORIANS

EVENTS

DOCUMENTS
1. CULTURAL
2. HISTORICAL
THE SECOND PHASE: PRODUCING A DOCUMENT

HISTORIANS 1) BACKGROUND 2) CONTEXT 3) SIGNIFICANCE

DOCUMENT

P.I.T.C.H.
THE THIRD PHASE: THE PROPOSAL

1) BOUNDARIES OF DISTRICT
2) CONTRIBUTIONS OF THE COMMUNITY

PROPOSAL

BENEFITS FOR THE FIFTH WARD

BENEFITS FOR EVANSTON
National Trust for Historic Preservation Proposal

Mobil Workshop/Site visits
Lecture/Oral Presentation
Reception/Site Locations

Mobil Workshop/Site Visits

Welcome committee/local residents
Oral Presentation about the site/event
Displays/exhibits

Lecture

Oral presentation about the process of establishing a conservation district

Participants: Mayor
Alderman Kent
PITCH Chair
Residents of the proposed conservation district

Reception

Showcasing the culture & history of the Fifth Ward

Participants: Local residents
Local leaders and representatives
PITCH members
Visitors

Needs: A location
Food/Beverages
Entertainment
Amenities
Strategic Planning Outline
Carlos Ruiz
Feb. 13, 1996

**Conservation District**

**Working Sessions**
Hold working sessions at various locations to promote higher participation and awareness of the PITCH Steering Committee especially among residents of the Fifth Ward.

**Selling the Idea to the Community**

1. Prepare a report of PITCH's plan and actions to the Evanston Preservation Commission.
2. Submit the report to the City Manager's office and request endorsement and/or approval.
3. Set meetings with residents of the Fifth Ward to garner reaction and support to the conservation district proposal. Meetings should be held in the Fifth Ward.
4. Recruit volunteers for the mobile workshop at the meetings.
5. Organize volunteers into working groups.

**Management of Human Resources**
Organize volunteers by teams. Team leaders should be identified as soon as possible. Team leaders are responsible for specific tasks.

**Team Tasks:**

1. Identify architectural resources
2. Identify cultural resources
3. Identify historic resources

and in conjunction with PITCH:

4. Develop the content of the conservation district
5. Determine boundaries of proposed conservation district, if applicable

**Recognition:**
Identify sites with plaques.
Must have a bus that will clear an 11"9" overpass and has a microphone that works (and a toilet if there is no pit stop in Norwood Park).

[Route from Norwood Park to Niles Center Road as yet undetermined.

[If route passes over the part of Gross Point Road that was the beach of glacial Lake Chicago at its largest, comment.]

Drive northerly on Niles Center Road through downtown Skokie at Oakton.

Prior to 1854 Skokie & Evanston were similar farm communities whose settlers built houses along the high ground. In 1853 the trustees of Northwestern University decided to locate the Methodist university near Lake Michigan far from the evil influences of Chicago. Evanston was platted in 1854 and the university trustees persuaded became the Chicago & Northwestern Railway to build track through Evanston (route opened 1855). In 1855 an amendment to the university's charter forbade sale of liquor within four miles of the university. Evanston incorporated as a town in 1863 and as a city in 1892. The farming community of Niles Center did not incorporate until six years later.

Niles Center embarked on an ambitious plan for growth following the opening of the commuter railroad in 1925 [ck], laying out streets and utilities, but the Depression curtailed development until World War II. In 1940 [ck] Niles Center changed its name to Skokie, and Indian word meaning "swamp," at the urging of real estate developers, who wished to overcome the village's Prohibition as home to many notorious speakeasies. The village now has a population of more than 60,000 [ck].

Downtown Skokie reflects the current program to replace or modernize older buildings except for a few historic buildings such as the 1890 [ck date] red brick building, a former meat market, on the right, and the 1895 [ck] St. Peter's Catholic Church [ck] on the left. (St. Peter's Lutheran Church [ck] is nearby. Both churches were built on property donated by a landowner who offered land to any church as long as it was named St. Peter's.)

Continue about 1 mile northerly on Niles Center Road to Dempster.

For several miles you can see streets laid out in 1920s but not developed until post-WW II.

Turn right (east) on Dempster for x [ck] miles.

Hundreds of split-level houses were built in Skokie [ck dates].

We will pass many examples of Skokie's current "facade program" to modernize older business strips. Dempster Street was redone c1990 [ck date] to accommodate a thoroughfare and local traffic to businesses.

[ck address] Adaptive use of a bank as a synagogue.

Cross over North Shore Channel and continue east on Dempster.

We are crossing the North Shore Channel, commonly referred to as the "canal". It was dug in 190x [ck date] to improve drainage & direct sewage away from Lake Michigan, the source of Evanston's and Chicago's drinking water, downriver into the Mississippi.

The canal has particular significance for this tour because the canal turns easterly a mile north of here (Dempster) & forms the northern & western boundaries of the proposed African-American conservation district on Evanston's west side.

West edge of Evanston on Dempster built up after World War II.

Industrial district.

Denise of Mayfair branch of Northwestern Railroad that connected Northwestern Railway's Northwest and North Lines. [C&NW was bought by Union Pacific RR in 1995.]

Shopping center on former industrial site.
Cross Dodge Avenue and continue east on Dempster.

Small older (19th & early 20th century) housing on low-lying land described as “out on the prairie” by local newspaper in 1873 gives way to large houses on the ridge (Asbury & Ridge Avenues), a former beach of glacial Lake Chicago.

The Evanston Ridge Historic District is about a mile long and 2-4 blocks wide.

Most houses in historic district are still single family but

Large houses include School Dist. 65 headquarters at 1314 Ridge Avenue.
Large double house (1307-13 Ridge Ave.) is about to be sold for bed & breakfast.
Beth Emet synagogue represents the loss of an historic house.

Business areas in Evanston (unlike Skokie) are now revitalizing without destroying original fabric.

Turn right (south) on Sherman Avenue just before the railroad tracks.

The railroad opened in 1855 with steam trains & tracks at ground level.

Most houses date from about 1890 when new station opened at Dempster St.

Turn right (west) on Crain and stop mid-block opposite 822 Crain.
Andrew Scott (1840-1924) house, a Victorian cottage built before c.1870 [ck deeds].
Andrew Scott was a founder of Second Baptist Church, which we will see later, and one of early African-Americans in Evanston, having come here in 1867.

House remained in Scott family until 196x(?) [ck deeds], which is probably why it was not demolished for apartment houses.

The Andrew Scott house has very good integrity except for aluminum siding added after house was made an Evanston Landmark for architecture [a type once common in Evanston] and history [H3, A7].

Continue west on Crain to corner and turn left (south) on Elmwood Avenue. Continue south one block.

Area is not part of historic district but block has 5 local landmarks, two built by carpenters for themselves.
1120 Elmwood Ave, built by carpenter Henry A. Hulleen in 1908 for himself & featured in advertisements for his carpentry services. [A4, A7]
1112, 1106 & 1102 Elmwood Ave, built c1885-95 [all A7].
827 Greenleaf St, (yellow house at NE corner Elmwood Avenue) was built by carpenter/contractor Charles T. Bartlett for himself before 1879, but its present Queen Anne appearance dates from 1890 remodeling. [A7]

Turn left (east) on Greenleaf past Nichols Middle School. 800 Greenleaf.

The Chicago firm of Childs & Smith are architects of record for Nichols Middle School built 192x, but the design inside and out was in large part dictated by the school superintendent Frederick W Nichols, who was very fond of Venice. Although the school is an Evanston Landmark, landmark status did not spare the building from economic forces that dictated the recent window replacement.

Continue east on Greenleaf under the railroad tracks (11'9" clearance) to Chicago Avenue.

Chicago Avenue was another beach ridge of glacial Lake Chicago.
(Thfourth beach ridge is a sandbar out in Lake Michigan well known to sailors.)

Continue east on Greenleaf 3 blocks (crossing Hinman & Judson Avenues) to Forest Avenue.

After crossing Chicago Avenue, we enter the Evanston Lakeshore Historic District, characterized by large single family houses.

Turn left (north) on Forest Avenue. Continue north (crossing Hinman & past Burnham Place) to Dempster Street.

Most large house had two live-in servants at turn of the century, either African-American or Scandinavian.

Most of these houses built after 1888/9, when improved drainage and a new passenger train station at Dempster Street was built to provide convenient transportation for businessmen who worked to Chicago.
Turn left (west) on Dempster Street. Stop mid-block at 325 and 327 Dempster Street.
These two much-altered houses were part of an African-American enclave at this corner.
Five small houses along this half-block of Dempster were built in 1870 by developer Luther
Greenleaf (who named Greenleaf Streets in both Evanston and Chicago). At the time these houses were built, Dempster was the southern boundary of Evanston and Judson Avenue was swampl.
The house at 325 Dempster is a local historic landmark for George and Maria (Murray) Robinson, who purchased the house in 1870; Maria Murray came to Evanston as a servant for the Allen Vane family in 1855, the year after Evanston was platted.
The Robinsons were founders of Second Baptist Church.
The house at 327 Dempster was bought by Henry Butler in 1882. He operated a successful livery business in Evanston for many years.
The house that was built on the corner in 1870 was moved to 1416 Florence in 1892.
The pair of four-flats on the corner was built three years later.

Continue on Dempster Street to the corner. Turn right (north) on Judson Avenue. Continue two blocks (cross Greenwood) to Lake Street.
This is still part of the Evanston Lakeshore Historic District.

Turn sharp left (west) on Lake Street. Continue 2 blocks (cross Hinman Avenue) to Chicago Avenue.
Four churches surround Raymond Park, and three others, including First Methodist Church, are nearby. Evanston was once known as the "city of churches."
Directly ahead is the 1873 First Baptist Church. First Baptist and First Methodist, both founded in the 1850s and the first two Protestant churches in Evanston. Their original church buildings were in downtown Evanston.

Turn right (north) on Chicago Avenue. Continue two blocks (cross Grove) to Davis Street.
Bus is entering downtown Evanston, the central business district.

Turn left (west) on Davis Street. Continue two blocks (cross Omington & Sherman Avenues at Fountain Square) to Benson Avenue.
Until 19th century buildings were replaced with 20th century buildings, i.e., until about 1920, African-American businesses stood side-by-side with white businesses in downtown Evanston. In the 19th century, African-American and white church congregations held services in second-story halls in downtown buildings while their own church buildings were constructed or altered.
African-American William Twiggs operated his printing business just north of Fountain Square from 1896 to 1917.

Turn right (north) on Benson Avenue, just before the [former CTA] railroad tracks.
Dr. William F. Garnett, Evanston’s first African-American dentist, lived and had his office in a building where the parking garage now stands. His sister Dr. Isabella Garnett, Evanston’s first African-American physician, began her medical practice in Evanston at the same address.

Continue north 1½ blocks, stopping half a block north of Church Street at 1717 Benson Avenue.

The present Second Baptist Church is the second church building on this site.
This building was built in 1912 and designed by architect Charles P. Rawson. The building is an Evanston landmark for its historical importance.
On November 15, 1882, ten African Americans including Andrew Scott and his wife Susan, George and Maria Robinson, Daniel Garnett, father of Dr. William and Dr. Isabella Garnett, and Daniel’s wife Mary, "at their own request` were dismissed from First Baptist Church "for the purpose of forming a new Baptist church of Evanston, Illinois." [Records of the First Baptist Church, Evanston.]
The Second Baptist congregation met "in the hall over the post-office" [Ev. Index 1/25/1882] for nearly a year until they leased land from Northwestern University [Oct. 1883, Northwestern University Archives, Dough] the old Dempster Street school building and had it moved to this site for their first church [Ev. Index 9/29/1883].
[Second Baptist, like all the early churches east of the tracks near Downtown Evanston, was built on land leased from Northwestern University in October 1883.]
Nathan Branch, another founding member, obtained deed to the church property Jan 3, 1891.
Several additions and alterations followed. The present building was built following a fire that destroyed the old church building.
Continue north on Benson Avenue to corner. A block north is the site of the first Ebenezer A.M.E. Church building, designed by Evanston architect Asa Lyon and dedicated July 22, 1868 [Ev index 7/22/1868]. Two months before Second Baptist held its first service in its remodeled building. [Ebenezer A.M.E. Church was organized Oct. 30, 1882 [ok source]. Its first church building was constructed on land leased from Northwestern University May 1, 1883 [Northwestern University Archives].]

Following a fire about 1904/7 [ok], the church purchased land several blocks west and built on that site, which we will pass in a few minutes.

Turn left (west) from Benson Avenue on Clark Street, going under the railroad tracks. Continue one block to Maple Avenue. Ten [ok] years ago, the city and Northwestern University demolished most of the buildings on this x [ok #] acre site in order to build a research park, which they projected to be fully developed by 1995 [ok date]. From the turn of the century until after World War II, the area extending from the railroad tracks behind us beyond the railroad tracks ahead of us to Ridge Avenue was a thriving African-American community that included residences and businesses.

By 1999 [ok date, not in 96] Henry Butler moved his livery from behind his house at 327 Dempster Street to a large frame building just south of here [1719 Maple Avenue]. In 1909 he moved into a brick building around the corner on Emerson Street. Both buildings have been demolished.

The roof and tower of Mount Zion Baptist Church, formed by a split in the Second Baptist congregation in 1895 [ok date], is visible to the west just beyond the railroad tracks.

Turn right (north) on Maple Avenue. Continue north one block to Emerson St.

1001 Emerson, Ebenezer-Primers Towers Senior Citizens Home . . . [ok date, comment]

Turn left (west) on Emerson Street and stop mid-block.

1014 Emerson [site]: The western part of the corner Research Park building is the site of the African-American Emerson Street YMCA, built in 1914 [Shattuck & Hussey, Chicago architects] and much enlarged in 1929 [Evanston architect Meyer J. Sturm], and demolished in 197x [ok date] before the Research Park was built. Following national [ok] YMCA policy, the Emerson Street Y was officially a branch of the white Y in Evanston, but the Emerson Street Y became a cultural and social center for Evanston's African-American community as well as a recreational facility. The Emerson Street Y closed [ok when] shortly after the white Y segregated in 19xX [ok]. The building was then rented to the Moonsie, who trashed the interior. The building was demolished in 19xX [ok].

1024 Emerson [site]: The vacant land in front of the newest Research Park building is the site of the 1909 brick Henry Butler Livery Stable. In 1978 the building was declared an Evanston Landmark for history [H1]. Built in 1909, the exterior of the 2-story brick building was intact, but the interior had undergone numerous changes over the years. It was demolished in 198X [ok] despite concerted efforts by a number of African-American organizations including the NAACP, the Evanston Preservation Commission, and the Preservation League of Evanston, who presented architects' drawings for an economically viable adaptive use of the building consistent with the stated goals of the Research Park.

One reason given for its demolition was that it was only an historic landmark and not an architectural landmark, so a plaque, which isn't anywhere, would be sufficient.

1109 Emerson, Ebenezer A.M.E. Church.

The cornerstone of this church building was laid in 1907 [Ev Press 10/5/1907 p.2] after a fire destroyed the old Ebenezer A.M.E. Church building east of the railroad tracks mentioned earlier. Designed by Evanston architect Charles A. Ayars, this church building was dedicated in 1909.

By 1923 the congregation had grown sufficiently to construct an addition designed by Evanston architect Robert S. DeGoiyer. Ebenezer A.M.E. became the largest black religious congregation in Illinois outside Chicago [ok date]. The interior was rebuilt following an electrical fire in 1981 [ok date]. This church building is a local landmark for both history and architecture. [H1, A5]

The parking lot immediately east of the church [1107 Emerson] is the site of the first Evanston Hospital, which opened in a remodeled house on this site in 1893 [ok date] and moved to its present location (though not the present building) north on Ridge in 1898. The building on Emerson was later used as the church parsonage [ok] and demolished in 1974 [ok date].
Continue west under the railroad tracks. Turn right (north) on Asbury Avenue.

1916 & 1918 Asbury Avenue Evanston Sanitarium/Butler Memorial Hospital (1914-1930) ... Dr. Isabella Garnett & Dr. Arthur Butler, her husband ... is Evanston Landmark. [A5]
The brick double house at 1910-12 Asbury Avenue was built in 1894. It was designed by Stephen A. Jennings, Evanston’s most popular architect of the period. [A5]

Continue north to Green Bay Road. Turn sharp right (southeasterly) on Green Bay Road.
The railroad ... 

Turn right (west) on Emerson Street (retracing route for one block). Continue west two blocks to Wesley Avenue.

Turn right (north) on Wesley Avenue.
Northwestern student housing ...

Turn left (west) on Foster Street one block.
Mayfair triangle ...

Turn left (south) on Jackson Avenue one block.
Houses have been altered but have relatively uniform scale and setback.
Three/four [ck info buildings] were moved from other neighborhoods to this block ...

Turn right (west) on Emerson Street.
Emerson Street is "spine" of westward expansion of African-American community ...
1528 Emerson Former train station reused as business office.
Recent teardown of elevated Mayfair tracks ...

Turn left (south) on Darrow Avenue. Stop midblock.
New rowhouse ...
1822 Darrow Dr. Elizabeth W. Hill’s house ...

Continue south on Darrow past Lyons to Church Street.
At 1808 Lyons [ck look at] stands the Allen Vane house, built in 1855 and moved here in 1902, and in which Maria and George Robinson were married [ck source].
Tall houses at Lyons [ck look up info]
1729 Darrow Avenue potential Evanston Landmark for architecture.
Industrial area adjacent to railroad tracks.

Turn right (west) on Church Street.
1817 Church St., Evanston Landmark [ck info] ...
Evanston Township High School ...
Houses along Dodge Avenue and Church Street torn down for expansion of high school.

Turn right (north) on Dodge Avenue. Stop about 1½ blocks north at xxx and 1819 Dodge.
Dodge is continuation of California Avenue in Chicago.
Concern about sale of houses & new construction with increased density [ck Ald. Kent]
At 1816 Dodge Avenue is a Habitat for Humanity house built in 1995[ck] that blends in scale and massing with its immediate neighbors and other houses along Dodge Avenue.
The pair of vernacular cottages at 1819 & 1823 Dodge Avenue were both built in 1913, but 1819 has architectural integrity and is an Evanston Landmark [A7] while its twin at 1823 is not because the clapboard has been covered with asphalt siding. Both are worth saving. Some sort of designation or recognition within a conservation district could acknowledge the importance of 1823 as well as 1819.

Stop at Emerson Street.
1917 Dodge Avenue should be considered for Evanston Landmark designation [ck] ...
1901 Dodge Avenue [on NE corner] had African-American doctors’ offices on second floor ...

Continue 1½ blocks north to 2009 Dodge Avenue.
2009 Dodge ‘Lincoln slept here’ house ...
Continue north on Dodge Avenue to corner. Turn left (west) on Simpson Street.

Small businesses...

At this point the canal runs east-west and forms the northern boundary of the proposed conservation district.

Following World War II, temporary veterans' housing was built on both sides of the canal, but families of African-American veterans were only permitted to live on the south side. [ck]

The intended goal of the canal's banks as a recreation area has only been recently recognized. The arboretum and Ecology Center on the north side of the canal were opened in 197x [ck dates].

The Community Gardens program began in [ck date] and is open to [ck whom].

Continue west on Simpson to Brown Avenue.

2040 Brown Avenue Community Hospital...

Adaptive use as Elizabeth W. Hill Arboretum Apartments for severely physically handicapped.

Owned & operated by Over the Rainbow Assn.

A large brick house at 2026 Brown Avenue was demolished in 199x after being unoccupied for ten years following the demise of Community Hospital. The building was designed by the African-American architect Walter T. Bailey in 1926 as a private residence for an African-American physician. In 1930 it was remodeled for use as the 18-bed Community Hospital, and housed patients until the new facility next door opened in 1952. The building was used for doctor's offices, a nurses' residence, and administrative offices until Community Hospital closed in 1980. As a result of many problems both inside and outside of the community, the building remained vacant. By 199x burst pipes, a leaky roof and a broken window had rendered the building structurally unsafe, and it was demolished for a parking lot.

On the right is the foundation for a church, whose construction has been stalled for more than a year. The church is one of twenty-five [ck] in the area; by the end of this tour, the bus will have passed # [ck].

2021 Brown Avenue, 1920s English cottage, one of pair built for daughters [ck]

Turn left (south) on Brown Avenue. Turn right (west) on Foster Street. Continue one block to Gray Avenue.

NE corner Foster & Grey:

Site of planned 2-story Community Hospital 1927/28 not built due to Depression...

Sold & 5 houses built c.1952.

Continue west, jog at Hartrey Avenue, and continue west to the end of Foster Street at Emerson Street.

A Chicago developer James J. Barbour built dozens of similar houses in this area 1925-28.

Most are readily recognizable by the distinctive triangular roof facing the street, variously described as a jerkin-head roof or a hip-on-gable roof. Many of the houses have been altered in a variety of ways, but those few whose visible facades remain relatively intact should be nominated for Evanston Landmarks, since they are a type once common in Evanston [quote from A7].

Perhaps Cairo Building Materials Co. houses. [Was is Af-Am business? What do its buildings (designed by various architects, some from Evanston, look like? Need to do research.]

Moved houses... [Talk about some of 1914, 1916, 2004, 2007, 2227, 2307, 2309, 2311 and others—ck & look]

House moved from 2335 Emerson to 2335 Foster for canal...

Cross Emerson and continue south on Lemar Avenue to Lyons.

The Westernmost area (including Lemar Avenue) of the proposed conservation district was built up after World War II... [ck new constr]

Turn left (east) on Lyons to Hartrey Avenue.

ETHS. . . .

Passengers on the right side of the bus should look ahead on the cross street to see the house at 1721 Hartrey Avenue, which was moved in.

[Left side passengers will see after turn.]

Turn right (south) on Hartrey Avenue. Stop midblock at 1721 Hartrey Avenue.

Continue commentary on moved house.

[ck—Is house owned by white family? Does that bring up issue of gentrification?]
Continue south to Church Street. Turn south on Church Street and stop.

Compare 2125 Church, ugly new 3-story apartment house with entrance hidden at side toward the rear, with 2121 Church, a yellow brick 1920s 2-flat [ck].
2117 Church is a bungalow turned into a 3-family dwelling.
2113 Church is 1940s/1950s (?) house with a second story addition [ck permits].

Turn left (north) on Grey Avenue.

Comment on mixture of 1920s brick 2-flats and post-World War II double houses, ranch & split level houses.

Jog east on Emerson Street. Turn left and continue north on Grey Avenue. Stop at 1916 Grey Avenue.
1916 Grey Avenue [ck date], split level designed & supervised by Phil Will of Perkins & Will.

Turn right (east) on Foster one block. Turn right (south) on Brown Avenue.

Turn left (east) on Emerson Street. Cross Dodge Avenue and continue slowly east to Darrow Avenue. If traffic permits, just before turning on Darrow Avenue stop briefly next to 1806 Emerson Street.
1800-12 [ck addresses] Emerson. East of Dodge Avenue on the right side of the bus is a row of vernacular cottages built in 1911 by and for James T. Tait, a local contractor.
The house at 1806, whose facade is relatively unchanged, is an Evanston landmark. [A7]

Turn left (north) on Darrow Avenue. Stop opposite 1928 Darrow Avenue
St. Andrews Episcopal Church
Italianate house undergoing rehabilitation
Small boarded-up house next door.

Continue north on Darrow Avenue, crossing Foster Street. Continue north to Simpson Street.
Row of houses 2024 Darrow Ave 2fl, 2030, 2032, 2034 Darrow Ave [ck]
Row of houses on east side of Darrow north of Foster [ck]
Mayor Lorraine Morton's house.

Turn right (east) on Simpson Street.
Foster Street School
Foster Field

Continue east past Dewey Avenue to Ashland Avenue. Turn right (south) on Ashland Avenue.
Fleetwood-Jourdain

Turn right (west) on Foster Street and stop at Fleetwood-Jourdain for reception.

Route after reception.

Turn left (south) on Dewey,
left (east) on Church Street,
right (south) on Asbury Avenue,
left (east) on Church Street,
south on Ridge Avenue and on into Chicago.
Evanston Ridge Historic District
Site of Lincoln stay and speech
Distinct and obvious boundaries of historic districts
BIBLIOGRAPHY


2-8-4. - CRITERIA FOR DESIGNATION.

Every nominated landmark or district must meet one or more of the following specified criteria for designation.

(A) The Commission shall limit their consideration to the following criteria in making a determination on a nomination of an area, property, structure, site or object for designation by ordinance as a landmark or historic district:

1. Its location as a site of a significant historic or prehistoric event or activity which may or may not have taken place within or involved the use of any existing improvements on the property;
2. Its identification with a person or persons who significantly contributed to the historic, cultural, architectural, archaeological or related aspect of the development of the City, State, Midwest region or the United States;
3. Its exemplification of an architectural type, style or design distinguished by innovation, rarity, uniqueness or overall quality of design, detail, materials or craftsmanship;
4. Its identification as the work of an architect, designer, engineer or builder whose individual work is significant in the history or development of the City, the State, the Midwest region or the United States;
5. Its exemplification of important planning and urban design techniques distinguished by innovation, rarity, uniqueness or overall quality of design or detail;
6. Its association with important cultural or social aspects or events in the history of the City, the State, the Midwest region or the United States;
7. Its location as a site of an important archaeological resource;
8. Its representation of an historic, cultural, architectural, archaeological or related theme expressed through distinctive areas, properties, structures, sites or objects that may or may not be contiguous;
9. Its unique location or distinctive physical appearance or presence representing an established and familiar visual feature of a neighborhood, community or the City;
10. Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City, whose components may lack individual distinction.

(B) Integrity of Landmarks and Districts. Any area, property, structure, site or object that meets any one or more of the criteria in Subsection 2-8-4(A) shall also have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.

(Ord. No. 12-0-94; Ord. No. 8-0-12, (47-0-11(exh. B, § 2-8-4)), 1-23-2012)

2-8-5. - NOMINATION, CONSIDERATION AND DESIGNATION OF LANDMARKS AND DISTRICTS.

(A) Initiation of Nomination. Nomination of an area, property, structure, site or object for consideration and designation as a landmark or district shall be submitted to the Commission on a form prepared by the Commission, and may be submitted by any of the following:

1. A Commissioner or member of the Commission.
2. A member of the Plan Commission.
3. A member of the Council.
4. The Mayor.
5. Any resident of the City.
6. Any not-for-profit organization with its principal place of business in the City.

7. An owner of record.

(B) **Withdrawal of Nomination.** A nomination may be withdrawn by the person or persons who submitted the nomination form at any time prior to the Commission scheduling a public hearing under Subsection 2-8-5(C). Requests for withdrawal of a nomination after the Commission schedules a public hearing shall be granted only upon an affirmative vote of at least eight (8) Commissioners.

(C) **Notification of Nomination and Public Hearing.**

1. Owners of record shall be notified, by regular mail, of completion and submission of a nomination form within ten (10) business days of receipt of the nomination.

2. The Commission shall schedule a public hearing on the nomination within forty five (45) days following receipt of the completed nomination form. Notice of the time, place and purpose of such hearing shall be given by the Commission at least five (5) business days prior thereto by the following methods:
   (a) By mailing of notification to each owner of record of a nominated landmark or owner of record of a property, structure, site or object in a nominated district; and
   (b) By mailing of notification to every association of residents or owners that has registered with the Commission for this purpose.

(D) **Procedure.** The hearing shall be conducted in accordance with the pertinent Section of the rules of the Commission. The Commission shall consider all testimony or evidence relating to the designation criteria in Subsections 2-8-4(A) and (B), from any person who makes written submissions or appears at the public hearing. The owner of any nominated landmark or of property, structure, site or object within a nominated district shall be allowed reasonable opportunity to present testimony or evidence concerning the applicability of the designation criteria in Subsections 2-8-4(A) and (B).

(E) **Recommendation by Commission.** Within thirty five (35) days following the close of the public hearing, the Commission shall make a determination upon the evidence as to whether the nominated landmark or district does or does not meet the criteria for designation in Subsections 2-8-4(A) and (B). If the Commission determines that the nominated landmark or district does meet the criteria for designation, the Commission shall direct the City Manager or his/her designee to transmit its recommendation to the Council or its duly authorized committee. Such a recommendation shall be passed by a resolution of the Commission and shall be accompanied by a report to the Council or its duly authorized committee containing the following information:

1. Explanation of the significance or lack of significance of the nominated landmark or district as it relates to the criteria for designation;

2. Explanation of the integrity or lack of integrity of a nominated landmark or district;

3. Identification of critical features of the nominated landmark or areas, properties, sites and objects in a nominated district to provide guidance for review of alteration, construction, demolition or relocation;

4. Proposed design guidelines, if any, for review of alteration, construction, demolition or relocation;

5. A map showing the location of the nominated landmark or the boundaries of the nominated district; and

6. A list, including the address, of every property, structure, site and object in each nominated district classifying each as being of contributing significance or noncontributing significance based on their degree of historic, cultural, architectural or archaeological significance.

If the Commission fails to make its recommendation within thirty five (35) days following the close of the public hearing or if the Commission finds that the nominated landmark or district does not meet the criteria for designation, the nomination process shall end. If the Commission fails to make its recommendation within thirty five (35) days following the close of the public hearing or if the
Commission votes not to recommend a proposed designation to the Council or its duly authorized committee, the Commission may not reconsider the proposed designation, except as provided in Subsection 2-8-5(H), for a period of two (2) years from the date of the passage of the thirty five (35) days from the close of the public hearing or the date of the negative Commission vote, whichever is applicable.

(F) Notification of Commission Recommendation. Notice of the recommendation of the Commission, including a copy of the report, shall be transmitted to the Council or its duly authorized committee and sent by regular mail to the owner of record of a nominated landmark and to all owners of record within a nominated district, and to the nominator within five (5) business days following its adoption of the resolution and report.

(G) Designation by Council.

1. The Council shall, within one hundred twenty (120) days after receiving the recommendations of the Commission regarding the nominated landmark or district, and without further required public hearing, either designate the landmark or district by ordinance or reject designation by resolution. In reaching its decision the Council shall review the evidence and testimony presented to the Commission together with any comment from subsequent public hearings. Should Council fail to reach a decision within one hundred twenty (120) days after receiving the recommendations from the Commission, the interim protection provided under Section 2-8-7 shall no longer be enforceable and the nomination shall be deemed denied.

2. The designation of a nominated landmark or district, shall require the affirmative vote of a simple majority the members of Council.

3. Notice of the Council’s approval of the designation ordinance and effective date of the action of the Council shall be provided by regular mail to the nominator, the owner of record of the nominated landmark, or owners of record of all properties within the nominated district. The notice shall include a copy of the designation ordinance and shall be sent within five (5) business days following notification of the Division of Planning and Zoning. A copy of each designation ordinance shall be sent to the Commission, the Plan Commission and the Division of Building and Inspection Services.

4. If the Council has refused to designate a proposed landmark or district, the Commission may not reconsider the proposed designation, except as provided in Subsection 2-8-5(H), for a period of two (2) years from the date of the Council's refusal to designate.

(H) Reconsideration of Previously Nominated Landmarks and Districts. The Commission may reconsider previously nominated landmarks and districts within a period of two (2) years of the Commission's failure to make its recommendation within thirty five (35) days of the close of the public hearing under Subsection 2-8-5(C) or of the Commission's finding that the nominated landmark or district does not meet the criteria for designation or of the Council's refusal to designate the proposed landmark or district only where:

1. Significant new information concerning the previously nominated landmark or district relating to the criteria for designation, under Section 2-8-4, is provided, and

2. The Commission votes by an affirmative vote of at least eight (8) Commissioners to reconsider the previously nominated landmark or district.

(Ord. No. 12-0-94; Ord. No. 8-0-12, (47-0-11(exh. B, § 2-8-5)), 1-23-2012)

2-8-7. - INTERIM PROTECTION FOR NOMINATIONS.

(A) An area, property, structure, site or object nominated but not yet designated as a landmark or district shall be subject to all the protection provided by this Chapter at the time of submission of a completed nomination to the Commission. A certificate of appropriateness shall be required and obtained for any alteration, construction, demolition or relocation affecting the exterior architectural appearance of a nominated landmark, in the same manner as required for designated landmarks. A
certificate of appropriateness shall be obtained for every demolition or relocation of a structure in a
nominated district in the same manner as required for designated districts.

(B) Alteration, construction, demolition or relocation commenced pursuant to a permit properly issued
prior to submission of a nomination to the Commission shall not require a certificate of
appropriateness unless such permit has expired, been cancelled of revoked, or the work is not
diligently proceeding to completion.

(C) The exceptions to the effects of designation found in Section 2-8-14 shall apply to nominated areas,
properties, structures, sites and objects.

(D) In reviewing applications for certificates of appropriateness affecting nominated landmarks and
areas, properties, structures, sites and objects in districts during the period of interim controls, the
Commission shall review such applications based on the criteria set forth in Section 2-8-9.

(Ord. No. 12-0-94; Ord. No. 8-0-12, (47-0-11(exh. B, § 2-8-7)), 1-23-2012)

2-8-8. - CERTIFICATE OF APPROPRIATENESS.

(A) Actions requiring certificate. A certificate of appropriateness shall be required before the following
actions affecting the exterior architectural appearance of any landmark or property, structure, site or
object within a district may be undertaken:

1. Any alteration, construction or relocation requiring a building permit from the City.

2. Any alteration, construction or relocation that involves the following:
   (a) Replacement of windows or doors.
   (b) Addition or replacement of storm windows or doors.

3. Any demolition in whole or in part or land altering activities requiring a permit from the City.

(B) Applications for certificate of appropriateness.

1. It shall be unlawful to undertake any of the work specified in Subsection (A) of this Section
without first obtaining a certificate of appropriateness from the Commission. Applications for a
certificate of appropriateness shall be made on a form prepared by the Commission, and shall
be submitted to the Commission.

2. Application forms shall be available from the Commission and the Department of Building and
Property Services. Applicants may be required to submit plans, drawings, elevations,
specifications, and other information as may be necessary for the Commission to adequately
review the application.

3. The Commission shall transmit a copy of the application to the Department of Building and
Property Services within five (5) business days following receipt of a properly completed
application. The Department of Building and Property Services shall not act upon any permit
until the Commission has reviewed the work application and issued a certificate of
appropriateness.

(C) Review by Commission. The Commission shall review the application and vote to issue or deny the
application within forty five (45) days following receipt of the application. The time to consider
the application may be extended with the consent of the applicant. The secretary of the Commission
shall notify, by regular mail, the applicant and the owner of record of the time and place of any
Commission meeting to consider the application at least five (5) business days prior to the meeting.
The applicant or his/her authorized representative shall be allowed to appear and present testimony
in regard to the application.

(D) Approval by Commission. If the commissioners vote to approve the application, its action shall be the
final administrative decision upon the application. The certificate of appropriateness shall be issued
to the applicant within five (5) business days following the decision of the Commission. Upon receipt
of the certificate of appropriateness the applicant may complete an application to the Department of
Planning and Zoning and Department of Building and Property Services to obtain necessary permits, if any. The certificate of appropriateness shall be valid for a period of one hundred eighty (180) days from the date of issuance by the Commission. Certificates of appropriateness shall not be transferable from the applicant to another subsequent owner of the same property without the consent of the Commission.

(E) **Disapproval by Commission.** If the commissioners vote to disapprove the application, the applicant shall be notified within five (5) business days and the notice shall be accompanied by recommendations to the applicant concerning what changes, if any, in the plans and specifications for the proposed alteration, construction, relocation or demolition would protect the distinctive character of the landmark or district and that would cause the Commission to consider approval. The Commission shall make reasonable efforts to confer with the applicant, offer technical guidance, and attempt to resolve differences. The applicant may resubmit an amended application based upon the recommendations of the Commission.

(F) **Administrative approvals.** Certificates of appropriateness for certain routine or emergency kinds of work applications, as specified by the Commission in its rules, shall be provided upon review and approval by the City Manager or his/her designee. If the City Manager or his/her designee disapproves the proposed work, the applicant may apply to the Commission for review of the application for the certificate of appropriateness under Subsection (C) of this Section.

(G) **Appeals.**

1. Any applicant, following a denial of a certificate of appropriateness by the Commission, may, within thirty (30) days of the denial apply for appeal to the Planning and Development Committee of the Council.

2. An application for appeal shall be submitted to the Commission on a form prepared by the Commission. Within five (5) business days of submission of an application for appeal by the applicant to the Commission, the Commission shall transmit the application to the Planning and Development Committee.

3. If no motion to accept the application for appeal is made and adopted at the meeting of the Planning and Development Committee immediately following receipt of the findings and decision of the Commission and the application for appeal, the decision of the Commission shall be final and may be appealed to the Circuit Court of Cook County.

4. If a motion to accept the application for appeal is made and adopted at the meeting of the planning and development committee held immediately following receipt of the findings and decision of the Commission and the application for appeal, the Planning and Development Committee must affirm, modify or reverse the decision of the Commission within forty five (45) days of the date of approval of the motion to accept the appeal.

5. The Planning and Development Committee shall review the appeal solely on the basis of the record and application of the appropriate standards included in Section 2-8-9 of this Chapter.

6. Denial or grant by the Planning and Development Committee of a certificate of appropriateness is considered a final decision and may be appealed to the Circuit Court of Cook County.

7. The authority to review, grant, and/or deny appeals of certificates of appropriateness pursuant to this Subsection (G) shall vest in the Planning and Development Committee so long as the membership of said Committee consists of all seated Aldermen. Otherwise, said authority rests with the Council or its duly authorized committee.

(Ord. No. 12-0-94; Ord. No. 117-0-06; Ord. No. 55-0-11, § 1, 6-27-2011; Ord. No. 8-0-12, (47-0-11(exh. B, § 2-8-8)), 1-23-2012)

2-8-9. - STANDARDS FOR REVIEW OF APPLICATIONS FOR CERTIFICATES OF APPROPRIATENESS.

(A) **Standards for review of alteration.** In considering an application for a certificate of appropriateness for alteration the Commission shall consider only the following general standards, specific design
guidelines, if any, accompanying the ordinance designating the landmark or district, and the standards included in Subsection (E) of this Section. Nothing in this Chapter shall be construed to prevent ordinary maintenance or repairs that do not involve a change of design, material, or the exterior architectural appearance of a property, structure, site or object as long as the proscribed review procedures are followed.

1. Every reasonable effort shall be made to adopt the property, structure, site or object in a manner that requires minimal alteration of the property, structure, site or object and its environment.

2. The distinguishing original qualities or character of a property, structure, site or object and its environment shall not be destroyed. The removal or alteration of any historic material or distinctive architectural features shall be avoided when possible.

3. All properties, structures, sites and objects shall be recognized as products of their own time. Alterations that have no historical basis and that seek to create an earlier appearance shall be discouraged.

4. Changes that may have taken place in the course of time are evidence of the history and development of a property, structure, site or object and its environment. These changes may have acquired significance in their own right, and this significance shall be recognized and respected.

5. Distinctive stylistic features or examples of skilled craftsmanship that characterize a property, structure, site or object shall be treated with sensitivity.

6. Deteriorated architectural features shall be repaired rather than replaced, wherever possible. In the event replacement is necessary, the new material should match the material being replaced in composition, design, color, texture and other visual qualities. Repair or replacement of missing architectural features should be based on accurate duplications of features, substantiated by historic, physical, or pictorial evidence rather than on conjectural designs or the availability of different architectural elements from other structures or objects.

7. The surface cleaning of structures and objects shall be undertaken with the gentlest means possible. Sandblasting shall not be undertaken, nor shall other cleaning methods that will damage the historic materials of the structure, site or object.

8. Every reasonable effort shall be made to protect and preserve archaeological resources affected by, or adjacent to, any project.

9. Contemporary design for alterations and additions to existing properties shall not be discouraged when such alterations and additions do not destroy significant historic, cultural, architectural or archaeological material, and such design is compatible with the size, scale, color, material and character of the property, neighborhood or environment.

10. Wherever possible, new additions or alterations to structures and objects shall be done in such a manner that if such additions or alterations were to be removed in the future, the essential form and integrity of the structure would be unimpaired.

(B) **Standards for review of construction.** In considering an application for a certificate of appropriateness for construction, the Commission shall consider only the following general standards, specific design guidelines, if any, accompanying the ordinance designating the landmark or district, and the standards included in Subsection (E) of this Section:

1. **Height.** Height shall be visually compatible with properties, structures, sites, public ways, objects and places to which it is visibly related.

2. **Proportion of front facade.** The relationship of the width to the height of the front elevation shall be visually compatible with properties, structures, sites, public ways, objects and places to which it is visually related.
3. **Proportion of openings.** The relationship of the width to height of windows and doors shall be visually compatible with properties, structures, sites, public ways, objects and places to which the building is visually related.

4. **Rhythm of solids to voids in front facades.** The relationship of solids to voids in the front facade of a structure shall be visually compatible with properties, structures, sites, public ways, objects and places to which it is visually related.

5. **Rhythm of spacing and structures on streets.** The relationship of a structure or object to the open space between it and adjoining structures or objects shall be visually compatible with the properties, structures, sites, public ways, objects and places to which it is visually related.

6. **Rhythm of entrance porches, storefront recesses and other projections.** The relationship of entrances and other projections to sidewalks shall be visually compatible with the properties, structures, sites, public ways, objects and places to which it is visually related.

7. **Relationship of materials and texture.** The relationship of the materials and texture of the facade shall be visually compatible with the predominant materials used in the structures to which it is visually related.

8. **Roof shapes.** The roof shape of a structure shall be visually compatible with the structures to which it is visually related.

9. **Walls of continuity.** Facades and property and site structures, such as masonry walls, fences and landscape masses, shall, when it is a characteristic of the area, form cohesive walls of enclosure along a street, to ensure visual compatibility with the properties, structures, sites, public ways, objects and places to which such elements are visually related.

10. **Scale of a structure.** The size and mass of structures in relation to open spaces, windows, door openings, porches and balconies shall be visually compatible with the properties, structures, sites, public ways, objects and places to which they are visually related.

11. **Directional expression of front elevation.** A structure shall be visually compatible with the properties, structures, sites, public ways, objects and places to which it is visually related in its directional character, whether this be vertical character, horizontal character or nondirectional character.

12. **Original qualities.** The distinguishing original qualities or character of a property, structure, site or object and its environment shall not be destroyed. The alteration of any historic or material or distinctive architectural features should be avoided when possible.

13. **Archaeological resources.** Every reasonable effort shall be made to protect and preserve archaeological resources affected by, or adjacent to any project.

14. **Contemporary design.** Contemporary design for additions to existing properties shall not be discouraged when such additions do not destroy significant historic, cultural or architectural material, and such design is compatible with the size, scale, color, material and character of the property, neighborhood or environment.

15. **New additions.** Wherever possible, new additions to structures or objects shall be done in such a manner that if such additions were to be removed in the future, the essential form and integrity of the structure would be unimpaired.

16. **New construction.** In considering new construction, the Commission shall not impose a requirement for the use of a single architectural style or period, though it may impose a requirement for compatibility.

17. **Signs.** Any sign that is readily visible from a public street shall not be incongruous to the historic character of the landmark or the district. Recommendations regarding signs are advisory only and may be referred to the Sign Review and Appeals Board for consideration.

(C) **Standards for review of relocation.** In considering an application for a certificate of appropriateness for relocation, the Commission shall consider only the following general standards, specific design
1. The historic or urban design character and aesthetic interest the structure or object contributes to its present setting.

2. Whether there are definite plans for the area to be vacated and what the effect of those plans on the character of the surrounding area.

3. Whether the relocation of the structure or object can be accomplished without significant damage to its physical integrity.

4. Whether the proposed relocation area is compatible with the historic, cultural or architectural character of the structure or object.

(D) Standards for review of demolitions. In considering an application for a certificate of appropriateness for demolition, the Commission shall consider only the following general standards and the standards included in Subsection 2-8-9(E):

1. Whether the property, structure or object is of such historic, cultural, architectural or archaeological significance that its demolition would be detrimental to the public interest and contrary to the general welfare of the people of the City and the State.

2. Whether the property, structure or object contributes to the distinctive historic, cultural, architectural or archaeological character of the district as a whole and should be preserved for the benefit of the people of the City and the State.

3. Whether demolition of the property, structure or object would be contrary to the purpose and intent of this Chapter and to the objectives of the historic preservation for the applicable district.

4. Whether the property, structure or object is of such old, unusual or uncommon design, texture, and/or material that it could not be reproduced without great difficulty and/or expense.

5. Except in cases where the owner has no plans for a period of up to five (5) years to replace an existing landmark or property, structure or object in a district, no certificate of appropriateness shall be issued until plans for a replacement structure or object have been reviewed and approved by the Commission.

(E) In addition to the above standards, the Commission shall also consider the Secretary of Interior's "Standards for Rehabilitation of Historic Properties," as amended.

(Ord. No. 12-0-94; Ord. No. 8-0-12, (47-0-11(exh. B, § 2-8-9)), 1-23-2012)