2. OLD BUSINESS

A. PUBLIC HEARING

- 2010 Dewey Av. (Family Focus) – Nomination for Evanston landmark designation (Continued from March 13, 2018).
CITY OF EVANSTON PRESERVATION COMMISSION
2100 Ridge Avenue, Evanston, IL 60201
(847) 866-2928; Fax: (847) 448-8120

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: R4

c) Original Architect/Contractor (if known): Ernst Wooday (see Appendix)

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

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

☐ Architectural ☐ Historical ☐ Archaeological ☐ Cultural

☐ 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 Weissbrod-Holmes Family Fonds Center. Formerly the Dr. Martin Luther King, Jr. Experimental School and Field 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 FONDS 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 (Dina) Robinson Jr.
   b) Phone: 847-864-7467 Fax: ______________________ E-mail: shorefront@me.com
   c) Mailing Address of applicant(s) Street #: 2214 Street Name: Ridge Ave., lower level
   City: Evanston State: IL Zip: 60201
   c) Applicant(s)' 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: cruiz@cityofevanston.org
Weissbourd-Holmes Family Focus Building / 
Dr. Martin Luther King, Jr. Experimental School / 
Foster School 
2010 Dewey Avenue

Built: 1905 (original three-story building) 
1926 (North addition of Gymnasium, Theater and classrooms) 
1961 (South end new construction replacing original 1905 structure)

Architects: Ernest Woodyatt (Woodyatt), 1905 
Childs & Smith, 1926 
Ganster & Hennighausen, 1961

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 for its history and cultural significance

On behalf of the community members who have a history with the structure at 2010 Dewey Avenue, known today as the Weissbourd-Holmes 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 and housed new upstart nonprofit 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 this designation proposal, we make reference to a 1996 study supported by a 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 a maintain a West Evanston Conservation District (WEC)
- 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.
SECTIO N A

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:

**Junior Mance:** Jazz pianist, released over 40 albums, taught Jazz in New York and authored the book *How to Play Blues Piano* (Hansen House, 1967).

**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.


**William Logan:** First African American Police Chief. Co-Founder of the Fellowship of African American Men (F.A.A.M.) and the Chessmen Club of the North Shore.

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

**Iva Caruthers:** General Secretary of Samuel DeWitt Proctor Conference, which engages progressive African-American faith leaders in social justice issues. Founder and director of Lois House, an urban retreat center. Trustee of Chicago Theological Seminary, Kwame Nkrumah Academy, and Shared Interest. Professor emeritus and former chair of the Sociology Department at Northeastern Illinois University. Author and editor of publications in sociology, African-American history, and theology. Delegate to the 2001 United Nations World Conference Against Racism.

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

**Tina Lifford:** Actress. Early start in stage plays. Golden Globe Nominee for best supporting actress in daytime drama (1980s). Appearances in more than a dozen TV and movies. Currently a supporting actress in the TV series *Queen Sugar* (2017) and current nominee for the 2017 NAACP Image Award for supporting actress. Author of *Little Book of Big Lies* and play script *The Circle*.

**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.
SECTION B

EVANSTON PRESERVATION ORDINANCE

SECTION 1–9–4–B. INTEGRITY OF LANDMARKS AND DISTRICTS

The Evanston Preservation Ordinance (EP0) reads: Any area, property, structure, site or object that meets any one or more of the criteria in Section 1–9–4 (A) shall also have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.

According to the National Park Service regulations, “Integrity is evidenced by the survival of physical characteristics that existed during the property’s historic or prehistoric period. The National Register of Historic Places has established criteria that specify the qualities of historic integrity: location, design, setting, materials, workmanship, feeling, and association.” The Evanston Preservation Ordinance requires that a local landmark meet four of those qualities: location, design, materials, and workmanship. What follows is evidence to show that the Foster School/Family Focus building meets the standards of integrity cited by the Evanston ordinance for clarity, this section presents the NPS definitions of each aspect of integrity in italics.

INTEGRITY

LOCATION and SETTING

Location is the place where the historic property was constructed or the place where the historic event occurred. The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of a historic property, complemented by its setting, is particularly important in recapturing the sense of historic events and persons.

Evanston’s schools had a commanding presence in the neighborhoods. Because of that presence, both the location and the setting are important. Therefore, both location and setting are discussed in this section.

In the late 19th century White working families, mainly Scandinavian immigrants, began settling in what is now the Fifth Ward. (Evanston City Directories, Evanston Building Permits, Data compiled by Anne O. Earle as part of a plan to prepare a conservation district nomination) By 1900 a sufficient number of families had moved into the area that School District 75 (now District 65) saw the need for building a school there. Centrally located in the ward, Foster School at 2010 Dewey Avenue was within walking distance for all the area children. The school also served as an enticement for other families to move into the area. Its central location also made the building a natural gathering place for the community and a logical site for Family Focus, the community center that took over the Foster School building after the school moved elsewhere.

In the 1860s and 1870s when the Black population was small, Blacks lived in all parts of the original village of Evanston. As the Black population increased, however, Blacks were limited to less desirable areas—on streets with high traffic like Dempster Street, on Benson Avenue across from the train tracks, or in sparsely populated areas away from shops and public transportation. After 1900, as Black migrants from the South increased Evanston’s population, discriminatory housing practices introduced by the White power structure of Evanston directed incoming Blacks to settle in the Fifth Ward. By 1930 many of the Fifth Ward White residents had left, making the population of the Fifth Ward predominantly Black.
As the school population in the Fifth Ward increased, two additions provided more classrooms at Foster School. The 1960 addition replaced the original 1903 building, which had been destroyed by fire. While there were many significant changes to the Foster School building, the site of the school remained intact.

From the time the Foster School/Family Focus building was constructed in 1903 until the present, the setting of Foster School—an elementary school building adjacent to single family houses on the south, west, and north—has changed little. Facing east, Foster School stands on the west side of Dewey Avenue; the main entrance looks over the large open expanse of Foster Field, which served as the playground for Foster School. Single family houses built in the early 20th century lie immediately to the west, south, and north of Foster School.

In 1957 Foster Community Center (renamed the Fleetwood Jourdain Center in 1982) was built at the south end of Foster Field at 1655 Foster Street, and in 1958, Dewey Avenue immediately in front of Foster School was closed to create a safe access between Foster School and the new community center. Immediately north of the school property, Dewey Avenue is open to provide street access to the houses on the west side of the street.

Foster School stands where it was built and is surrounded by buildings constructed in the period of significance. The integrity of the location and the setting of the Foster School/Family Focus building is excellent.

**DESIGN**

*Design is the combination of elements that create the form, plan, space, structure, and style of a property. It results from conscious decisions made during the original conception and planning of a property (or its significant alteration) and applies to activities as diverse as community planning, engineering, architecture, and landscape architecture. Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials. A property's design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape.*

Beginning in the 1880s Evanston hired architects to design its school buildings. In doing so, Evanston was following a national pattern of building schools that would "define the strength and values of the community." (Bomier, Bruce, *Renaissance of the American School Building*, Anoka, MN: Environmental Resource Council, 2014) Several of the late 19th- and early 20th-century elementary school buildings in Evanston were placed in residential neighborhoods, often on lots intended for single-family houses. The scale and massing of those single-family houses influenced the scale and massing of the school buildings. The relatively shallow lots meant that many of the schools built in this period were long, narrow, rectangular boxes two or three stories high with little green space on the long sides. Distinguishing features on the schools came from ornament that was applied to the basic box. In the case of Foster School, the patterned brickwork was the primary ornament on the 1903 building and is the primary ornament on the 1926 and 1931 sections of the building. This brickwork patterning is the most significant design element on those sections of the building.

Buildings of the early 20th century relied on large window openings to provide light and ventilation. In the warm months, open windows were an important means of cooling the classrooms. Incandescent lighting
lit the rooms and was augmented by daylight from the large windows. The large window openings are another significant feature of the 1926 and 1931 sections of the Foster School building.

The original windows in the 1926 and 1931 additions to Foster School were wooden six-over-six, double-hung windows. These were replaced with aluminum single-pane, triple-hung windows in the 1926 addition and aluminum single-pane, double-hung windows in the 1931 addition. The replacements did not alter the original size of the window openings.

The 1960 section of the building reflects major changes in school design that had occurred between 1931, when the second addition was made to Foster School, and 1960, when the Ganster & Hennighausen addition was completed. The influence of Modernism on architectural design led to the construction of school buildings with little or no exterior adornment. Significant advances in building construction and materials that included the introduction of fluorescent lighting and improvements in heating and cooling systems were further influences on the design of schools. No longer was it necessary to have large window openings to cool classrooms on the warm days of late spring and early fall. In addition, the post-WW II building boom and the baby boom put major constraints on school budgets. These factors are evident in the simplified design, the unadorned brickwork, and the smaller, aluminum windows of the 1960 addition to Foster School.

The design of all three sections of the Foster School/Family Focus building is as it was in the period of significance. The design integrity of the Foster School/Family Focus building is excellent.

MATERIALS

Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property. The choice and combination of materials reveal the preferences of those who created the property and indicate the availability of particular types of materials and technologies. Indigenous materials are often the focus of regional building traditions and thereby help define an area’s sense of time and place.

A property must retain the key exterior materials dating from the period of its historic significance. If the property has been rehabilitated, the historic materials and significant features must have been preserved. The property must also be an actual historic resource, not a recreation; a recent structure fabricated to look historic is not eligible.

The 1926 and 1931 additions very closely resemble the design of the 1903 building and used materials common in other Evanston school buildings constructed between 1900 and the 1930s. With the exception of the replacement of the wood-framed, double-hung windows with aluminum windows in the 1926 and 1931 additions, the other materials on those sections are original to the building.

In the 1960 addition, Ganster & Hennighausen used a red brick that is close in color to that of the brick in the earlier portions of the building. The second- and third-floor windows have limestone lintels. The aluminum windows are original to this portion of the building and are evidence of the evolution of the choice of building materials between the 1930s and the 1960s.

Except for the aluminum replacements in the 1926 and 1931 section, the materials are the original building materials and have very good integrity.
WORKMANSHIP

Workmanship is the physical evidence of the crafts of a particular culture, or people during any given period in history or prehistory. It is the evidence of artisans' labor and skill in constructing or altering a building, structure, object, or site. Workmanship can apply to the property as a whole, or to its individual components. It can be expressed in vernacular methods of construction and plain finishes or in highly sophisticated configurations and ornamental detailing. It can be based on common traditions or innovative period techniques. Workmanship is important because it can furnish evidence of the technology of a craft, illustrate the aesthetic principles of a historic or prehistoric period, and reveal individual, local, regional, or national applications of both technological practices and aesthetic principles. Examples of workmanship in historic buildings include tooling, carving, painting, graining, turning, and joinery.

The two major periods of workmanship evident in the Foster School/Family Focus building represent two distinct views on how a school building should look. Until the 1930s, building ornamentation was a means of showing the importance of the structure. By mid-century the ornate decorations on buildings had given way to the clean lines of Modernism. The brick patterns in the 1926 and 1931 sections show masonry skills beyond simple bricklaying. On all sections the mortar was applied neatly, and the bricks sit in level rows.

The workmanship on all three sections of the Family Focus/Foster School building—1926, 1931, and 1961—are examples of highly competent construction work. The integrity of the workmanship is excellent.
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. Wiggington 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)
APPENDICES

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 Majszak, 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 Board’s 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 building

1717 BENSON AVENUE
SECOND BAPTIST CHURCH
CHARLES P. RAWSON 1912 H1

The Second Baptist Church is the oldest black congregation in Evanston. Eight black members of the First Baptist Church met here in November 1870 in the home of pioneer Evanstonian Daniel Garnett to form this church. Northwestern University donated the land for the church site on Benson Avenue, as it had for several other early church sites in the young village. Deacon Nathaniel Branch, a pioneer black leader, worked with the University to arrange the gift.

The first small church meeting house burned to the ground. In 1881 the first Dempster Street school building (predecessor of Miller School), which had been outgrown, was moved to this site for church services. A fire in 1889 also destroyed this building. The congregation undertook the building of the present edifice in 1911, at the beginning of the pastorate of the Rev. I.A. Thomas, who was minister here for many decades.
Landmark building

1024 Emerson Street

H. Butler Building

1909 H1

Henry Butler was an Evanston resident for almost eighty years and became one of its most prominent citizens. He began his career about 1880 as a coachman for the John B. Kirk family, but left after some years to begin his own livery business which blossomed into one of the earliest successful businesses operated by a black Evanstonian. At the height of Butler’s career he owned more than two hundred vehicles and employed some fifty drivers. In 1909 he built this building as a livery, employing students from Tuskegee Institute to do the masonry work.
Petitioning The City of Evanston

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

Darlene Marshall  Evanston, IL

Family Focus, Evanston
@FamilyFocusEvanston

We are a group of Evanston residents seeking to honor the historic significance of the Family Focus building, formally Foster School. We want to protect its future use and keep it a place of service, enrichment and empowerment for the community of Evanston.

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?

Promote this petition

Show this petition to more potential supporters

Copy link

Embed

Updates
No. 2013

APPLICATION FOR BUILDING PERMIT.

Evanston, Ill., JUL 16 1903

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>
<th>McNeil's Add</th>
</tr>
</thead>
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<td>1-9-10-11</td>
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On Denney Street, between Foster and Simpson Street, between.

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<th>FURNISHINGS</th>
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<th><strong>Heating and Ventilation</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Steam-Driven Boiler</strong></td>
<td><strong>Gas &amp; Electric Light</strong></td>
</tr>
</tbody>
</table>

Signed by James Wigginton, Builder.
APPLICATION FOR BUILDING PERMIT

To the Commissioner of Buildings:

The undersigned herewith applies for a permit to build a [describe building type] Story, [describe number] Feet, 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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</table>

On [street] between [street] and [street]

<table>
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<th>Service</th>
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<td>153800</td>
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<td>Urinals</td>
</tr>
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[owner] Owner: W. Severson
Mason: W. Severson
Sewer Builder: W. Severson
Plumber: W. Severson
Carpenter: W. Severson
Electrician: W. Severson

Heating and Ventilation: W. Severson

[architect] Architect: Chells & Amth
Signed by: W. Severson, Builder
Address: 105 W. Monroe St, Chicago
**APPLICATION FOR BUILDING PERMIT**

To the Commissioner of Buildings:

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

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>
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On Dewey Av, Street, between Avenue, and Avenue, Street.

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<td>Lighted by</td>
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<tr>
<td>Elevation or Height</td>
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<td>Laundry Tubs</td>
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<tr>
<td>Total Cost of Building</td>
<td>Fire Escapes</td>
<td>Urinals</td>
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</tbody>
</table>

Owner: Mclernard
Mason: Mclernard
Plumber: Mclernard
Carpenter: Mclernard
Electrician: Mclernard

Heating and Ventilation: Mclernard

Architect: Chiles & Smith

Signed by: [Signature]
Address: 2977 Jackson Blvd.
Evanston, Ill. 5/4/31 192

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


Foster School, Block

to be located on Lot Block

Sub.

<table>
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<tr>
<th>Width, or Front</th>
<th>M. Brick</th>
<th>Cu. yd. Concrete</th>
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<td>35000</td>
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</table>

Owner Foster School Phone

Address School Bus # 75

Architect Theilert

Address

Mason McKean RN Co

Address 209 N Jackson Blvd

Carpenter McKean RN Co

Address 209 W Jackson Blvd

Signed by McKean as Jr.

Address 209 W Jackson Blvd
CITY OF EVANSTON
DEPARTMENT OF BUILDINGS

CERTIFICATE OF OCCUPANCY AND COMPLIANCE

Evanston, Ill. 5/6/31 192

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

[Signature]

Owner or Lessee

to construct and use the ...story proposed building to be located at No.

[Signature]

2010 Survey Co.

Use district: Height district: Area district: as

[Signature]

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.

<table>
<thead>
<tr>
<th>413,000 Cu. Ft @ 25c</th>
<th>10.75</th>
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to be located on Lot Block

Sub.

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</table>

Valoration WRECK

Owner BOARD OF EDUCATION Phone UN-4-5600
Address 1373 HINMAN AVE

Architect Phone
Address

Mason Phone
Address

Carpenter ACCURATE WRECKING Phone MU-4-5900
Address 6513 So. PARK AVE, CHICAGO

Signed by
Address 6513 So. PARK AVE.
Evanston, Ill., 9-25-1959

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. _________________________________

Width, or Front: 195'-0''

Length, or Depth: 130'-0''

Elevation, or Height: 30'-0''

Valuation: $103,000.00

Owner: DIST. 65

Address: FOSTER SCHOOL

Phone: ______________________________

Architect: A. HENNIGHAUSEN

Address: ________________________________

Mason: ________________________________

Address: ________________________________

Carpenter: POWER CONST. CO.

Address: OAK PARK Dist. #65 Foster School

School Line: SHORELINE

Address: POWER CONST. INC.

Signed by: _______________________________

Date: 9-25-1959
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

Dewey & Foster

located in the District

as a PUBLIC SCHOOL

M. E. Schmidt

Director of Building
Transfer of Pupils Causes Vigorous Protest in Evanston

The Chicago Defender (Negro Weekly Edition) (1905-1960), Mar 30, 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. N. W. Whitehead (white), of the local school board, declared the North Shore Institute was overcrowded and conditions caused the protest.

Citizens were afforded action when Thomas Elliott, president of the Fifth Ward Improvement Association, denounced 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 enrollment 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 cooperation of the best civic interests.

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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.
The Evanston Review

THESE new advertisements announcing that the South Side can be done for $100, without injuring it, interest us intensely and are planning to hire an aeroplane and carry it up into the clouds and drop it, for we would like to have some fun out of the thing, seeing we can't make it write.

As a newsletter to the feminine societies of Evanston we kept a lookout for good articles in our recent excursion across the states. And they are advising the modistes of Austin that out on the steppes of Kansas and Nebraska we discovered the flappers wearing a coat of garment known as the hobby skirt. It’s a skirt that has been hobbed and usually has a sleeve of extreme boyish bob. To make the garment more visible, we presume, the wildness of the wild west attachment to it, with a couple of sweatshirts hanging from a fold pocket, a brilliant, folded, bandanna scarf and a purse which is usually larger than the trunk itself. It would be hard to fall this piece of fashion we are going to get as a curbstone and wait for the coo coo to come to town.

No, we think that if you get lost in the dark you will be about here. Our sight isn’t what it used to be.

As the summer comes to its official close we have our long drawn and bitter dispute over what will the sausage. We contended against all laws—and there were many—that summer there would be a small number of fine, large, fat, live, and mostly of the delicatest’s of the best Swiss cheese. Last year it was there, and the year before it was something as violent as the sausage itself. To the warfare we called in a jury of expert ham-and-cheese connoisseurs composed of Jack Smith of the Chop, Tom Jacks of the Palace market and Mr. Walker of Walker’s. Their verdict is that our sausage and some are bobby.

Members of the City Planning commission pleased to note that Evanston’s new lighting system is growing by the traditional methods. It has been only six months in operation and already Alderman Fullerton has noted a dozen times that his committee of the street lights is making progress.

There was great rejoicing among us City Planning citizens when Alderman Tripp of the Street Department passed on his enthusiasm about rushing through the project that was spent the summer in Europe. He introduced legislation abroad, we understand, and what with a number of recommendations of Kolkvis, Czecho-Slovakia, the good alderman tried the streets are lighted by draping lamps from fishpoles along the curb, which sets the good plan for Evanston if we only had a few and angler worms. And in the famous city of Przemyśl in the Siberian province of Russian catchlights the street lighting abroad, we understand, and what with the number of recommendations of Kolkvis, Czecho-Slovakia, the good alderman tried the streets are lighted by draping lamps from fishpoles along the curb, which sets the good plan for Evanston if we only had a few and angler worms.

The system which we believe most capable of being adapted to street lighting abroad, we understand, and what with the number of recommendations of Kolkvis, Czecho-Slovakia, the good alderman tried the streets are lighted by draping lamps from fishpoles along the curb, which sets the good plan for Evanston if we only had a few and angler worms. And in the famous city of Przemyśl in the Siberian province of Russian catchlights, street lighting abroad, we understand, and what with the number of recommendations of Kolkvis, Czecho-Slovakia, the good alderman tried the streets are lighted by draping lamps from fishpoles along the curb, which sets the good plan for Evanston if we only had a few and angler worms.

J. Roy Shill Photo by Scott

Foster School

(Foster School 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 rolling 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.

Located at the corner of Foster street and Dewey avenue, Foster school has for fifteen years provided an agency of schooling commensurate with the accepted program which sought to supply the child with such knowledge as might enable him to get out of life as a personal return as possible.

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 child 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 administers to their needs. Clinics are held under the supervision of nurses from the charity department in the last end of the summer library school there. Mothers from all over the neighborhood bring their children for periodic examination and advice.

Sunlight is no negligible item of the Foster program. It streams through the great number of high, wide windows the building over. In one of the sunniest spots, southeast lower floor room, the very youngest pupils learn their first lessons in social conduct through group play. Here the little gray emasculated chairs and tables and other out fittings 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 of the latest design, the vocational and social side of the pupils life might not be neglected, there are rooms where domestic and manual arts flourish.

(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 it 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 residence 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 the city. This awakening has taken the form of meetings which have been held at which the faults of the current situation have been discussed 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.
The Milwaukee Council, Boy Scouts of America, recently chartered a special two-car train on the North Shore Line to extend a banquet at Chicago in honor of Sir Robert Baden Powell of England, founder of the Boy Scout movement. Permission was granted the boys to place a small upright piano in the parlor observation car, and the Scouts entertained themselves, also the towns along the way, with piano selections and group singing. The North Shore Line carries many social parties on chartered trains, and extends this service at all times to lodges, clubs, churches, schools or other groups desiring to travel en masse.

![in a hurry? take the North Shore Line to Milwaukee](https://via.placeholder.com/150)

**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.

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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

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**Foster School**

(Continued from Page 1)

Conspicuous among these is the housekeeping suite evolved out of waste attic space. A model kitchen and bath and a dining room, living room and bedroom, to be furnished and equipped by the classes in household arts, adjoin the domestic science department. The workrooms and workshops are in the basement where the manual training shops and sheetmetal and electrical working benches have place, and there are upstairs rooms for weaving, sewing, modeling and other special handicrafts.

The general aim of school life is, an emphasis on domestic science, with provision for the special training of those pupils whose work must be done at home. The school is open to the training of girls and boys in the sixth grade, but there are no special vocational courses.

The future of the school is in the hands of the board of education, which is now giving it the support it needs.

**Drs. McChesney & Brown (Incorporated)**

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Dr. I. W. Brown

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Ask your neighbors and friends about us.

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Phone Central 2697
Ethiopian Royalty Now Attends Foster School

The boys and girls at Foster school were pleasantly surprised and deeply impressed today when it became known that one of their classmates, a boy, had become a member of the royal family of Abyssinia.

His name is Malaku Haile Selassie, Jr., age 8. In the words of one of his teachers, "He's a little boy," with his father, the emperor of Abyssinia, He is Malaku, was through the Italian invasion of the land over which he reigns. He is a brave and strong boy, but for this reason he must stay with his grandfather.

LETTERS WITH GRANDPARENTS

Malaku is living temporarily with his grandparents, Mr. and Mrs. Joseph Hayley, at 1023 Dodge Ave. But his parents will join him in the near future in Washington, D.C., where he went to school from King Selassie before returning to Abyssinia. Malaku's father died last year, and his mother, who was a great scientist, was recently widowed.

Malaku's mother was Queen Laetitia of Ethiopia, who was a great scientist and a great leader. Malaku has been a great inspiration to his family and friends.

FLED TO ENGLAND

Shortly after the birth of Malaku, his father, who was a great scientist and a great leader, fled to England with the family. They now live in London, England, where they are safe and happy.

The king and queen of Abyssinia have asked Malaku to come to the United States and to live with them in Washington and New York. He is very happy here and enjoys living in a country where everything is peaceful and boys can play without being afraid.
$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 30-year-old south wing of Foster School caused damage estimated at $500,000 Tuesday night. Cause of the fire, viewed by thousands after 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 firefighters, spreading the blaze faster than hoseslines could be played on the three-story building.

Though cause of the fire had not been determined Tuesday night, Police Lt. Sigmund Wroblewski, 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 60 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)

Mayor John R. Kimbark (left) and Police Lt. D. Lowell Peterson at the scene of Tuesday night's Foster School fire.

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 their gutted school.

Dr. Oscar M. Chute, superintendent of school district 65, announced the emergency plans following 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 grader 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 not (Continued on page 104)
THE EVANSTON REVUE—

GOODBYE, OL' RED ROCK PRISON,

chanted the wailing walrus while Foster
School went up in flames on a crisp pre-
Halloween night last week. Walrus sat
apropos nearby garage and leaping flames
were reflected in their faces as this
column's cameraman, B.B.F., 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-
loven decorisions. School Supt. Oscar
Chute heard a small toy go, "How'm I
going to get an education?"

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

Yet, three meetings later, all the pupils
were in classrooms again. Most moving
scene in this rehearsing, I'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 ahd were bearing huge bou-
quets 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 5,000 pairs of hooves vibrated
till planes overhead felt the updraft at Dyche
stadium Saturday. The 'record setting' setting
that stirred us most that afternoon resulted when
desperate Ohio went into the battle as sub-
stitute tackle one Birtbo Arnold. A towering
giants 6 feet 2, weighing 306 pounds, he im-
mediately became the largest single package
of football brains that ever pended the turf of Dyche playing field. And in the ensuing
scrimmage the largest buckeye in history
was loomed.

EVANSTON 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's officials and the public. The third
day after the fire, every Foster pupil was
attending school under his or her own
teacher. For various reasons, partly
historic, most of the pupils at Foster
chose to be 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 be-
fore had a pupil of this race.

All this was accomplished with no
false gestures put on for show, and if
there was no hesitation, neither was
any special care made because of
racial 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
flumbling 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 the bidders, 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 $300,000 fire Tuesday of last week at Foster School may never definitely be pinpointed, but arson has been "absolutely and completely ruled out" and the place where the fire originated has been "discovered," say Evanston fire department officials.

"Assistant Fire Chief Lester Breitman, head of the fire prevention bureau, said, "The fire definitely started in an enclosed space between the ceiling of the old gym on the third floor and the roof itself." Fire Marshal James Geisecke added that the fire may have been smouldering 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 Breitman, who recently took special arson investigation training.

Lt. Sigismund Wroblewski, chief of detectives, concurred in the opinion that there was "no trace whatever of arson." He and Detective Don Mountain, 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 Lapham, business manager of district 65 schools. "The insurance men commented that they were amazed at the good housekeeping and the good condition of the 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 there a year ago and rewiring of many control panels and switches three years ago, according to Mr. Lapham.

The fire was first reported at 7 p.m. Tuesday of last week, when the long smouldering flames broke through the roof and with the suddenness of a shell. Captain Edward Farley, whose company was first at the scene, gave the second alarm while he was on route. As he saw flame and smoke mounting in the sky, the flames, colored orangish-yellow, indicated temperatures of 2000 degrees.

(Continued on page 14)
Fire's Aftermath at Foster School

When the first alarm was given, the firemen started their engines and rushed to the building. The flames were already blazing fiercely, and the smoke was billowing up into the sky. The firemen sprang into action, using their hoses to try to extinguish the flames. They worked tirelessly for hours, but the fire was too intense. The school was essentially destroyed.

The aftermath was chaotic. Debris was scattered everywhere, and the stench of smoke filled the air. The students and teachers were left in shock, some crying and others simply in disbelief. The school principal, Mr. Brown, was seen standing in the ruins, his face etched with worry.

The community came together to help. Volunteers worked tirelessly to clean up the debris, and donations poured in from all over the city. Despite the loss, there was a sense of unity and determination to rebuild.

The school was eventually restored, and the community mourned the loss but also celebrated the resilience of the human spirit. 

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Foster Fire Cause
Still Unknown; Arson Ruled Out

The cause of the fire at Foster School remains unknown. Although arson was ruled out, the investigation continues. The school was insured, and a claim has been filed.

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The Evanston Review
Foster Children Find No School — But Many Friends

Friendly Citizens Rush to Aid of Barred-Out Pupils

When Mr. G. M. Glidden, superintendent of schools, Mt. Angel, Oregon, heard about the conditions at the Pittock School, where the children were being housed, he immediately started to organize a fund drive. With the help of Dr. Eugene W. Cleman, president of the Oregon Education Association, and other leaders, a committee was formed to raise money for the Pittock School.

The committee sent a representative to the school, where he met with the children and their teachers. The representative explained the situation and asked for help. The children were very touched by the visit and immediately set about raising money. They held a bake sale and sold tickets to a concert that was to be held in the school's auditorium.

The committee also appealed to the community, and soon a large sum of money was raised. With the funds, the Pittock School was able to purchase new furniture and supplies, and the children were able to continue their education.

A. B. Kline

The Oregon Education Association was pleased with the response of the community. They felt that the situation at the Pittock School was a reminder of the importance of education and the need to support our schools.

While the school continued to improve, the children were also given the opportunity to participate in extracurricular activities. They formed a basketball team, and the school's band played at several events.

The children at the Pittock School were very grateful for the help they received. They were able to continue their education and make new friends. The community of Mt. Angel came together to support the school and its students, and the Pittock School became a model for other schools in the area.
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 5:00 until 8:00 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 haberdash 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.
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.
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Mrs. Nina McGavock  Mrs. Dorothy Whitmore
Mrs. Alice Wimberly

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Mrs. Evelyn Billings, Home and Hospital Teacher  Miss Beulah M. Scott, Remedial Teacher
Mrs. Carolyn Bogue, Vocal Music Teacher  Mrs. Doris Shockley, Librarian
Mrs. Louise S. Brown, School Social Worker  Mr. Albert M. Skinner, Instrumental Music Teacher
Mrs. Sophia N. Cedarbaum, Librarian  Mrs. Eddie Lee Sutton, Speech Correcionist
Mrs. Jane Hall, Dramatics Teacher  Mr. Stephen Terry, Remedial Reading Teacher
Mr. Joseph H. Hill, Physical Education Teacher  Mrs. Louise Wade, Library Clerk
Mr. Samuel Johnson, Physical Education Teacher  Mrs. Florence Walter, School Clerk
Mrs. Elizabeth Mauer, French Teacher  Miss Barbara Weaver, Piano Teacher
Mr. William M. O'Connell, School Social Worker

CUSIDANS
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General Contractor ................................ Power Construction Company
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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 redrawn.

3. That there be open enrollment at the school.

The resolution maintained that de facto segregation at Foster is a "nolegal and psychological impediment to personalities of young persons attending the school as well as a menace to talent."

"The board usually conceives de facto segregation as a process of 'sifting' or 'filtering' students into non-integrated schools, but there is no evidence here of such 'sifting.'" said one of the parents.

"Our position is that there is no 'normal integration' in that area. They are placed into schools and then they are left there. It is a segregation of that area itself."

Representatives of the eight groups who appeared before the board said that the creation of a junior high school at Foster would be a step in the right direction.

"We believe that the current system of education in the public schools is not working. We have evidence that it is not working. And we believe that a junior high school would be a step in the right direction."

The board also acknowledged letters from the Central, DeWitt and Davis P.T.A.s asking that the four district 65 propositions to be put to voters in January be combined as one proposition and letters from the Davis P.T.A. and the Davis Community Conference in support of the Foster presentation.

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

"Thankful For Past Actions"

"The problem of segregated schools is not a problem we can solve for the nation," he said. "We are all grateful to the board and administration for the concern they have shown through the interdistrict relations committee, the interracial relations program and all the other programs that have been taken into consideration."

"But this problem is a problem of enormous proportions of the nation. It is a problem that cannot be solved by this board alone. It is a problem that requires the cooperation of all the districts in the nation."

"We are grateful for the work that has been done by the schools in the nation, and we are grateful for the leadership that has been given."}

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

(continued from page 9)

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"We are grateful for the work that has been done by the schools in the nation, and we are grateful for the leadership that has been given."
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. in Foster School.

An outline of the plan will be presented by Donald W. 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 Willett. Parents of kindergarten children in the two 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 FAMILY center is designed to help parents develop new ways to handle the stress of raising children under the age of 3.

Focus centers, recently established in 14 communities, are open to parents who want to learn new ways to teach their children to handle stress. Parents are taught to recognize the signs of stress in their children and learn new ways to teach them how to cope with stress.

The goal of Focus centers is to help parents understand their children's stress levels and develop strategies to help them overcome stress. The centers provide a supportive environment where parents can learn from each other and share their experiences.

Parents and children are encouraged to participate in various activities, such as playgroups and workshops, to improve their skills and coping mechanisms. The centers also provide resources and referrals to other organizations that can assist parents and children in managing stress.

Focus centers are open to all parents who want to learn new ways to handle stress and build stronger parent-child relationships. The centers are designed to be flexible to accommodate the needs of different families and children.

The success of Focus centers is measured by the improvements made by parents and children in managing stress and building stronger relationships. The centers are a valuable resource for parents who want to develop new strategies to help their children cope with stress.
Family Focus center offers moms a break

By Manuel Galvan

SHE WAS BORED of being bored. 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 setting."

WHILE 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 3 years old. 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 for 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 all sorts of personal 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 not curious and others had trouble relating. Parents are crucial elements in these 3 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 in a language, where another would offer lectures on career vs. home."

Family Focus, Inc., has three centers. Besides the center at 250 Green Bay Rd., there is Our Place, also in Evanston, for two-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 program went beyond 35 in the first couple of months, and there are 350 families registered, 250 of them regulars. 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 bedspaced curtain separates the kitchen from the lounge area, where mothers may relax on couches. On the other side of the room, a bookcase blocks off a section in which a mother can sit near a shaded corner to be alone with her thoughts. Between the bookcase and the door, a table is loaded with crafts, materials and surrounded by wood-frame ars. 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 "Children Needing Your Help," "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 who fund drives to raise $10,000 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 40. They are working and nonworking, 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 75-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 mothers said they were too busy with homework. 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, Schakowsky 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 college

Foster grads retrace path to success

By Karen Birkman

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

The list of alumni who trace their roots to the 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 Hicks, 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 hefty sprinkling of Ph.D.'s and notables in city politics, football, education, publishing, engineering and the sciences.

But names and successful resumes cannot alone explain why hundreds of Foster grads will return this weekend to celebrate their grade school days. At the school they affectionately called "Red Rock Point.'"

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

This was a segregated school with all-black students and an all-black staff - a staff that believed, contrary to everyone else, that black students could learn, said Carl Davis, who attended Foster School in the '50s and is chairman of the school's alumni.

And Evanston Township High School, which took in black and white seniors, and even to think about going to college. Most of us who came (Continued on page 12)
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 unexplained at best and insidious at worst. Lost in this belief of unexplained 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 dissimulating 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.¹ 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

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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. 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

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." 8

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

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. 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.  

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.

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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. 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.

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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."  

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."

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

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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
APPENDIX 2
APPENDIX 3
Black Population, 1950 to 1990
by census tract in Evanston, Illinois

Source: U.S. Census Bureau
APPENDIX 6
APPENDIX 7
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
P.I.T.C.H.

EVANSTON PRESERVATION COMMISSION

STAFF: PRESERVATION COORDINATOR & INTERN

ALDERMAN KENT

THE ORIGIN OF P.I.T.C.H.

CITY OF EVANSTON
THE FIRST PHASE: INFORMATION-GATHERING

BUILDINGS

SITES

PROMINENT CITIZENS

EVENTS

1. CULTURAL HISTORICAL
   2.

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

SUBCOMMITTEE 1
   BLOCK A

SUBCOMMITTEE 3
   BLOCK C

P.I.T.C.H.
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

P.I.T.C.H.

BENEFITS FOR THE FIFTH WARD

BENEFITS FOR EVANSTON
Strategic Planning Outline
Carlos Ruiz
Feb. 13, 1996

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.
Demise 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 [ck date] 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. Hulteen 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 [ck], 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.
(The fourth 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 [ck], 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 swampy.
The house at 325 Dempster is a local historic landmark [HI] 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 1418 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 Orrington & 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 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 [1619 Sherman Avenue] 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 11/25/1882] for nearly a year until they leased land from Northwestern University [Oct. 1883, Northwestern University Archives]. Dalough the old Dempster street school building and had it moved to this site for their first church [Ev. Index 9/29/1883].
[Second Baptist. We 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, 1883 [EV index 7/21/1883]. 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 [ck #] acre site in order to build a research park, which they projected to be fully developed by 1995 [ck 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 1899 [ck 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-Primm Towers Senior Citizens Home . . . [ck 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 [ck] 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 desegregated in 19xx [ok]. The building was then rented to the Moones, who trashed the interior. The building was demolished in 19xx [ok].

1024 Emerson [site]: The vacant lot 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 [HI]. Built in 1909, the exterior of the 2-story brick building was intact, but the inside 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. DeGoyer. 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 [ck date]. This church building is a local landmark for both history and architecture. [HI,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 [ck 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 [ck 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 & houses] 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 with 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 1990 burst pipes, a leaky roof and a broken window had rendered the building structurally unsound, 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. [ALT]

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


