



AGENDA
Preservation Commission
Tuesday, February 10, 2026
909 Davis Street, Floor 2 Council Chambers 7:00 PM

Page

1. CALL TO ORDER/DECLARATION OF A QUORUM

2. PUBLIC COMMENT

Members of the public are afforded three minutes per person to address the Commission generally. Members of the public wishing to provide testimony on new or unfinished business shall be given the opportunity to do so following presentation by the applicant in a manner and under time limits determined by the Chair.

3. OLD BUSINESS

A. 25PRES-0125 – Landmark Nomination - 2600 Colfax Street, commonly known as Lincolnwood Elementary School

3 - 133

The Commission will continue its public hearing, opened on January 13, 2026, on the proposed nomination, considering all testimony or evidence relating to the designation criteria in Subsections 2-8-4(A) and (B).

For Action

[25PRES-0125 – Landmark Nomination - 2600 Colfax Street, commonly known as Lincolnwood Elementary School - Attachment - Pdf](#)

4. NEW BUSINESS

- A. **Resolution 25PRES-0120 - Landmark Nomination - 2700 Hurd Avenue - Frances Willard Elementary School** 134 - 256

Approving the Commissions report and determining that the nominated landmark meets the criteria for designation, and thereby requesting the City Manager transmit the approved report and the Commission's recommendation that the Evanston City Council designate the lots of record and school structure at 2700 Hurd Avenue, Frances Willard Elementary School, as an Evanston landmark.

For Action

[2700 Hurd Avenue Preservation Commission Resolution](#)
[2700 HURD AVENUE DRAFT REPORT](#)
[Exhibit 2 Landmark Nomination and Sub-Exhibits](#)

- B. **26PRES-0003 – 1122 Judson Avenue – Landmark – Lakeshore Historic District** 257 - 290

Jennifer P. Holtz, architect and applicant on behalf of the homeowner, submits for a Certificate of Appropriateness to construct a single story addition and wraparound porch at the homes rear volume.

Applicable Standards: Alteration [1-10]; and Construction [1-8; and 10-15].

For Action

[26PRES-0003 – 1122 Judson Avenue – Landmark – Lakeshore Historic District - Pdf](#)

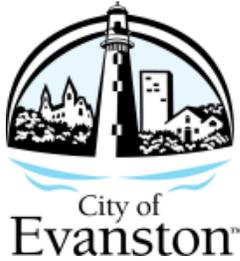
5. APPROVAL OF MEETING MINUTES

- A. **January 13, 2026** 291 - 292
[Preservation Commission Special Meeting - Jan 13 2026 - Minutes - Html](#)

6. ADJOURNMENT

The next regularly scheduled meeting of the Preservation Commission is Tuesday, March 10 with an application deadline of February 17.

Order & Agenda Items are subject to change. Information about the Preservation Commission is available at: [Preservation Commission](#)
Questions can be directed to Cade W. Sterling at 847-448-8231 or at csterling@cityofevanston.org The city is committed to ensuring accessibility for all citizens; if an accommodation is needed to participate in this meeting, please contact the Planning and Zoning Division at (847-448-8687) 48 hours in advance so that arrangements can be made for the accommodation if possible. **Español** - La ciudad de Evanston tiene la obligación de hacer accesibles todas las reuniones públicas a las personas minusválidas o a quienes no hablan inglés. Si usted necesita ayuda, favor contacte de la Oficina de Planificación y Zonificación llamando al (847/448-8687) o csterlingz@cityofevanston.org con 48 horas de anticipación para acomodar su pedido en lo posible



Memorandum

To: Members of the Preservation Commission
From: Cade Sterling, Planner
Subject: 25PRES-0125 – Landmark Nomination - 2600 Colfax Street,
commonly known as Lincolnwood Elementary School
Date: February 10, 2026

Recommended Action:

The Commission shall continue its public hearing on the proposed nomination, considering all testimony or evidence relating to the designation criteria in Subsections 2-8-4(A) and (B), from any person who makes written submissions or appears at the public hearing. Within seventy (70) days following the close of the public hearing, the Commission shall make a determination upon the evidence as to whether the nominated landmark or district does or does not meet the criteria for designation in Subsections 2-8-4(A) and (B)

Commission Action:

For Action

Summary:

Julia Vaughan, resident, nominates the property at 2600 Colfax Street, commonly known as Lincolnwood Elementary School, for designation by ordinance as a landmark

The applicant nominates the property under criterion: 2, 3, 4, 5, 6, 8, 9, and 10.

The public hearing was continued to February 10 to allow the School District additional time to research the property's title, the results of which would influence the position the District took on the proposed nomination.

Construction Date:

1950; 1953 addition

Style:

Georgian Revival (Neo-Revival)

Condition:

Excellent

Integrity:

Good

Architect of Record:

Armstrong Furst and Tilton (later Furst and Tilton)

Owner:

Evanston Skokie School District #65

Setting:

Lincolnwood Elementary School is located in northwest Evanston on a large tract of land between Perkins Woods to the west, McDaniel Avenue to the east, Colfax Street to the north, and Grant Street to the south. Despite the large lot on which the school is sited, and its imposing footprint, the structure's mass is skillfully broken down into smaller volumes with a residential vocabulary and scale harmonious with the surrounding suburban built fabric. The surrounding residential areas contain a diverse mix of housing types, sizes, and styles. Large revival houses designed by local architects for original owner-occupants are interspersed with equally large and modest revival houses, bungalows, and other smaller vernacular typologies built by contractor-builders for speculation.

Much of the surrounding fabric was included in the surveyed and proposed northwest Evanston Historic District. Although a historic district was never established, this area contains significant concentrations of individual landmarks – a testament to its architectural heritage. Its significant built environment includes extensions of the street network within the original 1868 plat of the Village of North Evanston. This purposeful system of expansive parkways (Park Place to the north, Lincoln Street to the south, and Central Park Avenue to the west) connects various merchant districts and important institutional resources and a system of small and large public parks and open spaces. Lincolnwood Elementary was identified as a significant contributing resource to the potential historic district and as a core community and institutional amenity.

Numerous large oaks within the surrounding neighborhoods are remnants of the area's pastoral history and reminders that oak trees abounded in the area before it was developed. Many elm trees planted on the parkways at the time of development still arch gracefully over a number of streets.

History:

The original Lincolnwood School, built by one of Chicago's most notable architects, Dwight Perkins under the firm Perkins, Fellows, and Hamilton, was built in 1914 on land previously annexed by the City of Evanston in 1874. The modestly scaled original school, sited along McDaniel Avenue, was intimately associated with the development pattern and physical form of northwest Evanston and its surrounding neighborhoods -- growing in tandem with one another and acting as one of its preeminent community institutions.

This time is also inexorably linked to a period of Evanston's history in which the foundation of segregated schools and early forms of exclusionary real-estate and lending practices were laid. During this period, Evanston also enacted early land use regulations. These included

regulation of apartment construction (1901), new height restrictions, minimum room sizes, as well as minimum lot sizes (1915), establishment of "restricted residential districts" (1916), the State passage of legislation allowing municipal regulation of land use (1919), establishment of a zoning commission (1919), and adoption of the States first zoning ordinance (1921). Unlike other areas of Evanston, northwest Evanston was largely developed and built-out under these early land use controls and market conditions -- creating a unique and harmonious built character still seen to this day.

Northwest Evanston had been sparsely populated prior to this time and the area was served by the Crandon School (1874-1924), todays Independence Park, and Foster School (1905-1967). Northeast Evanston was served by the Noyes School (1882-1975). In anticipation of development pressures in the area, the School District and community began searching for new land to develop at the turn of the century. Decisions on the location for new schools would be influenced by newly established neighborhood improvement associations. Orrington Elementary, designed by Raeder and Coffin, would be constructed in 1912. The original Lincolnwood Elementary School designed by Perkins Fellows and Hamilton would be constructed in 1914 (demolished in the early 1940s). The Crandon School was in poor condition and not large enough to accommodate additional growth in northwest Evanston. Additional population growth in northwest Evanston could not be accommodated by Lincolnwood's modest size either. Lincolnwood was also in poor condition with significant structural issues discovered in the 1930s. As a solution, the district, despite early preferences for alternative solutions, ultimately decided to close Crandon following construction and the opening of Willard Elementary in 1924. The property was later conveyed to the City. Foster School was expanded in the 1920s and 1930s, and became more segregated during this period. Lincolnwood, not unlike many other schools, would play a role in Evanston's later desegregation efforts.

The original Lincolnwood School was demolished in the early 1940s at which time additional land was conveyed to the District, allowing for construction of the structure that stands today. It remains unsubstantiated that, despite its use today, the location of the school was intentional to utilize its surroundings, including the Forest Preserve, as an outdoor classroom and laboratory. The availability of the land the original and current school are located on, as well as the availability of today's Perkins Woods, and the previous Spencer Park, is likely related more to the poor quality of the land which continues to be prone to areal flooding resulting in soil conditions that impacted the construction of both schools and the ultimate demolition of the original school.

The demolition of the original school fractured a tangible association between the school as a catalyst or precursor for the area's rapid development under inexorable land use controls and market practices. The original schools historic associations with prominent individuals including Dwight and Lucy Perkins, and Larry Perkins were similarly and irrevocably severed when it was demolished. However, the existing school, constitutes an evolutionary component of its history, maintaining its utility as a community asset, despite its construction being outside the surrounding area's period of architectural and developmental significance. As such, the current school may have gained significance in its own right.

Armstrong Furst and Tilton(1927 to ~1955)

Armstrong, Furst, and Tilton was a prominent Chicago area architecture and engineering firm which specialized in institutional design between the 1920s and 1950s. The firm, founded in 1927, is best known for its work in the Gothic Revival style. Retrospectively, the firm's early body of work was grounded in precedent and represents skilled revivalism during a period of rapid change and experimentation in the field of architecture. John Armstrong and William Furst were both residents of Glencoe. John Tilton was born in LaGrange and resided in Chicago for much of his life. John Armstrong would leave the firm in 1950. Tilton would continue working with the firm in a minor capacity starting in the early 1930s when he returned to his alma mater Cornell and began a long career in academia. The firm, particularly its work in the 1920s and 1930s had a lasting impact on the built fabric of Chicago and the North Shore.

Notable projects include:

- North School Glencoe (1928) Demolished
- Sunny Gymnasium University of Chicago (1929) Landmark, NRHP
- Judd Hall University of Chicago (1931) Landmark, NRHP
- Seabury Western Theological Seminary Evanston (1933) Landmark, NRHP
- Central School Glencoe Illinois (1938) Landmark
- Glenview Community Church (1946)
- St. Marks Episcopal Church Glen Ellyn (1949)

Maurice Webster, native son of Evanston and then member of the Board of Education, is documented by Margery Perkins in her inventory of Evanston Schools (1978) as having an influence on the design of Lincolnwood School as well. Webster also attended Cornell.

This history supports an oral history by Larry Perkins which puts into question the associations between the schools visual expression and architect John Tilton. Notably, the architectural expression of the school contrasts the predominant Gothic Revival style of John Tilton's previous work, which has deep associations with his experience in Europe during World War One. According to Larry Perkins, the design of the school was driven by the School District itself which required it be Georgian in style as well as other requirements of form and massing. This is supported by other schools designed during the same period which were heavily influenced by the School District, particularly Maurice Webster. The use of large arched windows in both designs is more a reflection of both the Georgian and Gothic Revival styles, not a unique characteristic of Tilton's work.

Georgian Revival (1910-1930):

The Georgian Revival style, a subclass of the Colonial Revival style, emerged in Evanston in the early 1900s. The resurgence in popularity was fueled in part by the 1876 U.S. Centennial Exposition in Philadelphia. Architects of the revival period used the style for a variety of buildings, from large estate homes, to more modest homes built for speculation, institutional resources, schools, and government buildings.

The style borrows heavily from classical architecture including proportion and detailing using elements such as cornices, dentil moldings, stone string and belt courses, decorative window hoods, quoins, and ornate Palladian windows. Windows are often large, multi-pane, double or

single hung windows arranged in horizontal and vertical rows. Entrances are prominent and often adorned with decorative moldings, finials, or other unique elements. Georgian buildings are most frequently made of red brick and incorporate a balanced, symmetrical façade.

Public Notice:

The owner of record and school administrators were notified by mail within the timeframe required by code. The property was signed on December 16.

Public Comment:

Staff has not received any additional public comment to date.

Criteria for designation

The Commission shall limit their consideration to the following criteria in making a determination on a nomination for designation by ordinance as a landmark. The Commission is not bound by only the criteria which the property was nominated under. Nor is the Commission bound only by the report and testimony provided by the applicant. The Commission may use its own expertise and special knowledge to supplement and add to the body of testimony and documentation.

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

And;

Integrity of Landmarks and Districts:

- Any area, property, structure, site or object that meets any one or more of the criteria above shall also have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.

Public Hearing Process:

A motion to open the public hearing shall be made and properly seconded. Following opening of the public hearing, public comment will be taken in a manner determined by the Chair. After the conclusion of public comment, the applicant shall present their report and findings as to how the property meets the nomination criteria. Owner consent is not required. The owner of the property shall be afforded due time to present their own findings for or against the designation criteria. Both the applicant and property owner shall be provided opportunity for cross examination. The Commission may then ask questions of all parties who shall also be afforded equal opportunity for rebuttal.

Following the gathering of new testimony and documentation, the Commission may then make a motion to either close, or continue the public hearing. Following a motion to close the public hearing, the Commission shall discuss each of the ten designation criteria and the integrity criterion. In order to recommend designation, the Commission must find that at least one of the ten criteria are met, and that the property retains significant integrity to communicate its past and social, cultural, historical, or architectural significance effectively.

If none of the criteria are thought to be met, or if the property retains insufficient integrity, the nomination process shall end and the Commission may take a vote to end the nomination process at any time. If the nomination criteria are thought to be met, the Commission will move to creation of its recommendation report and findings, to be transmitted via resolution to the City Council within no more than 70 days.

Attachments:

[Nomination Form for Lincolnwood 22-OCT-2025](#)

[Nomination of Lincolnwood School-compressed](#)

NOMINATION FEE: \$100.00

CITY OF EVANSTON PRESERVATION COMMISSION
2100 Ridge Avenue, Evanston, IL 60201
(847) 448-8687

APPLICATION FOR NOMINATION OF A PROPERTY, STRUCTURE, SITE OR OBJECT FOR DESIGNATION BY ORDINANCE AS A LANDMARK

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

1. **Landmark Nomination** (for individual nomination of a property, structure, site or object submit the information below:

a) Address of property, structure, site or object being nominated:

Street #: 2600 Street Name: Colfax Street Zip: 60201

b) Real Estate Index Number: 10-11-408-001-0000 & 10-11-409-001-0000 Zoning: Open Space

c) Original Architect/Contractor (if known): Current: Armstrong, Furst & Tilton; Original: Perkins, Fellows & Hamilton

d) Year Built (if known): 1949 Architectural Style: Georgian Revival

Primary Exterior Building Material(s): Brick, Limestone

e) Significance:

Architectural Historical Archaeological Cultural

f) Is property, structure, site or object within an existing historic district? Yes No

If yes: Lakeshore Ridge Northeast Evanston

NOTE: If the nomination is for a property, structure, site or object with no official street address, please indicate its location on the attached city map.

2. **Provide legal description** of property, structure, site or object being nominated:

Lincolnwood Elementary 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.

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

Evanston / Skokie School District 65

b) Phone #: 847.859.8000 E-mail: research@district65.net
communications@district65.net

c) (Mailing Address) Street #: 1500 Street Name: McDaniel Avenue
qureshia@district65.net

City: Evanston State: Illinois Zip: 60201

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.

2-8-4. - CRITERIA FOR DESIGNATION.

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

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

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

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

5. a) **Name of Applicant(s);** person(s) who submit(s) this nomination for Landmark designation: _____
Julia Vaughan

b) Phone: 847 644 8446 E-mail: vaughan.julia@icloud.com

c) (Mailing Address) Street #: 2429 Street Name: Ridgeway Avenue
City: Evanston State: IL Zip: 60201

d) Applicant(s)' Signature: Julia Vaughan Date: 21 October 2025

Submit the nomination form to: Evanston Preservation Commission, 2100 Ridge Avenue, Evanston, IL 60201
For additional information contact: Cade W. Sterling at csterling@cityofevanston.org
The \$100.00 nomination fee is payable to the 'City of Evanston.'

Landmark Nomination for Lincolnwood

CITY OF EVANSTON PRESERVATION COMMISSION

**NOMINATION OF
LINCOLNWOOD ELEMENTARY SCHOOL
AS A CITY OF EVANSTON LANDMARK**

A Cultural Landscape of Enduring Significance



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Summary

To Members of the Preservation Commission
From Julia Vaughan, Evanston resident

The friends and neighbors of Lincolnwood wish to nominate Lincolnwood Elementary School and the surrounding grounds for designation by ordinance as a local landmark.

Name **Lincolnwood Elementary School**
Address **2600 Colfax Avenue, Evanston, IL 60201**

Architects **(1) Perkins, Fellows, & Hamilton, (2) Armstrong, Furst & Tilton**

| | | |
|----------------|-----------|--|
| <i>History</i> | 1910-1912 | Acquired land |
| | 1914 | Opened Lincolnwood |
| | 1945 | Designed new building |
| | 1948 | Added more land to Lincolnwood campus |
| | 1950 | Opened new Lincolnwood & demolished original |
| | 1953 | Added kindergarten wing |
| | 1966 | Added storage off the gymnasium |
| | 2018 | Modified front facade |

Justification: This proposal is based on eight designation criteria defined in Section 4: 2-8-4 (numbers 2, 3, 4, 5, 6, 8, 9 and 10) and the following reasons:

1. Lincolnwood School is identified with Lucy & Dwight Perkins, who both contributed significantly to our shared history.
[Criteria: 2, 6 and 8]
2. Lincolnwood today is identified as the work of Armstrong, Furst & Tilton, specifically John Neal Tilton, Jr, whose individual work is significant.
[Criteria: 2, 3 and 4]
3. The Lincolnwood campus represents a rare and unique cultural landscape with sufficient integrity, which is significant to the history of Evanston.
[Criteria: 5, 6, 9 and 10]
4. Lincolnwood's present owner, School District 65, faces no burden in local landmark designation.

Table of Criteria

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

Acknowledgements

This nomination is the result of generous contributions from many individuals and organizations whose knowledge, time, and care helped illuminate the enduring significance of Lincolnwood School.

We begin by acknowledging that Lincolnwood School stands on the traditional homelands of Indigenous peoples who stewarded this land long before the City of Evanston was established. Their presence and history remain integral to the cultural landscape in which the school exists today.

Deep gratitude is extended to the teachers, staff and principals of Lincolnwood School—past and present—whose dedication to education and our community has shaped generations of students. We also thank the friends and neighbors of Lincolnwood School, whose advocacy, memories, and lived experiences underscore the school's meaning well beyond its walls.

This work benefited greatly from the expertise and assistance of archivists and librarians at the Evanston History Center, Shorefront Legacy Center, Wilmette Public Library, the Division of Rare Manuscripts at Cornell University, the Photographic Archive of the University of Chicago, and the Charles Deering McCormick Library of Special

Collections and University Archives, Northwestern University Libraries. Their stewardship of historical records and willingness to guide research were invaluable.

We are grateful as well to the Friends of the Cook County Forest Preserves for their support and for their continued commitment to preserving the natural landscapes that are inseparable from Lincolnwood's story.

Finally, sincere thanks are offered to Mark Collins, Janet Piehl, Victor Filippini, Thomas Weber, Katie Karlin, Dino Robinson, Samantha Aguilar, Julia Jackson, Julia Sagraves, Timo Hellwig, Mark Vaughan, Paula Grist and Cade Sterling for their insight, encouragement, research assistance, and advocacy throughout this process.

Together, these contributions reflect the broad community investment that has sustained Lincolnwood School for more than a century and continues to affirm its importance to the City of Evanston.

Introduction

Evanston has long been shaped by its commitment to education, civic engagement, and thoughtful planning. Lincolnwood Elementary School exemplifies these values with a campus of open space bordering the last remnant of Evanston's Big Woods, now called Perkins Woods. Today Lincolnwood School blends harmoniously into a landscape of approximately 10 acres featuring mature oak and elm trees that blend into and complement a 7-acre forest preserve.

Lincolnwood presently sits on two parcels of land, as identified by the [map](#) from the Cook County Assessor's office, and these two parcels are the scope of this landmark nomination. Perkins Woods, the only Cook County forest preserve in Evanston, is immediately to the west of the school. The school and woods are surrounded by residential properties on the north, west, and southern sides. On the east side, across McDaniel Avenue, there is a senior living community, Three Crowns Park, which is currently classified as an Evanston landmark and has an original building dating to 1909.¹

¹ "Three Crowns Park: Our History - A Proud Tradition of Senior Living in Evanston 125 Years and Counting," Three Crowns Park, accessed December 16, 2025, <https://www.threecrownsark.org/senior-living-community/life-plan-community-evanston-il/>.

The City of Evanston has previously identified Lincolnwood as a landmark in the Envision 2045 plan on page 57, and this nomination now seeks to formalize the landmark designation:

“The area is defined by its mature trees, well-kept parkways, and green spaces... The ward is also **home to cultural and institutional landmarks**, including the Gichigamiin Indigenous Nations Museum, **Lincolnwood Elementary School**, and Willard Elementary School.”² *(Text emphasis by author.)*

In the pages that follow, this nomination demonstrates how Lincolnwood anchors the northwest Evanston neighborhood, embodies the work of Lucy and Dwight Perkins, represents the distinctive architecture of Armstrong, Furst & Tilton, and preserves a rare cultural landscape of enduring significance for the city.

² “Envision Evanston 2045,” City of Evanston, accessed December 28, 2025, <https://www.cityofevanston.org/home/showdocument?id=102641&t=639019993089511309>. (Text emphasis added by author.)

Section A: Criteria for Designation

1. Lincolnwood School is identified with **Lucy and Dwight Perkins**, who both contributed significantly to our shared history. *[Criteria: 2, 6 & 8]*

Dwight Heald Perkins

Dwight Perkins (March 26, 1867 – November 2, 1941), an architect and land conservationist, played a critical role in the creation of the Lincolnwood campus we know today. Dwight and Lucy lived a few blocks away from Lincolnwood at 2319 Lincoln Street in a home Dwight designed, which was added to the National Register of Historic Places in 1985.

Dwight's architectural firm, Perkins, Fellows & Hamilton, designed the original Lincolnwood School, which opened in 1914 and once stood where the basketball court is now. The firm, Perkins, Fellows & Hamilton, continued for many years after the construction of Lincolnwood School, becoming one of our nation's preeminent firms famous for specializing in the architecture of schools and universities.³

³ In the [Evanston Roundtable](#), Cohen writes, "Perkins, along with subsequent partners Fellows and Hamilton, went on to build **Evanston's Lincolnwood School** (1911), Oakton School (1913), and Evanston Township High School (1924). [...] Perkins was a lifelong conservationist and along with landscape architect Jens Jensen he was the moving force behind the founding of the Cook County Forest Preserve System now encompassing almost 69,000 acres. When he died in 1941, fellow Evanstonian, architect, and historian, Thomas Tallmadge wrote, "Mr. Perkins injected into the design of the schools of Cook County, science of a high order and a certain amount of idealism and originality. ...In Chicago when we think of Dwight Perkins...we think of him as a citizen and patriot almost before we think of him as an architect." (Cohen, *Eye on Evanston: Thoughts on Design | Dwight Perkins, architectural pioneer and conservationist*, July 21, 2022). *(Text emphasis by author.)*

*“Of course, **Lincolnwood’s large site was also a new idea in education.** [Dwight Perkins] had pioneered for large school sites to provide more play space, as he had helped to pioneer in Chicago to cut classroom sizes... and get washrooms out of the basement. **Lincolnwood’s site was the first Evanston school site to make room for a real playground.** Older schools than Lincolnwood now have their playgrounds, but they are comparatively recent, as houses were torn down to make play space. (Perkins, 17). (Text emphasis by author.)*

On November 3, 1914, just a few months following the opening of Lincolnwood School, the residents of Cook County “voted in favor of establishing a forest preserve district.”⁴ This outcome was a monumental achievement as it was the culmination of a two decade long⁵ campaign led by Dwight Perkins and Jens Jensen, which advocated for the establishment of a system to conserve the open prairie spaces of greater Chicago.⁶ Further, the creation of the Cook County Forest Preserves holds national significance, as this is one of the oldest and largest forest preserve districts in the United States, managing over 70,000 acres of land.⁷

⁴ Mission and History of Forest Preserves of Cook County: <https://fpdcc.com/about/mission-history/>

⁵ Jennifer Gray, an architectural historian, curator, and educator, expresses that the “contest over the Cook County Forest Preserve encouraged diverse groups of people – individuals who might never have intervened in national preservation disputes – to participate in the messy, disputatious, diplomatic concessions that define the practice of democracy. Perhaps this process, more than specific historical associations of physical integrity, is the object of preservation, especially when dealing in the ambiguous territory of cultural landscapes. Perkins’ fluid and dynamic attitude toward conservation and urbanization contradicts historical narratives of preservation as a counterpoint to development, of wilderness as the antithesis of civilization, and opens an actionable middle ground with the potential to impact not only how we understand cultural heritage sites, but also how we interact with our everyday lived environments.” *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism*, Vol. 10, No. 1 (Summer 2013).

⁶ Although residents voted in 1914 to establish the forest preserve, it was not until 1916 that the organization made its first land acquisition, purchasing “272 acres in Palatine, now known as Deer Grove East. Over the years, the Deer Grove system of preserves has grown to nearly 2,000 acres” reports Patty Wetli from WTTW News. The property to the west of Lincolnwood School was acquired by the CCFP in 1918.

⁷ Patty Wetli from WTTW News reports: <https://news.wttw.com/2024/11/19/cook-county-finally-tops-70000-acres-forest-preserve-land-hitting-huge-milestone-newly>

Unfortunately, Perkins' Lincolnwood building suffered from structural issues.

Margery Perkins, daughter-in-law to Dwight, authored a history of the school, which is on file at the Evanston History Center. On page 22, she shared:

"[The original] Lincolnwood School was beginning to have serious physical troubles. It seemed that a mineral streak ran in a more or less east and west direction in this particular area of North Evanston. The school had been built before the day of soil chemistry and soil mechanics. The foundations had apparently been set on blue clay. But the soil reacted very differently from clay, and when it became wet, it would flow away, and no longer support the building load. Parts of the building settled. With the years, it grew more and more expensive to maintain." (Perkins, 22).

Campaigns for a new school building began in the 1930s, but it was not until after WWII that construction of the new Lincolnwood school building began. Although Perkins' original structure was demolished, Dwight Perkins' design legacy continues.

There are several defining features of the current school building that connect back to Perkins, such as: Lincolnwood's distinctive T-shaped⁸ layout, the wide stretches of windows along the east and west façades, which bring natural light into the classrooms, and the building's modest height. Further, Perkins' influence also extends beyond the building; his philosophies and values are reflected in the stories his wife authored, as well as the expansive green spaces, playgrounds, and adjacent forest

⁸ Dwight Perkins gave a public lecture on May 22, 1914 where he shared his perspectives on school architecture. The *Evanston Daily News* reports: "He said ... light, air, fire protection are all permanent, but the requirements of education are not... The greatest care should be exercised in seeing that the building should permit ... expansion. In his opinion, we find in the playground and park buildings the prototype of the ... school... which will serve as a neighborhood center and recreation building... He stated that a playground in connection with a school was an absolute necessity for the welfare of the children... His slides showed various types of school buildings, the 'three sides of a square' type, the 'hollow square', the 'letter E', the 'letter I', and the 'letter T'."

preserve named in his honor.⁹ Significantly, prior to the construction of the new Lincolnwood School building, the western edge of the campus was acquired. Consistent with Perkins' vision, the westerly 150 feet of the campus was restricted "for play ground, park and recreational purposes."¹⁰

Lucy Fitch Perkins

Lucy Perkins (July 12, 1865 – March 18, 1937) was a celebrated children's author, illustrator, and early 20th-century social reformer. She was one of Evanston's most notable women of her era, as shared by the Evanston Women's History Project at the Evanston History Center:

"In 1911 ... Perkins' talents for writing and illustration came together, and the fictional adventures of twin children started a series of books aimed at teaching children an appreciation for customs and cultures of children from other countries."

"Perkins firmly believed she could teach tolerance and mutual respect to children by appealing to their sympathies and engaging their imagination through fiction... She was inspired by Chicago school teachers who taught many different nationalities of children under one roof, and believed children could be better united through shared understanding of the cultural strengths they brought to America."¹¹

⁹Jennifer Gray writes, "Perkins ... viewed preservation as a means of advancing new strategies about modern cities, not simply as a vehicle for fixing nostalgic ideas about nature. ... Sublime landscapes were largely inaccessible to everyday Americans at the turn of the century. Perkins saw in the Cook County Forest Preserve a chance to safeguard local natural attractions for ordinary people – an everyday wilderness, which in its accessibility had transformative potential." *Future Anterior: Journal of Historic Preservation, History, Theory, and Criticism*, Vol. 10, No. 1 (Summer 2013). <https://doi.org/10.5749/futuante.10.1.0001>

¹⁰ Document 14452722, Cook County Recorder's Office (Deed recorded 11/30/1948).

¹¹ Evanston History Center, <https://evanstonwomen.org/woman/lucy-fitch-perkins/>

Through her Twins series—translated into multiple languages and widely read¹² throughout the 20th century—Perkins introduced young readers to themes such as immigration, land ownership, cultural identity, and social cohesion. While written for children, her stories tackled complex social issues with insight and care, aiming to foster empathy and awareness among America’s increasingly diverse population.¹³

These values are embedded not only in her literary legacy, but also in the history of Lincolnwood School, with which Lucy maintained a special relationship. She helped name the school,¹⁴ tested her stories with students at Lincolnwood School for her book series,¹⁵ and was honored with a memorial service at Lincolnwood in April of 1937.¹⁶

The recognition of these elements contributes greatly to the cultural and educational significance of the building, and to the case for its landmark designation. Lincolnwood School (1950) contains several historically and culturally significant artifacts that honor the contributions of Lucy Fitch Perkins. Located on the east wall of what was originally the school’s music room—now used as the art room—are a number of rare and distinctive features directly attributed to Perkins:

¹² Lucy is credited with inspiring Beverly Cleary to love reading: *“Cleary still remembers the day in third grade when she became hooked. ‘My mother continued to bring library books for my level at home,’ she said. ‘One Sunday . . . I picked up one. It was ‘The Dutch Twins’ by Lucy Fitch Perkins.’ She flipped through the story about a boy and girl living in Holland, looking at the pictures, and Cleary had a revelation. ‘I discovered I was reading . . . and enjoying it,’ she said.”* https://www.washingtonpost.com/lifestyle/kidspost/beverly-cleary-103-years-surrounded-by-books/2019/12/18/4aeff978-21e6-11ea-a153-dce4b94e4249_story.html

¹³ This book series includes titles published more than a century ago and reflects the cultural attitudes and language of its time. While the educational intent was once regarded as positive, some portrayals and terminology reflect outdated values that are not consistent with contemporary standards. Readers are encouraged to approach these works as historical artifacts, with an awareness of their limitations, rather than as contemporary children’s literature.

¹⁴ Evanston Review, “Lincolnwood Music Room Named for ‘Twin’ Books Author.” November 25, 1954.

¹⁵ Perkins, Mrs. Lawrence (Margery “Midge” Perkins). “Lincolnwood School—Community Center.” Evanston Review, September 7, 1950.

¹⁶ Evanston Review. “Obituaries of the Week.” March 25, 1937.

- [Fireplace](#): Surrounding the fireplace are 19 hand-painted ceramic tiles, each illustrating scenes from Perkins' beloved Twins series of children's books. These works, recognized for their cultural diversity and storytelling, offer a unique and artistic tribute embedded directly into the school's architecture.
- [Mural](#): Hanging above the fireplace is an original oil painting by Lucy Fitch Perkins. The mural depicts characters from the Renaissance engaging in music and the arts, emphasizing the enduring value of creativity and human expression in education.
- [Mantel](#): The name "Lucy Fitch Perkins" is carved directly into the wooden mantel, offering a rare and tangible connection to the artist herself within the fabric of the school.

These artifacts are not merely decorative; they represent the values of cultural literacy, empathy, and global awareness that Lucy Perkins sought to instill in young readers—values that drew from the principles of Dwight Perkins and remain relevant to Lincolnwood's educational mission today.

2. Lincolnwood today is identified as the work of **Armstrong, Furst & Tilton**, specifically **John Neal Tilton, Jr**, whose individual work is significant. [Criteria: 2, 3 & 4]

The current structure of Lincolnwood School presents a modern treatment of a Georgian building with stately proportions, harmonious symmetry, classical red brick construction, and modern interpretations of stylized Palladian windows.

The building has “40% more foundation than ordinarily required for a structure of its size. Footings ... average eleven to twelve feet below the building grade and ... run as deep as fourteen feet at the boiler room.”¹⁷ These construction features are likely a response to the structural challenges faced by the original building – and the current building has held up well over the last 75 years. The Lincolnwood School structure that stands today has good integrity and closely resembles the 1945 sketch made by John Neal Tilton, Jr of the architecture firm, Armstrong, Furst and Tilton of Chicago. In 1949, the *Evanston Review* described the new school as follows:

“The new school will be a sixteen classroom structure of red brick with stone trim and, in style, will represent a modern treatment of Georgian architecture. Armstrong, Furst and Tilton of Chicago are the architects. Designed in the shape of a “T”, the building will include a central two-story unit to house the classrooms and two one-story wings, one for the auditorium and the other for a gymnasium or play room. Among the other facilities will be a music room and library in separate units at the front of the main section and four special-purpose rooms for speech correction classes, and

¹⁷ Evanston Review. “\$1,370,738 Program Begun in Dist. 75.” December 29, 1949. https://infoweb-newsbank-com.evanston.idm.oclc.org/apps/news/document-view?p=AMNEWS&t=favorite%3A17DFDAA4%21Evanston%2520Newspapers%2520Historical%2520and%2520Current&sort=YMD_date%3AA&hide_duplicates=2&fld-base-0=alltext&maxresults=60&val-base-0=40%25%20more%20foundation%20than%20ordinarily%20required&docref=image/v2%3A17DFDAA46840022B%40EANX-NB-18E891CAB7F15A20%402433280-18E642EEB9E2838F%4059-18E642EEB9E2838F%40

tutoring and conferences. Offices for the school nurse and principal and a small kitchen for use in connection with social functions are also included in the plans.”¹⁸

On September 11, 1950, the new building for Lincolnwood School opened.

The Firm: Armstrong, Furst & Tilton

The partners of Armstrong, Furst & Tilton included: John Archibald Armstrong¹⁹ (who withdrew from the firm in 1950)²⁰, William H. Furst (died 1965)²¹, and John Neal Tilton, Jr²² (June 16, 1891 — May 29, 1970).²³ The architects were recognized individually, as well as in their partnership for a number of buildings. Notable works are detailed in a [table](#) in the appendix. After 1950, the firm was known as Furst & Tilton.

Many records of this architectural firm are held by the Cornell University Library. Within the archives of rare manuscripts, there is a photograph of an [original sketch of Lincolnwood School](#), which has the initials JNT and the year 1945.

It is not clear to what extent the architects collaborated on their buildings and specifically on the design of Lincolnwood. But given the JNT initials on the 1945 sketch of Lincolnwood and that the image is stored within the library of the university where Tilton taught, it seems reasonable to conclude that Tilton played an active role in the design of Lincolnwood’s current building.

¹⁸ Evanston Review. “District 75 Breaks Ground for New Lincolnwood School.” April 07, 1949.

¹⁹ <https://www.archinform.net/arch/200360.htm>

²⁰ <https://app.vlex.com/search/jurisdiction:US/armstrong+furst/vid/889840128>

²¹ <https://www.archinform.net/arch/204748.htm>

²² <https://www.archinform.net/arch/214137.htm>

²³ Cornell University. “John Neal Tilton: June 16, 1891 — May 29, 1970.” Accessed January 6, 2026, <https://ecommons.cornell.edu/server/api/core/bitstreams/ad10f537-93a9-4df2-9921-cb888c7df0b2/content>

John Neal Tilton, Jr

Tilton was raised in the Chicago suburb of La Grange, Illinois. He followed in his father's²⁴ footsteps by attending Cornell University²⁵, studying architecture and becoming an architect. In 1914, Tilton returned to Chicago to join the firm Marshall & Fox. He also served in World War I; afterwards, he resumed working as an architect where he was "considered one of Marshall & Fox's preeminent designers and played an active role in some of the firm's 'most prominent buildings' including the Emmanuel Episcopal Church, the Edgewater Beach Hotel, the Drake Hotel, and the Peabody Mansion at Mayslake."²⁶

In 1927, Tilton branched out, starting his own firm with Armstrong and Furst. Together, they created a number of buildings that are currently listed on the National Register of Historic Places. In 1932, Tilton returned to Cornell University to begin teaching in the College of Architecture, although he continued to work part-time with his firm. By 1936, Tilton attained full professorship, and later served as acting dean (1937-38), assistant dean (1938-40), and eventually secretary (1940-45). In 1959, after more than two decades of continued service, he became professor of architecture, emeritus.

²⁴ Tilton's father, John Neal Tilton, Sr (1860-1921) was a respected architect who is credited with an Evanston home: <https://evanstonroundtable.com/2022/01/04/239-greenwood-evanston-history-center/>

²⁵ Lawrence Perkins, son of Dwight Perkins, also studied architecture at Cornell University, but he graduated in 1931, the year before John Tilton joined the faculty.

²⁶ NRHP Application for Emmanuel Church Application, page 24.

3. The Lincolnwood campus represents a **rare and unique cultural landscape with sufficient integrity**, which is significant to the history of Evanston. [Criteria: 5, 6, 9 & 10]

Considering Lincolnwood School within the context of its environment and surrounding landscape is essential to understanding and appreciating its full significance, as well as justifying its nomination for landmark status.

The term “cultural landscape” is defined by the National Park Service (NPS) as a landscape that has been “affected, influenced, or shaped by human involvement. A cultural landscape can be associated with a person or event. It can be thousands of acres or a tiny homestead. It can be a grand estate, industrial site, park, garden, cemetery, campus, and more. Collectively, cultural landscapes are works of art, narratives of culture, and expressions of regional identity.”²⁷

According to NPS, there are four types of cultural landscapes. Lincolnwood can be classified as a “**historic vernacular landscape**,”²⁸ meaning one that “evolved through use by the people whose activities ... shaped that landscape.” In other words, the landscape “reflects the physical, biological, and cultural character of ... everyday lives.”²⁹

“Cultural landscapes are a legacy for everyone. These special sites reveal aspects of our country’s origins and development as well as our evolving relationships with the natural world. They provide scenic, economic, ecological, social, recreational, and educational opportunities helping communities to better understand themselves.”³⁰

²⁷ <https://www.tclf.org/places/about-cultural-landscapes>

²⁸ <https://www.nps.gov/orgs/1739/upload/preservation-brief-36-cultural-landscapes.pdf>

²⁹ <https://www.nps.gov/orgs/1739/upload/preservation-brief-36-cultural-landscapes.pdf>

³⁰ <https://www.tclf.org/places/about-cultural-landscapes>

The Land Before Lincolnwood School

For centuries prior to the establishment of Evanston as a city or Lincolnwood as a school, the land contained both forests and wetlands, which were filled with a great diversity of plants, mature trees, and animals. The land was also the traditional homeland of the many indigenous people of tribal nations – including the Council of Three Fires, the Potawatomi, Ojibwe, and Odawa.³¹

The area that would become northwest Evanston experienced slow but steady settlement during the late nineteenth century. As the landscape transformed, many native tree species—particularly oaks and elms—remained prominent features. By the turn of the twentieth century, Evanston’s population was expanding and creating growing demand for civic infrastructure, including schools, to serve emerging neighborhoods and attract families to newly subdivided land.

At the time that Evanston community members were preparing to build a new school (~1910), the property was filled with “numerous oaks... [which] are reminders that oak trees abounded in the area before it was developed. Elm trees planted on the parkways at the time of development still arch gracefully over a number of streets surrounding Lincolnwood School in northwest Evanston. The unusually large number of surviving elms add another dimension to ... the high level of integrity.”³² These enduring natural features are rare and significant, shaping the distinctive setting where the school stands today.

³¹ Sources: <https://gichigamiin-museum.org/> and D65 Land Acknowledgment.

³² Earle, page 2.

Lincolnwood Shaped Residential Development of Northwest Evanston (1910–1931)

(Criterion #10)

The formation of Lincolnwood School was a cornerstone for residential development in northwest Evanston. This was assured by the deeds that conveyed the Lincolnwood campus, which is restricted “for the inhabitants of [the] School District.”³³ The school uniquely contributed to the growth and rapid residential housing boom between WWI and the early years of the Great Depression (1918-1931).³⁴ This growth can be seen by comparing [maps](#) from the Sanborn Fire Insurance Company, as well as [aerial photography](#) snapshots at different points in time (1899 - 1950).

In 1988, Anne O. Earle, an Evanston historian, proposed classifying a vast portion of northwest Evanston as a historic district. Although her proposal did not pass, there are relevant highlights from her proposal that support the Lincolnwood School as a site of historical significance. Earle wrote:

*“The [Lincolnwood] school is included ... for historical reasons: **construction of the original Lincolnwood School building enhanced the attractiveness of the area to families with children, and thereby encouraged rapid development of the surrounding area...** Furthermore, Lincolnwood School was a center for community activities during much of the period of significance of the district.” (Earle, p. 6) (Text emphasis added by author.)*

Supporting what Earle wrote, newspapers of the period often mentioned the proximity of Lincolnwood School when advertising available land to build new homes in the area, as well as various community activities. Examples are in the appendix.

³³ Document 4706120, Cook County Recorder’s Office (Deed Recorded, 2/10/1911).

³⁴ Earle, page 2. “The vast majority of the homes near Lincolnwood Elementary School were “constructed during the building boom between WWI and the early years of the Great Depression [1918-1931].”

Lincolnwood Exemplifies Rare Planning and Urban Design Techniques.

(Criterion #5)

Lincolnwood Elementary School exemplifies rare and intentional planning that integrates educational, recreational, and residential land uses into a cohesive civic landscape. The current school building (1950) was deliberately centered within an expansive open-space network that included adjacent and deed-restricted parkland, preserved tree canopy, and reconfigured streets—an approach uncommon in both scale and execution.

Efforts for land conservation also extended beyond municipal boundaries. In 1912-1914, D.H. Perkins advocated for preserving the undeveloped, wooded block of land between Colfax, Ewing, Grant, which was due west of the Lincolnwood Park bordering the original school. Although he was unsuccessful in convincing the board of the park district to purchase the land, Perkins was able to successfully persuade the forest preserves of Cook County to acquire it in 1918, ensuring permanent protection of this woodland and extending the open-space network surrounding Lincolnwood School. In August 1948, the woods were named in honor of D.H. Perkins.

Another significant planning intervention involved exchanging land and adjusting circulation patterns. A 1927 Sanborn Fire Insurance map shows Lincolnwood School facing McDaniel Avenue, with multiple roads bisecting the property to the west. But by 1950, these streets were eliminated and absorbed into park and school grounds, prioritizing pedestrian safety, open-space continuity, and environmental preservation. This transformation created a cohesive civic landscape centered on education and recreation.

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In 1941, the City of Evanston and the school district executed a strategic land exchange, which offered Spencer Park (Lincolnwood Park) to the school district in exchange for Independence Park, located at the former Crandon School site on Central Street. This exchange better aligned functional needs and preserved green space adjacent to the school.

These planning strategies—county-level forest preservation, deed restrictions, municipal land swaps and roadway elimination—illustrate creativity, collaboration, and long-term vision in civic planning. Our city treated schools, parks, and streets not as isolated elements but as interconnected components of a larger cultural landscape, producing a high-quality, rare example of coordinated urban design.

Lincolnwood is Associated with Important Cultural and Social Aspects and Events in Evanston's History (Criterion #6)

Lincolnwood School has been in continuous operation for over a century. From a social and cultural standpoint, the school and its surrounding landscape embody numerous important—though often intangible—qualities that are significant for the City of Evanston, both today and for future generations.

Lincolnwood School has long served as a vital social and cultural hub in the Evanston community. Here are a few notable examples that illustrate Lincolnwood's enduring impact:

- In 1898, it was reported by the Evanston Press that the Sunday School of the African Methodist Church held their annual summer picnic at the North Evanston Woods (*now the Perkins Forest Preserve and grounds of Lincolnwood School*),

bringing 200 people together for outdoor recreation.³⁵ Founded in 1882, “this church served as a cultural and social hub for black life in Evanston as well as a source of local activism since its inception,” shared Dino Robinson.”³⁶

- Lincolnwood has been and continues to be a central gathering place for other community celebrations, notably hosting Fourth of July festivities as early as 1915.³⁷
- Lincolnwood was one of the first schools in Evanston to feature a gymnasium and a dedicated playground, reflecting early recognition of the importance of physical education.³⁸
- Lincolnwood is a neighborhood hub for community programming and recreational activities; it is a venue for youth sports leagues, scouting groups and summer camps, fostering connection and enrichment across generations.
- Lincolnwood also played a role in the broader story of school desegregation in Evanston. Following the closure of the original Foster School, some students were reassigned to Lincolnwood and other schools across the city as part of the integration efforts across District 65. This transition marked a significant chapter in the school’s history, reflecting Evanston’s evolving approach to racial equity in public education.

³⁵ Evanston Press, August 13, 1898: 4.

<https://infoweb.newsbank.com/apps/news/document-view?p=AMNEWS&docref=image/v2%3A18C8773F167A6752%40EANX-NB-18FE037741D8F8E9%402414515-18FDBEA4ECE1D6A8%403-18FDBEA4EC1D6A8%40>

³⁶ With more time, it would be interesting to research and learn more about the church’s annual picnic at the Evanston Woods.

<https://dailynorthwestern.com/2020/07/15/city/ebenezer-ame-churchs-original-home-at-1813-benson-ave-named-new-african-american-heritage-site/>.

³⁷ Evanston News-Index (Evanston, Illinois), July 1, 1915: 2. NewsBank: America’s News – Historical and Current. <https://infoweb.newsbank.com/apps/news/document-view?p=AMNEWS&docref=image/v2%3A18C8772FF8150036%40EANX-NB-18FFDC6306266EA5%402420680-18FDF4432FC6B1EF%401-18FDF4432FC6B1EF%40>.

Evanston News-Index - July 2, 1924. Available:

https://infoweb.newsbank.com/evanston.idm.oclc.org/apps/news/document-view?p=AMNEWS&t=favorite%3A17DFDAA4%21Evanston%2520Newspapers%2520Historical%2520and%2520Current&sort=YMD_date%3AA&hide_duplicates=2&fld-base-0=alltext&maxresults=60&val-base-0=%22July%204th%22%20and%20%22lincolnwood%20school%22&docref=image/v2%3A18C8772FF8150036%40EANX-NB-1904800303067EDB%402423969-18FFB936552FA2A1%405-18FFB936552FA2A1%40

³⁸ In 1920 my father[in-law]’s firm added on to the original building... [adding a gymnasium], which the earlier schools in Evanston never had.” (Perkins, 13-17).

- For nearly 50 years, Lincolnwood has been the home of [SafetyTown](#), a beloved and impactful summer program that has educated young children on pedestrian safety and emergency preparedness.³⁹
- Lincolnwood School has a long-standing relationship with community gardening. In 1929, the school served as the meeting site for the Lincolnwood Garden Club of Evanston—an organization that remains active today, though it now meets elsewhere. The school has also hosted garden fairs, including one in 1952 in which Midge Perkins played a key role. More recently, the [Star Garden](#) was established in 2013 as a sustainable, edible garden where students learn about soil health, composting, and organic growing practices. Looking ahead, there are plans to create a memorial garden honoring a former teacher.
- Lincolnwood School has long fostered meaningful connections with the adjacent senior living community, Three Crowns Park, formerly called Pioneer Place Swedish Retirement Home, located to the east of the school across McDaniel Avenue. Through shared art exhibitions and intergenerational tutoring, older residents and Lincolnwood students have engaged in sustained exchanges that enrich both groups.⁴⁰
- Students of Lincolnwood School have long benefited from the forest at the edge of the campus, using Perkins Woods consistently for decades as an outdoor classroom and living laboratory. Generations of students have planted young trees, studied mature forest systems, and engaged in hands-on outdoor education. Examples of this are included in the Appendix. Most recently, students across the entire school engaged in Community Day in October, 2025, which included an educational session in the woods with Libby Hill, the respected steward of the woods.

³⁹ <https://www.evanstonsafetytown.org/about-us>

⁴⁰ Evanston Review. "What Generation Gap?" May 30, 1974.

Lincolnwood Offers a Distinctive Presence and is a Familiar Visual Feature of the Neighborhood (Criterion #9)

Approaching the school from any direction—north or south along McDaniel Avenue, or east and west on Grant or Colfax Streets—one is struck by its prominent presence. The building sits gracefully at the center of a broad, open landscape, encircled by approximately ten acres of open undeveloped space with mature oak and elm trees, many of which are more than a century old. This setting is visually striking and deeply rooted in Evanston’s natural history.

Although designed and intended for public use as a school, the scale and proportions of Lincolnwood Elementary School align closely with the surrounding single-family residences. The building’s height and massing are carefully balanced to complement, rather than dominate, the surrounding neighborhood, imparting a residential character that reinforces its integration into the community fabric of northwest Evanston.

This compatibility is further underscored through architectural comparison with another recognized landmark building in the City of Evanston. Notably, the north façade of Lincolnwood School closely resembles a local landmark residence built in 1936 by J.L. Kincaid at 2920 Lincoln Street. Both structures exhibit distinguished craftsmanship, similar fenestration, and strong symmetry. The statement of significance for the landmark residence notes:

“This brick, stylized Georgian Revival design shows the variety available within the strict confines of the type. The central section projects slightly and breaks the dentiled cornice with a gable continuing the main cornice. On its second window is a tall Palladian window with very thin

sidelights. It rises from a flat-roofed porch supported by two Corinthian columns sheltering a sidelighted entrance and a bland fanlight. On each side of the projection is a pair of openings on each floor, the upper ones with eight-over-eight windows, the lower ones twelve-over-twelve. An open porch with a balustraded top on its flat roof projects from the central section of the west end, and a small flat-fronted bay extends from the east end. The building has excellent integrity.”

Although the two buildings were constructed in different decades and do not share the same architect, their front façades bear a striking resemblance. Both are Georgian in style, with a central projecting section and gable, a prominent central arched window above the main entry, and balanced fenestration with matching numbers of openings on the upper and lower levels flanking the doorway. The architectural features shared by both buildings demonstrate that Lincolnwood School embodies qualities already recognized as locally significant, reinforcing how the school harmonizes with the surrounding residences.

Reflecting on all of these aspects as a whole, the Lincolnwood campus constitutes a cultural landscape whose character is defined by the cumulative interaction of land, planning, development, and use. The site’s natural foundations, the growth of northwest Evanston, and the implementation of uncommon urban planning strategies established a unique setting in which the school was intentionally integrated into the neighborhood, while retaining a living forest as an outdoor classroom. Documenting these resources through a site plan that identifies the age, species, and condition of trees and other key landscape features is recommended, if one has not already been prepared. With more than a century of continuous operation as a public school, the property has acquired enduring social and cultural value through sustained

use. Its long-standing visual presence functions as a defining feature of the neighborhood. Preservation of the Lincolnwood campus recognizes its enduring importance to the City of Evanston.

4. Landmark designation for Lincolnwood would not impose any operational or financial burden on the present owner, School District 65.

A local landmark designation for Lincolnwood Elementary School and the surrounding grounds (Parcel ID Numbers #10-11-408-001 and #10-11-409-001) does not restrict District 65's ability to renovate, modernize, or adapt Lincolnwood to meet evolving educational needs.

Evanston has a long-standing practice of landmarking places worthy of preservation, including schools. Several former and current Evanston public schools already hold local landmark status, including: Washington, Orrington, Oakton, Haven, Nichols, and the buildings now known as Noyes Cultural Arts Center and Chiaravalle Montessori School.

Further, District 65 would not be limited or constrained in making changes to the school, as school renovation projects are reviewed at the state level and do not require building permits from local governments.⁴¹

Granting landmark status to the Lincolnwood School campus recognizes the rare and unique legacy of both the school building and its cultural landscape, and this aligns closely with the Statement of Purpose for Historic Preservation⁴² as outlined within Evanston's City Code, Chapter 8-2-1.

⁴¹ Weber, Thomas. "Memorandum in Support of Application for Nomination of Willard School, 2700 Hurd Ave., For Designation By Ordinance As A Landmark." 25PRES-0120 - Landmark Nomination. City of Evanston, 2025. Presented on December 9, 2025.

⁴² "Title 2, Chapter 8 - Historic Preservation, Section 1 - Statement of Purpose," Evanston, IL: Code of Ordinances, accessed December 19, 2025.
https://library.municode.com/il/evanston/codes/code_of_ordinances?nodeId=TIT2BOCO_CH8HIPR

Section B: Integrity

Location & 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.

For Lincolnwood Elementary School, the location and setting are interconnected. Today the school is positioned in the center of a vast area of open space (~10 acres) and it borders a forest preserve of Cook County (~7 acres). The purposefulness of this configuration is reflected in the deed restrictions established more than 100 years ago.

Lincolnwood's integrity is further enhanced by its proximity to the Dwight Perkins Woods, one of Cook County's smallest forest preserves and the only preserve within Evanston. This adjacency reflects purposeful planning: Dwight Perkins, along with Jens Jensen, established the Cook County Forest Preserve system and advocated for the preservation of native landscapes, including this remnant of Evanston's "Big Woods," a swampy morainic woodland that once extended west to Harms Woods in Glenview.

Today, the Dwight Perkins Woods remain a rare fragment of pre-urban Evanston ecology, offering an immersive natural experience in a densely developed environment. Environmental steward Libby Hill reflected on its enduring importance: "Perkins Woods is a real surviving remnant of Evanston's Big Woods... 'My husband and I moved here

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as a young couple with a two-month-old because the woods were here... I wanted my children to grow up in a place that's at least semi-wild. This was Evanston, of course, but here was this wild place right next to the school."⁴³

This enduring relationship between school, open space, and forest preserve remains central to Lincolnwood's integrity and sense of place.

⁴³ <https://fpdcc.com/volunteer-spotlight/>

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.

The design of the current Lincolnwood School draws on architectural history and reflects the natural beauty of the landscape, which is protected by deed restrictions for school and open space uses.

The style of the building is Georgian Revival. The proportion, scale, and height of the building aligns with the residences of the neighborhood. Taken together, these elements offer aesthetic beauty.

The building, which opened in 1950, is a "T" shape. It is symmetrical in form, and balanced with large wings – one for the gymnasium to the east and the auditorium to the west.

In particular, the building's unique fenestration and modern adaptation of Venetian (Palladian)⁴⁴ windows are noteworthy. In *The Architecture of Happiness*, Alain de Botton writes, "Windows offer further opportunities for the expression of architectural elegance, the determinant here being the relationship between the amount of glass and the extent of the frame that supports it." (De Botton, p 210). At Lincolnwood School, the north wall of the building offers four windows to the left and right of the grand arched window centered over the main door on the first floor. The south wall also has a modern-adaptation of a Palladian window, which spans two stories and is balanced by small windows and long walls with spacious bay windows. The windows located on the east/west sides of the central part of the building run continuously in 6 sets of 3 windows per side, bringing a significant amount of natural light to the classrooms.

In 1953, an addition was made to the building on the west side, adding a purpose-built kindergarten wing.⁴⁵ This large addition contains expansive bay windows on three sides and overlooks the forest preserve. The design is consistent with the rest of the building.

Within the last ten years, a new front door was added to Lincolnwood School on the north side, facing Colfax Street.

⁴⁴ Author's Note: Venetian (Palladian) windows have three parts, including side lights to the left and right side. The grand arched windows of Lincolnwood Elementary School do not have sidelights; perhaps this is a trait of the modern movement of architecture (1920 - 1965) which opted for more simplified forms.

⁴⁵ Source: Evanston Review - December 17, 1953

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 exterior of the building was constructed with red bricks of uniform color with limestone trim. The bricks remain in good condition with even tuckpointing, showing good integrity. Although the building has had additions, these projects were constructed just a few years after the original structure was completed. The bricks and materials of the additions match the materials that were originally used.

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 creation of this building required specialists in stone and masonry work to create grand windows with arches. Each of the following arches required careful precision work:

- North Wall, Transom Arch Windows over Doors 2 & 9
- North Wall, Center Palladian Window
- South Wall, Center Palladian Window

Additionally, the transom windows over doors 2 and 9 appear to contain original glass and wood trim; both remain in good condition.

Photography of Current Structure (2025)



Image: North Wall; Source: Author



Image: Door #2; Source: Author



Image: Door #9; Source: Author



Image: South Wall; Source: Author

Conclusion

For the compelling reasons presented above—supported by the supplementary information in the appendix and the signatures of community members on the [petition](#)—the Preservation Commission of the City of Evanston should approve this nomination and recommend that the City Council designate Lincolnwood Elementary School and the surrounding grounds as an Evanston landmark.

Appendix

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Petition Information

More than 500 friends and neighbors of Lincolnwood School have signed this petition to show support for landmarking the building and grounds:

change.org/p/designate-lincolnwood-school-as-a-city-of-evanston-landmark.

Designate Lincolnwood School as a City of Evanston Landmark



533
Verified signatures

Let's get to 1000 signatures!

Petitions with 1,000+ supporters are 5x more likely to win!

Copy link

Send via WhatsApp

Share on Facebook

Nextdoor

Send via email

Post on X

Recent signers:

Kati Olson • 3 weeks ago Kristan Kenney • 3 weeks ago Meghan Thomas • 3 weeks ago Lauri Harris • 3 weeks ago Scott Brown

Decision Maker: Evanston's Preservation Commission

6 Supporter Voices

2 Updates

1 Media Mention

Maps

2025 Land Today

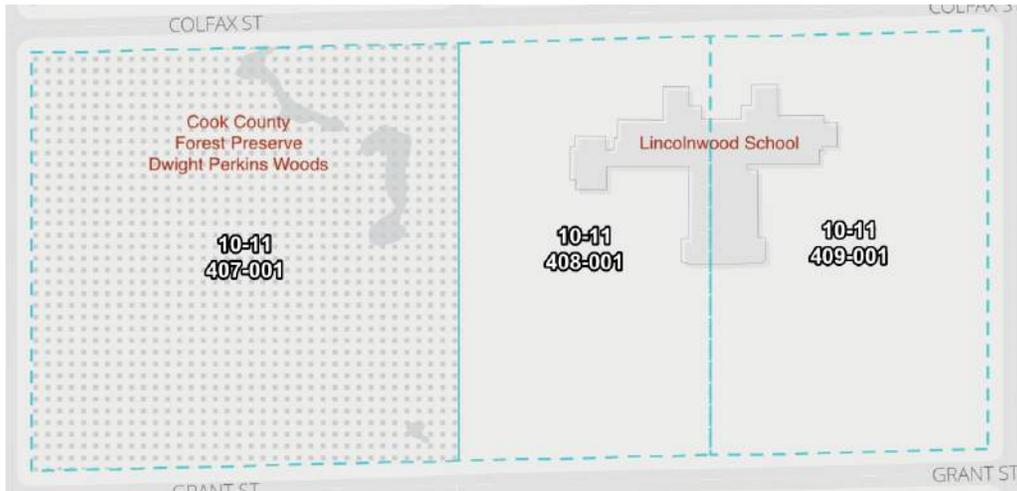


Image source: <https://maps.cookcountyil.gov/cookviewer/>

Featuring: **Three Parcels of Land: Two for Lincolnwood School, One for the Forest Preserve, 2025**

2025 Satellite View

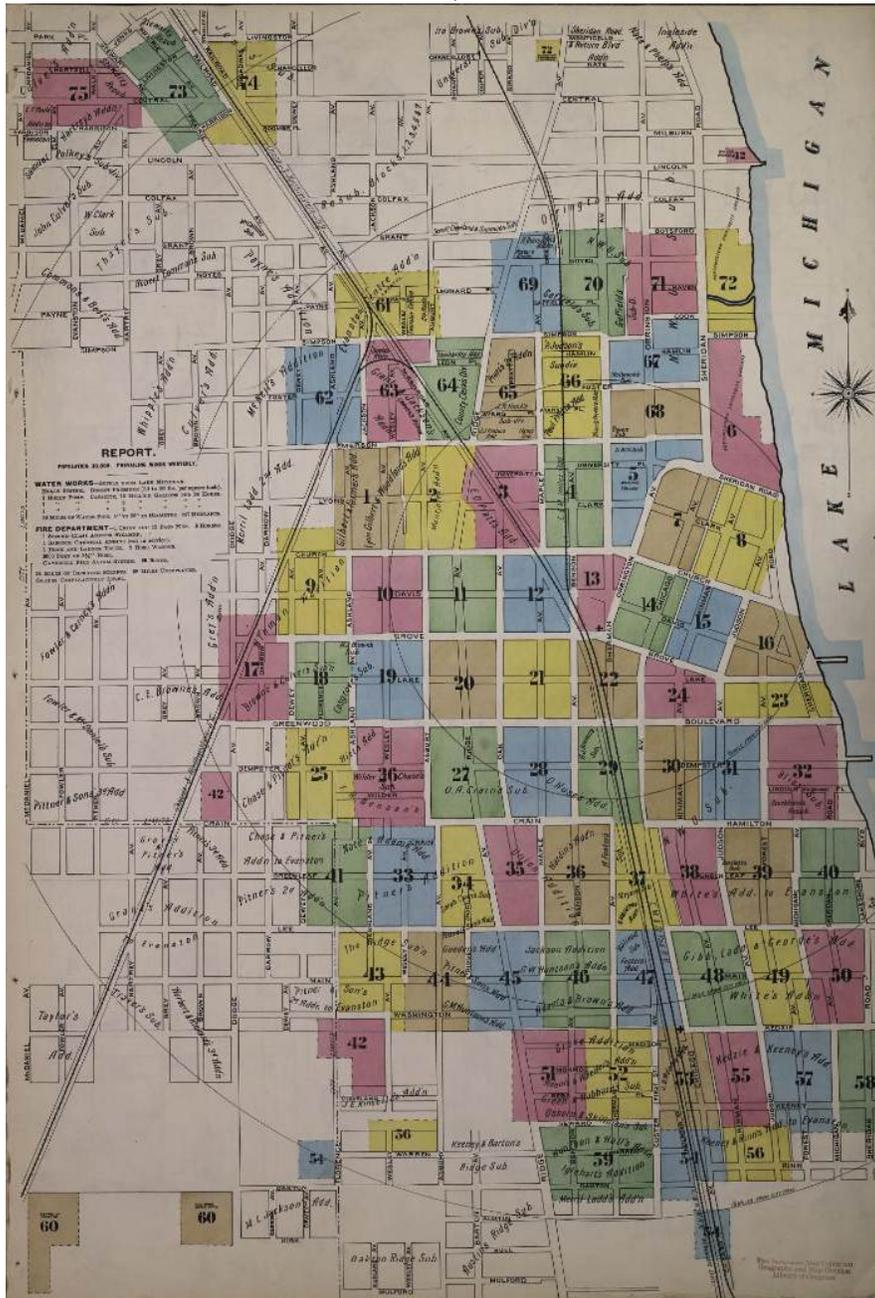


Image source: Google Maps

Featuring: **Lincolnwood School Bordered by the Forest Preserve, 2025**

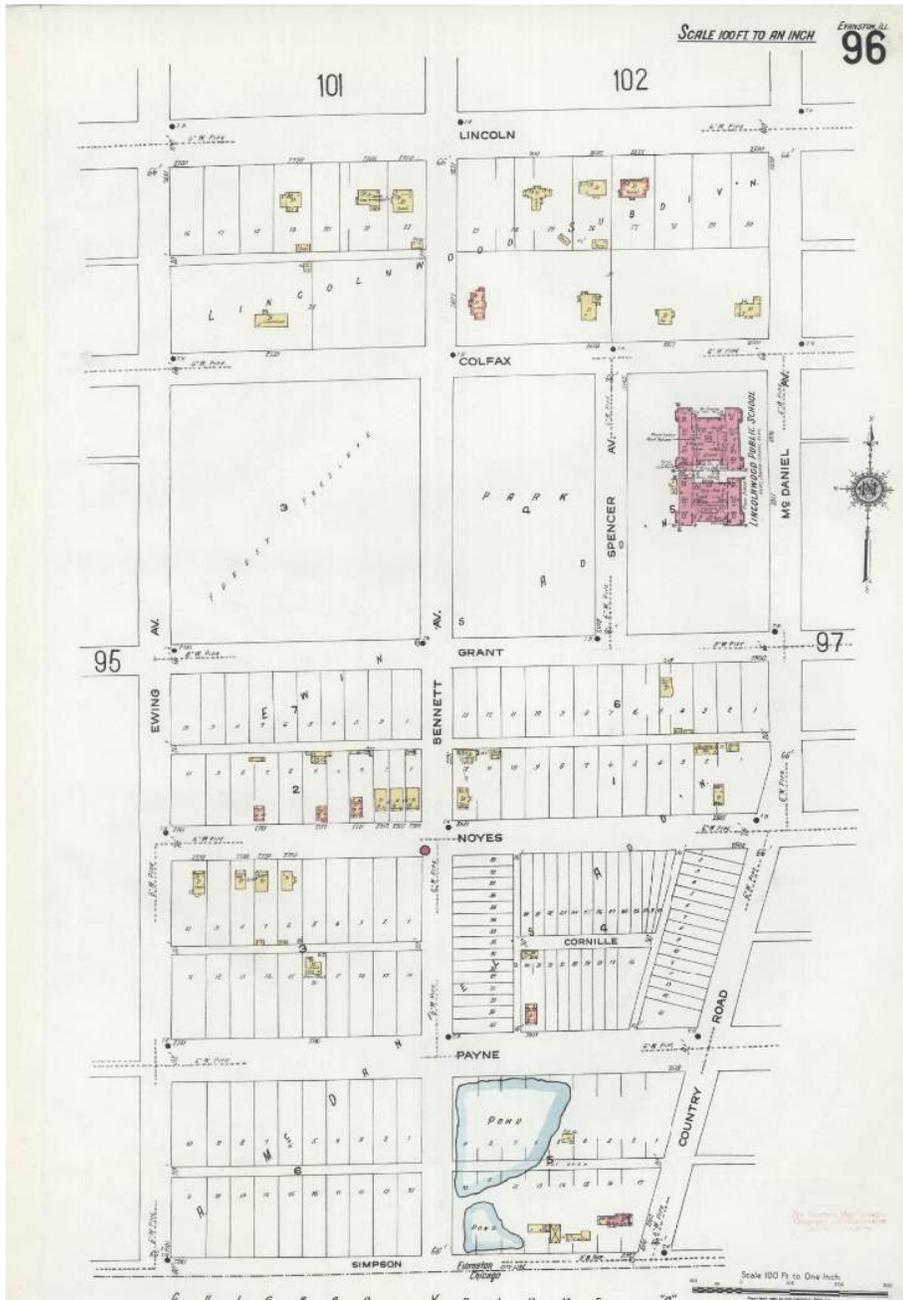
1899 Sanborn Map of Evanston via Library of Congress

(McDaniel Avenue is as far as the map reaches on the northwest side, so the land where Lincolnwood School exists is not shown.)



1920 Sanborn Map of Evanston via Library of Congress

(Development of the area is starting, but there are many undeveloped plots of land. The map shows one residence south of Lincolnwood on Grant, and a few more homes on Colfax.)



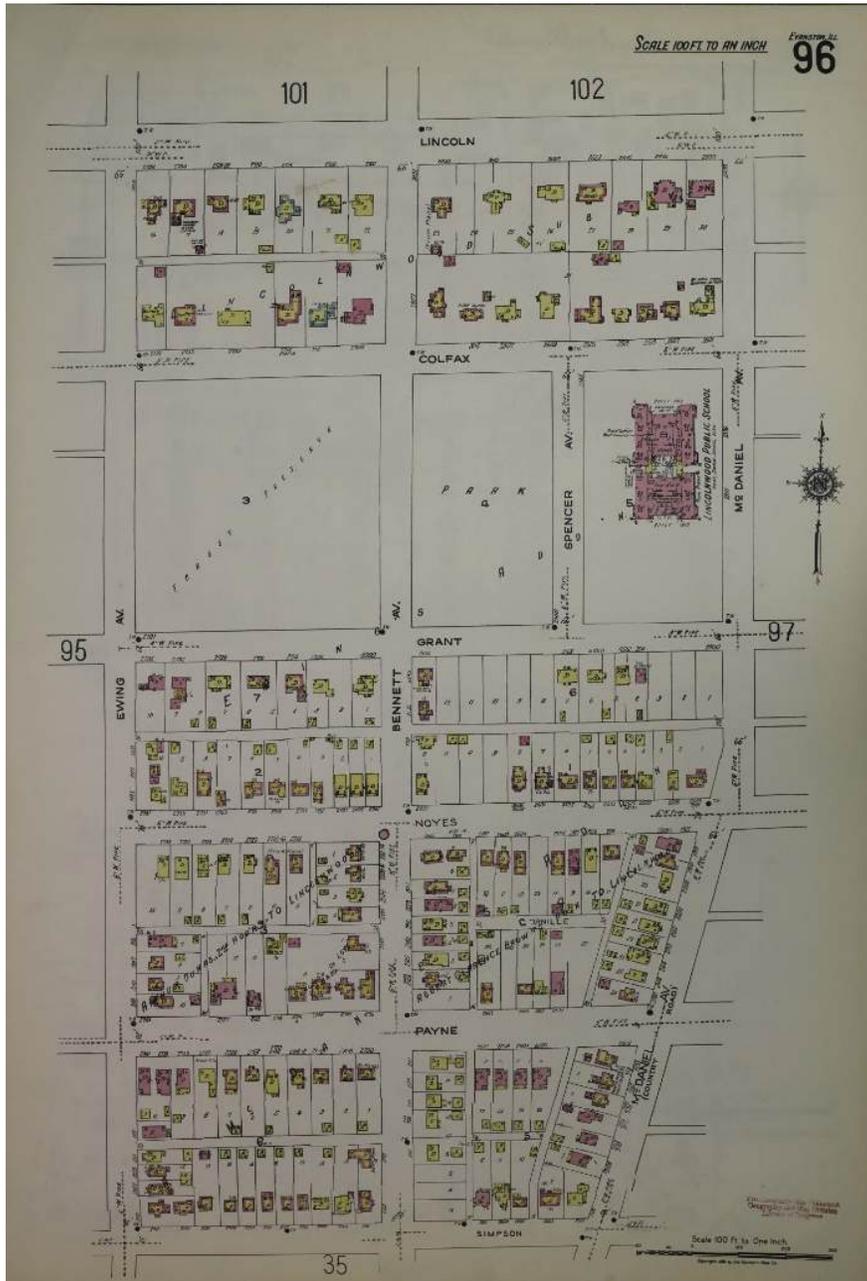
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1920-1945 Sanborn Map of Evanston via Library of Congress
(By 1945, every plot on Colfax and Lincoln has a residence, as well as the block south of the forest preserve. A few undeveloped plots remain on Grant south of Lincolnwood.)



1920-1950 Sanborn Map of Evanston via Library of Congress

(This map shows the location of the new Lincolnwood School and white paper over the old one.)



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1927 Sanborn Map of Evanston - Available on paper at Evanston History Center



Image source: Sanborn Fire Insurance Map, 1927

Featuring: **City of Evanston**



Image source: Sanborn Fire Insurance Map, 1927

Featuring: **Lincolnwood School, Block 5; Park, Block 4; Evanston Woods/Forest Preserve, Block 3**

1938 Aerial Photograph of the Neighborhood



Center section shows: Residential homes surrounding (from left side) - the Forest Preserve, Lincolnwood Park, 1914 Lincolnwood Building, followed by Three Crowns and the "back lot."

Source: Illinois Geospatial Clearinghouse, Aerial Photograph on November 20, 1938

Direct Link: <https://clearinghouse.isgs.illinois.edu/webdocs/ilhap/county/data/cook/flight4/0bwq05077.jpg>

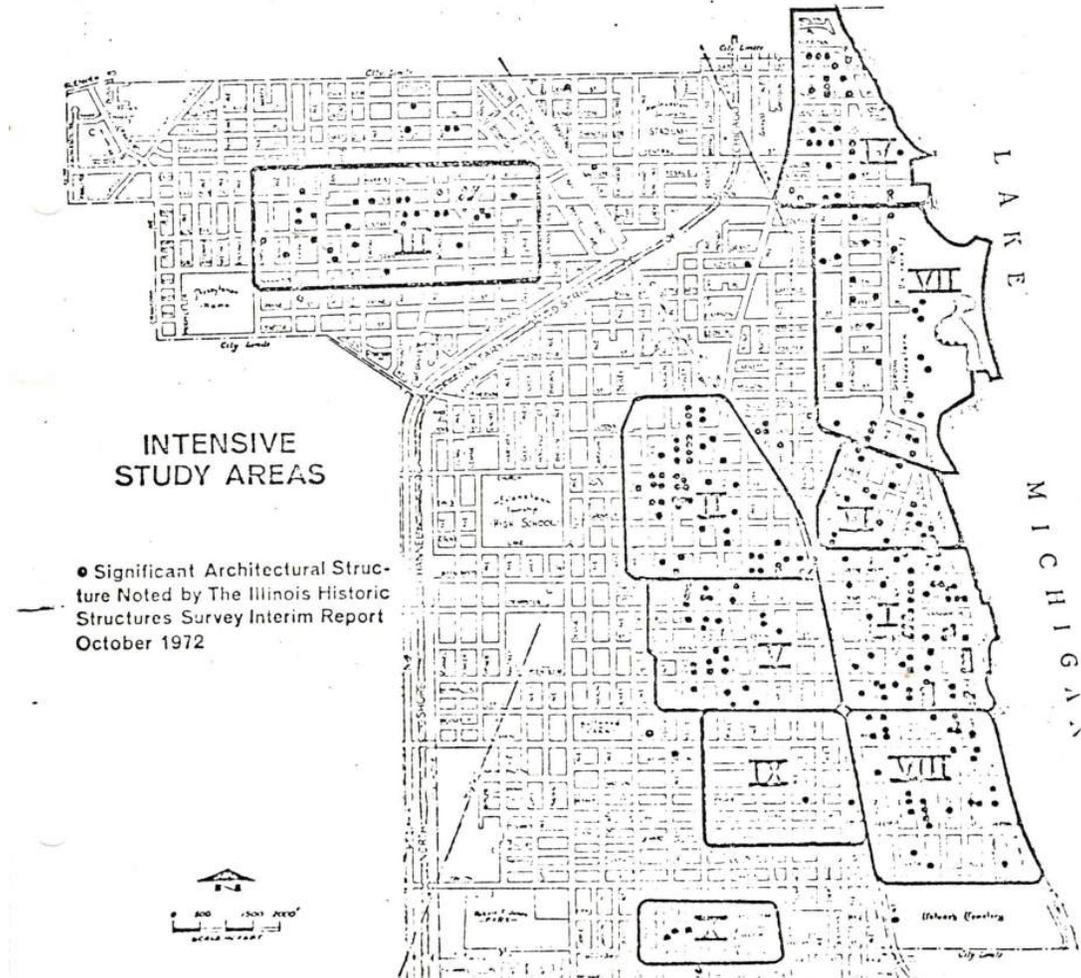
"Statewide aerial photographs were first acquired for Illinois from 1937 through 1947. This collection history gives details about the approximately 33,500 photographic paper prints that were scanned. The original silver nitrate film negatives were purposefully destroyed by the National Archives in the early 1980s due to deterioration and instability. An attempt to copy the negatives prior to their destruction resulted in a very poor quality replacement. Due to this fact the original photographic prints are now the best substitute for the negatives. Use of the paper prints over time has resulted in their becoming faded, worn, defaced, or lost. Access to these print collections is becoming increasingly restricted."

Site: <https://clearinghouse.isgs.illinois.edu/data/imagery/1937-1947-illinois-historical-aerial-photography>

1975 Intensive Study Areas of Evanston

Ordinance 23-0-75

CITY OF EVANSTON



Source: City of Evanston, *shading shows other landmarked buildings at the time*
<https://www.cityofevanston.org/home/showpublisheddocument/64890/637605721416030000>

1988 Proposed Northwest Evanston Historic District

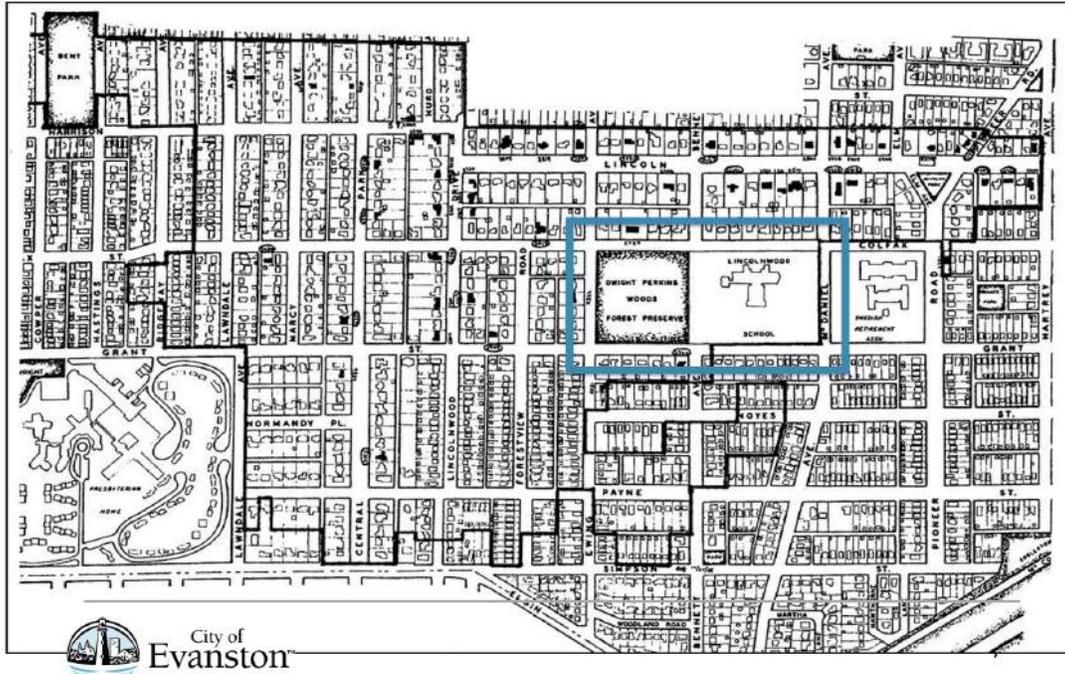


Image source: City of Evanston, shading shows other landmarked buildings at the time
<https://www.cityofevanston.org/home/showpublisheddocument/95607/638514720557700000>

Parks & Land Conservation: News Articles

Evanston Index (published as THE EVANSTON INDEX AND NORTH SHORE SATURDAY NIGHT) -
September 7, 1912 - page 1 September 7, 1912 | Evanston Index (published as THE EVANSTON INDEX AND NORTH SHORE SATURDAY
NIGHT) | Evanston, Illinois | Page 1

SAVE THE FORESTS IS MR. PERKINS' PLEA

Thinks their Preservation the
Most Important of Our
Problems

"The distinctive features of Evanston which have attracted Chicagoans to live here, are space, air, trees and the lake," said Mr. Dwight H. Perkins, president of the Northwest Park district, and compiler of the Metropolitan Park report for Chicago.

"All suburbs have space and air; those along the shore have the lake but those in which trees are not abundant are undesirable. The principal difference between the hard lined, hot, disagreeable, barren areas and beautiful Evanston lies in the fact that one has trees and the other has not.

"A city dweller moves to the country as he thinks when he goes to a suburb and immediately expands his lungs and begins to enjoy the woods near his home unmindful of the fact that these woods are all private property, that the trees will many of them be cut down when streets are improved and that the forest areas will soon be fenced in and other houses the same as his own will be erected, and before he knows it his surroundings will be so changed that he is no longer in the country. He is crowded close between two other houses, in a packed block, his street is paved, and becomes the only play-

houses, in a packed block, his street is paved, and becomes the only playground of his children. Many children of well to do parents in Evanston are not as well off today in regard to the necessities for play as children are who live in the crowded districts of Chicago. The new playgrounds and recreations centers of the city have been established at enormous expense, many times greater than would have been necessary if Chicago had set aside low priced land before it was built upon.

"Evanston still has this opportunity and complacently neglects it.

"Two of the most beautiful and wildest forests in Cook county are practically within the limits of Evanston—the big woods opposite Dempster street and Lincoln wood, North Evanston.

"The various persons working for a Cook County Forest Reserve have advocated for ten years the preservation of these two tracts, but have failed to accomplish it because of certain technicalities in the law; Evanston should do this herself. This is the community most concerned: Why with all its enlightenment and power can not this community have one comprehensive park district instead of three or four? Why do we not start the establishment of lake parks and bathing beaches, playgrounds and playfields, forest parks and ornamental park spots in residence communities? Why do we not make the railroad right-of-way attractive, even beautiful? This is possible, it has already been done in many places in this country.

"Evanston is losing ground. It is going backward. It may regain some of its lost ground in the future, but it will be at a ten or a hundred times the cost that it would take to establish parks and playgrounds now.

"Why do we not realize that we are now behind the times, in regard to parks as well as water supply?"

NORTH END IMPROVEMENT ASS'N

By a vote of about four to one the sixty members who attended the meeting of the North End Improvement association last Monday night decided not to endorse the project of the purchase of land for a park in the Lincoln wood. The following resolution was adopted:

Whereas, The Evanston Northwest Park District came into existence through the acts and efforts of this association.

Whereas, The people before voting on the question of its formation were assured that the rate of taxation for its uses would not exceed four mills.

Whereas, A committee appointed for the purpose of getting the consensus of opinion as to the advisability of bonding the district for the purpose of purchasing tracts of land for park purposes, reported unanimously against bonding; therefore, be it,

Resolved, That this association go on record as being opposed to the park commissioners issuing bonds for any purpose whatsoever without first submitting the question to a vote and then only when the majority of those voting express themselves in favor of it.

The officers elected were:

President—William M. Green.

Vice president—W. D. Chapman, jr.

Secretary and treasurer — C. M. Cartwright.

Directors—Charles M. Howe, Robert J. McFerran, Henry G. Wittbold, Howard W. Lewis, William M. Green, Chas. M. Cartwright, W. D. Chapman, jr., George K. Turner, R. Clarence Brown.

Vote for Efficiency

**Keep Business Men at
at the Head of Cook
County Affairs**

FOR the past four years
Cook County has had
an economical, efficient and
business-like administration.
The five County Commissioners
who are responsible for this ad-
ministration are candidates for
nomination for re-election in the
Republican primaries. They are:

**William Busse
Joseph Carolan
William H. Maclean
George A. Miller
Dudley D. Pierson**

Every citizen who believes in placing the public affairs in the hands of able business men should vote for these five candidates.

While they have maintained public property in Cook County in a high state of perfection, they have at the same time kept expenses down to the minimum.

They have stood consistently for the honest enforcement of the Civil Service Law. They have voted to cut unnecessary employes from the county payroll. They have always supported scientific and economical management of Cook County institutions.

Evanston and the entire North Shore have benefited directly by their administration. They have built 100 miles of permanent good roads in the suburban districts, and if continued in office will work for the completion of a comprehensive system of good roads.

For the enjoyment and recreation of the people of Cook County they have acquired for the county 12,000 acres of timberland which they are converting into parks and recreation places.

This includes the block of forested ground just west of the Lincolnwood school in Evanston, which was acquired by the county this year and added to the city's park system.

It also includes Forest Preserve Park, near Glenview, a few miles west of Evanston. The five Republican candidates will work for and vote for the businesslike management and improvement of these parks.

They Are the Regular Republican Candidates.

They Were Endorsed by the Cook County Republican Convention.

Name Three Parks

Three city parks were named in the course of the last session of the Thirty third council

The park in the half block immediately west of the Lincolnwood school was officially designated as the Lincolnwood park

The property in the Sixth ward lying between Cowper avenue and Hastings avenue, Harrison street and the alley south of Central street, will hereafter be known as the Horace E Bent playing field, in recognition of the services of Horace E. Bent to the north end

And the Seventh ward park south and adjacent to the property of the club house of the Evanston Community Recreation association will be known as Chandler park, in honor of Former Alderman Harry E Chandler

10 Cents a Copy

CITY WILL BEGIN WORK ON A NEW NORTH END PARK

Play Spot at Lincolnwood Is
Made Possible by Gift of
\$1,800 by 4th of July Group

Improvement of Lincolnwood park (sometimes called Spencer park) in the half block area immediately west of the Lincolnwood school will be started and possibly completed this year as a result of action taken by the city council Monday night. The council directed Commissioner of Public Works Polk to proceed at once with the work, if the weather permits.

The park area, which now resembles the forest preserve across the street to the west, is to be cleared and landscaped. Shrubbery will be planted and a straight-away running track built on the side of the park nearest the school.

The improvement, which will be undertaken as a WPA project, has been made possible through the contribution of \$1,800 by the North Evanston Fourth of July corporation. Part of this sum also will be used for the installation of a double cement tennis court at Ackerman park in the spring.

School Board Plans to Create Beauty Spot at Spencer Park

Dist. 75 Hopes to Develop Wild Flower Preserve on Land Leased from City

Extensive plans for beautification of Spencer park have been tentatively outlined by the board of education of district 75, pending successful completion of the school board's deal with the city to exchange a 50-year lease on the old Crandon school site for a 50-year lease on Spencer park.

The plan of the school board is to retain Spencer park for park purposes and to undertake there the creation of a wild flower preserve which the entire community will be invited to enjoy. All the trees and shrubs now growing in this heavily-wooded tract will be retained, but weeds will be eradicated and wild flowers planted profusely throughout the park, according to tentative plans.

To Serve Educational Purpose

"We see no reason why the park cannot be developed into a real beauty spot and at the same time serve as a fine educational project," James R. Skiles, school superintendent, said this week.

Under terms of the deal now pending with the city, the school board will obtain the use of a 66-foot wide roadway now separating Spencer park from the Lincolnwood site, and this addition is expected to prove valuable for the future development of Lincolnwood school.

The present school building has long been deemed unsatisfactory because of the sinking of the foundation on account of soil conditions, and the school board has developed plans to erect a new building as soon as possible. This, in fact, is the No. 1 project in the district's building program for the future.

Will Wait Till After War

Mr. Skiles this week expressed the view, however, that no steps would be taken to erect a new structure until after the war.

Acquisition of the 66-foot roadway adjoining the present school property will make it possible for the school to be re-located and will also provide extra space for playground purposes. No decision has yet been reached by the board, however, as to the exact location of the new proposed building.

Only a few legal details remain to be completed before the exchange of leases between the city and the school board can be consummated.

Dr. Nicholas R. Doman Will Be Speaker at Foreign Affairs Forum



Dr. Nicholas R. Doman, Hungarian scholar and economist, who is a member of the research staff at the University of Chicago, will address the second session of the School of Foreign Affairs Sunday afternoon at 4 in Great hall of the First Methodist church.

Speaking on the topic "The Outlook for Democracy and Nationalism in the Post-War World," Dr. Doman will look forward to analyze the type of peace which may be achieved and will answer such questions as the following: "How can post-war problems in Europe be solved democratically?" "Will the war make the evils of nationalism more difficult to remove?" and "How can the individual contribute to solution of these problems?"

Dr. Doman served during pre-Hitler days as secretary of the Danubian league, an institution concerned with solution of Central Europe's problems.

The lecture will be followed by a buffet supper at the church with representatives of the North End Mothers' club and the Evanston Teachers' club as hostesses.

NewsBank

Evanston Review (published as The Evanston Review) - December 18, 1947 - page 77
December 18, 1947 | Evanston Review (published as The Evanston Review) | Evanston, Illinois | Page 77

Takes Over North West Parks

When the old North West Park district dissolved Apr. 1, 1919, the City of Evanston took over from it Howell park, purchased by the district Oct. 31, 1912; Harrison park, purchased July 1, 1914; Ackerman park, acquired by condemnation July 16, 1915, and Spencer park, purchased the following year, later officially named Lincolnwood park. Later, in 1941, the city traded a 50-year lease on Spencer park for a 50-year lease on Independence park (the old Crandon school site at Central and Stewart) from school district 75.

The dissolution of the North West district followed an unsuccessful effort to buy for the district the block of land at Ewing avenue and Grant street, immediately adjoining Spencer park to the west, now known as the Forest Preserve park. When it was learned the district was considering the purchase of this tract, north end property owners protested on the ground that the financial burden involved would be unwise. The board refused to approve the purchase. Thereupon Dwight H. Perkins, president of the board, and Walter M. Mitchell, owner of the land, persuaded the board of county commissioners to buy the land and add it to the county forest preserve, although it became the only such piece of property within an incorporated area.

OK Land Swap Between City, School Dist. 75

Ordinance Trades Titles to Old Crandon School Site and Spencer Park

School district 75 will get title to the future Lincolnwood school site, and the city will get title to Independence park under the terms of an ordinance passed by the city council Monday night.

At present, the school district and the city hold these two properties under lease, an exchange consummated almost seven years ago.

Now, school district 75 will get title to Spencer park, immediately

ACTION ON PREFABS

Approximately 20 of the 52 signers of a petition objecting to the building of a Gunnison prefabricated home in Evanston appeared before the city council building committee Monday night. The objectors are residents of the Seward street-Wesley avenue area. The building committee will meet on the matter at 7:30 Monday night, and council action is expected then.

west of the present Lincolnwood building at the southwest corner of McDaniel avenue and Colfax street, and east of Dwight Perkins woods. In the exchange of leases seven years ago, the district purchased for \$500 the vacated Spencer avenue, which separates the school property and Spencer park.

As part of its current \$1,620,000
(Continued on page 124)

OK Land Swap by City, Dist. 75

(Continued from page 5)

building program, the school district will build a new Lincolnwood school, the center of which will be on what was Spencer avenue. Under the terms of the ordinances passed Monday night, the west 150 feet of the Spencer park property must be used for park, playground and recreational purposes.

The city will get title to the old Crandon school property on Central street, now known as Independence park. Leased by the city seven years ago, this property was improved as a park by the North Evanston 4th of July association.

Under the new arrangement, the way will be opened for the city to improve it further, according to Ald. Harold W. Mogg, parks committee chairman, who introduced the ordinance and asked for a suspension of rules to permit its passage Monday.

As part of the deal, the city also will get a better lease to the property known as the Larimer school site and playground. The city leases this property at present, and on it is Larimer park. The new lease will be for 25 years and from year to year for an additional 25 years. At present, the lease is year-to-year, with a 60-day cancellation clause.

Should the school district ever decide to build a school on the Larimer site, the lease may be terminated and the city reimbursed up to \$10,000 for any improvements made thereon.

LAKE SHORE NEIGHBORHOOD CLUB GATHERS

Interesting and Instructive
 Meeting Was Held at the
 Orrington Avenue School
 This Week.

DWIGHT PERKINS SPEAKER

Well-Known Architect, by Stereopti-
 con, Showed Ideal Plans for
 School Buildings—Low
 Buildings Advocated.

The May meeting of the Lake Shore Neighborhood club took place on May 19 in the assembly room of the Orrington avenue school. There were about sixty members present. The president, Samuel C. Stewart, was in the chair and got things under way by calling on Miss Rose Dates for a piano selection which was heartily applauded. Mr. A. N. Hobart, chairman of the track elevation committee, made a short report on the bridging of Ridge avenue at Lincoln street, and it was decided to hold a special meeting early in June to go into this matter more thoroughly.

Mrs. Harriet E. Clifton was called upon for a talk on the Evanston theater problem and urged that something be done in order to have a good stock company here this coming fall and winter.

Gave Illustrated Lecture.

The feature of the evening was a stereopticon lecture by Mr. Dwight Perkins, the north end architect, on "Modern High School Construction." Before showing his colored slides he gave an outline of the subject. He stated that the great element entering into the construction of school buildings was change, that is, placing the different parts so in relation to each other, that when the future demands it, changes can be made without disturbing the school work or without wasting money.

He said that light, air, fire protection are all permanent, but the requirements of education are not, and class rooms built ten or fifteen years ago are entirely inadequate today. The greatest care should be exercised in seeing that the building should permit of expansion. In his opinion, we find in the playground and park buildings the prototype of the coming school house, which will serve as a neighborhood center and recreation building. He has had ample experience in connection with the park board of Chicago and knows his subject well. He stated that the playground separated from the school caused a great waste of human energy. That a playground in connection with a school was an absolute necessity for the welfare of the children. He hoped to see the day when the school, playgrounds, parks, would all be under one head and that head the board of education. Speaking of the high school building itself he considered the low one-story unit type of buildings as having a decided advantage over the higher buildings, inasmuch as it gives use of top-lighting which is the best light for gymnasium and assembly hall. That it is not easy to add to either one of the latter rooms and therefore they should be built of the proper size at the beginning. He stated positively that exclusive of land and equipment, \$350 per pupil was an ample appropriation and that for 1,000 pupils the grounds should consist of not less than ten acres, fifteen acres being much better.

Illustrated by Slides.

His slides showed the various types of school buildings, the "three sides of a square" type, the "hollow square" the "Letter E," the "Letter I" and the "Letter T." Mr. Perkins was the architect of the Lincolnwood school in North Evanston and also of the extension of the New Trier high school at Winnetka. He gave considerable time to the latter, showing almost an ideal arrangement, both for beauty of appearance and the greatest consideration for future enlargement and practicability. The lecture proved exceptionally interesting and was well worth hearing.

After the lecture Miss Greta Goffe gave two monologues and as a second encore, recited the "Laundry of Life." Mr. E. L. T. all of which were

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Evanston Woods Is Named for D. H. Perkins

Memory of the late Dwight Heald Perkins of Evanston, who died in 1941, will be honored by the naming of a portion of Forest Preserve district woodland in Evanston for him, according to an announcement this week by William N. Erickson, 1605 Ridge avenue, president of the board of forest preserve commissioners.

The area, bounded by Colfax and Grant streets and Ewing and Bennett avenues, was officially named Dwight Perkins woods in a resolution presented by Mr. Erickson and concurred in by all fourteen members of the board.

Mr. Perkins, husband of the late Lucy Fitch Perkins, author and illustrator of children's books, was the father of Miss Eleanor Perkins, writer and lecturer, and Lawrence B. Perkins, architect, currently chairman of the Evanston Plan commission. One of the nation's foremost educational architects, he planned more than 200 school, park and public buildings, including Evanston High school and the Lincolnwood school here.

Text of Resolution

The resolution, as presented by Mr. Erickson, states:

Whereas, Mr. Dwight Heald Perkins, architect, appears to have been the real father of the Forest Preserve District of Cook County, devoting practically all of his spare time for fourteen years prior to the formation of the district, to accomplish the objective "that the forest lands and beauty spots of the Chicago area should be reserved to the public while there was still time," and

Whereas, Mr. Perkins, while serving as chairman of the sub-committee on playgrounds and small parks of the special park commission of the city of Chicago, 1899-1909, and at the same time serving as a citizen member of the Outer Belt Park system appointed by the President of the board of county commissioners, contracted with these groups to compile the metropolitan park report of 1904, which report crystallized the thoughts, in respect to an outer reservation system, of all of the key officials of the city and county and of many prominent citizens, and

Whereas, Mr. Perkins remained continuously interested and active until the objective was accomplished, lecturing to women's clubs and other groups throughout the area and helping to found the Prairie club and other organizations, ostensibly as walking clubs and nature appreciators, but actually propaganda groups to help to secure the objective, and

Whereas, Mr. Perkins became the principal "lobbyist" for state legislation which would permit the creation of a Forest Preserve district for Cook county and three times saw such legislation passed, and twice voided by court rulings, and

Whereas, Mr. Perkins, after the passage of the present statute under which we operate personally brought the test case against the Forest Preserve law to establish its validity and happily lost his "fight" to prove it was illegal, and

Whereas, Mr. Perkins served continuously as a citizen member of the plan committee of the Forest Preserve district from 1916 to 1928, personally walking the boundary of every piece of real estate that was recommended for purchase during that time, and

Whereas, the board of forest preserve commissioners, after due consideration, do so recognize the long and public-spirited service of Mr. Dwight Heald Perkins, and considers it proper to create a living memorial in his honor,

Now therefore be it resolved, by the commissioners of the Forest Preserve District of Cook County, that that part of the Forest preserve which lies in Evanston, being bounded by Colfax and Grant streets and Ewing and Bennett avenues, be hereafter known and designated as Dwight Perkins Woods.

Lucy Fitch Perkins: Objects & Artifacts in Lincolnwood School

Lincolnwood Music Room Named for "Twin" Books Author November 23, 1954

Lincolnwood Music Room Named for 'Twin' Books Author

November 25, 1954



Name Music Room for 'Twin' Author
(Continued from page 46)

in the original building; she having helped to name it.

This bond, coupled with the fact that the Perkinses were Lincolnwood parents and grandparents, prompted the board of education to name the new music room after Mrs. Perkins.

Draperies in the room bear a screen print in the twin motif, and the tiles around the stone hearth are reproductions of Mrs. Perkins's own illustrations.

Friends Set Up Fund

These decorations, as well as the mantel and fireplace hardware, were provided for through a memorial fund which was contributed to by friends and neighbors of Mrs. Perkins.

A colorful mural over the mantel was painted by Mrs. Perkins for her friend Alice C. D. Riley, who presented it to the school for the new room.

Mrs. Perkins began her career as an author in 1906 with "The Goose Girl." Her first "Twin" book, "The Dutch Twins," was published in 1911, and her last, "The Chinese Twins," in 1935. In this period she penned 22 others.

Lincolnwood school twins took a special interest in the formal opening at their school Nov. 9 of the Lucy Fitch Perkins music room, named in the memory of the Evanston authoress of the famous "Twin" books for children. So did Mrs. Perkins' daughter, Eleanor Perkins of Evanston, shown reading "The Dutch Twins" to (from left) Bob and Bill Wham, Julie and Annette Gellersted and Bill and Dave Trippe.

Dedication of the room, decorated in a twin motif closely following the Mrs. Perkins's book illustrations took place during Lincolnwood's annual Book fair. In the above picture the motif can be seen in the tiles around the hearth and the draperies. The mural above the hearth was painted by Mrs. Perkins.

Both Mrs. Perkins and her husband, the late Dwight H. Perkins, for whom the Dwight Perkins woods adjoining the school grounds is named, were closely associated

(Continued on page 68)

Image Source: Archives of Evanston History Center. *Evanston Review*, November 25, 1954.

Available:

https://infoweb-newsbank-com.evanston.idm.oclc.org/apps/news/document-view?p=AMNEWS&t=pubname%3A17DFDAA46840022B%21Evanston%2BReview/year%3A1954%211954/mody%3A1125%211125&sort=_rank_%3AD&fld-base-0=alltext&maxresults=20&val-base-0=Music%20Room&docref=image/v2%3A17DFDAA46840022B%40EANX-NB-18E9282D885C08D0%402435072-18E6FAF9F8CDF702%4052-18E6FAF9F8CDF702%40#copy

The Evanston News-Index reported on the mural Lucy Fitch Perkins painted for Alice C.D. Riley in 1923. This is the mural on display over the fireplace today in the art room at Lincolnwood School.

Evanston News-Index (published as THE EVANSTON NEWS-INDEX) - June 13, 1923 - page 9
June 13, 1923 | Evanston News-Index (published as THE EVANSTON NEWS-INDEX) | Evanston, Illinois | Page 9

Birthd^y Gift for Mrs. Riley

On the first birthday after the Harrison B. Riley home at 1822 Sheridan rd. had been built, Mr. Riley's gift to Mrs. Riley was a panel for the fireplace recess. Mrs. Perkins received the commission.

In an effort to combine Mrs. Riley's two great interests, music and drama, Mrs. Perkins decided upon a scene from medieval times—the lady of the manor with her children, her women, pages, and the fool, listening in the hall of the castle to the minnesinger while the husbands are away fighting in the wars. It gave Mrs. Perkins special pleasure to execute this commission for Mrs. Riley's home because of the tie of old friendship.

Artwork, Mantel & Fireplace on October 17, 2025. Source: Author.



Table of Buildings by the architects of Armstrong, First & Tilton

| Year | Building Name | Location | Architect | Landmark Status |
|------|--|---|---------------------------|--|
| 1922 | Telephone Square Building | 309 W. Washington Chicago, IL | John Archibald Armstrong | Chicago landmark ⁴⁶ |
| 1925 | Hoover Estate | 1801 Green Bay Road, Glencoe, IL | William Furst | Denied by Glencoe Village Board; now demolished ⁴⁷ |
| 1925 | South School | 266 Linden, Glencoe, IL | Armstrong, Furst & Tilton | |
| 1927 | The Talbott Hotel | 20 E. Delaware Place, Chicago, IL | John Archibald Armstrong | |
| 1929 | Western Theological Seminary | Campus of Northwestern University | Armstrong, Furst & Tilton | Indicated as a landmark on Northwestern's University's campus map ⁴⁸ |
| 1929 | Central School | 620 Greenwood Avenue, Glencoe, IL | Armstrong, Furst & Tilton | |
| 1929 | Sunny Gymnasium | 5823 S. Kenwood Avenue University of Chicago, Chicago, Illinois | Armstrong, Furst & Tilton | Chicago landmark ⁴⁹ |
| 1931 | Graduate Building for the School of Education, now | 5835 S. Kimbark Avenue University of Chicago, Chicago, Illinois | Armstrong, Furst & Tilton | 1974, National Register of Historic Places Inventory for the Hyde Park-Kenwood Historic District (Building #182) ⁵⁰ |

⁴⁶ The city of Chicago recognizes this building as a local landmark, "Possesses potentially significant architectural or historical features." Available here: <https://webapps1.chicago.gov/landmarksweb/search/searchdetail.htm?pin=1709453011&formNumber=320141024>

⁴⁷ "2019 Most Endangered Historic Places in Illinois," Landmarks Illinois, accessed December 28, 2025 <https://www.landmarks.org/wp-content/uploads/2019/04/Hoover-Estate-FINAL-1.pdf>, and <https://www.therecordnorthshore.org/2024/05/17/29-home-subdivision-returns-to-glencoe-trustees-following-lawsuit-other-challenges/>.

⁴⁸ Author is unable to find official landmark records of this building, although the campus map of Northwestern University shows this building as one. In 1930, Thomas Tallmadge, then president of the Evanston Art Commission, awarded Armstrong, First & Tilton a plaque honoring the Western Theological Seminary as a "Best Building of 1930" in the 'public building' class. *Evanston Review*, January 15, 1931.

⁴⁹ The City of Chicago lists the Sunny Gymnasium as a local landmark: <https://webapps1.chicago.gov/landmarksweb/search/searchdetail.htm?pin=2014220005&formNumber=410515224>

⁵⁰ Judd Hall is record #182 on the list of architecturally significant buildings within the Hyde Park-Kenwood historic district: https://www.chicago.gov/content/dam/city/depts/dcd/supp_info/jackson/HydePark-Kenwood.pdf

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|----------------------|---|--|---------------------------------------|--|
| | called Charles H. Judd Hall | | | |
| 1935 | Christchurch Cathedral and Parish House; Tilton-designed Chapel of the Ascension | Eau Claire, WI | John Neal Tilton, Jr. | 1983, National Register of Historic Places ⁵¹ |
| 1936 | Hoover Memorial Chapel | <i>Lakeview Cemetery Buffington Drive Eau Claire, WI</i> | Armstrong, Furst & Tilton | 2000, National Register of Historic Places ⁵² |
| 1949 | Chapel and Expansion of St. Matthews Episcopal Church | <i>2120 Lincoln Street, Evanston, IL</i> | Armstrong, Furst & Tilton | |
| 1950 | Lincolnwood School | <i>2600 Colfax Avenue, Evanston, IL</i> | Armstrong, Furst & Tilton | 2025, Proposed as an Evanston landmark |
| 1925 1938 1962 | Emmanuel Episcopal Church ; complex includes chapel (1925), Parish House (1938), and South Building (1962). | Emmanuel Episcopal Church, LaGrange, IL | All designed by John Neal Tilton, Jr. | 2017, National Register of Historic Places ⁵³ |
| 1949 | Trinity Episcopal Cathedral | Reno, NV | John Neal Tilton, Jr. | 2020, National Register of Historic Places ⁵⁴ |
| 1954 | Trinity Church | Ashland, OR | John Neal Tilton, Jr. | 1984, National Register of Historic Places ⁵⁵ |

⁵¹ <https://npgallery.nps.gov/NRHP/GetAsset/b9bd67b4-7bd6-4468-99fe-4a05f8a4c3bd> - See footnote #36

⁵² https://npgallery.nps.gov/NRHP/GetAsset/NRHP/99001662_text

⁵³ <https://npgallery.nps.gov/NRHP/GetAsset/b9bd67b4-7bd6-4468-99fe-4a05f8a4c3bd>

⁵⁴ <https://dcnr.nv.gov/news/trinity-episcopal-cathedral-in-reno-now-listed-on-the-national-register-of-historic-places>
https://shpo.nv.gov/uploads/documents/Trinity_Episcopal_Cathedral_10-900-NRHP-Registration-Form_5.12_2020-compressed_.pdf

⁵⁵ <https://npgallery.nps.gov/NRHP/GetAsset/b9bd67b4-7bd6-4468-99fe-4a05f8a4c3bd> - See footnote #36

To avoid confusion, 239 Greenwood is a residence in Evanston credited to John Neal Tilton, Jr.'s father, John Neal Tilton, Sr.⁵⁶

| | | | | |
|------|------------|--------------------------------|-------------------------------------|--|
| 1892 | Rowe House | 239 Greenwood, Evanston, IL | John Neal Tilton, Sr. ⁵⁷ | |
|------|------------|--------------------------------|-------------------------------------|--|

⁵⁶ <https://evanstonroundtable.com/2022/01/04/239-greenwood-evanston-history-center/>

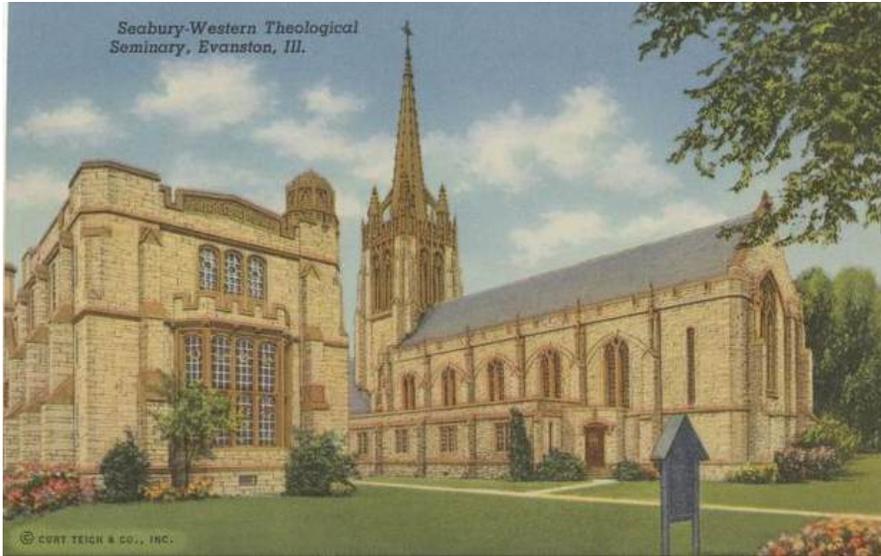
⁵⁷ Just two doors down from the Charles Gates Dawes House, which today is the Evanston History Center, is a residence that was designed by John Neal Tilton, Sr, the father to John Neal Tilton, Jr. In an article in the Evanston Roundtable, Kris Hartzell shares, **“This is one of the few, if not the only, houses in Evanston designed by architect John Neal Tilton Sr. (1860-1921).** J. Neal Tilton was born in Rome, the son of noted artist John Rollin Tilton (1828-1888) and his wife Catherine Town Stebbins (1823-1903), an author and translator. Catherine’s sister Emma Stebbins (1815-1882) was a celebrated sculptor, part of a group of renowned women sculptors in Italy. As a child, John Neal was the model for several of her notable neoclassical works, *[some of which are held by the Metropolitan Museum of Art, <https://www.metmuseum.org/art/collection/search/910297>]*. For decades, the household was a gathering place for artists, travelers and expatriots, including John Ruskin and Henry James. Tilton grew up in this intensely artistic milieu, which undoubtedly influenced his work as an architect. Tilton returned to the United States to attend Cornell University. He graduated in 1880 with a degree in architecture. He moved to Chicago and established his architectural practice. In 1886, he married Emily Wood Larabee, and the couple moved to LaGrange, where he built a house on Kensington Avenue. **One of their sons, J. Neal Tilton Jr., would also attend Cornell and become a well-known architect in LaGrange.”** *(Text emphasis by author.)*

1925, Emmanuel Episcopal Church, La Grange, IL



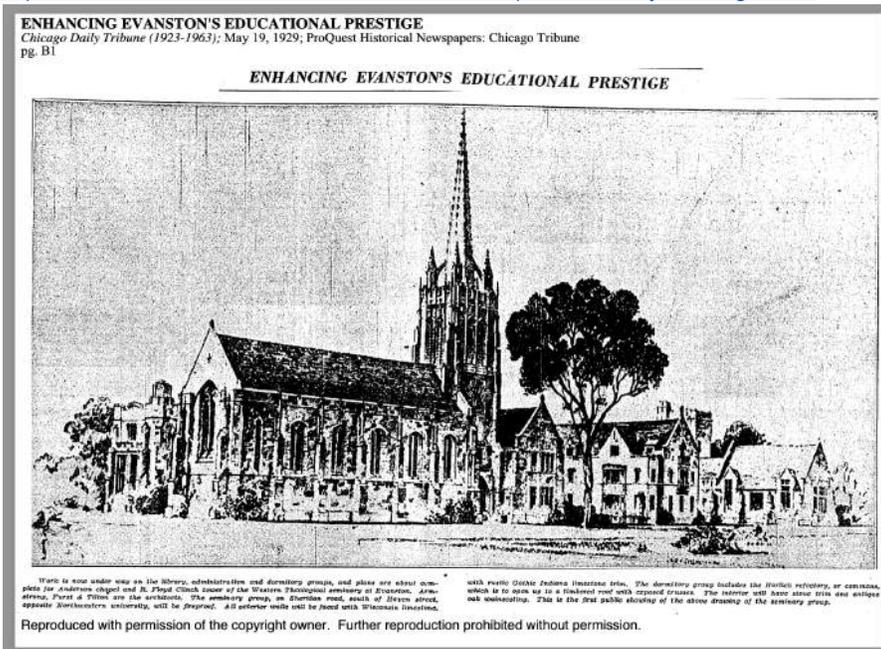
*Image: Emmanuel Episcopal Church of La Grange, Illinois (1925). Designed by John Neal Tilton, Jr.
Source: National Register of Historic Places Application for Emmanuel Episcopal Church.*

1929, Seabury-Western Theological Seminary, Evanston, IL



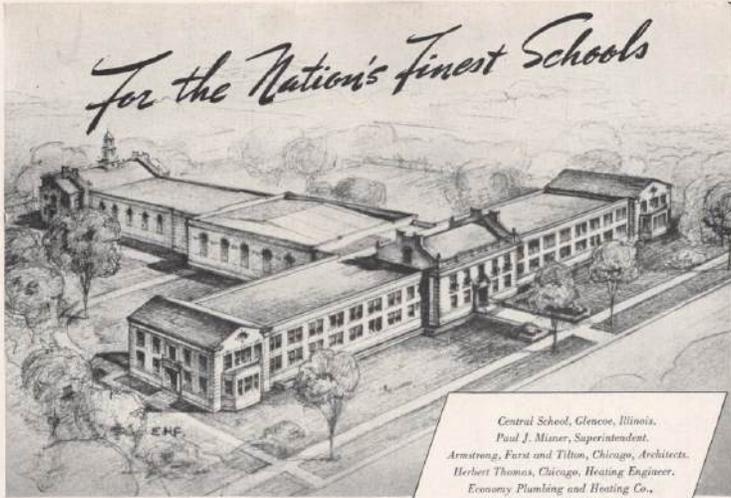
Source: Northwestern University Libraries

Available: <https://dc.library.northwestern.edu/items/c29319ca-2372-4a4d-a569-7504657131b8>
<https://evanstonroundtable.com/2009/07/20/nu-acquires-seabury-buildings-land/>



1929, Central School, Glencoe, IL

For the Nation's Finest Schools



*Central School, Glencoe, Illinois.
 Paul J. Miner, Superintendent.
 Armstrong, Furst and Tilton, Chicago, Architects.
 Herbert Thomas, Chicago, Heating Engineer.
 Economy Plumbing and Heating Co.,
 Chicago, Heating Contractors.*

**All Schools in Glencoe, Illinois,
are equipped with Herman Nelson
Air Conditioners**

With installation of Herman Nelson Air Conditioners in the new Central School, all schools in Glencoe, Illinois, are equipped with these Units.

Thirteen years ago, Herman Nelson Equipment was installed in the South School . . . In 1923, Glencoe School Authorities selected Herman Nelson Units for the North School . . . and again in 1936, for an addition to the South School.

In communities throughout the country, Architects and School Authorities, who have had experience with Herman Nelson Units in the past, are selecting the Herman Nelson Air Conditioner for Schools for their new building projects. They know that these units will provide ideal classroom air conditions for boys and girls, today and in years to come.



THE HERMAN NELSON CORPORATION *Moline, Illinois*

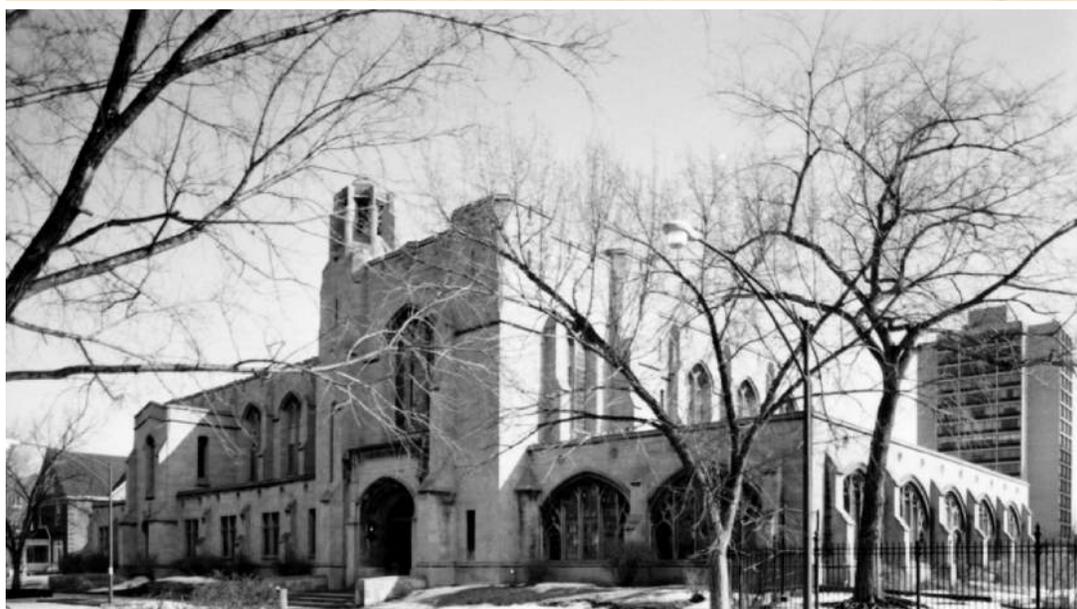
Sales and Service Offices in the Following Cities:

| | | | | | |
|-------------------|-------------------|--------------------|----------------------|---------------------|----------------------|
| Portland, Me. | Rochester, N. Y. | Indianapolis, Ind. | Milwaukee, Wis. | Detroit, Mich. | Denver, Colo. |
| Boston, Mass. | Washington, D. C. | Chicago, Ill. | St. Louis, Mo. | Grand Rapids, Mich. | Salt Lake City, Utah |
| Westfield, Mass. | Richmond, Va. | Philadelphia, Pa. | Kansas City, Mo. | Saginaw, Mich. | Spokane, Wash. |
| New York City | Roanoke, Va. | Harrisburg, Pa. | Emporia, Kans. | Cleveland, Ohio | Seattle, Wash. |
| Watershire, N. Y. | Charlotte, N. C. | Scranton, Pa. | Minneapolis, Minn. | Cincinnati, Ohio | Portland, Ore. |
| Buffalo, N. Y. | Nashville, Tenn. | Pittsburgh, Pa. | Omaha, Neb. | Dallas, Texas | Los Angeles, Cal. |
| | Memphis, Tenn. | Jonestown, Pa. | Oklahoma City, Okla. | Missoula, Mont. | |

3

Image: Advertisement for Herman Nelson air conditioning, featuring an image of Central School in Glencoe, IL - a building designed by Armstrong, Furst & Tilton. Source: eBay.

1929, University of Chicago, Sunny Gymnasium, Chicago, IL



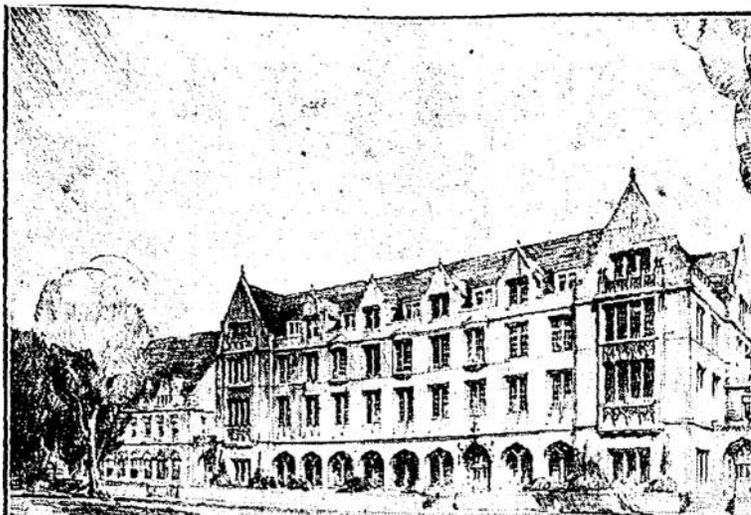
Source: University of Chicago, Photographic Archive
<https://photoarchive.lib.uchicago.edu/db.xqy?keywords=armstrong%2C+furst>

1930, University of Chicago, Graduate School of Education, Chicago, IL

SCHOOL OF EDUCATION UNIT

*Chicago Daily Tribune (1923-1963); Nov 23, 1930; ProQuest Historical Newspapers: Chicago Tribune
pg. A13*

SCHOOL OF EDUCATION UNIT



Source: University of Chicago, Photographic Archive

<https://photoarchive.lib.uchicago.edu/db.xqy?keywords=armstrong%2C+furst>

1949, Trinity Church, Reno, NV

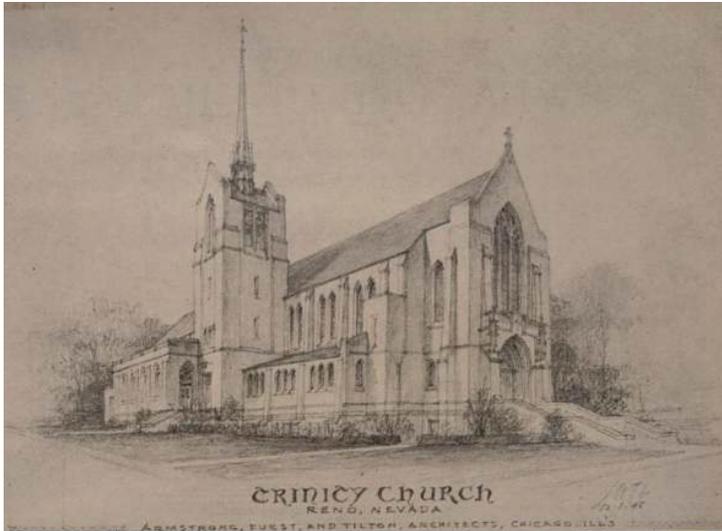


Figure 24: Tilton's 1945 rendering for the new church. Courtesy of the Trinity Episcopal Church Archives.

Image: Trinity Church, Reno, Nevada (1949). Designed by John Neal Tilton, Jr of Armstrong Furst & Tilton. Source: National Register of Historic Places Application for Trinity Episcopal Cathedral, page 37.



Figure 28: Trinity Church in 1950 after spire was installed in the bell tower. Courtesy of the Nevada Historical Society.

Image: Trinity Episcopal Cathedral, Reno, Nevada (1949). Designed by John Neal Tilton, Jr. Source: National Register of Historic Places Application for Trinity Episcopal Cathedral, page 38.

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A.

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Resemblance to an Evanston Landmark Residence



Image: North Side of Lincolnwood School
Source: Photographed by Julia Vaughan.



Image: North Side of Residence located at 2920 Lincoln
Source: City of Evanston, Landmark Inventory Report, October 30, 2015
<https://www.cityofevanston.org/home/showpublisheddocument/64876/637605715392300000>

 **STATEMENT OF SIGNIFICANCE**

This brick, stylized Georgian Revival design shows the variety available within the strict confines of the type. The central section projects slightly and breaks the dentiled cornice with a gable continuing the main cornice. On its second story is a tall Palladian window with very thin sidelights. It rises from a flat-roofed porch supported by two Corinthian columns sheltering a sidelighted entrance and a blind fanlight. On each side of the projection is a pair of openings on each floor, the upper ones with eight-over-eight windows, the lower ones twelve-over-twelve. An open porch with a balustraded top on its flat roof projects from the central section of the west end, and a small flat-fronted bay extends from the east end. The building has excellent integrity.

EVANSTON LANDMARK

ADDRESS: 2920 Lincoln Street
COMMON NAME:
REAL ESTATE INDEX NUMBER:
DATE OF CONSTRUCTION: 1936
ARCHITECT OR BUILDER: J. L. Kincaid
ORIGINAL SITE ___ **MOVED** ___

SIGNIFICANCE:

| | | | | |
|----------------------|--------------|------------|------------|---------|
| HISTORICAL | ___ H1 ___ | ___ H2 ___ | ___ H3 ___ | ___ H10 |
| ARCHITECTURAL | ___ A4 ___ | ___ A5 ___ | ___ A6 ___ | ___ |
| | <u>XX</u> A7 | ___ A8 ___ | ___ A9 ___ | ___ |
| ENVIRONMENTAL | ___ GE11 | ___ | ___ | ___ |

OTHER COMMENTS:

House built for speculation for
A. Percy Bradley



*Image: Statement of Significance for 2920 Lincoln Street.
Source: City of Evanston Preservation Commission.*

Development of Land Surrounding Lincolnwood School (1914-1927)

| | |
|---|---|
| <p>REAL ESTATE SECTION</p> <h1>THE EVANSTON NEWS-INDEX</h1> <p>PUBLISHED DAILY EXCEPT SUNDAYS</p> <p>VOL. V, NO. 70. Telephone 585 EVANSTON, ILLINOIS, FRIDAY, MARCH 31, 1910 528 Davis Street.</p> | |
| <h2>"Lincolnwood"</h2> <p>IN order to be successful in handling sub-division property, one must be able to visualize the future. When I bought the beautiful woods from which original "LINCOLNWOOD" was made, and platted a sub-division of 80-foot lots, people said I was crazy. Well, I wasn't. I sold 'em all. When I bought the prairie immediately to the west, the same people said I was "nutty." Well, maybe I was, but I'm giving you an opportunity of gathering the nuts.</p> <p>In my first addition to "LINCOLNWOOD" there are 18 large lots on Lincoln Street; I have sold 10, 4 of them in the past 60 days, all at \$30 per foot, which is cheap for this high-class, restricted property. It will sell at \$50 in 5 years, if there is anything left to sell. Class of improvements and general surroundings control property values. The price on these remaining lots will be increased to \$35 May 1st. We have 70 acres of large lots in a body, restricted to dwellings for one family. Look over our class of improvements. If you want a home site, save \$400.00 by purchasing before May 1st. Nothing less than 65 feet, and as much more as you want; terms to suit.</p> <p>EDWARD E. BETTS 2219 CENTRAL STREET :: :: PHONE 5353 or R. CLARENCE BROWN, Exclusive Agent Phone 2612</p> | <h2>In Evanston's Real Estate Field</h2> <h3>ACTIVITY IN BUILDING IS MAINTAINED</h3> <p>Building Commissioner Says That People Are Submitting New Plans Every Day.</p> <p>MORE APARTMENTS</p> <p>Talk Renewed About Moving City Hall Over to Church Street.</p> <p>"There is no abatement in building activity," said Frank Anderson, city building commissioner, today, "and I could put in all my time right here at my desk consulting with persons who wish to build regarding some phase of the building law. Either the owner, the architect, or a representative brings the plans here in order to find out if they comply with the ordinance in every respect before they go any farther. It takes a very considerable part of my time to go</p> |
| | <h3>Transfers Commencing to Pop; Rentals Also Are Very Active</h3> <p>Boom Has Struck All Sections of Evanston and Owners Are Feeling Good, As the Prices Have Been Satisfactory.</p> <p>BY RALPH W. HORN.</p> <p>Transfers are commencing to "pop." They draw your attention to one section of the city one day and the next there is another section to the front. All over the town the market is causing the owners and real estate men to smile, for the prices are good, and the market and inquiry exceedingly active. The vacant sales in the aggregate value are small, but are taken over by most of the purchasers for immediate improvement, which means loans, insurance, rentals and sales, for the real estate men and steady employment for the builders and their mechanics.</p> <p>Rentals Active.</p> <p>Rentals are also active, and many very desirable places are on the various lists. Mason & Smart report a very active inquiry on their many new apartment buildings, as well as steady demand for their other offerings, and the other Davis street offices are all keeping busy showing prospects around, while George Crain's touring car is seen spinning around the south end of town in such a manner that there is no doubt of the activity in that section. Quinlan & Tyson report several very nice sales, and a very active inquiry for first-class properties.</p> <p>Real Estate Transfers.</p> <p>*140 Orrington Ave., part lot 1, blk. 16, March 27 (rev. stamp, \$12)—M. E. Towle et al, by master in chancery, to J. R. Smart\$11,500</p> |
| <h2>REAL ESTATE FOR SALE</h2> <p>FOR SALE—LOT, 33x150, ON Grant-st., near Pioneer-rd., 2 1/2 blocks from new Lincolnwood school; \$50 down and \$10 per month will secure this lot. Address B W., Evanston Daily News 2d-2tc</p> | <h2>RIPE FOR BUILDING</h2> <p>A 60x150 FOOT LOT, beautifully wooded with old native elms. Located in exclusive Lincolnwood right across from Forest Preserve; 1 block from Lincolnwood school. Priced to move quickly.</p> <p>BILLS REALTY, Inc.</p> |
| <p>Evanston Daily News - January 14, 1914</p> | <p>Evanston News-Index - September 26, 1927</p> |

SIDES UNITE FOR SCHOOL

East and West Side of Sixth
Ward Forget Bitter Alder-
manic Fight in School
Fight.

ARE WORKING TOGETHER

Men Who Worked Against One An-
other At Polls in April, to Help
Each Other Saturday
Afternoon.

The absolute necessity of a new school in North Evanston has been a means of bringing together the one-time warring east and west sides of the Sixth ward.

During the last aldermanic election the two sides of the ward were fighting each other hammer and tongs. The feeling between the residents of the sections was very strong. In the fight for the new school all this has been forgotten and the east and west sides are shoulder to shoulder behind the movement.

This fact was made public when in a report issued by the North End Improvement association, in which it stated the Lake Shore Neighborhood club, the east side organization, had been in a joint meeting with the Improvement association and would cooperate on any plan that would be of interest to the entire ward.

The uniting of the members of the two organizations shows that the residents of the north end are working hard for a new school which they claim will have to be erected if the high standard of their school district is to be maintained.

Enrollment Increases.

Since the addition to the Central Street school was made some few years ago, the enrollment at the school has increased more than one-third. It is steadily increasing each year and because of the overcrowded condition of the Central Street school new quarters are needed.

The election will be held Saturday afternoon from 2 until 6 o'clock. Women are not allowed to vote at this election.

The new school proposition is not the only one to be decided on by the voters but there are four others which will be given a place on the ballot.

The first of these is the purchase of additional ground at the new site, Colfax street and McDaniel avenue. The second is on the erection of the new school-house. The third is the vote on the issue of bonds for the new building. The other two are to provide additional ground for the east side schools. All voters residing north and west of the drainage canal will vote at the Central Street school. Voters residing in other parts of the district will vote at the Haven school.

Should the voters decide on the new building the school board will at once arrange for plans to get the building operations started. Charles M. Howe, president of the school board, has appointed the following committee to cooperate with the school board in the way of locating the new school: David T. Latman, Jr., chairman; Hiram McCullough, R. C. Brown, D. H. Perkins and A. L. Goodwillie.

Charles M. Howe, C. M. Cartwright and R. C. Brown, of the North End Improvement association; Wilbur D. Nesbit, Prof. U. S. Grant, Lynn A. Williams and Joseph Pearson, of the Lake Shore Neighborhood club, have been appointed members of a joint conference committee to act on all matters of interest to the entire ward. The committee will do everything possible to secure the new school building.

1912 School Board Decides Upon School Names

Evanston Daily News (published as THE EVANSTON DAILY NEWS) - June 13, 1913 - page 6

June 13, 1913 | Evanston Daily News (published as THE EVANSTON DAILY NEWS) | Evanston, Illinois | Page 6

SCHOOL BOARD DECIDES UPON SCHOOL NAMES

At Regular June Meeting of
Board of Education of District
75, Orrington and Lincoln-
wood Are Names Selected,

MANY CHANGES PLANNED

By unanimous vote of the board members of School District No. 75, at the regular June meeting it was decided to call the school heretofore known as the Orrington Avenue school simply the Orrington school, thus retaining the name of the avenue on which it stands and also honoring the name of one of Evanston's earliest and best known citizens.

The new school being built on Colfax street and McDaniel avenue has been given the very appropriate name of Lincolnwood, as it is situated in that very attractive and delightful section of the city known as Lincolnwood.

Routine Business Cared For.

At the meeting all the members of the board were present except one who was in attendance at the anniversary exercises of his alma mater. The regular routine business, such as auditing bills, awarding contracts, etc., was attended to.

Appropriations were made for filling and grading the grounds acquired last summer at Noyes street and at the Orrington school, and for rendering better the playgrounds at Central street and Foster street, also for fencing the Colfax side of the new Noyes street lot.

CONTRACT AWARDED FOR NEW SCHOOL BUILDING

Excavation Started for \$60,000
Structure at Colfax and
McDaniel Avenue.

The contract has been awarded for the erection of the new school building at Colfax street and McDaniel avenue, and work was started on the excavation a few days ago. The cost will be \$60,000. It is the intention of the school board to retain as many of the trees on the lot as possible. Architect D. H. Perkins states that the building will be ready for occupancy by Sept. 1.

The building consists of eight rooms, a kindergarten room and an auditorium. The entire building is on one floor, and will be lighted by skylights. The lighting plan is new in school construction, and the members of the board await with interest the outcome of the experiment.

The building will accommodate about 400 pupils. Each room has seating capacity for fifty pupils. The auditorium will seat 500 persons. In addition to the skylights, the rooms will be ventilated and lighted by a large number of windows. Every room will have windows on three sides.

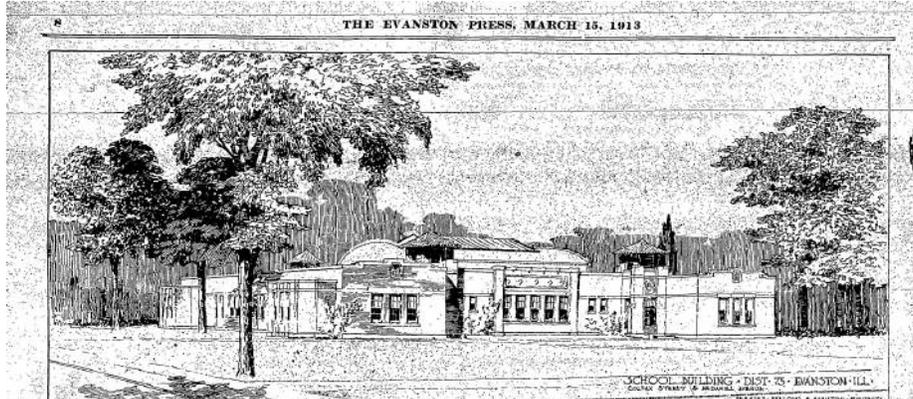
NEW SCHOOL BUILDING ARCHITECTURAL MODEL

Building to Be Located at
McDaniel Avenue and
Colfax Street.

In several particulars the new school building to be located at Colfax street and McDaniel avenue is an innovation. It aims to avoid the character of a high institutional building in a residence district by being only one story high. It is surrounded by beautiful trees and forest vistas and having so much land around it, it has been possible to preserve space and trees and still give playground areas, all notwithstanding the fact that the building is 130 feet wide by 140 feet deep.

A neighborhood assembly hall is provided for midway between the corridors, which run through from north to south, giving four main entrances as well as connection to the eight classrooms, four on a side. To the north of the assembly hall are placed the administrative office and kitchen, which also serves as a stage for the hall when required. The kindergarten opens out through five south exposure casement windows onto a terrace which can be used for game space for the little children. All of the rooms are top-lighted through skylights so arranged as to be controlled. The top light can be shut off entirely if desired. The class rooms have separate exits leading directly out of door. The advantages of this arrangement in time of panic are obvious.

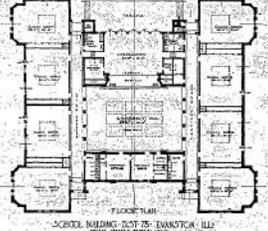
The building is to be located near the northeast corner of the lot and space has already been selected for an extension of four rooms as well as for a building to the west for a future gymnasium, domestic science and manual training department. The south half, nearly 300 feet square, will be reserved for a playground, where apparatus of all descriptions may be used in safety.



NEW SCHOOL BUILDING AT THE NORTH END

The board of education of Evanston is holding the next session for the purpose of considering the proposed plan for a new school building at the north end of the city. The plan is to build a new school building on the site of the old school building, which was destroyed by fire in 1908. The new building is to be a two-story structure, with a total area of 100,000 square feet. It is to be built on a site which is 100 feet wide and 1,000 feet long. The building is to be built on a site which is 100 feet wide and 1,000 feet long. The building is to be built on a site which is 100 feet wide and 1,000 feet long.

The following facts are being set out for the consideration of the board of education. The plan is to build a new school building on the site of the old school building, which was destroyed by fire in 1908. The new building is to be a two-story structure, with a total area of 100,000 square feet. It is to be built on a site which is 100 feet wide and 1,000 feet long. The building is to be built on a site which is 100 feet wide and 1,000 feet long.



MONDAY MORNING SOCIAL

The Evanston Y. M. C. A. will hold its Monday morning social on Monday, March 18, at 10 o'clock. The social will be held in the Y. M. C. A. building, which is located at the corner of Colfax and Grant streets. The social will be held in the Y. M. C. A. building, which is located at the corner of Colfax and Grant streets.

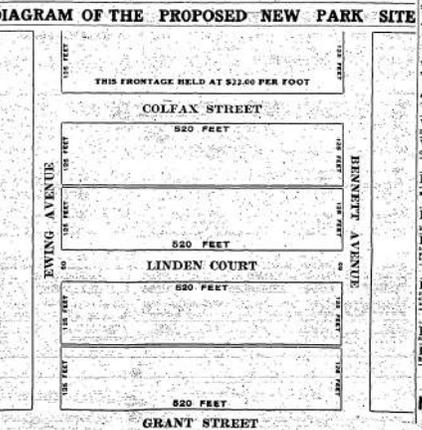
ACADEMY LOSS DEBATE

The Northwestern academy of Evanston will hold its annual meeting on Monday, March 18, at 8 o'clock. The meeting will be held in the academy building, which is located at the corner of Colfax and Grant streets. The meeting will be held in the academy building, which is located at the corner of Colfax and Grant streets.

THE PROPOSED NEW PARK AT THE NORTH END

The Evanston Park Association is holding a meeting on Monday, March 18, at 8 o'clock. The meeting will be held in the association building, which is located at the corner of Colfax and Grant streets. The meeting will be held in the association building, which is located at the corner of Colfax and Grant streets.

The Evanston Park Association is holding a meeting on Monday, March 18, at 8 o'clock. The meeting will be held in the association building, which is located at the corner of Colfax and Grant streets. The meeting will be held in the association building, which is located at the corner of Colfax and Grant streets.



ADDITIONAL PICTURES OF BETHLEHEM

The Evanston Y. M. C. A. will hold its Monday morning social on Monday, March 18, at 10 o'clock. The social will be held in the Y. M. C. A. building, which is located at the corner of Colfax and Grant streets. The social will be held in the Y. M. C. A. building, which is located at the corner of Colfax and Grant streets.

LET THE PAPER COMPANY RUN YOUR PROGRAM

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VOL. II, NO. 108.

DISTRICT NO. 75 INSTALLED ITS NEW MEMBERS

At Meeting of Board of Education Frank P. Crandon Is Named as Vice-President and Acting President.

PRESIDENT DAWES ABROAD

During His Absence Mr. Crandon Will Act as President Various Committees Were Selected at Meeting.

The board of education of District 75 held its monthly meeting this week. The new board was inaugurated and Mrs. Hurlbut duly installed as the only new member. Mr. Frank P. Crandon was elected vice-president, and H. H. Kingsley, secretary.

In the absence of Mr. Dawes in Europe, Mr. Crandon announced the members of the various committees, as follows: Finance, Crandon, Pope, Spofford; buildings and grounds, Waring, Harnwell, Spofford; teachers, Guilliams, Clifford, Ennis, Hurlbut; auditing, Harnwell, Waring, Crandon; child welfare, Ennis, Pope, Hurlbut; rules, Spofford, Guilliams, Ennis; school-house extension, Pope, Hurlbut, Harnwell; judiciary, Clifford, Crandon, Guilliams.

Besides simple matters of routine, other matters of general interest were taken up and passed upon.

Miss Moore Appointed.

Miss Mary S. Moore, for twenty or more years a teacher in the Evanston schools, was made principal of the new school being erected on McDaniel avenue and Colfax street.

The board fixed upon the following line as the boundary line between the Central Street school and the new school, to wit: The middle line of Central street from the west limits of the district east to the middle line of South Prairie avenue; thence south along the middle line of South Prairie avenue to the middle line of Colfax street; thence east on the extension of the middle line of Colfax street to the C. & N. W. railroad tracks; provided, that parents living in the following described property, to-wit: that portion of the district bounded on the north by Central street, on the west by Hartray avenue, on the east by South Prairie avenue, and on the south by the alley lying between Harrison street and Lincoln street and running parallel to the same, and extending from Hartray avenue to South Prairie avenue, may at their own option select which school they wish their children to attend.

Boundaries Will Decide.

The above-mentioned arrangement will in general determine to which school parents will send their children, but it may be necessary to vary this line somewhat if it is found that its rigid application will overcrowd a certain room in one school while the attendance in a corresponding grade in another school may be slight. The board would then reserve the right to vary the line in individual cases so as better to adjust the attendance in the various rooms.

The board also decided that for the coming year or two, the pupils who will be seventh and eighth grade pupils next year shall be retained in the Central Street school until they complete their grammar school course.

Permission Granted.

Permission was given to the Girls' League of Evanston to use the Dewey school grounds for a playground. The Girls' league is one of the new organizations in the city which is attempting to make provision for organized and supervised play for girls and young women in Evanston, and it is proposed to establish several of these play centers in the city, and the board of education is very enthusiastically co-operating with the organization in promoting whatever it can in the way of furnishing grounds, shelter and accommodations.

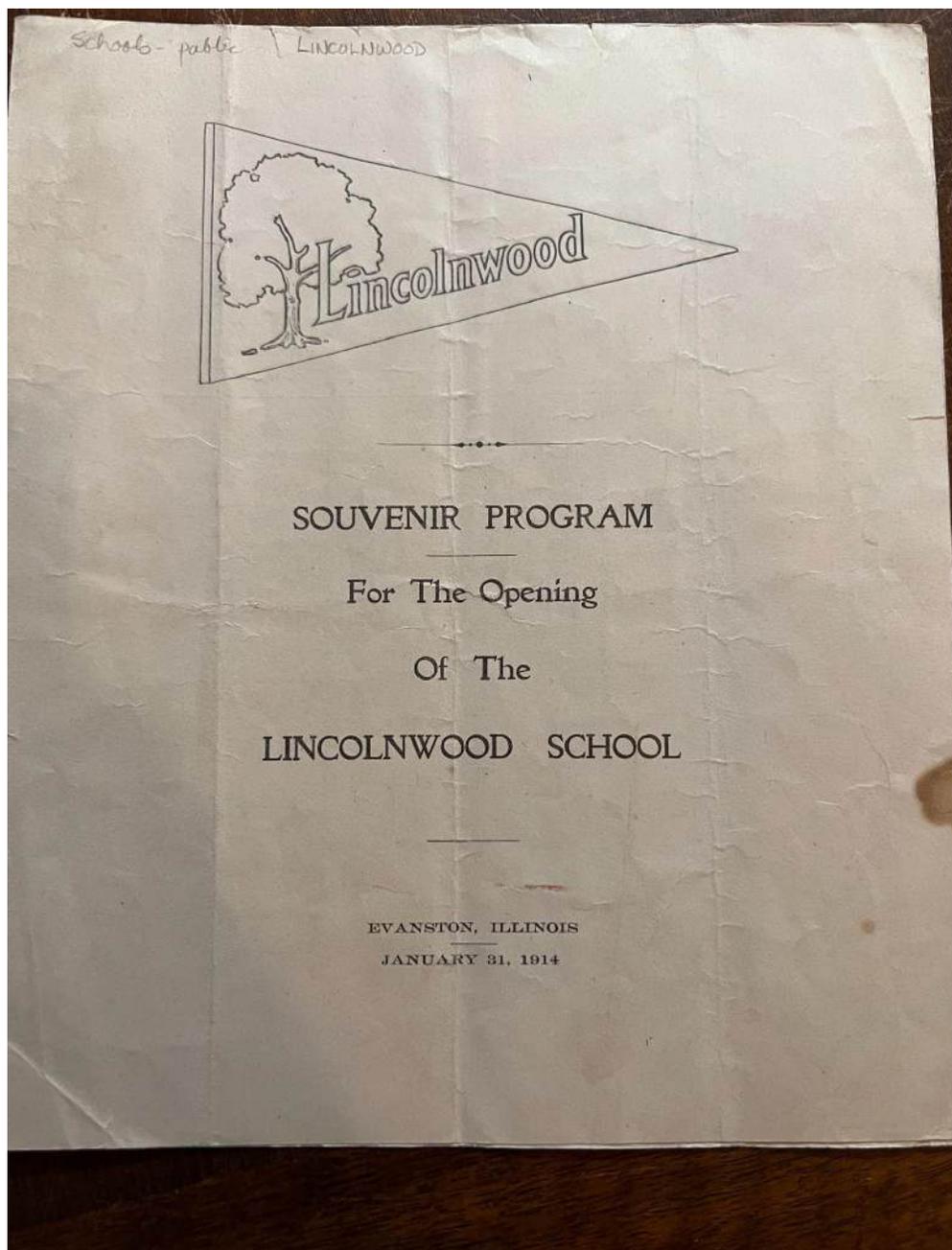
THE NEW SCHOOL.

Dedicatory services for grammar school buildings has not always been considered necessary and yet one wonders why they have not been. The erection and opening for use of such an institution as the new Lincolnwood school should be an event of absorbing public interest in the community it will serve. There the children of the neighborhood will spend the greater part of their daylight hours. There they will pursue, step by step, the way of knowledge the goal of which is equipment for a successful career in the bigger world outside the school. There little children and bigger boys and girls will receive instruction in many subjects not included in their text books. They will be taught lessons of honor and fair play

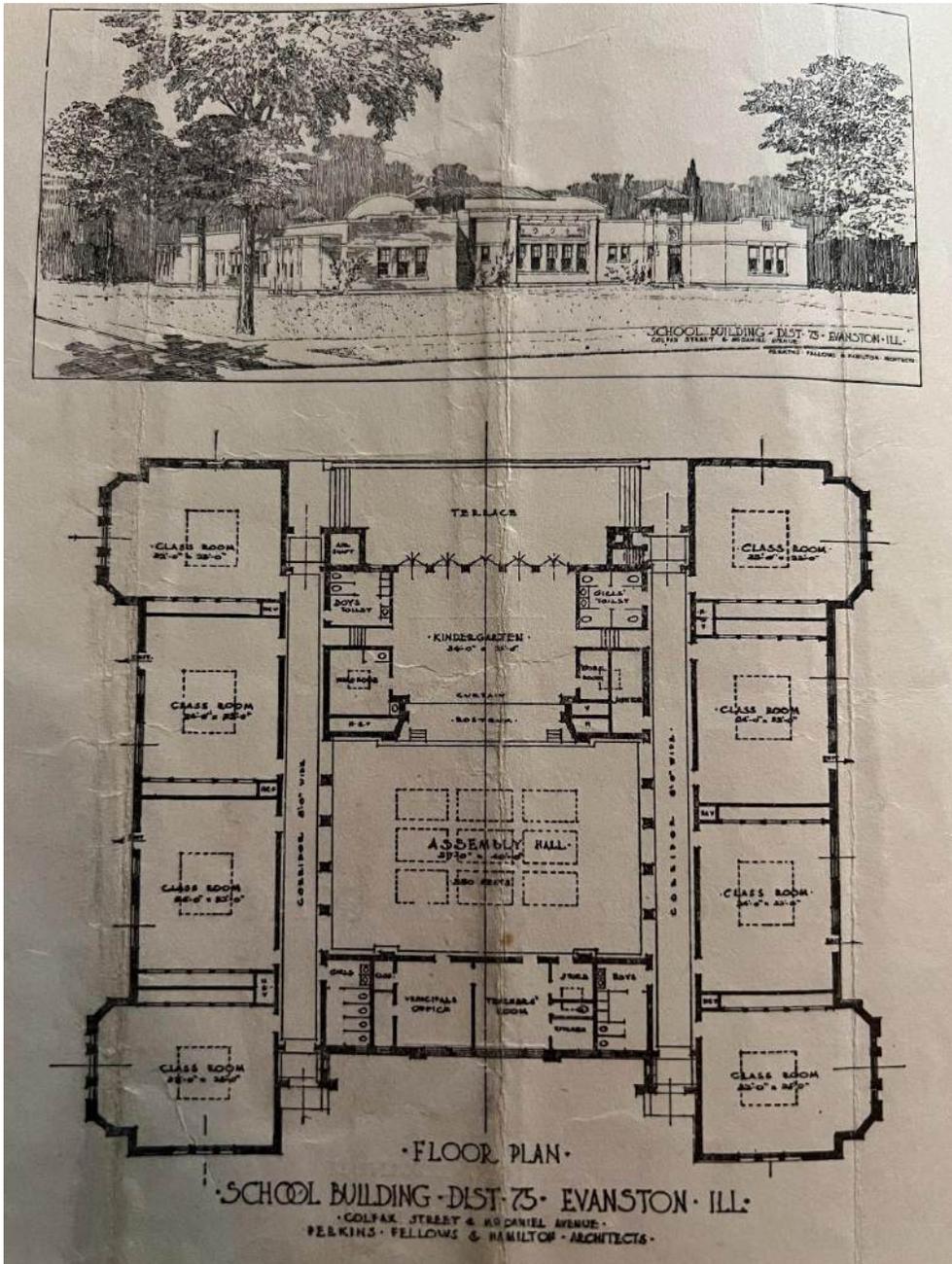
in their sports; they will be taught uprightness and honesty in their relations to their fellow pupils and to their teachers; they will lay the foundation of taste in reading; they will learn to know something of the great out-of-doors, of the world's famous pictures, of foreign cities and countries. They will learn these things if the school is what it should be, if the teachers who there hold sway are the sort that Evanston has in her schools.

Nothing is so vitally a part of the life of a community as its public schools, and nothing should, therefore, be watched with more intense interest, with more helpful criticism by the men and women who entrust their children within their doors than the public schools.

1914 Souvenir Program for the Opening of The Lincolnwood School



Source: Evanston History Center, Lincolnwood Dedication Program Cover



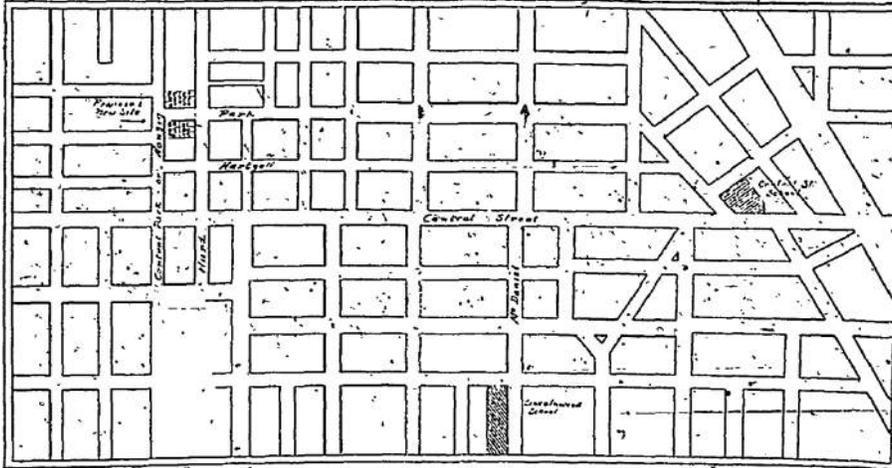
Source: Evanston History Center, Lincolnwood Dedication Program

| PROGRAM | | |
|--------------------------------------|---|---------------------------|
| Victrola Numbers | | |
| WELCOME | Chairman of Committee | <i>Mr. Stanford</i> |
| RUSSIAN HYMN | | |
| HAPPY SNOW | | <i>Schumann</i> |
| HEY-DOWN, DERRY-DOWN, DEE | Pupils of the Fifth and Sixth Grades | <i>Old English</i> |
| THE COMMUNITY | President Neighborhood Club | <i>Mrs. Worstall</i> |
| DANCE | Fifth and Sixth Grade Boys | <i>Kamarinskaia</i> |
| THE BUILDING | Perkins, Fellows and Hamilton, Architects | <i>Mr. Perkins</i> |
| OUR SCHOOL | Principal Lincolnwood School | <i>Miss Moore</i> |
| DANCE | Fifth and Sixth Grade Girls | <i>Hyacinth</i> |
| PROBLEMS OF A SUPERINTENDENT | Superintendent District 75 | <i>Mr. Kingsley</i> |
| A WORD FROM THE BOARD | President Board of Education | <i>Mr. Dawes</i> |
| SONG—Pale in the Amber West | Messrs. Coffman, Mitchell, Kidder and Dale | <i>North End Quartet</i> |
| ADDRESS—Social Aspects of the School | University of Wisconsin | <i>Dr. Edward J. Ward</i> |
| AMERICA | | <i>Audience</i> |
| | Reception for Board of Education Inspection of Building Decorations by Wittbold | |

Source: Evanston History Center, Lincolnwood Dedication Program

THE EVANSTON NEWS-INDEX, WEDNESDAY, SEPTEMBER 10, 1919

New Grade School Site in North End



This is a small map of north Evanston, showing the proposed site for the new grade school building made necessary by the over crowding of Lincolnwood school. It is understood that after the new schoolhouse has been erected it is proposed by the school board to sell the old Central street school building and build a new school some place northeast of that building, perhaps six or seven blocks away from it.

Numerous changes of teachers and of plans mark the opening of the public schools in Evanston scheduled to take place Monday. The high school looks to a great future with the prospect of a grand central site with a million dollar group of buildings.

District 76 has complete plans for an addition to Lincoln school and will call an election as soon as building conditions permit of letting contracts. Already the district has outgrown its

buildings and is renting outside space to house 100 pupils.

District 75 has plans for doubling the capacity of Lincolnwood school as soon as conditions permit.

The most important move of late has been the selection of a new site in the northwestern corner of the district. Options have been secured on this land at a very favorable figure and petitions are out for an election

to complete the purchase. The location is ideal. As one may see by the accompanying map the site is over 300 feet from east to west and extends 150 feet on each side of Park Avenue, which, ending at Nanzig street, can undoubtedly be vacated a length north and south of 360 feet.

Perhaps a little later, a site further east may be located, and the Crandon property sold at a good figure as business property.

ON REVIEW

April 14, 1949

Break Ground for Dist. 75 School



Evanston Photographic Service

While several hundred children and parents looked on, Mrs. Edgar C. Turner, a member of the district 75 board of education, and Miss Catherine Bassett, Lincolnwood school principal, turned the first spades of earth at ground-breaking ceremonies for the new Lincolnwood school last week. The new school, which will replace the present building, will be erected at a cost of \$650,000.

Shown with Mrs. Turner and Miss Bassett are, from left, Mrs. C. R. Peterson, president of Lincolnwood Parent-Teacher association; Mrs. Clyde A. Horn, Dr. Frank E. Endicott, Howell W. Kitchell and Robert L. Milligan, board members; Peter Hamlin (behind Mrs. Turner), general contractor for the new school; A. J. Anderson, secretary of the Peter Hamlin Construction company; Maurice Webster, chairman of the district 75 building committee; John A. Armstrong, architect for the building; Mrs. Howard C. Morton and Dr. James H. Pearce, board members; Dr. Oscar M. Chute (in back), superintendent of district 75, and Dr. Marcus H. Hobart, retiring president of the board of education.

The new school will stand immediately to the west of the present school, facing on Colfax street.

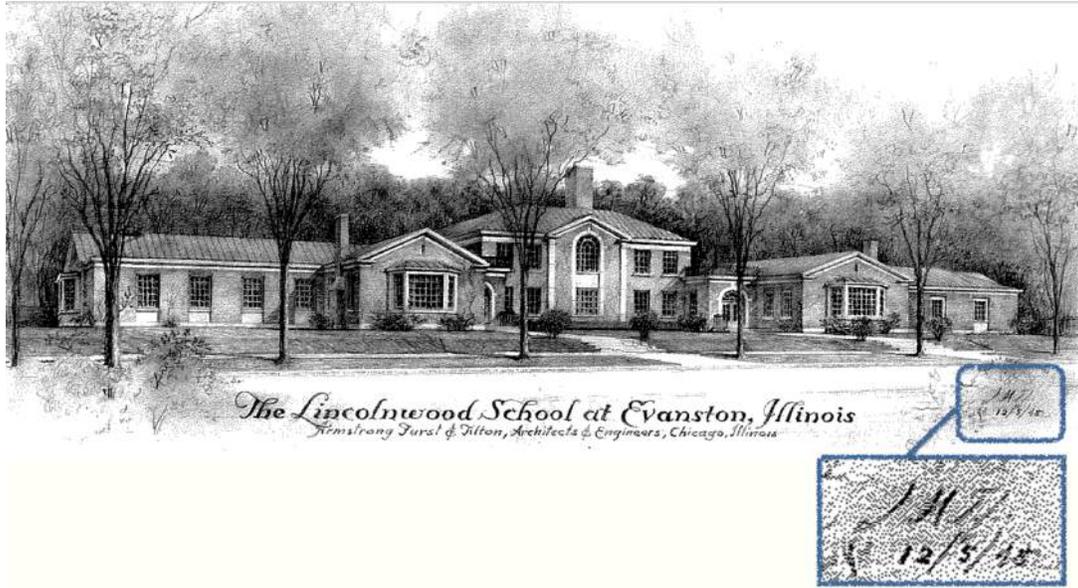
Russell Sage Alumnae to Have Buffet Supper

Evanston alumnae of Russell Sage college will join other alumnae from throughout the Chicago area for a buffet supper party at 4:30 Sunday at the home of Mrs. Robert W. Manly in Wood Dale. The party is to honor Miss Doris Crockett, dean of the college, who will be here from the east. Among the Evanstonians planning to attend is Mrs. R. K. Perrine, 822 Monroe street, who is president of the Chicago Alumnae association.

ON DEAN'S LIST

Louis F. Allen, nephew of Mrs. J. L. McIntyre, 9532 Avers avenue, Skokie, with whom he makes his home, is one of 80 students at Santa

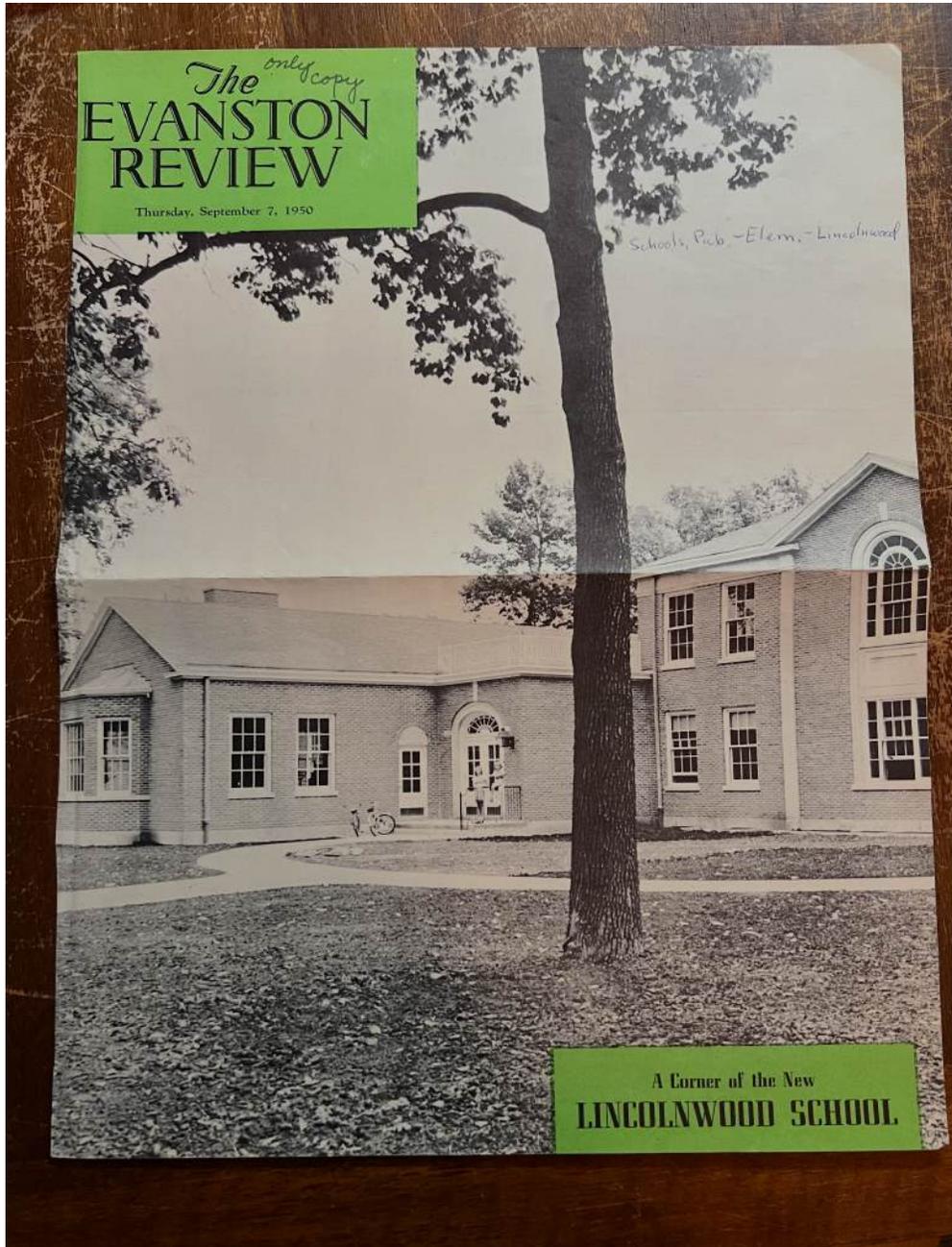
1945 Sketch of Lincolnwood School by John Neal Tilton, Jr



Scan of Architect's Original Sketch of Lincolnwood School.
Source: Cornell University Library.⁵⁸

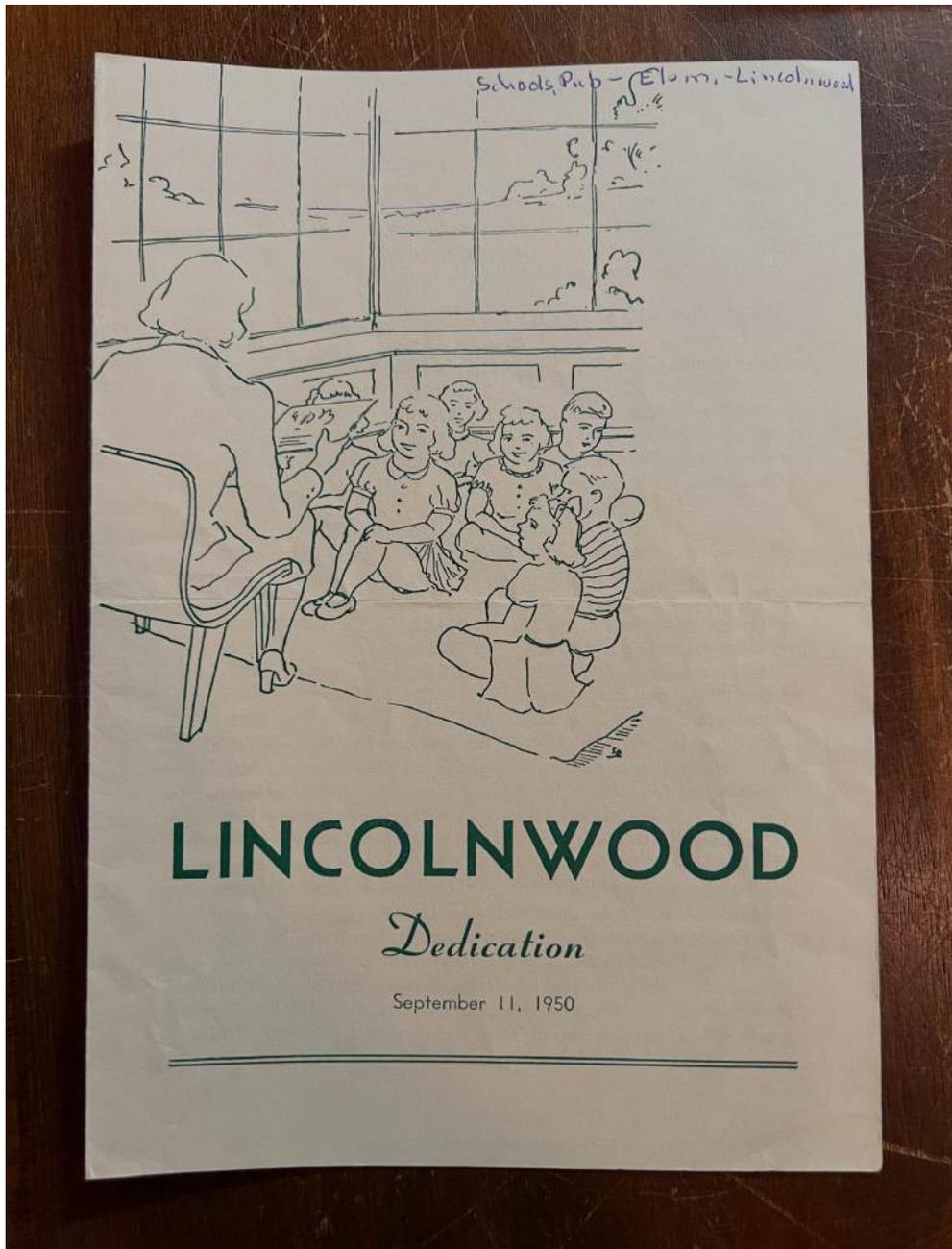
⁵⁸ Cornell University Library, Rare Manuscripts Collection. Records of Armstrong, Furst & Tilton. Author: Armstrong, Furst & Tilton, Architects (Chicago, Ill.) Volume/Box: Box 1. Delivered November 24, 2025.

1950 Cover of the Evanston Review

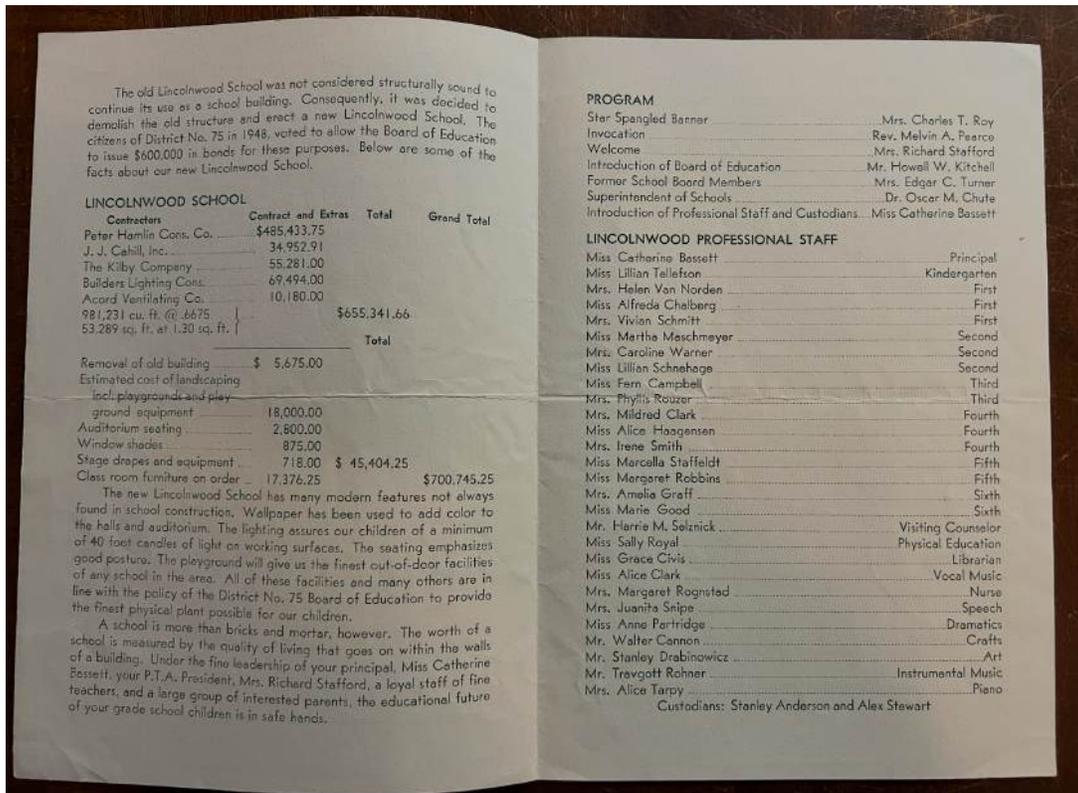


Source: Evanston History Center

1950 Program from Lincolnwood Dedication



Source: Evanston History Center, Lincolnwood Dedication Program (1950)



Source: Evanston History Center, Lincolnwood Dedication Program (1950)

1950 Lincolnwood: A Community Center - authored by Midge Perkins

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A.

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VIEW'S

The
EVANSTON
REVIEW

OF EVAN

Lincolnwood School—Community Center

By MRS. LAWRENCE B. PERKINS
Member, the Dedication Committee

Lincolnwood, Evanston's newest school building, opens its doors to the community Sept. 11 just 110 years after our first school bravely began to educate Evanston's children on the little one-acre lot deeded for "educational and burial purposes" on Ridge road in 1840. That first little school was built by private subscription and the expense of its maintenance was shared by the parents according to the number of pupils each family sent. It was a comfortable little house by 1840 standards and boasted a blackboard. The teacher boarded with the parents and received her pay from the school treasurer, who also sold burial lots. Between that schoolhouse and the beautiful new Lincolnwood school stands a century of proud progress in American education. In much of that progress Evanston has been a pioneer.

Lincolnwood from its beginning has been one of the pioneers. When its site was purchased in 1910, there were just two paved streets in the north end, Harrison and Central streets. The street car line ended at Bennett avenue. The prairie lay beyond, green fields and woods. There was one voting precinct for all the section west of the drainage canal. The Sixth ward

extended to the lake and north of Noyes street. There was one eight-room school house on Central street—the Crandon school. Its doors were locked firmly when the last pupil departed for the day.

The north end needed a new school and it needed a neighborhood center. The "school as a social center" was a very new idea, and the new Lincolnwood school, dedicated in 1914, was built to meet that new neighborhood ideal. The North End Improvement association, which Dr. W. A. Coolidge, Frank C. O'Boyle and Charles M. Cartwright founded, selected the site and circulated the petition for larger playgrounds—another new idea—and for the building of the school. The building cost \$44,636. (Around 1920 an addition was added which cost \$125,000 more). In February, 1914, an excited throng of children marched over from the Crandon school to greet their new principal, Miss Mary Moore. Lincolnwood had opened its doors to North Evanston.

Those doors have always stayed open. In the early days when other school buildings were unused in the evening, Lincolnwood was open many nights for dances, plays and lectures.

(Continued on page 28)

September 7, 1950

Lincolnwood School

(Continued from editorial page)

The Monday night dances were started before World War I. They were continued, after much serious discussion, throughout the war as a relief to many from the strain of war work and worry. Through the years and another world war, these dances have continued cementing old friendships and making new ones. Now they are known as the Cotillon and are held once a month.

The plays which were given were outstanding. Blanche Bannister Arndt was a professional coach and did wonders with amateur talent. Barrie's play, "The Old Lady Shows Her Medals," was given here for the first time outside New York.

Here the North End Mothers' club pioneered in parent-teacher work. The club had been founded in 1911 at the Crandon school by a group of far-seeing North Evanston women, among them, Mrs. Carl Mohr, Mrs. Harry Whitehead, Mrs. Charles Cartwright, Mrs. John H. R. Jamar, Mrs. John W. Chandler, Mrs. John Meaker and Mrs. Edwin F. Walker. Well-supervised, inexpensive dancing classes, a social service committee for relief work and a citizenship committee were continuously maintained. Thursday nights the school was open for those in domestic service in the neighborhood for games and dances. There was no library in

the early days and so the Public library used to leave a cartload of books at the Cartwright home for Mrs. Cartwright to trundle over to school. Later the club through its library committee under Mrs. Ward Evans established a school library which it named the Mary E. Moore Memorial library.

Beginning of July 4 Fete

Here too at Lincolnwood began the first community Fourth of July celebrations which grew into the great North Evanston Fourth of July celebration we know today. Here also were the beginnings of the Community orchestra.

In 1930 Miss Moore retired and Miss Lois Davis, one of Lincolnwood's own teachers, took over as principal. Under her leadership the school continued to work for the children of the neighborhood, their parents and friends. The Christmas pageants and cantatas directed by Rita Crist and Alice Magnusson Clark, became a cherished part of the Christmas festivities. Just before Miss Davis retired in 1946, Lincolnwood sprang-plugged the plans to transform the forest preserve west of the school into one of Evanston's beauty spots. When Miss Catherine Bassett, another Lincolnwood teacher, became principal she encouraged the children's interest in nature study. Lincolnwood children now carry on a bird feeding program throughout the winter and are gradually replanting the woods with native Illinois wild flowers.

Help in Other Fields

Lincolnwood has also looked beyond its own neighborhood. Its children served as "poison squads" for Lucy Fitch Perkins when she was writing her famous Twin books to help our children better to understand the children of other lands. She considered them her keenest critics. After World War II the school adopted a war orphan. And only the other day, Mrs. Lionel Benjamin left a large box of clothing on her back porch in Seoul as she fled before the invasion, clothing sent by Lincolnwood children to the children of Korea.

As Miss Davis, who will be one of the guests of honor at the dedication program, wrote not long ago, "I would never attempt to name all the fine people who have made Lincolnwood school the nucleus of the most wonderful community I have ever known. My one prayer for the new building is that it will house as much happiness as the old one did." All who have ever been a part of Lincolnwood echo her prayer.

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1950 The Mitchells

"Mr. Mitchell negotiated for the purchase of the site of Lincolnwood School and the woods to the west of it."

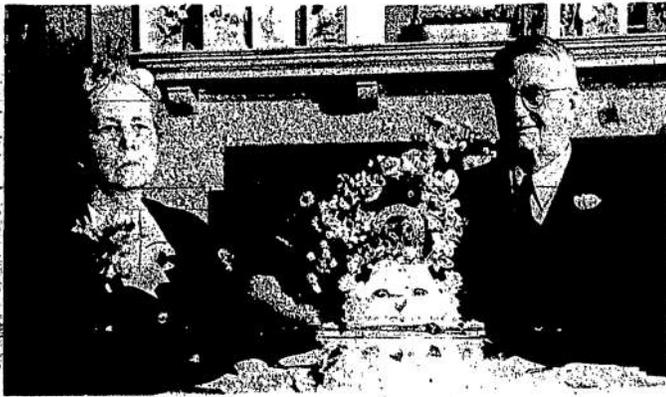
Evanston Review (published as The Evanston Review) - November 2, 1950 - page 10

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THE EVANSTON REVIEW

November 2, 1950

Mitchells Mark 50th Anniversary



Mr. and Mrs. Walter Mayo Mitchell, 2300 Lincolnwood drive, celebrated their golden wedding anniversary Monday evening at a dinner party given by their son-in-law and daughter, Mr. and Mrs. W. Dale McLaughlin.

The Mitchells were married Oct. 30, 1900, at Jackson, Mich., the culmination of a romance started two years before when Mrs. Mitchell, the former Beulah Hough of Jackson, was a student at the Northwestern school of music. Mr. Mitchell traveled for a Philadelphia rubber footwear company, but in 1902 went into the real estate business with a Chicago firm. A year later he and his brother, Clayton Mitchell, who now lives at 2761 Ridge road, formed a partnership in real estate with offices in Evanston and Chicago.

Mr. Mitchell was a charter member of the North End Men's club and for many years has belonged to the Evanston club and the West-

moreland-Country club. He was one of the pioneers in the North End Improvement association and a founder of the former Central State Savings bank of Evanston, of which he served as president for a time. Mr. Mitchell negotiated for the City of Evanston the purchase of the site of Lincolnwood school and the woods to the west of it; the site of Haven school, Boltwood park, and part of the site of Willard school. With the late Dwight Perkins, he promoted the idea of setting aside as a forest preserve the tract now known as Dwight Perkins woods. He also negotiated the purchase of the sites of the Swedish and the Presbyterian Old People's homes.

Mr. and Mrs. Mitchell moved to

North Evanston in 1906 and for many years lived at 2303 Harrison street.

Mrs. Mitchell has been active in Alpha Chi Omega alumnae affairs and served as president of the house board of Northwestern chapter. She is a member emeritus of the Woman's Club of Evanston and formerly belonged to the Drama club and took an active part in the North-End Mothers' club, in which she was instrumental in starting its dancing classes for children.

Two Children

The Mitchells have two children, Theodora (Mrs. McLaughlin), and John Mayo Mitchell, Sixth ward alderman, and five grandchildren, Jean and Mary McLaughlin and Jane, Reed and John Mitchell.

Guests at the Golden wedding party were Mr. and Mrs. Louis J. Leet of Jackson, Mich. (Mrs. Leet is Mrs. Mitchell's sister and was maid of honor at the wedding half a century ago), Mr. and Mrs. Clayton Mitchell, Mr. and Mrs. John Mitchell, Mr. and Mrs. Robert B. Mitchell, their five grandchildren, two grandnieces, Anne and Mary Jane Mitchell, and a grandnephew, Robert B. Mitchell, Jr.

Congregation Israel Plans Family Night

North Shore Congregation Israel will have another monthly family service tomorrow at 7:45 p.m. in the Glencoe temple. Dr. Edgar E. Siskin will conduct the service and will bless children whose birthdays are in November. The service also will pay tribute to girl scouts and brownies, who are being asked to come in uniform.

1952 Ten Trees Planted by Students in Observance of Arbor Day

May 1, 1952

Children Help Beautify Grounds



~~Lincolnwood school children wielded shovels, rakes and other tools in observance of Arbor day last Friday, when they planted two dogwood trees, six sugar maples and two redbud trees.~~

The children also took observation trips through the forest preserve, Dwight Perkins woods, as part of the Arbor day activities.

The two dogwood trees, one pink and one white, brought here from Michigan, were the gift of Mrs. Henry S. Pierson, 2519 Harrison street, in memory of her mother, Mrs. Warde B. Chittenden, an Evanston resident for many years. Mrs. Pierson's three sons all attended Lincolnwood.

**YOU ARE INVITED TO MEET
THE DISTINGUISHED IRISH
WRITER
FRANK**

Source: Evanston Review, May 1, 1952.

1953 New Kindergarten Wing Addition

December 17, 1953

THE EVANSTON REVIEW

New Kindergarten Wing Opened at Lincolnwood School



Lincolnwood school's new kindergarten presented this scene of spaciousness and lightness as it was placed in use last week for the first time.

Source: *Evanston Review* - December 17, 1953

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1965 School Transfers Board Bus for Lunch



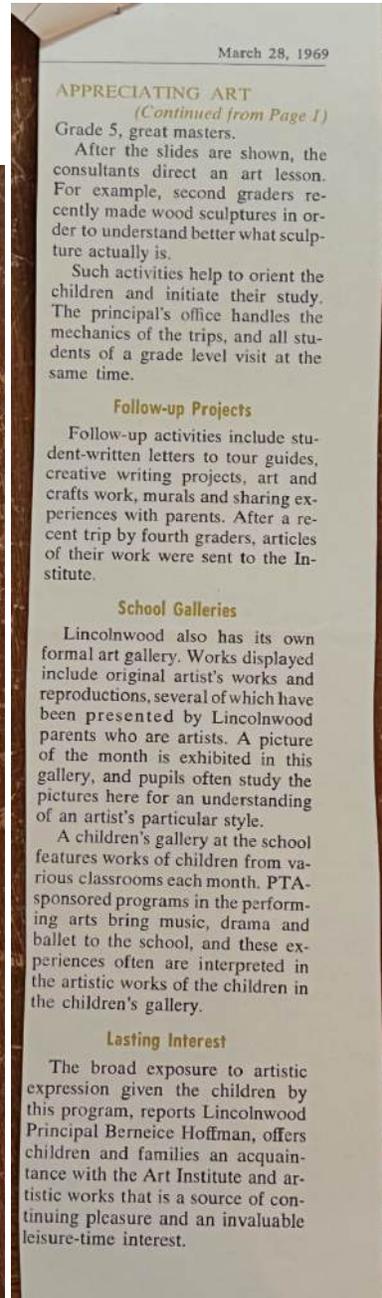
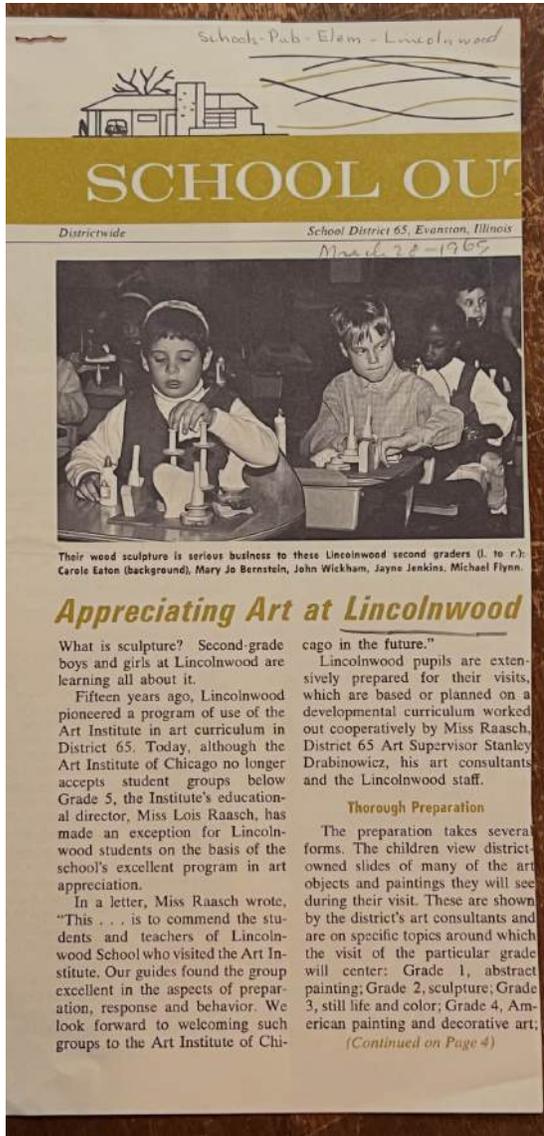
Source: Evanston History Center - September 23, 1965 (Publication unknown)

1966 Gymnasium Storage Addition



Source: Evanston History Center - January 20, 1966 (Publication unknown)

1969 Appreciating Art at Lincolnwood



Source: Evanston History Center - March 28, 1969 (Publication unknown)

1974 Tutoring with Residents of the Pioneer Place Swedish Retirement Home, now called Three Crowns Park

Schools, Pub. - Elem. - 5/30/74 Lincolnwood

What generation gap?

Lincolnwood School has launched the first of a series of programs based on the premise that the young and the old have something unique to give each other. The strength of the program lies in its cooperative nature.

In early February, a group of eight volunteers who are residents of Pioneer Place Swedish Retirement Home began tutoring a number of Lincolnwood students who had been selected by their teachers as children who might benefit from personalized tutoring.

Since its beginning, the program has shown much promise. Teacher, children and tutors were very pleased with results. And what do the tutors themselves have to

say about the program?

"We just love it and look forward to Wednesday mornings with the children. The children ask so many interesting questions."

Lincolnwood Principal Robert Kellum credits PTA Supergal Carolyn Dobbs with coordinating the program with Violet Nelson, activities director of the retirement home.

Kellum stated: "We're delighted to know that the children did indeed learn something from their elders. It's been a perfect blend of young and old with both sides benefitting from the exchange. We're looking forward to expanding the program next year."

Weighing matters here are Lincolnwood school student David Marum and Mrs. Grace Millirow, a resident of the Pioneer Place Swedish Retirement Home, whose residents have been tutoring Lincolnwood pupils. (staff photo by Jerry Howard)



Source: Evanston History Center - May 30, 1974, likely Evanston Review.

1977 SafetyTown

Savvy / Public Line in Wood RT
JUNE 30, 2016

Safety Town Summer Camp Celebrates 40th Summer

BY JAMIE DONOHUE

Five of the original founders of Safety Town, a summer camp designed to teach pre-school through elementary school students safety techniques and protocols, gathered at Lincolnwood School on June 17 to celebrate the camp's 40th summer in Evanston. The founders included Sharon Petersen, Sandy Swanson, Jenny Glick, Carol Burns, and Nancy Doyle, as well as the current camp director, Emily Guthrie.



Local Boy Scout troops volunteered to paint the "town," on which the campers can practice their street and pedestrian safety.

The idea of bringing Safety Town to Evanston was first proposed at a PTA meeting in 1977 when a board member found an article about the National Safety Town Center. "Dorothy Chlad, who ran the National Safety Town in Dayton, Ohio, is still around. Someone brought in the article, and we thought it was an outstanding idea," said Ms. Guthrie.

While much of Safety Town's advertising today comes from their website and other online platforms, Ms. Glick explained that when she was the camp's director, "we never had anything online—we had to go around to all the schools. I got to know every school in Evanston extremely well, and all the secretaries." Since then, Safety Town has grown in both size and popularity. "When we only had two schools, it was 600 campers a year, and the teens, probably another 100, 150 teens. [Now] it's thousands. We've got about 160 enrolled here this summer," said Ms. Guthrie.

Safety Town's curriculum covers a wide variety of topics that are taught over the span of two weeks. Some of the topics include crossing the street; pedestrian/motorist safety; first aid, seat belts, and 911; poisoning prevention and home safety; fire prevention; playground safety; bus safety; and bicycle safety. When asked about changes made over the past 40 years, Ms. Guthrie answered, "We've added a couple of topics. One is 'I own my body,' and another is 'stranger danger.' And then, because I happen to know a woman who has a dog sitter trained for therapy, she now comes and we talk about pet safety. Anna, who is our teen aide this session, is a lifeguard, so she talks about [beach and] water safety. We've tweaked it a little bit."

Young campers are supervised and managed by middle-school "teen aides," who come from all over Evanston. Though the aide positions are purely voluntary, students can earn community service hours through the camp and/or find babysitting opportunities through the campers' parents.

Several Evanston-based organizations also volunteer their time to educate the campers, such as the Evanston Police and Fire Departments, representatives from bike stores, Goldfish Swim School, and local Boy Scouts. Four Scouts who were looking for volunteer opportunities to earn their Eagle Scout badges are responsible for the new "town" that is painted onto the Lincolnwood school pavement next to the playground. This new development allows the kids to practice their street and pedestrian safety with a more hands-on approach: the town contains stop signs, streets, intersections, and small wooden buildings.

"It's so much fun, the kids don't even realize they're getting all of this information," said Ms. Guthrie. "We create a memory book that they take home on the last day, and the teens write a little note that goes in there. I've had parents tell me they still have theirs from three decades ago."



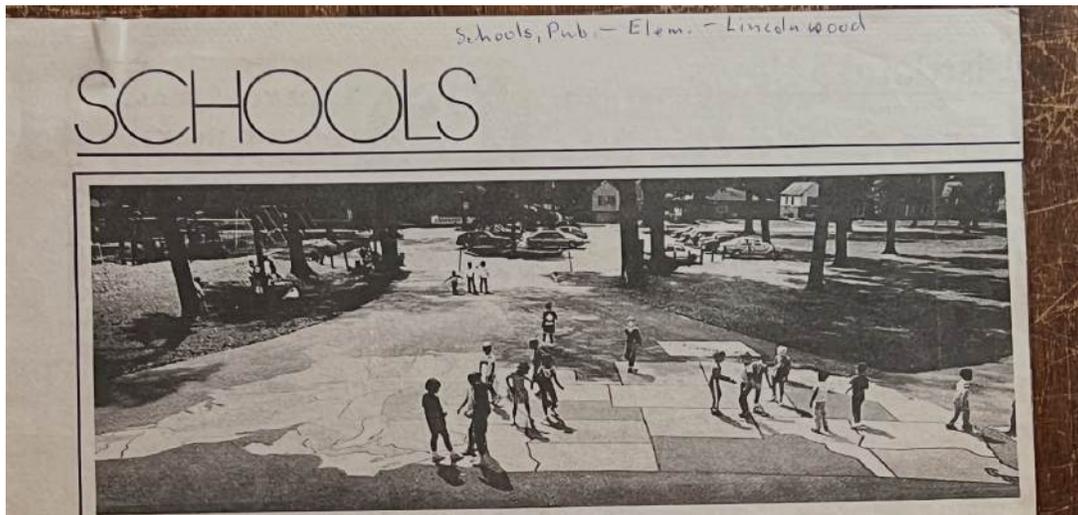
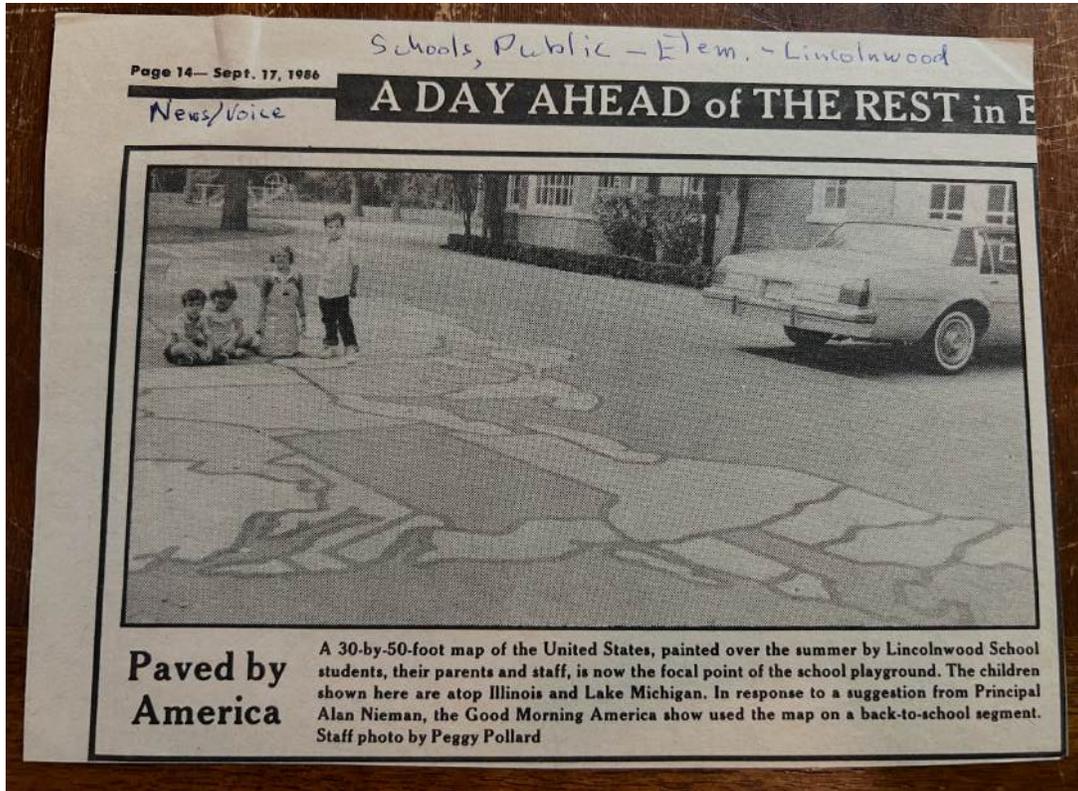
More about the Evanston Safety Town curriculum and registration is available at evanstonsafetytown.org.

Safety Town founders, from left to right: Sandy Swanson, Carol Burns, Sharon Petersen, Emily Guthrie (the current director), Nancy Doyle, Ms. Doyle's granddaughter, and Jenny Glick.

Photos by Jamie Donohue

Source: Evanston History Center - June 30, 2016 (Evanston Roundtable).

1986 Created a Map of the United States



Source: Evanston History Center - September 17, 1986 (Evanston Review).

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2013 Established the Star Garden



Star Garden at Lincolnwood School. On May 18, Lincolnwood families gathered to build the Lincolnwood Star Garden, a sustainable, edible garden. In addition to learning proper planting techniques, students will learn about soil, composting and what it means to grow food organically. Planting activities vary by grade level and incorporate Illinois State science standards into each lesson. Lincolnwood is benefiting from the guidance of SAGE (Schools Are Gardening in Evanston), a community group dedicated to promoting edible, sustainable school gardens in Evanston. Lincolnwood kindergarten, first and second-graders planted spinach, lettuce, kale, swiss chard and arugula. Third-graders added to the garden's variety by planting nasturtiums – edible flowers. In addition to planting, students were treated to a lesson on worms and soil led by Joan Kerr, local master gardener and member of the Lincolnwood Garden Committee. In photo above, Lincolnwood parents build the star garden.

Submitted photo

RT 6/06/13

Source: Evanston History Center - June 6, 2013(Evanston Roundtable).

2025 Held Community Day, which involved Perkins Woods



Image featuring current Lincolnwood students with Libby Hill, Steward of the Dwight Perkins Woods. Learning about oak trees in the woods was an element of “Community Day” on October 17, 2025. Source: Photograph by Author.

School History via Evanston History Center

LINCOLNWOOD SCHOOL (North Evanston)

Lincolnwood school is the oldest school in North Evanston at the present time. It was not, however, the first school in North Evanston. The first school, called the Central Street School, was a small wooden building standing on the present site of Independence Park at Central and Stewart Avenue, which was built about 1870. Before that time, there had been no place for the few children living in North Evanston to go to school. North Evanston was a separate village until 1874, and the school district was a separate school district until about 1906. In 1894, the little wooden school house was taken down and a large brick building put up, which was named the Crandon School, after Frank Crandon, long-time school board member.

... until after 1900.

- 4 -

By 1912 there were too many children for the Crandon school so it was decided to build another school further west. The first Lincolnwood School, finished in late 1913, incorporated many new ideas in school house design. It was the first school in Evanston to be built on a large enough site to have a playground. Many of the schools now have playgrounds, but land has been purchased later to provide playground space. Lincolnwood was also the first school to have a real gymnasium.

The present school was built about 1950. One of the rooms in the school is dedicated to Lucy Fitch Perkins, well known writer for children (Dutch Twins and twenty-five other books in the Twin Series - some of them are in the Historical Society Library). Mrs. Perkins lived in the neighborhood and used to try out her new stories on Lincolnwood children. Among the well known people who attended Lincolnwood school is Margaret Mortenson Landon, author of "Anna and the King of Siam", from which the movie "The King and I" was made.

Source: Evanston History Center - Date & Author Unknown.

LINCOLNWOOD

School celebrates 50 great years

Lincolnwood School celebrated 50 years with an alumni reception Saturday at the school. Former students, families and staff were invited to come and reminisce, share memories in the school's memory book or on video, and add a square to the 50th Anniversary Quilt. The walls were painted and all the class pictures were put back up. Many former faculty and students attended the reception, including music teacher Marie Goyette, who taught at Lincolnwood from 1952 to 1973, and flew in from Florida just for this special event to share her fond memories. James Mayfield, who served as a custodian in District 65 from the 1970s through the 1990s, was available to answer questions. He is currently writing a book on the history of Evanston schools. Mary Ruth and John Sanderson, who graduated in 1924 and now live at the Presbyterian Home, also attended. They shared their memories of the original school built in the early 1900s that was located just east of the current building.

The current Lincolnwood School opened for the academic year of 1949-50. Except for a few minor additions, the exterior of the school still looks much the same as it did when it first

DIGEST

opened. While the actual building may not have changed a lot, what goes on inside it has. Lincolnwood School principal, Alan Nieman, has witnessed many of the changes firsthand. He's been principal for 25 years and says the biggest changes have been thanks to the introduction of technology. Six computers in the library are linked to the Internet and each classroom has two computers. According to Nieman, "Students are more technologically-oriented these days." Nieman has seen many kids grow up over the years. This, he says, is the best part of the job. Today, some of those grown up-kids are sending their own kids to the school. Teachers are as dedicated as ever. They offer students after-school tutoring and one-to-one help with schoolwork. All teachers are now available 15 minutes before school begins to help with homework, allow kids to work on the computers and to socialize with classmates. Many teachers go out of their ways to attend students' extracurricular events.

Lincolnwood School provides more and more enriching opportunities outside of the classroom. PTA-sponsored after-school programs include Chess Club, Science Club, French and Spanish Foreign Language Club, Art Club, Computer Club and tae kwon do lessons. Every few years, the school participates in an exchange program with a French school. The Open Doors program, offered every other Saturday in January, February and March, allows parents and children to play in the gym and see the school. In the near future, Nieman hopes to have telephones placed in every classroom to facilitate parent-teacher communication.

Source: Evanston Review, March 16, 2000

Letters of Support from the Community

Friends of the Cook County Forest Preserve

December 8, 2025

To Whom It May Concern,

Friends of the Forest Preserves is a 26-year-old independent nonprofit organization with 2,600 members and nearly 20,000 email and social media contacts. Friends unites people to protect, preserve, and promote the forest preserves in Cook County.

Dwight Perkins Woods is Cook County's smallest forest preserve, located in Evanston, and named in honor of the renowned architect and co-founder of the Forest Preserves of Cook County.

Along its western edge sits Lincolnwood Elementary School—originally designed by Dwight Perkins and named by his wife, Lucy Fitch Perkins, a noted author and illustrator of children's literature. This forest preserve is cared for by local volunteers, cherished by Evanston residents, and has long served as an outdoor classroom for Lincolnwood students.

There is a community-led initiative currently underway which nominates Lincolnwood Elementary School as a local landmark under the City of Evanston's historic preservation ordinance. The aim is to protect the building and its surrounding grounds for future generations.

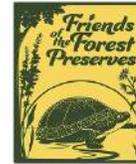
As of early December, more than 500 friends and neighbors of Lincolnwood School have signed a petition on change.org in support of the effort.

Friends of the Forest Preserves wholeheartedly supports this excellent initiative and urges the Preservation Commission to provide Lincolnwood with this important designation, ensuring its protection and preservation into the future.

Sincerely,



Benjamin Cox
Executive Director



411 S. Wells St.
Suite 800
Chicago, IL 60607

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Benjamin Cox, Executive Director

From: Marla Dobrin

Subject: Re: Lincolnwood School & Landmark Initiative

Date: January 6, 2026 at 8:22:34 AM CST

I began teaching at Lincolnwood in 1997, and taught down the hall from my mom (Mrs. Meltzer, a beloved 2nd and 3rd grade teacher) for 5 years. My mom began teaching at Lincolnwood in the 80's and retired in 2002.

Lincolnwood has always been a special place for me because of the connection with my mom, who sadly passed away 5 1/2 years ago. The relationships I have to the families I have taught, along with the ones my mom has taught, is what makes Lincolnwood so special. In addition to the amazing community, this building is gorgeous. Looking from the outside, it's exactly what you think of when you think of a school. The red brick building, set back with lots of land around it, and the beautiful woods along its side is what makes it so special.

Fondly,
Marla Dobrin

From: Aimee Lanphere

Subject: Sharing My Story

Date: December 11, 2025 at 8:46:02 AM CST

Dear neighbors and friends whom I haven't met yet,

Lincolnwood School should be preserved as a landmark because its part and parcel of our ancestors' vision, has been the hub of our community, and is now our duty to preserve for the future.

The first Lincolnwood School, built in 1913, and adjacent Perkins Woods, are undoubtedly the reasons why the first owner of my house, Adele Montgomery, decided to move to Evanston with her family in 1922. It's an ideal location, kitty-corner to the present school's backyard, and across Grant Street from the woods. She chose George Elmslie, a renowned architect, to design it. Elmslie worked with the Prairie School architects, among them, Frank Lloyd Wright, landscape architect Jens Jensen and architect Dwight Perkins.

Perkins was the 12th Architect for the Chicago Board of Education. In 1914, he and Jens Jensen were determined to save open space from industrialization, and thus helped create the Cook County Forest Preserves, the smallest parcel of which is Perkins Woods.

Perkins Woods, Evanston's only forest preserve, is a rare treat, frequented by birders all over Chicagoland. 174 species of birds have been sighted there. The forest animals who live in there use Lincolnwood schoolyard because, for them, it's all part of the same place.

Even though I own Adele's house now, I believe I'm borrowing it from history on its life's long timeline into the future. Thank goodness it was designated as a landmark house.

I wish the same landmark status for the Lincolnwood School property. The school and grounds are the hub of activity for our neighborhood. Although the physical school has changed, the school grounds and the woods remember the 112 years of happy children's voices & footprints. They need our voices to speak for them now to preserve them as open space.

*Sincerely,
Aimee Lanphere*

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From: Linda Gartz

Subject: Our story re: Lincolnwood School

Date: November 18, 2025 at 2:31:20 PM CST

My husband and I have been Evanston residents since 1975... We soon discovered Perkins' Woods on many walks with our dog and noticed the beautiful Lincolnwood School just on the east end of the woods. I was teaching at the time in Winnetka and peered into the windows at the classrooms to see how they were set up. As a professional educator, I was so impressed with what I saw in those mostly kindergarten classrooms: lively bulletin boards, clever displays for each season, lots of kids' work on the walls—clearly child-centered classrooms. I wondered if our kids might ever go to this beautiful school, but at the time, we were in Willard's district.

We had our sons in June 1986 and December 1989 ... The following year, we purchased a home on Lincoln and were now in Lincolnwood's district, along with lots of boys in Evan's Indian Guide's group (renamed since then). We instantly loved Lincolnwood School as a ... neighborhood school. We walked there in about 10 minutes every weekday, meeting other parents and students on the way, getting to know our neighbors and our neighbors' children.

That's the importance of a neighborhood school: it brings community together in the best ways. I got involved in the Lincolnwood PTA, eventually becoming a co-president. The proximity of other families made making friends easy, and my sons also had African American friends who would come to our home or my son(s) would go to theirs. The PTA consisted of parents (mostly moms) who really made the school extraordinary, with special evening family or weekend events that were educational as well as lots of fun. One Christmas we learned about Kwanzaa from an African American couple, parents of Lincolnwood students.

The PTA also raised money with multiple projects, enough that the PTA paid for re-doing the library and for buying new playground equipment. The Lincolnwood community worked together to make Lincolnwood a vibrant and special place. The teachers were terrific. I wrote grants, spanning more than three years, to spear-head a tutoring program for low-level readers. It was a research-based program with trained parent volunteers who worked with kids who weren't needy enough for the district program, but would have fallen behind without the extra support. As a neighborhood school, we were able to get lots of volunteers and over a four-year period taught more than 200 children to read. We presented our data to the Board of Education, who then funded it for a short while. Such is the benefit of a neighborhood school.

Lincolnwood ... is a vital glue that holds our community together.

Thank you, Linda Gartz

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Obituaries

Perkins, Dwight H.

DWIGHT H. PERKINS, CHICAGO ARCHITECT: Designer of 200 Public Buildings -- Forest
Special to THE NEW YORK TIMES
New York Times (1923-); Nov 4, 1941; ProQuest Historical Newspapers: The New York Times
pg. 26

**DWIGHT H. PERKINS,
CHICAGO ARCHITECT**

**Designer of 200 Public Buildings
—Forest Preservation Leader**

Special to THE NEW YORK TIMES.

CHICAGO, Nov. 3—Dwight Heald Perkins, nationally known architect and designer of more than 200 public buildings in the Chicago area, died yesterday in Lordsburg, N. M., after a brief illness. He was 74 years old.

Mr. Perkins had served for twenty years as chairman of the plan committee of the Forest Preserve Commission and was the founder of the Prairie Club that campaigned for the creation of the preserves.

Mr. Perkins was the son of Marland Leslie and Marion Heald Perkins. He attended the Massachusetts Institute of Technology and then taught architecture there for a year. In 1891 he was married to Lucy A. Fitch. They had two children, Eleanor Ellis and Lawrence Bradford Perkins.

In 1894 he went to Chicago, where he worked as a member of the architectural firm of Perkins, Chatten & Hammond. For ten years he was chairman of the subcommittee on playgrounds, Special Park Commission, and from 1905 to 1910 he was architect for the Chicago Board of Education.

Successively then he was a member of the Municipal Art Commission of Chicago, a member of the Planning Commission of the Cook County Forest Preserve, president of the Northwest Park District Commission of Evanston and honorary president of the Regional Planning Association of Chicago.

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Perkins, Lucy F.

Evanston Review (published as The Evanston Review) - March 25, 1937 - page 96

March 25, 1937 | Evanston Review (published as The Evanston Review) | Evanston, Illinois | Page 96



Lucy Fitch Perkins, 2319 Lincoln street, author of the famed and loved series of "twin" books for children, died suddenly Thursday of last week at her winter home in Pasadena.

Funeral services were held Saturday afternoon in Pasadena, and Evanston will pay its final tribute to the noted writer at a memorial service Sunday afternoon, April 4, at 3:30 at Lincolnwood school. Details of the service are now being arranged.

Beginning her career as an author some years after her marriage, Mrs. Perkins published her first book, "The Book of Joys," in 1907. With the publication of "The Dutch Twins" nearly 25 years ago, she began the long series of books which brought her prominence as one of the most widely-read of all children's authors. A Washburne report on books in 1934 showed that "The Dutch Twins" led all other child books in popularity.

Adding one and sometimes two books a year, Mrs. Perkins wrote in all 24 "Twin" volumes, and at the time of her death was at work upon a sequel to "The Dutch Twins." Sales of the celebrated series reached the seldom-achieved total of more than 2,000,000 copies.

More than providing entertainment for children, Mrs. Perkins wrote with the underlying purpose of developing friendly feeling between children of different nationalities. The books have been translated into many foreign languages and into Braille for the blind and are used in many schools.

Mrs. Perkins illustrated all of her books, and, in addition to her literary work, did many mural paintings for homes and schools. Her Evanston and California homes were the center of meeting for young and old, especially those interested in civic activities and in promoting international understanding.

Mrs. Perkins was born in Maples, Ind., in 1865. She attended the Museum of Fine Arts school in Boston, and after her graduation taught from 1887 to 1891 at the School of Fine Arts, Pratt institute, Brooklyn. She was married Aug. 18, 1891, and was the mother of two children, Eleanor Ellis, and Lawrence Bradford, who survive.

She was honored as an author when the 2,000,000th copy of her books came off the press in 1935, and to mark the occasion a specially-bound copy was publicly presented to her by

Carl B. Roden, librarian of the Chicago Public library.

"I doubt if there are more than two or three authors alive who can equal Mrs. Perkins' record, and none who begrudges it to her," observed Fanny Butcher, literary editor of the Chicago Tribune.

Mrs. Perkins was a member of the Chicago Woman's club, the Midland Authors and the League of Women Voters.

Surviving Mrs. Perkins, besides her husband, son and daughter, are three sisters, Mrs. Lewis Jerome Johnson of Cambridge, and Miss Florence H. Fitch and Mrs. Edwin F. Walker of Pasadena.

Mr. Perkins and Miss Perkins are expected back from California April 3.

Tilton, John Neal

John Neal Tilton

June 16, 1891 — May 29, 1970

Professor John Neal Tilton came to Cornell in 1909 from Chicago, where he had been born and reared, to study architecture. In 1913 he received the degree of Bachelor of Architecture and a year later that of Master of Architecture.

He then returned to Chicago, and, with the exception of two years as an officer in the U. S. Army Air Corps during World War I, worked as an architectural designer for Marshall and Fox, Architects, until 1926. At that time he formed a partnership under the name of Armstrong, Furst, and Tilton, practicing in Chicago.

In 1932 he left Chicago and joined the faculty of the College of Architecture at Cornell as an assistant professor, becoming professor in 1936. In 1937-38 he served as acting dean of the College, from 1938-40 as assistant dean, and from 1940-45 as secretary. In 1959, after twenty-seven years of dedicated service, he became professor of architecture, emeritus. During his tenure at Cornell, Professor Tilton retained his partnership in Chicago on a part-time basis.

Professor Tilton taught with distinction and great devotion and served well generations of Cornell students. His special fields of interest were in the area of working drawings, specifications, and mechanical equipment of buildings. In addition to his teaching responsibilities he served on a number of University committees, including the University Aptitude Committee, the Executive Committee on Student War Service, and the University Scholarship Committee. He also served terms as chairman of the Student Conduct Committee and the Committee on Student Activities.

He was active in many professional organizations. He was a long-standing member of the American Institute of Architects, and at one time was secretary of the Central New York Chapter. He was also a member of the honorary societies Tau Beta Pi, Gargoyle, and L'Ogive. In recognition of his dedication to his teaching and to his students, the Association of Collegiate Schools of Architecture awarded Professor Tilton its "Citation for Excellence in Teaching" in 1958.

In addition to serving the University, John Tilton also served his community in many ways. He was one of the most faithful and beloved members of St. John's Episcopal Church, to which he gave freely of his professional

talents, especially in its building and redecorating program and as a member of its vestry. He was also a dedicated member of Rotary International, and was an honorary member of the Ithaca Rotary Club at the time of his death.

In 1940 John Tilton married Hazel Davidson of La Grange, Illinois, who died in 1967.

Professor Tilton died at the age of 78 at the Lakeside Nursing Home, Ithaca, where he had been a resident for two years.

He is survived by a brother, Brigadier General Rolland L. Tilton of Hampton, Virginia, and three nieces.

Stuart M. Barnette, Thomas H. Canfield, Francis W. Saul

Source: Cornell University Archives:

<https://ecommons.cornell.edu/server/api/core/bitstreams/ad10f537-93a9-4df2-9921-cb888c7df0b2/content>

Furst, William

Evanston Review (published as **The Evanston Review**) - December 23, 1965 - page 73
December 23, 1965 | Evanston Review (published as The Evanston Review) | Evanston, Illinois | Page 73

Plan Services For W. H. Furst, Former Resident

Memorial services for William H. Furst, 79, of Delray Beach, Fla., will be held at 4 p.m. today in St. Elisabeth's Episcopal Church in Glencoe. Mr. Furst died Sunday in Delray Beach.

A former Evanstonian, Mr. Furst was a prominent church and school architect for more than 50 years. While a partner in the Chicago firm of Armstrong, Furst, and Tilton, he designed many area buildings, including Seabury-Western Theological Seminary in Evanston; the Graduate Building and Sunny Gymnasium at the University of Chicago; Glenview Community Church; and the Glencoe public schools. More recently, while associated with Furst, Maher, and McGrew of Evanston, Mr. Furst's work included New Trier High School East, and Mary Mapes Dodge School, Chicago.

Mr. Furst was a member of the Skokie Country Club, Glencoe, the university clubs of Chicago and Evanston, and the Chicago chapter of the American Institute of Architects of which he had been an officer.

Surviving him are his wife, Edith Ellis; two sisters, Mrs. Gertrude F. Baumer, East Orange, N.J., and Mrs. Edith F. Reincke of Chicago; a daughter, Mrs. Edith F. Howell, Winnetka; a son William C. Furst, Kenilworth; and four grandchildren.

It is requested that remembrances be sent to Highland Park Hospital in lieu of flowers.

The Evanston Review

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25PRES-0120

**CITY OF EVANSTON
PRESERVATION COMMISSION**

A RESOLUTION

**Determining that the Nominated Landmark Meets the Criteria for Designation and
Thereby Requesting the City Manager Transmit the Evanston Preservation
Commission's Report and Recommendation that the Evanston City Council Designate
the Lots of Record and School Structure at 2700 Hurd Avenue as an Evanston Landmark
by Ordinance**

WHEREAS, on October 7, 2025, Thomas Weber ("the Nominator") submitted a complete application form nominating for landmark designation the school structure and lots of record at 2700 Hurd Avenue PINS 05-33-412-007 to 05-33-412-013 and 05-33-412-0020 to 05-33-412-0022 ("Subject Property"); and

WHEREAS, on October 9, 2025, City staff notified the Property Owner of the submission of a complete nomination form, initiating landmark proceedings; and

WHEREAS, on November 20, 2025, City staff notified the Property Owner of the scheduled public hearing for the nomination on December 2, 2025; and

WHEREAS, in accordance with Section 2-8-5 of the City Code, at its meetings of December 2, 2025, the Preservation Commission held a Public Hearing and heard testimony and presentation on the landmark nomination of 2700 Hurd Avenue from the Nominator and afforded the Property Owner the opportunity to present testimony; and

WHEREAS, on February 10, 2026, the Commission, based on the evidence and testimony, approved its Report; recommending that the Evanston City Council (the "City Council") designate the subject property including the school structure and lots of record at 2700 Hurd Avenue as an Evanston Landmark; and

NOW, THEREFORE, BE IT RESOLVED BY THE PRESERVATION COMMISSION OF THE CITY OF EVANSTON, COOK COUNTY, ILLINOIS:

Section 1: The Commission determined that the application for landmark designation of the school structure and lots of record at 2700 Hurd Avenue is in conformity with City Code Section 2-8-4, "Criteria for Designation."

Section 2: The Commission recommends that the City Council designate by ordinance the school structure and lots of record at 2700 Hurd Avenue, as a landmark, in that the subject property meets the criteria for designation as an Evanston Landmark under City Code Sections 2-8-4(A)(3), 2-8-4(A)(4), 2-8-4(A)(9), and 2-8-4(B).

Section 3: The report of the Commission's findings is approved, and attached hereto as Exhibit 1 and made a part hereof. The Chair and/or the Commission's Staff Liaison may make corrections, additions, and modifications thereto without change in substance as they shall deem appropriate and consistent with this resolution and testimony provided.

Section 4: The City Manager is hereby requested to transmit the Commission's Recommendation and Report to the Mayor and the City Council.

Section 5: Notice of the recommendation of the Commission, including a copy of the report, shall be transmitted to the City Council or its duly authorized Committee and sent by regular mail and email to the owner of record and to the nominator of the nominated landmark, within fifteen (15) business days following adoption of the resolution and report.

Adopted: February 10, 2026

Yeas: ___

Nays: ___

Date:

Carl Klein, Chair

Attest:

Date:

Amanda Ziehm, Secretary

Exhibit 1: Preservation Commissions Report and Findings

DRAFT NOT APPROVED



Preservation Commission

City of Evanston
909 Davis Street
Evanston, Illinois 60201
(847) 448-8231
csterling@cityofevanston.org

Report to the Evanston City Council recommending that the property at 2700 Hurd Avenue be designated an Evanston landmark by ordinance.

Recommended Action:

The Preservation Commission recommends that the City Council designate the lot of record and school structure at 2700 Hurd Avenue, known as Willard Elementary, (the subject property) as an Evanston Landmark. The subject property meets the designation criteria in City Code, Section 2-8-4 Criteria for Designation (A) 3.; (A) 4.; (A) 9.; and, in accordance with subsection 2-8-4 (B), the building retains excellent integrity in location, design, setting, materials, workmanship, feeling, and association.

The building was initially designed and constructed in 1922 by Henry Raeder (Raeder & Coffin) and later expanded in 1931 by Frank Childs (Childs & Smith). Willard Elementary refines traditional classical design in a spare revival style. Raeder’s design unmistakably borrows from classical forms and precedent yet employs modern restraint in the use of detailing and ornamentation -- representing an early form of stripped institutional neoclassicism. The school’s location, form, and scale emphasize its civic importance and inexorable association with rapid changes to the built fabric and development pattern of northwest Evanston.

Address:

2700 Hurd Avenue

Condition:

Excellent

Construction Date:

1922; 1931(addn); 2001(addn)

Integrity:

Excellent

Architectural Style:

Renaissance Revival/Georgian Revival

Architects of Record:

Henry Raeder; Childs and Smith (addn); ARCON (addn)

Use:

Institutional - Educational

Original Owner/Commissioned By:

School District #75 (today's #65)

DRAFT - FOR REVIEW

Setting:

Willard Elementary School is located in northwest Evanston on the corner of Park Place and Hurd Avenue with its primary (east) elevation fronting Hurd Avenue and secondary (west) elevation facing Central Park Avenue. The building has a monumental presence and its footprint and surrounding grounds are substantial in scale yet well integrated into the surrounding built fabric of predominately residential use. The structure is two blocks north of the Central Street merchant district's western core.

This portion of the city was the westernmost terminus of the streetcar system, which turned back at Central Street and Lincolnwood Drive (later extending west on Harrison). The merchant district in this location remains largely intact with many well-preserved traditional mixed-use structures, predominately between Hurd Street to the west and Bennett Avenue to the east. The neighborhood north of Central Street and west of Ewing Avenue was predominantly developed in the decade before streetcar service was terminated in 1935. The surrounding residential areas contain a diverse mix of housing types, sizes, and styles. Large revival houses designed by local architects for original owner-occupants are interspersed with equally large and modest revival houses, bungalows, and other smaller vernacular typologies built by contractor-builders for speculation.

Much of northwest Evanston south of Central Street includes the surveyed and proposed Northwest Evanston Historic District. Although a historic district was never established, this area contains significant concentrations of individual landmarks – a testament to its architectural heritage. Its significant built environment includes extensions of the street network within the original 1868 plat of the Village of North Evanston. This purposeful system of expansive parkways connects various commercial and institutional resources as well as small and large public parks and open spaces. Numerous large trees on the Willard property and within the surrounding neighborhoods are remnants of the area's pre-development pastoral history, when oak and other tree species abounded. Many elm trees planted on the parkways at the time of development still arch gracefully over a number of streets. The site on which the school sits is thought to have been undeveloped prior to the school's construction.

History:

The significance of a historic property can be judged and explained only when it is evaluated within its historic context. The first three decades of the 20th century ushered in fundamental shifts to the residential development pattern of Evanston, and consequently to its school system. Between 1910 and 1930, Evanston's population swelled from 25,000 people to nearly 65,000. Eight schools, including ETHS, would be constructed during this period. For purposes of this report, those within north and northwest Evanston are discussed.

Willard Elementary was commissioned by School District #75 in 1922. Its opening occurred toward the end of this period of rapid change for the school system and unprecedented residential growth and development throughout the city, including parts of northwest Evanston previously annexed in 1916. As the population grew within the School District's boundaries, the school system evolved. As a result of the expanded school system,

development interest within northwest Evanston increased and the population continued to grow. These two phenomena reacted to and pushed each other until the area was largely built-out and large scale development ceased.

Prior to the building boom that occurred between World War I and the early years of the Great Depression, northwest Evanston had been sparsely populated. The area was served by the Crandon School (1874-1924), which had been located on the site of today's Independence Park, while northeast Evanston was served by Noyes School (1882-1975). As early as 1910, in anticipation of growth within northwest Evanston, the District and community began exploring growth opportunities to capitalize on new tax revenue and maximize efficiency and capacity. Decisions regarding school location and building new vs expanding existing structures were influenced by newly established neighborhood improvement associations. As a result of those efforts, Orrington Elementary, designed by Raeder and Coffin, was constructed in 1912 and the original Lincolnwood Elementary School, designed by Perkins, Fellows & Hamilton, was constructed in 1914 (demolished in the early 1940s).

The Crandon School, which was in poor condition, was not large enough to accommodate additional growth in northwest Evanston. Lincolnwood Elementary was also unable to absorb additional capacity. Both schools were challenged by newly expanded attendance boundaries. Rather than rehabilitate and expand Crandon, the School District would ultimately look to build a new school in northwest Evanston on the site of today's Willard School. In 1922 the District began construction of Willard and closed Crandon when the new school opened for the following school year. The Crandon property was later cleared and conveyed to the City through a land swap between it and the City-owned Spencer Park east of Perkins Woods.

A site for a new intermediate school for north Evanston was chosen in 1923. Haven Middle School, one of the country's first intermediate schools, was completed shortly afterward in 1927. Foster School, the present location of Family Focus, was originally constructed between 1905 and 1908 but saw a large addition in 1925.

Following Evanston's rich heritage of high-quality school architecture, Willard was designed by prominent local architect and school board member Henry Raeder who had completed the design and construction of Orrington School a decade prior. The new school was named posthumously in honor of prominent national and local social reformer Frances Willard.

Also during this period, Evanston enacted early land use reforms. These included regulation of apartment construction (1901), new height restrictions, and minimum lot and room sizes (1915). City leaders also established "restricted residential districts" (1916) and a zoning commission (1919) and adopted the state's and Midwest regions first comprehensive zoning ordinance (1921) – one of the earliest in the nation.

The planning and eventual construction of Willard, not unlike other schools, increased development pressures and leveraged rapid changes in land values and market conditions within its surroundings. Unlike other parts of the city however, northwest Evanston

neighborhoods -- including those around Willard Elementary -- developed rapidly and cohesively under the City's new land use controls and early examples of zoning. And unlike many of Evanston's schools, which were informed by and inserted within existing residential fabric, Willard School became directly associated with the development patterns and physical forms that followed its construction. The surrounding neighborhood has evolved in tandem with its school and as such, it has become one of northwest Evanston's longest-serving community institutions with significant cultural and social associations.

This time is also inexorably linked to a period in which the foundation of segregated schools and early forms of exclusionary real estate and lending practices in Evanston were laid.

In 1918, despite community protest, the School District transferred 42 Black students from the Lincolnwood and Crandon attendance boundaries to Foster School to create additional capacity to accommodate the geography of the expanding district. Foster at the time was a diverse school, but was becoming steadily segregated. More direct displacement pressures on the sparsely populated neighborhood adjacent to Willard were spurred not by construction of the school, but by City-initiated capital improvement and land clearance projects. This included condemnation of property and displacement of existing Black residents along the former Bauer Place, directly east of Willard School. Some of these properties' were condemned by the City and subsequently demolished or relocated in order to extend Lincolnwood Drive north between Hurd Street and Isabella Street. During the same period, construction of Haven Middle School and today's Kingsley Elementary School was accompanied by widespread condemnation of property and land clearance which displaced a large number of Black residents.

Between 1920 and 1930, over 1,400 new homes were built in northwest Evanston. During this same period, Evanston's Black community grew significantly but was increasingly concentrated in the Fifth Ward through displacement pressures and exclusionary real estate practices. This began to shape the city's historical patterns of residential segregation seen to this day. In fact, of those 1,400 new homes built in northwest Evanston, none were sold to a Black household.

Neighborhood schools are directly influenced by their associated housing patterns and growth trends. Due to this, many neighborhood schools across Evanston became segregated during this period due to direct and indirect displacement pressures and the housing and housing practices surrounding them. By 1940, Foster School in the Fifth Ward, was a de facto segregated school, being comprised almost entirely of Black students. In 1958, when the Foster School burned, black students were bused for the first time to Willard Elementary (and other schools in addition to the 1956 Fleetwood Jourdain Community Center). These students were not incorporated into the existing classrooms or integrated with other non-Black students. Instead, they held class in gyms, libraries, and auditoriums when they weren't otherwise in use. These students would return to a newly constructed Foster School in 1961.

These practices predicated later desegregation efforts that would see many Black students return to Willard, first as part of a voluntary transfer program to alleviate overcrowding at

Foster and Dewey Schools in 1963 and later under a formal desegregation plan adopted in 1964. Under this plan, Foster School would close as a neighborhood school but remain open as a magnet school for another decade. As a second part of the desegregation plan, all the children who had previously attended Foster School and a majority of the children who had previously attended Dewey School were reassigned to one of seven predominately white schools – including Willard. Approximately 450 Black children per year were bused to school under this plan. Over the next five decades, Willard, along with other schools, would play a role in the District’s planned desegregation and would become associated as a community resource not only for its immediate neighborhood, but complexly, for neighborhoods that saw their own school removed from its surrounding built and social fabric.

Many Evanston schools, including Willard Elementary, are associated with the context that includes Evanston’s historically important, albeit uncomfortable, history of racial segregation, and later desegregation efforts. However, mere association with historic events or trends does not qualify for landmark designation under related criteria. Importantly, Willard Elementary is not known to be associated with a single event or a pattern of events that is uniquely illustrated or communicated by its identity or can otherwise be identified as highly significant to this broader history and context.

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

On December 2, 2025 the Preservation Commission found that the nominated property and structure at 2700 Hurd Avenue, likely met criterion 3, 4, and 9 for Landmark designation by ordinance (City Code, Section 2-8-4 (A)). The property was also thought to contain significant integrity as required under City Code, Section 2-8-4 (B). Criterion 2 and 6 were asked to be explored further and after additional consideration, are not met.

Subsequently, on February 10, 2026, the Preservation Commission resolved that the nominated property and structure at 2700 Hurd Avenue, meets criterion 3, 4, and 9 for Landmark designation by ordinance.

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, State, Midwest Region, or United States.

Although the school remains a tangible link to recall of Willards memory and her associations with Evanston, it is not considered for designation under Criterion 2.

Willard Elementary School was posthumously dedicated in honor of prominent national and local social reformer Frances Willard. However, the property commemorates rather than illustrates her important achievements. Further, the property and school structure did not exist within the historic context of Willard, the suffragist movement, or the formative years of the WCTU.

The National Park Service further identifies a need to compare related properties when evaluating significance on the basis of its association with an individual. The property that best represents the person's historic contributions and has a longer length of association is prioritized. The Frances Willard Rest Cottage, a local Landmark and National Historic Landmark and the WCTU local historic district are better associated with Willard's productive life in Evanston and her historic associations and contributions locally, regionally, nationally, and internationally.

Finally, the National Park Service outlines unique circumstances where a commemorative property may have gained significance over time. Although spare events were identified, it was not evident that Willard Elementary has continued to meaningfully honor its namesake or that significance has been acquired over the past century through age, intentional and lasting traditions, or symbolic value.

Criterion 3:

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

Criterion 3 is met. Henry Raeder's design of Willard Elementary refines traditional classical design in a spare revival style. The overall plan and form of the structure is unmistakable as a school, and its exterior edifice communicates its association and importance as a building of public utility. Raeder's design borrows from classical forms and precedent yet employs modern restraint in detailing and ornamentation - representing an early form of stripped institutional neoclassicism. The school's design vocabulary is juxtaposed by similar commissions during the same period that fully embraced past precedent rather than use it as a starting point for evolutionary expression. These include the Collegiate Gothic Evanston Township High School (1923-1924), Venetian Gothic Nichols Middle School (1925), Classical Revival Foster School (1925) and Jacobean styled Haven Middle School (1927).

Raeder utilized a simple yet high quality material palette and limited ornamentation to full effect, creating a harmonious and balanced composition with superior craftsmanship not common in construction today. Its design vocabulary represents a continuation of Evanston's rich heritage of school architecture and physically represents the higher ideals of child-centered public education at which Evanston played a role on the national stage during a period of widespread reform.

The interior program for the school and its resulting exterior composition equally reflect new educational philosophies and innovative pedagogical approaches of the period. These emphasized improved circulation, fresh air, natural light, hygiene, physical education, community programming, and other vocational needs. When opened, the school incorporated many of these new programmatic needs including large operable windows, ample grounds and play spaces, large corridors, more adaptable classroom layouts, a dedicated break room for teachers, dressing rooms,

a doctor's office and clinic, and an integrated gymnasium, library, and auditorium. At the time of its construction, Willard was the largest school in the district.

The 1931 additions to the original volume, designed by Childs & Smith, have gained significance in their own right through age and a harmonious use of materials, detailing, and skillful massing.

Criterion 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.

Criterion 4 is met: Willard Elementary School was designed by Henry Raeder (1857-1943). Raeder was a prominent early twentieth century architect and engineer whose legacy spans not only Evanston but the region and nation as well. Raeder, the son of German immigrants, was a prominent Chicago School architect who lived in Evanston and had his office in Chicago and practiced throughout the Midwest under the firm Raeder, Coffin, and Crocker (later Raeder and Coffin). Henry Raeder's success as an architect is in part a reflection of his ability to stay at the forefront of rapidly evolving trends in design and construction techniques.

Raeder attended MIT in the 1880s, studying architecture and civil engineering and ultimately receiving a degree in civil engineering. At this time, MIT housed America's first collegiate architecture program, formalizing architecture education and curriculum through a framework of classical design, architectural history, and building construction. This approach offered a design-focused education grounded in precedent and history that was an alternative to more common apprenticeships and craft-based training and became a cornerstone of modern architecture. Similarly, the school's engineering program maintained an international reputation for its unique incorporation of instruction and practical experience and materials science, making the institution a model for training. Many of the nation's most significant architects and engineers of this period were trained at MIT. Due in part to Chicago's rapid growth, wealth, opportunity, and spirit of progress, many MIT graduates found a home in here. Significant advancements in architecture and the design and construction of our nation's critical infrastructure would follow.

Despite a number of significant residential designs including five landmark homes in Evanston, where he lived, Raeder would become broadly recognized for his institutional and commercial designs. This work notably included large, functional buildings that utilized innovative construction techniques such as early use of steel-framing, combinations of traditional masonry and steel, and later use of reinforced concrete framing. His work was creative, original, and grounded in classical traditions. Raeder had an ability to work across a variety of styles and skillfully incorporated ornate interior and exterior detailing

Significant works by Raeder include:

- Palladio, Duluth Minnesota (1889)
- 1733 Asbury Avenue, Charles H. Chandler House (1890, Evanston landmark, NRHP)
- 1742 Asbury Avenue, Charles P. Mitchell House (1889, Evanston landmark, NRHP)
- 2236 Orrington Avenue, McCulloch House (1895, Evanston landmark, NRHP)
- 1104 Greenwood Avenue (1892, heavily altered in 1926 NRHP)
- Century Building, St. Louis Missouri (1897, NRHP, demolished 2004)
- Orrington Elementary School (1911, Evanston landmark, NRHP)
- American Furniture Mart (1923, Chicago landmark, NRHP)
- Hotel Maytag (1926, Newton Iowa landmark, NRHP)

His design of the American Furniture Mart at 680 North Lake Shore Drive in Chicago is considered his seminal work. At the time (1923), it was the largest building in the world by volume. The structure occupies an entire city block and features a 474-foot tall Gothic Revival tower that includes blue-and-gold terra cotta spires and cupola. Over a century later, the structure remains an iconic feature of Chicago's skyline.

The 1931 addition to the north and west of the school's original volume was designed by Childs & Smith, founded by Frank Childs and Elmer Smith in 1918. Childs was a longtime resident of Evanston and his Chicago-based firm was widely known for its institutional and commercial buildings, especially schools. It was active across the Midwest region with notable works including:

- Nichols Middle School (1929, Evanston landmark, NRHP)
- Weiboldt Hall of Commerce (designed in partnership with James Gamble Rogers in 1926, Chicago Landmark, NRHP)
- Goodrich House (1932, Evanston landmark, NRHP)
- Jackson High School (1926, Jackson Michigan, NRHP)
- Sentry Insurance Building (1922, Stevens Point Wisconsin, NRHP)
- Campana Sales Company Factory (1937, Batavia Illinois, NRHP)
- Monroe Elementary School (1939, Davenport Iowa, NRHP)

The firm's archives are held by the Art Institute of Chicago and the Society of Architectural Historians.

Criterion 6:

Its association with important cultural, social, political, or economic aspects or events in the history of the City, the State, the Midwest region, or the United States.

Despite additional research, the property is not recommended for designation under Criterion 6. Although the school is thought to be the first public building within the

city to be named for a woman, there is little documentation of this and it remains speculative that the event was clearly important within Evanston's history.

Criterion 9:

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

Criterion 9 is met. The relationship between the physical aspects of the school including its architectural expression and its landscape composition, and the common, everyday experiences of the community provide the background and context for its significance. This significance continues to grow and evolve, but is grounded in a history unique to northwest Evanston.

The planning and eventual construction of Willard, not unlike other schools, increased development pressures and leveraged rapid changes in land values and market conditions within its surroundings. Unlike other parts of the city however, northwest Evanston neighborhoods -- including those around Willard Elementary -- developed rapidly and cohesively under the City's new land use controls and early examples of zoning. And unlike many of Evanston's schools, which were informed by and inserted within existing residential fabric, Willard School became directly associated with and catalyzed the development patterns and physical forms that followed its construction. The surrounding neighborhood has evolved in tandem with its school and as such, it has become one of northwest Evanston's longest-serving community institutions with significant cultural and social associations.

Willard Elementary unique position within the neighborhood's fabric at the visual terminus of Park Place between Hurd and Walnut avenues add legibility, orientation, and sense of place to the surrounding built environment. The school is a prominent visual landmark and community anchor.

Its physical presence and legibility as a community resource is further enhanced by its scale and visual vocabulary which juxtapose the surrounding residential forms and communicate its utility as an institution meant to serve public interest. The surrounding grounds include pre-development heritage trees and offer use of broad open spaces and unencumbered vistas that create a park like setting within an area of the city underserved by access to parks and playgrounds.

Explanation of the integrity or lack of integrity of a nominated landmark or district:

On February 10, 2026, the Preservation Commission found that the nominated property and building at 2700 Hurd Avenue, in accordance with subsection 2-8-4 (B), retains excellent integrity.

According to the National Register evaluation guidelines, historic integrity is the ability of a property to convey its significance. This includes the authenticity of a property's historic

identity, evidenced by the survival of physical characteristics that existed during the property's historic period. The qualities of historic and architectural integrity are:

1. Location
2. Design
3. Setting
4. Materials
5. Workmanship
6. Feeling
7. Association

Historic integrity enables a property to illustrate significant aspects of the past. All seven qualities are important to understand a building's integrity but they need not all be present. It is recognized that changes occur over a particular building's lifespan but its integrity can be maintained if the overall sense of past time and place are evident. In other words, only those elements of integrity necessary to maintaining a property's ability to communicate its significance need to be relatively intact.

Willard Elementary retains a high degree of integrity. The property retains the majority of its original architectural features, detailing and ornamentation (or lack of ornamentation), with no historic building materials covered or removed; and with no large or unsympathetic additions.

Each of the seven qualities have been evaluated for the subject property and are included in detail below.

Location: Integrity of location refers to the place where the historic property was constructed or the place a historic event occurred.

The subject property remains in its original location with original principle, secondary, and tertiary façade orientations.

Design: Integrity of design refers to the consistency and composition of design elements and original and cohesive design vocabulary which together formulate the basis for the structure's historic identity. These elements are manifested in form, plan, space, structure, and style.

The subject property's form, spatial arrangement, pattern of fenestration, textures and colors of exterior surface materials, and type and style of applied ornamentation have been maintained.

Notably, two additions have been constructed to the north volume of the structure, with the 1931 addition acquiring historic and architectural significance in its own right through age, a harmonious design vocabulary, use of materials, and craftsmanship. The 2001 addition is sympathetic in scale, materials, and massing, but has no historic significance.

Setting: Integrity of setting refers to the aspects of the property (built or natural) that are physically separate but conceptually connected. When taken together, these aspects create a compositional sense of place. Setting includes both the lot of record as well as the surrounding built and natural environment.

The character of the place in which the school was constructed has been largely unaltered since its origin. The relationship between the subject property and adjacent buildings, other features, and open space has evolved considerably and includes development that was catalyzed by construction of the school itself. In this way, the surrounding built fabric, which was developed rapidly between the 1920s and 1930s under uniform and newly established land use regulations, retains important physical associations with the school and the period in which they were built.

Integrity of setting is particularly important for historic district designations and less so for individual landmark designations. The surrounding neighborhood has evolved over the last century, but remains predominately similar in land use, density, and overall character.

Materials: Integrity of materials refers to the physical characteristics combined in a purposeful pattern or configuration which form the historic property.

The chosen historic exterior materials are not only extant but significantly preserved and in good condition.

Workmanship: Integrity of workmanship refers to the physical evidence of the crafts of a particular culture, trade or combination of trades which existed during the property's historic period.

The workmanship is evidence of the school's contractors' labor and skill in constructing the subject property and is a testament to its lasting viability over the past century. The property's workmanship, similar to the materials chosen, are expressed in vernacular methods and plain finishes, as well as ornate detail, which in combination with the chosen form, create a unique composition.

Feeling: Feeling is a property's expression of the aesthetic or historic sense of a particular time or cultural movement.

The design, materials, and workmanship noted above, when taken together as a composition, convey the property's historic character and significance with full effect.

Association: Association is the direct link between an important historic event or person and a historic property.

Not applicable

Identification of critical features of the nominated Landmark or areas, properties, sites, and objects in a nominated District to provide guidance for review of alteration, construction, demolition or relocation:

The east elevation of the school is primary with the original design, entrances, and center volume of the school readily legible. The east elevation also reflects the skill and contextualism associated with the 1931 Childs and Smith addition, and purposeful effort for the 2001 addition to be sympathetic in its design and scale.

The west elevation and south elevation are secondary, with historic elements and features present but characteristically reduced in detail and ornamentation, reflecting their utilitarian nature. The north elevation is tertiary, and the 2001 addition to the north of the 1931 addition, although sensitive in scale and design, is not currently significant. However, this addition will require re-evaluation in the decades to come to understand whether it has acquired significance in its own right through age.

Critical features include:

1. Uniform façade of red brick in a stretcher bond with dutch corners.
2. Renaissance revival inspired center volume with double height balanced set of arched multi-pane windows, rectangular stone window heads and stone sills, paneled stone spandrels, stone roundels, stone base, and heavy stone cornice.
3. Symmetrical brick rowlock and stone arched covered entryways with stone finials at either side of the principal volume.
4. Uniform fenestration with large multi-pane windows, splayed lintels with keystone, and stone sills
5. Standard window is a 9 over 9 with 12 over 12 on the center volume of the principal façade.
6. Stone string and belt courses.
7. Decorative stack bond at cornice with alternating columns of headers and stretchers between stone rosette medallions.
8. South side entrance stair with decorative wrought iron railing.
9. Large triple hung windows above the south and west entrances
10. The visual and spatial relationship between the structure and its surrounding open space.
 - a. The grounds to the west between the school and Central Park Avenue are critical to its legibility as a school and associations with evolutionary patterns of school design.
 - b. The grounds to the north in lots 05-33-412-013 and 05-33-412-021 are highly significant to its legibility as a school and associations with evolutionary patterns of school design.
 - c. The grounds furthest north represent locations where future change could be more readily absorbed without adverse impacts to integrity.

The following photos illustrate the condition and integrity of the structure and its grounds as evident in February of 2026.



East, primary elevation, and south secondary elevation. Corner of Hurd Street and Park Place looking northwest



East primary elevation and original 1922 volume by Henry Raeder looking west



East elevation of the 1922 primary volume, auditorium on second floor and gymnasium in basement/ground floor. Looking west.



South secondary elevation showing the two-story 1922 volume and 1931 single-story addition to the west by Childs & Smith. Looking northeast.



West secondary elevation showing the original 1922 two-and-one-half story volume and 1931 two-story addition to the north (left). Looking east across Central Park Avenue.



West secondary elevation showing the two-and-one-half story 1922 volume, two-story 1931 addition by Childs & Smith, and 2001 two-story addition furthest north (left) by ARCON. Looking northeast across Central Park Avenue.



West and north secondary elevations showing the two and one story 2001 additions by ARCON in relation to the 1931 addition and 1922 original volume. Looking southeast



View of critical open space to the west of the school structure. Looking south



View of the highly-significant open space to the north of the school structure with additional open space to the north beyond the treeline. Looking north.



View of the 2001 single-story entrance addition by ARCON in relation to the 1922 original volume to the south (left). Looking southwest.



View of the 1931 two-story addition by Childs & Smith in relation to the single-story 2001 addition by ARCON to the north (right) and the original 1922 volume to the south (left) by Henry Raeder. Looking west.

Proposed Design Guidelines, if any, for review of alteration, construction, demolition, or relocation:

The Commission recommends the following guidelines. As the School District does not fall under the jurisdiction of the Preservation Ordinance and its binding design review requirements within Code Section 2-8-8 and 2-8-9, the below guidelines only apply in instances where the School District no longer retains ownership of the structure or its associated lots of record within the designation.

1. Alterations and new construction should minimize or avoid adverse impacts on the structures critical features.
2. It is appropriate that the structure be adapted for a new use or updated for a continuing use to meet current or future needs unknown. New uses that minimize change to the structures critical features should be prioritized.
3. Sustainability-related alterations and additions to the structure that impact its exterior appearance are appropriate so long as they minimize or avoid impacts to the structures critical features.
4. New additions to the existing structure and/or new construction on open-spaces not identified as critical or highly significant, are appropriate given they avoid adverse impacts to the critical features of the historic building including its volume and directional expression, its site, and its setting.
5. Although the existing windows have been previously replaced, they are likely toward the end of their lifecycle. Future replacements should match the existing windows in visual appearance, and although not required, would ideally include simulated divided lites rather than the existing grilles between the thermopane to create additional depth and capture of light and shadow.

Map showing the location of the nominated Landmark



Legislative History:

On October 7, Thomas Weber (applicant), an individual meeting the criteria under City Code, Section 2-8-5 (A), filed a completed nomination form initiating landmark nomination proceedings for the property located at 2700 Hurd Avenue. The nomination sought to list the property under criterion 2, 3, 4, 6, 9, and 10.

Pursuant to City Code Section 2-8-5 (C) 1., School District #65 was notified by regular mail and e-mail. Pursuant to City Code Section 2-8-5 (C) 2., a public hearing was held on December 2, 2025 -- within 90 days of the date the nomination was received. The hearing was conducted in accordance with the Commission's rules and procedures, during which the Commission heard and considered all testimony and evidence related to the designation criteria from the applicant. The owner of record declined to provide additional testimony, deferring judgement on the eligibility of the property to the Commission based on the merits of the nomination. No members of the public gave testimony during the hearing. Finding that the nomination of the subject property had met designation criteria 3, 4, and 9 the Commission closed the public hearing, initiating proceedings under City Code, Section 2-8-5 (E) in which the Commission's formal report and resolution are to be completed and adopted within 70 days of the close of public hearing. (by Tuesday, February 10, 2026). The Commission further asked that staff investigate the merits of meeting criterion 6, which is included within this report.

As a community institution, District 65 has indicated that they want to honor the history of the City of Evanston and their own legacy while also ensuring that students have learning environments that support a high-quality twenty-first century education. Importantly, so long as the property is held in ownership by the School District, they are exempt from the preservation ordinance and its binding design review requirements under City Code Section 2-8-8 and 2-8-9. This is true as the district is not required to obtain building permits from their local jurisdiction. With that said, the School District has in the past been a willing and contributing partner in efforts to retain and celebrate their architectural and cultural legacy embodied within their buildings. Willard Elementary is no longer being considered for closure as part of the Districts SDRP III initiative.

If the school was closed and the property sold in the future, a landmark designation would position the structure to be adapted and its history celebrated and maintained under a new use. Additional financial incentives would also be made available as a landmark including Cook County's Class L program and an easier path toward accessing Federal Historic Preservation Tax Credits. This model would not only achieve the redevelopment needs for the property, but could more readily and mutually advance the City's sustainability, economic development, affordability, and cultural heritage goals.

Conclusion:

Preservation plays an indispensable role in shaping and maintaining the visual character, cultural fabric, and resiliency of Evanston’s distinct neighborhoods. Evanston’s cultural heritage is inexorably linked to its past – including its many distinguished school buildings such as Willard Elementary. These resources bind Evanston’s residents to their neighborhoods and physical environments, and provide opportunities for current and future generations to tell stories of Evanston’s historic, cultural, and architectural legacy -- including prominent architects such as Henry Raeder, and Childs & Smith.

To that end, the school structure and grounds that comprise Willard Elementary School are irreplaceable, representing continued evolutionary trends in architecture, high-quality design and innovation, and high craftsmanship which in composition offers visual interest and curiosity in materials and forms not commonly used in today’s construction. Willard Elementary School has become inexorably linked to the collective memory and history of northwest Evanston. Its construction catalyzed change within its surrounding neighborhood. Its physical presence and association with northwest Evanston’s collective heritage and development bind its surrounding residents to place and it maintains the physical features and relevance necessary to act as a tangible touchpoint to this past.

The Commission resolves with unanimous agreement that the nominated property meets criterion 3, 4, and 9 for designation, that the property retains excellent integrity, and therefore recommends that City Council designate the property as a landmark as a means of safeguarding the City’s historic, cultural, and architectural heritage for the benefit of current and future citizens.

Submitted by members of the 2026 Preservation Commission

Carl T. Klein, Chair

Thomas Ahleman, Vice-Chair

Amanda Ziehm, Secretary

Stuart Cohen, FAIA

Lesia Rizzolo

John R. Jacobs

Sarah M. Dreller, PhD

Joshua Bowes-Carlson

Charles Smith

Matthew Johnson, PhD

Cade W. Sterling, Liaison

Exhibit 2: Landmark Nomination and Associated Sub-exhibits 2A through 2W

DRAFT NOT APPROVED

CITY OF EVANSTON PRESERVATION COMMISSION
909 Davis Street, Evanston, IL 60201
(847) 448-8687

APPLICATION FOR NOMINATION OF A PROPERTY, STRUCTURE, SITE OR OBJECT FOR DESIGNATION BY ORDINANCE AS A LANDMARK

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

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

a) Address of property, structure, site or object being nominated:

Street #: 2700 Street Name: Hurd Ave. Zip: 60201

b) Real Estate Index Number: 5-33-412-007 to 05-33-412-013 and 05-33-412-0020 to 05-33-412-0022 Zoning: R1

c) Original Architect/Contractor (if known): Henry Raedler

d) Year Built (if known): 1922 Architectural Style: Collegiate Gothic/Classical Revival

Primary Exterior Building Material(s): Brick

e) Significance:

Architectural Historical Archaeological Cultural

f) Is property, structure, site or object within an existing historic district? Yes No

If yes: Lakeshore Ridge Northeast Evanston

NOTE: If the nomination is for a property, structure, site or object with no official street address, please indicate its location on the attached city map.

2. Provide legal description of property, structure, site or object being nominated:

Willard Elementary 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.

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

Evanston / Skokie Community Consolidated School District 65

b) Phone #: (847) 859-8000 E-mail: schoolboard@district65.net

c) (Mailing Address) Street #: 1500 Street Name: McDaniel Avenue

City: Evanston State: IL Zip: 60201

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.

2-8-4. - CRITERIA FOR DESIGNATION.

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

- (A) The Commission shall limit their consideration to the following criteria in making a determination on a nomination of an area, property, structure, site or object for designation by ordinance as a landmark or historic district:
 1. Its location as a site of a significant historic or prehistoric event or activity which may or may not have taken place within or involved the use of any existing improvements on the property;
 2. Its identification with a person or persons who significantly contributed to the historic, cultural, architectural, archaeological or related aspect of the development of the City, State, Midwest region or the United States;
 3. Its exemplification of an architectural type, style or design distinguished by innovation, rarity, uniqueness or overall quality of design, detail, materials or craftsmanship;
 4. Its identification as the work of an architect, designer, engineer or builder whose individual work is significant in the history or development of the City, the State, the Midwest region or the United States;
 5. Its exemplification of important planning and urban design techniques distinguished by innovation, rarity, uniqueness or overall quality of design or detail;
 6. Its association with important cultural or social aspects or events in the history of the City, the State, the Midwest region or the United States;
 7. Its location as a site of an important archaeological resource;
 8. Its representation of an historic, cultural, architectural, archaeological or related theme expressed through distinctive areas, properties, structures, sites or objects that may or may not be contiguous;
 9. Its unique location or distinctive physical appearance or presence representing an established and familiar visual feature of a neighborhood, community or the City;
 10. Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City, whose components may lack individual distinction.
- (B) Integrity of Landmarks and Districts. Any area, property, structure, site or object that meets any one or more of the criteria in Subsection 2-8-4(A) shall also have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.

5. a) **Name of Applicant(s)**; person(s) who submit(s) this nomination for Landmark designation:
 Thomas Weber

b) Phone: (812) 243-8057 E-mail: weberth18@gmail.com

c) (Mailing Address) Street #: 2811 Street Name: Hartzell St.
 City: Evanston State: IL Zip: 60201

d) Applicant(s)' Signature: /s/ Thomas A. Weber Date: 10/2/2025

Submit the nomination form to: Evanston Preservation Commission, 909 Davis Street, Evanston, IL 60201
For additional information contact: Cade W. Sterling at csterling@cityofevanston.org
The \$100.00 nomination fee is payable to the 'City of Evanston.'

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

- (A) *Initiation of Nomination.* Local nomination of a district, building, structure, site or object for consideration and designation as a landmark or district shall be submitted to the Commission on a form prepared by the Commission, and may be submitted by any of the following:
1. A Commissioner or member of the Commission.
 2. A member of the Plan Commission.
 3. A member of the Council.
 4. The Mayor.
 5. Any resident of the City.
 6. Any not-for-profit organization with its principal place of business in the City.
 7. An owner of record.
- (B) *Withdrawal of Nomination.* A nomination may be withdrawn by the person or persons who submitted the nomination form at any time prior to the Commission scheduling a public hearing under Subsection 2-8-5(C). Requests for withdrawal of a nomination after the Commission schedules a public hearing shall be granted only upon an affirmative vote of at least six (6) Commissioners.
- (C) *Notification of Nomination and Public Hearing.*
1. Owners of record shall be notified, by regular mail, of completion and submission of a nomination form within fifteen (15) business days of receipt of the nomination.
 2. The Commission shall hold a public hearing on the nomination within ninety (90) days following receipt of the completed nomination form, subject to continuances granted by the Commission. Notice of the time, place and purpose of such hearing shall be given by the Commission at least five (5) business days prior thereto by the following methods:
 - (a) By mailing of notification to each owner of record of a nominated landmark or owner of record of a property, structure, site or object in a nominated district; and
 - (b) By mailing of notification to every association of residents or owners that has registered with the Commission for this purpose.
- (D) *Procedure.* The hearing shall be conducted in accordance with the pertinent Section of the rules of the Commission. The Commission shall consider all testimony or evidence relating to the designation criteria in Subsections 2-8-4(A) and (B), from any person who makes written submissions or appears at the public hearing. The owner of any nominated landmark or of a building, structure, site, lot of record, or object within a nominated district shall be allowed reasonable opportunity to present testimony or evidence concerning the applicability of the designation criteria in Subsections 2-8-4(A) and (B).
- (E) *Recommendation by Commission.* Within seventy (70) days following the close of the public hearing, the Commission shall make a determination upon the evidence as to whether the nominated landmark or district does or does not meet the criteria for designation in Subsections 2-8-4(A) and (B). If the Commission determines that the nominated landmark or district does meet the criteria for designation, the Commission shall direct the City Manager or his/her designee to transmit its recommendation to the Council or its duly authorized committee. Such a recommendation shall be passed by a resolution of the Commission and shall be accompanied by a report to the Council or its duly authorized committee containing the following information:

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(Supp. No. 18, Update 1)

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1. Explanation of the significance or lack of significance of the nominated landmark or district as it relates to the criteria for designation;
 2. Explanation of the integrity or lack of integrity of a nominated landmark or district;
 3. Identification of critical features of the nominated landmark or areas, properties, sites and objects in a nominated district to provide guidance for review of alteration, construction, demolition or relocation;
 4. Proposed design guidelines, if any, for review of alteration, construction, demolition or relocation;
 5. A map showing the location of the nominated landmark or the boundaries of the nominated district; and
 6. A list, including the address, of every property, structure, site and object in each nominated district classifying each as being of contributing significance or noncontributing significance based on their degree of historic, cultural, architectural or archaeological significance.

If the Commission fails to make its recommendation within seventy (70) days following the close of the public hearing or if the Commission finds that the nominated landmark or district does not meet the criteria for designation, the nomination process shall end. If the Commission fails to make its recommendation within seventy (70) days following the close of the public hearing or if the Commission votes not to recommend a proposed designation to the Council or its duly authorized committee, the Commission may not reconsider the proposed designation, except as provided in Subsection 2-8-5(H), for a period of two (2) years from the date of the passage seventy (70) days from the close of the public hearing or the date of the negative Commission vote, whichever is applicable.

(F) *Notification of Commission Recommendation.* Notice of the recommendation of the Commission, including a copy of the report, shall be transmitted to the Council or its duly authorized committee and sent by regular mail to the owner of record of a nominated landmark and to all owners of record within a nominated district, and to the nominator within fifteen (15) business days following adoption of the resolution and report.

(G) *Designation by Council.*

1. The Council shall, within one hundred twenty (120) days after receiving the recommendations of the Commission regarding the nominated landmark or district, and without further required public hearing either designate the landmark or district by ordinance or reject designation by resolution. In reaching its decision the Council shall review the evidence and testimony presented to the Commission together with any comment from subsequent public hearings. Should Council fail to reach a decision within one hundred twenty (120) days after receiving the recommendations from the Commission, the interim protection provided under Section 2-8-7 shall no longer be enforceable and the nomination shall be deemed denied.
2. The designation of a nominated local landmark or district, shall require the affirmative vote of a simple majority the members of Council.
3. Notice of the Council's approval of the designation ordinance and effective date of the action of the Council shall be provided by regular mail to the nominator, the owner of record of the nominated landmark, or owners of record of all properties within the nominated district. The notice shall include a copy of the designation ordinance and shall be sent within fifteen (15) business days by the Division of Planning and Zoning. A copy of each designation ordinance shall be sent to the Commission, the Plan Commission and the Division of Building and Inspection Services.
4. If the Council has refused to designate a proposed landmark or district, the Commission may not reconsider the proposed designation, except as provided in Subsection 2-8-5(H), for a period of two (2) years from the date of the Council's refusal to designate.

-
- (H) *Reconsideration of Previously Nominated Landmarks and Districts.* The Commission may reconsider previously nominated landmarks and districts within a period of two (2) years of the Commission's failure to make its recommendation within seventy (70) days of the close of the public hearing under Subsection 2-8-5(C) or of the Commission's finding that the nominated landmark or district does not meet the criteria for designation or of the Council's refusal to designate the proposed landmark or district only where:
1. Significant new information concerning the previously nominated landmark or district relating to the criteria for designation, under Section 2-8-4, is provided, and
 2. The Commission votes by an affirmative vote of at least six (6) Commissioners to reconsider the previously nominated landmark or district.

(Ord. No. 29-O-18, § 1, 5-14-2018)

CITY OF EVANSTON PRESERVATION COMMISSION

In re Nomination of Willard School for
Designation as Local Landmark

**MEMORANDUM IN SUPPORT OF
APPLICATION FOR NOMINATION
OF WILLARD SCHOOL, 2700
HURD AVE., FOR DESIGNATION
BY ORDINANCE AS A LANDMARK**



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 C. Willard School has sufficient integrity of location, design, materials and workmanship, and its distinctive physical appearance and presence represent an established and familiar feature of Northwest Evanston. (Criteria Nos. 3, 9–10). 10

 D. The owner of Willard School, District 65, faces no burden in Local Landmark designation. 13

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I. INTRODUCTION

Willard School, 2700 Hurd Avenue (originally, 2947 Park Place), is historic in nature and features substantial integrity. The school was built over a century ago in 1922 by Henry Raeder, who designed and collaborated on several other buildings in Evanston and throughout the Midwest, including five other Local Landmarks and the American Furniture Mart at 680 North Lake Shore Drive in Chicago, which was the largest building in the world at the time it was built in 1923. *See* Ex. A, 680 N. Lake Shore Drive. Willard School is named for activist Francis E. Willard, who may have done “more to expand opportunities for women’s rights in the late nineteenth century” than any other person. CHRISTOPHER H. EVANS, *DO EVERYTHING: THE BIOGRAPHY OF FRANCES WILLARD* (Oxford U. Press 2022), at 3. Willard was the first Dean of Women at Northwestern University, and President of the Women’s Christian Temperance Union. *Id.* Her original home is now a National Landmark on Chicago Avenue at the edge of Downtown Evanston. Willard School—the only District 65 school still open named for a woman—is already designated as a “cultural and institutional landmark[.]” in an August 2025 draft of *Envision Evanston 2045*.¹ And District 65 itself has determined that Willard School “is historic in nature, . . . features substantial integrity,” and “possesses the characteristics and age that could make it eligible for Local Landmark designation.” EVANSTON/SKOKIE SCHOOL

¹ CITY OF EVANSTON, *ENVISION EVANSTON 2045 – DRAFT COMPREHENSIVE PLAN*, at 39 <https://www.cityofevanston.org/home/showpublisheddocument/101613/638920835495388487> (last visited Oct. 20, 2025).

DISTRICT 65 PROPERTY ASSESSMENT SUBMISSION (Sept. 25, 2025), at 88–94.² Willard School should officially be designated as a Local Landmark by the City of Evanston.

II. STANDARDS FOR DESIGNATION AS LOCAL LANDMARK

By recognizing the “special value to the City” of Local Landmarks like Willard School, the City of Evanston’s Preservation Commission “[s]afeguard[s] the City’s historic and cultural heritage.” City of Evanston, Code of Ordinances (hereinafter “Code”) § 2-8-1(B), (G). Doing so “foster[s] civic pride in the beauty and noble accomplishments of the past as represented in such landmarks,” “[p]rotect[s] and enhance[es] the attractiveness of the City to everyone,” “support[s] and promot[es] business, commerce, industry and tourism,” “provid[es] economic benefit to the City,” “prevent[s] future urban blight and neighborhood deterioration,” and “promote[s] the educational, cultural, economic, and general welfare of the City.” *Id.* § 2-8-1(C)–(E).

The Commission is broadly charged with oversight and facilitation of the City’s preservation program and is mandated to identify, register, and safeguard the community’s historic, cultural, and architectural heritage. *See id.* The Commission should identify a property as a Local Landmark when two conditions are met. *See id.* § 2-8-4. **First**, the property must meet one of ten criteria for designation, such as:

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

² <https://resources.finalsite.net/images/v1760648164/district65net/krpibtamsfbi91i1kxz/EvanstonSkokie-School-District-65-Property-Assessment-FinalSubmission.pdf> (last visited Oct. 20, 2025).

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, developer, or builder whose individual work is significant in the history or development of the City, the State, the Midwest region or the United States;
6. Its association with important cultural, social, political, or economic aspects or events in the history of the City, the State, the Midwest region or the United States;
9. Its unique location or distinctive physical appearance or presence representing an established and familiar visual feature of a neighborhood, community or the City; or
10. Its exemplification of a pattern of neighborhood development or settlement significant to the cultural history or traditions of the City, whose components may lack individual distinction.

Id. § 2-8-4(A). **And second**, the property must “have sufficient integrity of location, design, materials and workmanship to make it worthy of preservation or restoration.” *Id.* § 2-8-4(B).

III. ARGUMENT

Willard School has a high degree of historic, cultural, and architectural significance to the City of Evanston and thus satisfies the criteria for inclusion as a Local Landmark. **First**, Willard School is identified with Frances E. Willard, who contributed significantly to the United States’ and Evanston’s history. **Second**, Willard School is identified as the work of Henry Raeder, an architect whose individual work is significant in the history and development of Evanston and the Midwest. **Third**, Willard School has sufficient integrity of location, design, materials and workmanship, and its distinctive physical appearance and presence represent an established and familiar feature of Northwest Evanston. **And finally**,

while not a factor the Commission needs to consider, the owner of Willard School, District 65, faces no burden in Local Landmark designation.

A. Willard School is identified with Frances E. Willard, who contributed significantly to the United States’ and Evanston’s history. (Criteria Nos. 2 and 6).

Willard School was named after Frances E. Willard (1839–1898), a long-time resident of Evanston who was a prominent social reformer of the nineteenth century and a generating influence in America’s long history of social justice and activism. *See* Ex. B, WCTU Historic District Sign at 1730 Chicago Ave., Evanston, IL. Willard is known for her work as the 20-year president of the Woman’s Christian Temperance Union (WCTU), the largest women’s group in the United States during Willard’s time leading the organization. EVANS, DO EVERYTHING, at 3. According to one local historian, Willard’s WCTU “was, beyond doubt, the most important force in perpetuating the distinctive ethos of Evanston.” Ex. C, MICHAEL H. EBNER, CREATING CHICAGO’S NORTH SHORE (The U. Chi. Press 1988), at 94. As the WCTU’s leader, Willard was a leading activist in many important nineteenth century reform movements, including women’s suffrage, women’s economic and religious rights, education reform, labor reform (including the creation of the eight-hour workday), and prison reform. *See* Ex. D, *New School to Honor Name of Miss Willard*, The Evanston News Index (Jan. 10, 1923); Iowa St. U., *Archives of Women’s Political Communication: Frances Willard*.³ Willard was also a teacher, and eventually

³ <https://awpc.cattcenter.iastate.edu/directory/frances-willard/#:~:text=During%20her%20lifetime%2C%20Willard%20succeeded,global%20expansion%20of%20women%27s%20rights> (last visited Oct. 20, 2025).

became the first Dean of the Woman's College of Northwestern University. *See Frances E. Willard: Years of Challenge (1859–1874)* in *ILLINOIS DURING THE GILDED AGE* (Northern Ill. U. 2007).

In her time, Willard was called “the best loved woman in America,” Ex. E, ELEANOR DARNALL WALLACE, *FOR ALL THE SAINTS* (The Schori Press 1978), at 8, and was “unquestionably America’s leading heroine to her contemporaries and the most famous woman of her day,” Ex. C, EBNER, at 94 (quoting Ruth Bordin, author of *FRANCES WILLARD: A BIOGRAPHY* (1986)). In line with her contributions to history, Willard is famous for saying, “Politics is the place for woman.” *See* AILEEN S. KRADITOR, *THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890–1920* (1981). “Her death created a national mourning that rivaled the deaths of Abraham Lincoln and Ulysses S. Grant,” and she was the first woman honored with a statue in the Statuary Hall of the United States Congress in 1905. EVANS, *DO EVERYTHING*, at 3; Ex. F, MARGERY BLAIR PERKINS, *EVANSTONIANA* (ed. Barbara J. Buchbinder-Green, Chi. Rev. Press 1984), at 38.

At the local level, Willard has been said to be “Evanston’s greatest citizen.” Ex. G, CLYDE D. FOSTER, *EVANSTON’S YESTERDAYS* (1956), at 59. Willard’s “love both for her city and the university was unself-conscious and exuberant.” Ex. E, DARNALL WALLACE, at 10. Willard wrote an entire book on the City of Evanston, which she called a “human oasis.” Ex. H, *FRANCES E. WILLARD, A CLASSIC TOWN: THE STORY OF EVANSTON* (ed. Jenny Thompson, original: 1891), at 29. Indeed, Willard stated: “When I reach heaven, I want to register as from Evanston.” Ex. E, DARNALL WALLACE, at 10; Ex. G, FOSTER, at 63. Fittingly, Willard’s book also includes an entire chapter on “Our Public Schools.” Ex.

H, A CLASSIC TOWN, at 77. In recognition of her important place in our nation's and City's history, Willard's family home in Evanston, built in 1865, is a National Historic Landmark. See Ex. I, Frances Willard House Plaque (1965).

In January 1923, the District 75⁴ Board of Education voted to name Willard School after Frances E. Willard, and it was the first school in the City of Evanston to bear a woman's name. Ex. D, *New School to Honor Name of Miss Willard*. Over a century later, Willard Elementary School is still the only District 65 school named after a woman, following the closure of Bessie Rhodes next school year. As an editorial at the time of the school's opening put it, the community "rejoice[d] that the name of the greatest woman that has called Evanston home is to be given to the new school." Ex. K, *Editorial: Frances Willard School*, The Evanston News Index (Jan. 15, 1923). Willard "loved children," "saw in them the promise of the future," and "knew the importance of environment for them to grow into maturity of which they were capable." *Id.* The Editorial hoped that, in naming the new school after Willard, "her spirit w[ould] hover over the children who will be trained there" and that "her ideals and high standards be imbibed a little from this association with her." *Id.*

In the years that followed the school's opening, the students of Willard similarly expressed the "honor" of their school "being named for such a noteworthy woman as Ms. Willard" and "hope[d] that the school w[ould] grow to hold the same place in the esteem

⁴ In 1950, School Districts 75 and 76 were merged to form District 65. See Ex. J, BARBARA J. BUCHBINDER-GREEN, EVANSTON: A PICTORIAL HISTORY (G. Bradley Publishing, Inc. 1989), at 178.

of Evanston residents that Ms. Willard did.” Ex. L, Jack Hubbard, *Frances E. Willard Services Interest Willard School Kids*, The Junior Evanston Index (Mar. 1, 1926). And the students and educators of Willard School have continued to honor Frances Willard for over a century. *See, e.g.*, Ex. M, *Willard: Curriculum Night Tonight at 7*, Pioneer Press (Sept. 24, 1998) (actress “appeared in dress in period costume as Frances Willard” to visit classrooms to “tell the children about Willard’s life”). Indeed, the educators, students, and families of Willard School have worked to develop an educational environment for which our community can be proud, with the school ranking in the top 10 elementary schools in the state several times since 2000. *See, e.g.*, Ex. N, Karen Berowitz, *Willard School Among Best in State*, Evanston Review (Nov. 5, 2009) (listing Willard as the seventh “highest-performing school on the Illinois Standards Achievement Test,” which was “remarkable because the six schools ahead of Willard are gifted schools or use test scores as admissions criteria”). Willard School should thus be identified as a Local Landmark given its identification with Frances E. Willard, who contributed significantly to the United States’ and Evanston’s history.

B. Willard School is identified as the work of Henry Raeder, an architect whose individual work is significant in the history and development of Evanston and the Midwest. (Criteria Nos. 2–4).

Henry Raeder (1857–1943) was selected by the Board of Education to construct Willard School in 1922. *See* Ex. O, *Announce Plans for New School for North End: District 75 Board Approves Building Program on Park Place Site, Henry Raeder Is Named Architect*, The Evanston News Index (Mar. 15, 1922); *see* Ex. P, City of Evanston

Application for Building Permit No. 9957 (Apr. 28, 1922) (listing “Henry Raeder” as “Architect”).

Raeder moved to Chicago after living in New Jersey, Germany, and Boston and graduating from MIT with a civil engineering degree in 1876. Ex. Q, EVANSTON’S DESIGN HERITAGE: ARCHITECTS, DESIGNERS & PLANNERS (Heidrun Hoppe ed., Design Evanston 2020), at 12. In addition to Willard School, Henry Raeder “designed many commercial and manufacturing buildings, including the American Furniture Mart” at 680 North Lake Shore Drive in Chicago, which was the largest building in the world at the time it was built in 1923. *Id.*; see Ex. R, THE SKY’S LIMIT: A CENTURY OF CHICAGO SKYSCRAPERS (Pauline A. Saliga ed., Rizzoli Int’l Publ’ns, Inc. 1990), at 118–19 (listing “Henry Raeder Associates” as architect of the American Furniture Mart at 680 N. Lake Shore Pl. and including photos); Ex. A (photos of 680 N. Lake Shore today). The American Furniture Mart occupies an entire city block and features a 474-foot Gothic Revival tower that includes blue-and-gold terra cotta spires and a cupola atop the tower, and it remains a prominent feature of the Streeterville skyline today. Ex. R, THE SKY’S LIMIT, at 118–19; see Ex. A.

Raeder also designed many other buildings across the Midwest, including the ten-story Century Building in St. Louis in 1896 (which was once listed on the National Register of Historic Places);⁵ the Hotel Maytag in Newton, Iowa, a five-story brick and terra cotta

⁵ *Technical Review, Century Theater and Office Building, St. Louis Special Supplement to the Inland Architect and News Record*, August 1897 (NATIONAL BUILDING ARTS CENTER, Vol. XXX, No. 1), available at: <https://web.nationalbuildingarts.org/recovery->

building commissioned for appliance magnate F.L. Maytag in 1926;⁶ an eight-story office building called The Palladio in Duluth, Minnesota in 1889;⁷ and the Bloomington Union Depot, a three-story brick train station built in 1913.⁸ *See also* Ex. F, BLAIR PERKINS at 169.

In addition to Willard School, Raeder also designed five other Local Landmarks in Evanston, including Orrington School (built 1911) and several “notable residential designs,” including: 1742 Asbury Ave. (built 1889), 1733 Asbury Ave. (built 1890), 1104 Greenwood St. (built 1892), and 2236 Orrington Ave. (built 1895). Ex. Q, EVANSTON’S DESIGN HERITAGE, at 12; *see* Ex. S, STUART COHEN ET. AL, EVANSTON: 150 YEARS, 150 PLACES (Design Evanston, 2d ed. 2013), at 59; Ex. F, BLAIR PERKINS, at 103 (photo of 2236 Orrington Ave.); *id.*, at 168–69 (photos of 1742 Asbury Ave.); Ex. J, BARBARA J. BUCHBINDER-GREEN, EVANSTON: A PICTORIAL HISTORY (G. Bradley Publishing, Inc.

[projects/theater-office/century/](#) (last visited Oct. 20, 2025); *see also* Bradford McKee, *When Preservation Equals Demolition* (N.Y. TIMES Mar. 31, 2005) (“[I]n October 2002, . . . the Interior Department accepted the Landmarks Association’s nomination of the Century to the National Register of Historic Places.”), *available at*: <https://www.nytimes.com/2005/03/31/garden/when-preservation-equals-demolition.html> (last visited Oct. 20, 2025).

⁶ *Newton’s Hotel Maytag* (RDG Planning & Design), *available at*: <https://rdgusa.com/work/project/hotel-maytag> (last visited Oct. 20, 2025).

⁷ Paul Lundgren, *Postcard from the Palladio Building* (PERFECT DULUTH DAY, Mar. 2, 2022), *available at*: <https://www.perfectduluthday.com/2022/03/02/postcard-from-the-palladio-building/> (last visited Oct. 20, 2025).

⁸ Thomas Dyrek, *A Tribute to a Depot* (THE TRACKSIDE PHOTOGRAPHER, Nov. 18, 2021), *available at*: <https://thetracksidephotographer.com/2021/11/18/a-tribute-to-a-depot/> (last visited Oct. 20, 2025).

1989), at 87 (description of 1742 Asbury Avenue); Code § 2-8 Schedule B “List of Evanston Landmarks.” Willard School’s designer was thus a prominent early twentieth century architect in Evanston and the Midwest generally, which supports Willard School being designated as a Local Landmark.

C. Willard School has sufficient integrity of location, design, materials and workmanship, and its distinctive physical appearance and presence represent an established and familiar feature of Northwest Evanston. (Criteria Nos. 3, 9–10).

After receiving a 1922 petition bearing the signatures of 965 Evanston residents calling for the erection of a new grade school, the Board of Education of District 75 accepted the petition to build Willard School. *See Ex. O, Announce Plans for New School for North End.* The District hired Henry Raeder to construct a twelve-room school building (including a gymnasium, an assembly hall with observation balconies, a teachers’ break room, a kitchen, a laboratory, a library, theater dressing rooms, a doctor’s office, and a clinic) to accommodate 400 children—the largest school in the District. *Id.* The exterior of the building was to include “an impressive front to the ideal approach offered by the wide street parkings and landscape beauty of Park place” with “[h]uge, round-arched, cathedral windows three in number extending from ground to parapet,” which would “flood the gymnasium and assembly hall with light.” *Id.* The windows were to be “capped by round arches of terra cotta,” which would be “uniquely outlined against the background of brick.” *Id.* The building was to be 70 feet wide, 180 feet long, and 36 feet high, at a cost of around \$150,000. Ex. P, Building Permit. Sixty years later, Willard School’s “venerable red brick building” was described as looking like it had been “painted by Norman Rockwell” and

“evoke[d] a nostalgic twinge for anyone over 35.” Ex. T, Mary Ann Weston, *Tradition Reigns at Willard School*, *Evanston Review* (Aug. 14, 1980).

Today, Willard School at 2700 Hurd Avenue is located in Northwest Evanston and is a dignified brick school building with a design that evokes early twentieth-century Collegiate Gothic and Classical Revival architecture. The façade includes large vertical window bays and classical detailing. The building is substantial in size and is surrounded predominately by low density, single-family residential uses. The building was commissioned by School District 75 and has been owner occupied since it was built in 1922.

Willard School is in a portion of the City consisting of North Evanston (which was a separate village until it was annexed by the City of Evanston in 1874) and Centralwood (annexed in 1916). Ex. J, BUCHBINDER-GREEN, at 44; Ex. F, BLAIR PERKINS, at 131. The area was the westernmost terminus of the streetcar system, which was extended along Central Street to Lincolnwood Drive in 1906. *See* Ex. F, BLAIR PERKINS, at 84. The structure is two blocks north of the west Central Street merchant district, which is still largely intact with many well preserved traditional mixed-use structures, predominately between Lincolnwood Drive to the west and Bennett Avenue to the east. The neighborhood north of Central Street and west of Ewing Avenue was largely developed beginning in the 1920s and 30s, shortly before streetcar service was terminated in 1935. The built fabric is noticeably different than the neighborhoods east of Ewing and south of Central Street which were built out earlier under different land use controls. Although no historic district was ever formed, much of Northwest Evanston contains significant concentrations of

individual Landmarks—a testament to its architectural heritage and significant built environment including a prominent street network and purposeful system of expansive parkways (Park Place to the north and Lincoln Street to the south) and public parks (Independence Park, Howell Park, Perkins Woods, Quinlan Park, Ellingwood Park, Ackerman Park), connecting various merchant districts and important institutional resources. Willard School thus exemplifies the architecture of the neighborhood and stands out as a unique piece of the fabric of Northwest Evanston.

Since its construction over a century ago, Willard School has been a prominent feature of the Northwest Evanston community. It has hosted a variety of community activities, including poetry, sports events, science summits, art fairs, plays, voting, community organizing, charity fundraising, halls of fame, picnics, summer camps, puppet shows, pie-eating contests, free-throw competitions, political rallies, academic lectures, church meetings, carnivals, luncheons, petting zoos, a circus, and even a dinosaur exhibit, along with school-related activities. *See, e.g.*, Ex. U, Dorothy Andries, *Angela Jackson: Poems Live Inside the Children*, Evanston Review (Jan. 22, 1976); *see generally* Evanston Review articles from 1922 to present. Indeed, the school was featured on ABC's *Good Morning America*, whose longtime host, Charles Gibson, attended Willard School as a child. *See* Ex. V, Karen Berkowitz, *Morning Show Host Pays Visit to His Old School*, Pioneer Press (Aug. 29, 1996). Willard School has also been a focus of District 65's sixty-year integration effort, *see* Ex. J, BUCHBINDER-GREEN, at 178, and the School has sought to honor and celebrate our City's diversity, *see, e.g.*, Ex. W, Karen Berkowitz, *Exhibit*

Reflects Contributions (Feb. 27, 1997) (discussing Willard School’s Black History Hall of Fame stretching an entire corridor of the school).

Willard School thus represents an established and familiar feature of Northwest Evanston, which supports its designation as a Local Landmark.

D. The owner of Willard School, District 65, faces no burden in Local Landmark designation.

Designating Willard School as a Local Landmark follows a long tradition of safeguarding our public-school buildings. Six Evanston public schools have already been designated Local Landmarks, including three that were built *after* Willard School:

- (1) Washington Elementary School (914 Ashland Ave., built 1901);
- (2) Orrington Elementary School (2626 Orrington Ave., built 1911);
- (3) Oakton Elementary School (436 Ridge Ave., built 1914);
- (4) Evanston Township High School (1600 Dodge Ave., built 1924);
- (5) Haven Middle School (2417 Prairie Ave., built 1927); and
- (6) Nichols Middle School (800 Greenleaf St., built 1929).

Code, § 2-8, Schedule B, “List of Evanston Landmarks.”

The addition of Willard School to this list of Local Landmarks will not harm District 65 because school projects are reviewed by the State and do not require building permits from local governments. *Bd. of Ed., Sch. Dist. 33, DuPage Cnty. v. City of W. Chicago*, 55 Ill. App. 2d 401, 404 (Ill. App. Ct. 1965) (“school building under the School Code within the boundaries of a municipality is to be excepted from the Building Code of that municipality”); *Cnty. of Lake v. Bd. of Educ. of Lake Bluff Sch. Dist. No. 65, Lake Cnty.*,

325 Ill. App. 3d 694, 698 (2001) (same). Designating Willard School as a Local Landmark will celebrate its rich history, without harming the District's ongoing efforts to educate our community's children.

IV. CONCLUSION

For the reasons described above, the City of Evanston Preservation Commission should vote to approve the nomination for designation by ordinance of Willard School as a Local Landmark.

DATED: October 20, 2025

/s/ Thomas A. Weber
Thomas A. Weber
*City of Evanston Resident and Nominator in
Support of Willard School for Designation by
Ordinance as a Landmark*

EXHIBIT A







EXHIBIT B



FRANCES E. WILLARD (1839-1898)

Frances Willard, a long-time resident of Evanston, was one of the most prominent social reformers of the 19th century and a generating influence in America's long history of social justice and activism. Although best known as the president of the Woman's Christian Temperance Union (WCTU), she was a leading activist in many important 19th century reform movements including women's suffrage, women's economic and religious rights, education reform, labor reform, and prison reform. Many things that we commonly take for granted, like women's marriage, property and citizenship rights, had their origins in these movements. Under her leadership, the WCTU increasingly saw its role as an organization advocating for broad social and political change. Willard called this wide program of reform her "Do Everything" policy. She was also the first Dean of the Woman's College of Northwestern University and President of Alpha Phi Fraternity. The Willard family built this home in 1865 - a National Historic Landmark, it is also part of the WCTU Local Historic District.

WOMAN'S CHRISTIAN TEMPERANCE UNION
HISTORIC DISTRICT

(continued on other side)



EXHIBIT C

Creating
CHICAGO'S NORTH SHORE

Michael H. Ebner



Michael H. Ebner is professor of history at Lake Forest College.

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construe itself as exclusive. But everyone received discerning notice. In June 1872 an observer reported disdainfully "the low trash" who returned to the village by rail early on Sunday mornings in a drunken state. "CHICAGO TAKES A VOMIT" reported the *Index* after visitors from Chicago came on a day excursion, adding: "Evanston was invaded . . . by the hardest and noisiest mob which has ever profaned the sacred atmosphere of this suburban Zion." Yet no one was barred provided that decorum was maintained: "The colored folks, who came up from Chicago . . . and picnicked [sic] in our village parks, made a very fine appearance as they marched through Davis street." For excursions by the temperance-minded and law abiding to the surrounding countryside the favored locale beginning in 1876 was Lake Bluff, accessible by rail or lake steamer.⁷

The Women's Christian Temperance Union was, beyond doubt, the most important force in perpetuating the distinctive ethos of Evanston. It evolved out of a nationwide women's crusade initially animated by liquor-related issues that had taken hold in December 1873 at Hillsboro, Ohio. Locally it manifested itself with the formation of a predecessor organization known as the Women's Temperance Alliance. The first meeting was attended, so it was said, by "many of the best ladies"

Elected as founding president (although ultimately she declined to serve) was Abigail McCagg Brown. Her husband, Andrew J. Brown, dated his own association with Evanston to the famous gathering of May 15, 1850, in Chicago at which he was among the nine Methodist men who had resolved to create Northwestern University.⁸

No discussion of the WCTU can proceed without consideration of Frances E. Willard. The legendary temperance and reform advocate is regarded by Clyde Foster, a local historian, as "incontestably Evanston's greatest citizen." To Ruth Bordin, who has studied her role in the origins of the temperance movement, she was "unquestionably America's leading heroine to her contemporaries and the most famous woman of her day." Willard identified temperance as the central precept underlying the Methodist founding of Northwestern University and Evanston in the 1850s. She had arrived there in the fifties, in time serving as the president of Evanston College for Ladies and then, following its merger with Northwestern, as dean of the Women's College until resigning in 1874. The four-mile limit figured in the history of Evanston as Willard's "happiest thought." As to its perpetuation, she termed it "the result of honest hard work."⁹ Because of Willard's role as national president of the WCTU from 1879 until her



Dean Frances E. Willard of the Women's College of Northwestern University (n.d.)

"Three factors moved Frances Willard toward a career as an educator in 1870. The first was her commitment to the woman question; the second, the extent of her training and experience that prepared her for academic life, and the third, the fact that a job of sufficient scope was hers for the taking. A new project was being launched in Evanston" (Bordin, Frances Willard: A Biography, 54).
[Credit: Northwestern University Archives]

death in 1898, many associated the organization and her career with Evanston. She was not, however, among its founders either locally or nationally. Ruth Bordin estimates her circumstances—by the eighties her reputation was international—as "a classic case of the right person, at the right place, at the right time." That her brother Oliver, a journalist in Chicago and fallen member of the Methodist clergy, had a drinking problem that would lead to his early death also contributed to her turn as a temperance advocate. Writing from a stop at Sing Sing, New York, in late summer 1874, Frances Willard allowed: "I am full of temperance opportuni-

Day, the lecture series on matters "sociological and economic" sponsored by the Knights, the organizing campaign among village employees also conducted by the Knights (the chief aim being to reduce working hours), the "several minor disturbances" in conjunction with black tradesmen protesting their pay scale of \$1.75 daily, the organization of Evanston's Trade Labor Council, and the lectures, one by Frances Willard to local Knights on "Labor," another to a working-class club by John R. Commons (destined to become the foremost labor economist of his time).²³

Yet as Evanston changed in important ways, it remained a village in the eyes of the state of Illinois. Some considered its legal status a virtue. An outgoing president of the village board told those assembled at a testimonial dinner held to honor him during May 1891: "May it be long before the simplicity and beauty of our village are lost and, in government methods and character, we become transformed into the typical American city." But such opinions were not widely shared. Ever since 1874 when Evanston had consolidated with North Evanston, talk had arisen periodically about a union of Evanston and South Evanston. And now some claimed that the village of Rogers Park, on the southern edge of South Evanston, also should be included in this ambitious plan.²⁴

The question of consolidating Evanston and South Evanston fits a familiar pattern. Key was the frustration experienced by citizens of smaller communities that coveted the same municipal services enjoyed by a larger, adjacent community. The village boards of South Evanston and Rogers Park had faced insurmountable problems with drinking water and sewage disposal for more than a decade. Tumultuous political campaigns were conducted between 1889 and 1891 as pro-improvement forces did battle with those who wished to minimize public expenditures. Those who favored improvements often pointed to Evanston's high standards of public services.²⁵

Discussion of the union of Evanston and South Evanston grew earnest in January of 1892. The plan called for the new municipality to function as a city, not an enlarged village. The vote on this proposition, which required consent by the electorate in each community, was scheduled for February 20. "The advantages to be gained by union," editorialized the *Index*, "embrace social, educational, sanitary, and economic considerations of far-reaching importance." Not that consolidation suggested a joining of equals. Oscar H. Mann, president of Evanston's village board, identified the principal issue for his community: absorption of South Evanston would be

preferable to having it consolidate with Chicago. Spokesmen for South Evanston claimed their village would reap the benefits of superior public services already enjoyed by the people of Evanston: fire and police protection, water supply, and home delivery of United States mail. No doubt this was what prompted James Hibben, president of the village board in South Evanston (elected as pro-improvement candidate in 1891), to place himself squarely in favor of consolidation.²⁶

Opposition intensified as the balloting neared. Residents of South Evanston expressed three misgivings. Some wondered whether their portion of the new city would share equally in existing public services. Others feared that expanded services would result in higher taxes. (Confounding this situation was the revival of a controversy, dating from the 1860s and the source of considerable litigation, involving Northwestern University and the impact of its extensive tax-exempt real estate holdings upon Evanston's tax structure.) Inevitably, questions also arose about the diminution of local autonomy. "South Evanston manages her own affairs and conducts her business as she chooses," proclaimed an opponent of union. (These same factors figured in the decision by the leaders of Rogers Park not to pursue consolidation with Evanston, instead allowing their village to be

EXHIBIT D

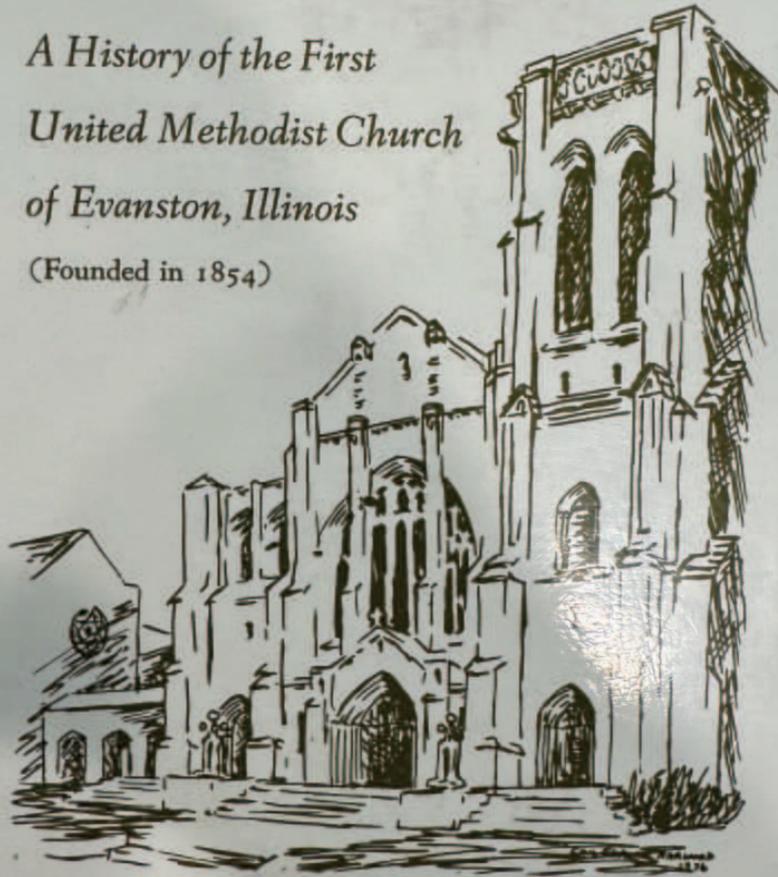
EXHIBIT E

"For All the Saints"

By

Eleanor Darnall Wallace

*A History of the First
United Methodist Church
of Evanston, Illinois
(Founded in 1854)*



"For All the Saints"

*A History of the First
United Methodist Church
of Evanston, Illinois*

(Founded in 1854)

By

Eleanor Darnall Wallace

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EVANSTON, ILLINOIS

It was in September of that same year that the tragic wreck of the side-wheeler excursion steamer, the *Lady Elgin*, took place off the Winnetka shore of Lake Michigan. At 2:30 a.m. on the 8th, in the open lake, she was struck by the lumber schooner *Augusta* during a violent storm. Within half an hour the *Lady Elgin* began to sink. Since in those days there was no Coast Guard to conduct rescue operations, twelve Northwestern and Garrett students gave heroic assistance. Of those twelve, nine were members of our church, and two would later become bishops, Charles Fowler and James O. Cramb. One of the students happened to be Oliver Willard, Frances Willard's brother.

In the end only ninety-five of the 400 passengers on that grossly over-crowded ship survived, and of that number the young hero Edward Spencer, a First Church member, was responsible for saving seventeen. His overriding concern had been expressed in his now famous question, "Did I do my best?" Because of this grueling experience Spencer's health and career were irreparably ruined.

It was also in September 1860 that red-haired Frances Willard (1839-1898), who would later be called "the best loved woman in America," was admitted to full connection in First Church.⁴ She often referred to her lifelong membership in our church as one of her outstanding honors. A stained glass window in the north aisle of our nave bears her picture, and when officers of the Woman's Christian Temperance Union, whose national headquarters are at 1730 Chicago Avenue, meet in Evanston and attend church in a body, they are always seated near that window. This location approximates that of the pew occupied by Miss Willard herself when she attended the brick Church with the Spire erected in 1870.

Frances Willard was a remarkable person. In fact, her honors were too many and her influence too great to be briefly summarized. She was president of the Evanston College for Ladies in 1871-1872, going from there to become the dean of the Women's College of Northwestern University. From 1879 until her death in 1898 she was president of the National W.C.T.U. and was founder of the international organization.

4. This date used by Dean James varies from that cited by Mary Earhart in *Frances Willard: From Prayers to Politics* (University of Chicago Press, 1944), p. 53. She suggests May 5, 1861. She also deals on pp. 54-57 with Miss Willard's engagement in 1861-1862 to the Charles Fowler mentioned above. Why it was broken has never been completely explained.

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Of special interest to Methodists is the fact that in 1887 Miss Willard was one of the first five women to be elected lay members of the Methodist Episcopal General Conference, and it is of national interest that she was the first woman to be honored by having a statue of her placed in Statuary Hall of the United States Capitol.

One is forced to conclude that Frances Willard's personality was such that no books written about her or even her long autobiography can adequately portray it. Perhaps Susan B. Anthony (1820-1906), a friend of twenty-five years, came closest when she spoke of what today would be called Miss Willard's "charisma." Miss Anthony referred to it as "that occult force which all leaders must have; I never approached her," she said, "but what I felt my nerves tingle from this magnetism."

Of course, the frame church which the young Frances Willard joined and later the large brick church at Hinman Avenue and Church Street, frequently referred to as the Church with the Spire, were within a block of Rest Cottage, her Victorian Gothic home at 1728 Chicago Avenue. Built in 1865, it was designated a "national historic site" just a hundred years later.

Frances Willard's love both for her city and the university was unself-conscious and exuberant. "When I reach heaven I want to register as from Evanston," she has been quoted as saying.⁵ She even called Northwestern University "the Cambridge of the prairies."

In 1891 Frances Willard described Evanston as "a quiet city that still prefers to call itself a village; kissed on one cheek by Michigan's waves, fanned from behind by prairie breezes, jeweled with happy homesteads set in waving green, and wreathed about with prairie wild flowers, a town as comely as a bride, even to strangers' eyes."⁶

Then finally, in a charming letter of sympathy to Lydia Jones Trowbridge, daughter of Professor William P. Jones described by Dean James as the founder (1855) and principal of the North-

5. Though this statement is often quoted, see especially p. 63 of *Evanston's Yesterdays* by Clyde D. Foster, a First Church member. His interesting book was published privately in 1956.

6. From the first page of the first chapter of *The Classic Town: The Story of Evanston* by Frances E. Willard (Chicago: The W.C.T.U. Publishing Association, 1891), p. 13.

EXHIBIT F

EVANSTONIANA

An Informal History of Evanston and Its Architecture



MARGERY BLAIR PERKINS

COMPILED AND EDITED BY BARBARA J. BUCHBINDER-GREEN

ISBN 0-914091-62-x

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Chicago Review Press, Chicago

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The remarkable energy of Frances Elizabeth Willard (1839-1898) extended to the causes of education, labor reform, woman's suffrage, in addition to temperance. She was a prolific author and lecturer and after her death was the first woman honored with a statue in Statuary Hall of the United States Capitol. Photograph by Alexander Huxler.



Built 1867-69, University Hall building. Designed in Victorian Gothic style, with classrooms, office, library, with a natic story. Photo



Dr. Oscar H. Mann (1834-1911) came to Evanston in 1867 with his wife Amanda Fitch Mann. President in 1871 of the Cook County Medical Society and in 1872 of the Illinois State Medical Society, Dr. Mann served on Evanston's board of health and on the village board of trustees. When Evanston was incorporated as a city in 1892, he was elected the first mayor.

out in the country and away from street cars. . . .⁷² The proponents won, however, and the Chicago North Shore Street Railway Company received its franchise. With several transfers one could ride north from Irving Park Boulevard in Chicago as far as Emerson Street in Evanston. Some of the promoters of the street railway were also interested in Evanston real estate, among them Charles Yerkes, the acknowledged "boss" of Chicago's street railway system, who had subdivided land near Sherman Avenue and Central Street.⁷³ Because of these pressures the street cars soon reached Central Street; then they turned west and continued to Bennett Avenue, where there was a public park, very popular with picnickers during the summer. Later the trolley line on Central Street was extended two blocks to the city limits at Lincolnwood Drive where one could transfer to the North Shore & Western Railway, which was organized in 1906 by lawyer George P. Merrick. At Lincolnwood Drive the route went south to Harrison Street where the line went west to the new Glenview Golf Club, of which Merrick was a member. A "blind pig," or illegal saloon, in Harms Woods north of the trestle over the Chicago River and Memorial Park Cemetery brought two other sorts of patrons to the railway, known locally as the "Toonerville Trolley" or the "Dinkey."⁷⁴

Although there were those who poked fun at the quiet village that they called "Hevanston,"⁷⁵ people who wanted quiet and fresh air were



Catherine Waugh McCulloch (1862-1945), the noted lawyer and leader in the battle for woman's suffrage, served both as a justice of the peace and as a master in chancery, the first woman to hold this office in Cook County. Photograph by Moffett.



The home of Catherine Waugh McCulloch and her husband Frank at 2236 Orrington Avenue was built in 1895. The Queen Anne house was designed by the architectural firm of Raeder Coffin & Crocker. Photograph by Henry E. Sorgerton.

to live in them. The first apartment buildings had been built close to the business district as early as the 1880s; by the second decade of the twentieth century they had become a way of life. Some, like the Boylston, Cambridge, and Hereford apartments by Myron Hunt, blended with Evanston's suburban atmosphere, but as Rogers Park began to fill with apartment buildings, Evanstonians reconsidered the issue. In 1913 residents of the Germania Subdivision south of Calvary Cemetery petitioned the city to disannex because they felt that they were not receiving their share of city services. Evanstonians, fearing that the area would become totally filled with apartments, voted the following year for its disannexation and it became part of Chicago.⁷²

Before the outbreak of the war in 1914 Evanston's building department issued permits for apartments with as many as thirty units. However, as neighborhood hostility grew, people began agreeing not to sell their property for apartment sites. In 1915 the city council set a limit on flat buildings.⁷³ In 1916, after more than 175 units had been built, the city established "restricted residential districts" and adopted a building code requiring a setback of seventeen feet from the street.⁷⁴ The city also passed a new smoke ordinance to control the density of emissions from apartment furnaces that burned soft coal.⁷⁵ Despite these restrictions, 76 more were constructed at a total cost of \$1,259,800.⁷⁶ Plans were soon announced for a \$2 million

residential hotel—the North Shore—to replace the landmark Avenue House.⁷⁷ Apartments rented quickly, forcing a rise in land values, which in turn began to dictate smaller units. The one-room flat became the newest type of residential unit: the Claridge Apartments, designed by Walter Ahlschlager, rose at 319 Dempster Street and was described as "a bachelor's paradise."⁷⁸

Building activity declined as the country devoted its energy and money to the war effort, although to encourage development the realtors Mason & Smart began to distribute pamphlets on how desirable Evanston was.⁷⁹ A. T. McIntosh & Company developed Centralwood, a five-block area on either side of Central Street, just west of the city limits; their advertisements offered land at only \$9 a front foot. On April 18, 1916, Evanstonians voted 2,630 to 438 for its annexation. Long a haven for toughs and hoboes, as well as blind pigs, the area came under police protection as a result.⁸⁰ Near the war's end in 1918 Evanston realtors organized the Evanston Real Estate Board, electing as their first president Charles A. Wightman.⁸¹

With the passage in 1919 of the state statute permitting cities and towns to regulate land usage, a new tool became available. Evanston became the first city to make use of that law, passing the Municipal Zoning Ordinance of 1921. Evanston realtors approved the idea with enthusiasm; Quinlan & Tyson advertised that the



*Perkins Wheeler & Will.
Lawrence B. Perkins house,
2940 Harrison Street, 1940.*

*William C. Pookington
Charles H. Harbert house,
415 Greenwood Street, 1889.*



*Pond & Pond.
Elliot Anthony house,
225 Hamilton Street, 1894.*

*Raeder Coffin & Crocker.
Charles F. Mitchell house,
1742 Ashbury Avenue, 1889-90.*



*Howard Van Dusen Shaw.
Carl E. Williams house,
2233 Orrington Avenue, 1909.*

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Architects in 1908. Among their well-known designs are two settlement houses in Chicago, Hull-House and Gads Hill; the Michigan Union Building at the University of Michigan; and Lorado Taft's studio at 60th Street and Ellis Avenue in Chicago.

POND & POND

- 225 Hamilton Street, Elliott Anthony, 1894
1800 Asbury Avenue, Charles M. Howe, 1897
1820 Asbury Avenue, LeRoy C. Noble, 1899
1425 Ridge Avenue (moved from 910 Greenwood Street), Valney W. Futer, 1900
1410 Asbury Avenue, Winifred A. Erickson, 1912
2706 Lincoln Street, Charles D. Marsh, 1913

HENRY RAEDER (-1944)

ARTHUR S. COFFIN (1857-1938)

BENJAMIN S. CROCKER

Henry Raeder had offices in the late 1800s both in Chicago and Duluth, where he designed the Palladio Building and the Chamber of Commerce. About 1889 the firm of Raeder Coffin & Crocker was formed and it lasted until 1895 when Crocker left. From 1896 to 1904 the firm continued as Raeder & Coffin, after which Raeder carried on alone. One of Raeder's most notable works was the sixteen-story east portion of the American Furniture Mart on Lake Shore Drive in Chicago. In Evanston he designed mostly residences plus Willard and Orrington schools. For many years he lived at 1745 Asbury Avenue (demolished).

RAEDER COFFIN & CROCKER

- 1742 Asbury Avenue, Charles P. Mitchell, 1889-90
1733 Asbury Avenue, Charles Chandler, 1890-91
1104 Greenwood Street, William O. Dean, 1892
2236 Orrington Avenue, Frank W. McCulloch, 1893

HENRY RAEDER

- 1509 Asbury Avenue, William J. Fabian, 1922

HOWARD VAN DOREN SHAW (1869-1926)

Born in Chicago, Shaw received his architectural training at Yale University and the Massachusetts Institute of Technology. He worked for Jenney & Mundie before setting up his own practice. He was well-known for his handsome and carefully detailed residential designs, especially in the Hyde Park area and Lake Forest. He also designed the Quadrangle Club at the University of Chicago, the University Church of Disciples of Christ, the Lakeside Press of R. R. Donnelley & Sons, McKinlock Court of the Art Institute of Chicago, the Goodman Theater, and the charming center of Lake Forest, Market Square.

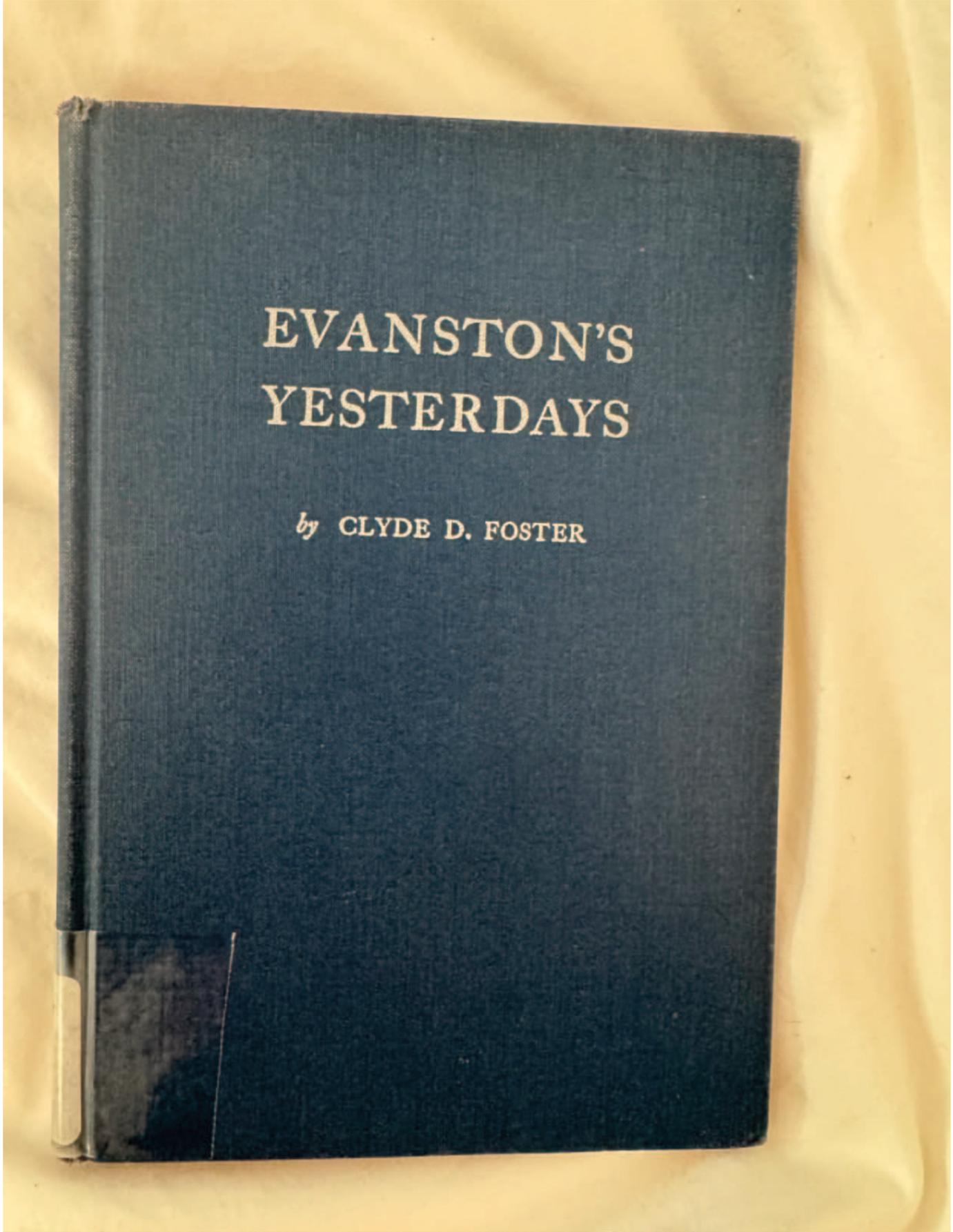
- 2233 Orrington Avenue, Carl E. Williams, 1909
1005 Michigan Avenue, Cyrus Mark, 1913
747 Sheridan Road, Harry A. Swiger, 1915
2856 Sheridan Place, William E. Hall, 1927

JOSEPH LYMAN SILSBEE (1845-1913)

Born in Massachusetts, Silsbee earned an A.B. at Harvard University and then attended the Massachusetts Institute of Technology for three years. He practiced in Syracuse, New York, for ten years before moving to Chicago in 1882 where he formed a partnership with a Syracuse friend, Edward A. Kent. In 1884 the firm designed the interiors for the Potter Palmer mansion on Lake Shore Drive. After Kent returned east in 1890, Silsbee remained in practice in Chicago. Among those who worked in his office were Frank Lloyd Wright and George W. Maher. Silsbee designed many residences as well as the Illinois Bell Telephone Building at Franklin and Washington streets and the Garfield Park grandstand.

- 202 Greenwood Street, Arthur Orr, 1889
1625 Ashland Avenue, Harvey B. Bond, 1890
233 Greenwood Street, William Hammond, 1892

EXHIBIT G



EVANSTON'S
YESTERDAYS



*Stories of Early Evanston
and sketches of some of
its Pioneers.*

by CLYDE D. FOSTER



EVANSTON, ILLINOIS

1956

Frances Elizabeth Willard

IF WE accept influence upon the thinking of the peoples of the world as a standard of greatness, then Frances Elizabeth Willard is incontestably Evanston's greatest citizen. "Frank" she was to all her friends. Her father was Josiah and her mother Mary Hill. Josiah was manager of a store in Churchville, New York, where Frances was born the 28th day of September 1839. Josiah and Mary had heard of Oberlin College, Ohio, a coeducational college in the early days



Frances E. Willard

of the 19th century. While Frances was still a child the Willard family set out for Oberlin, a five-day journey. A part of the family rode in a carriage. Frances is reported to have said more than once "Mamma, Cissy's dress aches," to which the mother is said to have replied, "Dear child! She already knows it is not her real self that suffers, but this dress of mortality." The mother's reflection gives us some hint of the type of parents Frances had chosen. We will not attempt to record the story of Frances Willard. There are many biographies. The one by Anna Gordon, Frances' personal secretary and successor to the Presidency of

Stories of Early Evanston

peoples of the world except to say that at Exeter Hall, London, Miss Willard and Lady Somerset were the only women who appeared before an audience of 5,000 composed of members of Parliament, London Co. Councillors, Church dignitaries, labor leaders, temperance leaders, delegates from 50 guilds and other societies.

In the popular mind Miss Willard is associated with the temperance movement and the abolition of the saloon by state decree. Important as temperance was to her, she by no means confined her efforts to this narrow field. She played an important part in education for citizenship, physical education and sports, vocational training for girls, equal pay for equal work, minimum wage and the eight-hour day.

At a convention of the National Women's Christian Temperance Union, three years before being elected President, she said:

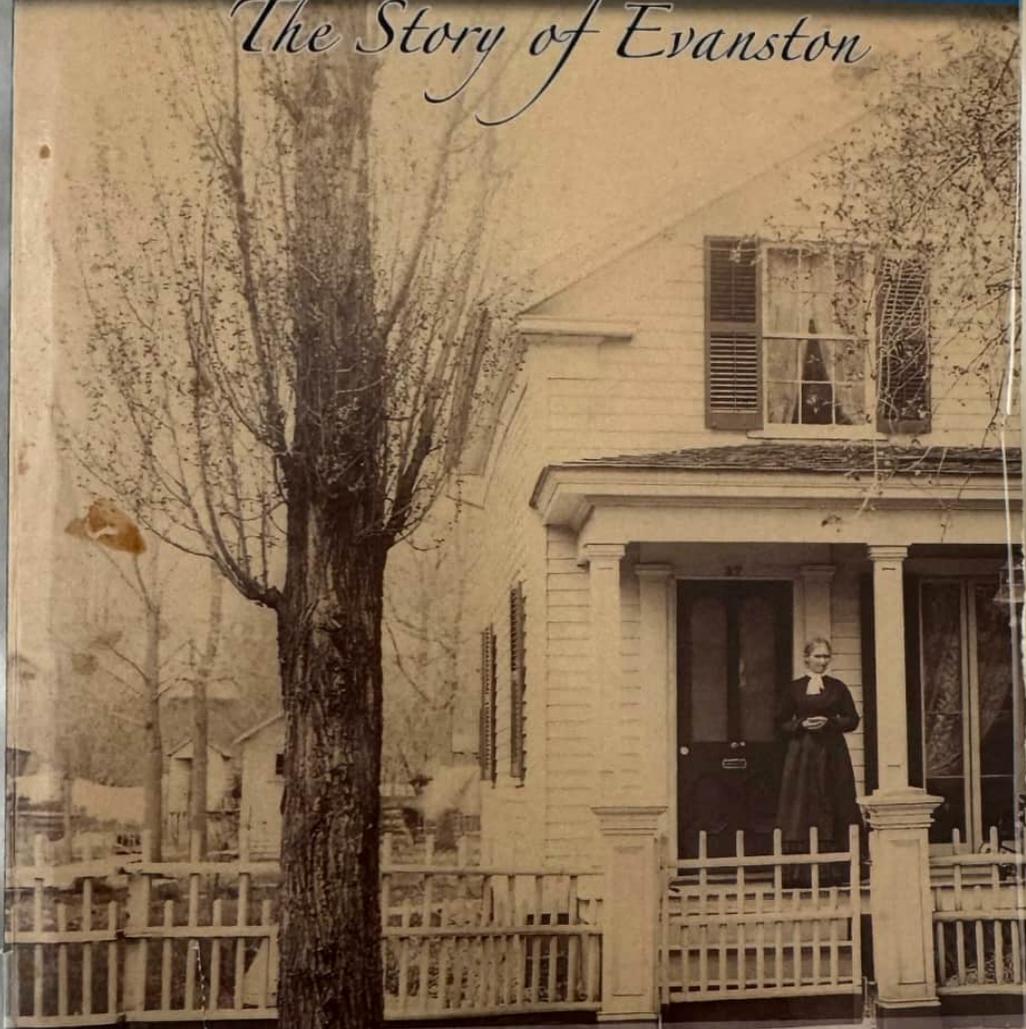
"Ah! it is women who have given the costliest hostages to fortune. Out into the battle of life they have sent their best beloved, with fearful odds against them. Oh! by the dangers they have dared; by the hours of patient watching over beds where helpless children lay; by the incense of ten thousand prayers wafted from their gentle lips to heaven; I charge you give them power to protect along life's treacherous highway those whom they have so loved."

Her oft repeated statement "When I reach Heaven, I want to register from Evanston." Late in 1897 she filled a number of engagements. She addressed meetings at Northwestern and Chicago. Thanksgiving Day she joined a party at the James Nortons and another family party at Christmas time. On New Years Day she spoke at Janesville, Wisconsin, and visited her old Forest Home. Frances was now 59. One is not old at 59, but Frances had to confess that she was tired. She did reach New York City, where Manager Quan of the

EXHIBIT H

A CLASSIC TOWN

The Story of Evanston



FRANCES E. WILLARD

Originally Published 1891

EDITED BY JENNY THOMPSON

Introduction 2014 Copyright © Jenny Thompson
ISBN: 978-0-9906574-0-8
Cover Photograph, Evanston, IL, c. 1890, Courtesy Evanston History Center

Includes introduction and notes.
Summary: A new edition of Frances E. Willard's history of Evanston, first published in 1891.
With a new introduction by Jenny Thompson.

A CLASSIC TOWN:
THE STORY of EVANSTON

Frances E. Willard

Originally Published 1891

Edited by Jenny Thompson

History Center

published in 1891.

Introduction

American Evanston: A Look at Frances Willard's *A Classic Town*

Evanston, the idyllic little village

-Frances Willard¹

In 1858, Frances Willard moved with her family to Evanston, Illinois, a place she called a "human oasis." Born in Churchville, New York, Willard arrived in Evanston at the age of eighteen after having lived in Oberlin, Ohio, and, for most of her childhood, in Janesville, Wisconsin. Along with her father, Josiah; her mother, Mary; her brother, Oliver; and her sister, Mary, she settled into the family's first Evanston home known as "Swampscott." Later, for the vast majority of her time in Evanston, she lived in the family's second Evanston home, located on Chicago Avenue and lovingly known as "Rest Cottage," (now a National Historic Landmark and museum). Although Willard would be gone for long periods, Evanston would remain her home for the rest of her life.

In 1891, when she published *A Classic Town*, Frances Willard was a world-renowned figure, head of the Woman's Christian Temperance Union, and a highly influential public intellectual and reformer, particularly focused on matters relating to women's rights and education. She had sixteen years of teaching under her belt, having taught at eleven institutions, including the Pittsburgh Female College, the Kankakee Academy, the Genesee Wesleyan Seminary, and the Evanston College for Ladies (where she also served as college president); she had also notably served as professor and first dean of women at Northwestern University, and she had written several books. Clearly, Willard was an accomplished woman of the world. So why did she set her sights on writing an account of what can be fairly described as a "local" subject, when her professional life took her across the country and around the world, speaking, organizing, and extending her tremendous influence?

Although Willard's history of Evanston bears an air of propriety and formality, *A Classic Town* is almost surely a product of the nostalgia Willard must have felt as the final decade of the nineteenth century got underway. She was taking an accounting, as it were, of the place that had seen her grow from a young woman into a professional, respected

¹ Frances E. Willard, *Nineteen Beautiful Years, or Sketches of a Girl's Life*. New York: Fleming H. Revell Company, 1864. Revised. 1889, 184.

PREFACE

The only satisfaction that I have in contemplating this desultory piece of work is that, as a loyal Evanstonian, and pioneer pilgrim to this human oasis, I have helped to preserve some dates, facts and personalities for the use of that staid and dignified individual who will in due season materialize, *i.e.*, "The Future Historian."

Finally, to "Evanston proper," Evanston South, North and West, Evanston as she was, and is, and is to be, let me offer the humble and earnest good wishes of her affectionate and loyal daughter,

Frances E. Willard

Rest Cottage, 1891.

OUR PUBLIC SCHOOLS.

It will doubtless be a matter of surprise to the boys and girls in the Evanston schools of to-day to learn that some of their fathers and mothers took their first steps in knowledge in a cemetery. Long before the town of Evanston was organized, a school had been in operation in an old log schoolhouse which stood on the east side of the Ridge road, as it was then called, and just south of the present Crain Street. This lot, an acre in area, had been deeded to the town by Henry Clark, grandfather of our townsman, F. W. Clark, for the rather incongruous use of educational and burial purposes. As such it was held in trust by the township trustees; and the school treasurer, in addition to paying the teacher's salary, had, as his official business, the further duty of selling lots in the cemetery. This schoolhouse did service for many years. It was not an uncommon thing in wet seasons for children to have to be carried on horseback from the east side of the town to the schoolhouse, as the region lying along Benson and Maple avenues was frequently under water.

Soon after the town of Evanston was projected, about 1855, District No. 1 was organized. As the old log house fell outside of the district, a new building had to be provided. Accordingly a one-story building was constructed about on the site of J. F. Tait's wagon shop,⁴⁰ just beyond the Haven school on Church Street. This building still stands, though removed and enlarged. At present it is located on Orrington Avenue, just north of the police station, and is occupied by a laundry. It is a pleasant thought, and one that should encourage the promoters of educational facilities among us, that this structure, the first nursery, in our district, of the young plant that has since attained such vigorous growth, has thus never been diverted from its original lofty purpose—that of elevating and purifying the community of Evanston. Our district was growing then as now, and better educational accommodations had to be provided. Accordingly, the Benson Avenue building was erected about 1860, was located in the precise geographical center of the district, and in its construction the district first contracted a bonded debt. The building consisted at first of the main upright. Afterwards a wing was added to the rear, and in 1870 the north and south wings were added at an expense of about three thousand seven hundred dollars. During the same year the district bought the lots on which the Hinman Avenue building and the north ridge school now stand.⁴¹ Of the buildings originally erected, the north ridge school remains, while the Hinman Avenue building was

EXHIBIT I



FRANCES WILLARD HOUSE

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REGISTERED NATIONAL
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UNDER THE PROVISIONS OF THE
HISTORIC SITES ACT OF AUGUST 21, 1955
THIS SITE POSSESSES EXCEPTIONAL VALUE
IN COMMEMORATING OR ILLUSTRATING
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U.S. DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

1965

EXHIBIT J

Evanston

A Pictorial History



Barbara J. Buchbinder-Green

Evanston

A Pictorial History

by
Barbara J. Buchbinder-Green

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By the early 1870s Evanston had changed from a rural community with houses scattered along the ridges to a grid-plan town with its own business district focused on Davis Street. In the 1870 census its population had grown to 3,062 people, and it was on the way to becoming the "classic town" that Frances Willard described in her 1891 book.

With the founding of the *Evanston Index*, news of the town was published on a weekly basis. The first issue appeared on June 8, 1872, and included a request for the Chicagoans who had moved to Evanston after the fire to send in their names. News of the town, news of the university, news of the churches, and news of social clubs occupied its pages. It seemed as if every movement was chronicled and every new building described and applauded as Evanston began to grow into its reputation. With unabashed boosterism the *Index* reported Evanston's weekly events and recorded the early days of many of the institutions that the village came to cherish.

Having rejected the idea of incorporating as a city by a vote of 82 to 197 on March 10, 1869, the citizens of Evanston agreed to reorganize the town as a village on October 19, 1872, by a vote of 104 to 37. Charles Judson Gilbert, running on a platform to build a municipal water works, was elected first president of the village board of trustees. After eleven buildings on the north side of Davis Street were destroyed by a fire on October 14, 1872, the village trustees took action to prevent such a devastating loss again. They purchased a Babcock fire engine and a hook-and-ladder truck and turned the first floor of the Village Hall into an engine house. They appointed Colonel Wesley Brainerd the first fire marshal, and on January 6, 1873, the Pioneer Hose Company was organized. When the water works was completed in the spring of 1875, it not only reduced the incidence of typhoid fever, but also produced enough water pressure to fight the fires that had once burned out of control.

Within the first month after the incorporation of the Evanston Library Association on February 9, 1871, it reported one hundred life and annual members, thirty-three weekly subscribers, and ninety circulating books. On October 29, 1872, a committee was formed to consider conveying the library to the care of the newly organized village. In April 1873 Evanstonians voted unanimously in favor of a two-mill tax for a free public library, and the association transferred the 913 volumes that it had acquired to the village. At the first meeting of the Free Library of the Village of Evanston held on June 21, 1873, John H. Kedzie was elected president.

The City and Village Incorporation Act of April 10, 1872, which was the impetus for Evanston's reorganization as a village, also resulted in the incorporation of the Village of South Evanston on January 4, 1873, and the Village of North Evanston on April 8, 1873. As separate villages, their property owners did not have to bear the onus of the tax-free status of the university. However, on April 21, 1874, the Village of North Evanston, created only a year before amidst controversy and lawsuits, voted 47 to 25 for annexation to Evanston; in Evanston the vote was 447 to 0. North Evanstonians had been quick to see the advantages of the larger vil-

44

lage's water works, better roads, and better drainage. The "Big Ditch," which had been built to drain the region west of Ridge Avenue, emptied into the North Branch of the Chicago River and into the lake near the present harbor at Wilmette. It began about two miles west of Calvary Cemetery and ran in a northeasterly direction; about four miles long and six to seven feet deep, it fell about a foot per mile.

Evanston's status as a small port was strengthened by the completion in the spring of 1874 of the lighthouse positioned at the promontory of Gross Point. Its beacon served not only as a navigation aid, but also warned ships of the dangerous shoals off the point. The village's reputation was also enhanced by the opening of the United States Lifesaving Station in April 1877. The valiant efforts of its crew became well-known on the Great Lakes and made Evanston of prime importance to mariners. The building of the Dempster Street Pier in 1878 further reinforced Evanston's prestige as a lumber and coaling station.

As Frances Willard wrote, "temperance was a matter of course in this 'Methodist heaven,'" and it was the temperance movement where she found her calling after she resigned as Dean of the Woman's College in June 1874. Elected president of the Chicago Woman's Temperance Union on October 8, 1874, she attended the state convention held in Bloomington on October 20 and was elected secretary of the Illinois Woman's Temperance Union. In response to the nationwide sympathy to the cause of temperance, two hundred delegates attended the national convention in Cleveland on November 18-20, 1874; they adopted the name Woman's National Christian Temperance Union and elected Frances Willard corresponding secretary. In Evanston the Women's Temperance Alliance had been founded on March 17, 1874; it vigorously defended the four-mile limit and secured the signatures of about seven hundred people who pledged total abstinence from liquor. On May 1, 1875, the alliance changed its name to the Woman's Christian Temperance Union, and on September 18, 1878, became an auxiliary of the state and national organizations. In 1879 Frances Willard was elected president of the Woman's National Christian Temperance Union and became the country's leading advocate of temperance. Her prominence forever fixed Evanston's reputation as the preeminent temperance town.

To celebrate the nation's one hundredth anniversary a group of Evanstonians subscribed and paid for a commemorative Centennial Fountain. Dedicated on July 4, 1876, at the intersection of Davis Street and Orrington and Sherman avenues, it was accepted by the city "as a public trust, to be used for [the benefit of the public at large] and cared for and protected by the village authorities for all time." As the well-known orator Edward S. Taylor said on the occasion, "Evanston is a cold water town, and in that fountain, with its sparkling waters, we see a symbol of a prosperous, grateful and law-abiding people. . . . Let this ornament be a perpetual reminder of the great deed in the shadow of which we sit today, a century distant, proclaiming independence, launched upon the tide of time, the idea of popular self-government. . . . Drink then at the fountain which cheers but

not inebriate to the end of peace." The be known as

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At the southwest corner of Sheridan Road and Church Street stands the second home of Sarah Vowell and Edwin Franklin Brown. Married in 1885, they first set up housekeeping at 1720 Asbury Avenue. Edwin F. Brown (1862-1912) was the scion of the family that owned the Brown Brothers Manufacturing Company; upon the death of his father Edwin Lee Brown in 1891, he became president of the company. A man of wide-ranging interests and versatility, Brown was not only a manufacturer, but also a banker, an inventor, a patron of the arts, a printer, a boatbuilder, and an athlete. The shingled and stuccoed house at 1640 Sheridan Road, later renumbered as 300 Church Street, was built in 1889-90 and designed by the Chicago firm of Baumann & Cady. Since 1923 this has been the home of Congressman Ralph Edwin Church (1883-1950) and his wife Marguerite Stitt Church (1892-), who succeeded him in Congress. (Photograph courtesy EHS)



The Queen Anne house that the Chicago architectural firm of Raeder Coffin & Crocker designed for Charles P. Mitchell at 1742 Asbury Avenue was just across the street from Henry Raeder's own house that once stood at 1745 Asbury Avenue. Richly textured, the Mitchell house had a lower story of rock-faced stone and the upper, a combination of shingles and half-timbering; a *rincau* frieze encircled the house just above the second-story windows. Mitchell sold the house, which was built in 1889-90, just two years later to Herman D. Cable (1849-1900), a manufacturer of organs and pianos. Organized in 1880 as the Chicago Cottage Organ Company, the firm was renamed the Hobart M. Cable Piano Company after the death of Herman D. Cable. The house was featured in *American Victoriana*, published in 1979. (Photograph from *Firemen's Relief Fund Souvenir*; courtesy Clara Andersen)

Evanston is the city that never rests. There is always something to plan, something to study, something to change. Fountain Square, the heart of the city since the dedication of Centennial Fountain in 1876, was to be the focus of change for many years. In 1946 the war was finally over and attention could be returned to local matters. The city already had made plans to move its offices into the former Evanston Country Club, and retailer Maurice L. Rothschild had announced its plan to replace the Rood Building with a new structure to house a branch of its Loop clothing store. After a fire damaged the Rood Building on February 16, 1946, it stood for eight months as a symbol of the coming change. The plan to move the fountain and reorganize the square was executed, the new Fountain Square was dedicated on October 16, 1946, and the city dedicated its new Municipal Building at 1501 Oak Avenue on January 6, 1947. The War Memorial, which combined a fountain with a cenotaph inscribed with the names of the city's war dead, replaced Centennial Fountain as the centerpiece of Fountain Square. Centennial Fountain, which had been ingloriously packed away in the city yards, found champions in Dr. Dwight Freeman Clark, the *Evanston Review*, and Vera Megowen. It was rededicated in Merrick Park on July 4, 1951, its seventy-fifth anniversary.

By the 1950s Evanston had come to maturity, but found itself restricted to the mayor-city council form of government by the Revised Cities and Villages Act of 1941. According to a new state law in 1951, cities and villages of less than 500,000 could adopt the council-manager form of government at the expiration of a mayoral term. This form of government allowed the city council to appoint a city manager to act as chief executive officer of the city, and the mayor, whose rôle would be reduced to that of presiding officer of the council, could veto ordinances and vote in the case of a tie. The referendum, which appeared on the November 4, 1952, ballot, carried by a vote of 23,107 to 12,658. Bert W. Johnson, the city manager of Boulder, Colorado, since 1950, took office on December 1, 1953, as Evanston's first city manager.

Already the home of Washington National Life Insurance Company, Sentinel Radio Corporation, and Rust-Oleum, the city welcomed American Hospital Supply and Pelouze Scale and Manufacturing Company in 1946. On the southern edge of town Hibbard Spencer & Bartlett built a warehouse covering seventeen acres in 1948, and Shure Brothers moved its electronic components factory to 222 Hartrey Avenue in 1955. In 1958 the American Photocopy Equipment Company moved into the former Sentinel Radio offices at 2100 Dempster Street. The city was increasing its tax base and reducing the burden on its homeowners. Rotary International and the United Methodist Church established their main offices on Ridge Avenue. By encouraging various organizations and foundations to establish their national headquarters here, Evanston earned the title of "Headquarters City." By the time the city celebrated the centennial of its incorporation as a town in 1963, it had much of which to be proud.

Evanston changed in other ways. Its boundaries had been stable since the last annexation of the triangle

of land at Elgin Road, Simpson Street, and McDaniel Avenue on November 13, 1933. Essentially landlocked by the city of Chicago and the villages of Skokie and Wilmette, Evanston felt little sense of manifest destiny. However, courtesy of the seventy-four-acre Northwestern University lakefill, the city expanded the only other way it could go—into the lake. Annexed by the city on August 3, 1964, the lakefill was dedicated on October 7, 1964.

The 1950 merger of School Districts 75 and 76 to form School District 65 had brought all of Evanston's elementary schools into one district. Although Evanston Township High School had long been integrated, the racial makeup in the elementary schools remained a reflection of the neighborhoods in which the schools were located. In an effort to eliminate *de facto* segregation, the District 65 School Board adopted a plan for integrating the schools in November 1966; it was put into effect for the opening of the 1967-68 school year. A laboratory school was established and a free busing program achieved district-wide desegregation. Between 1976 and 1979, when the district had to cope with declining enrollments, seven schools were closed and the boundaries of attendance areas were redrawn to reduce busing and achieve more naturally integrated schools.

A 1967 amendment to the zoning ordinance brought about another change that would permanently alter the visual character of the city; it raised the maximum building height to 225 feet. The twenty-one-story State National Bank Building, completed in November 1969, was the first skyscraper built under the new ordinance. The fourteen-story Holiday Inn was completed in 1974 and the eighteen-story American Hospital Supply Building in 1977.

Designated an official Bicentennial City by the American Revolution Bicentennial Administration, Evanston chose the redesign of Fountain Square as its official project to celebrate the country's two hundredth anniversary. Once more the heart of Evanston was to be changed. Under the aegis of the Evanston Bicentennial Commission appointed by Mayor Edgar Vanneman, Jr., the square was redesigned as a three-fountain complex with seating, open space, the MacArthur flagpole, and brick piers with bronze plaques on which were inscribed the names of the city's war dead. It was meant to provide a focal point and gathering place for civic and memorial occasions. Designed by Barton-Aschman Associates, the Bicentennial Fountain was dedicated on July 4, 1976.

Evanston also changed its focus during the post-World War II period from "urban renewal" to preserving its past. The Citizens' Advisory Committee on Postwar Planning presented a report in June 1944 that advocated demolishing the large, old houses that it saw as potential slums. An editorial in the *Evanston Review* concurred: "Many of them have outlived their day. Taxes and upkeep make them impractical and uneconomical. . . . The best solution has already been demonstrated several times in Evanston. It is to wreck the old building, subdivide the grounds into smaller building sites and improve each with a substantial, slightly, modern dwelling. . . . This plan makes money for owners and investors, it improves the entire neighborhood, and gives it long-time classification as A-1 residential, and brings

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WITH THE JUNIOR POETS

The Junior Evanston Index

Published by the Board of Education of School District 16 and 17 in cooperation with The Evanston News-Examiner and the Evanston Bureau of Recreation.

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GRANDFATHER'S CLOCK
On the bedside of the baby
With its back to the wall
Hears grandfather's clock
Each stately and tall.

At I gaze up in its face
So stately and wise
It looks down at me
So calm by its side.

Now, Mr. Grandfather clock
Will you please tell me like
Why your big hand must travel
So fast and so swift.

While it races around
Till the minutes to tell
While your small hand moves
The long hours to spelt.

By Alice Marie Gurtler.

Spring Flowers
Violents and tulips are early spring
flowers.

They're beautiful to see
I sit there and watch them for hours
and hours.

They mean so much to me.

Some are yellow and some are blue
And some are red and white.

They look like the sun
I think they say, "I do love you."

By Virginia Nagler.

Two Ducks
There was a little duck
Swimming in a pond.

Always come another
And call "Quack, quack, quack."

They're gone to the south
To stay till it's warm.

And if we do not see one
We'll meet with harm.

By Tom Douglas.

SUDDY DOG
There was a little doggie
And some are red and white.

That every time they took him out
He'd jump right in the water.

By Jennette Pearson.

Snowflakes
I like to watch the snowflakes up
in the sky so high.

Watch them twirl and twirl through
the air.

Flying here and there and every-
where.

They gently fall upon the ground
And spread a blanket of white all
around.

By Alice Marie Gurtler.

MARCH
Soon the March winds will blow
And the snow will melt.

That spring is on the way
So we can go out and play.

By Alice Marie Gurtler.

That Tired Feeling
Oh how I hate to get up in the
morning.

Oh how I love to go to bed
My dog, the bark and pull at me.

I guess, "Oh doggie have mercy-
Come on, get up you sleepy head."

By Barbara Wheeler.

Island
Island is a very land
with tallies light.

Who leads and sing upon their
island.

The windmill help with their strong
arms.

To pump the water from the farm-
house.

The children with their shoes so
clean.

Go cheering to, as you come near.

By Betty Hill.

See Pictures
When the stars shine bright at night
And give their gentle light.

When they shine in the dark
And give their gentle light.

When they shine in the dark
And give their gentle light.

When they shine in the dark
And give their gentle light.

"Texas Pete"
Although my name is Texas
With it's back to the wall
Hears grandfather's clock
Each stately and tall.

At I gaze up in its face
So stately and wise
It looks down at me
So calm by its side.

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When they shine in the dark
And give their gentle light.

When they shine in the dark
And give their gentle light.

When they shine in the dark
And give their gentle light.

A Puppy Dog
I am a little puppy dog
I jump and frisk about
I always bark at passers by
As they go upon their usual
way.

When supper time comes
I lick my dish as clean as May
And never mind you couldn't say
I'm fat.

I bet every housewife were down
with one wink
They had a dog that would walk
but own.

I always chase the kitty cat
That ran along the fence
I sleep upon the door mat
So the robbers don't steal my
peace.

By Charles Smith.

Way Up North
Way up North in the summer time
That is a thing that is very fine
Way up North in the winter of the
times.

Way up North where you have to try
your ain't
Way up North where the birds in very
big
trees.

That is the place where it's nice to
live
When you sit your four in a very
place
Where the lakes and the rivers are
wide.

And in the night you hear a wail
and come to see what it was
Because of the reputation it was
given.

By Ben Gray.

Lincoln
Lincoln was a brave man
And fought not only of himself
But of his people too.

He read very many books
When he was only ten
And Washington's life so true.

He soon became a leader
And elected president
Of him we will never forget.

For how good and brave was Lin-
coln
In the war of the North and South.

By Harold Kida.

'Noms of the North
This is one book which I like best
The name is "'Noms of the North"

It tells about the wild, wild west
But it tells about dogs and a grizzly
bear.

Which, by chance, were brought to
me
Together for many a day.

The dog and the brown bear were
the toughest
With a piece of silver leather.

This leather was stained by the hand
of a man.

Who had trained the dog, which ran
with the little grizzly bear.

And in the middle of the night
I started to dream of it in my bed.

Grant about the dog and bear
The "'Noms of the North" up there
tells me my story clear.

By Walter Olson.

House Poets
I pity boys who are always being
corrected
By their big noses all the time.

When you're studying hard to get you
done
Also you, "Oh brother I got you
done."

You make a better to read her
And the time and in distress
"Oh, she" she said and the comes to
me.

Then you get you, I guess!

You sit she about you need needs you
to be led
But you please her to get you done.

You just remember what I said
You get to be on your own
The child is dark and dreary.

But when I do, and that's what I
want.

By Edwin Aronson.

Constance Martin
Constance Martin, 2211 Lincoln
road, Evanston, Ill., was elected
president of the Junior Evanston
Index for the year 1925-26.

Frances E. Willard
Frances E. Willard school kids
were elected president of the
Junior Evanston Index for the
year 1925-26.

Patrol Combs Are
Patrol Combs are the
members of the Junior Evanston
Index for the year 1925-26.

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Index for the year 1925-26.

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members of the Junior Evanston
Index for the year 1925-26.

EXHIBIT M

Customers of First Chicago/ARD and Banc One

SWITCH NOW! DON'T WAIT TO BECOME ANOTHER MERGED BANK VICTIM!

At First Bank & Trust of Evanston, Evanston's only locally owned and managed bank, customer service and affordable prices are the watchwords. So we invite you to become part of the new era in Evanston banking. See how easy it is to switch, and come home—to First Bank & Trust of Evanston.

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Take a closer look...

St. Nicholas
806 Ridge
847-864-1185

St. Mary's
1012 Lake
847-864-0373

St. Alban's
1615 Lincoln
847-329-1430

Shell Center
at Northwestern
2110 Sheridan
847-329-4648

Have you considered becoming Catholic? **You are not alone.** Take a closer look at the Catholic way of life as it is lived in Evanston parishes or on Northwestern University's campus. Experience a sense of belonging to a vibrant community of faith. The Catholic community of Evanston invites you—with others who are asking about the Catholic tradition—to a series of informal sessions that begin in late September and early October at four Evanston locations. The sessions are for the unbaptized, those searching for faith, or those baptized in another Christian denomination who are interested in the Catholic Church. Come share your story of spiritual longing, and your questions. For more information, please call any of the phone numbers above, or stop in, all are welcome!

ETHS

Supt. Alson at Farmers' Market

District 202 Superintendent Allan Alson will be at Evanston Farmers Market from 10 a.m. to noon Saturday to meet and greet the public. Residents may stop by and share concerns and thoughts about the school.

Fall football Homecoming will be celebrated Saturday. Festivities begin with a pep rally at 7 p.m. Friday in the fieldhouse, where the homecoming court will be introduced. Saturday's events include the "Big Game" at 2 p.m. against Maine East High School. A huge marching band presentation will be featured during the half-time show, and the homecoming king and queen will be crowned. That evening, beginning at 8 p.m., is the culminating event, the homecoming dance. Go ETHS WildKits!

YAMO tickets are now available for the 41st annual production of the student revue. This year's show, entitled "The Final Cue: YAMO in the Upstairs Theatre with the Laughs," will run Oct. 9, 10, 11, 16, 17, 23 and 24 in the high school's Upstairs Theatre. Show times are 8 p.m., except for Oct. 11, when the curtain will rise at 7 p.m. Always a fun musical-comedy show, YAMO this year takes on Jerry Springer, "A Chorus Line," "Economics, IMOs, slasher movies and channel surfing. The show also offers a dating game for senior citizens and a glimpse of God in retirement.

ETHS senior Jonathan Ahsbach, YAMO '98's general director, leads a cast and crew of more than 200 students, from freshmen through seniors. YAMO adviser and speech arts teacher Bruce K. Siewerth, who retires in June after 34 years at ETHS, will appear in a cameo role in YAMO '98.

Reserve-seat tickets at \$7 are available from the fine arts department office, Room A119, from 8 a.m. until 4:30 p.m. on school days. To buy tickets by mail, send a check payable to ETHS/YAMO '98 to the fine arts department, ETHS, 1690 Dodge Ave., Evanston IL 60204. For more information call 492-3824.

Parking is available behind the school; enter the lot off of Lake Street. Handicapped access is through the South Courtyard. Elevator service is available to the third floor, where the theater is located. Please telephone the ETHS

DIGEST

safety department in advance at 492-3636.

Hispanic Heritage Month, which runs from Sept. 16 through Oct. 15, acknowledges the Hispanic influence in the United States. The nationwide celebration began last week with Mexican Independence Day.

At ETHS, teachers of Spanish, bilingual education and English as a Second Language have organized a variety of activities to be held during the month-long celebration.

An opening program on Sept. 16 for all foreign language students featured ETHS Hispanic students performing music and dance. A professional Hispanic music presentation by Chabrita and Pedro followed in the afternoon.

Throughout the month there will be public address announcements made by students about Hispanic history and culture. School showcases will display Hispanic arts and crafts. A food fair will feature Hispanic cuisine. Also during this time, ETHS students participating in this year's Spanish Exchange Program will host students from Spain.

Classroom presentations also will be made by the Cuauhnahuac Spanish Language Study Program in Mexico and by Amigos de las Americas, a summer community service program which sends high school and college students throughout Latin America to perform public health projects.

COMING UP
 District 202 Board of Education is scheduled to meet at 7:30 p.m. on Monday in Room N-112 at the high school.

ETHS will be closed Wednesday for Yom Kippur.

DISTRICT 65

Board meets on Monday

The Board of Education will meet at 8 p.m. Monday in the King Lab School library, 2424 Lake St. in Evanston. To speak at the meeting on school-related issues, call Pat Markham, board secretary, at 492-5874, by noon Monday.

Schools will be closed Wednesday for the observance of Yom Kippur, the Jewish Day of Atonement, which begins at sundown Tuesday.

Family Focus Center of District 65—a model family-resource program providing parental support, education

and training—will hold an open house from 10 a.m. to 2 p.m. and from 6-8 p.m. Wednesday. Located at 1942 Dempster St. in the Evanston Shopping Plaza, the center is a place where families can come and learn together and where parents can gain skills that will enhance family life.

At the open house, District 65 families can learn more about the center's programs; meet the many teachers and program facilitators and attend mini-workshops.

All programs are free to District 65 residents. Free on-site child care is provided to parents who are registered for programs or activities.

Call the center at 869-1800 for more information or for a monthly calendar of classes and activities.

WILLARD

Curriculum Night tonight at 7

Parents of students in grades K-2 are urged to attend Curriculum Night starting at 7 tonight. Presentations begin in the auditorium. For more information call 492-5991.

A celebration of the birthday of Frances Willard, the late president of the Women's Christian Temperance Union and the well-known

Evanstonian whom Willard School was named after, will be held Monday. Anne Merie, a professional actress and previous Willard parent, will appear dressed in period costume as Frances Willard and will visit all the classrooms. She will tell the children about Willard's life, answer their questions and give them information to take home.

Willard School would like to thank the Frances Willard House, 1730 Chicago Ave., for all their help and for generously donating material for the school's permanent library collection.

WALKER

Family fest lights principal's candles

Frances Cook will celebrate her 50th anniversary as principal and her birthday at the annual Walkerton family festival from 11 a.m. to 2 p.m. Saturday.

Each child who walks or runs their 25 laps in the pledge-supported event will receive a candle to put on Cook's cake.

Candle lighting and cake cutting will be at 1:15 p.m. (Continued on page 27)

EXHIBIT N

Willard Elementary School in Evanston ranked 7th among Illinois elementary schools on a Sun-Times Media list of the highest-performing schools on the Illinois Standards Achievement Test.

The feat is all the more remarkable because the six schools ahead of Willard are gifted schools or use test scores as an admissions criteria.

Located in far northwest Evanston, Willard is one of District 65's 10 elementary schools and it draws students from a geographic attendance area. The school ranked 12th on the Sun-Times list in 2008.

Superintendent Hardy Murphy noted that Willard is "really the top Illinois elementary school" because it is the first school on the list without a selective admissions policy.

Three District 65 middle schools -- Bessie Rhodes, Haven and Nichols -- ranked among the top 100 middle schools in the state. Meanwhile, Orrington Elementary School moved onto the statewide list for the first time.

"Our district has a lot to celebrate," Murphy said. "Our district and our schools continue to be at the very top of the school rankings ... and our student achievement compares favorably at the national level.

"High percentages of District 65 students are exceeding state standards ... and our district has shown an accelerated trend in reducing the achievement gap between students who traditionally excel and those who historically have struggled."

Principal Shelley Carey credited the "incredible learning community" of parents and staff. Her school has ranked high for each of the past four years.

"What I find," she said, "is that we really believe that every child belongs to each one of us."

To compile the lists, Sun-Times Media averages individual student scores, then ranks schools according to the percentage of students statewide who scored the same or lower than the school's average.

Willard captured its spot with a percentile ranking of 86, meaning 86 percent of students statewide scored lower than the average score at Willard.

Bessie Rhodes Magnet School retained its 49th position, which it also held in 2008. Haven Middle School rose from 71st to 54th place and Nichols Middle School from 135th to 65th place. The average scores at Bessie Rhodes, Haven and Nichols were better than about three-fourths of all students in the state.

Orrington School jumped from 198 to 95 in the rankings to land on the list of the top performers among more than 2,600 schools in the state.

Speaking to Willard's success, Carey said teachers work with students before and after school, and some students attend sessions on study skills during the fine arts rotation.

"We work hard to make sure that children feel welcome, challenged and respected, no matter where they are as a learner," Carey said. After all, she said, "all of us are on a learning continuum until we take our last breath."

CITATION (AGLC STYLE)

KAREN BERKOWITZ kberkowitz@pioneerlocal.com, 'Willard School among best in state', *Evanston Review* (online), 5 Nov 2009 <<https://infoweb.newsbank.com/apps/news/document-view?p=AMNEWS&docref=news/12BC9D75A6BB0230>>

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EXHIBIT O

EDITORIAL

THIS HOSPITAL DRIVE

St. Francis hospital is making a drive for funds with which to build a maternity ward.

EDITORIAL

There can be little question in the minds of both the Catholic and Protestant public in Evansston as to the worth of this institution and small doubt that the whole community would contribute freely for what is a very meritorious purpose.

The last few days this writer has heard rumors to the effect that an arrangement has been made by the hospital authorities with Mr. Kelley to conduct the campaign and to receive therefor the expenses in full plus a commission for his own pocket.

Believing that the public should know the exact situation which would govern the disposal of funds which the hospital proposes to give, and feeling, too, that the hospital and Mr. Kelley should not be put in an unfair and awkward light by reason of misunderstanding or blood money, this newspaper asks point blank, these questions:

- 1. Is Mr. Kelley receiving a salary for conducting this campaign?
2. Is Mr. Kelley to receive a commission on all or any of the funds collected in his name?
3. Is Mr. Kelley to receive a salary for his services as a representative of the hospital?

A result of these questions, this writer is in receipt of the following letter:

March 14, 1928. Mr. Albert S. Bowman, Publisher, Evansston News-Index, 708 N. Evansston, Ill.

Dear Mr. Bowman: I am glad to hear of your interest in the hospital drive, and I am glad to hear that you are so interested in the welfare of the community.

The nature of the drive has been explained to me by Mr. W. T. McClure, chairman of the committee, and I am glad to hear that you are so interested in the welfare of the community.

It is my hope that you will be able to help in this drive, and I am glad to hear that you are so interested in the welfare of the community.

Very truly yours, W. T. McClure, Chairman of the Committee.

The writer's mind Mr. Kelley's letter clarifies the situation and makes it clearly evident that all of the first \$10,000 to be collected will go for construction purposes of patients' cottages upon the application for expenses for Mr. Kelley's remuneration and that if there is any excess over \$10,000, Mr. Kelley's remuneration will be limited to 5 per cent.

The News-Index has entered into an advertising contract with the drive, and that the charges are limited to display advertising.

This writer commends the practice of a careful person of the reading matter printed in connection with the drive, and for the advertisement which the advertising committee will cause to be inserted from time to time.

At least one good thing can be said about Henry Frank. He has recently issued orders that all old railroad ties replaced by new ones on the Heintz, Toledo & Ironville road be distributed to needy persons who will come and get them.

The "wonderful and safe" practice of railroad grade raising by turning replaced railroad ties in heaps when families within sight of these heaped wires showing with cold has long remained a mystery to many. It is a piece of railroad red tape and tradition that time and progress have not changed.

THE EVANSTON NEWS-INDEX

PUBLISHED DAILY EXCEPT SUNDAY EVANSTON, ILLINOIS, WEDNESDAY, MARCH 15, 1928 Ten Pages PRICE TWO CENTS

TODAY'S EVENTS

Number of underweight children in district 75 in Evansston.

ANNOUNCE PLANS FOR NEW SCHOOL

District 75 Board Approves Building Program on Park Place Site

HENRY RAEDER IS NAMED ARCHITECT

Twelve Room Building To Accommodate 400 Children Will Cost \$155,000

SYMPOHNY APPEARS IN CONCERT TONIGHT

Will Close Season for Evansston Orchestra

ROOSEVELT WOMEN NAME CAPTAINS IN THIRD PRECINCT

Nra Frank Hinkle, director of the campaign committee

FOUND NOT GUILTY OF LIQUOR VIOLATION

Evansston News-Index, 708 N. Evansston, Ill.

TRAFFIC VIOLATION

Evansston News-Index, 708 N. Evansston, Ill.

Number of underweight children in district 75 in Evansston.

District 75 Board Approves Building Program on Park Place Site

Twelve Room Building To Accommodate 400 Children Will Cost \$155,000

Evansston News-Index, 708 N. Evansston, Ill.

THOSE WERE THE HAPPY DAYS



THE GOOD HOURS WERE IN THE PAST

TITLE PLANS FOUR SERVICES FOR LENT

M. E. Pastor to Lecture on Christian Literature

First Lenten service will be held on the first (Monday) of Lent

Services will be held on the first (Monday) of Lent

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MRS. SARAH SHEDD, 95 YEARS OF AGE, SUCCEEDS TUESDAY

Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

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Mrs. Sarah Shedd 95 years of age, succeeds Tuesday

PRESIDENT SCOTT GETS HONORARY KEY

Phi Delta Kappa Honors N. U. Executive

SCALES PROVE VALUE OF MILK DIET IN SCHOOL

Underweight Decreases 10 Per Cent in District 75 in Last Year

DAILY HALF PINT MAKES 'EM PLUMP

Nutrition Work Valuable Asset To Schools, Annual Report Shows

The number of underweight children in district 75 in Evansston

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The number of underweight children in district 75 in Evansston

EXHIBIT P

No. 9700

Building Permit No. 995.7

APPLICATION FOR BUILDING PERMIT

To the Commissioner of Buildings:

Evanston, Ill., 4-28 1922

The undersigned herewith applies for a permit to build a 2 Brick School Bldg Story, Basement and Attic 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

| | | | |
|------------------------|-------------------------------------|-----|-------|
| <u>2947 Park Place</u> | <input checked="" type="checkbox"/> | Lot | Block |
|------------------------|-------------------------------------|-----|-------|

On Street, Avenue between Street, Avenue and Street, Avenue

| Materials and Cost | Dimensions | Furnishings | No. | Service |
|---|-------------------------------------|------------------------|-----|---------------|
| No. Cu. yds. Stone . . . | Width of Front . . . <u>70</u> | Water Closets . . . | | Heated by |
| No. Thousands of Brick . . . | Length or Depth . . . <u>110</u> | Sinks | | Lighted by |
| No. Cu. yds. Concrete . . . | Elevation or Height . . . <u>36</u> | Bath Tubs | | Ventilated by |
| No. Sq. yds. Plastering . . . | Rooms | Laundry Tubs | | |
| Total Cost of Building . . . <u>163,000</u> | Fire Escapes | Urinals | | |

John East #75 Owner H. A. Pelton Co. Mason Sewer Builder

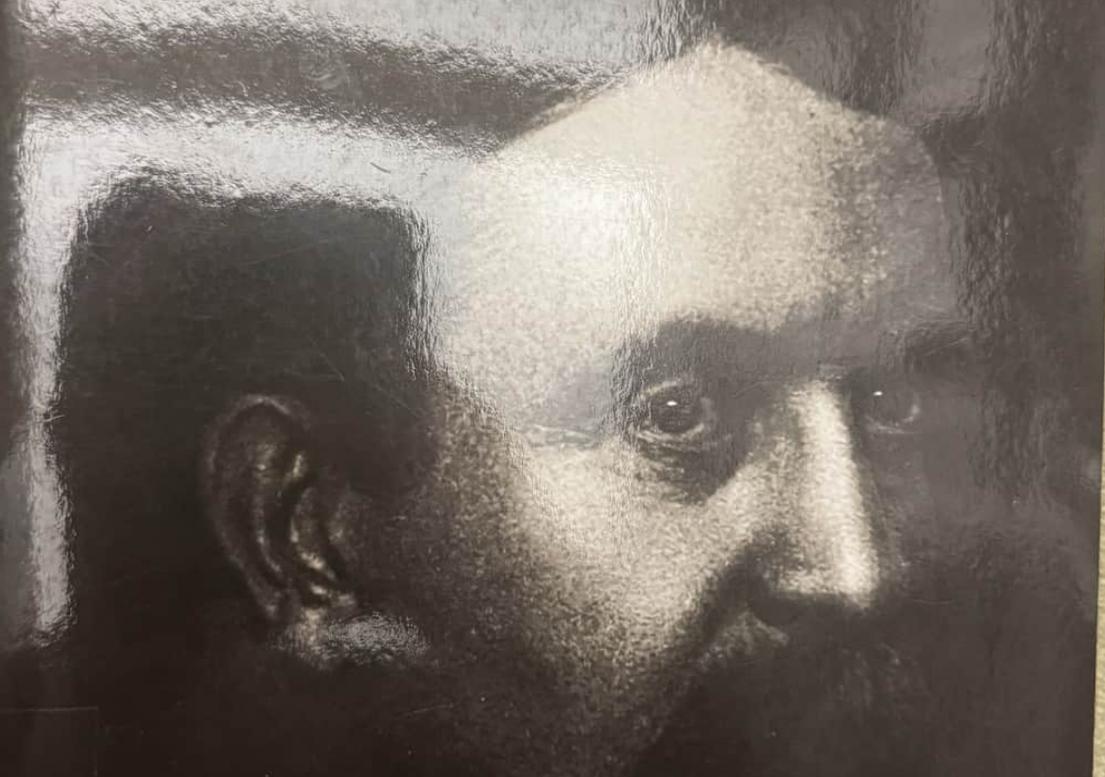
Plumber Carpenter Electrician

Heating and Ventilation

Henry Koster Architect Signed by H. A. Pelton Co. Builder

EXHIBIT Q

Evanston's Design Heritage:
Architects, Designers & Planners



Introduction by Geoffrey Baer
Essays by Stuart Cohen, Kris Hartzell, Tom Hofmaier, Heidrun Hoppe,
Laura Saviano, Robert Teska, and Jack Weiss

Henry Raeder

1857-1943



Henry Raeder was born in New Jersey, grew up in Boston, and returned with his parents to their native Germany at the age of ten. He returned to Boston in 1873 to attend the Massachusetts Institute of Technology, graduating in 1876 with a degree in civil engineering.

12

Raeder moved to Chicago in 1884 and opened an architectural office. He also maintained a partnership with New York engineer, E. Howard White. White & Raeder specialized in engineering and sanitation projects with offices in New York and Chicago. In 1889 Raeder joined with Arthur S. Coffin and Benjamin Crocker to form Raeder, Coffin & Crocker. Crocker left in 1895 and Raeder & Coffin continued until 1904, after which Raeder maintained an independent practice.

In Chicago, Raeder designed many commercial and manufacturing buildings, including the American Furniture Mart. In Evanston he designed Willard and Orrington schools. He lived at 1745 Asbury Avenue for many years. Among Raeder's notable residential designs are 1742 Asbury Avenue (1889), 1733 Asbury Avenue (1890), 1104 Greenwood Street (1892), and 2236 Orrington Avenue (1895). KH



Orrington School, 2638 Orrington Avenue,
Evanston, 1911
Image Credits
Portrait: books.google.com/books
Photo: James Brannigan

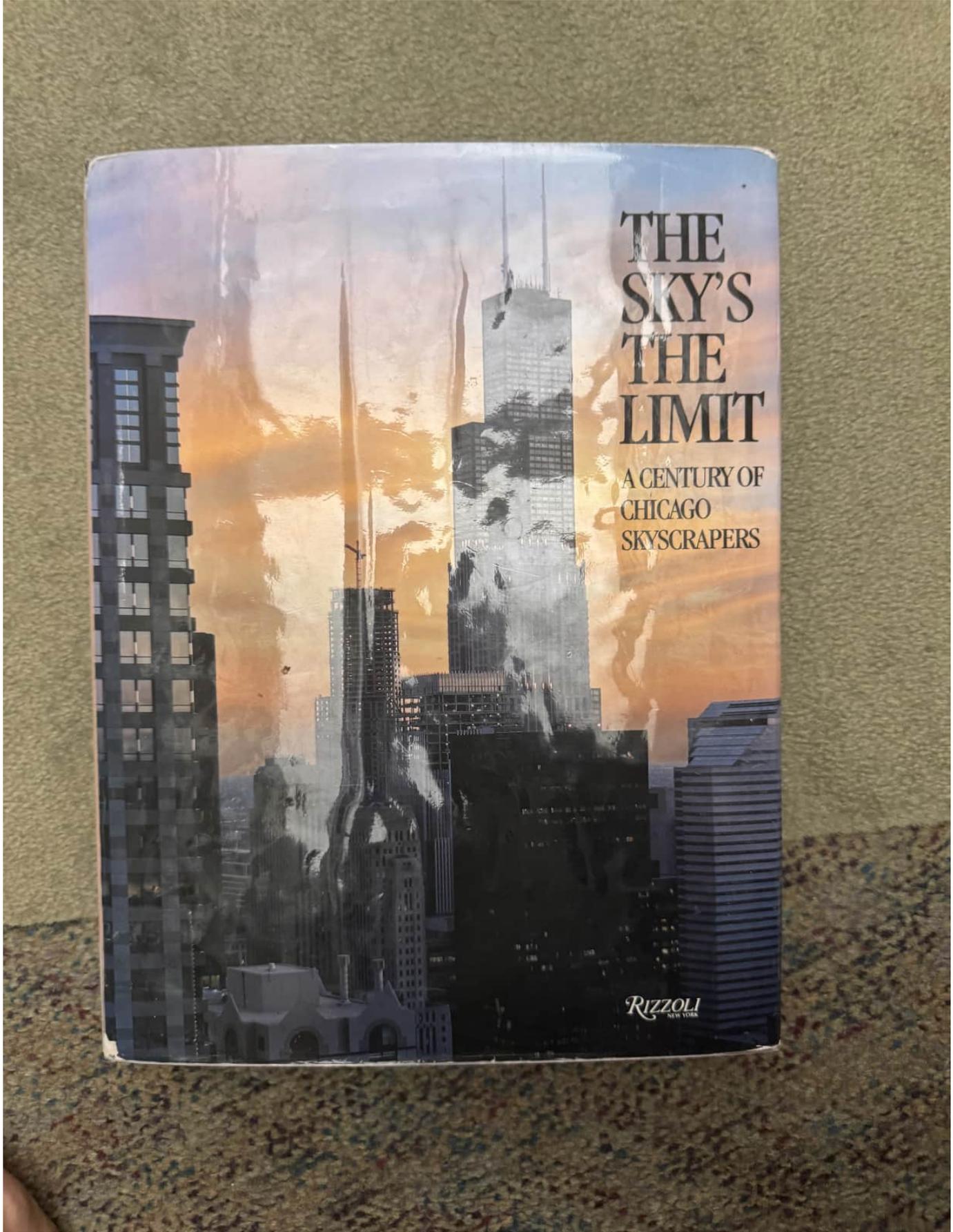
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EXHIBIT R



*Fig. 1. Henry Raeder Associates,
with Nimmons and Dunning.
American Furniture Mart, now
680 North Lake Shore Place, 1922-
24 (east end) and 1923-26 (west
end). View from the northwest*



118 Mid-American Metropolis

**36. American Furniture Mart,
1922–24, 1925–26**

Now 680 North Lake Shore Place
Henry Raeder Associates with George C. Nimmons and N. Max
Dunning (east end), 1922–24; Nimmons and Dunning (west
end), 1925–26
Renovation: Lohan Associates (conversion to apartments),
1982–84

Fig. 2. American Furniture Mart,
view of tower, c. 1989

Fig. 3. American Furniture Mart,
view of Whiting Hall, grand
entryway extending from Lake
Shore Drive on the east side to
McClurg Court on the west



When the massive American Furniture Mart (fig. 1) opened, Chicago was the central marketplace for home furnishings in the country, and by 1932, the building was described in a local publication as "the largest in the world devoted to a single industry." The writer, V. L. Alward, went on to say that the furnishings on view came from 235 cities, and "it would take a furniture buyer eight months to visit the factories represented."

Conceived in 1922, the year of the Chicago Tribune Tower Competition, the building was finished in brick and terracotta and combined two typical Chicago architectural forms: the loft building and the tall office block. It was built in two sections, each of which had, according to Carl W. Condit in *Chicago, 1910–29* (1973), not only different architects but also a different form of construction. The complex took over four years to complete. The sixteen-story east end, facing Lake Michigan, wrote Condit, "is a column-and-girder frame of reinforced concrete carried on wood piles, but the higher [twenty-story] west portion, with its skyscraper tower, is steel-framed and caisson-supported."

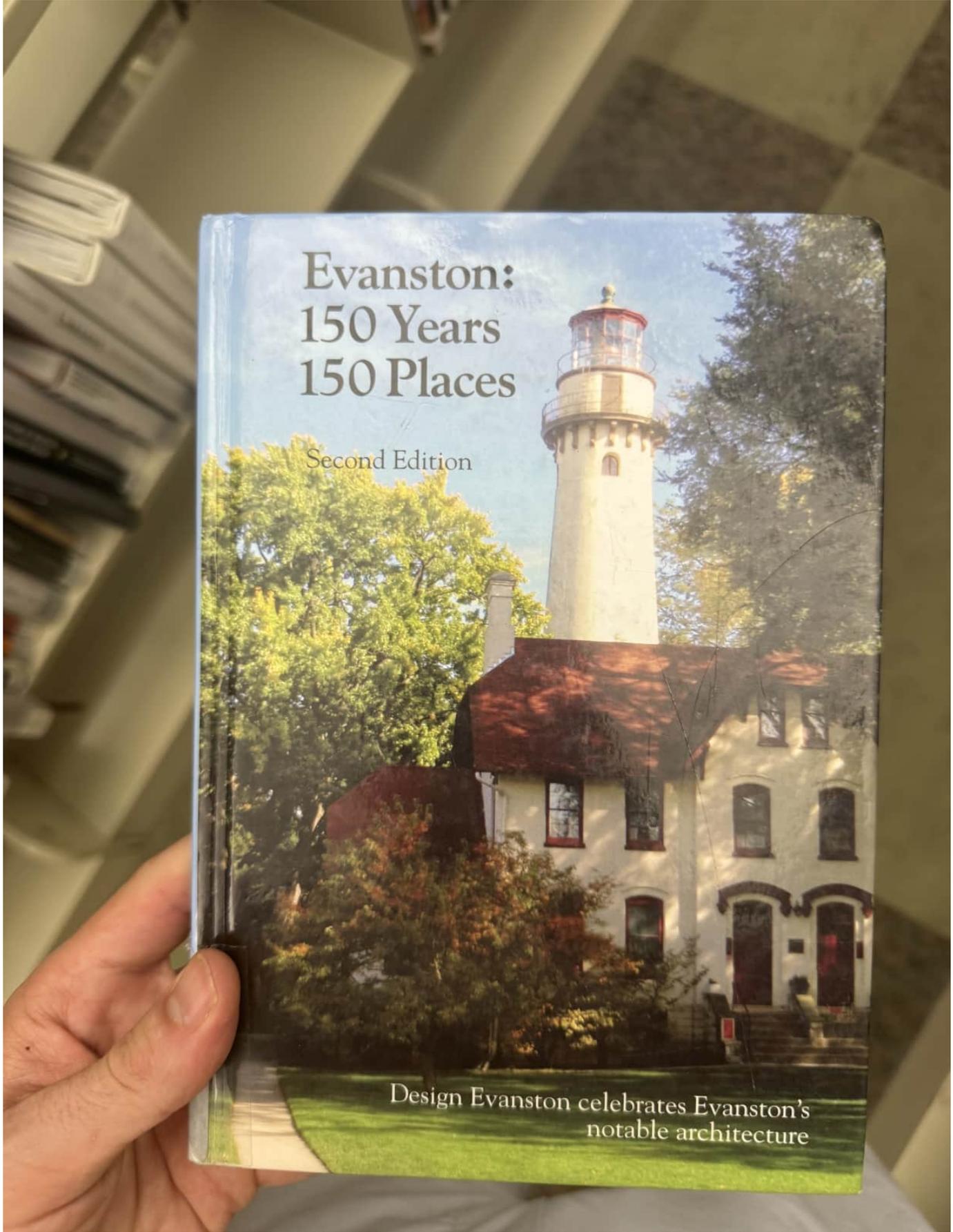
The distinctive 474-foot Gothic Revival tower centered on the west end (fig. 2) resembles that of the British Houses of Parliament (1840–68) by Sir Charles Barry and A. W. N. Pugin, and is a fine foil for the Wrigley and Tribune towers to the south. The Mart's blue-glazed, terra-cotta crown was a beacon to the thousands of buyers who attended the semiannual June and January furniture shows in the American Exposition Palace, occupying almost the entire first floor. A forerunner to McCormick Place, the facility opened in 1924, and the building was entered from either Lake Shore Drive or McClurg Court through Whiting Hall (fig. 3), a baronial

lobby named for the Mart's original owners General Lawrence Whiting and his brother Frank. Display rooms on the floors above, rented by companies on a long-term basis, were reached through a lobby on Erie Street and served by separate elevators.

The interior architecture, as befit a furniture mart, featured a number of period styles. The Furniture Club on the sixteenth floor, a mecca for leaders in the industry, providing them with unparalleled views of the lakeshore and skyline, was furnished, according to N. Max Dunning (1873–1945), one of the building's architects, in "Elizabethan, Jacobean, Adam, Georgian, Early American, and Spanish [styles] used with perfect propriety" (*Western Architect*, April 1925).

The furniture industry began moving to the South in the late 1950s, and the last big show was held in January 1979. The enormous building, set in a prime location, became a white elephant. It was sold that spring and soon imaginative plans were made by the developer for its conversion to a mixed-use building. The architects, Lohan Associates, capitalized on the separate entrances and banks of elevators in the complex to give individual identities to each area. The lakefront and the south side were made residential, as was the tower, which has a separate apartment on each floor. Whiting Hall is the entrance lobby on the lake. The north side was given over to offices and parking floors. In 1988 Golub + Co. purchased the entire building with the exception of the tower, sold the apartments as condominiums, and expanded the retail area. Although the Furniture Club no longer exists, the blue tower, once more lit from below as it was in the 1920s, is a dramatic image on the night skyline. —J.H.C.

EXHIBIT S



Evanston: 150 Years 150 Places

Second Edition

Design Evanston celebrates Evanston's
notable architecture

Orrington School (LL)
2636 Orrington Avenue
Architect: Raeder, Coffin & Crocker
1911



Photos: (above) Jack Weiss
(below) James Brannigan



As the settlement of northeast Evanston increased after the turn of the century, this school was built to serve the expanding population on the site of a former cow pasture. Located on Orrington Avenue, the school and the street were named for Northwestern University founder Orrington Lunt. Evanston resident Henry Raeder designed the building in a simplified modern style, incorporating understated Classical ornamentation in the colonnaded entrance loggia with

its red terracotta surround. Two stories of stucco walls rise over a raised red brick basement and are framed at the corners and entrance by engaged piers topped with sculptures of banded orbs and eagles poised for flight. In 1931, Evanston resident Frank Childs of Childs & Smith designed the northern addition in a slightly more elaborate Classical style. Foliated Corinthian columns and soaring arched windows define this section, which houses the gymnasium and auditorium. KH

EXHIBIT T

2d in series

Tradition reigns at Willard School

By MARY ANN WESTON

Willard School, 200 Hurd Av., was not painted by Norman Rockwell; it only looks that way. The venerable red brick building in northwest Evanston evokes a nostalgic twinge from most anyone over 30.

On the inside, too, it is clear this is a school where tradition is respected. Willard is the only school in Evanston District 65 to be organized on a self-contained classroom basis. It also is the only school to which almost all the black students are bused from a separate neighborhood in central Evanston.

Over the years, Willard has acquired the image of a comfortable, conservative white community closer, in spirit, to its North Shore suburban neighbors than to the rest of Evanston.

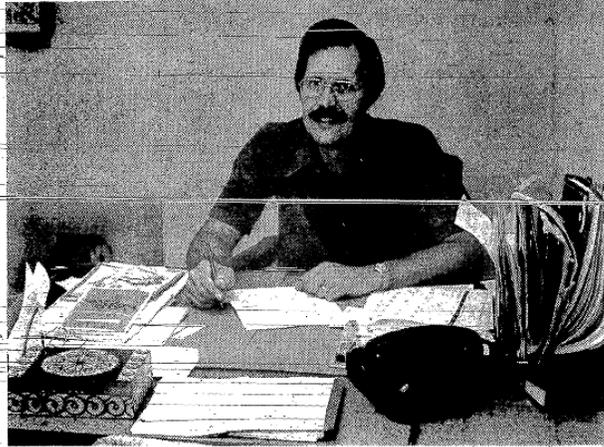
THE COMMUNITY. It seems, has changed, whether or not the image has. Now, children from Australia, Italy, Iran, England and several Latin American countries — among others — sit desk by desk in the classroom. There are now Jews and Orientals and, yes, even a black family or two on streets where, in 1964, a canvasser for Democratic President Lyndon B. Johnson had doors slammed in her face.

Willard is still feeling the animosity of some Evanstonians, who believe it should not be there at all. When Sen. Joseph Hill unveiled his districtwide plan to close schools to save money in November 1978, he recommended that Willard be closed.

But somehow, after months of hearings and deliberations, the board of education voted to close Kingsley School (along with the former King Lab building, Timber Ridge and Central-Crestfallen parents, not surprisingly, charged that strings were pulled, pressure applied). Now, as Evanston enters the second school year under the revised boundaries, the hurt has not completely gone away.

NOREEN PERRONE, a Willard parent who worked hard to convince the school board not to close the school, remembered those charges of clout and influence. "That hurt when I remembered nights we stayed up till 2 a.m. figuring out statistics and trying to inform those involved," she said.

Under the revised school attendance area boundaries, Willard is now the only school in which almost all black students are bused from a separate area of central Evanston. Only four black children lived



Willard Principal Walter Schiller (Staff photos by Brian Hodge)

close enough to walk to Willard last year, according to principal Walter Schiller. Last year about 30 percent of Willard students were minorities.

The distance in color, economics and class is as great perhaps as that in geography.

"Our minority population comes from a very different kind of community," Schiller said. "There are problems. There is little contact between the children other than in school time." Parents often make arrangements for children from the two areas to play together after school, but it means the visiting child must be driven home.

Some children from the two areas do mingle at school, but more — black and

white — stay with their neighborhood pals. "I'd say about half play as a total school group and half stay with the kids they came with," Schiller said. "I see more mingling with the younger children. The older ones tend to stay with friends from their neighborhood."

THIS ALSO IS TRUE, he observed, of white children from different neighborhoods — but those divisions are not visible to the casual observer.

The principal mentioned another ingredient in the social recipe. "Black children tend to be tougher — I'm not sure that's the right word. They're in a community that requires them to be tougher on the streets, to stick up for themselves."

Doris McCoy, a central-Evanston resident and Willard parent, said she was "not crazy about" having her children ride the bus. She noted that it was difficult for parents to visit a school as far away as Willard.

"You can't just run over there (to talk to a teacher)," she said. "If something is going on in the evening you have to get a ride or take the car and try to find a parking place."

She said she felt comfortable talking to her son's teacher or to Schiller if problems arose.

Whatever their locale, there does seem to be general support in the Willard community for the self-contained classroom. Under the system, one heterogeneous group of children stay in one room with one teacher for most of the day. The group is divided into smaller ability groups for reading and math.

THAT'S THE WAY it has been at Willard for a decade, except for one brief fling with team teaching, which brought protests from parents.

Most parents and teachers like the current arrangement, according to Schiller. "Parents who come in here new (to the district) are glad to hear we have self-contained classrooms," he said.

He described the arrangement as a flexible one. The teacher can vary the time spent on a given subject on a given day. If a science experiment takes longer than planned, she can rearrange her schedule to accommodate that.

Also, Schiller said, each child "has one teacher who knows him well and can work on his needs . . . for a full day."

Under the self-contained classroom program, it is important for teachers and students to be carefully matched. A mismatch could mean a miserable year, Schiller said. He works with teachers in matching up pupils and teachers. When problems arise, changes can be made, the principal said.

Willard School, where the self-contained classroom thrives.



22 August 14, 1980 A PIONEER PRESS NEWSPAPER

EXHIBIT U

EXHIBIT V

EXHIBIT W



Memorandum

To: Members of the Preservation Commission
From: Cade Sterling, Planner
Subject: 26PRES-0003 – 1122 Judson Avenue – Landmark – Lakeshore Hist. Dist.

Jennifer P. Holtz, architect and applicant on behalf of the homeowner, submits for a Certificate of Appropriateness to construct a single story addition and wraparound porch at the homes rear volume.

Applicable Standards: Alteration [1-10]; and Construction [1-8; and 10-15].

Date: February 10, 2026

Recommended Action:

The Commission shall review the proposal for demolition and new construction against the identified applicable standards. Staff may provide a professional opinion on the proposal at the Commission's request.

Commission Action:

For Action

Summary:

Construction Period:

1894

Style:

Tudor Revival

Architect of Record:

Ernest Mayo

Condition:

Good

Integrity:

Excellent

Status:

Landmark designated in 1978 (earliest batch of landmark designations) as an exemplification of an architectural style, the work of a master architect, and an association with an individual significant in the history of the city, region, and nation.

Setting:

1122 Judson Avenue is located on the west side of Judson Avenue midblock between Hamilton Street to the north and Greenleaf Street to the south. The block was developed at the turn of the century between the 1890s and the early 1910s. It retains excellent integrity with five individual landmarks and no non-contributing structures except for the two structures at the blocks southeast corner, the City's first planned development in the 1980s).

Significance:

This early design by an important Evanston architect contains elements that he continued to use successfully for more than a generation. The scale of the Tudor elements is narrower compared to his later work, but the details are also thin and the combination works well with the strong vertical emphasis of the simple design. Some of the details, especially in the porch framing, suggest the concurrent Queen Anne style. The integrity is excellent. The porch added in 1910 is in the back, and the dormers added in 1907 are small and only slightly disrupt the clarity of the front gable's form.

This house was for years the home of Clara Ingram Judson. Clara Ingram Judson, an early twentieth century children's author, was born in Logansport, Indiana, but primarily grew up in Indianapolis. In 1901, she married James McIntosh Judson, an affluent oil executive, and together they had two daughters, remaining close to her birthplace in the agrarian Midwest, ultimately settling in Evanston. A practical home economist, Judson lectured across Illinois for the United States Department of the Treasury during World War I on the subject of war bonds and held less formal town hall-style meetings on family finances throughout her life as a housewife. Her popularity soon spread into a radio program in the late 1920's on homemaking that established her as one of the very first women to have her own radio show.

The stories that Judson made up for her young children became the inspiration for her widely-circulated "Bedtime Tales" column and later for her most noted work, the Mary Jane Series. This well-received series for young girls featured the character, Mary Jane, who was a typical American girl who encountered fascinating adventures and learned from them how to better behave toward others. In all there were about twenty Mary Jane editions spanning over two decades.

In addition to the Mary Jane Series, Judson wrote several dozen American history biographies that focused on inspirational Americans, from foreign immigrants to famous leaders. Beginning in the 1940's, she published her They Came from. . . series about simple stereotypical American immigrants from various countries of origin. Judson's historical but somewhat fictional biographies, titled Abraham Lincoln, Friend of the People and Theodore Roosevelt, Fighting Patriot, were Newbery Honor Books. Her novel Mr. Justice Holmes won the Thomas Alva Edison Mass Media Award in 1957. In total, Judson garnered a pair of

Indiana Authors' Day Awards and two American Library Association Notable Book citations, largely for her brief biographies of inspiring Americans intended for young children.

Judson's writing career spanned nearly fifty years and included the publication of more than seventy children's books with gross sales of more than sixty million copies. A few months prior to her death in 1960, she received the Laura Ingalls Wilder Medal for substantial and lasting contributions to children's literature. In a fitting tribute to her lasting career, the Society of Midland Authors, of which she was formerly a director and treasurer, established the annual Clara Ingram Judson Award in 1961.

Ernest Alfred Mayo (1865-1946):

Ernest A. Mayo was born and educated in Birmingham, England. Before immigrating to the United States, Mayo practiced architecture in South Africa. In the 1890s, Mayo settled in Evanston and set up his practice in Chicago, where he specialized in designing large houses. His imposing structures, primarily in the Tudor Revival style, but also commonly in the Craftsman and Colonial Revival Style, appealed to the prosperous businessmen of the North Shore. In addition to designing 32 houses in Evanston, Mayo also designed a clubhouse for the Woman's Club of Evanston (1912). Other Evanston residents called on Mayo to remodel their "out of fashion" early and late Victorian houses to the more popular Tudor Revival Style.

Mayo's son Peter B. Mayo (1875-1976) joined the firm in the late teens, and another son, Vivial, joined the firm in the late 1920's. Known as Mayo & Mayo, the firm continued to design substantial residences on the North Shore. In 1927 and 1929, Mayo & Mayo published portfolios of their work, in which they described their architectural philosophy, "In every home we build, we endeavor to truly represent the owners ideas and tastes to make them practical and as beautiful as we may, in whatever style they prefer."

Mayo designed 27 homes in the Lakeshore Historic District. Of those, 23 are designated landmarks.

Tudor Revival:

Tudor Revival styled homes feature steeply pitched roofs, a dominant front gable, half-timbering, masonry or stucco walls, massive chimneys and narrow multi-light casement windows. Tudor Revival is based on late Medieval English prototypes from grand manors to thatched roof cottages and was popularized in the United States during the same period as the Colonial Revival gained ascendancy as a preferred residential architecture style. Tudor Revival is sometimes termed "Tudorbethan" – an amalgamation of Elizabethan medieval prototypes and the Jacobean style, which features more Classical stylistic elements designed mostly in masonry. The Tudor Revival is mostly a post World War I American architectural style found in many "estate" neighborhoods of both cities and suburbs. There are 60 Tudor Revival Landmarks in Evanston.

Public Comment

None.

Applicable Standards

Staff recommends the following standards be applied. Additional standards may be applied at the Commission's discretion. Determination of whether the standards have been met is exclusively afforded to members of the Commission.

Staff may provide a professional opinion on the proposal at the Commission's request.

Alteration

1. Every reasonable effort shall be made to adapt the property, structure, site, or object in a manner that requires minimal alteration of the property, structure, site, or object and its environment.
2. The distinguishing original qualities or character of a property, structure, site, or object and its environment shall not be destroyed. The removal or alteration of any historic material or distinctive architectural features shall be avoided whenever possible except when retention represents a hazardous or dangerous condition.
3. All properties, structures, sites, and objects shall be recognized as products of their own time. Alterations to sites, buildings, structures, or objects that have no historic basis shall be discouraged.
4. Changes that may have taken place in the course of time are evidence of the history and development of a property, structure, site or object and its environment. These changes may have acquired significance in their own right, and this significance shall be recognized and respected.
5. Distinctive stylistic features, materials, finishes, examples of skilled craftsmanship, or examples of distinctive construction techniques that characterize a property, structure, site or object shall be treated with sensitivity.
6. Deteriorated architectural features shall be repaired rather than replaced, wherever possible. In the event replacement is necessary, the new material should match the material being replaced in composition, design, color, texture and other visual qualities. Repair or replacement of missing architectural features should be based on accurate duplications of features, substantiated by historic, physical, or pictorial evidence rather than on conjectural designs or the availability of different architectural elements from other structures or objects.
7. The surface cleaning of buildings, structures or objects shall be undertaken with the gentlest means possible. Treatment methods that will cause damage to the historic materials of the structure, site, or object must not be used.
8. Every reasonable effort shall be made to protect and preserve archaeological resources affected by, or adjacent to, any project.
9. Innovative design for alterations to existing properties shall not be discouraged when such alterations do not destroy significant historic, cultural, architectural or archaeological material, and such design is compatible with the features, size, scale, proportion, massing, color, material and character of the property, neighborhood and environment.

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

Construction

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

2. *Proportion of facades.* The relationship of the width to the height of facades shall be visually compatible with properties, structures, sites, public ways, objects, and places to which it is visually related.

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

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

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

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

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

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

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

12. *Original qualities.* For additions to existing structures, the distinguishing original qualities or character of a property, structure, site or object and its environment should be preserved. The alteration of any historic material or distinctive architectural features should be avoided when possible.

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

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

Attachments:

[Combined COA Application_Current](#)

[Survey Sheet](#)

[Statement of Significance](#)

[260120_COA_1122 Judson](#)



Application for Certificate of Appropriateness (COA)

NOTICE: This form is not a permit application.

Application Required: This application is required for all scopes of exterior work, including minor, major, and window/door replacement projects affecting Evanston landmarks and properties within local Evanston historic districts when a permit is required and when work is visible from the public way (street, alley, sidewalk, or other parcel of land appropriated to the public for public use).

Submission Deadline: To ensure timely processing of your application, submit this application no less than **15 business days** before the second Tuesday of each month. **Incomplete applications will not be accepted.** Refer to the **Submittal Requirements, pages within this application to ensure completeness.** Upon receipt of your application, staff will determine whether the proposal can be reviewed administratively, or whether it will be referred to the Preservation Commission for review and action. Completed applications referred to the Commission will be scheduled for review at the next available meeting as long as all required information is provided by the deadline and the number of items on the agenda allows.

For more information: It is encouraged, but not required, to meet with staff to review submittal requirements prior to submitting. To set up a meeting or to answer any questions as to which requirements apply to your project, please contact Cade W. Sterling at (847) 448-8231 or email: csterling@cityofevanston.org

Section A. Required Information (Print Clearly)

| | | | |
|---|--------|---|---------------------------------|
| 1) Property Address: 1122 Judson Ave. | | FOR STAFF USE ONLY | |
| | | Application Number: | |
| 2) Applicant's Name: Jennifer P. Holtz, AIA | | Address: 1234 Sherman Ave. #202 Evanston, IL 60202 | |
| City: | State: | Zip: | Phone: 847-733-7300 |
| | | | Email: jen@studiotalo.com |
| 3) Owner's Name: Ellen and Greg Gartland | | Address: 1122 Judson Ave. Evanston, IL 60202 | |
| City: | State: | Zip: | Phone: 917.837.9588 |
| | | | Email: ellen.gartland@gmail.com |
| 4) Applicant's Relationship to the Owner: <input type="checkbox"/> Same <input type="checkbox"/> Architect <input type="checkbox"/> Contractor <input type="checkbox"/> Other: | | | |
| 5) Landmark: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | |
| 6) Within Local Historic District: <input type="checkbox"/> Yes <input type="checkbox"/> No; | | | |
| If yes, <input checked="" type="checkbox"/> Lakeshore <input type="checkbox"/> Ridge <input type="checkbox"/> Northeast Evanston <input type="checkbox"/> Woman's Christian Temperance Union | | | |
| 7) Refer to the completed Zoning Analysis and check as applicable if your project requires: | | | |
| <input type="checkbox"/> Major Zoning Variance; <input type="checkbox"/> Special Use; <input type="checkbox"/> Planned Development → If any are checked, additional submission requirements may apply. A member of the Planning & Zoning Division will contact you. | | | |
| 8) Acknowledgement of Potential Archaeological Resources: <input checked="" type="checkbox"/> I acknowledge that if any archaeological materials are encountered during construction, I will stop work and notify the Planning & Zoning Division immediately. An approved Certificate of Appropriateness is not a clearance for purposes of the Illinois Human Remains Protection Act as amended. (20 ILCS 3440) | | | |
| 9) Applicants Signature: I acknowledge that I understand the requirements for what constitutes a complete application and affirm that the requirements for a complete application have been met. | | | |
| | | | Date: 01/20/2026 |

Section B: Application for Certificate of Appropriateness

- 1) Describe, in detail, the proposed activity and reason for requesting a Certificate of Appropriateness including how the proposal meets the [Binding Review Standards](#).

Attach a separate sheet or sheets if necessary.

The proposed project includes a small infill addition at the southwest corner of the first floor, substantial interior renovation of the rear half of the first and second floors, and a new wraparound porch at the rear/west and south sides of the house.

The infill addition replaces an open, covered side porch and a tall open space that extends from grade to the underside of a second floor addition. The south and west stucco walls of the addition align with existing, adjacent walls and will be stucco to match the texture and color of the existing. New window and door openings are compatible with the proportion and spacing of existing openings. New door and window trim will match the size, profile and color of existing trim using Tru-Exterior and/or James Hardie smooth trim boards. [Standards (B)7, 10 & 12]
The second floor renovation, while significant, respects and maintains all windows and/or openings on this level. At the new washroom, a taller awning replaces an existing double-hung window. The proposed design maintains the size and proportion of the original exterior trim, with a decorative infill panel that borrows form and materiality from existing panels on the front gable of the house. [Standards (A)1 – 5, (B)7, 12]

The wraparound porch serves three functions: a covered at-grade entrance accessing a new mudroom at the north end; a screened porch accessed from the kitchen; and a covered side porch that provides access to the kitchen and screened porch. The scale, proportion, and materiality draw from the existing front porch. Like the front, proposed materials for the wraparound porch include a standing seam metal roof, Lannon stone piers and foundation walls with painted cedar lattice panels, and trim details, columns, and a painted railing to match the size and profile of those at the front porch. [Standards (B)7,8, 10, 11] To maintain ample daylight into the kitchen, the porch roof has two skylights on the west side. On the south side, the metal roof transitions to a cedar pergola whose rafters match the slope of the adjacent roof. The eave trim and gutter extend along the length of the pergola to maintain consistency in volume and character between the two “roof” types. The existing decorative frieze at the base of the second floor remains visible below the pergola and shed roof along its entire length. [Standards (B)8, 12]

The sum of the proposed parts -- infill addition, interior renovation, and new porch -- provide a program for modern living with a design that is sympathetic to the materials, detailing, character, scale and proportion of the original house.

CERTIFICATE OF APPROPRIATENESS SUBMITTAL REQUIREMENTS

☐ REPAIR, REPLACEMENT, RE-POINTING, SOLAR INSTALLATION, AND SITEWORK INCLUDING NEW PATIOS, TERRACES, OR WALKWAYS

- 1 copy of a completed COA Application Form and all supporting written information including a detailed project narrative (Section B) that includes how the proposal meets the [Binding Review Standards](#).
- Plat of survey that accurately represents current conditions of the property.
- As applicable, provide a to-scale existing and proposed site plan (roof plan for solar installation) clearly showing the proposed change(s) with dimensions of proposed features, setbacks from proximate lot lines, and material annotations. An aerial image or birds eye photo with areas of work identified will be sufficient for proposed roof replacement and re-pointing.
- Labeled, color photographs showing all exterior views of the building, structure, and/or site including all areas of proposed work and any areas of deterioration. Google street view or other non-current photos will not be accepted.
- If materials are being proposed for repair or replacement that are other than an exact match to original, physical or visual samples or manufacturer brochures must be submitted.
- Any additional information that is requested after your initial consultation with staff or as requested by the Commission's Pre-Application Review Subcommittee.

☐ **FENCES** – Provide a plat of survey with the existing and proposed fence and gate location(s) clearly identified. Include photos of the existing fence and any gates, and an illustration or sample photo of the proposed fence and gate style(s).

☐ REPLACEMENT OF WINDOWS, DOORS, and SKYLIGHTS

Due to the sensitivity required for window and door replacement, the Commission has created additional resources for applicants (available following the links below or accessing the Preservation Commissions webpage) including separate design guidelines, a sample best practice submission, and sample drawings for wood and steel windows.

- 1 copy of a completed COA Application Form and all supporting written information including a detailed project narrative (Section B) that includes how the proposal meets the [Binding Review Standards](#).
- Context photos of all impacted elevations with the location of new or altered windows/doors labeled by number and by type. If there are typical windows (more than one of the same size material, and operating style), label each window type A,B,C etc. If there are multiple windows for a single type, those would be labeled as, 1A, 2A, 3A etc. Google street view or other non-current photos will not be accepted.
- Condition photos, interior and exterior, of all windows and doors scheduled for replacement. Labels on condition photos should match those on the context photos above.
- If replacing original or historic wood windows, provide information on the viability of restoration/repair. This must come from a licensed general contractor, architect, or restoration specialist on the provider's letterhead, not from the window supplier/contractor.
- To-scale and labeled floor plans (recommended if new window openings are proposed).
- To-scale, existing and proposed elevation and section drawings for each window type presented side-by-side on the same sheet. Drawings must include annotations and dimensions including the overall window opening, stile, top and bottom rail, meeting rail, muntin, sill, and exterior trim or moulding profiles. Drawings of existing windows must be based on field measurements. For all drawings, the window's relationship to the existing wall plane must also be provided.

Important Notice: Manufacturers' standard cut sheets are not an acceptable substitute for detailed drawings since they are not drawn specifically for the proposed window replacement and do not show custom applications or installation details required for the project.

☒ MAJOR ALTERATIONS, ADDITIONS, NEW CONSTRUCTION, RELOCATION, AND DEMOLITION

If a major alteration, construction or relocation, or demolition is planned, City staff will notify neighbors within 250 feet of the subject property at least five (5) business days prior to the Preservation Commission hearing. The applicant is responsible for paying the mailing fee.

- **Zoning Analysis Required:** A completed Zoning Analysis must be submitted with the COA application. Zoning staff requires at least 10 business days to complete a zoning analysis. During the height of construction season, zoning analysis reviews may take longer. Applicants must give themselves enough time to request a zoning analysis in order to meet the COA deadline below.
- 1 copy of a completed COA Application Form and all supporting written information including a detailed project narrative (Section B) that includes how the proposal meets the [Binding Review Standards](#).
- Plat of survey that accurately represents the current conditions of the property including the location of existing trees with their size and species identified.
- Drawings that accurately indicate existing conditions and all proposed changes and areas of new work
 - To-scale existing and proposed site plan clearly showing the proposed change(s) with dimensions of proposed features, setbacks from proximate lot lines, material annotations, and approximate location of major structures on adjacent lots.
 - Labeled, color photographs showing all exterior views of the building, structure, and/or site including all areas of proposed work and any areas of deterioration which demonstrate why repair is not possible. If a change in height, scale, or massing is proposed, provide photos of the existing structure in context with the immediate structures on the block to which it is visually related. Google street view or other non-current photos will not be accepted.
 - To-scale, annotated, and dimensioned existing and proposed exterior elevations side-by-side on the same sheet (as possible). Elevations must clearly annotate all building materials, window types, trim types and sizes, etc.
 - If the proposal includes changes or additions to the original roof, include to-scale and annotated existing and proposed roof plans including details such as configuration, slope, overhang dimensions, and the new roof transitions into existing.
 - For new additions and new free-standing construction, 3D drawings, models, or axonometric drawings in context with the primary structure and its immediate surroundings are required. Context includes adjoining structures on adjoining lots. **This requirement may be waived for new garages and smaller accessory structures.**
 - For proposed free-standing construction including ADU's, Coach Houses, and new Principle Structures along streets, block studies showing the visual, massing, and other proportional relationships of the proposed structure to the structures it is visually related to shall be provided.
 - Details or sections if required to explain areas of complexity.
- For proposed demolition, include photos and narratives demonstrating the current conditions that necessitate demolition and why repair or rehabilitation are not possible or being pursued. Depending on the proposal, staff may require a statement from a structural engineer.

☐ **FEE** – Proposals which are referred to the Preservation Commission for review are subject to a preservation fee per Code Section 2-8-16. An invoice will be sent to the applicant following receipt of a complete application. **The invoice must be paid prior to a case being scheduled for review.**

Links to Additional Information:

1. [Evanston Preservation Commission Including List of Meeting Dates](#)
2. [Frequently Asked Questions](#)
3. [Procedural Guidelines](#)
4. [Evanston Preservation Program Including Resources for Applicants](#)
5. [Preservation Commission Window Replacement Guidelines](#)
6. [Sample Best Practice Window Replacement Submission](#)
7. [Sample Supplemental Window Drawings](#)
8. [Solar Panel Installation Guidelines](#)

BEGINNING STREET #

END STREET #

STREET # SUFFIX

STREET NAME

SUFFIX

PIN

LOCAL

WITHIN LOCAL DISTRICT?

LOCAL DISTRICT CONTRIB/NON-CONTRIB?

LOCAL LANDMARK? YEAR

LOCAL LANDMARK ELIGIBLE?

CRITERIA:

NATIONAL REGISTER

WITHIN NR DISTRICT?

NR DISTRICT CONTRIB/NON-CONTRIB?

NR LANDMARK? YEAR

NR ELIGIBLE? CRITERIA



PHOTO ID

ALTERNATE ADDRESS?

GENERAL INFORMATION

CATEGORY CURRENT USE

CONDITION HISTORIC USE

INTEGRITY SECONDARY STRUCTURE

NRSECOND

ARCHITECTURAL DESCRIPTION

| | | | |
|------------------------------|--|----------------------|---|
| ARCHITECTURAL CLASSIFICATION | <input type="text" value="Tudor Revival"/> | ROOF TYPE | <input type="text" value="Front gable"/> |
| DETAILS | <input type="text"/> | ROOF MATERIAL | <input type="text" value="Asphalt - shingle"/> |
| CONSTRUCTION YEAR | <input type="text" value="1894"/> | FOUNDATION | <input type="text" value="Stone"/> |
| OTHER YEAR | <input type="text"/> | PORCH | <input type="text" value="Wraparound"/> |
| DATESOURCE | <input type="text" value="Building permit"/> | WINDOW MATERIAL | <input type="text" value="Wood"/> |
| WALL MATERIAL (current) | <input type="text" value="Stucco"/> | WINDOW MATERIAL 2 | <input type="text" value="Leaded glass"/> |
| WALL MATERIAL 2 (current) | <input type="text"/> | WINDOW TYPE | <input type="text" value="Casement"/> |
| PLAN | <input type="text" value="Rectangular"/> | WINDOW CONFIGURATION | <input type="text" value="1-light; multi-light"/> |
| NO OF STORIES | <input type="text" value="2.5"/> | | |

SIGNIFICANCE

HISTORIC FEATURES

ADDRESS

| | | | |
|------|--|--------|--------|
| 1122 | | JUDSON | AVENUE |
|------|--|--------|--------|

ALTERATIONS

Front porch does not appear to be original--Sanborn maps through 1950 show house with wraparound front porch that extends across façade---SEE CONTINUATION SHEET

HISTORIC INFORMATION

OLD ADDRESS
(city dir.year)

ORIGINAL OWNER

Thomas, John M.

ORIGINAL ARCHITECT

Mayo, Ernest A.

BUILDING MOVED?

No

ARCHITECT SOURCE

BP559

MOVED FROM

BUILDER

Wigginton, James

ADDITIONAL PHOTOGRAPHS



PHOTO ID2

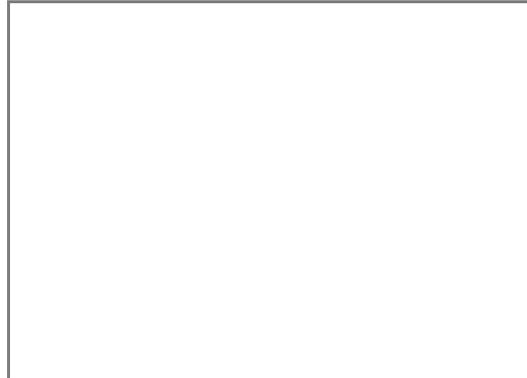


PHOTO ID3

OTHER PINS

SURVEYOR

Lara Ramsey

SURVEYOR ORGANIZATION

GRANACKI HISTORIC CONSULTANTS

SURVEY DATE

2/21/2012

Historic Info Compiler

aoe

SURVEYAREA

EVANSTON LAKESHORE PHASE II

PERMIT/HISTORIC INFORMATION

CURRENT ADDRESS

1122 JUDSON AVENUE

**OLD ADDRESS
(city dir.year)**

DATE OF CONSTRUCTION 1894

MOVING INFORMATION

BUILDING MOVED? No

MOVING PERMIT # **DATE**

MOVED FROM

ORIGINAL PERMIT INFORMATION

BLDG PERMIT # 559 **DATE** 1894.12.18

BUILDING PERMIT DESCRIPTION 2-story house 33'x44'x44'h, 12 rooms

COST \$4,000

ORIGINAL OWNER Thomas, John M.

ORIGINAL OWNER OCCUPIED? yes

ORIGINAL ARCHITECT Mayo, Ernest A.

ARCHITECT SOURC BP559

BUILDER Wigginton, James

EXTERIOR ALTERATION PERMITS

BP3104, 1907.10.04, 2-story frame impr 33x45x34 8 rooms (add bathroom) \$1500, owner HS Haugen, archt HM Hansen, carp H Hulteen. BP4304, 1910.06.08, 1-story frame porch \$300 owner Haugen. BP39595, 1970.06.05, remodel bsmt \$1500, owner/contr Victor Dye

OTHER PERMIT INFO

BP4090, 1910.08.01, 1-story frame garage 15x24x18'h, 2 rooms \$846, owner HG Haugen, archt HM Hansen, carp H Hulteen. BP9131, 1921.09.15, 1-story frame garage addition 16x18x14 \$400, owner/archt/carp JS Sheaffer.

COA INFO

HISTORIC INFO

Clara Ingram Judson, who lived here, wrote more than 70 children's books & won awards including American Library Association's prestigious Laura Ingalls Wilder award. [MB Perkins]

OTHER SOURCES

Evanston Landmark (1978). ELHD #144.

HISTORIC INFO COMPILER aoe

City of EVANSTON
LAKESHORE HISTORIC DISTRICT RE-SURVEY
CONTINUATION SHEET

STREET # 1122

STREET JUDSON AVENUE

ADDITIONAL PHOTOS OR INFORMATION

Historic Features

Stucco exterior with decorative half timbering on 2nd story and under gables; front gable roof with front overhang and oversized corner brackets; side gable dormers; paired 2nd story three-sided window bays on front façade; five-part window under front gable with wood casement windows decorative wood surround; most window appear to be historic wood casement windows, many featuring leaded glass transoms; 2.5-story north bay with gable roof; 2-story, 3-sided oriel bay with leaded glass windows and dark wood surround under overhang on north gable.

Alterations

Front porch does not appear to be original--Sanborn maps through 1950 show house with wraparound front porch that extends across façade, but a building permit from 1910 (BP4034, 1sty front porch 7x28x14, \$300) indicates that the porch may have been altered earlier; 2-story rear addition (1907).

City of Evanston



STATEMENT OF SIGNIFICANCE

This early design by an important Evanston architect contains elements that he continued to use successfully for more than a generation. The scale of the Tudor elements is narrower compared to his later work, but the details are also thin and the combination works well with the strong vertical emphasis of the simple design. Some of the details, especially in the porch framing, suggest the concurrent Queen Anne style. The integrity is quite good; the porch added in 1910 is in the back, and the dormers added apparently in 1907 are small and only slightly disrupt the clarity of the front gable's form.

This house was for some years the home of Clara Ingram Judson, lecturer and nationally known writer for young people. During her lifetime she wrote more than seventy books. She created the first newspaper feature for children in 1912 and carried it on for seven years, had her own program on WLS, beginning in 1921, dealing with "Home Management, Money and Time."

She gave this early career up to write for children. Among her many volumes are the 19 books of the Mary Jane series, seven books built around the theme "They Came From", dealing with the foreign born, a number a biographies (Jane Adams, Robert Fulton, Frances Willard, Abraham Lincoln, Thomas Jefferson, etc.), several pre-school books, including "Summer Fun", and a social studies series for the primary level about "People Who Work." She received a number of literary awards, including the Laura Ingall Wilder Award from the American Library Association, the Thomas Edison Foundation Mass Media Award for her Mr. Justice Holmes, and the Theta

(continued under other comments)

EVANSTON LANDMARK

ADDRESS: 1122 Judson
 COMMON NAME: Same
 REAL ESTATE INDEX NUMBER:
 DATE OF CONSTRUCTION: 1894
 ARCHITECT OR BUILDER: Ernest Mayo
 ORIGINAL SITE: ~~X~~ MOVED

SIGNIFICANCE:
 HISTORICAL H1 H2 H3
 ARCHITECTURAL A4 A5 A6
 A7 A8 A9

OTHER COMMENTS:
 Sigma Phi "headliner" award for her novels for children about the foreign-born.

William Feiler



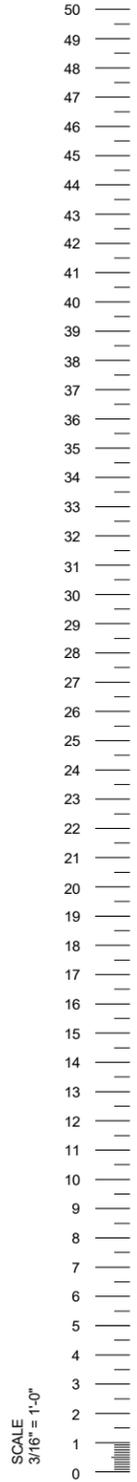
ZONING & PRESERVATION

GARTLAND RESIDENCE
1122 JUDSON AVE.
EVANSTON, IL 60202

01/20/26

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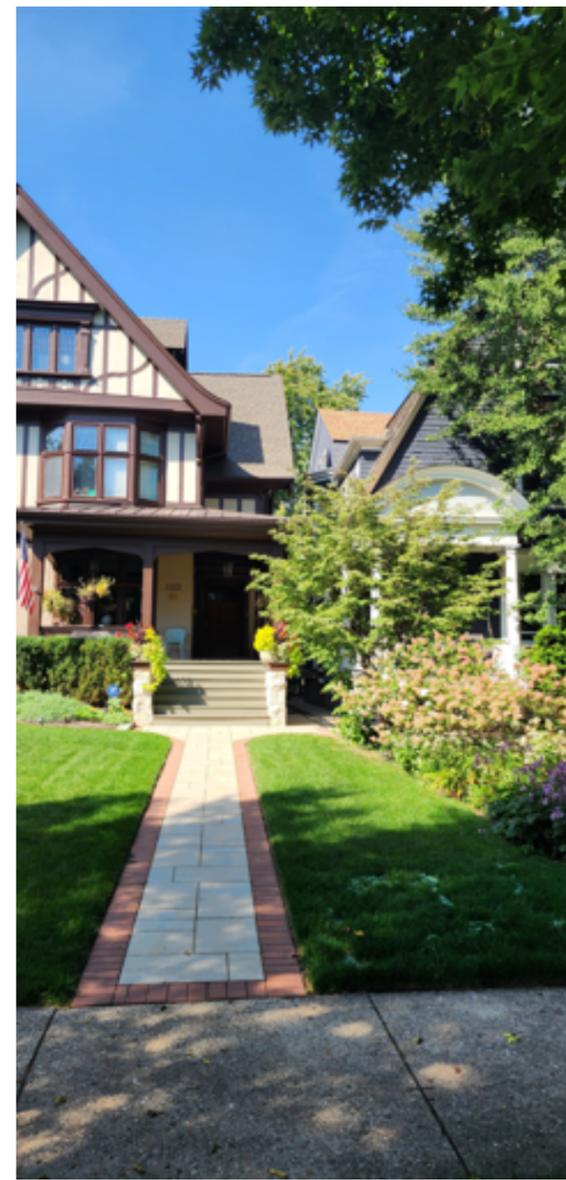




STREET CONTEXT, SOUTH



FRONT FACADE



STREET CONTEXT, NORTH

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SD0.1



TRIM DETAILS AT FRONT GABLE



FRONT, SOUTHEAST CORNER



FRONT FACADE

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SD0.2



VIEW OF REAR ADDITION



VIEW OF REAR ADDITION



REAR FACADE

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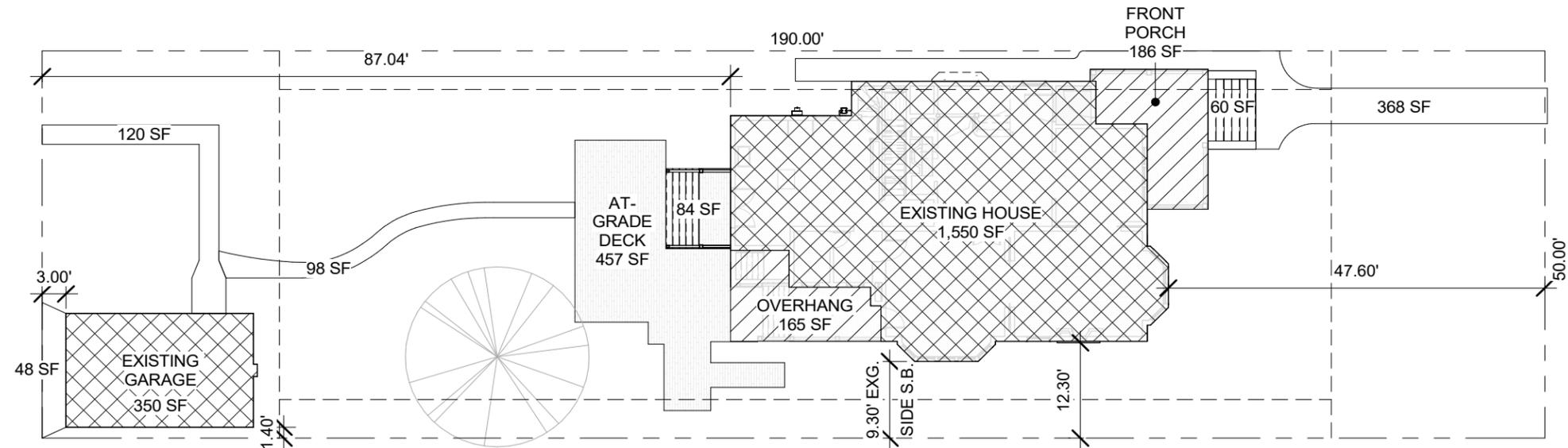
Date: 01/20/26

Project #2513

SD0.3

ZONING ANALYSIS (R-1)

| | |
|--------------------------|------------------------|
| LOT AREA | 9,500 SF |
| BUILDING LOT COVERAGE | 30% MAXIMUM / 2,850 SF |
| EXISTING BUILDING AREA | 2,158 SF |
| ADDITION ALLOWED | 692 SF |
| IMPERVIOUS COVERAGE | 45% / 4,275 SF |
| EXISTING IMPERVIOUS | 3,411 SF |
| ADDITIONAL IMP. ALLOWED | 864 SF |
| MAXIMUM BUILDING HEIGHT | 35 FT OR 2 1/2 STORIES |
| EXISTING BUILDING HEIGHT | 42 FT |



1 SITE PLAN - EXISTING
1/16" = 1'-0"

ZONING AND SITE INFORMATION

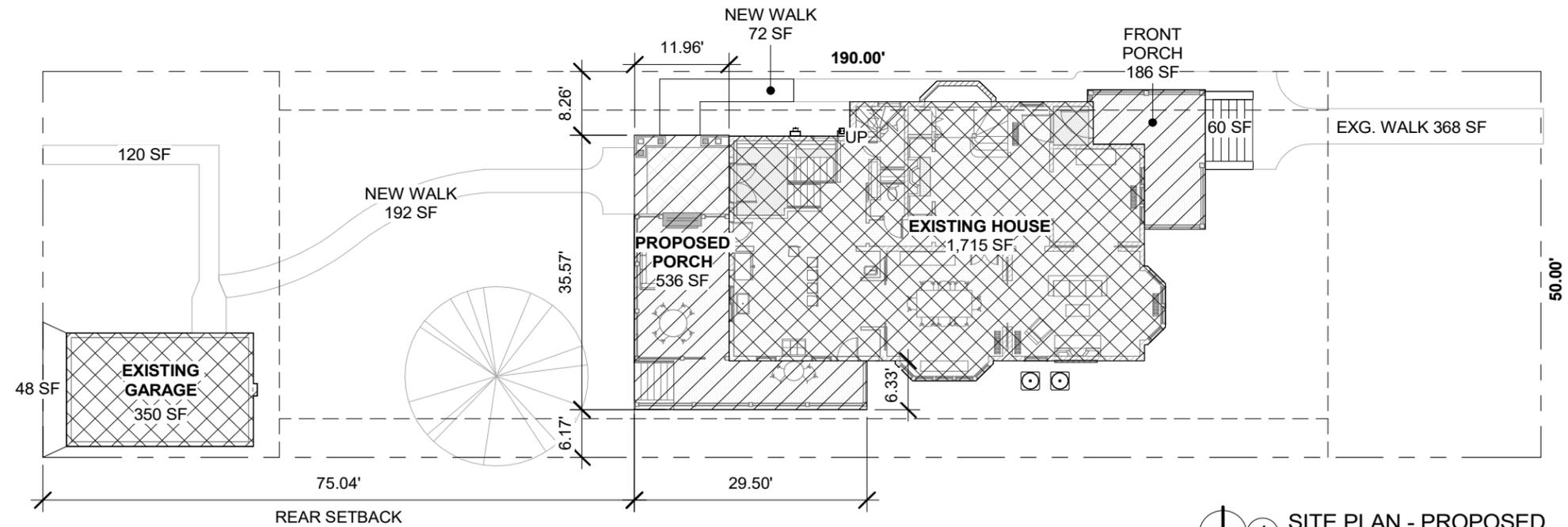
| DESCRIPTION | REQUIRED | EXISTING | PROPOSED |
|--------------------|---------------|--------------|-----------|
| ZONING DISTRICT | - | R-1 | NO CHANGE |
| LOT AREA | 7,200 SF MIN. | 9,500 SF | NO CHANGE |
| FRONT SETBACK | 27 FT | 47.60 FT | NO CHANGE |
| SIDE SETBACK NORTH | 5 FT | 4.0 FT (+/-) | 8.26 FT |
| SIDE SETBACK SOUTH | 5 FT | 9.3 FT | 6.17 FT |
| REAR SETBACK | 30 FT | 87.04 FT | 75.04 FT |

BUILDING COVERAGE
MAX = 30% = 2,850 SF

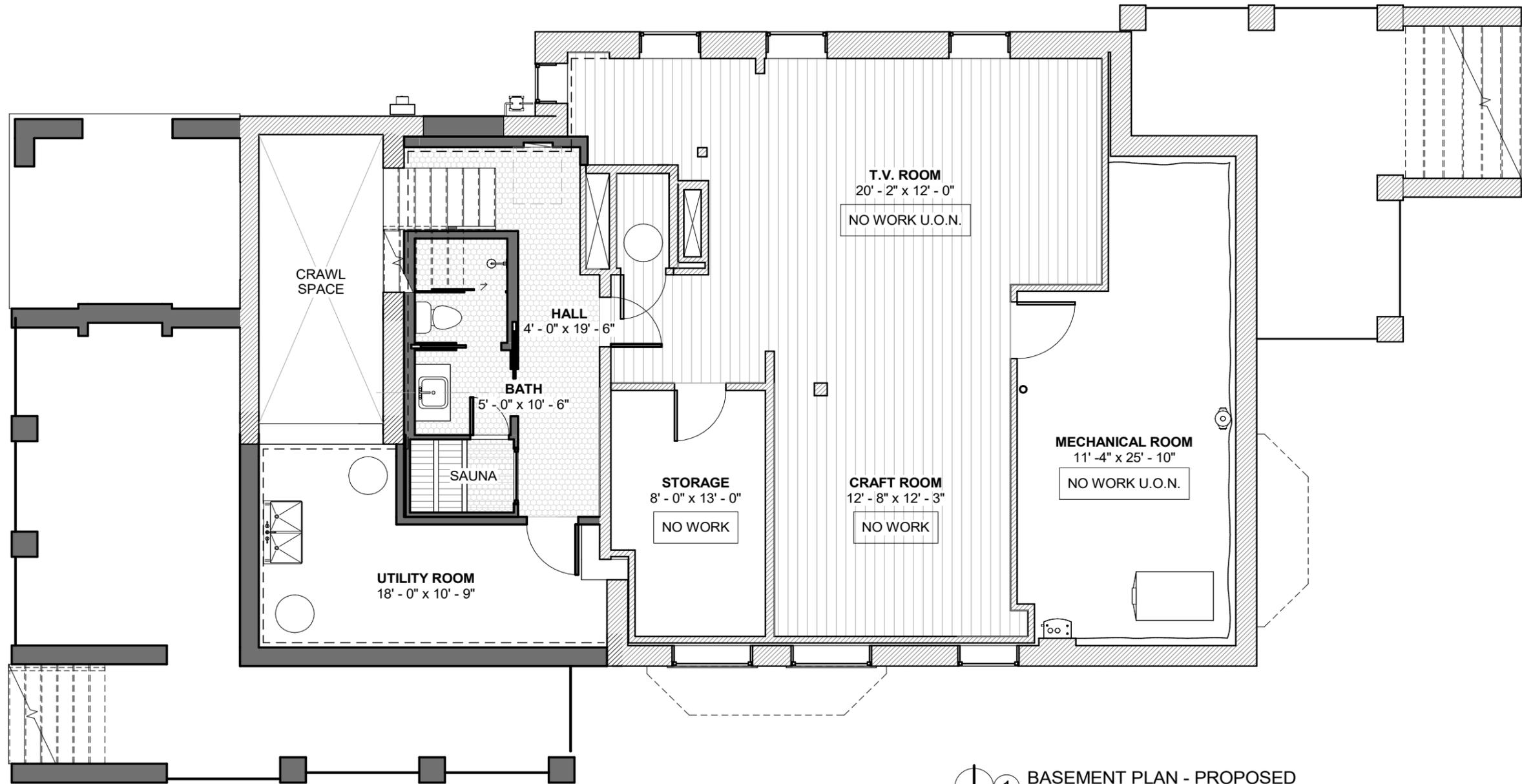
| | EXISTING | PROPOSED |
|-------------------------------------|-------------------------|-------------------------|
| (A) EXISTING PRINCIPAL BUILDING | 1,715 SF | 1,715 SF |
| (B) PROPOSED PORCH ADDITION | - | 536 SF |
| (C) EXISTING GARAGE | 350 SF | 350 SF |
| (D) ROOFED FRONT PORCH (50% CREDIT) | 93 SF | 93 SF |
| TOTAL | 2,158 SF (22.7%) | 2,694 SF (28.4%) |

IMPERVIOUS SURFACE COVERAGE
MAX = 45% = 4,275 SF

| | EXISTING | PROPOSED |
|---------------------------|-------------------------|-------------------------|
| TOTAL BUILDING COVERAGE | 2,158 SF | 2,694 SF |
| (E) STAIRS AND STOOPS | 60 + 84 = 144 SF | 60 SF |
| (F) EXISTING DECK @ GRADE | 457 SF | 0 SF |
| (G) EXISTING WALKWAYS | 604 SF | - |
| (H) PROPOSED WALKWAYS | - | 752 SF |
| (I) DRIVEWAYS AND APRONS | 48 SF | 48 SF |
| TOTAL | 3,411 SF (35.9%) | 3,554 SF (37.4%) |



1 SITE PLAN - PROPOSED
1/16" = 1'-0"



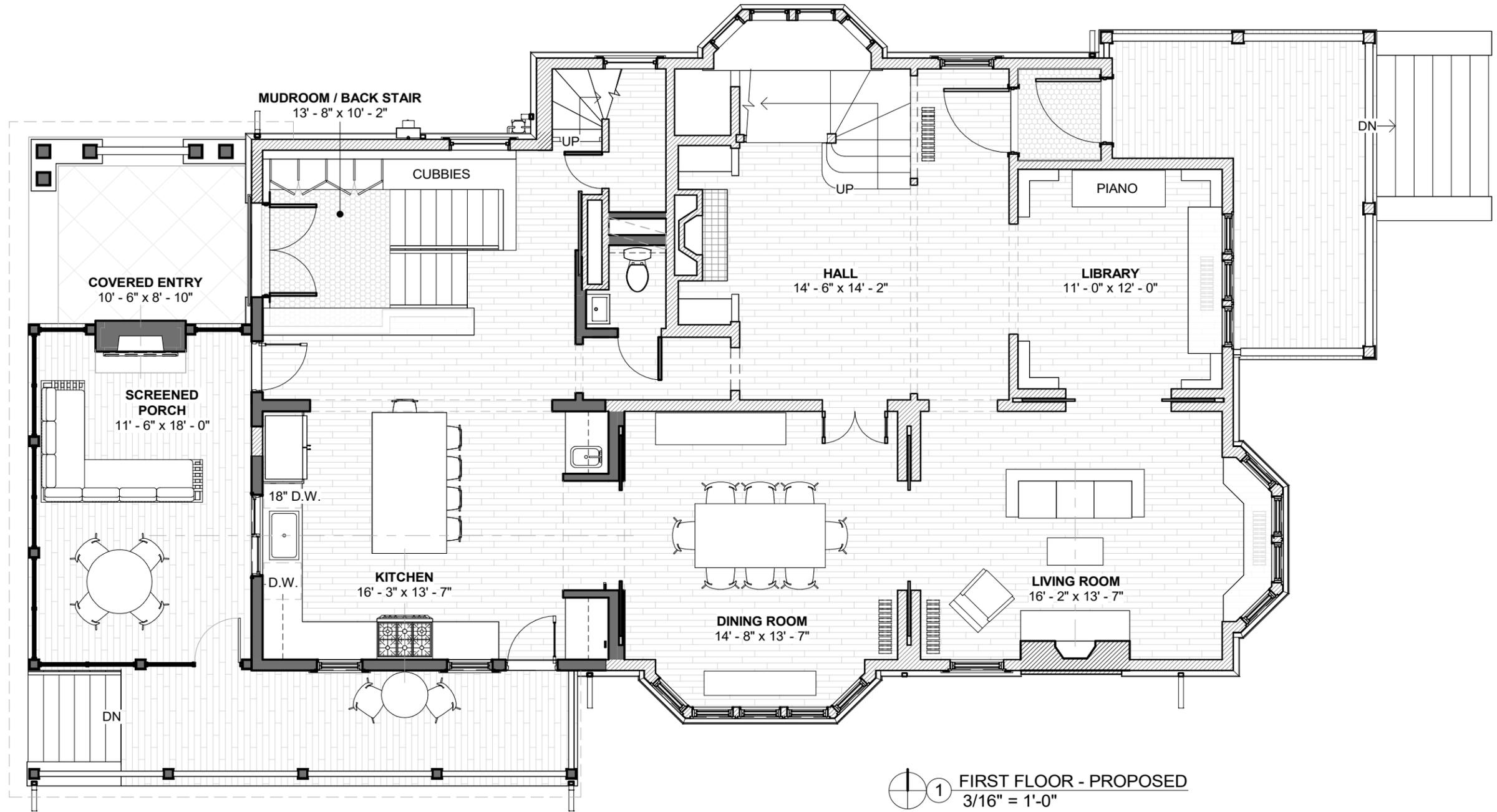
1 BASEMENT PLAN - PROPOSED
 3/16" = 1'-0"

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Date: 01/20/26

Project #2513

SD1.1



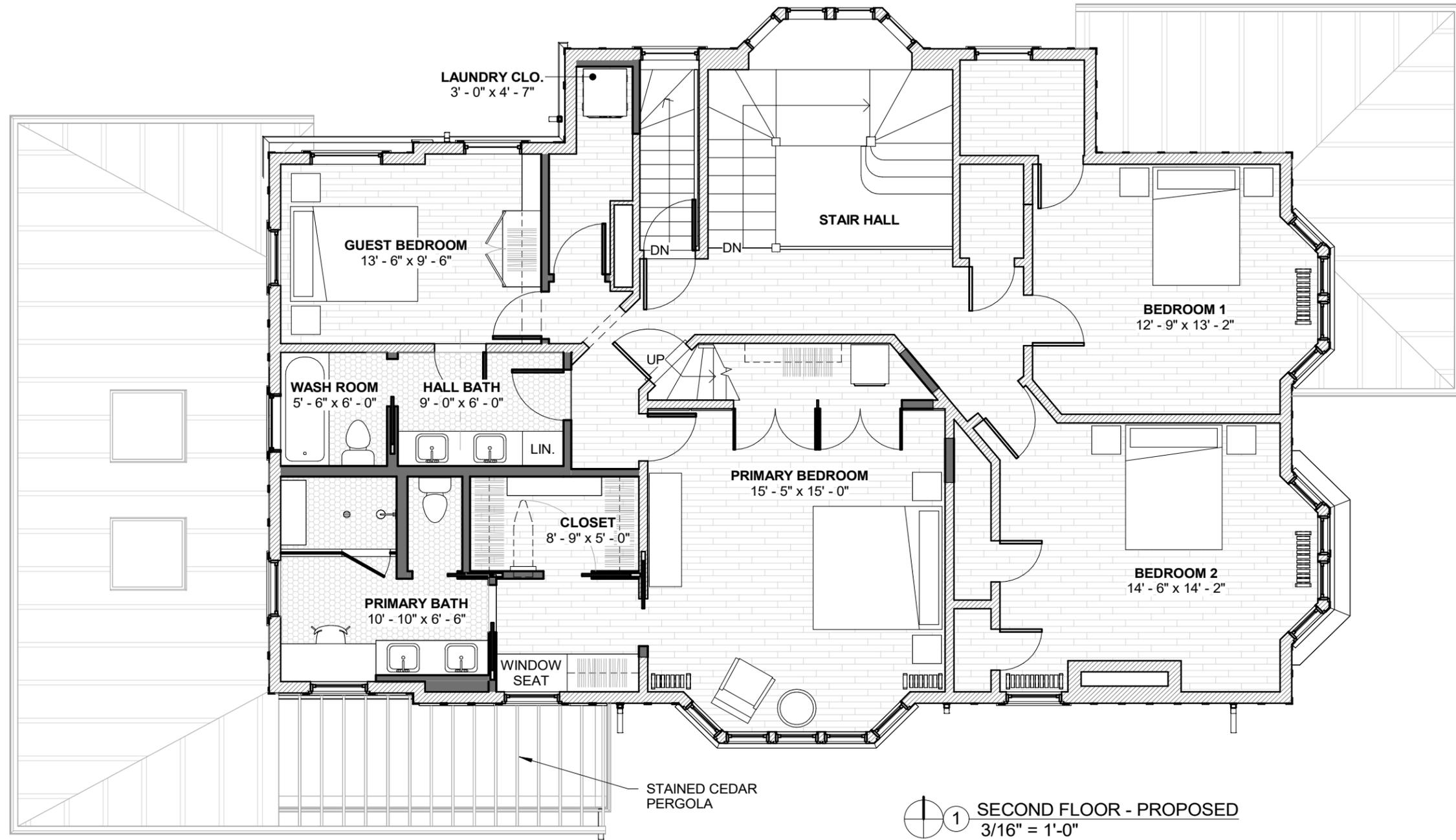
1 FIRST FLOOR - PROPOSED
 3/16" = 1'-0"

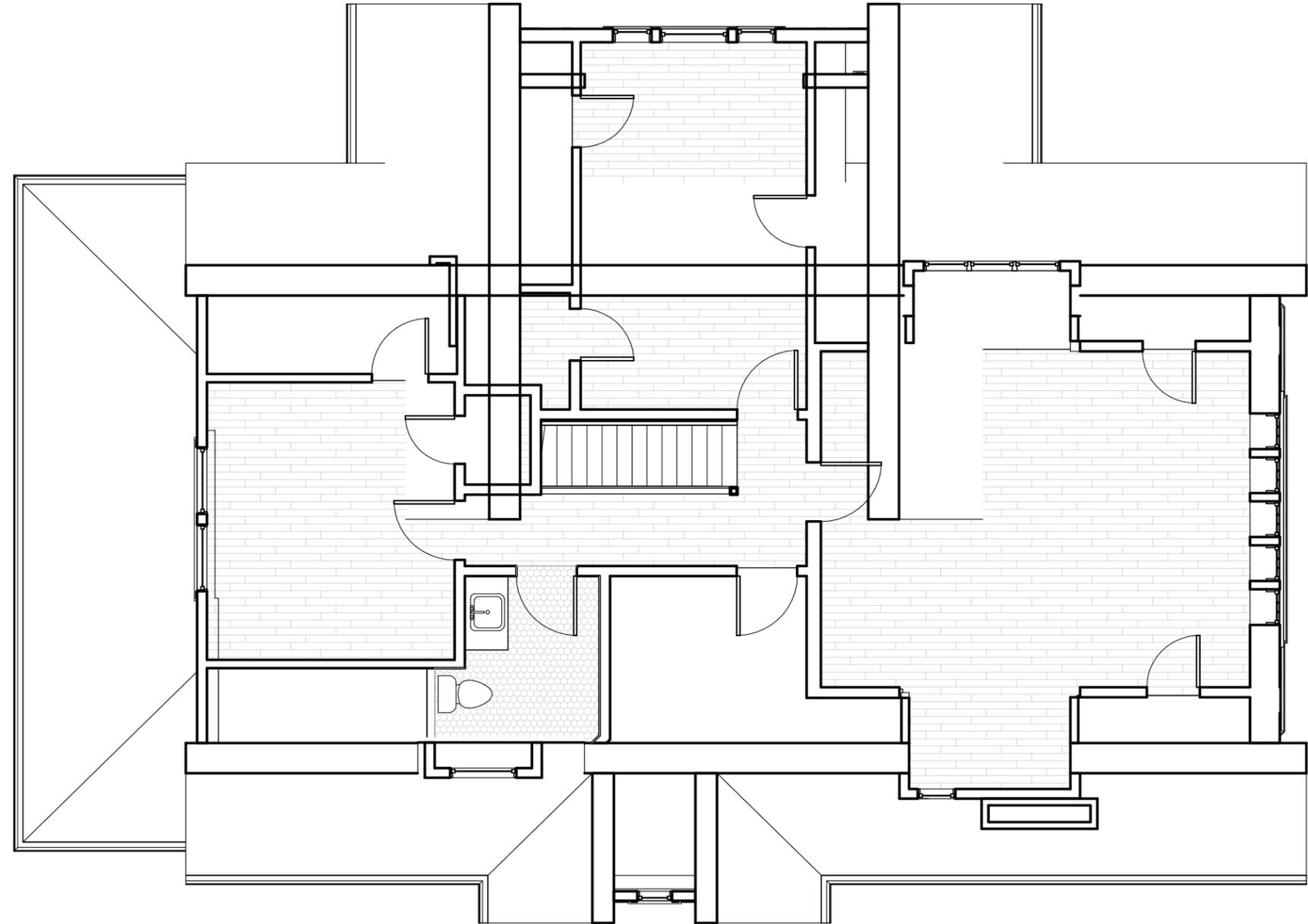
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SD1.2





1 ATTIC PLAN
3/16" = 1'-0"

NO WORK



① EXISTING EAST ELEVATION
 3/16" = 1'-0" NO WORK



41' - 9"
EXG. BUILDING HEIGHT

① EXISTING SOUTH ELEVATION
3/16" = 1'-0"



① PROPOSED SOUTH ELEVATION
3/16" = 1'-0"

NEW STUCCO TO MATCH COLOR AND TEXTURE OF EXISTING
STONE PIERS, RAILING, AND PORCH TRIM TO MATCH EXISTING AT FRONT PORCH
PAINTED CEDAR LATTICE TO MATCH COLOR OF FRONT PORCH

NEW MARVIN ULTIMATE DOUBLE HUNG WINDOWS WITH PAINTED TRIM TO MATCH EXISTING

GARTLAND RESIDENCE
Date: 01/20/26
Project #2513

SD1.7



① EXISTING WEST ELEVATION
3/16" = 1'-0"

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SD1.8

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① WEST ELEVATION - PROPOSED
3/16" = 1'-0"



① EXISTING NORTH ELEVATION
3/16" = 1'-0"



DECORATIVE STONE
CHIMNEY AT
SCREENED PORCH

INFILL WINDOW WITH
STONE TO MATCH EXISTING

1 NORTH ELEVATION - PROPOSED
3/16" = 1'-0"

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SD1.11

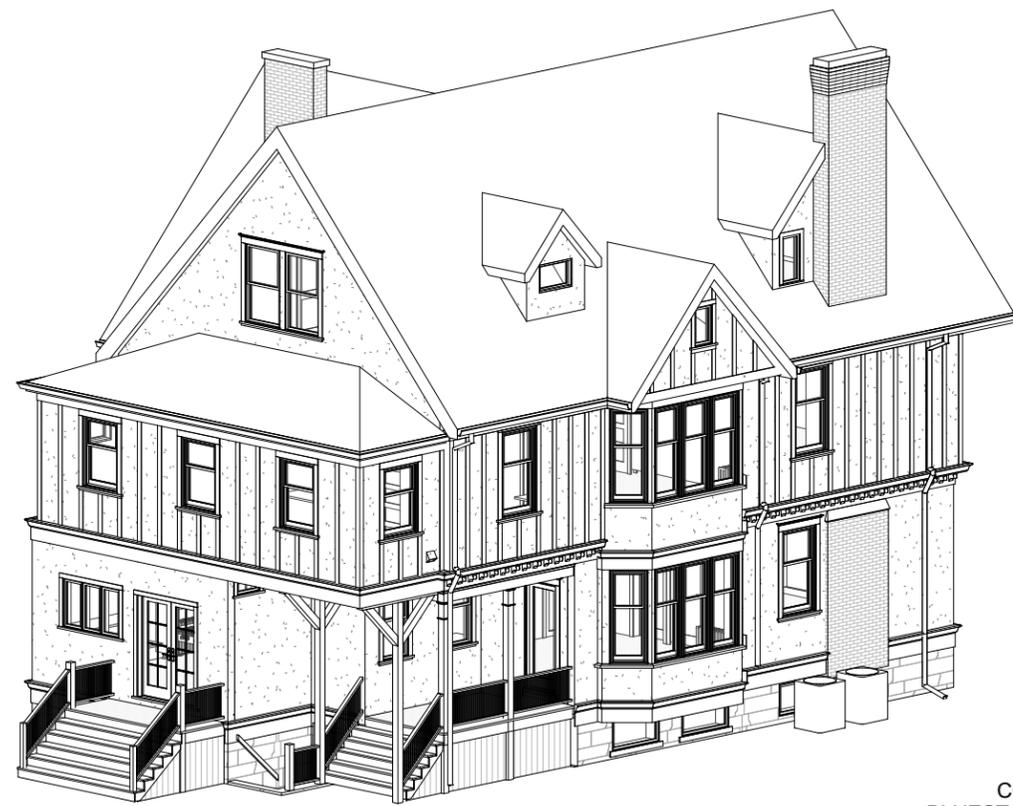


② EXISTING NW AXON

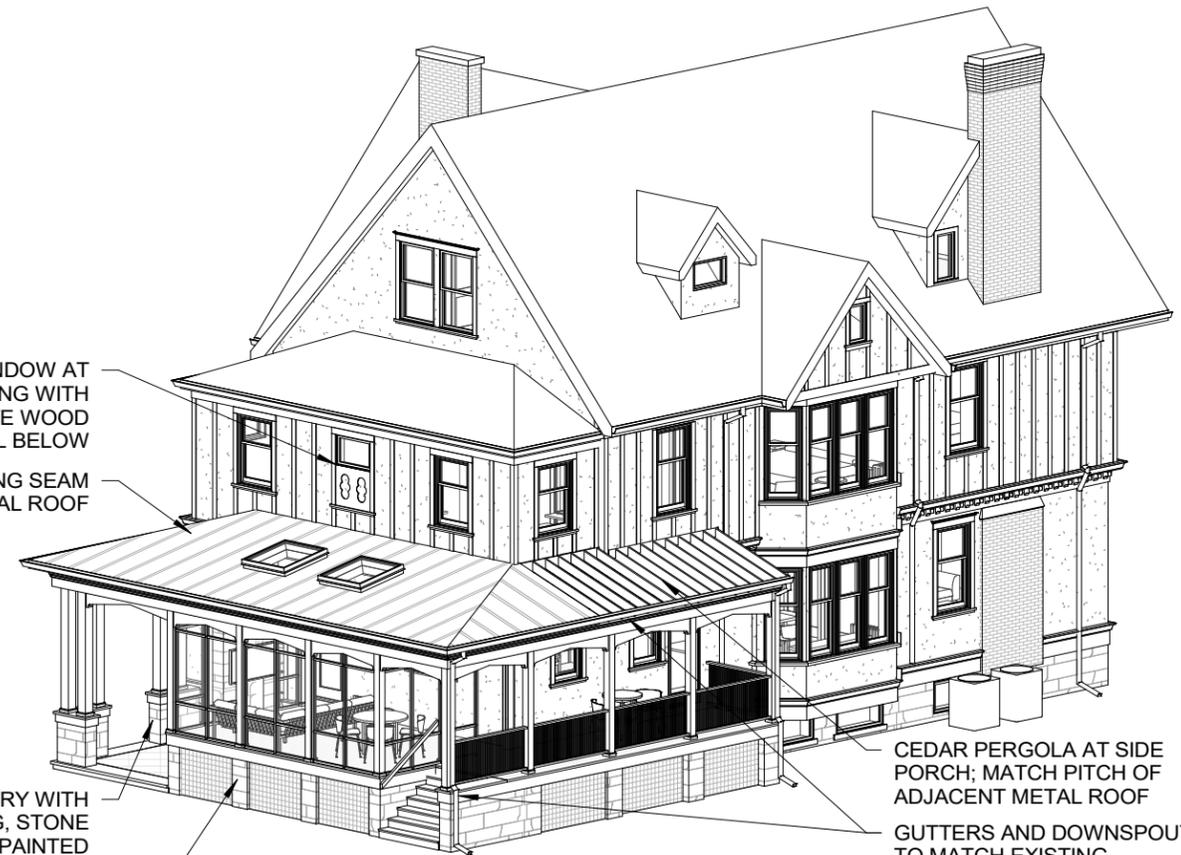


GUTTER AND DOWNSPOUT
TO MATCH EXISTING

① NW AXON - PROPOSED



② EXISTING SW AXON



NEW WINDOW AT
EXG. OPENING WITH
DECORATIVE WOOD
PANEL BELOW

STANDING SEAM
METAL ROOF

COVERED ENTRY WITH
BLUESTONE LANDING, STONE
KNEE WALLS AND PAINTED
COLUMNS AND TRIM TO
MATCH CONDITIONS AT THE
FRONT PORCH

STONE PIERS WITH PAINTED
CEDAR LATTICE PANELS

CEDAR PERGOLA AT SIDE
PORCH; MATCH PITCH OF
ADJACENT METAL ROOF

GUTTERS AND DOWNSPOUTS
TO MATCH EXISTING

① SW AXON - PROPOSED

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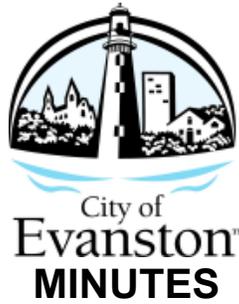
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GARTLAND RESIDENCE

Date: 01/20/26

Project #2513

SD1.13



**City of
Evanston™
MINUTES**
Preservation Commission
Tuesday, January 13, 2026 @ 7:00 PM
909 Davis Street, Floor 3, Conference Room 332

**COMMITTEE MEMBER
PRESENT:**

Stuart Cohen, Commission Member
Amanda Ziehm, Commission Member
John Jacobs, Commission Member
Carl Klein, Chair/Committee Member
Thomas Ahleman, Vice Chair/Committee Member
Cade Sterling, Staff
Lesa Rizzolo, Committee Member
Matthew Johnson, Committee Member

**COMMITTEE MEMBER
ABSENT:**

Sarah Dreller, Commission Member
Joshua Bowes-Carlson, Committee Member
Charles Smith, Committee Member

STAFF PRESENT:

1. CALL TO ORDER/DECLARATION OF A QUORUM

2. NEW BUSINESS

A. 25PRES-0125 – Landmark Nomination - 2600 Colfax Street, commonly known as Lincolnwood Elementary School

The Commission shall hold a public hearing on the proposed nomination, considering all testimony or evidence relating to the designation criteria in Subsections 2-8-4(A) and (B), from any person who makes written submissions or appears at the public hearing. Within seventy (70) days following the close of the public hearing, the Commission shall make a determination upon the evidence as to whether the nominated landmark or district does or does not meet the criteria for designation in Subsections 2-8-4(A) and (B)

Motion: Jacobs

Second: Rizzolo

Continued to February 10 7-0-4

Ayes: Cohen, Ziehm, Jacobs, Klein, Ahleman, Rizzolo, and Johnson

Nayes: None
Absent: Dreller, Bowes-Carlson, Sterling, and Smith

3. ADJOURNMENT