

United States Department of the Interior  
National Park Service

**SENT TO D.C.**

12-22-05

**NATIONAL REGISTER OF HISTORIC PLACES  
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

**1. Name of Property**

historic name **Visitation Academy**

other names/site number **Marywood Academy (preferred); Evanston Civic Center**

**2. Location**

street & number **2100 Ridge Avenue** \_\_\_\_\_ Not for publication

city or town **Evanston** \_\_\_\_\_ vicinity

state **Illinois** code **IL** county **Cook** code **031** zip code **60201**

**3. State/Federal Agency Certification**

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this  nomination \_\_\_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property  meets \_\_\_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant \_\_\_\_\_ nationally \_\_\_\_\_ statewide  locally. ( \_\_\_\_\_ See continuation sheet for additional comments.)

*William C. ...*  
Signature of certifying official

*ISHP*

*12-15-05*  
Date

**Illinois Historic Preservation Agency**

State or Federal agency and bureau

In my opinion, the property \_\_\_\_\_ meets \_\_\_\_\_ does not meet the National Register criteria. ( \_\_\_\_\_ See continuation sheet for additional comments.)

\_\_\_\_\_  
Signature of commenting or other official

\_\_\_\_\_  
Date

\_\_\_\_\_  
State or Federal agency and bureau

\_\_\_\_\_  
American Indian Tribe

Marywood Academy  
Name of Property

Cook, Illinois  
County and State

**4. National Park Service Certification**

I, hereby certify that this property is:	Signature of the Keeper	Date of Action
<input type="checkbox"/> entered in the National Register See continuation sheet.	_____	_____
<input type="checkbox"/> determined eligible for the National Register See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register	_____	_____
<input type="checkbox"/> removed from the National Register	_____	_____
<input type="checkbox"/> other (explain):	_____	_____

**5. Classification**

Ownership of Property  
(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property  
(Check only one box)

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

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

Contributing	Noncontributing
<u>  2  </u>	_____ buildings
_____	_____ sites
_____	_____ structures
_____	_____ objects
<u>  2  </u>	_____ Total

Number of contributing resources previously listed in the National Register      0

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

N/A

**Marywood Academy**  
Name of Property

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**6. Function or Use**

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Historic Functions (Enter categories from instructions)

**EDUCATION: school**

Current Functions (Enter categories from instructions)

**GOVERNMENT: City Hall**

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**7. Description**

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Architectural Classification

(Enter categories from instructions)

**LATE 19<sup>TH</sup> AND EARLY 20<sup>TH</sup> CENTURY REVIVALS: Georgian Revival**

Materials (Enter categories from instructions)

Foundation **LIMESTONE**

Roof **ASPHALT**

Walls **BRICK**

other **LIMESTONE**

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

Marywood Academy

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**8. Statement of Significance**

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

**Education**

**Architecture**

Period of Significance **Education: 1900 – 1955; Architecture: 1924**

Significant Dates **1900, 1924**

Significant Person (Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder **Schlacks, Henry (1901); Bohlen & Sons (1924)/Foley (1901); Byrne, Barry & Co. (1924)**

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

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### 9. Major Bibliographical References

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(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository **Evanston Public Library, Evanston Historical Society**

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### 10. Geographical Data

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Acreage of Property **Slightly over nine acres**

UTM References (Place additional UTM references on a continuation sheet)

Zone Easting Northing Zone Easting Northing

1 16 442940 4656393 3 16 443158 4656230

2 16 423204 4656393 4 16 442940 4656230

See continuation sheet.

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

**Marywood Academy**

Name of Property

**Cook, Illinois**

County and State

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**11. Form Prepared By**

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name/title **Barbara Gardner**

organization

date **August 2005**

street & number **1015 Dobson Street**

telephone **847-869-2824**

city or town **Evanston**

state **IL**

zip code **60202**

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**Additional Documentation**

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Submit the following items with the completed form:  
Continuation Sheets

**Maps**

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

**Photographs**

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

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**Property Owner**

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(Complete this item at the request of the SHPO or FPO.)

name **City of Evanston, Lorraine H. Morton, Mayor**

street & number **2100 Ridge Avenue**

telephone **847-866-2979**

city or town **Evanston**

state **IL**

zip code **60202**

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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**Marywood Academy, Cook County, Illinois**

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### SUMMARY

The Marywood Academy presently Evanston Civic Center, 2100 Ridge Avenue, Evanston, (Cook County) Illinois, is a four-story Georgian Revival style building constructed in 1901 and 1924 of brick and limestone. Located approximately 13 miles north of Chicago's Loop, Marywood Academy was designed by architect Henry J Schlacks for the Sisters of the Visitation. Marywood Academy was originally built as a multi-function building. The first two floors were classrooms and all but one room on the third and fourth floors were bedrooms used by the boarding students and the nuns. It is now being used by the City of Evanston as its Civic Center.

### DESCRIPTION

Marywood Academy is a four-story red brick and limestone L-shaped building sited with its front to Ridge Avenue. It is approximately 300 feet long across the front and 150 feet on the south side. A red brick power plant, still in its original location, is located on the south side of the lot, behind the academy. To the rear of the building are public parking lots and a park. The south side of the building, which completes the short side of the L-shape, is the original building which was called Visitation Academy. The building has a compound plan with low-pitched, hipped roofs and hipped dormer windows located just above the roof's cornice. Four chimneys are located in the central block on the roof's ridge. Two prominent polygonal bay towers are located on either end of the central block. The tower roofs are capped by a rooftop balustrade. A cross gable adorns the center of the front façade. The roof is slate, the cornice galvanized metal and the foundation and trim are limestone. The insulated one-over-one windows with limestone caps have anodized metal frames.

*East or Front Façade.* Marywood Academy building is a good example of Georgian Revival architecture in the composition of the overall massing of the building, its development of the tripartite arrangement of base, middle and top (cornice), and its dignified employment of compound symmetry to establish an ordered and, therefore, suitably civic primary *façade*. The primary façade on Ridge has an elongated compositional syntax called an A B C D C B A syntax pattern. The middle section (D) is a cross gable. The primary entrance has a Georgian door surround employing Roman Doric pilasters. It is noteworthy for its refined architrave moulding around the perimeter of the door. The archivolt, which elaborates the arch element, is set below the

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entablature. The entablature is articulated by triglyphs which are unusual in their detail: the central two "glyphs" are rectangular cut; the outer two partial "glyphs" have a curved head. The central bay of the façade, crowned by a gable with returns on the eaves and limestone quoins along the sides, lends visual emphasis to a carved limestone lunette panel. The lunette panel and returns on the eaves emphasize the verticality of the central bay as a place of entry to the building and for its civic presence consistent with similar treatments on the facades of 18th century English structures. The ornamentation of the panel is a book with torches and laurel which indicates learning and enlightenment.

In the sections nearest the center (C), the double windows have slender columns between them, surmounted by bell capitals with tiny crosses, which provide support for the limestone lintels. The limestone base has been textured in a banded pattern to better capture effects of light and shadow, a process embraced by architects at the turn of the 19th/20th century to evoke the character of hand tool work from historic European structures. The primary (comprehensive) entablature of the structure (at the third floor) is Corinthian with modillion blocks supporting the cornice. The frieze and cornice of the primary entablature are crafted of galvanized metal. The balusters crowning the semi-circular bays on the facade are Renaissance in style.

On the outer wings, there are quoins above the limestone base up to the band course under the third floor. The band course goes across this section and wraps the bays and ends at the central section in a line with the thin window sills. On the outer section, the first floor windows are surrounded by quoins and the third floor windows have segmental arches with keystones in limestone, developed as an architrave in relation to the metal frieze and cornice directly above. The segmental arches in the architrave, punctuated by keystones, are a decorative treatment indicative of 18th century English architecture. The steeply pitched roofs of the dormers and the balcony at the central bay also show English influence.

*South Façade.* The south side of the building near the east façade is the original 1900 building. It has a limestone base and traditional rectangular bay which is an American treatment with some precedent in 18th century English architecture. The rear of the building and the south end, behind the rubble stone wall has very little ornamentation. There are no doors and 41 windows. The bell-capital columns between windows are repeated here. The original section of the school has segmental arches composed of three-



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rowlock courses. The original section also has a rubble stone base, regularly coursed, rather than the finished limestone base of the east and north facades.

*Rear or West Façade.* The rear façade is quite plain compared to the front. The windows on the original building have segmental arches, but those on the addition do not. The columns with the bell capitals decorated with tiny crosses are also seen on this elevation. The base on the original building has the regularly coursed rubble stone base. The base on the addition is square-cut limestone laid in a regular course.

*North Façade.* This façade is small in comparison to the other three, being approximately 54 feet wide. The base is of finished limestone and the first floor windows have quoin surrounds. The second floor windows have limestone caps and the third floor windows have segmental arches with keystones in limestone.<sup>1</sup>

*Interior of Marywood Academy*

Marywood Academy has four floors, a basement, and an attic. All of the hallways and staircases have terrazzo floors and the office floors are all maple. The walls are plaster and have wood baseboards and trim around the doors and windows.

The building has entrances on the east (the main entrance) and west elevations that lead into the lobby. The lobby's ceilings are vaulted with dropped schoolhouse-style fixtures. On the southwest corner is the central staircase with ornamental iron railings and balustrades.

A long corridor, running north to south, intersects the center of the lobby. The corridors have wood baseboards and chair rails. The ceilings in the halls are dropped. Offices are located off of the corridor.

The original building is perpendicular to the main building, resulting in an "L" shape, and is located on the south side. It has a long corridor that runs east and west and connects to the corridor of the main building in the southeast corner. There are several sets of oak double doors with stained glass inserts with the ornamentation matching that on the top outside pediment. Offices are also located off of the corridor, which terminates in a small

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<sup>1</sup> Thomas Rajkovich, Architect

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vestibule with a staircase that provides access to all floors. The staircase is part of the original building and has slightly different iron decoration than the staircase in the main building.

The second floor, which is accessed by the stairs located on each side of the west end of the lobby, has a similar floor plan to that of the first floor. A lobby space is centrally located in the main building and intersected by a long corridor. The rooms on this floor are much larger than those on the first floor. The corridor in the original building terminates into what are now the council chambers.

The third floor has a similar corridor pattern as the first two floors but lacks the central lobby space in the center of the main building. The staircase in the center section is also different, for there is only one set of dog-leg stairs, which are located in the northwest corner. Many of the walls in these offices are tile. The fourth floor is almost identical to the third. The ground floor also has the corridor pattern of the upper floors, but lacks the lobby space and the stairway has a quarter turn with a landing.

Marywood Academy has sufficient integrity for listing in the National Register of Historic Places. The exterior, with the exception of the windows, has remained unaltered. The original openings of the windows remain intact. The interior has also received few modifications to the rooms when the school was converted into the Evanston Civic Center. The classrooms were converted into offices. The chapel on the second floor was turned into the City Council chambers. The auditorium at the top of the first floor stairs became the lunchroom. The fourth-floor rooms, including the art room with skylight are now the executive offices of the City Manager and major department heads. There are a few rooms where the walls were moved slightly and a few where new walls were added. Most of the walls and floors remained the same. Some of the offices on the third floor are housed in what were original shower and bathroom, and the original tile walls still remain. The area with the most change was the basement level. The basement was mostly open and is now divided into offices.

Originally there was also a building that housed gymnasiums and a natatorium, which was torn down in the late 1970s. These were not physically connected to the academy.

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### STATEMENT OF SIGNIFICANCE

Marywood Academy is locally significant under Criterion A for Education for its association with an important Roman Catholic all-girl's school, which provided its students with an excellent education for seventy years. The academy, which occupies an entire city block, stands out from the other parochial schools in Evanston. It was the only parochial school that offered boarding, and it was not affiliated with a particular church. The period of significance for Criterion A is from 1900, when the school was established, until 1955, the fifty-year cutoff for significance for the National Register. Marywood Academy also meets Criteria Consideration A since the property was owned by a religious institution at the time of its significance.

The academy is also eligible under Criterion C as a good local example of the Georgian Revival style. It sits prominently in the middle of the block with nothing on either side of it on a main thoroughfare. It exhibits fine details drawn from Classical architecture. It reflects the Classical ideal in its tripartite design of base, body and crown. It features a two prominent polygonal bay capped by a rooftop railing. It features double hung windows. The period of significance for architecture is from 1900 when the original building was constructed to 1924 when the main building was completed.

### Education

### HISTORY OF EVANSTON

For several hundred years through the first quarter of the nineteenth century, a succession of Native American tribes, most recently several generations of Pottawatomie, inhabited the area that became Evanston. The Treaty of Prairie du Chien (1829), the Indian Removal law of 1830, and, following the Black Hawk War of 1832, the Second Treaty of Chicago (1833) hastened the removal of the Pottawatomie and other tribes from northeastern Illinois and prepared the area for non-native settlement.

The platting of Chicago (1830) and its incorporation as a town (1833), the opening of the Erie Canal in upstate New York (1825), the beginning of stagecoach service between Chicago and Green Bay, Wisconsin, (1836) and the surveying and sale of land by the federal government paved the way for increased in-migration. The area known as Grosse

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Point that later became Evanston was first settled and developed by non-natives along the western branch of the Green Bay Trail (the West Ridge, now Ridge Avenue). Other settlers soon followed, building cabins along the West Ridge. A few settlers established farms on the East Ridge (now Chicago Avenue) that was twenty feet lower than the West Ridge.

In 1850, nine Chicagoans – Dr. John Evans, attorneys Grant Goodrich, Andrew J. Brown, and Henry W. Clark, merchants Orrington Lunt, and Jabez K. Botsford, and Methodist ministers Richard Haney, Richard K. Blanchard, and Zadoc Hall – decided to found a university for "sanctified" (i.e., Methodist) education in the Northwest Territories. In 1851, the Illinois legislature chartered Northwestern University. After searching for a suitable site, in 1853, the trustees purchased from Dr. John Foster more than 400 acres of farmland in Ridgeville Township for a lakeshore campus and surrounding town. In 1854, a plat of the town, subsequently named Evanston in honor of Dr. Evans, was filed in Springfield.

Northwestern University opened its doors in 1855, as did its affiliated institution, Garrett Biblical Institute. In the same year the Chicago and Milwaukee (later the Chicago and North Western and now the Union Pacific) Railway began regular service, providing convenient and rapid transportation between Evanston and Chicago, 12 miles to the south. The depot was located at Davis Street. Also, in 1855, the state legislature amended Northwestern's charter to exempt the university's property from taxation and to prohibit the sale of liquor within a four-mile radius (the Four-Mile Limit) of the university "except for medicinal, mechanical, or sacramental purposes." The following year the North Western Female College opened.

As the population increased, new public needs had to be addressed: a reliable supply of pure water, more schools, and better roads. Evanston grew from a small, rural town with a population of less than 500 in 1854 to a large suburb of 10,775 people, according to the 1890 census. To accommodate that growth, Evanston annexed adjacent lands, including the incorporated villages of North Evanston (1874) and South Evanston (1892). Organized activity in this period focused on the populated areas, while farming remained the principal activity in the area that became northeast Evanston. Yet the governmental changes and infrastructure improvements in the original town worked to determine the course of development in northeast Evanston.

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Evanston was an unincorporated community from 1854 to 1863, when residents voted, 39 to 8, to incorporate as a town with five elected trustees. Harvey B. Hurd was the first president. Between 1860 and 1870, the population grew from 831 people to 3,062, an increase of 269%, according to census figures.

Initially Evanston's growth and development was spurred by Northwestern University, but the Chicago Fire of 1871 and the subsequent restrictive building regulations that followed gave many residents cause to move outside of the city. Between 1870 and 1880, the population grew by 44%, from 3,062 people to 4,440, and the decade of the 1880s brought further improvements to Evanston. By 1879, the high school offered a four-year course. In 1882, even with a \$40,000 bond issue rider, Evanston citizens voted 411 to 147 to establish a township high school.<sup>2</sup> Construction on the high school building began in October 1882, and the high school building opened to classes in 1883.

The evolution of Evanston from a small, rural community to a city required profound changes not only in the way the community was run but also in the way its residents responded to the changes. In the earliest years, activity was concentrated in populated areas of central Evanston and North and South Evanston. The people who founded Evanston and its major institutions (Northwestern University and Garrett Biblical Institute) were Methodists. For several years the only Protestant church in town was the Methodist church, and Methodist sensibilities – temperance, abolition, the personal quest to improve oneself, a concern for others – prevailed.

Significant changes occurred in the decade of the 1890s. Evanston's population increased by 169%, from 7,500 to 20,144 residents, including 3,450 living in South Evanston. Land in the original village and in newly annexed South Evanston was filling with houses.

In 1892, Evanston annexed South Evanston and incorporated as a city with a mayor and aldermen – two from each of six wards. The new city began issuing building permits in October 1892 and renumbered the entire street system in 1893.

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<sup>2</sup>Clarence W. Hatch, ed., History of Evanston Township High School: First Seventy-five Years, 1883-1958, p. 12.

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By the early part of the twentieth century, it was obvious that, while unrestricted growth might be very democratic, it was not good for a mature city. The Evanston Small Parks and Playgrounds Association, established in 1909, appointed architects Daniel Burnham, Jr., Dwight Perkins, Thomas Tallmadge, and Hubert Burnham to write Evanston's first comprehensive plan. In particular, they drew up proposals for the parks, the lakefront, and the downtown, claiming to have solved the downtown parking problems "for all time." More importantly, the plan urged the enactment of a comprehensive zoning ordinance.

As land became scarcer and construction costs began to rise, developers in Evanston promoted the apartment house as a cost-efficient way to provide needed housing. The proliferation of apartment houses in those early years caused single-family homeowners to become very concerned about property values. The result was a series of restricted residence ordinances that forbade the construction of apartment houses or the conversion of houses to multifamily dwellings. City Council or two-thirds of the owners on a street could create a restricted residence district. While the ordinances were not only inadequate to solve the problem and were probably unconstitutional, they did speed the process toward the enactment of a sound zoning ordinance in 1921, the first in Illinois. The first land-use designations were quite simple, based on the predominant existing use. After the passage of the zoning ordinance, apartment construction rose sharply in the areas designated for multifamily buildings.

By the mid-1920s, Evanston was a mature city with paved streets, an extensive sewer system, an excellent water filtration plant and pumping station, an active public transportation system, viable businesses, and a well-established school system. Evanston was acknowledged to be ahead of other lake towns in sanitation facilities, with the only water filtration plant on the lake, and one of the few lake communities with satisfactory garbage disposal facilities.

In 1926, at the peak of the building boom, 1370 building permits were issued totaling \$15,825,670. These included 326 family dwellings and 102 apartment houses of various sizes.

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**The History of Catholic Education in the United States**

"The greatest religious fact in the United States to-day", writes Archbishop Spalding in 1910, "is the Catholic School system, maintained without any aid by the people who love it".<sup>3</sup> The vastness of the system may be gauged by the fact that it comprised over 20,000 teachers, over 1,000,000 pupils, represented \$100,000,000 worth of property; and cost over \$15,000,000 annually. This system grew up from humble beginnings. Its growth kept pace with the growth of the Church. The oldest schools in the present territory of the United States were the Catholic schools founded about 1600 in the Spanish colonies. The French colonies, too, had their schools as a regular part of the civil and religious scheme of colonization and civilization. Catholic educational work in the Thirteen Colonies dated from the arrival of the Catholic colony in Maryland. The first regularly established school in Maryland dated from 1640. As the condition changed from that of a missionary country to that of a country regularly provided with a fixed ecclesiastical organization, the schools came to be recognized as a function of organized parish work. In the Spanish and French colonies the school, like the Church, looked to the State for support. In the English colonies there was also State support of denominational education, but whether the Catholics could or could not secure a share of the public funds depended on local conditions. When the States adopted their constitutions, they did not introduce any change in this respect. It was "the gradual rise of dissentient religious bodies in the colonies and States due to the influx of immigrants and other causes that brought about important changes which led to the establishment of a 'non-sectarian' system of schools."<sup>4</sup> In many instances, Catholics in the West and even in Massachusetts and New York obtained funds from the State for the support of their schools, as the Episcopalians and Presbyterians did for theirs.

The attitude of the hierarchy of the United States towards the problem of elementary education was consistent from the beginning. At first Bishop Carroll, in the days immediately following the Revolution, entertained the hope that Catholics might unite with their non-Catholic fellow-citizens in building up a system of education that would be mutually satisfactory from the religious point of view. Soon, however, he realized that

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<sup>3</sup> Catholic Encyclopedia, Volume XV, Robert Appleton Co, 1912; Online Edition by K Knight, 2003.  
<http://www.newadvent.org/cathen/13554b.htm>

<sup>4</sup> Burns, "The Catholic School System in the United States", p. 359

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that hope was futile. After the First Catholic Synod he addressed (1792) a pastoral letter to the Catholics of the country, in which he emphasized the necessity of a "pious and Catholic education of the young to insure their growing up in the faith." and expressed the hope that the graduates of the newly-founded College of Georgetown would, on returning to their homes, be able "to instruct and guide others in local schools." Thus the plan of organizing separate Catholic schools was inaugurated. The First Plenary Council of Baltimore (1829) declares: "We judge it absolutely necessary that schools should be established, in which the young may be taught the principles of faith and morality, while being instructed in letters." The Second Council (1832) renewed this enactment and entered into the details of organization. The Third Plenary Council of Baltimore (1884) devoted very careful consideration to the subject of elementary schools and decreed in explicit terms the obligation of establishing a parochial school in every parish within two years.<sup>5</sup>

The era of religious freedom ushered in by the Revolution resulted in the multiplication of Catholic educational institutions of every kind. Colleges were founded at Georgetown and Mount St. Mary's, and plans were framed for the development of Catholic education on a larger and more systematic scale. Fathers Badin and Nerinckx in Kentucky, and Father Richard at Detroit, were energetic and farseeing educational pioneers. Religious teachers for the schools also began to appear. Alice Lalor opened a school at Georgetown in 1799, which became the mother-house of the Visitation Sisters in the United States. Mother Seton established her community at Emmitsburg in 1809; Father Nerinckx founded the Sisterhood of Loretto in Kentucky two years later, and about the same time, Father David organized the Sisters of Charity of Kentucky. From this time until about the year 1840 there was a slow but solid Catholic educational growth throughout the eastern half of the country, with the steady increase of the Catholic population.

About the year 1840 a new period of school growth began, with the influx of the great streams of immigration from Germany and Ireland. During the years 1840-60, twice as many dioceses were organized as the number existing at the beginning of this period, and the heads appointed for these new dioceses were as profoundly convinced of the necessity of Catholic schools as had been the great bishops of the earlier periods. "The school alongside the church" was everywhere the accepted educational maxim. The result was that the two hundred parish schools existing in the country in the year 1840 were

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<sup>5</sup> Ibid



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**Marywood Academy, Cook County, Illinois**

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multiplied several times over before the beginning of the Civil War. The problem of providing teachers for the new schools was generally solved by an appeal to the existing religious communities of Europe. Many of these sent colonies to America, and so rapid was the growth of these colonies that their members, within a few years, outnumbered those of the teaching communities previously established in the country. Most of these new bodies, too, became independent of the parent organizations. The greater number of the teaching communities now in the United States traced their American origin to the little pioneer bands that crossed the ocean to take charge of schools for the children of the Irish and German immigrants.

The total number of parish schools in the United States, according to the "Catholic Directory" of 1910, was 4,845, with an attendance of 1,237,251. The total number of pupils in Catholic educational institutions of all kinds the same year, including colleges, academics, industrial, reformatory, and charity schools, was 1,450,488.<sup>6</sup>

On the basis of an average of forty pupils to a teacher, the above figures imply that there were about 31,000 teachers engaged in the parish schools of the United States in 1910. Fully nine-tenths of those belonged to religious institutes. The proportion of lay teachers to religious varied greatly with locality. In certain districts the lay teachers were very numerous; in most of the dioceses, however, they constituted a small fraction of the whole number. The number of male teachers was also relatively small, amounting to not more than one-fifteenth of the total. The religious teachers were divided among two hundred and seventy-five distinct teaching bodies, including independent convents as well as congregations or orders. There were eleven teaching brotherhoods. Many of the religious organizations had less than one hundred members, others had several thousand. The largest, the School Sisters of Notre Dame, had nearly four thousand religious members. The work of some was limited to a single diocese, while others had schools and branch establishments scattered through a large number of states. As a rule, the teaching orders extended their work wherever opportunity offered, regardless of state or diocesan boundaries. In 1910 there were twenty-four independent establishments of the Benedictine Sisters, twenty of the Dominicans, twenty-two of the Franciscans, twenty-two of the Sisters of St. Joseph, forty-six of the Sisters of Mercy, eighteen of the Ursulines, and twenty of the Visitation Sisters. By 1910, there were 937 sisters who

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<sup>6</sup> Ibid.

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taught 20,000 children in 68 parochial schools.<sup>7</sup> The mother-houses or central establishments of these communities were generally located in the United States. The mother-house for the Sisters of Providence is in St. Mary's of the Woods, Indiana. They operated in 21 different states.

In the Chicago area the Dominican Sisters, Sisters of Visitation, Benedictine Sisters and Sisters of Providence were the main educators of Catholic children. The Benedictine Sisters opened St. Scholastica Academy for girls in Chicago in 1907 which is still in existence and St. George High School for boys in Evanston which closed in the late 1970s. The Dominicans came to St. Mary's in Evanston in 1874 and, much later, they opened Regina Dominican in Wilmette in 1958. The Catholic elementary schools in Evanston which fed into the high schools were St. Mary's which opened in 1874 and was operated by the Dominican sisters, St. Nicholas which opened in the late 1880s, Ascension of our Lord School which opened in 1913 and operated by the Felician sisters, and St. Athanasius which opened in 1923. It is not known which sisterhood operated St. Nicholas and St. Athanasius. Two of the four elementary schools, St. Athanasius and St. Nicholas, now known as Pope John XXIII, are still in existence. Ascension of Our Lord closed in 1971 and St. Mary's merged with St. Nicholas in 1986. Each of these schools had about 350 students at their peak enrollment.

The curriculum of the parish school comprised eight elementary grades. There was a class in catechism daily, and Bible history was also taught several times a week. In the singing-class, devotional hymns were used, and the school-sessions were opened and closed by prayers or brief devotional exercises. Outside of these religious instructions and practices, the curriculum of the Catholic parish school did not differ much from the curriculum of the corresponding public school, except that there is a stronger tendency in the former to emphasize the importance of those branches that are commonly designated as "the Three R's."

### **The History of Marywood Academy**

Visitation Academy opened in 1900 under the direction of the Visitation Sisters. It was built to accommodate 200 pupils - 100 day students and 100 boarding students, plus the

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<sup>7</sup> Ibid.

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nuns. The school included grades 1 - 8, a four-year high school, a two or three-year commercial course, and one or two years of post-graduate courses. The Visitation sisters believed in the characteristics of will and character. In a constantly serene and maternal atmosphere, the child learned self-denial at an early age, a sense of duty, and a responsibility to God for every action.

In June of 1915, the school was sold to the Sisters of Providence. The first year the name and course schedule were retained, but later the name "Marywood" was substituted, reflecting its connection with Saint Mary-of-the-Woods. The first year under the Sisters of Providence enrollment was about 70 plus eight sisters. The school was granted a charter in April 1917 and incorporated by the State Legislature under the title Marywood School for Girls. From about 1920, courses were limited to the grade school and the four-year academic high school.

In 1921, a 2-story gym and natatorium plus a power house and coal room were built on the property. It is not known whether the gym and natatorium were built as a result of an increased emphasis on physical education, or whether the school simply received sufficient funds to build them. These were also designed by Henry J Schlacks. The addition, which was added in 1924, was designed by Bohlen and Sons of Indianapolis. By 1928, enrollment had grown to 340 students. During the 1930s there was a decline in the number of students attending the academy because of financial pressures of the Depression. The number of sisters increased or declined as the enrollment did. There were also sisters who taught elsewhere who lived at Marywood.

In 1942, enrollment was 250-300 students. The school was remodeled, with the entire second floor devoted to high school classes. The first floor contained the assembly hall, chapel and music department. In September 1945, it was decided to discontinue kindergarten and first grade because of low enrollment. By 1947, the school became strictly a high school.

In 1958, during their 44th year, the school was showcased in the *Evanston Review*. Sister Colette, the school principal, wrote a piece describing the purpose of the school. The motto of Marywood "Virtus cum Scientia" (Virtue with Knowledge) was emphasized. 90-95% of the graduates were college bound. At that time there were 528 girls enrolled which included 60 resident students. Most students came from Chicago and the northern suburbs, but there were students from downstate Illinois, Indiana, Florida, Louisiana,

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Michigan, Wisconsin, Nicaragua, El Salvador, Venezuela, and Austria. Sister Collette states, "Long an Evanston landmark, our observatory tower suggests an element of strength and vision symbolic of ideals whose realization depends largely upon 'now'. Students are expected to become articulate Catholic citizens, efficient career women, successful homemakers and mothers of tomorrow and they are developing today."<sup>8</sup>

Marywood had an advanced curriculum, which included science, Japanese, and Chinese. In October of 1961, 14 top science students began weekly science seminars of instruction in scientific concepts, methods and applications. Topics included biology, chemistry, physics, mathematics and medicine. There were always Marywood students participating at the Illinois state science fairs, having competed against boys and girls schools at the lower level.

By the 1964-65 school term, enrollment was at its highest - 532. By January 1970, however, financial problems, enrollment decreases, and a decrease in religious personnel made it necessary to close Marywood. The last class graduated in 1970. A few of the sisters stayed on to live there until the building was sold to the City of Evanston.<sup>9</sup>

### Architecture

Georgian Revival is sometimes referred to as Colonial Revival (1870-1920). The English Georgian style was the most prevalent type of Colonial buildings, but certainly not the only one.

Early examples of Colonial Revival were rarely historically correct copies but were instead free interpretations with details inspired by colonial precedents. During the first decade of the twentieth century, Colonial Revival fashion shifted toward carefully researched copies with more correct proportions and details. This was encouraged by new methods of printing that permitted wide dissemination of photographs in books and periodicals. In 1898 *The American Architect and Building News* began an extensive series called "The Georgian Period: Being photographs and measured drawings of Colonial Work with text." This was followed in 1915 by the *White Pine Series of Architectural Monographs*, which was dominated by photographs of colonial buildings.

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<sup>8</sup> *Evanston Review*, Evanston IL, October 9, 1958.

<sup>9</sup> Sisters of Providence of Saint Mary-of-the-Woods Archives, Indiana.

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These and similar ventures led to a wide understanding of the prototypes on which the Revival was based. Colonial Revival houses built in the years between 1915 and 1935 reflect these influences by more closely resembling early prototypes than did those built earlier or later.

The overall features of Georgian Revival may be described as symmetrical composition enriched with classical detail. Its identifying features include:

The front door, usually centered and capped by an elaborate decorative crown (entablature) supported by decorative pilasters (flattened columns). The main door is the principal ornamental feature of the Georgian facade. Usually there is a row of small rectangular panes of glass beneath the crown, either within the door or in a transom just above. This may also be fan shaped.

The cornice is usually emphasized by decorative moldings, most commonly with tooth-like dentils

Double hung windows

The windows are aligned horizontally and vertically in symmetrical rows and are sometimes found in groups of twos or threes.

Details such as quoins, symmetrical dormers, stone course bands, balustrades, pilasters and modillions

Typical roofs are side-gabled, gambrel, or hipped<sup>10</sup>

Marywood Academy is an excellent local example of the Georgian Revival style. On the exterior, its tripartite design, its use of brick and limestone, its representation of classical details and ornamentation such as quoins, fan lights, stone course bands, balustrades, pilasters, modillions and dormers, is artistically presented. Its classical themes are carried into the interior public spaces, creating a refined, dignified environment, even while providing public spaces for larger community events.

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<sup>10</sup> McAlester, p. 324.

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Marywood Academy also compares quite favorably to another National Register property, the George B. Dryden House, located at 1314 Ridge Avenue. It, too, is a large building, but was built as a home. It was built somewhat later and more strictly conforms to the earlier Georgian style homes. Both buildings share many of the stylistic features of the Georgian Revival style with the fanlight above the door, the symmetrical dormers, entablature and other detailing. There are two other school buildings in Evanston that represent the Georgian Revival style: Miller School and Noyes School, both designed by Daniel Burnham. While these two buildings are beautiful and significant, Marywood Academy has a grace and style that would almost seem unattainable in a building of this size. The building serves as the focal point of a quiet residential neighborhood, characterized by 19<sup>th</sup> century dwellings, to the east, north and west, and the ensemble of multi-family buildings to the south. Marywood Academy lends an air of dignity and prominence in its location, and establishes an important, unique, architectural presence while meeting community needs.

**Henry J. Schlacks, Architect (1868-1938)**  
1503 Schiller Building, Chicago IL

Born in Chicago of German parents in 1868, Henry J. Schlacks studied at MIT, apprenticed at the offices of Adler and Sullivan, and eventually went on to become the first Director of the Course of Architecture at the University of Notre Dame. Schlacks was a skilled practitioner, developer, and teacher of the American Gothic school of architecture pioneered by Ralph Adams Cram in the United States after the revivalist example of Viollet-le-Duc in France and A. W. N. Pugin in England. Schlacks introduced a German element into this school, going to Germany to study the churches of the Moselle Valley and the work of Johannes Otzen of Berlin. What is more, Schlacks had traveled extensively, immersing himself in European church architecture, notes historian Edward Kantowicz, who calls Schlacks the master of Catholic church architecture in Chicago.<sup>11</sup> In addition to learning the Gothic style he also became proficient in the Roman Renaissance style, his favorite.

The Gothic Revival movement in which Schlacks participated moved counter to the mainstream of Victorian architecture and décor which was characterized by its diffuse foci and illusionistic naturalism. The counter-cultural aesthetics of the Gothic Revival

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<sup>11</sup> Kantowicz, Edward R. "To Build the Catholic City," *Chicago History*, Fall 1985.

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movement led up to and inspired the Arts and Crafts movement. And the principles of both movements profoundly influenced the incipient new Prairie School of architecture.

The historicist modes in which Schlacks worked did not simply replicate or imitate traditional forms. Rather these modes represented an evolving style in its own right and with its own unique developments. Like other practitioners of American Gothic, Schlacks re-combined the traditional architectural vocabulary into both bold and subtle permutations of the older forms of the style. Asymmetry and pictorial windows are two of these permutations. Schlacks' buildings punctuate the Chicago cityscape, stunning, though neglected, examples of superb architecture.

By 1903 Schlacks had already built forty-nine ecclesiastical buildings including schools, convents, rectories, three hospitals, and an orphanage; during his lifetime he succeeded in building a total of twelve full-scale churches in the Chicago area alone. His largest Illinois church is St. Mary of the Angels which, curiously, is misattributed to other architects in Lane's *Chicago Churches and Synagogues*. According to Kantowicz, at least five of his churches, St. Paul's, St. Adalbert's, St. Mary of the Lake, St. John of God, and St. Ita's qualify as masterpieces.<sup>12</sup>

Henry J. Schlacks died in 1938 at the age of seventy, his reputation secure.<sup>13</sup>

Examples of buildings designed by Henry J. Schlacks that are landmarks or are cited as significant by the Commission on Chicago Historical and Architectural Landmarks (CCHAL), Chicago, Illinois include the following structures. Descriptions are from the original CCHAL Individual Resource Forms.

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<sup>12</sup> Ibid.

<sup>13</sup> *Schlacks.org*

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**Marywood Academy, Cook County, Illinois**

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**St Nicholas Church**, Evanston IL  
Style: Gothic Revival  
Evanston landmark

**Saint Paul Church**, 2234 South Hoyne  
Chicago IL  
1897-1899  
Style: Gothic

**Saint Adalbert Church**, 1656 West  
17th Street, Chicago IL  
1912-1914  
Style: Roman Renaissance

**Saint Ita Church**, 5500 N. Broadway,  
Chicago IL  
1924-1927  
Style: French Gothic

**Saint Mary of the Lake Church**, 4200  
N. Sheridan, Chicago IL  
1913-1917  
Style: Roman Renaissance  
National Register

**Saint Edmund Church**, 188 South Oak  
Park Avenue, Oak Park, Illinois 60302  
1908-1910,  
Style: English Gothic

**Saint Edmund School**, 188 South Oak  
Park Avenue, Oak Park, Illinois 60302  
1924  
Style: French Gothic

**St Anthony's School and Convent**, 500  
– 510 W 28 Pl, Chicago  
1914  
Style: Renaissance Revival

**St John of God Church**, 1256 W 52 St,  
Chicago  
1918  
Style: Renaissance Revival

**St Boniface Church**, 1352 W Chestnut  
St, Chicago IL  
1902  
Style: Romanesque Revival

**St Ignatius**, 6547 N Glenwood Ave,  
Chicago IL  
1916  
Style: Classical Revival

**St Joseph's Rectory**, 4821 S Hermitage  
Ave, Chicago IL  
1903  
Style: Renaissance Revival

**Resurrection Church**, 5132 W Jackson  
Blvd, Chicago IL  
1916  
Style: Classical Revival

**St Thomas of Canterbury Church**,  
4827 N Kenmore, Chicago IL  
Style: Classical Revival



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**St Martin Church**, 5850 S Princeton  
Ave, Chicago IL  
1894  
Style: Gothic Revival

**St Veronica's Rectory**, 3300 N  
Whipple St, Chicago IL  
1912  
Style: Gothic Revival

**St Henry's Catholic Church**, 6346 N  
Ridge Ave, Chicago IL  
1905  
Style: Gothic Revival  
National Register

**St Clara Church (St Gelasius)**, 6401 S  
Woodlawn Ave, Chicago IL  
1923  
Style: Renaissance Revival  
National Register

**St Henry's School**, 6327 N Hoyne,  
Chicago IL  
1929  
Style: Gothic Revival

**St Peter Catholic Church**, 8148 N  
Karlo, Skokie IL  
1916  
Style: Renaissance Revival

**Queen's Angels Catholic Church**,  
2338 W Sunnyside Ave, Chicago IL  
1924  
Style: Art Deco/Moderne

**Holy Name Catholic Church**, 10<sup>th</sup> &  
Clay Sts, Topeka Kansas  
1924  
Style: Italian Renaissance

**St Mary of the Angels**, 1850 N  
Hermitage Ave, Chicago IL  
1913-1917  
Style: Roman Basilica

**Bohlen & Sons, Indianapolis**

Four generations of Bohlens practiced architecture in Indianapolis and the first is now one of the nation's oldest continuously operated architectural enterprises. Diedrich A Bohlen founded DA Bohlen on April 10, 1853. Diedrich's son, Oscar D Bohlen joined his father in 1884 and the firm became DA Bohlen & Son. Oscar Bohlen became one of the first registered architects and registered engineers in Indiana. His registration number was 27. He and his father designed the Indiana Dental College, Tomlinson Hall, and the City Market in Indianapolis. DA Bohlen died in 1890 and was credited with introducing the German Neo-Gothic style to Indiana.

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**Marywood Academy, Cook County, Illinois**

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After his father's death, Oscar designed the Majestic Building (1896), the first and tallest steel skeleton skyscraper west of the Alleghenies outside of Chicago. He also designed the Indiana National Bank building (1895), the French Lick Springs Hotel (1898), the Methodist Hospital (1901), St Francis Hospital (1903) and an addition to Union Station (1903)

In 1910, Oscar's son, August C. joined the firm. August was a coauthor of Indiana's original building codes. He designed the Stokely Brothers office building (1912) and the Indianapolis Star-News Building (1924).

The fourth generation of the Bohlen family, Robert, joined the firm in 1946. He and August worked on ongoing projects and also designed the Empire Life Building in 1950.

Beginning with Diedrich Bohlen in 1858, the firm has designed all the buildings for the Sisters of Providence throughout the United States with the relationship continuing to today. The National Register of Historic Places lists more than 20 Bohlen projects.

### **Marywood Academy Today**

Today, Marywood Academy serves as the civic center for the City of Evanston. To the neighborhood that surrounds it, Marywood Academy is still an important building which provides serenity and quiet and play space in the rear park.

Marywood Academy exhibits excellent integrity on its exterior and its interior public spaces. Alterations to the structure have been minimal and are reversible. All the interior lights and doors that were removed are still on the premises, housed in the attic. Everything, except the roof is in excellent condition and all its ornamentation is intact. Landscaping is attractive and does not detract from the building or its architectural details. The relationship of Marywood Academy to other structures on Ridge Avenue creates an urban energy and a strong "sense of place" that is unique to that particular block in the City of Evanston.

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NPS Form 10-900-a  
OMB No. 1024-0018  
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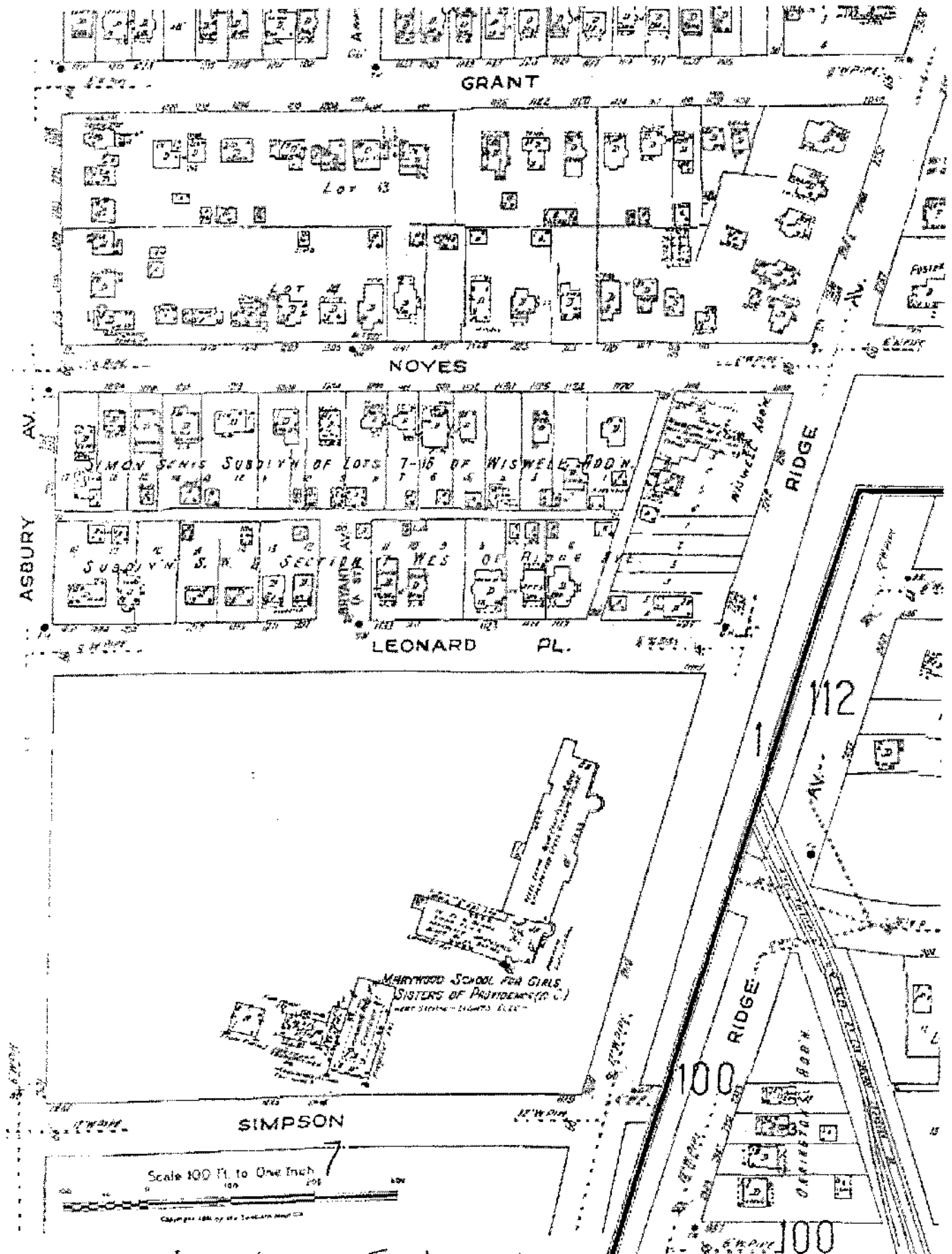
Section 10 Page 23

**Marywood Academy, Cook County, Illinois**

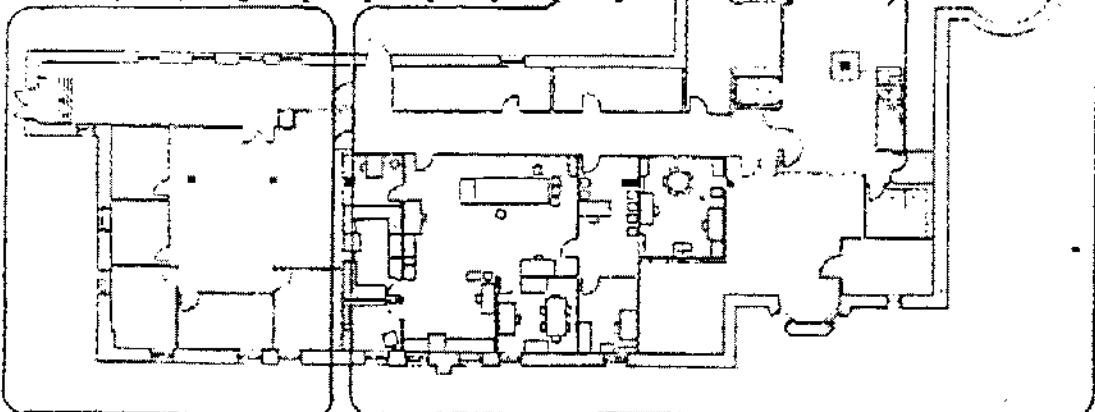
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**Boundary Description.** Lots 1 through 18 and the 20 ft. vacated alley west and adjacent to Lot 1 and all of the vacated alley north and adjacent to Lot 10 in Academy subdivision of Lot 19 in assessor's subdivision of fractional Section 7 Township 41 North, Range 14, East of the Third Principal Meridian, in Cook County, Illinois.

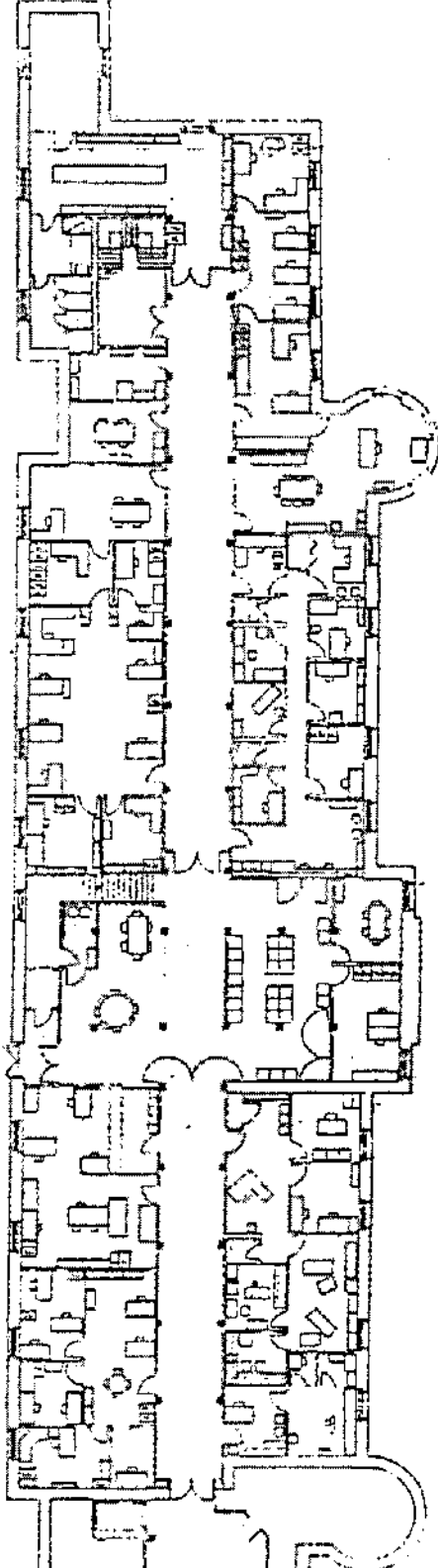
**Boundary Justification** The boundary includes the buildings and the land historically associated with Marywood Academy.



Marywood Academy Sanborn Insurance Map  
 corrections up to 10/1950



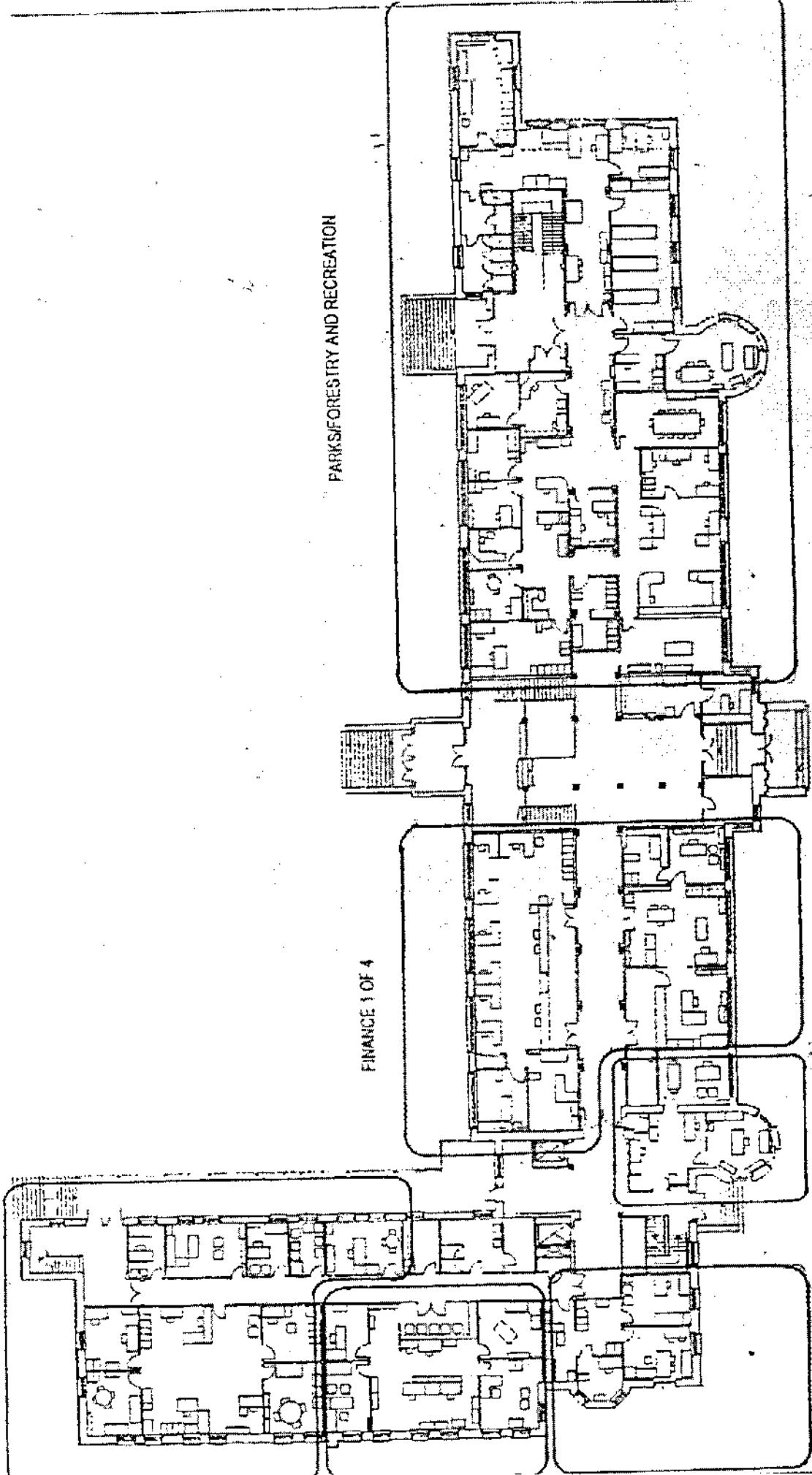
HEALTH AND HUMAN SERVICES 1 OF 2



# EVANSTON CIVIC CENTER

2100 RIDGE AVENUE  
EVANSTON, ILLINOIS

GROUND FLOOR PLAN



PARKS/FORESTRY AND RECREATION

FINANCE 1 OF 4

FACILITIES MANAGEMENT 1 OF 3

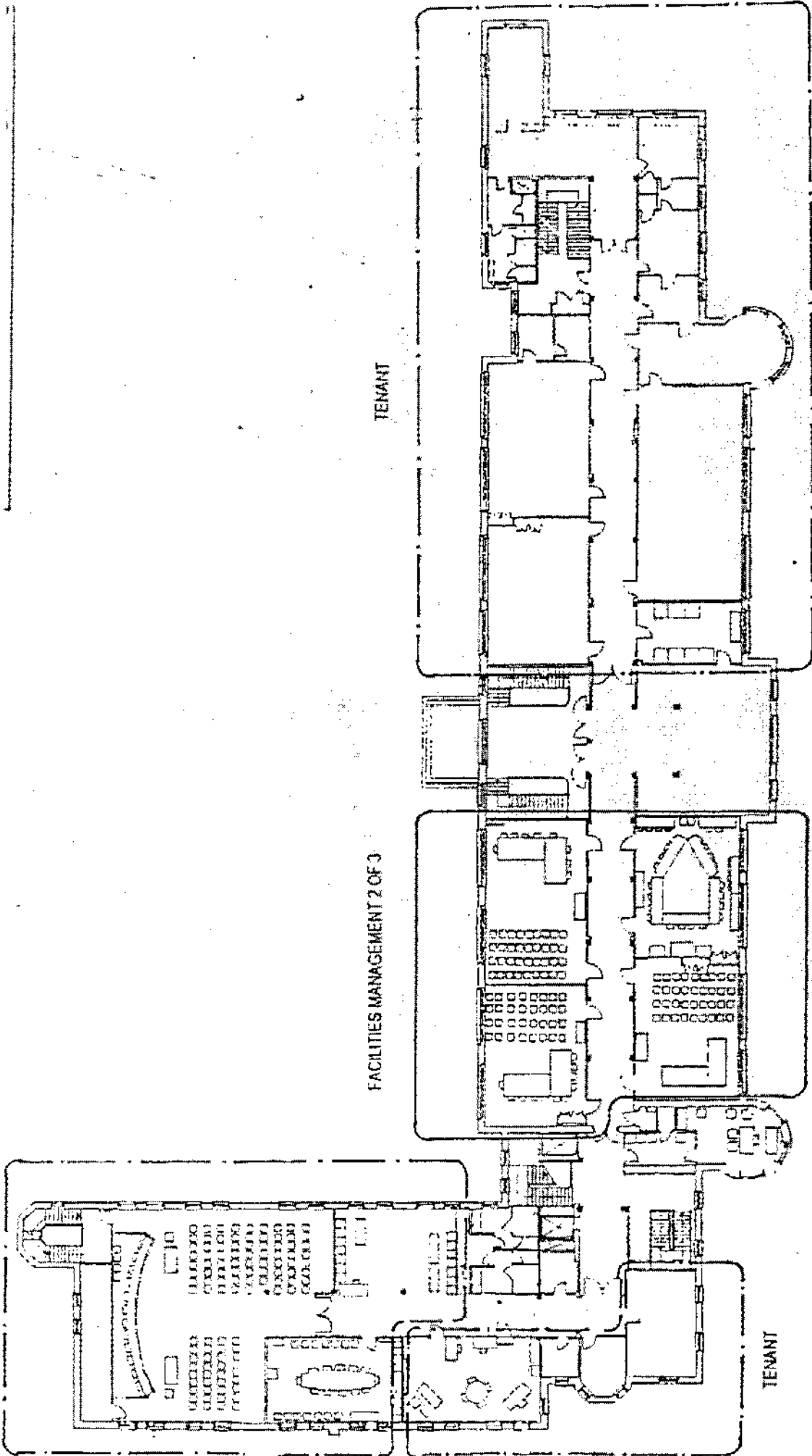
HUMAN RELATIONS

FIRST FLOOR PLAN

2100 RIDGE AVENUE  
EVANSTON, ILLINOIS

# EVANSTON CIVIC CENTER





FACILITIES MANAGEMENT 2 OF 3

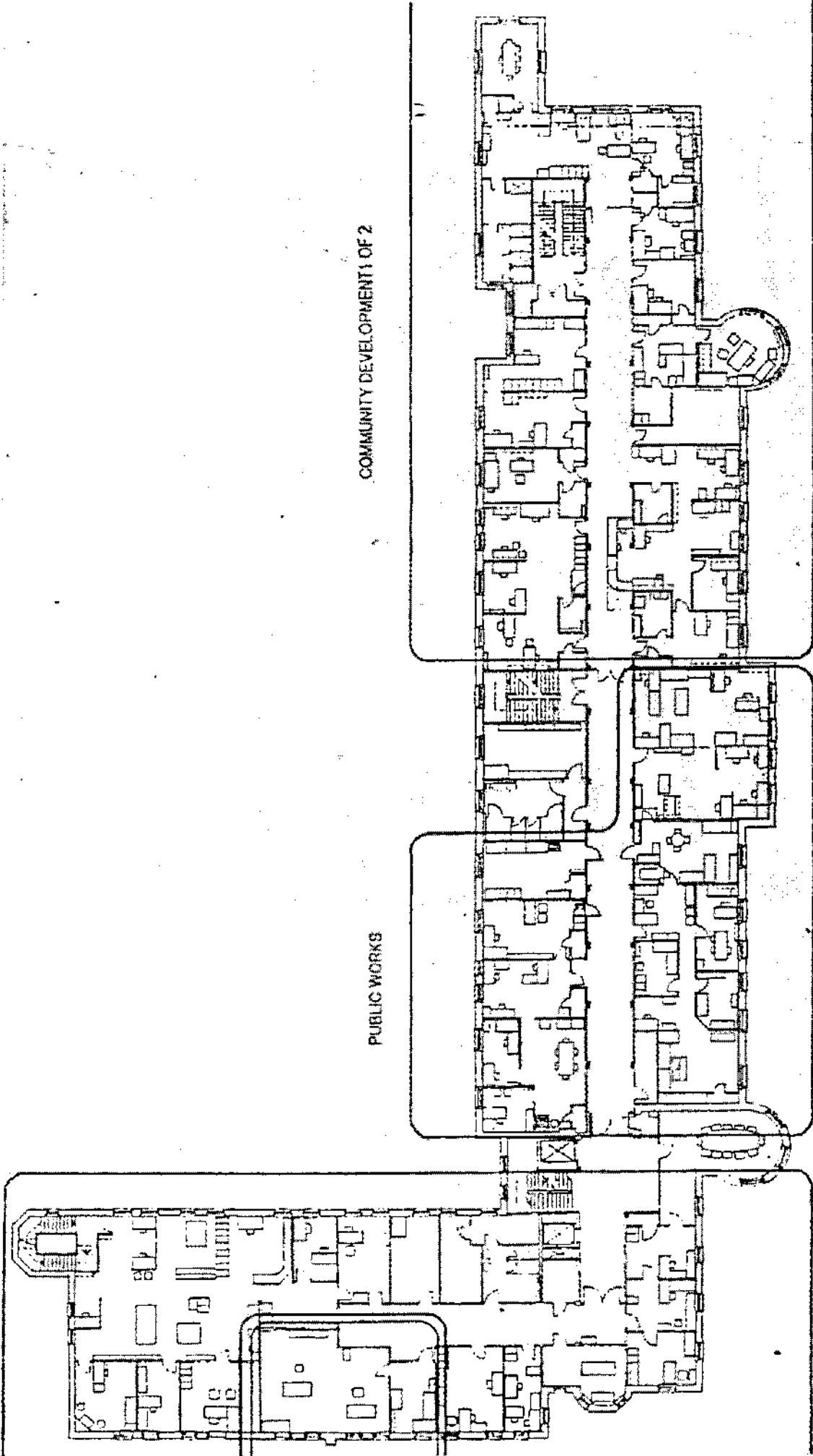
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**EVANSTON CIVIC CENTER**

2100 RIDGE AVENUE  
EVANSTON, ILLINOIS

SECOND FLOOR PLAN



COMMUNITY DEVELOPMENT 1 OF 2

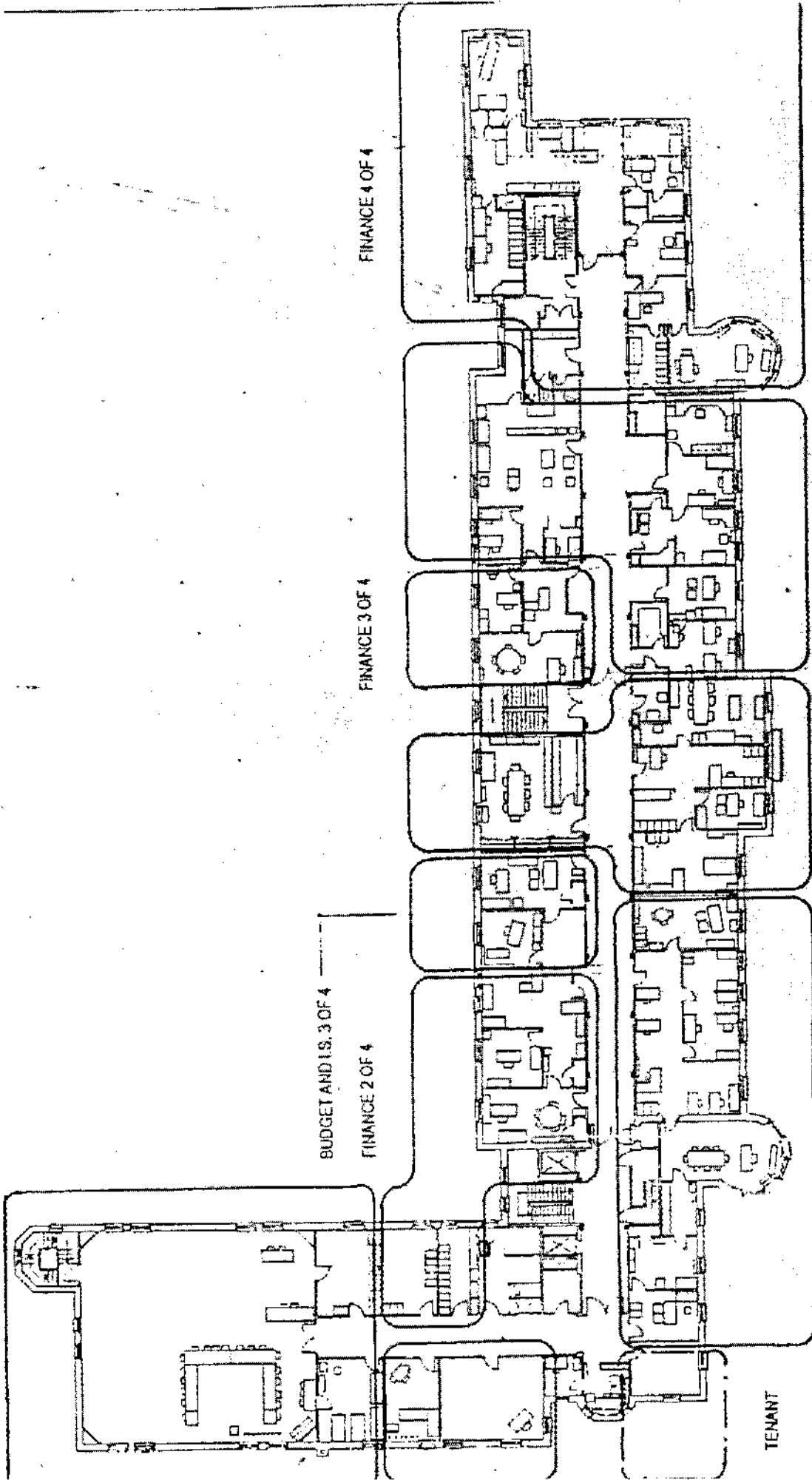
PUBLIC WORKS



THIRD FLOOR PLAN

2100 RIDGE AVENUE  
EVANSTON, ILLINOIS

**EVANSTON CIVIC CENTER**



CITY MANAGER

CORPORATION COUNSEL

BUDGET AND I.S. 4 OF 4

# EVANSTON CIVIC CENTER

2100 RIDGE AVENUE  
EVANSTON, ILLINOIS

## FOURTH FLOOR PLAN





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Preservation Agency**

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**MEMORANDUM**

**TO:** The Honorable Lorraine H. Morton, Mayor of the City of Evanston  
Carlos Ruiz, Preservation Coordinator and Staff of the Evanston  
Preservation Commission

**FROM:** Amy Easton, Assistant Coordinator, National Register and Survey *AHE*

**DATE:** September 6, 2005

**SUBJECT:** Preliminary Opinion on Marywood Academy, 2100 Ridge Avenue

Marywood Academy, presently Evanston Civic Center, 2100 Ridge Avenue is eligible for listing in the National Register of Historic Places. The academy is locally significant under Criterion A for its association with education in the community and Criterion C for its architecture. Marywood is important for its use as a Roman Catholic girl's school which provided its students with an excellent education for seventy years.

The Georgian Revival style academy, designed by Chicago architect Henry Schlacks, was built in 1900 by the Visitation Sisters. Originally built to accommodate two-hundred students – one hundred boarding and one-hundred day students, the academy was sold in 1915 to the Sisters of Providence and later renamed Marywood, after Saint-Mary-of-the-Woods. Marywood Academy maintains sufficient integrity for listing in the National Register. The period of significance for education is from 1900, the year it was built, until 1955, the fifty year cutoff for significance to the National Register. The period of significance for architecture is from 1900, the year it was built, until 1924, the year the Georgian Revival addition was completed.

**AGENDA**  
**PLANNING & DEVELOPMENT COMMITTEE**

Monday, November 14, 2005

6:30 P.M. – 8:20 P.M.

**EVANSTON CIVIC CENTER**

**Room 2200**

I. DECLARATION OF QUORUM

II. APPROVAL OF OCTOBER 24, 2005 MEETING MINUTES

III. ITEMS FOR CONSIDERATION

- (P1) Ordinance 120-O-05 – Special Use and Major Variation request for a Type 2 Restaurant at 1111 Chicago  
Consideration of the Zoning Board of Appeals recommendation to grant a special use for a Type 2 restaurant in the Wild Oats Store.
- (P2) Ordinance 121-O-05 – Special Use and Major Variation request for a Day Care Center Expansion at 2200 Main Street  
Consideration of the Zoning Board of Appeals recommendation to grant a special use and major variation for expansion of an existing day care center at 2200 Main.
- (P3) Ordinance 125-O-05 – Revision to a Planned Development at 1100 Clark  
Consideration of the Plan Commission recommendation to grant a major adjustment to an existing planned development for the Sienna Project.
- (P4) Special Use for an Automobile Repair Establishment at 1233 Dodge Avenue  
Consideration of the Zoning Board of Appeals recommendation to deny a special use request to establish an automobile repair facility at 1233 Dodge.
- (P5) Major Variation request for an Open Parking Space in the front yard at 2434 Sherman  
Consideration of a major variation request heard by the Zoning Board of Appeals for building lot coverage and an open parking space in the front yard.
- (P6) 2400 Main Street Resubdivision Plat  
Consideration of the SPAARC recommendation to grant preliminary and final site plan and appearance approval for a resubdivision plat at 2400 Main Street.
- \* (P7) 2100 Ridge Avenue (Marywood Academy) – Nomination to the National Register of Historic Places  
Consideration of a recommendation from the Preservation Commission to the Illinois Historic Site Advisory Council (IHSAC) that 2100 Ridge Avenue (Marywood Academy) nomination satisfies the National Register criteria.



(P8) 1625 Hinman Avenue (The Homestead) – Nomination to the National Register of Historic Places

Consideration of a recommendation from the Preservation Commission to the Illinois Historic Site Advisory Council (IHSAC) that 1625 Hinman Avenue (The Homestead) nomination satisfies the National Register criteria.

IV. ITEMS FOR DISCUSSION

(PD1) Landmark Nomination – 2100 Ridge Avenue

Consideration of a recommendation from the Preservation Commission to designate 2100 Ridge Avenue as a Local Historic Landmark. Request P&D Committee to set a special meeting date for this matter.

(PD2) Items for Future Consideration

V. COMMUNICATIONS

VI. ITEMS FOR FUTURE CONSIDERATION

VII. ADJOURNMENT

Number, NHL, Action, Date, Multiple Name

ALASKA, WRANGELL-PETERSBURG BOROUGH-CENSUS AREA,  
F/V CHARLES W (Schooner),  
Middle Harbor, W Float, Slip 299,  
Petersburg, 05000285,  
LISTED, 2/06/06

CALIFORNIA, LOS ANGELES COUNTY,  
U.S. Court House and Post Office,  
312 N. Spring St.,  
Los Angeles, 06000001,  
LISTED, 2/09/06

COLORADO, BOULDER COUNTY,  
Colorado Chautauqua,  
900 Baseline Rd.,  
Boulder, 06000179,  
NATIONAL HISTORIC LANDMARK DESIGNATED/LISTED, 2/10/06

COLORADO, MOFFAT COUNTY,  
Castle Park Archeological District,  
Address Restricted,  
Dinosaur vicinity, 06000055,  
LISTED, 1/03/06

COLORADO, PROWERS COUNTY,  
Granada Relocation Center,  
23900 County Rd. FF,  
Granada vicinity, 06000180,  
NATIONAL HISTORIC LANDMARK DESIGNATED/LISTED, 2/10/06

IDAHO, TETON COUNTY,  
Hollingshead Homestead,  
107 West 1200 N. Teton City Rd.,  
Tetonia vicinity, 06000002,  
LISTED, 2/09/06

ILLINOIS, COOK COUNTY,  
Hanson, Anton, E., House,  
7610 S. Ridgeland Ave.,  
Chicago, 06000008,  
LISTED, 2/09/06

ILLINOIS, COOK COUNTY,  
Marywood Academy,  
2100 Ridge Ave.,  
Evanston, 06000007,  
LISTED, 2/09/06

ILLINOIS, JACKSON COUNTY,  
Fuller, R. Buckminster, and Anne Hewlett Dome Home,  
407 S. Forest Ave.,  
Carbondale, 06000012,  
LISTED, 2/09/06

ILLINOIS, SHELBY COUNTY,  
Westervelt Christian Church,  
103 W. Main St.,  
Westervelt, 06000009,  
LISTED, 2/09/06