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United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *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 an 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 Illinois Industrial School for Girls

other names/site number Park Ridge School for Girls; Park Ridge Youth Campus; The Youth Campus

2. Location

street & number 733 North Prospect Avenue not for publication

city or town Park Ridge vicinity

state Illinois code IL county Cook code 031 zip code 60068

3. State/Federal Agency Certification

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

William L. Wheeler /SHP 6-25-98
Signature of certifying official/Title Date

Illinois Historic Preservation Agency
State of 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 certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- entered in the National Register. See continuation sheet.
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain): _____

Edson H. Beall Signature of the Keeper Date of Action 8-6-98

Illinois Industrial School for Girls
Name of Property

Cook County, Illinois
County and State

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	
9	4	buildings
0	0	sites
0	0	structures
0	0	objects
9	4	Total

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

n/a

Number of contributing resources previously listed in the National Register

n/a

6. Function or Use

Historic Functions
(Enter categories from instructions)

Education/School
Domestic/Institutional Housing

Current Functions
(Enter categories from instructions)

Education/School
Domestic/Institutional Housing

7. Description

Architectural Classification
(Enter categories from instructions)

Colonial/Revival
Classical/Revival

Materials
(Enter categories from instructions)

foundation concrete
walls brick
limestone
roof Asphalt
other

Narrative Description

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

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Continuation Sheet**

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Illinois Industrial School for Girls

Section 7

Introduction

Located on the east side of North Prospect Avenue, south of Oakton Avenue in the northeast quarter of Park Ridge, is The Youth Campus, formerly known as the Illinois Industrial School for Girls. The 14 acres remaining today of the original 40, retain the campus and park-like setting of its early twentieth century roots, with a high level of integrity remaining both in terms of the overall campus design, as well as the individual buildings. The property is still owned and operated as an agency to assist needy youth, consistent with its original mission. Currently, the campus is comprised of thirteen buildings, of which nine are contributing to this nomination.

The 1908-09 Annual Report of the Illinois Industrial School for Girls refers to a farm of 40 acres. A 1861 Flowers Plat Map from the Chicago Historical Society shows the northeast $\frac{3}{4}$ of the northeast $\frac{1}{4}$ of section 26, as 58 acres owned by G.L. Good with only Prospect as a street to the west. A 1875 VanVechten & Snyder Plat Map from the Northbrook Historical Society shows the same farm as 55.8 acres owned by T.P. Robb, with Oakton noted as a street to the north (nonexistent on the Flowers Map). The 1908 Annual Report refers to the gift of the farm from the late Mrs. Mary A. Talcott, wife of Mancel Talcott, Jr., whose family had been prominent in Park Ridge since 1834.

The grounds and buildings of the Illinois Industrial School retain a great degree of integrity, with alterations to the nine contributing buildings being minimal. New construction in the 1960's and 70's added four additional buildings to the campus, but three of the additions, group homes, were designed and positioned in particular to complement the existing layout, and match, as closely as possible, the style.

Six of the nine contributing buildings were designed by noted architectural firm, Holabird & Roche of Chicago. The contributing buildings range from a rather small, one-story cottage to a two story Colonial Revival institutional-style building. Overall, the historic buildings, which date from 1908 – 1914, are all Colonial Revival style, with five, two-story cottages of a more simplified design. The campus acreage is designed with the buildings in a circle, encompassed by a circular drive and three parking lots. The center grounds are left open, with mature trees also encircling the area – the work of noted landscape architect Ossian Cole Simonds. Though the center grounds are now open, a

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swimming pool and adjacent bathhouse were constructed at the west end of the property in 1922 with funds raised and donated by the Junior and Senior Cyrus H. McCormicks. The pool was located just east of the Straut Building, with a wrought iron gate constructed at the west end of the pool. Situated at the east end, was a statue donated by Mr. & Mrs. Frank Jerome in 1926. The statue, by H. Gladenbecku, Sohn of Reiedrichshagen, Berlin, had been exhibited at the 1893 World's Colombian Exposition. A new bathhouse was constructed in 1961, and the entire center campus area was appropriately used for recreation. The pool and bathhouse were demolished in 1993, due to the cost of renovation, maintenance and staffing. Today, the center section of the campus contains a toddler playground and sports court, a gift of William and Connie Manika, and erected in 1996. The wrought iron gates and statue have been restored and moved to positions that accentuate the playground.

For 25 years (1883 – 1908), the original 40-acre property was used exclusively as a farm to support the efforts of the Illinois Industrial School, then operating from the Old Soldier's Home in Evanston. From 1908, when the first buildings were erected in Park Ridge, until 1930, the north acreage (approximately 26 acres) was farmed, generating produce both for the School and for sale. The farmland lay fallow until 1952, when it was sold to finance major renovations to the campus buildings.

Today, the campus property is situated in an affluent residential milieu, bordered on all sides by private residences. The Park Ridge Country Club is located just to the southwest of the property, and provides the only other deviation from the residential complexion of the surrounding neighborhood. Though the north end of Park Ridge is comprised of large homes, many of them relatively new in construction and occupying lots that at one time contained smaller homes, the relative integrity of the surrounding neighborhood is very high, with many mature trees and thoughtful landscaping throughout.

Descriptions – buildings listed in order of age.

NOTE: Contributing buildings #7 through #9 were not designed by Holabird & Roche. Blueprints and other documents capable of providing definitive proof are no longer in existence, but annual reports and financial ledgers indicate payments to contractors, etc. Two of the three buildings, a group home and a school building, are both of

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compatible design – brick structures with stone trim. The third building, a cottage for the groundskeeper, is a wood-frame building.

Hanna Greenberg Solomon Cottage (Building #1): The first construction on the Park Ridge property was in 1908, with the Hannah Greenberg Solomon cottage, donated by Mr. Julius Rosenwald. The cottage was constructed at the entrance to the grounds, on the southwest corner of the property, and facing Prospect Avenue. Rosenwald, noted Chicago businessman (Sears, Roebuck & Co.) and philanthropist, donated the funds for the cottage to honor Solomon, who served as President of the Board from 1906-08, and was responsible in great part for the School's survival in the early years of the century.

Exterior - Solomon Cottage is a one-story, side gable roofed brick residence, with raised basement on a brick and concrete foundation, measuring approximately 68' x 30'. The center front entry is sheltered with a portico with hip roof and brick piers. The front door is adorned with sidelights. The windows are double-hung sash, six-over-one, and have a flat arch with splayed brick soldier course. The corners of the building have brick quoins, and the gable ends have dentils. A water table of angled concrete emphasizes the concrete first floor of fireproof construction. The limestone windowsills have flared ends, and the bathroom windows have been replaced with glass block. The building has been tuckpointed.

Interior – The vestibule opens into a skylit hallway. To the left is a dining/living room and to the right, a dormitory meant to accommodate seven girls. A large toilet room and a mother's room with bath were located behind the dormitory. An isolation room with its own bath and a separate entrance to the outside is at the left of the mother's room. The kitchen was in the northeast corner of the building and contains a stairway to the basement.

The cottage represents Holabird & Roche commission #754, and the contractor for the project was James Shedden & Company. According to the building ledger, the cost to build was \$7,600. Contributing.

Patten Cottage (Building #2): The second building to be erected in 1908 was the Patten Cottage. Patten was built approximately fifty yards to the east and slightly north of Solomon, and positioned to face the south. Funds for the cottage were donated by

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Mr. James A. Patten, a grain broker and author of the book "In the Wheat Pit." Mr. Patten was mayor of Evanston when Holabird & Roche was working on their City Hall, and it is speculated that he was an influence in obtaining the services of the firm to design the Illinois Industrial School for Girls.

Exterior: Patten Cottage is a two-story side gable roofed brick residence with raised basement on a 16" concrete foundation, measuring approximately 47' x 37'. The center front entry has a hip roof portico with brick piers, and the front door is adorned with side lights and transom. The windows are double-hung sash, six-over-one, with a flat arch and splayed brick soldier course. The corners of the building have brick quoins, and the front and rear elevations have brick dentils. The gable ends also have brick dentils. A concrete water table emphasizes the poured concrete floors. Only the Solomon and Patten Cottages of the contributing buildings have fireproof construction of poured concrete floors.

The integrity of the building has only slightly changed over time — a second floor window has been added over the front entryway and the portico has been enclosed with wood storm windows. A slide fire escape has been added to the north side (which will be removed with upcoming restoration). The rear entry and second floor porch have been enclosed with beveled siding. The rear chimney has been capped at the roof overhang line.

Interior: Basement is unfinished except for laundry room. First floor vestibule opens into a hallway connecting, by open archways, the dining room and sitting room. Another small sitting room, kitchen and pantry are grouped around a central stairway. Second floor consists of a large dormitory room, approximately 27' x 16', on the northwest side. Also three smaller girls' rooms plus a mother's room.

The cottage represents Holabird & Roche commission #707, and the contractor for the project was James Shedden & Company. According to the building ledger, the cost to build was \$9,525. Contributing.

Straut School of Domestic Economy (Building #3): The third building, erected in 1910, was the Straut School of Domestic Economy. Straut was built approximately twenty-five yards to the east and slightly north of Solomon, and positioned to face Prospect Avenue. It is the crown jewel of Georgian Revival/Institutional architecture on the

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Illinois Industrial School for Girls

Campus. The subtle rhythms and counterrhythms of this building, interplaying size, height, depth, form, the shapes of windows and doors, plain surfaces and rich decorations, is a fine example of English Palladianism. Building plans are dated March 1910. Funds for the construction of the building were donated via a bequest from the estate of George and Elizabeth A. Straut.

Exterior: The Straut Building is a two-story brick building with large attic and raised basement on a concrete foundation, measuring approximately 44' x 72'. The framing is of wood and metal. It has a cross-gabled roof with a projecting rear wing. The center entry has a portico with limestone columns with Ionic capitals, the overall length of which is approximately 11 ft. The entablature is another 2'9" of stone. Matching flat limestone adorns the face of the building, and the front door has sidelights and an elliptical transom window. The windows are double-hung sash, six-over-six, and have a flat arch with splayed brick soldier course. The corners have brick quoins. The galvanized metal cornice has modillions and dentils. The gable over the entry has a four-foot wide oval window with a header and soldier course around the window. Projecting brick panels under each second floor window provides part of the decoration.

Interior: The first floor consists of a central hallway running through the building, front to back door. The stairway by the rear door accesses the basement. From the front entry, two offices with a reception room and a large classroom, approximately 17' x 27', on one side, and on the other, two pantries, a dining room and large laboratory kitchen. Second floor consists of two large classrooms, five bedrooms and a superintendent's suite. The attic is mostly storage space, with a maid's room. The basement is partially finished with a laundry room, ironing room and bathroom with shower.

The 1911 building report, which is part of the corporate book of the Illinois Industrial School, describes the building as follows:

...building which includes the Administrative Offices, and rooms for Superintendent and teachers. At present, two schoolrooms intended for domestic arts, in the future, are being used for the grade school. The most important and best-equipped room in this building is the classroom kitchen of the cooking school. A light airy room with space at the tables, measured to the need of each pupil, to the number of 16. This room is most completely equipped with every requisite for instruction, and the

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practise [sic], of each lesson. In fact, it is one of the most perfect laboratory kitchens in the country. For this, we are indebted to Mrs. Potter Palmer, who generously gave \$1,000 for this purpose. Adjoining this kitchen are suitable pantries, and a most attractive dining room where waitresses receive their training. It thus serves the double purpose of training girls and serving meals to Superintendent and staff.

In the basement we have a laundry and temporary dairy, light and well ventilated. Also shower bath for girls who work in laundry and on the farm.

The construction of this building, like all the others, is of red vitrified brick – the most substantial material to be had. The design is simple and artistic – ventilation and heating perfect. Each room adapted, with great care, to its purpose.

The Straut Building represents Holabird and Roche commission #764. The contractor was Morrice & Barron, and according the building ledger, was paid for together with buildings #4 & 5 for a total of \$48,936. The 1911 building report lists the cost of Straut to be \$24,713.92.

The Straut Building has been unheated for the past 20 years, and is need of major renovation, which is planned for 1998-99. Contributing.

Chicago Woman's Club Cottage & Mary A. Talcott Cottage (Buildings #4 & 5): The fourth and fifth buildings were the Chicago Woman's Club Cottage (now called the Marjorie Wilder Emery Cottage), and the Mary A. Talcott Cottage, built in 1910-11. They are identical cottages, positioned side by side approximately twenty-five and sixty yards to the northeast of the Straut Building respectively, and facing north. Each building measures approximately 50 x 35 ft. They are one-and-one-half story side-gable roofed brick buildings, with raised basement and attic. Funding for construction of the Chicago Women's Club Cottage was provided by the club in the amount of \$11,000. Talcott was built with funds from the Straut bequest.

Exterior: The front entry door is located in the center of the building, and is flanked by Doric pilasters. The first floor front elevation includes triple windows with flat splayed

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arch and limestone key and ends. The windows are double-hung wood sash, six-over-six. The side elevations only have limestone keys. The windows on the second floor are dormers, and are double-hung wood sash, three-over-three. The front elevation includes three gable dormer windows. The brick bonding is all stretchers, with no headers. The buildings have a side gable roof with cornice end returns and dentils.

Interior: Basement is unfinished except for laundry room. First floor: door opens into a sitting room to the left, with dining room and kitchen to right. Another small sitting room and pantry are grouped around the central stairway. Second floor: four smaller girls' rooms and a mother's room.

The buildings, with Patten, represent Holabird and Roche commission #707. The contractor was Morrice & Barron. The cost of both cottages, with the Straut Building included, totaled \$48,936. The building report of the 1911 corporate minutes of the Illinois Industrial School lists the cost of the buildings to be \$12,063.34 and \$12,160.34 respectively. Contributing.

Ida Noyes Cottage (Building #6) – The sixth building was the Ida Noyes Cottage, a gift of LaVergne Noyes (1849-1919), the noted manufacturer and philanthropist, as a tribute to his wife, and built in 1911. The 1914 Annual Report of the Illinois Industrial School for Girls listed the value of the building as \$11,000.

Exterior: Noyes Cottage is a two-story brick building with basement and attic, measuring approximately 35' x 50' on brick foundations. It is positioned next to the Patten Building to the east, and faces south. It has a side gable roof with cornice returns and dentils. The front entry portico has square brick piers with a flat entablature. The catalog of Holabird & Roche lists Noyes as a twin of the Patten Cottage, though there are differences, notably a seventh window missing from the second floor front elevation. The rear elevation differs also, as Noyes does not have an 8 ft. gable extension or a rear porch. Front elevations, with the exception of the missing second floor window, are nearly identical. The fireplace and heating chimney are enclosed in the flat north wall – also a variation from Patten, as its fireplace and chimney extend 8 inches beyond the wall. The brick quoins match Patten. The brick bonding is all stretchers with no headers.

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Illinois Industrial School for Girls

The 1911 building report describes Noyes as follows: "This we regard as a model of convenience, and as nearly fireproof as a building can be made, all floors except attic being of concrete, those in first and second stories covered with cork carpet for warmth silence."

Interior: The interior framing is hollow tile partitions and concrete floor slabs. The basement is partially finished with laundry room and storage rooms. First floor vestibule opens into a hallway, which connects by wall openings the dining room with the girls' sewing and sitting room. Another small sitting room, kitchen, and a pantry are grouped around a central stairway. The second floor contains four bedrooms meant to house four girls each. Also on the second floor is a mother's room with private bath, and a large toilet room for the girls.

The building represents Holabird and Roche commission # 1065. The contractor was J.P. and J.W. O' Connor Company, and according to the building ledger, the cost was \$14,866.26. Contributing.

Residence (Building #7) – According to Holabird & Roche: An Illustrated Catalog of Works, by Robert Brueggemann, "A notation on sheet #1 of Commission #1065 also refers to a shelter executed in 1910." According to the Annual Report of January 24, 1913, Mrs. Truman W. Brophy donated \$3,500 for a barn and bungalow, and Mrs. Potter Palmer donated \$800 for a shelter.

Near the northeast corner of the Campus is a one-story frame residence with basement, currently known as Sperling. It is speculated that the original building was 16 ½ ft. x 29 ½ ft. with a front porch. Additions have been added to the north and west. A 1930's aerial photo shows the building standing. Despite the fact there are no extant blueprints or other documentation, either in the archives of the Illinois Industrial School, the Chicago Historical Society or Holabird & Roche, the aerial photo is considered proof of the building's existence during the School's period of significance. It is speculated that this building is in fact the groundskeeper's cottage (bungalow), mentioned in annual reports. Contributing.

Illinois Cottage (Building #8): The Illinois Federation of Woman's Clubs completed and furnished the cottage named Illinois in September of 1914 at a cost of \$10,124.14.

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Exterior: Illinois is a two-story brick residence with gambrel roof, raised basement, and attic. It is located east of Talcott, west of Sperling, and faces north. The center front entry has a fanlight window. The gabled portico is supported by eight-sided, wooded columns. Triple window bays are on each side of the entry, with double-hung wood sash windows, six-over-one. The windows on the rear elevation are mostly eight-over-one. The foundation is concrete.

The second floor bathroom windows have been replaced with glass block, and steel fire escape stairs have been added to the west elevation.

Interior: The front door opens into a large sitting room, with dining room and kitchen to the right. Two smaller sitting rooms are grouped around the central stairway. The second floor contains a mother's room with bath, a second large bedroom and three smaller ones, as well as a large dormitory bathroom. The basement is unfinished with the exception of the laundry room.

The architect and contractor for this building are not known. Contributing.

Orlando J. Buck Hall (Building #9): The Orlando J. Buck Hall is a two-story school with an assembly hall and raised basement, built in 1914. \$19,000, were donated by Mrs. William R. Linn to construct the school. The Annual Report of 1914 offers the following enthusiastic passage: "The past year has witnessed a healthy growth in the material progress and educational efficiency of the Park Ridge School for Girls. Through the efforts of Mrs. William R. Linn, our greatly needed schoolhouse has been built and it was opened for the daily use of the pupils about the middle of December. It is a model in every respect, beautiful in design and coloring, and perfectly adapted for its use."

Buck Hall sets at a right angle to the Straut Building, and 150 feet to the northwest. It provides a sharp contrast to the squares and rectangular shapes of Straut, with its many circles and ellipse.

Exterior: The building is approximately 68' x 41', and its dominant feature is the 17' x 13' extension to the south for the stairwell to the second floor's assembly hall/basketball court. There is a rounded brick parapet with a limestone cap and limestone finial on each side. Limestone also encloses the recessed double door entry with sidelights and elliptical arch over the transom. The stairwell extension has a rounded metal room.

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Illinois Industrial School for Girls

The roof of the main building is hipped with a 4' overhang with decorative rafters. The raised basement foundation creates a water table line, and at door height, a limestone belt goes around the building. First floor windows are double-hung wood triple openings with an elliptical arch. All windows are six-over-one.

An addition was constructed in 1922 on the north side of the assembly hall, approximately 50' x 50'. The two-story brick addition does not have a basement, and contains the same elliptical windows as the main portion of the building, but are double, not triple. The windowsills are brick and not limestone. The payout ledger lists the architect as J.T. Hetherington. No records or blueprints exist for the 1914 building.

Interior: The door opens into a spacious hallway, with four classrooms located on each side. A small office is situated just to the left of a small downward staircase, which accesses the addition, comprised of two classrooms, a detention room and large bathroom. To the left of the front entry door, is an ascending stair to the second floor assembly hall/basketball court. Also on the second floor are three additional classrooms, accessible by a back staircase on the northeast side of the main building. The basement is unfinished. Contributing.

Garage (Building #10): A 5-car garage plus workshop was built in 1961, measuring 80 x 25 ft. Brick with concrete floors, located across the drive and approximately fifteen yards to the east of the Noyes Building. Architect and contractor not known. Noncontributing.

McCormick Cottage (Building #11): The McCormick Cottage, built in 1965, is a two-story brick building with partial basement, measuring approximately 71' 8" x 40'. It is located approximately thirty yards from the Noyes Building, is adjacent to the England Building and faces west. The cottage was built with a donation from the Robert R. McCormick Trust Fund in the amount of \$60,000.

The building has a concrete joist first floor with 12" steel joist second floor with 3" concrete slab, 2 x 10 wood ceiling joist and 2 x 10 rafters. The windows are double hung wood sash, one-over-one. Quoins are on one course, then 9 course with 5/8 inch projection. Soldier course over flat arch over all windows. Plans call for lead coated copper gutters. Architect was McCaughey, Erickson, Kristmann & Stillwaugh of Park Ridge. Noncontributing.

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England Cottage (Building #12): The England Cottage, built with funds donated by the Frank W. England Foundation, was erected in 1972. It is located at the western most point on the property, adjacent to the England Building, and facing west. It is a two-story brick building with partial basement, approximately 71' x 35' 8". Concrete joist first floor, 12-inch steel joist second floor, with 3" concrete slab. 2 x 10 wood ceiling joist, 2 x 10 rafters. Windows are double hung wood sash, one over one. Building plans call for typical brick quoins. Soldier course over windows, G.I. gutters, Hartmann-Sanders' colonial wood columns. design #200, Tuscan Cap & Base, two-story high. Wood panel under first floor windows. The architect was Erickson, Kristmann & Stillwaugh of Park Ridge. Noncontributing.

Haake Clinic (Building #13): The Haake Clinic was built in 1972, and named in memory of Alfred P. Haake. The Clinic is a two-story brick building with partial basement, measuring approximately 55' x 46'. The building is located across the drive from the Patten Building, to the east of Solomon, and faces north. Other features same as #12. Noncontributing.

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

(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 # _____

Areas of Significance

(Enter categories from instructions)

Social History

Architecture

Period of Significance

1908-1948

Significant Dates

Significant Person

(Complete if Criterion B is marked above)

n/a

Cultural Affiliation

n/a

Architect/Builder

Holabird & Roche, architects

Primary location of additional data:

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

Name of repository:

Chicago Historical Society

10. Geographical Data

Acreage of Property 14

UTM References

(Place additional UTM references on a continuation sheet.)

1	1 6	4 3 1 3 3 0	4 6 5 2 4 1 0
	Zone	Easting	Northing
2	1 6	4 3 1 6 0 0	4 6 5 2 4 1 0

3	1 6	4 3 1 5 8 0	4 6 5 2 1 7 0
	Zone	Easting	Northing
4	1 6	4 3 1 3 3 0	4 6 5 2 1 7 0

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.)

11. Form Prepared By

name/title Catherine B. Squires, Director of Development

organization The Youth Campus date December 30, 1997

street & number 733 North Prospect Avenue telephone 847-823-5161

city or town Park Ridge state IL zip code 60068

Additional Documentation

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)

Property Owner

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

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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 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 Projects (1024-0018), Washington, DC 20503.

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Section 8

Summary/Introduction

The Illinois Industrial School for Girls, located in Park Ridge, Illinois, is historically significant under Criterion A in the area of social history. The School is significant as institution which, during the period of significance, cared for thousands of girls and exemplified major child care trends in the United States. The institution is also an important surviving element from the earliest days of congregate care – care of groups of dependent children - in the state of Illinois during the period of post Civil War reconstruction and Chicago urban development¹ The School is representative of a unique yet enduring type of institution, modeled after the “cottage system,” or family-style industrial and reform school models prevalent in Mettray, France during the mid 1800's - the “Ecole Agricola.” The School is also significant under Criterion C for architecture, for its good examples of Georgian/Colonial Revival institutional architecture in the city of Park Ridge, Illinois. The period of significance of the Illinois Industrial School for Girls, 1908 – 1948, commences with the completion of the first buildings on the 40-acre Park Ridge property and extends forty years. The School's inception in 1876, dates from the period during which the care of dependent children in Illinois was experiencing its greatest development², with the emergence of industrial schools, orphanages and training schools filling an important role in the evolution of social policy toward children.

According to the Park Ridge Historical Society, the Illinois Industrial School for Girls was one of four organizations caring for dependent children in the Park Ridge area during the first decades of the 20th century. The others were St. Vincent's Orphanage (built in 1902 and no longer standing), the Norwegian Lutheran Home (later to become known as the Edison Park Home, and demolished in 1996), and the Croatian Children's Home (located at the corner of Dempster and Potter and demolished in the 1960's). The Illinois Industrial School for Girls, now known as The Youth Campus, is the only one surviving today. Additionally, of the earliest known “cottage plan” institutions in the Chicago area, the Chicago Reform School (1854 – 70) the State Training School for Girls in Geneva (1893) were the others, the Illinois Industrial School for Girls is the only surviving example. Though the majority of the land which comprised the original tract was sold over time, the original buildings all remain, and are still largely in use as they

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were in 1914: two school buildings, five cottages for living and recreation, a groundskeeper's bungalow, and an administrative building.

The Care of Dependent Children: America's Early History

The care of orphaned, homeless and destitute children in America correlates with our earliest history. Though it is well documented that extraordinary numbers of dependent children lived in America during the early Colonial period (1600-1735), most having entered into indenture with companies or other enterprises endeavoring to do business in the New World. Additionally, there came to be groups of children left homeless following Indian/Colonial insurgencies in the southern territories. The earliest orphanage in our historical record dates from 1728, when a group of nuns in New Orleans took several children into their convent for care. The Natchez massacre of 1730 brought numerous others to their doors, and by 1731, the nuns "were caring for forty-nine girls ranging in age from three to twelve years."³ In addition to religious training, the girls received an education and developed domestic skills. The convent was reimbursed by the French government with an annual subsidy of 4,500 livres for their expenses.

Over the following century, the need for institutions to care for dependent children grew, expectedly following epidemics of yellow fever, cholera and typhus. However it was during the periods of urban development and industrial growth (1820 – 60), and again during Civil War reconstruction, that the number of needy children grew most dramatically – by 300% from 1861-65 alone.⁴ Concurrently, numerous waves of immigrants came to America in search of economic opportunities and a new way of life. The cities of the eastern seaboard, resultantly, became urban centers – full of the opportunities and independence that had been promised, but hardly devoid of the less desirable aspects of urban life - notably poverty, overcrowding and crime.

Subsequently by 1850, institutionalization became the standard social response to the problem of caring for dependent children, due in great part to the eventual criticism that fell upon the systems of indenture and apprenticing prevalent in the prior century. Two trends emerged and continued into the 1880's, each resulting in a social definition, class, and respective treatment course for children. First were those children bereft of parents due to the effects of war, famine or disease, known as dependents. Second were those who, due to the effects of urban conditions, fell into poverty, were labeled as

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“destitute,” and known as delinquents. In most cases, these children had both parents living but had either fallen into a life of crime or were in danger of doing so.

The numerous solutions to the problem of dependent children which emerged in the years between 1820 and the Civil War, indicate the equally numerous and often competing social theories on the subject. As a backdrop, a revolution of sorts was occurring with regard to what society believed to be the nature of childhood. While eighteenth century thought clung to the ideal of children as sinners, children being “not too little to die...not too little to go to hell,”⁵ the viewpoint of nineteenth century philosophers and educators stressed the “naturalness” of children. Purity, therefore, became an increasingly powerful theme, and movements reforming not only education, but the rearing of orphans came to be based on the belief that children were innocents, and pliable to the shapings of a positive environment.

Consistent with both the trends that brought children into the dependent population and the prevailing social theories, institutions providing shelter and protection similarly developed in two ways. First, for the youngest “innocents,” almshouses and other traditional orphanages/asylums emerged – rather large congregate care institutions serving mostly children under the age of twelve. These facilities tended to be run by religious orders, though not exclusively so. By mid century, many institutions of this type were state supported yet privately run, and like the neighborhoods from which the children came, became overcrowded and ill-kept. Several northern states (including Illinois) had by this time also developed numerous, large institutions, designed to accommodate the influx of orphans into the population following the Civil War.

Secondly, following from the perception that orphaned juveniles were or would become delinquent if necessary intervention wasn’t provided, several other types of programs emerged such as the “placing out” programs of reformers including Charles Loring Brace. Brace’s notable “orphan trains,” conceived partially in reaction against the institutionalization of children, took urban poor and relocated them to farming communities in the developing west, thousands to Illinois alone. Brace’s theory was that fresh air, hard work and a family setting would provide the homeless with the stability they needed to become productive citizens in adulthood. Though the “orphan train” program was ultimately criticized and phased out prior to the start of the first World War, it was not before 150,000 children had been relocated to the west.⁶

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Also in reaction to the institutionalization of children in almshouses, a third solution developed in New England beginning in the 1820's - the "juvenile asylum," which housed and educated youngsters not yet part of the criminal world, but whose behavior or family life might lead them in that direction. Like the "orphan trains," juvenile asylums, which later became known as reform schools, clearly grew from the threat to public order resulting from the growth of urban centers, notably New York and Boston. While Brace's program was intended to prevent delinquency, juvenile asylums and reform schools existed to correct the problem. The founders of these institutions conceded that though childhood diminished responsibility for crime and pity, sympathy for the young was nevertheless secondary to the development of independence and moral rectitude, achieved through education and the building of work habits. For boys, work consisted of large workshops, whose labor was contracted to local entrepreneurs. Girls were occupied with domestic chores for approximately eight hours a day, with all spending their remaining waking hours in school.

By the 1850's large numbers of reform schools existed, many of them overcrowded. Many institutions began to seek rural placements, and subsequently "cottage system" or "family plan" childcare institutions developed. The Massachusetts State Industrial School for Girls (1856) and the Ohio Reform School (1857), the two earliest, internalized the ideal of family placement by dividing their residents into physically separated "cottage families." This system was essentially a compromise between the congregate system of reform schools, and the placements Charles Loring Brace made in family homes. The "cottage plan" was eventually endorsed at the First White House Conference on Care of Dependent Children in 1909.

The Massachusetts State Industrial School for Girls was built in 1856 in Lancaster, a beautiful rural area about fifty miles west of Boston. It consisted of several cottages, though according to sources, more closely resembled academy-style buildings than homes. In the same year, Charles Reemelin, one of the commissioners of the Ohio Reform School, visited a number of European institutions for delinquent children. Of particular interest to him, was a reform school located in Mettray, France. La Colonie Agricole Penitenciere de Mettray, Ecole Agricole, "gave the spirit of family life" to those who lived there. Significant were the "separate and semiautonomous" cottages within a rural estate. The resulting institution that Reemelin and his colleagues built in Ohio between 1856-8, though technically not the first institution of this type, was considered the "fullest expression of the idea of rural reform."⁷

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Dependent Children in Illinois and Chicago

Like the large urban centers of the eastern seaboard, Chicago experienced phenomenal growth, becoming an "instant city" seemingly over night. While a town of 350 in 1833, the population stood at nearly 300,000 in 1870, and the identical social problems which had been earlier seen in New York were emerging: poverty and crime. Following three successive cholera epidemics between 1849 and 1856 and the Civil War (1861-65), an additional and substantial influx into the population of homeless and destitute occurred, creating an explosion in the numbers of dependent children by 1865. In response, Chicago began looking for new ways to care for its poor, with numerous private organizations stepping up in attempt to fill the great need. Two dominant types of institutions again emerged: orphan asylums and industrial schools.

Many types of institutions were called *industrial schools*. The term referred to the curriculum of an institution, rather than the students it served. Industrial schools educated students for employment opportunities in agriculture and skilled manual training. Several colleges included the term "industrial" in their names including the Illinois Industrial Institute at Champaign, currently the University of Illinois at Urbana-Champaign.

Industrial schools for dependent children in Illinois were modeled after the English institutions of social reformer Mary Carpenter. The focus of the schools was to train young children skills necessary to enable them to earn a living once entering adulthood. For boys, the training was geared more toward an agricultural economy than an industrial one, and girls were taught domestic skills in addition to their regular academic coursework. The State of Illinois passed the Industrial School Act in 1879, which provided public funds to support the children placed in the care of such institutions, and again to encourage the placement of dependent children outside of almshouses. With the exceptions of the Illinois Soldiers' Orphans' Home and the Chicago Reform School, Illinois had not shown support to private institutions previous to the Industrial School Act. Exceptions were made during periods of crisis or epidemic, but generally the role of the state was via the State Board of Public Charities, established in 1869 as a monitoring body. The state's subsequent willingness to financially support the efforts of industrial schools was likely rooted in the threat to public order that the predelinquent population posed. The subsidies were largely criticized, as the minimal state role was

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seen by some as neglectful, and by others as intrusive. Though state subsidies were received, from 1871 to the end of the century, the care and responsibility of dependent children in Chicago was the province of private agencies.

In the later decades of the 19th century, attitudes toward children were again shifting, with reformers of the opinion, as Charles Loring Brace believed, that children were pliable to shapings of their environment. Once removed from negative influences, it was believed that dependent and delinquent children could become productive members of society. Consistent with this theory, Illinois began to accept responsibility toward dependent children. In addition to an 1870 Adoption Law giving the circuit and county courts the power and responsibility for committing wards of the state for adoption, Illinois developed a juvenile court system – the first in the country, established in 1899. The intent of the juvenile court was to provide a forum in which children would be treated as children, rather than as adults. By the passing of “An Act to Regulate the Treatment and Control of Dependent, Neglected and Delinquent Children,” the juvenile court became the central agent responsible for children who were dependent or neglected, rather than the private agency or foster home. The premise of this relationship, “*parens patriae*,” indicated the paternalistic role of the state – literally, that the state became the parent of every child within its borders. With this law, also came the state’s responsibility to inspect all private and public agencies for children. The state also began to require proof of incorporation by the Division of Child Welfare, an administrative division of the Illinois Department of Public Welfare.

In 1905, the Department of Visitation of Children was organized under the auspices of the Department of Public Welfare. It assumed the monitoring role of the former State Board of Public Charities, charged with supervising institutions and state-run facilities such as the Soldiers’ Orphans’. The Visitation Act required all courts, board of supervisors, overseers of the poor, and all institutions receiving public funds for the care of dependent and delinquent children to report all placements of children in family homes at the end of each quarter.⁸

The Illinois Industrial School for Girls

The Illinois Industrial School for Girls, chartered in 1877, was one of first industrial school for girls in Chicago.⁹ It opened on November 1, 1877 with an enrollment of seven girls between the ages of four and seventeen. The School, located on the south

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side of Main Street at Sheridan Road in present day Evanston, leased the Old Soldiers' Home which had previously been used as a refuge for needy Illinois soldiers and sailors honorably discharged after the Civil War. The School was a three story brick building - with basement, situated on a five-acre tract of land. The building itself contained a kitchen, laundry, assembly room, classrooms, offices, a library, dorm rooms, apartments for staff, and other workrooms. Classes were conducted each day, and in addition, the girls received instruction in laundry and cooking.

The founder of the School, Mrs. Delia Louise Rockwood Wardner, was the wife of noted Brigade Surgeon Horace Wardner. Mrs. Wardner accompanied her husband on a trip to Cairo, Illinois in 1876, where the doctor had been sent to close the United States Hospital. Greatly moved by the large numbers of orphaned children she saw there, Mrs. Wardner resolved to take action to help remedy the problem. Following her return to Chicago, Mrs. Wardner enlisted the aid of Myra Bradwell, the first woman lawyer in the State of Illinois, and the two convened a meeting of the Illinois Woman's Centennial Association in Springfield on January 9, 1877. At that meeting, the Association unanimously voted to appropriate their \$500.00 surplus from the 1876 Centennial Exposition for the purposes of developing an "institution to care for the hundreds of needy and destitute children of the state, especially girls."¹⁰ The original charter was granted on October 22, 1877. Among the names of the three gentlemen and six ladies whose names were inscribed were Delia Louise Rockwood Wardner, Myra Bradwell, Helen M. Beveridge, Sarah C. Marsh, Lyman G. Gage, George H. Harlow and Susan M. Harlow. The founding board represented each section of the State, including a president, and one vice president from each congressional district.

According to the by-laws, the object of the Illinois Industrial School for Girls was "...to establish and maintain an institution as a home and training school for neglected, dependent and homeless girls, under eighteen year of age, or until permanent homes and means of support can be secured for them."¹¹ In the First Annual Report of the School, a further statement was issued to convince those who would support the enterprise of "its necessity...aims, and methods of work." Specifically,

we would direct attention to the great number of girls in the poorhouses, jails and houses of correction in the State; to the large number in temporary homes, dependent upon the caprice of those who give them shelter, and to those whose parents are incapacitated by crime or

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ignorance for giving them proper training. The greater portion of these children, if uncared for, will, without doubt, add to the ranks of pauperism and vice. We wish to take children from all parts of the State, intending this school to be so broad and comprehensive in its character that it shall receive gratuitously all the destitute, homeless and dependent girls who are sound in body, mind, of whatever nationality or creed. This School will be industrial in character, teaching only the common English branches, but giving instruction in domestic industries, and, as soon as possible, lucrative trades. It shall be our aim to surround them with the healthful influences of the Christian home, to instill the love of truth and right, and to inspire them with a zeal for labor, and teach them that work is honorable.¹²

Once a girl in need was discovered, the courts could appoint the president or any vice president of the School as lawful guardian of the child, and allow her to be placed in the care and custody of the institution. However in the early years of the School, legal authority over the children was somewhat limited – specifically, with regard to legal power to retain a dependent child once admitted. According to the written record of the School, board members were actively in support of a bill presented to the state legislature asking for further power, which passed in 1879, thus strengthening the School's legal position. The law also instructed the county of the child's origin, to pay the School \$10 per month toward the care, maintenance and tuition of each dependent girl. The money guaranteed that each girl would receive, upon admission into an industrial school, "...three chemises, three pair of woolen stockings, one pair of shoes, two woolen petticoats or skirts, three good dresses, a cloak or shawl and a suitable bonnet."¹³ If the child had a parent or guardian, the court would decide how much they should contribute. This action was precedent setting, as no child care institution in the state of Illinois had previously received state subsidy. Additionally, this new law gave School officials authority to place children, who were residents of the institution, up for adoption. The by-laws covered all circumstances in which adoption was possible. Provisions included readmitting a child into the school if she was being mistreated or neglected. The effect was that industrial schools in the state became the central institutions for the care of dependent children. As industrial schools were the only institutions receiving public subsidies until 1923, a great proliferation occurred, "especially in Cook County, where in 1922 there were eighteen such schools, ten for boys and eight for girls."¹⁴

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According to the articles of incorporation, the officers and trustees of the School were to “comfort, support and instruct the girls...in branches of useful knowledge...suitable to their years and capacities...” They were also to teach domestic avocations. “And for the purpose of their education and training, and that they may assist in their own support, they shall be required to pursue such tasks suitable to their years and sex as may be prescribed...”¹⁵ By the mid 1880’s, the curriculum consisted of arithmetic, geography, language, United States history, spelling, penmanship and vocal music — “under the supervision of a competent teacher, two hours per day are spent in the spent in the sewing-room; three hours per day in the school-room. The remainder of the time is devoted to the household work — nearly all of which the girls perform — and to needful recreation.”¹⁶

Between the years of 1877 and 1908, the Illinois Industrial School for Girls operated exclusively from the Old Soldier’s Home property in Evanston. From the School’s inception however, the Board of Trustees were intent on finding a permanent home. Though the Old Soldier’s Home was affordable as a rental property, the School’s population had increased by 1883 to 78 girls, and more adequate quarters became a pressing issue. In 1884, the Board successfully raised the funds necessary to match an anonymous \$5,000 gift — later revealed to have been given by Mrs. Mancell Talcott — given to assist in the purchase of a forty-acre farm in Park Ridge. The Board’s fundraising efforts were successful, and the farm was purchased for \$8,000.

The Park Ridge farm, situated about twelve miles northwest of the city of Chicago, is on the Wisconsin division of the Chicago and Northwestern Railway “which is most desirable for the school, for in the past we have been the frequent recipient of the generosity of this great R.R., and we trust in the future we shall have no less cause to give thanks.” The property was purchased from Colonel T.P. Robb, “one whom so many will pleasantly remember as an esteemed citizen, and prominently connected with our public interest during the war.”¹⁷

The property was located one hundred fifteen feet above the level of Lake Michigan, making it one of the highest ridges of land in Cook County (contrary to popular belief, not the highest). The original tract included three acres of fruit trees, and a living spring of water.

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An additional \$15,000 was required in order to begin construction on the buildings. From the start, the Trustees were resolved to pay for the buildings as they went along, and over the course of the next twenty years, undertook numerous appeals in order to raise the necessary funds. The Park Ridge farm was rented to a tenant, which provided some income, but raising the additional funds was difficult. In 1889, the Old Soldier's Home was put up for sale. Despite the fact that it was not in the institution's best interest at the time to acquire additional property, the School was forced to purchase, rather than risk losing the location. Two years later, however, the Evanston property had appreciated in value, along with a lot in Glencoe that had been donated to the School. Still, attempts to sell were futile, and the trustees reported in 1891, "from our experience, we would suggest that we either sell for what we can get and move to Park Ridge, or make our school what it should be at South Evanston without regard to selling at all, for this unsettled way of doing is not for the best interests of the School, and is discouraging to the managers."¹⁸

In spite of this opinion and financial difficulties, the School held steadfast in its commitment to provide quality care for its children. Board meetings were held twice a month and were "well attended and full of work." There were twenty vice presidents, one representing each congressional district, and the executive committee numbered over fifty. Names included both men and women, and not just from Evanston and Chicago, but from the entire state of Illinois. Prominent names such as ex-Governor and Mrs. Beveridge, Mrs. Cyrus McCormick, Mrs. William Deering, Mrs. Elizabeth Boyton Harbert and C.T. Yerkes, appeared on the list of officers.

By 1907, the School was caring for over 250 girls, still operating in Evanston, and facing tremendous financial problems. The Chicago Women's Club was asked to appoint a committee to cooperate with the Board of Directors in formulating a constructive plan of reorganization. During the year 1906-7, Mrs. Hannah G. Solomon, the new President, and an entirely new Board of Directors, accomplished this plan, and solved the School's financial problems. Debts were resolved by staging a charitable baseball game at the National League Baseball Park (later to become Comiskey Park). According to the historical record of the Illinois Industrial School, was the first time in the history of Chicago that a charitable baseball game was held to assist a philanthropic organization, and an \$8,000 profit was realized from the effort. The Old Soldier's Home was closed down and eventually sold, with the children temporarily placed in homes and other institutions. By 1907, the membership of the Board increased to 24, including such

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outstanding civic and welfare leaders as Jane Addams, Mrs. Charles Henrotin, Ella Flagg Young, Mrs. Emmons Blaine, Mrs. James Houghteling, and Mrs. Andrew MacLeish. Judge Tuthill of the newly formed Juvenile Court was a member of the Advisory Committee, which also included Judge Mack, Edward Brundage, Louis M. Greeley, and Ben Greenebaum.

To prepare the Park Ridge property for construction, the first concern was laying water and sewer pipes, draining, grading and laying out the plan of the grounds and buildings. A generous gift from Miss C.C. Griswold provided for this work, with the further stipulation that the future buildings be of fireproof construction. Her gift was accepted gratefully with that stipulation.

Plans were submitted based on the original vision of the School's trustees in 1877 – to build according to the “cottage plan.” The cottage plan had its origins in the design of mental hospitals. Dr. Frederick H. Wines is credited with initiating the cottage plan in the United States in the 1870s, after visiting cottage plan institutions in France and Belgium. Wines was responsible for construction of the first cottage plan hospital in the nation, the Kankakee State Hospital at Kankakee, Illinois, built in 1879.

Before the initiation of the cottage plan Social welfare institutions such as mental hospitals, retirement homes, poor homes, and orphanages were usually housed in large institutional buildings, such as those found on the east coast during the mid-1800s. Charles Loring Brace in his 1872 The Dangerous Classes, claimed that the prison atmosphere of these institutions, including orphan asylums, was a predictable outcome.

Cottage plans also known as segregate plans, according to Dr. Richard Dewey, the first superintendent in Illinois to have experience with the cottage plan, “balanced the personal needs of the inmate and the harmonious, efficient and working institution as a whole.” Decentralization from the large building to residentially scaled buildings also diminished population density and reduced friction among the inmates. In constructing cottage plan hospitals, the Illinois Board of State Commissioners of Public Charities in their 1881-1882 annual report, also found that on average, detached buildings could be constructed for about one-third the cost of a large, centralized congregate building.

Cottage plans emphasized individual, small residences as opposed to large congregate-living institutional facilities. By the early 20th century other social welfare

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institutions such as orphanages were using cottage plans for their facilities. The Chicago Reform School (demolished), a state supported institution was designed with a cottage plan. Mooseheart, an orphanage sponsored by the Loyal Order of Moose, was built using a cottage plan north of Aurora, Illinois beginning in 1914.

At the Illinois Industrial School for Girls the domestic residential character of the living spaces in the cottages reflected the school's goal of preparing "girls for transition to a homemaker role." The cottages were aligned along a circular drive and set far apart from each other giving them the character of a rural, residential subdivision. In 1908 construction of brick cottages in the Colonial Revival/Georgian Revival style, began on the Park Ridge property. Construction continued through 1914, with a total of nine buildings erected according the design of the cottage plan, six of which are known to have been designed by noted architectural firm Holabird & Roche. The original nine buildings functioned as a detention cottage, five group homes for the girls, a school for domestic sciences, groundskeeper's cottage and academic school building. Also on the property (no longer standing) was a barn and silo, and numerous references exist in annual reports and other archival documents to the productive farming efforts.

A gift of Mr. Julius Rosenwald and dedicated to Hannah G. Solomon, the first cottage was constructed on 1908 at the entrance to the grounds. The Solomon Cottage was used originally as a receiving cottage only, and referred to in early documents as the Detention Cottage. Newcomers spent as much as a month in Solomon, under careful supervision, as a safeguard against the spread of infectious diseases, and also in order that they be classified as well as possible.

Also in 1908, Mr. & Mrs. James A. Patten contributed funds for the second cottage, named for his family. Per the wishes of Miss Griswold, Patten's floors and walls are entirely of concrete, making it, according to the records of both the Chicago Historical Society and Holabird & Roche, one of the earliest residential buildings of its type. Patten was designed to be a home, thus consisting of a basement laundry area, a first floor sitting room, dining room, kitchen and pantry, with a large dormitory-style room on the second floor, as well as three smaller bedrooms and a mother's room. This general floor plan was used in the four other girls' homes, Talcott (1910), Chicago Women's Club (1910-11), Noyes (1910-12) and Illinois (1914).

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The third building, erected in 1910, the Straut School for Domestic Economy, functioned both as the school, dairy, general kitchen, laundry and administrative offices. Also in that year was added a bungalow for the groundskeeper. Buck Hall, the permanent school, was constructed in 1914, with an addition in 1922.

Life at the Illinois Industrial School

In a recruitment letter dated December 13, 1906, Ella Flagg Young, a board member of the School, wrote to Jane Addams: "The great need of this school is a woman at its head who has the modern ideal of the meaning of education; who believes that the life in that school should recognize the truth that the girl, like the woman, is a social being and is best trained through the energies which are vital to her; who can inspire the staff to work from a modern humanitarian standpoint."¹⁹ Jane Addams began her tenure with the Illinois Industrial School for Girls at that time, as a member of the Board of Trustees.

Addams and her contemporaries espoused a child-saving philosophy consistent with other Progressive Era reformers, which no doubt had impact on the Illinois Industrial School's theory on social work. Historian Joseph Hawes sums up the years from 1900 to the start of World War I as "the great watershed so far as social policy toward children and children's rights were concerned."²⁰ Where previously child savers had gone quietly about the business of caring for the destitute, by 1910, with the emerging public role of women, children began to gain an increasingly prominent place on the country's social agenda. Women's claim to respect and power came, in many ways, through the reformers efforts to put the interests of children first – a phenomenon historian Linda Gordon termed "maternal feminism."²¹ Reformers believed that saving the children was the panacea for American society – a notion that to some was so romanticized as to encourage the belief that children were morally superior to adults.

Hawes further identified that within the movement existed a "scientific philanthropy" - the desire of volunteers and child care workers to professionalize their work through the creation of a formal educational program. Scholars of the day encouraged the notion by producing scientific studies of children, which boosted confidence that experts were required to determine what was ultimately in the best interest of the child. Subsequently, the reformers succeeded in changing the ways in which social services

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were administered. This was accomplished through the adoption of a more scientific approach - no longer acceptable was the "misguided" philanthropy of the rich.

Reformers such as Jane Addams promoted the practice of "hands on" work, such as the noted settlement house, Hull-House, and numerous other solutions to the causes of plight for the urban poor. She also helped to frame the advent of the first school of social work – the Chicago School of Civics and Philanthropy, which was eventually incorporated into the University of Chicago and named for her. By 1908, the Illinois Industrial School employed social workers as part of its professional staff.

From the outset, the trustees and board members of the School were intent not only on providing the very best care for their wards, but also the most appropriate education. Leaders at the time the property in Park Ridge was developed were keenly aware of the changing environment for young women, especially those realities awaiting young women from destitute or questionable backgrounds. President Ellen M. Henrotin's forward to the 1908 Annual Report illustrates the School's mindset at the time:

...it will not be amiss to give a few of the reasons which render the Park Ridge School for Girls so necessary if the dependent girls, who are committed to its guardianship, are to be properly educated to become self-respecting and self-supporting women. Of all the children brought into the Juvenile Court the care given to the dependent girls is the most unsatisfactory, in that so little provision is made for the right kind of education – one that will enable them to become self-supporting. The general public, even Boards of Trustees, do not take sufficiently into account the difference between delinquent and dependent girls – in many cases there is but a narrow margin of demarcation between the two classes – but it is of great importance to impress on these children that the fact of their dependency does not force them to lead a life apart from the community life, of which they are a part. Such a school as the Park Ridge School for Girls should, above all, emphasize the educational value of daily routine, and should, as far as possible, have the atmosphere of a boarding school, not that of an institution or a jail. The education given to the pupils should be such as to make them realize that they are important factors in the economic and social life of society."²²

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The School accepted no girl under fourteen years of age, feeling that this was the minimum age necessary to profit by instruction in the domestic sciences. The goal was to keep the girls in the program only to the age of sixteen, at which time they should be ready to be placed out to earn wages. Special care was given to the health of the girls, most of whom had been severely neglected prior to coming to Park Ridge. They were carefully instructed in habits of cleanliness and social hygiene.

The girls continued farming the land, growing much of the vegetables necessary to sustain them throughout each winter, by either putting up in root cellars, or canning. They operated a dairy on the premises, thanks to the donations of numerous patrons of livestock. The Annual Report of 1914, for example, lists income in the amount of \$3,232.11 – all from the proceeds of the farm, from the profit of livestock at market, to the selling of 41,011 quarts of milk produced at the dairy.

In 1913, the name of the School was officially changed to the Park Ridge School for Girls, as only state institutions were allowed to use the state's name. However as early as 1911, minutes reflected the growing desire on the part of the board members to more adequately depict the aim of their work – “A Farm and Industrial School,” or some similar title. The trustees remained focused on their goal of preparing the girls for transition into a homemaker role – “having thus the foundation laid to specialize if she is to earn her living in one of the trades which underlay the home.” Philosophically, the school administrators believed that specialization could come only when

the intellect is sufficiently developed to assimilate scientific and efficiency aspects. The demand for trained housekeepers, caterers of clubs, restaurants or hotels cannot be supplied, and, in the teaching of domestic science, the public has not appreciated the fact that we are faced by two distinct propositions – first, that of preparation for the homemaker and laying the foundation for a special trade or profession; the second, to recognize that trade education is a separate activity and is now demanded in all the special branches of home industries, in cooking, serving, washing, sewing and its financial aspects.²³

Teachers of domestic science and academic work were thereby employed at the School, who instructed the girls during the mornings in cooking and sewing. In the afternoon, they listened to lectures on anatomy and physiology, home nursing, first aid

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Illinois Industrial School for Girls

and music. Meals for all who lived on the campus were prepared in the Straut Building's "practice kitchen," with special attention paid to dietary values —

The food is abundant and well-prepared, according to the instructions of the Domestic Science teacher, the meals well balanced, and the food elements carefully proportioned to each day's nutritive need. Fresh home-grown vegetables in abundance and of good variety. The milk and egg supply from the farm promises to be ample in a very short time. In addition to the benefits derived from such wholesome fare, almost as great are those obtained from the work on the farm and garden, such as planting, weeding and harvesting the small crops.²⁴

To complete their training, the girls were additionally instructed in serving and waiting.

According to minutes and annual reports, the census of the School ranged from year to year. During the first three decades of the 20th century, an average of 140 girls was usually maintained, with a few noticeable drops, often in the summer months. The program of the Park Ridge School for Girls gradually changed during the 30's and 40's, with the domestic science curriculum gradually replaced with bookkeeping and secretarial courses, and though at various points in the 30's the census reached 150 girls, enrollment gradually began to decline.

The School became accredited as an educational facility in the 30's, providing education for girls in grades seven through eleven. By 1947, the purpose and objectives of the School were to provide a home and education to girls from families who were not able to provide themselves. Program emphasis shifted from custodial care to homelike care and education. The School was financed by endowment and trust fund income, public and private contributions, as well as county funds from agencies placing girls, and client fees. The population in that same year was approximately 50 girls who were either private or county placements. The population remained the same for the next few years, however an increasing number of girls were placed by the state showing varying degrees of emotional and delinquent characteristics. Paralleling national trends, the Agency became therapeutic in focus, rather than purely custodial. As programs such as Aid to Dependent Children developed, fewer were qualified on the basis of need alone, and the client base was comprised of primarily troubled and delinquent children.

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Illinois Industrial School for Girls

Two additional buildings were erected in 1972, the England Cottage, provided through the generosity of the Frank W. England Foundation, and the Haake Clinic, dedicated to the memory of Alfred P. Haake, Jr. Program emphasis shifted again to provide more controlled living experiences, increasing social services and limited clinical services to girls who needed a higher degree of specialized care. In subsequent years, the School operated a residential teen pregnancy program – one of only two in the state – provided shelter for runaway teens, and housed refugees from Vietnam. In 1980, boys were admitted for the first time, and the name was changed to the Park Ridge Youth Campus. The Teaching Family Program, which had been developed at the University of Kansas and put into practice at Boys Town in Omaha, Nebraska, was adopted in the same year. The goal of the program became to help troubled youth gain control of their social and academic behavior. A specially trained couple replaced the house mother of the past, and helped to provide a stable family atmosphere for the youth.

Today, The Youth Campus serves over 300 children annually through residential care, foster care and services for medically fragile children. Additionally, the organization shelters runaways on the Park Ridge Campus, and is currently in the development stage of a new daycare program for at risk families in Maine Township. Though the issues facing the children of today differ from those who sought refuge at the Illinois Industrial School for Girls, the mission remains consistent – to provide comprehensive care and education for needy and troubled children.

The architects: Holabird & Roche

Six of the nine contributing buildings were designed by noted architectural firm, Holabird & Roche of Chicago. The firm was founded in 1880 as Holabird & Simonds by William Holabird and Ossian Cole Simonds. William Holabird began his work in Chicago in 1875 as an engineer for William Le Baron Jenney – an architect highly trained in the tradition of the Ecole Centrale des Artes et Manufactures in Paris, and with extensive experience as an engineer. Jenney was regarded as a highly competent architect, and became a mentor to the generation of artists and craftsmen who flourished in Chicago during the 1880's and 90's. Jenney's work in the mid to late 1870's achieved notoriety for its use of brick rather than cut stone – unique in Chicago architecture at that time.

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Illinois Industrial School for Girls

It was while working for Jenney that Holabird met two men who were later to become his partners – Ossian Simonds and Martin Roche. Simonds came on to work for Jenney as a surveyor of land owned by the Graceland Cemetery Association. It was through Simonds' work at Graceland that his talent for landscape architecture was discovered, and it was this discovery that led to the formation of Holabird & Simonds. Hired by Graceland as an independent contractor, Simonds designed an enlargement of the cemetery – an arrangement that allowed him the flexibility to start up his new partnership with Holabird. Simonds' use of wild native trees and shrubs in apparently natural, uncontrived ways became known as the "prairie spirit" in landscape.

The partnership of Holabird & Simonds lasted only a few months, with Simonds gradually withdrawing from the day-to-day operations in 1881 upon his appointment as superintendent of Graceland Cemetery. Holabird & Simonds, realizing that the firm was left "long on engineering and short on architecture," picked Martin Roche as their new partner – an affiliation lasting until 1918. Roche had worked as head draftsman in Jenney's office since 1872 – a colleague of both Holabird and Simonds - and added his name to the new firm 1882. The three men stayed in business together for three years – until 1883 – at which time Simonds left the firm in order to devote his full attention to landscape architecture.

Early records of Holabird & Roche are sketchy, but several important commissions are verified, notably the Science Hall of Northwestern University (1886-87). During the years 1887-89 however, the firm gained both in notoriety and prosperity. Construction figures for Chicago neared \$25 million in 1889, with the ledger of Holabird & Roche representing \$584,000 – due to a \$484,000 commission to design the Tacoma, the firm's first large commercial building, and one of the most prominent new office buildings in Chicago's Loop. The Tacoma was also important as the "first conspicuous demonstration anywhere of the possibilities of metal skeletal framing on a large office building."²⁵ By the turn of the century, the firm had joined the ranks of Chicago's leading commercial architects, and had gained a reputation for technical expertise and reliability.

Among Holabird & Roche's notable architectural examples are the Marquette Building (1891-95), the Old Colony Building (1893-94), and the Congress Hotel (1901-02). During the period in which the Illinois Industrial School for Girls was built, the firm also designed the Cook County Courthouse (1904-10), the University Club (1904-08), the

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Illinois Industrial School for Girls

Hotel Sherman (1906-11), and the Hotel LaSalle (1907-09). Additionally, they designed several department stores in the State Street area, notably the Boston Store (1916), Mandel Brothers (1900) and the Rothschild Store (1912).

The firm's work in the area of institutional architecture represented a small but important portion of the business. During the first years of the century, several commissions from Children's Memorial Hospital were completed, most notably the Maurice Porter Pavilion (1902-08) – a classical pavilion of brick and stone trim, and near duplicate of the Illinois Industrial School's Straut Building. Also during this time, the firm began a decades-long association with the American Medical Association. During the years of the First World War, institutional work provided the firm with the mainstay of their commissions, with commercial work nearly non-existent. Notable work from the period 1915-18 include the Education Building of the University of Illinois, a complex for the Wesley Foundation at the University of Illinois, and four dormitories and a main building containing classrooms, offices, a library and chapel for the Garrett Biblical Institute at Northwestern University in Evanston.

According to Robert Brugemann in his book, *The Architects and the City: Holabird & Roche of Chicago, 1880-1918*: "The range of Holabird & Roche's institutional work during 1908-10 is suggested by the curious juxtaposition of the Illinois Industrial School for Girls, a set of modest structures in the suburbs intended to house vagrant girls, and the University School for Girls, an elegant structure on a prime lakefront site on Chicago's Near North Side intended to house one of the city's most elegant educational institutions."²⁶ Not long after the commissions for the Illinois Industrial School for Girls were completed, the firm also designed the Chicago Nursery and Half-Orphan Asylum (Chapin Hall) – 1912-16. The institution is no longer standing.

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Illinois Industrial School for Girls

The architecture of the Illinois Industrial School for Girls

The style of the six buildings designed by Holabird & Roche for the Illinois Industrial School for Girls is Colonial/Georgian Revival. The interest in reviving America's colonial architectural heritage dates from the late 1870's, following the Philadelphia Centennial of 1876. Fashionable architects of the day subsequently toured the New England states to study original Georgian and Adam buildings, and by the mid 1880's, were executing buildings in what came to be known as the Colonial Revival style. Early examples were rarely historically correct replications, but rather free interpretations including key elements. Following the turn of the century, more attention was paid to correct detail and proportion, encouraged greatly by a wide dissemination of photos in books and periodicals.

Important stylistic features include accentuated front doorways with decorative pediments and supported with pilasters, or extended forward and supported by slender columns to form front entry porches. Doors commonly have overhead fanlights or sidelights. Facades customarily show symmetrically balanced windows and center door. Windows are typically double-hung sash, usually with multi-pane glazing in one or both sashes, and frequently occur in adjacent pairs. Roofs are either hipped, with or without a full-width porch, gabled or gambrel.

While a departure from the better-known commercial examples of Holabird & Roche, the Illinois Industrial School for Girls is an outstanding example of their ability to develop domestic, residentially-scaled buildings. The Straut School closely resembles the now-raised Maurice Porter Pavilion of Children's Memorial Hospital in Chicago, a residentially scaled building designed by the firm. The choice of the Colonial Revival/Georgian Revival style, with its formal and ordered design characteristics, suggest that the architects utilized the architectural style of the school and grounds to emphasize the educational goals of the institution, namely, to bring order to the lives of troubled girls. Furthermore, the evolution of the school design suggests the clear integration of architectural style and the client's objective of providing domestic training for the girls of the school.

The buildings of the Illinois Industrial School for Girls include accentuated front doorways, with transoms and classical inspired pilasters. Five of the buildings have gabled roofs, one with gambrel. Six have symmetrically balanced windows and center

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door, and decorative classical columns. One building in particular, the Straut School, includes galvanized metal cornice with modillions and dentils. The buildings all have double-hung sash windows, and most include corner quoins.

In comparison to other public buildings in Park Ridge, Illinois, the Illinois Industrial School for Girls represents the oldest surviving example of Colonial/Georgian Revival architecture. The City of Park Ridge has largely adopted the style for its governmental facilities, as represented by the City Hall building (1955), the Public Library, and two post offices located on South Prospect Ave. and Busse Highway respectively. According to the records of the City Planner, other institutional/commercial buildings in the city representative of the Colonial Revival style are: the American Farm Bureau Building (Touhy Ave.), the Citibank Building (E. Northwest Highway), two adjacent office buildings (E. Northwest Highway), and a small two story building adjacent to the old post office on South Prospect Ave., currently used as a medical office. All buildings date from the 1950's or later.

Endnotes

1 Kenneth Cmiel, A Home of Another Kind: One Chicago Orphanage and the Tangle of Child Welfare, (Chicago: 1995), p. 12.

2 Ibid., p. 12

3 Robert H. Bremner, Children and Youth in America: A Documentary History. (Cambridge, 1970), p. 61

4 Marilyn Holt, The Orphan Trains: Placing Out in America. (Lincoln: 1992), p. 141.

5 Ibid., p. 141.

6 Ibid., p. 12.

7 Robert H. Bremner, Children and Youth in America: A Documentary History. (Cambridge: 1970), p. 705

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8 Elizabeth H. Milchrist, State Administration of Child Welfare in Illinois, (Chicago: 1937).

9 Kenneth Cmiel, A Home of Another Kind: One Chicago Orphanage and the Tangle of Child Welfare, (Chicago: 1995), p. 12.

10 Kelly, Patricia K. "Evanston's Role in Caring for Children in Need: 1877 – 1907," Evanston Historical Society Newsletter, November-December, 1987, p. 1.

11 Ibid., pg. 1.

12 Anon. First Annual Report of the Illinois Industrial School for Girls, October, 1, 1891, p. 5.

13 Kelly, Patricia K. "Evanston's Role in Caring for Children in Need: 1877 – 1907," Evanston Historical Society Newsletter, November-December, 1987, p. 2.

14 Gittens, Joan. Poor Relations: The Children of the State in Illinois, 1818 – 1990, (Chicago, 1994), p. 41.

15 Op. Cit., pg. 2.

16 Anon. First Annual Report of the Illinois Industrial School for Girls, October, 1, 1891, p. 6.

17 Anon. The Record and Appeal of the Illinois Industrial School for Girls, 1883, p. 4.

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20 Ellen M. Henrotin, "Forward, by the President," Annual Report of the Illinois Industrial School for Girls, 1908-09., pg. 12

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21 Joseph Hawes, The Children's Rights Movement: A History of Advocacy and Protection. (Boston: Twayne Publishers, 1991), p. 26.

22 Linda Gordon, *Putting Children First: Women, Maternalism, and Welfare in the Early 20th Century*, in Linda Gerber, Alice Kessler-Harris, and Kathryn Kish Sklar, eds. U.S. History as Women's History: New Feminist Essays (Chapel Hill: University of North Carolina Press, 1995), pp. 64-65.

23 Ellen M. Henrotin, "Report of the President," Annual Report for the year 1914, Park Ridge School for Girls, p. 4.

24 S.H. Brayton, "Health Report," Annual Report of the Illinois Industrial School for Girls, 1908-09, p. 25.

25 Robert Bruegmann, The Architects and the City: Holabird & Roche of Chicago, 1880-1918. (Chicago, 1997), p. 36.

26 Ibid., p. 292.

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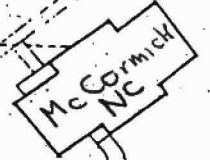
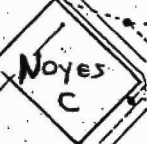
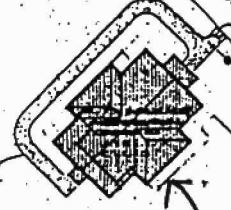
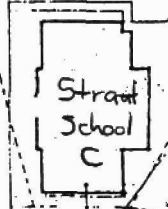
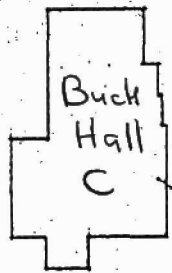
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Verbal Boundary Description

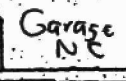
Located on North Prospect Avenue, south of Oakton Avenue in the northeast quarter of Park Ridge is The Youth Campus, formerly known as the Illinois Industrial School for Girls. A loan agreement between the Illinois Industrial School for Girls and the Illinois Trust & Savings Bank, dated January 4, 1912, provides this description: "The Illinois Industrial School for Girls is the owner of the premises known as That part of the E. ½ of the N.E. ¼ of Section 26 aforesaid; thence West along the North line of said section 14 30/100 chains to the center of Prospect Avenue; then south along the center of Prospect Avenue 28 7/100 chains; thence East on a line parallel with the North line of Section 26, 14 22/100 chains to the East line of said section; thence North along the East line of said Section 28 7/100 chains to the place of beginning in Cook County, Illinois."

Boundary Justification

The nominated boundary includes the historic buildings and setting associated with the Illinois Industrial School for Girls and that maintains its historic integrity. The twenty-six acres to the east of the buildings that was part of the campus' farm has been subdivided with modern housing and is not included within the nominated parcel.



Illinois Industrial School for Girls



C = Contributing
NC = Noncontributing

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Illinois Industrial School for Girls

MULTIPLE
NAME:

STATE & COUNTY: ILLINOIS, Cook

DATE RECEIVED: 7/10/98 DATE OF PENDING LIST: 7/20/98
DATE OF 16TH DAY: 8/05/98 DATE OF 45TH DAY: 8/24/98
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 98000978

NOMINATOR: STATE

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 8-6-98 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N



© 1954

Aerial View

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Unknown Square

ca. 1930

733 N. Prospect Avenue, Park Ridge, IL 60068

Aerial view looking SW



SCENE AT ILLINOIS INDUSTRIAL SCHOOL FOR GIRLS PARK RIDGE ILL.

1168

33 33

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Unknown

ca. 1910

733 N. Prospect Avenue, Park Ridge, IL

View looking East (historic)



~~1910~~
Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Unknown

ca. Early 1900s

733 N. Prospect Avenue, Park Ridge, IL 60068

Solomon Cottage (Building 1) looking SE



School Bldg.
Park Ridge School for Girls.
Park Ridge, Ill.

20
Beaumont
Photo

Illinois Industrial School for Girls

Cook County, IL

Unknown

c. 1918

Buck Hall



21

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Catherine Squires / Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Soloman Cottage (No. 1) looking East



V31

②

Illinois Industrial School For Girls

Park Ridge

Cook County, IL

Ed McCabe

4/1998

Solomon Cottage looking North



28 Illinois Industrial School for Girls

Park Ridge, Cook County, IL

Ed McCabe

1111999

733 N. Prospect, Park Ridge, IL 60068

Patten Cottage looking north



~~BB~~

Illinois Industrial School For Girls

Park Ridge, Cook County, Illinois

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60058

Patten Cottage (left) and Noyes Cottage looking NE



Straut School of Domestic Economy
- Park Ridge, Ill. - 4139.

BZ

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Unknown

ca. 1900s

733 N. Prospect, Park Ridge, IL 60068

Strout School looking SE



157

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

11/19/97

733 N. Prospect, Park Ridge, IL 60068

Strout School Locking East



~~13~~ 71

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Straut School looking west



~~20~~ ~~11~~
Illinois Industrial School for Girls

Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Emercy Cottage looking South



#14

Illinois Industrial School for Girls

Park Ridge, Cook County, IL

Ed Mc Cabe

4/1998

Chicago Women's Club (Emery) Cottage



#15 Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

4/1998

Talcott Cottage, front, north elevation



#131

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Noyes Cottage

Looking NE



17

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Illinois Cottage



#17

Illinois Industrial School for Girls

Park Ridge, Cook County, IL

Ed McCabe

4/1998

Illinois Cottage West Elevation



#18

Illinois Industrial School For Girls

Park Ridge

Cook County, IL

Ed McCabe

411998

Looking north at south + west elevations of Illinois College

SCHOOL, ILL. SCHOOL FOR GIRLS, PARK RIDGE, ILL



~~XXXXXXXXXX~~
②
Illinois Industrial School For Girls
Park Ridge, Cook County, Illinois

Unknown

ca. late 1910s

733 N. Prospect, Park Ridge, IL 60068

Buck Hall, Emery, Talcott Cottages

Looking East



Park Ridge
Youth Campus

191

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed Mc Cabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Orlando J. Bach Hall looking North



Illinois Industrial School for Girls

9

Park Ridge, Cook County, IL

Ed McCabe

4/1998

Buck Hall looking North



EXIT ONLY

#10

Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed Mc Cabe

4/1998

Buck Hall looking East



WR
Illinois Industrial School For Girls

Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

Orlando J. Buck Hall looking East



~~000~~

Illinois Industrial School For Girls

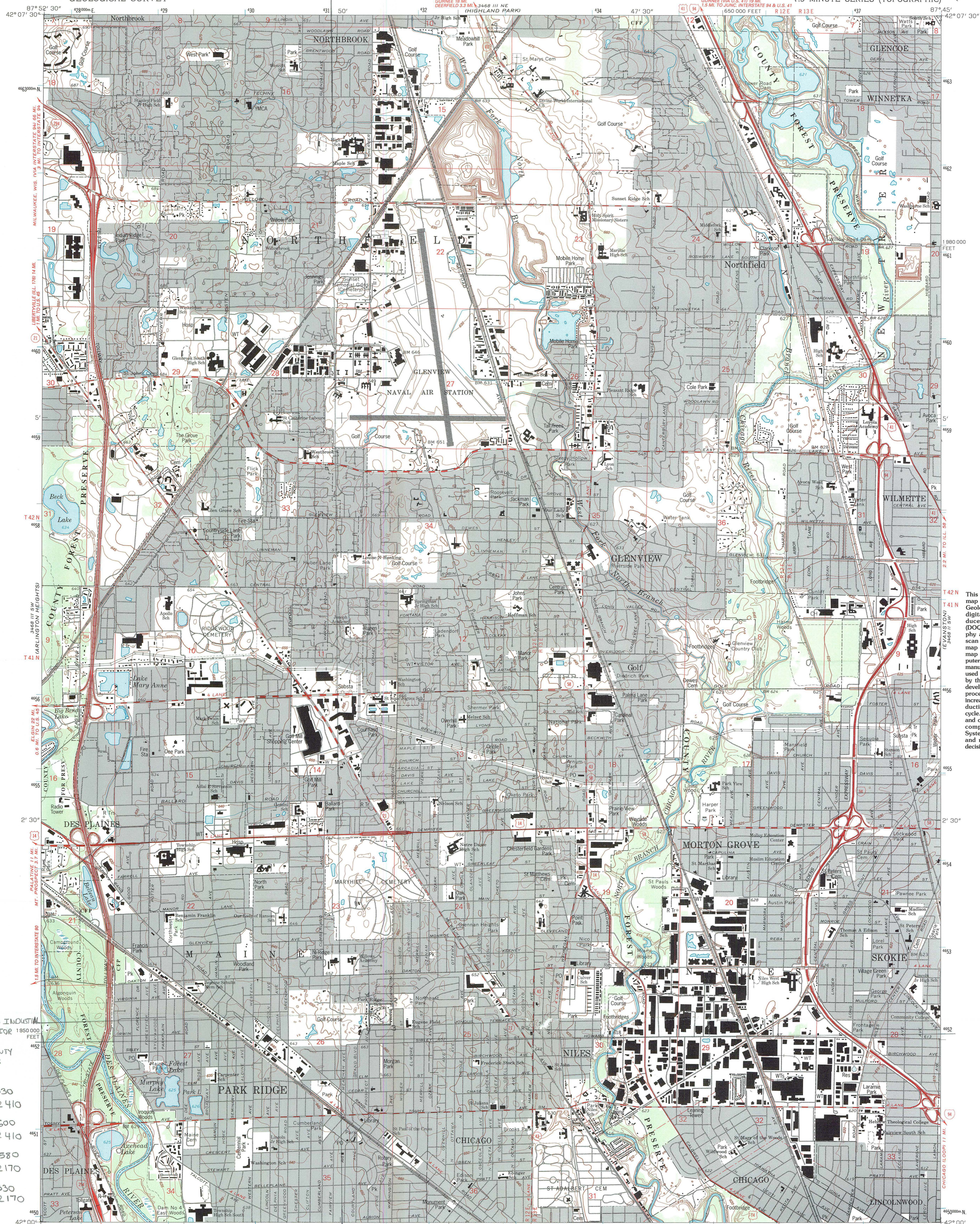
Park Ridge, Cook County, IL

Ed McCabe

11/1997

733 N. Prospect, Park Ridge, IL 60068

England Cottage (Noncontributing)



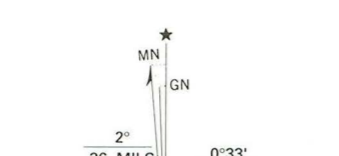
DIGITALLY PRODUCED
QUADRANGLE MAP

This is the first topographic quadrangle map produced and published by the U.S. Geological Survey using fully automated digital technology. The map was produced using Digital Orthophotographs (DO) from orthorectified aerial photography and Digital Line Graph (DLG) data scan digitized from the original graphic map separates. The graphic data on the map were plotted using automated computer technology; only the type was placed manually. The techniques and equipment used to produce this map were developed by the Advanced Cartographic System's development program of the USGS. The processes used to produce this map will increase the efficiency of USGS map production and shorten the map updating cycle. It will also result in digital imagery and cartographic data that can be used in computerized Geographic Information Systems (GIS) to support complex land and resource management analysis and decisionmaking.

ILLINOIS INDUSTRIAL
SCHOOL FOR GIRLS
COOK COUNTY
ILLINOIS
ZONE 16
1E431330
N4652410
2E431600
N4652410
3E431580
N4652170
4E431330
N4652170

Produced by the United States Geological Survey
Control by USGS, NGS/NOAA and Cook County Highway Department
Planimetry by photogrammetric methods from aerial photographs
taken 1962-63. Topography by planimetric surveys 1926
Revised from aerial photographs taken 1988. Field checked 1992.
Map edited 1993

Universal Transverse Mercator projection
10,000-foot grid ticks; Illinois coordinate system, east zone
1000-meter Universal Transverse Mercator grid ticks, zone 16, shown in blue
1927 North American Datum (NAD 27)
North American Datum of 1983 (NAD 83) is shown by dashed corner ticks
The values of the shift between NAD 27 and NAD 83 for 7.5-minute
intersections are given in USGS Bulletin 1875
There may be private inholdings within the boundaries of
the National or State reservations shown on this map
Gray tint indicates areas in which only landmark buildings are shown



SCALE 1:24,000
CONTOUR INTERVAL 5 FEET
NATIONAL GEODETIC VERTICAL DATUM OF 1929

ROAD CLASSIFICATION
Primary highway, hard surface
Secondary highway, hard surface
Light-duty road, hard or improved surface
Unimproved road
Interstate Route
U. S. Route
State Route



PARK RIDGE, ILL.
42087-A7-TF-024
1993

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