

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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

## 1. Name of Property

historic name Immaculata High School

other names/site number \_\_\_\_\_

Name of Multiple Property Listing N/A

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

## 2. Location

street & number 600 West Irving Park Road  not for publication

city or town Chicago  vicinity

state Illinois county Cook zip code 60613

## 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 at the following level(s) of significance: \_\_\_ national \_\_\_ statewide \_\_\_ local

Applicable National Register Criteria: \_\_\_ A \_\_\_ B \_\_\_ C \_\_\_ D

Signature of certifying official/Title: Deputy State Historic Preservation Officer Date \_\_\_\_\_

Illinois Department of Natural Resources - SHPO  
State or Federal agency/bureau or Tribal Government

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.

Signature of commenting official Date \_\_\_\_\_

Title \_\_\_\_\_ State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

- \_\_\_ entered in the National Register
- \_\_\_ determined eligible for the National Register
- \_\_\_ determined not eligible for the National Register
- \_\_\_ removed from the National Register
- \_\_\_ other (explain:)

Signature of the Keeper Date of Action \_\_\_\_\_

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**5. Classification**

**Ownership of Property**  
(Check as many boxes as apply.)

**Category of Property**  
(Check only **one** box.)

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

- private
- public - Local
- public - State
- public - Federal

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

Contributing	Noncontributing	
1	0	buildings
0	0	site
0	0	structure
1	0	object
2	0	<b>Total</b>

**Number of contributing resources previously listed in the National Register**

1

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

RELIGION/church school and convent  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Functions**  
(Enter categories from instructions.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

LATE 19<sup>TH</sup> CENTURY AND 20<sup>TH</sup> CENTURY  
AMERICAN MOVEMENT/Prairie School  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials**  
(Enter categories from instructions.)

foundation: Concrete  
walls: Brick, limestone  
  
roof: Tile (1922 building); bitumen (1950s additions)  
other: \_\_\_\_\_

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### Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

#### Summary

Immaculata High School was listed on the National Register of Historic Places in 1977, with a very brief nomination form characteristic of the period. The narrative description in that nomination consisted of only a brief overview of the setting, exterior features, and overall floor plan of the original 1922 high school and did not reference or describe the 1955 convent addition or the 1956 classroom addition. The nomination also did not include a verbal boundary description or a boundary map. This form is being submitted to justify the expansion of the period of significance and clearly define the boundary to include the 1955 convent addition and the 1956 classroom addition as significant additions.

Immaculata High School, located at 600 West Irving Park Road in the Buena Park community area on the north side of Chicago, was designed by noted Prairie School architect (Frances) Barry Byrne and constructed between 1922 and 1956. The school consists of three interconnected buildings situated on a large, nearly rectangular lot at the northwest corner of West Irving Park Road and North Marine Drive. The original 1922 high school, a four-story L-shaped building, sits at the southwest corner of the lot and fronts onto both West Irving Park and North Marine Drive. The 1955 convent addition is located at the northeast corner of the lot and connects to the north end of the original school via a four-story stair tower and second-story enclosed brick walkway. The large three-story classroom addition, completed in 1956, extends west from the original school and faces Irving Park Road.

The 1922 high school features a rectangular auditorium/gymnasium corner block with classroom wings extending north and west, all with exterior walls of variegated earth-toned tapestry brick. The hipped roof is clad in red clay tile with copper dormers and gutters. The original main entrance to the building, facing Irving Park, is set within an angled bay at the juncture of the corner block and west wing and is surmounted by a two-story limestone niche that originally housed a statue of the Virgin Mary created by the sculptor Alfonso Iannelli. The building is regularly fenestrated with original multi-light wood windows.

The 1955 convent addition consists of a two-story block at the corner of North Marine Drive and West Bittersweet Place (which historically housed meeting spaces and offices) and a three-story, angled dormitory wing that extends from the rear of the two-story block. Roofs throughout are flat with limestone copings. Exterior walls are variegated earth-toned brick and limestone trim that compliments the high school building. The convent is regularly fenestrated on all elevations with non-historic aluminum windows, although some original glass block windows remain.

The 1956 classroom addition is similar in design and materials to the convent, with exterior walls of brick with limestone trim and a somewhat irregular, cubic massing that expresses the interior functions of the building. The formal entrance to the classroom addition, just west of the original high school, is set back and marked by a four-story tower. The main massing of the building is rectangular, with a setback at the northwest corner, from which extends a rectangular one-story block. Roofs throughout are flat with limestone copings. The classroom addition is regularly fenestrated primarily with non-historic aluminum windows.

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Consistent with NPS guidance for counting resources, the 1922 high school building and two connected 1950s additions constitute one contributing building. The low stone balustrade located south of the 1922 high school building is listed as one contributing object.

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## **Narrative Description**

### **Site**

Immaculata High School is located at 600 West Irving Park Road in the Beuna Park community area on the north side of Chicago. The property is situated at the northwest corner of West Irving Park Road and North Marine Drive and is bound on the south by West Irving Park Road, on the east by North Marine Drive, and on the north by West Bittersweet Place. The west boundary of the 3.295-acre parcel is irregular, jogging west as it moves south. The lot is enclosed on all sides by a wrought iron fence. Concrete sidewalks line the lot on the south, east, and north sides.

Directly north and south of the property are high-rise residential towers. West of the building, the block between West Bittersweet Place and West Irving Park Road contains a mixture of early twentieth century low-rise apartment buildings. East of the building, across Lake Shore Drive, is the Sydney R. Marovitz Golf Course on Lake Michigan.

The three interconnected buildings of the campus are situated along the north, east, and south edges of the lot. The open interior of the lot is taken up almost entirely by an L-shaped surface parking lot. The parking lot is accessed from West Bittersweet by a curb cut just west of the 1955 convent addition and from North Marine Drive by an asphalt driveway that extends under the second story connector between the original high school and the convent addition. A triangular area of lawn extends from the angled south elevation of the convent's dormitory wing, and a smaller swath of lawn is located near the west end of the parking lot.

The original 1922 high school occupies the southeast corner of the lot. The auditorium/gymnasium block is set back from the street on both the east and south sides, and classroom wings are set farther back from the street, allowing for landscaped front yards with lawn and mature trees. The lawn in front of the west classroom wing is framed by a low stone balustrade with squat stone posts. A wide walkway with brick pavers extends northeast from the sidewalk on Irving Park Road; three shallow curved steps lead up to a raised patio fronting the angled main entrance. A narrow walkway with brick pavers extends west from the main entrance, between the west wing and the stone balustrade.

The 1955 convent addition is situated north of the high school building and occupies the northeast corner of the lot with frontage on North Marine Drive and West Bittersweet Place. The convent is set back from the street on both the east and north sides, allowing for narrow landscaped lawns with mature trees. The angled juncture of the two-story block and three-story dormitory wing creates a small triangular courtyard, which features a non-historic patio enclosed by low concrete block knee walls. A brick-paved walkway connects the courtyard to a small brick-paved patio directly east of the parking lot entrance on Bittersweet Place.

The 1956 classroom addition is situated directly west of the high school building. A wide brick-paved walkway extends north from the sidewalk on Irving Park Road to the main entrance on the south side of the four-story stair tower, with a series of shallow steps to accommodate the change in grade. A non-

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historic concrete ramp is located along the west side of the walkway. South of the classroom addition is a large surface parking lot with brick pavers on the east side and asphalt on the west side. Concrete planters within the lot contain mature trees. A vehicular entrance from Irving Park Road is located at the far west end of the parking lot.

## Exterior

### 1922 High School

The Immaculata High School is a four-story, L-shaped brick structure with a hipped clay tile roof and exterior walls clad in variegated earth-toned brick above a limestone foundation. The massing of the structure is divided into three distinct components—the prominent rectangular corner block that houses the auditorium and gymnasium, and two set back classroom wings that extend north and west from the auditorium/gymnasium block. Typical of Barry Byrne's work, the exterior of the building was designed to clearly express the volumes and functions of the interior. Exterior walls are characterized by smooth expanses of brick with subtle detailing accomplished through the use of stepped brick courses, primarily around window openings, to emphasize the plasticity of the material. Windows on the first and second stories are original multi-light wood windows. The windows on the third story gymnasium are Kalwall windows with operable lower hoppers.

#### *Auditorium/Gymnasium Block*

The main entrance to the original high school, which opens into the auditorium lobby, is housed in an angled four-story bay with canted corners, located at the juncture between the west elevation of the corner block and the south elevation of the west classroom wing. The entrance features a center rectangular opening framed by a simple limestone surround that houses wood double doors with stained glass panels. Flanking this doorway are two smaller doorways that house single wood doors with stained glass panels, framed by flush limestone surrounds with an abstract pediment above. Rising above the center double door to the top of the second floor is a large, pointed arch niche of carved limestone. This niche was designed by sculptor Alfonso Iannelli (a frequent collaborator with Byrne) to house a statue of the Virgin Mary, which he also designed.<sup>1</sup> Above the niche at the third story is a centered, rectangular window opening framed by recessed rowlock brick with a limestone sill.

South of the entrance bay, the short west elevation of the corner block features a central grouping of three narrow window openings at the first and second stories, with recessed brick panels between. The second story windows feature pointed arches. At the third story is a centered, rectangular window opening framed by recessed rowlock brick with a limestone sill.

The south elevation of the corner block is five bays long and bilaterally symmetrical. The three center bays are identical, each with stepped brick framing a recessed window bay with groupings of three narrow, double-height, rectangular window openings at the auditorium and groupings of three pointed arch window openings at the third-story gymnasium. The end bays flanking the three center bays match the south bay of the west elevation.

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<sup>1</sup> Anne Lunde, "Madonna Makes Its Move," *Journal & Topics*, December 12, 2013, [https://www.journal-topics.com/articles/madonna-makes-its-move/#google\\_vignette](https://www.journal-topics.com/articles/madonna-makes-its-move/#google_vignette), accessed May 15, 2024.

The statue was removed in 1983 when the building was purchased by American Islamic College and is now housed at the Iannelli Studio Heritage Center in Park Ridge, IL.

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The east elevation of the corner block is three bays long and bilaterally symmetrical. The center bay is slightly recessed, framed by stepped brick courses, and houses five narrow pointed-arched window bays separated by simple brick piers. At the first story are five narrow pointed arch window opening with limestone sills. At the third story gymnasium are five wider pointed arch window openings with limestone sills. The end bays flanking this center bays are identical to the end bays on the south elevation, except that they are topped by shallow cross gables.

#### *North Classroom Wing*

The north classroom wing is eight bays long from north to south. On the primary east elevation, facing North Marine Drive, a one-story entrance portico extends from the southernmost bay, just north of the corner block. The portico is clad in brick on the north and south sides, with angled corners of stepped brick. The east side of the portico houses a pointed arch doorway set in a pedimented limestone surround. The doorway houses a pair of wood doors with center glass panes, with a large multi-light transom above. Along the east elevation, each structural bay houses a grouping of three, three-story pointed arch window bays framed by stepped brick courses and separated by simple brick piers. The large, rectangular window openings from the first through the third stories are divided horizontally by recessed brick spandrel panels. Above the third story, eight copper-clad dormer windows pierce the hipped roof.

The west elevation of the north classroom wing is six bays wide and features a similar fenestration pattern to the east elevation, but the walls are unornamented, with stepped brickwork. The windows on the fourth story are contained within a long shed dormer sheathed in copper. Two small non-historic glass enclosures are located near the center of the west elevation. A tall, square brick chimney is situated at the intersection of the corner block and north wing.

The north elevation of the north classroom wing is largely obscured by the stair tower that was constructed as part of the convent addition. The portions of the elevation that are visible are unfenestrated and unornamented.

#### *West Classroom Wing*

The west classroom wing is five bays long on its primary south elevation and features the same detailing and fenestration pattern as the north wing except in the westernmost bay. This bay contains paired pointed arch window openings on the first and second stories that are similar to those on the corner block, with a single rectangular window opening on the third story.

The west elevation of the west wing is partially obscured by the 1956 classroom addition. The southern bay remains exposed and features the same detailing and fenestration pattern as the south elevation. Just west of this bay is a projecting square bay, unfenestrated on its exposed south-facing side, that originally housed a secondary entrance into the 1922 high school but now connects to the 1956 addition.

The north elevation of the west wing is seven bays long and features the same fenestration pattern as the south elevation, but with no stepped brick work around the window bays. The fourth story windows are contained within a long shed dormer sheathed in copper.

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### 1955 Convent Addition

The 1955 convent addition consists of a two-story block at the corner of North Marine Drive and West Bittersweet Place and a three-story, angled dormitory wing that extends from the rear of the two-story block. Roofs throughout are flat with limestone copings. Exterior walls are variegated earth-toned brick and limestone trim that compliments the high school building. The convent is regularly fenestrated on all elevations with non-historic aluminum windows, although some original glass block windows remain.

### *South Stair Enclosure and Walkway*

The rectangular stair enclosure on the north wall of the original 1922 high school, constructed at the same time as the convent addition, is three-stories tall with a small center tower that provides access to the fourth floor of the high school. Like the convent addition, it is clad in earth-toned face brick with limestone trim. A recessed door opening on the north wall provides access from the ground floor. Punched window openings on all sides provide light into the stairwell. A larger multi-light window is located on the north face of the fourth-floor tower. The top of the tower is capped by a copper roof that mimics the dormer windows on the original high school. An enclosed brick walkway with window openings on the east and west sides projects north from the second floor of the stair enclosure and connects the 1922 high school building to the convent.

### *Two-Story Block*

The two-story block has an irregular cubic massing, with projecting and recessed bays on all elevations and varying heights at the roofline, again reflecting Byrne's philosophy that exterior walls should clearly convey the "simple *envelopment* of the interior space."<sup>2</sup> The polygonal chapel enclosure at the northwest end of the two-story block extends above the main roofline and features an abstract, rectilinear brick and limestone steeple on its east face. South of the chapel is a small sunken roof deck.

The two-story block is regularly fenestrated with rectangular window openings between the basement and second story, visually connected by recessed spandrel panels between the stories. The second story windows feature brick rowlock headers with incised carvings into the limestone parapet. Stepped brickwork at the corners is the only additional exterior ornamentation. The main entrance to the two-story block is located near the center of the east elevation, set in a simple limestone surround which houses a flat panel door with a small center window and glass block sidelight to the south. A one-story pier with limestone cap projects from the wall north of the entrance. Additional secondary entrances are located on the north and south elevations.

### *Dormitory Wing*

The three-story dormitory wing is roughly rectangular in plan and set at approximately a 45 degree angle to the west wall of the two-story block. The northeast corner of the building is canted to align with West Bittersweet Place. The main entrance to the dormitory is located on the south elevation of the wing, in a one-story brick enclosure with a flat roof. The dormitory wing is regularly fenestrated with rectangular window openings. Consistent with the two-story block, the basement, first-story, and second-story

<sup>2</sup> Sally Anderson Chappell, "Barry Byrne, Architect: His Formative Years," *The Prairie School Review*, Vol. III, Number 4, Fourth Quarter, 1966, 20.

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windows are visually connected by recessed brick spandrel panels. The windows on the third story are rectangular but horizontally oriented. These windows are grouped into pairs, separated by a wide limestone mullion. The window openings at the stairwell are larger and house original glass block with center vents.

1956 Classroom Addition

The 1956 classroom addition is similar in design and materials to the convent, with exterior walls of brick with limestone trim and a somewhat irregular, cubic massing that expresses the interior functions of the building. The formal entrance to the classroom addition, just west of the original high school, is set back and sits at the base of a prominent, four-story tower. The south face of the tower is ornamented with stepped brickwork and narrow window bays that emphasize its verticality. Originally, a stainless steel cross extended from the top of the tower. It was removed in 1983. The entrance houses a pair of non-historic double doors set in a projecting brick and limestone surround.

The main massing of the building is roughly rectangular. The northwest corner is set back at the second and third stories. At the first story on the south elevation, a rectangular one-story block (which originally housed a large library) projects forward from the main massing. Roofs throughout are flat with limestone copings. The building is regularly fenestrated primarily with large banks of non-historic aluminum windows, separated by limestone mullions. The windows on the first story of the one-story library enclosure are topped with single-pane transoms. A concrete lightwell at the base of the library's south elevation allowed for larger windows at this level—in this location, the original 2/2 anodized aluminum windows are extant. At the recessed northwest corner on the south elevation, the windows are rectangular bands of glass block. Glass block windows are also utilized at stair enclosures on the east and west ends of the building.

**Interior**

1922 High School

The interior of the original high school on all floors is arranged around a central, L-shaped, double-loaded corridor. The corner block houses a double-height auditorium, with gymnasium above on the third floor. An ornate central stair with wrought iron balustrade and wood handrails is located at the intersection of the two classroom wings, providing access to all levels. A secondary enclosed stair is located near the north end of the north wing. The remaining spaces inboard of the corridors are occupied by large classrooms, with some offices on the first floor.

*First Floor*

The main entrance to the building, on Irving Park Road, opens into a small entrance lobby with marble wainscoting and stained wood wall trim, terrazzo flooring, and a coffered plaster ceiling. Solid wood doors on the east side lead to the auditorium, and a pair of wood doors with multi-light glass panes on the north wall open into the main corridor. The smaller east entry, on North Marine Drive, is finished with marble wainscoting, stained wood wall trim, terrazzo flooring, and a plaster ceiling.

The auditorium is a large, rectangular space with a balcony at the south end and a stage on the north wall. The stage features wood flooring and is framed by a proscenium arch with stepped detailing at the top. A



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long platform with steps on each end projects south from the stage and connects it to the main auditorium floor. The walls of the auditorium are smooth plaster with projecting pilasters at the structural bays. Decorative ceiling beams extend east-west between the pilasters. The plaster ceiling between the beams has been covered with acoustical tiles, but the original light fixtures and decorative plaster ceiling medallions remain. Original wall sconces also remain throughout the space. The main floor of the auditorium slopes up from the stage and contains three blocks of seating, separated by narrow aisles. The seats are not original and were likely installed in the 1950s. A terrazzo stair at the south end of the main floor provides access to the balcony. The balcony floor is stepped and contains the same seats as the main floor.

The corridor on the first floor features smooth plaster walls with shallow projecting pilasters and terrazzo flooring with an integrated terrazzo wall base. The existing ceiling is non-historic acoustical tile with lay-in lighting installed in 1966. The doors along the corridor are primarily stained wood with multi-light glass panes. A large opening on the west wall of the west wing connects to the entrance lobby of the 1956 classroom addition. Classrooms feature original wood floors, flat plaster walls with wood-framed chalkboards, and flat plaster ceilings. Simple wood built-ins are located on the walls dividing the classrooms. South of the corridor in the west wing is a group of offices with wood and glass partitions and wood built-ins.

### *Second Floor*

The second floor of the corner block is occupied by the double-height auditorium. The corridor is consistent with the first floor, and features plaster walls, a non-historic acoustical tile ceiling, terrazzo flooring, and multi-light wood doors. A large opening on the west wall of the west wing connects to the corridor of the 1956 classroom addition. Classrooms feature original wood floors, flat plaster walls with wood-framed chalkboards, and flat plaster ceilings. Simple wood built-ins are located on the walls dividing the classrooms.

### *Third Floor*

The double-height gymnasium is located on the third floor of the corner block, and features exposed brick walls, wood flooring, and a non-historic acoustical panel ceiling. Locker rooms are situated just west of the gymnasium, accessed by double doors on the gymnasium's west wall. The corridor on the third floor is consistent with the lower floors, and features plaster walls, a non-historic acoustical tile ceiling, terrazzo flooring, and multi-light wood doors. A large opening on the west wall of the west wing connects to the corridor of the 1956 classroom addition. Classrooms feature original wood floors, flat plaster walls with wood-framed chalkboards, and flat plaster ceilings. Simple wood built-ins are located on the walls dividing the classrooms.

### *Fourth Floor*

The fourth floor of the corner block is occupied by the double-height gymnasium. The corridor on the third floor is consistent with the lower floors, and features plaster walls, a non-historic acoustical tile ceiling, terrazzo flooring, and multi-light wood doors. Classrooms on this floor are smaller and set under the eaves, with simple painted built-ins under the windows in some rooms. Most classrooms feature original wood floors. On the east side of the north wing, the original cafeteria has been partitioned into classrooms with non-historic drywall and non-historic flat panel doors. The flooring in these spaces is

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terrazzo.

### 1955 Convent Addition

The two-story block of the 1955 convent addition houses communal spaces and back-of-house spaces arranged along a central double-loaded corridor. An enclosed, utilitarian stair near the northeast corner of the block connects the two floors. A short hallway connects the two-story block to the dormitory wing, which houses small, one-room dorms (originally cells for the nuns of the convent) along a central double-loaded corridor. An enclosed stair is located just south of the connecting hallway, and a second enclosed stair is situated at the northeast corner of the wing.

#### *Basement*

The basement of the convent addition is located under the dormitory wing and contains back-of-house spaces along a central double-loaded corridor. The corridor features plaster walls with tile wainscoting, non-historic tile flooring, and flat plaster ceilings with exposed mechanicals below. The rooms inboard of the corridor have concrete or tile flooring, flat plaster walls (some with tile) and flat plaster ceilings with exposed mechanicals.

#### *First Floor*

The first floor of the two-story block is accessed by the east entrance. A short flight of steps leads up to the east end of the main corridor. The corridor has flat plaster walls, non-historic tile flooring, and a non-historic acoustical panel ceiling with lay-in lighting. North of the east entrance is a series of three one-room dorms; south of the entrance is a meeting room. North of the corridor and west of the main stair is a cafeteria with adjacent kitchen, which features flat plaster walls, non-historic tile flooring and a non-historic acoustical panel ceiling. Casement windows along the south wall of the room provide light into the corridor. Additional kitchens are located south of the corridor.

The first floor of the dormitory wing is accessed by the south entrance. A short flight of steps leads up to the south end of the main corridor, which features non-historic tile flooring, acoustical tile ceilings, and flat plaster walls. The doors along the corridors are flat, painted wood doors in simple painted wood frames. The southeast corner of the floor houses restrooms and shower rooms. The remaining spaces inboard of the corridors are small, one-room doors with non-historic flooring, flat plaster walls and ceilings, and utilitarian built-in closets.

#### *Second and Third Floors*

The second floor of the two-story block houses meeting rooms at the east end, which feature non-historic carpet flooring, flat plaster walls, and acoustical tile ceilings. The northwest end of the second floor houses an open room that originally served as a small chapel. A non-historic mezzanine with wood steps occupies the west end of the room. The walls and ceilings are flat plaster; the walls are covered with non-historic wallpaper and wainscoting. The flooring is carpet.

The second and third floors of the dormitory wing are identical to the first floor.

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### 1956 Classroom Addition

The 1956 classroom addition houses classroom spaces along a central-double-loaded corridor. Two enclosed, utilitarian stairs—one at the north side of the four-story tower and one at the southwest corner of the building—provide access to all floors.

#### *Basement*

The basement contains utilitarian storage rooms along the central corridor. Walls throughout are painted concrete block. The flooring is a mixture of concrete and non-historic tile. The ceiling is exposed structure with exposed mechanicals.

#### *First Floor*

The main south entrance to the 1956 addition, at the four-story tower, opens into a rectangular lobby that connects the addition to the original 1922 high school. The lobby was remodeled by the previous owner—the walls, floors, and ceilings are all non-historic. To the east, a short set of steps leads to the first floor corridor of the 1922 building. Double doors on the north wall of the lobby open into the adjacent stair and provide access to a secondary building entrance on the north side. Steps on the west wall lead up to the main corridor of the 1956 addition. The corridor features original tile flooring, painted concrete block walls, and acoustical tile ceilings. Doors throughout the corridor are painted, flat panel doors with square top lights. On the south side of the corridor, which originally housed a large library, portions of the corridor wall were removed by a previous owner to create a common area with built in seating, and non-historic partition walls south of this common were constructed to house additional classrooms. Large skylights in this space are extant.

North of the corridor, many of the original partition walls between classrooms have been removed to create larger gathering spaces, with non-historic carpeting and non-historic drywall ceilings. Classrooms south of the corridor have carpeted floors and acoustical tile ceilings.

#### *Second and Third Floors*

The second and third floor corridors feature original tile flooring, painted concrete block walls, and acoustical tile ceilings. Doors along these corridor are primarily stained, flat panel wood doors with square top lights. In the classrooms, partition walls are painted concrete block. Flooring is primarily non-historic vinyl tile and carpet. Ceilings are acoustical tile.

South of the corridor in the four-story tower, there is a small office on the second floor. On the third floor is a double-height space with a narrow loft on the north wall, accessed by a metal spiral stair. Both spaces have carpeted floors, painted concrete block walls, and acoustical tile ceilings.

### **Integrity**

The three structures that together comprise Immaculata High School—the original 1922 high school, the 1955 convent addition, and the 1956 classroom addition—exhibit the seven aspects of integrity required for individual National Register listing. The building retains its original location and original immediate

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setting. Although more recent development along the lakefront has introduced a number of high-rise residential structures surrounding the building, Immaculata High School remains a prominent visual feature at the corner of West Irving Park and North Marine Drive. The three structures retain integrity of design, materials, and workmanship, clearly reflect the defining characteristics of Barry Byrne's design principles and aesthetic between 1922 and 1956, with exterior forms that express the interior and are rendered in organic materials with subtle, integrated ornamental details. All the structures retain their original fenestration patterns, exterior materials and detailing, and rooflines. Alterations to the exterior are limited primarily to window replacement in the 1955 and 1956 additions. On the interior, the structures retain their original floor plans, historic volumes, and historic finishes with limited modifications. The auditorium and gymnasium in the 1922 high school are also intact with minor modifications. Immaculata High School retains its feeling and association as a distinctive example of Byrne's work, reflecting the evolution of his architectural principles from the early 1920s through the post-World War II period.

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**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

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 old or achieving significance within the past 50 years.

**Areas of Significance**

(Enter categories from instructions.)

Architecture

**Period of Significance**

1922-1956

**Significant Dates**

1922, 1955, 1956

**Significant Person**

(Complete only if Criterion B is marked above.)

**Cultural Affiliation** (if applicable)

**Architect/Builder**

Francis Barry Byrne

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**Statement of Significance Summary Paragraph** (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations).

Immaculata High School, located at 600 West Irving Park Road in the Buena Park neighborhood of Chicago, was listed in the National Register of Historic Places in 1977 for its architectural significance as an important early work of architect Barry Byrne. The nomination was extremely brief, with an incomplete description, no historic context, an inadequate justification of criteria, and no information on the two large additions that were designed by Barry Byrne and completed between 1955 and 1956. This new nomination expands the period of significance and physical boundary of the listing to include the 1955 convent addition and 1956 classroom addition as contributing additions under National Register Criterion C for architecture.

The original 1922 high school is a well-preserved and early example of the work of Barry Byrne, an influential Chicago architect who studied under Frank Lloyd Wright. Between 1908 and 1967, Byrne developed a unique personal style of organic modernism that was best exemplified through his numerous ecclesiastical commissions for the Roman Catholic Church. Byrne's overarching architectural philosophy eschewed extraneous ornament and unnecessary exterior forms, treating the exterior wall "as a simple envelope for the interior space."<sup>3</sup>

The 1955 convent addition and 1956 classroom addition were also designed by Byrne and reflect the evolution of his style in the post-World War II period. Byrnes carefully designed both additions with materials and overall massing to complement the original high school, while also incorporating more modern architectural elements and exploring new ways of expressing interior functions through modulated exterior forms. As noted in the 1983 Chicago Landmark designation report for Immaculata High School, the three buildings together "concisely represent the lifework of an important American architect" and exemplify the "economy of design" that characterized Bryne's ecclesiastical commissions.<sup>4</sup>

The period of significance begins in 1922, when the original high school was completed, and ends in 1956, the year the classroom addition was completed.

Because the building's significance is derived from its architecture and not from its association with a religious institution, the building also meets Criterion Consideration A.

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**Narrative Statement of Significance** (Provide at least **one** paragraph for each area of significance.)

### **Early Life and Work of Barry Byrne (1883-1930)**

Architect Barry Byrne was born Francis Xavier Ignatius Loyola Walter Barry Byrne in 1883 on the west side of Chicago to devout Irish Catholic parents. Although forced to leave school at age 13 to support his family after his father was killed in a train accident, Byrne was a voracious reader and developed an early passion for architecture. In 1902, he attended the spring exposition of the Chicago Architecture Club at the Art Institute of Chicago, which included 65 entries by Frank Lloyd Wright. Just days later, he secured employment as an office boy at Wright's Oak Park studio, beginning a six year apprenticeship that would serve as the basis for a long and productive career in architecture.<sup>5</sup> Working alongside Walter Burley Griffin, William Drummond, Albert

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<sup>3</sup> "Immaculata High School and Convent Buildings," Chicago Landmark Designation Report dated April 1983 (hereafter cited as "Immaculata High School and Convent Buildings"), 6.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid, 2. Vincent Michael, *The Architecture of Barry Byrne: Taking the Prairie School to Europe* (Urbana: University of Illinois Press,

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Chase McArthur, John S. Van Bergen, Isabel Roberts, Marion Mahony, and George Willis—all important figures in what would later be called the Prairie School of architecture—Byrne embraced Wright’s philosophy of an “organic architecture” that eschewed historical references, utilized “indigenous materials for designs that were unified in plan and elevation,” and clearly expressed their function.<sup>6</sup> During his time at the studio, Byrne prepared working drawings for several of Wright’s major projects, including the Ferdinand F. Tomek House (1906-1908) and the Avery Coonley House (1907-1909) in Riverside and Unity Temple (1904-1908) in Oak Park.<sup>7</sup>

Barry Byrne left Frank Lloyd Wright’s studio in 1908 and spent several years in various partnerships with affiliates of the master. He worked briefly with Walter Burley Griffin (who had left the studio in 1905) before moving the Seattle, Washington to join the firm of another former Wright apprentice, Andrew Willatzen. The partnership dissolved in 1913, and Byrne moved to Los Angeles to set up his own practice, sharing an apartment with Frank Lloyd Wright’s sons, John and Lloyd. Lloyd Wright introduced Byrne to Irving Gill, a former apprentice of Louis Sullivan who was combining modern, Chicago School architectural concepts with the indigenous architecture of the southwest; Byrne was “deeply influenced by Gill’s ability to model wall planes without ornament.”<sup>8</sup> During his time on the west coast, Byrne secured primarily residential commissions. Although the plan and massing of these designs mimicked Wright, the “simple, bold wall surfaces and utilitarian window placement” reflected the influence of Irving Gill.<sup>9</sup>

By 1914, Byrne had returned to Chicago to resume a loose partnership with Walter Burley Griffin—Griffin and wife Mary Mahoney were moving to Australia to design the new capital, Canberra, and Byrne agreed to run the Chicago practice during their absence. Although the partnership lasted only three years, it was during this period that Byrne developed his own unique interpretation of organic modernism, influenced by but distinct from Sullivan, Wright, Gill, and others. As noted by Vincent Michael in *The Architecture of Barry Byrne*:

His buildings express the wall plane in a manner unlike Wright’s, evince a geometric abstraction unknown in Sullivan, and a textural wealth absent in Gill. Formally restrained, they have a delicacy of scale, proportion, and detailing absent in the vernacular and a crisp serenity that elevates without resorting to ecstatic forms....[His designs] exemplified the functional articulation of modernism in their planning and paralleled European expressionism in their textured masonry forms.<sup>10</sup>

Two commissions that most clearly illustrate Byrne’s divergence from the Prairie School during this period are the Chemistry Building at the University of New Mexico (1915) and the Kenna Apartments (1916) at 2214 East 69<sup>th</sup> Street in Chicago. Both buildings are stark designs with bold, flat wall planes and straightforward, “precisely punctured” window openings.<sup>11</sup>

After Byrne and Griffin parted ways, Barry Byrne established his own architecture practice in Chicago and began a long and fruitful partnership with the Catholic Church, designing churches, schools, convents, and seminaries that would define his career. A devout and progressive Roman Catholic, Byrne first began developing ideas for applying the principles of organic architecture to liturgical spaces as early as 1905, during

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2013), 10.

<sup>6</sup> Immaculata High School and Convent Buildings,” 2.

<sup>7</sup> Ibid.

<sup>8</sup> Michael, 21.

<sup>9</sup> Landmark Report, p.?

<sup>10</sup> Ibid, 4.

<sup>11</sup> “John F. Kenna Apartments,” Chicago Landmark Designation Report dated September 1987.

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his work on Unity Temple. The first of his ecclesiastical commissions to be completed was St. Thomas the Apostle Convent in Hyde Park (1919). Just two years later, he would begin work on designs for a new church for the parish. With the completion of St. Thomas the Apostle Church in 1924, Byrne revealed his distinctive talent for integrating modernism and Catholicism, with radical innovations to exterior form, detailing, and plan that broke with historic precedents and anticipated the liturgical reforms of the Second Vatican Council in the 1960s.<sup>12</sup>

As Byrne was beginning plans for St. Thomas the Apostle Church, he was completing his design for Immaculata High School at 640 West Irving Park Road. The school had been established in 1921 by the Sisters of Charity of the Blessed Virgin Mary, a religious order based in Dubuque, Iowa. Byrne was commissioned to design a large school building on the prominent southeast corner of the lakefront property. The design for Immaculata included many of the elements that Byrne would incorporate into his school designs going forward, including warm-toned tapestry brick walls, precise vertical groupings of windows carved into the wall plane and framed by stepped brickwork, and spartan exterior wall treatments. Most importantly, the plan and interior functions of the building are clearly expressed by the cubic massing of the exterior, through the massive corner block, angled main entrance, and offset projecting classroom wings. Byrne collaborated with sculptor Alfonso Ianelli on the project; Ianelli designed the statue of the Virgin Mary and the decorative niche above the main entrance where the statue originally stood. The influence of Immaculata High School can be seen in Byrne's subsequent Catholic school commissions, including St. Francis Xavier School (1923) in Wilmette, St. Mary's High School (1923, demolished) in Chicago, and St. Catherine's High School (1924) in Racine, Wisconsin.

Although schools remained "Byrne's bread and butter, both financially and artistically," through the 1920s, he completed designs for several high-profile church projects during this period, including Church of Christ the King (1925) in Tulsa, Oklahoma, the Church of St. Patrick (1924) in Racine, Wisconsin, and the Church of Christ the King (1927-1932) in Cork, Ireland. These projects expanded on the concepts that he had first developed in St. Thomas the Apostle Church and reflect Byrne's evolving strategies for further abstraction "using building elements to form expressive masses and volumes with minimal ornament."<sup>13</sup> Byrne's ecclesiastical work was profiled in architectural journals and celebrated by architecture critics, including Lewis Mumford, who wrote in 1927:

Mr. Byrne has created a type of ecclesiastical design which can expand to meet great problems or contract to meet modest ones; his parish churches are admirable, and I have seen the sketches for a cathedral [Christ the King in Cork, Ireland] which uses the same direct and simple means to contrive an astonishing effect of solemn magnificence. In these buildings of Mr. Byrne's, the Catholic Church has made a genuine bequest to American architecture for the point of view he has expressed and the methods he has put to work are capable of being used in other buildings besides churches and schools.<sup>14</sup>

The onset of the Great Depression in 1929 forced Barry Byrne to close his architectural practice, and in 1932 he moved with his wife, artist Cremin Byrne, and two young children to New York in the hopes of better work opportunities. While he found little in the way of architectural commissions, Byrne worked as a building inspector and began regularly contributing articles on art and architecture primarily to Catholic magazines. His one significant building commission during the 1930s, Saints Peter and Paul Church (1939), in Pierre, South Dakota, featured an inverted V-shaped plan, a bold geometric tower, and monolithic exterior walls clad in

<sup>12</sup> Michael, 37.

<sup>13</sup> Michael, 88

<sup>14</sup> Lewis Mumford, "A Modern Catholic Architecture," *Commonweal*, March 2, 1927, 458.



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smooth yellowish tan face brick.<sup>15</sup>

### **Barry Byrne's Post-World War II Work (1946-1967)**

In 1946, buoyed by the post-war economy and prospect of commissions in the Midwest, the Byrnes family returned to Chicago. The two major commissions that Byrne received after his return were for churches in Missouri and Minnesota. In both churches—St. Francis Xavier Church (1949) in Kansas City and St. Columba Church in St. Paul—Byrne utilized an ellipsoid plan that allowed “the perspectives of the interior [to] neatly converge upon [the altar],” with a dramatic exterior form that resembled a “ship plowing out into the sea of the future.”<sup>16</sup> Alfonso Ianelli and Cremin Byrne collaborated with Byrne to produce sculpture and artwork for the projects. Both churches reflected the basic architectural philosophy that Byrne had developed in the 1920s, but with new materials—warm brick on the exterior was replaced with smooth limestone, and Byrne introduced aluminum accents and glass block windows.

By the 1950s, Byrne had shifted from curving, elliptical designs to more angular forms with complex geometrical massing. This shift is best reflected in his seminary and convent designs, where multiple functions were contained within a single building. As Vincent Michael notes, “Where his 1920s plans were square blocks or ells, Byrne’s 1950s seminaries were pinwheels, radiating wings for residential, instructional, and institutional uses tied together by a pivot—usually marked by a slab tower pieced with voids—and expressed through a modulated brick skin.”<sup>17</sup>

Byrne, already in his 60s when he returned to Chicago in 1946, continued to work in a state of semi-retirement through the late 1950s and early 1960s. He died in 1967 at the age of 83.

### **Immaculata High School Expansion (1954-1956)**

By the mid-1940s, increasing enrollment at Immaculata High School led the Sisters of Mercy to begin contemplating an addition to the original high school. By the early 1950s, the order had engaged Barry Byrne to design a new convent and a large classroom addition for the campus. In January 1954, the *Chicago Tribune* reported on the “million dollar expansion program,” which included demolition of a large mansion just west of the school that had served to house the convent since the order purchased the property in 1921.<sup>18</sup>

The convent addition that Byrne designed for Immaculata High School exhibits an irregular plan with multiple expressed volumes that would characterize much of his ecclesiastical work in the 1950s and early 1960s. The two-story block facing Marine Drive is a series of stacked, geometric forms that reflect the various spaces inside, and the east face of the chapel features a slab tower pieced with a rectangular void. The dormitory wing extends at a 45-degree angle from a narrow triangular pivot point at the rear of the two-story block. The exterior walls are clad in light brown brick, which Byrne selected to complement the warm tapestry brick of the 1922 high school, but the windows are modern aluminum and glass block. The interiors of the convent addition were spare and utilitarian, in keeping with its use.

The convent addition was completed in 1955, and work began on the classroom addition (called St. Joseph’s Hall), also designed by Byrne. Although the changing volumes are less dramatic than the convent, the

<sup>15</sup> Michael, 123.

<sup>16</sup> Michael, 132-134.

<sup>17</sup> Michael, 155.

<sup>18</sup> Al Chase, “Immaculata Expansion to Cost Million,” *Chicago Tribune*, January 30, 1954.

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classroom addition features a vertical tower that connects to the original high school, transitioning to a low slung massing with horizontal bands of aluminum and glass block windows. A one-story volume projects from the south wall towards Irving Park Road, which originally housed a large library. The addition is clad in buff colored brick that contrasts more with the original building. The interior of the classroom addition features materials typically found in post-war school buildings, including concrete block walls, modern tile flooring, and acoustical tile ceilings. Completed in 1956, this addition served as a precursor to Byrne's design for Kohlbeck Hall, a dormitory for Illinois Benedictine University in Lisle, Illinois, which was completed in 1960 and demolished in 2000.

### **Conclusion**

Although trained by Frank Lloyd Wright, Barry Byrne developed a highly individual design philosophy that combined influences from various early-twentieth century modernist movements, including the Chicago School of architecture, the Prairie School, and European Expressionist architecture. Byrne's ecclesiastical designs in particular reflect his lifelong desire, as a devout Catholic and a devout modernist, to create "a living architecture" of Catholicism that used modern architectural expression as a physical embodiment of Catholic liturgical reform.<sup>19</sup>

As outlined in the 1983 Chicago Landmark designation report for Immaculata High School, the original school building and two 1950s additions that comprise the complex, "designed by the same man and built more than thirty years apart, concisely represent the lifework of an important American architect. There exists in all of Byrne's work...an economy of design. There are no superfluous elements or spaces or vague historic references. Instead, the designs are straightforward expressions of their functions and are rich in subtle artistic detailing."<sup>20</sup>

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<sup>19</sup> Michael, 37.

<sup>20</sup> Immaculata High School and Convent Buildings," 6-7.

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### 9. Major Bibliographical References

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**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

Chappell, Sally Anderson. "Barry Byrne, Architect: His Formative Years," *The Prairie School Review*, Vol. III, Number 4, Fourth Quarter, 1966.

Chase, Al. "Immaculata Expansion to Cost Million," *Chicago Tribune*, January 30, 1954.

"Immaculata High School and Convent Buildings," Chicago Landmark Designation Report dated April 1983.

"John F. Kenna Apartments," Chicago Landmark Designation Report dated September 1987.

Lunde, Anne. "Madonna Makes Its Move," *Journal & Topics*, December 12, 2013, [https://www.journal-topics.com/articles/madonna-makes-its-move/#google\\_vignette](https://www.journal-topics.com/articles/madonna-makes-its-move/#google_vignette), accessed May 15, 2024.

Michael, Vincent L. *The Architecture of Barry Byrne: Taking the Prairie School to Europe*. Urbana: University of Illinois Press, 2013.

Mumford, Lewis "A Modern Catholic Architecture." *Commonweal*, March 2, 1927, 458.

Sanborn Fire Company Insurance Maps, 1922.

*The Architectural Record*, Vol. 65 Issue 5, May 1929.

*The Architectural Record*, Vol. 66 Issue 5, November 1929.

*The Western Architect*, Vol. 34 No. 2, February 1925.

**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 # \_\_\_\_\_  
 recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

State Historic Preservation Office  
 Other State agency  
 Federal agency  
 Local government  
 University  
 Other  
Name of repository: \_\_\_\_\_

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Historic Resources Survey Number (if assigned): N/A

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**10. Geographical Data**

**Acreeage of Property** 3.295 acres

(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_  
(enter coordinates to 6 decimal places)

1	<u>41.954917</u> Latitude	<u>-87.646328</u> Longitude	3	_____ Latitude	_____ Longitude
2	_____ Latitude	_____ Longitude	4	_____ Latitude	_____ Longitude

**Verbal Boundary Description** (Describe the boundaries of the property.)

Beginning at the northwest corner of the intersection of West Irving Park Road and North Marine Drive, the boundary extends north along Marine Drive to the southwest corner of the intersection of North Marine Drive and West Bittersweet Place. Turning west, the boundary extends west 340' 7" along West Bittersweet Place. Turning south, the boundary extends south 110' 9". Turning west, the boundary extends west approximately 110'. Turning south, the boundary extends south to West Irving Park Road. Turning east, the boundary extends east along Irving Park Road to the beginning point.

**Boundary Justification** (Explain why the boundaries were selected.)

The National Register boundaries encompass the entire property that was historically associated with the Immaculata High School during the period of significance.

**11. Form Prepared By**

name/title Emily Ramsey date 6/5/2024  
organization Ramsey Historic Consultants, Inc. telephone 312-213-9630  
street & number 1105 W. Chicago Avenue, Suite 201 email [emily@ramseyhcinc.com](mailto:emily@ramseyhcinc.com)  
city or town Chicago state IL zip code 60642

**Additional Documentation**

Submit the following items with the completed form:

- **GIS Location Map (Google Earth or BING)**
- **Local Location Map**
- **Site Plan**
- **Floor Plans (As Applicable)**
- **Photo Location Map** (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures).

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**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

**Photo Log**

**Name of Property:** Immaculata High School  
**City or Vicinity:** Chicago  
**County:** Cook **State:** IL  
**Photographer:** Emily Ramsey and John Cramer  
**Date Photographed:** March 2024

Description of Photograph(s) and number, include description of view indicating direction of camera:

**Photo 1 of 35:** 1922 high school, south and east elevations, looking northwest

**Photo 2 of 35:** 1922 high school, south and east elevations of corner block, looking northwest

**Photo 3 of 35:** 1922 high school, looking northeast to main entrance

**Photo 4 of 35:** 1922 high school, detail of main entrance bay, looking northeast

**Photo 5 of 35:** 1922 high school, east entrance, looking southwest

**Photo 6 of 35:** 1955 convent addition, east elevation, with 1922 high school and stair connector at left, looking west

**Photo 7 of 35:** 1955 convent addition, east and north elevations, looking southwest

**Photo 8 of 35:** 1955 convent addition, looking southeast to dormitory wing

**Photo 9 of 35:** Looking southeast from parking entrance on West Bittersweet Place, with 1955 convent addition at left, north elevation of 1922 high school at center, and north elevation of 1956 classroom addition at far right

**Photo 10 of 35:** 1956 classroom addition, south entrance tower, looking north

**Photo 11 of 35:** 1956 classroom addition, south elevation, looking northwest

**Photo 12 of 35:** 1956 classroom addition, south elevation, looking northeast with 1922 high school at far right

**Photo 13 of 35:** Rear (north and west) elevations of 1922 high school, looking south from roof of 1955 convent addition

**Photo 14 of 35:** South elevation of 1955 convent addition, looking north to main entrance of dormitory wing

**Photo 15 of 35:** South elevation of 1955 convent addition, looking northeast

**Photo 16 of 35:** North elevation of 1956 classroom addition, looking southwest

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**Photo 17 of 35:** 1922 high school, main entrance lobby, looking north

**Photo 18 of 35:** 1922 high school, auditorium, looking northeast from balcony

**Photo 19 of 35:** 1922 high school, auditorium, looking west from stage

**Photo 20 of 35:** 1922 high school, typical corridor

**Photo 21 of 35:** 1922 high school, main stair, looking east from second floor

**Photo 22 of 35:** 1922 high school, gymnasium, looking east

**Photo 23 of 35:** 1922 high school, typical classroom

**Photo 24 of 35:** 1955 convent addition, stair connector, looking north

**Photo 25 of 35:** 1955 convent addition, typical corridor

**Photo 26 of 35:** 1955 convent addition, lower level cafeteria, looking east

**Photo 27 of 35:** 1955 convent addition, former chapel, looking northwest

**Photo 28 of 35:** 1955 convent addition, meeting room, looking north

**Photo 29 of 35:** 1955 convent addition, typical cell in dormitory wing

**Photo 30 of 35:** 1956 classroom addition entrance lobby, looking west

**Photo 31 of 35:** 1956 classroom addition, first floor corridor

**Photo 32 of 35:** 1956 classroom addition, typical stair

**Photo 33 of 35:** 1956 classroom addition, typical upper floor corridor

**Photo 34 of 35:** 1956 classroom addition, typical classroom

**Photo 35 of 35:** 1956 classroom addition, typical classroom

**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.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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## List of Figures

(Resize, compact, and paste images of maps and historic documents in this section. Place captions, with figure numbers above each image. Orient maps so that north is at the top of the page, all document should be inserted with the top toward the top of the page.)

**Figure 1: GIS Location Map**



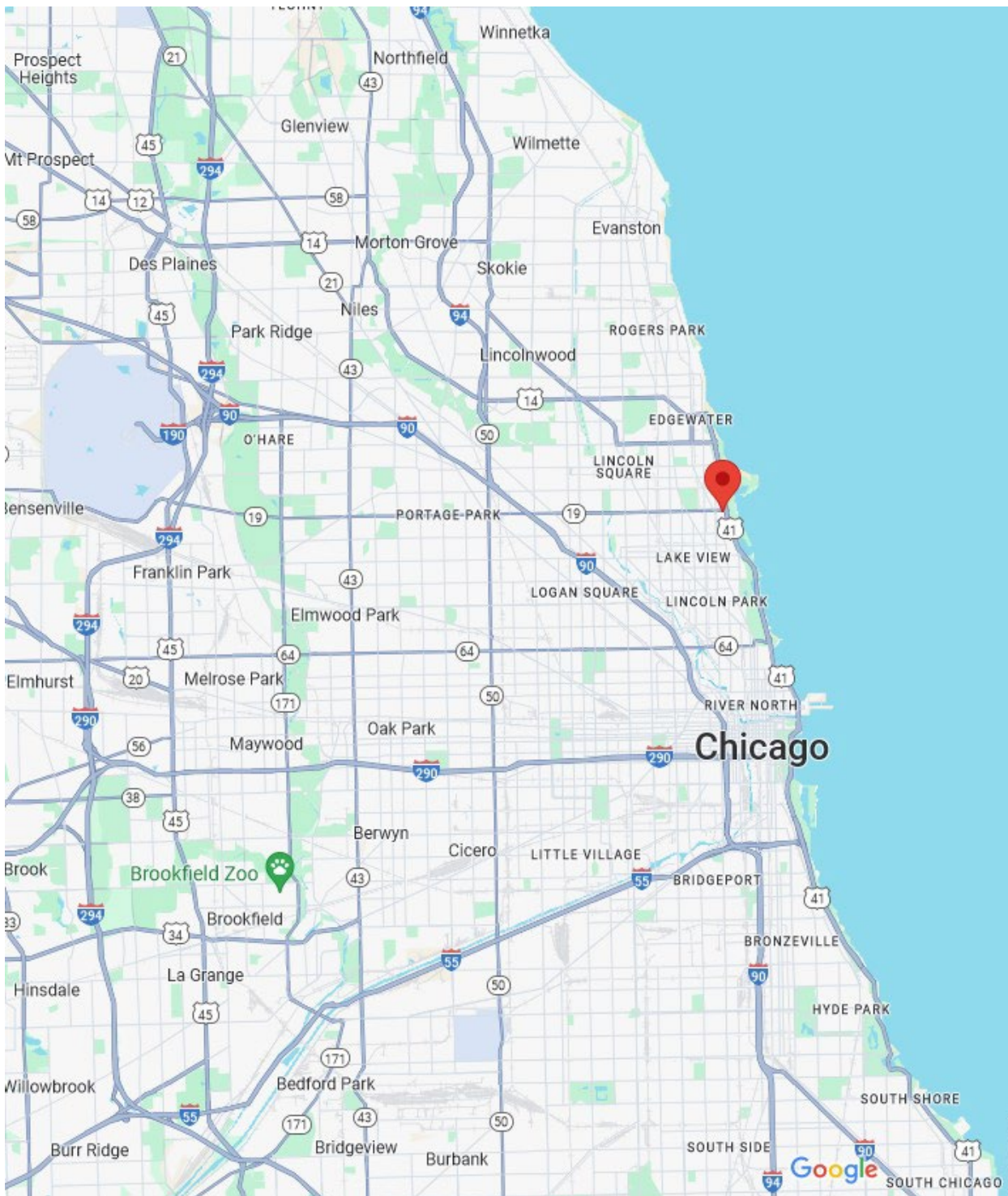
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**Figure 2:** Local Location Map





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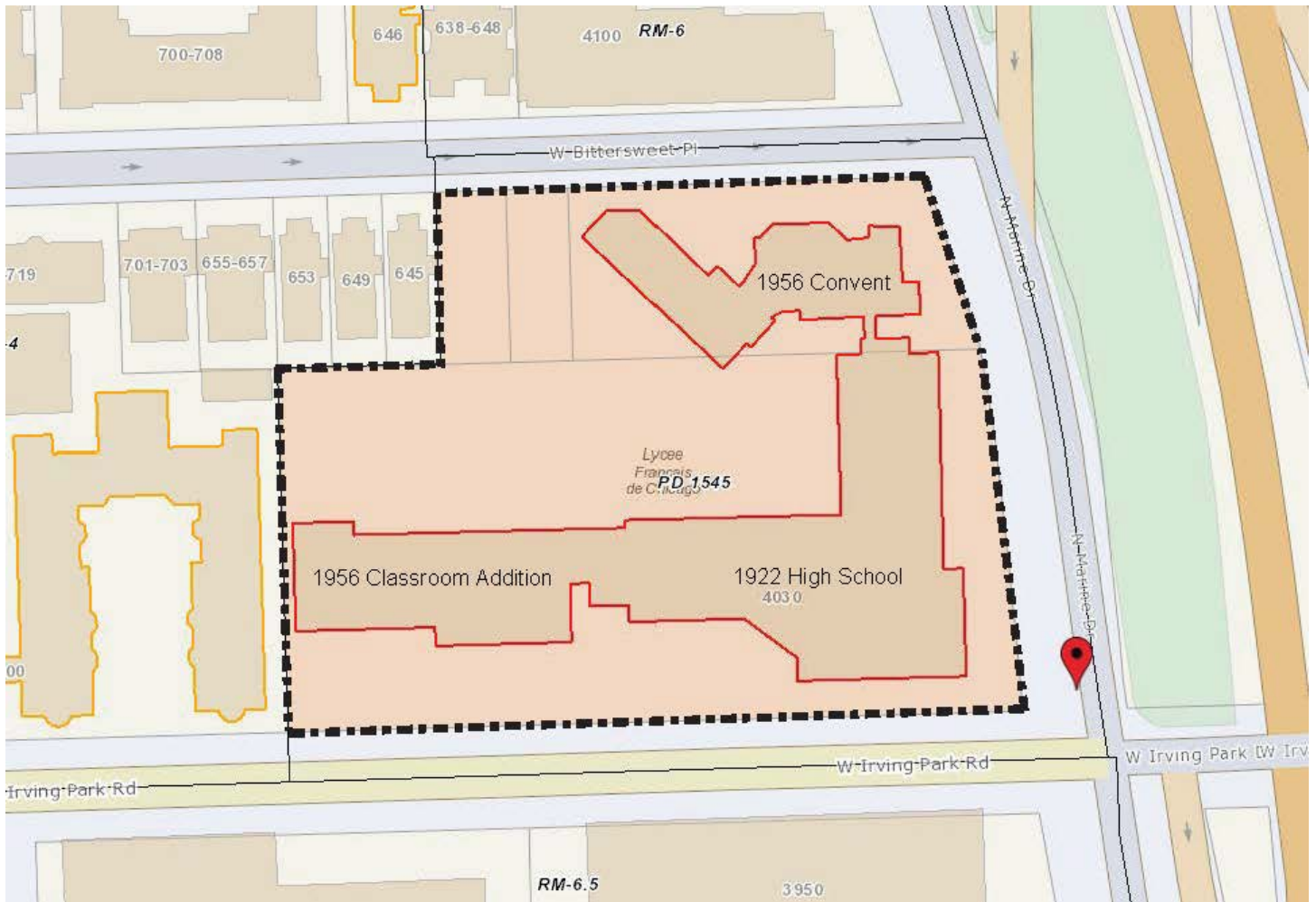
N/A

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**Figure 3: National Register Boundary Map and Exterior Photo Key**



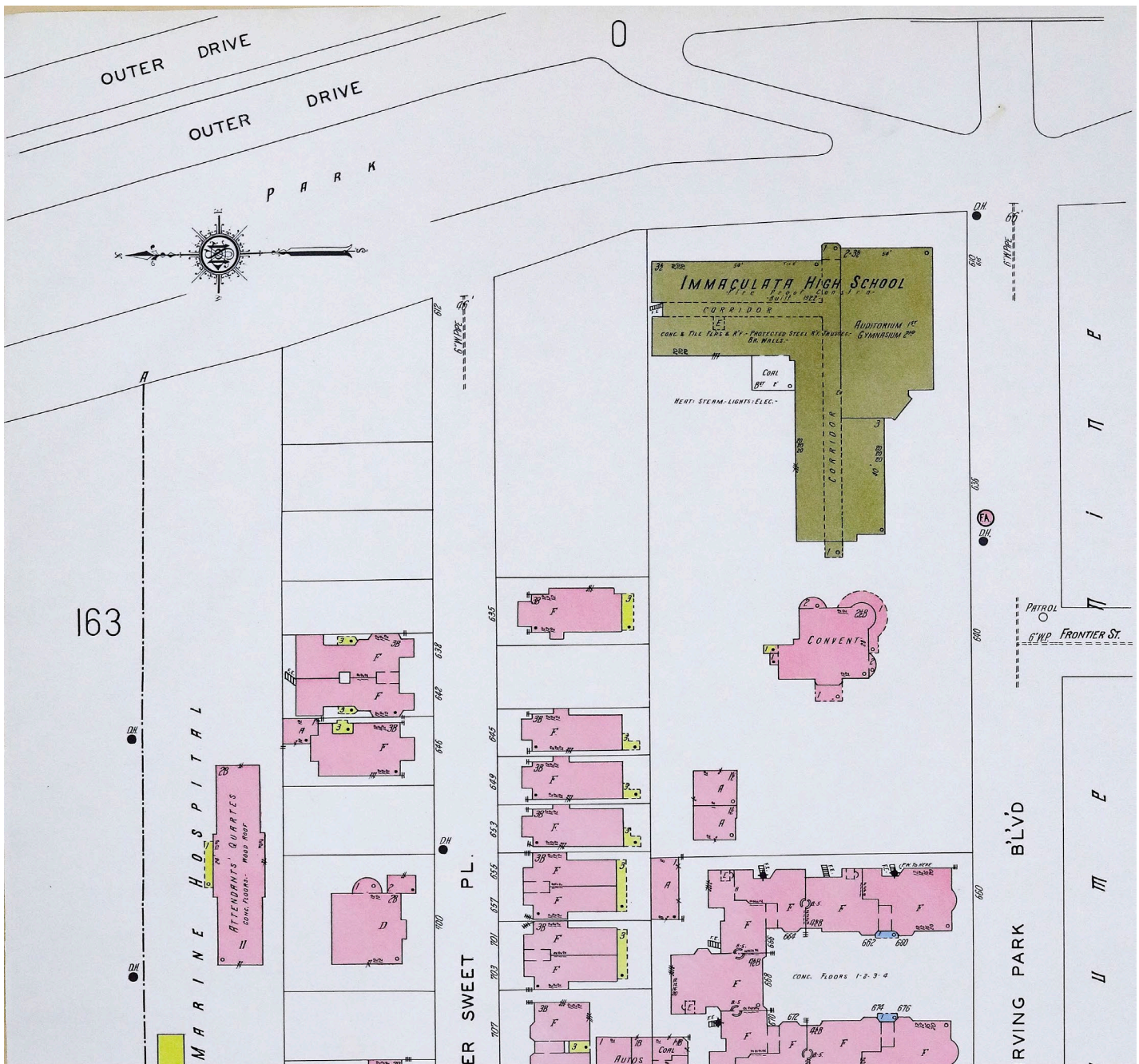
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Figure 4: 1928 Sanborn Fire Insurance Map showing 1922 Immaculata High School



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**Figure 5:** Architect Barry Byrne (left) and sculptor Alfonso Iannelli at the Indian Dunes, c. 1920 (Photograph from Barry Byrne Family as printed *The Architecture of Barry Byrne: Taking the Prairie School to Europe*)



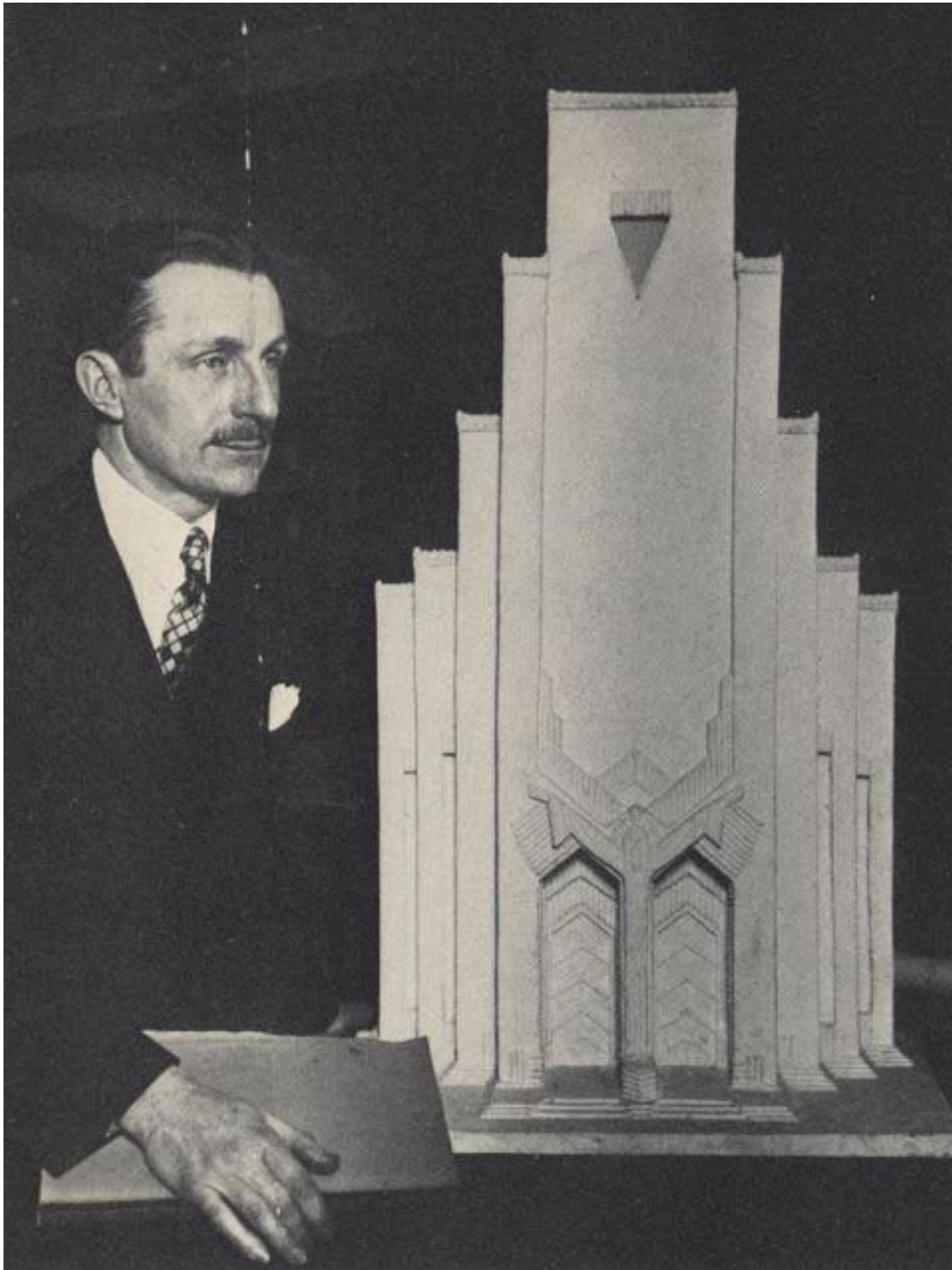
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**Figure 6:** Barry Byrne with a model of the Church of Christ the King in Cork, Ireland (Photograph from parish website of the Church of Christ the King, <https://turnerscross.com/architecture/barry-byrne/>)



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**Figure 7:** Photograph of Immaculata High School, 1925 (The Western Architect, Vol. 34 No. 2, February 1925)



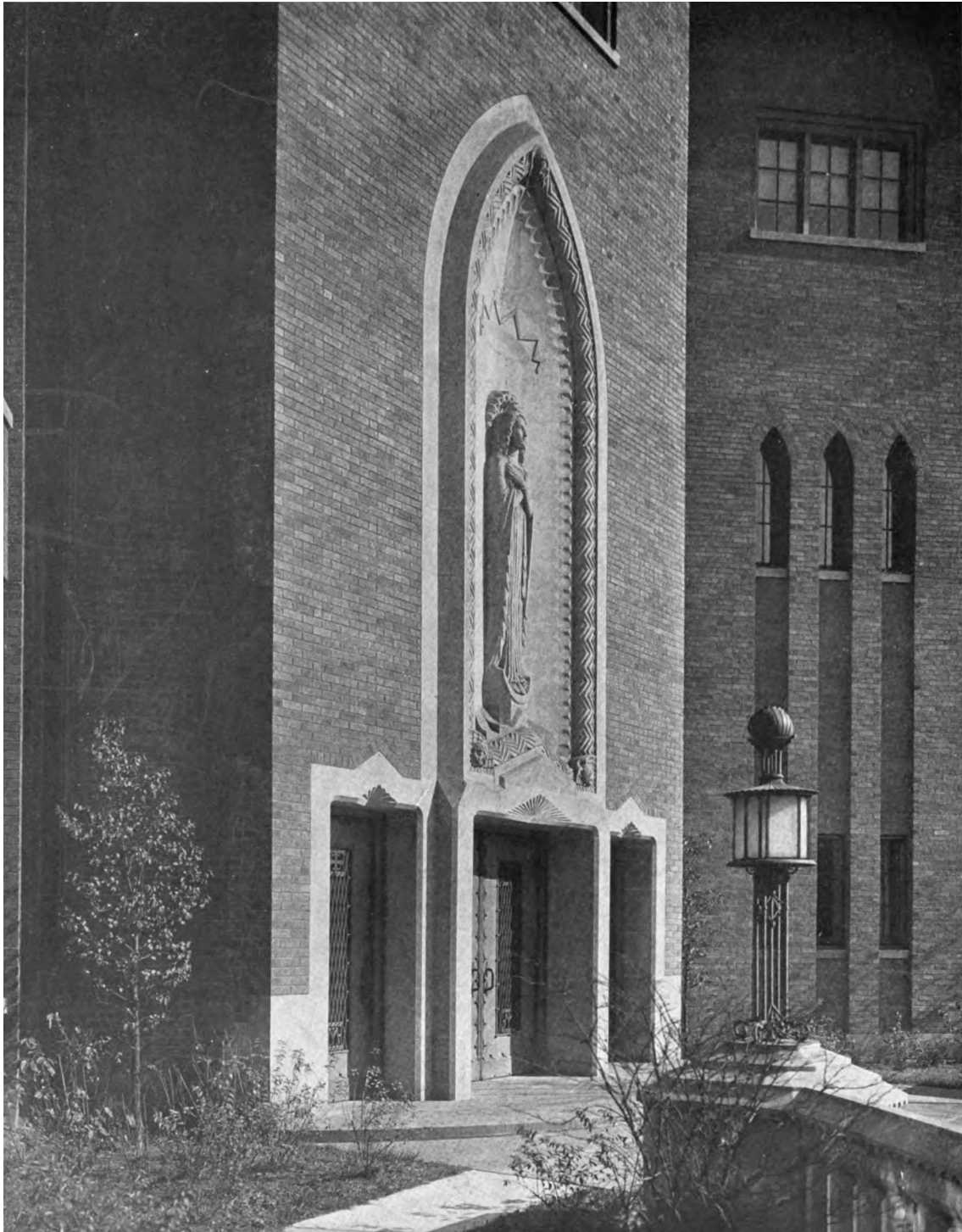
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**Figure 8:** Entrance detail of Immaculata High School, 1925 (The Western Architect, Vol. 34 No. 2, February 1925)



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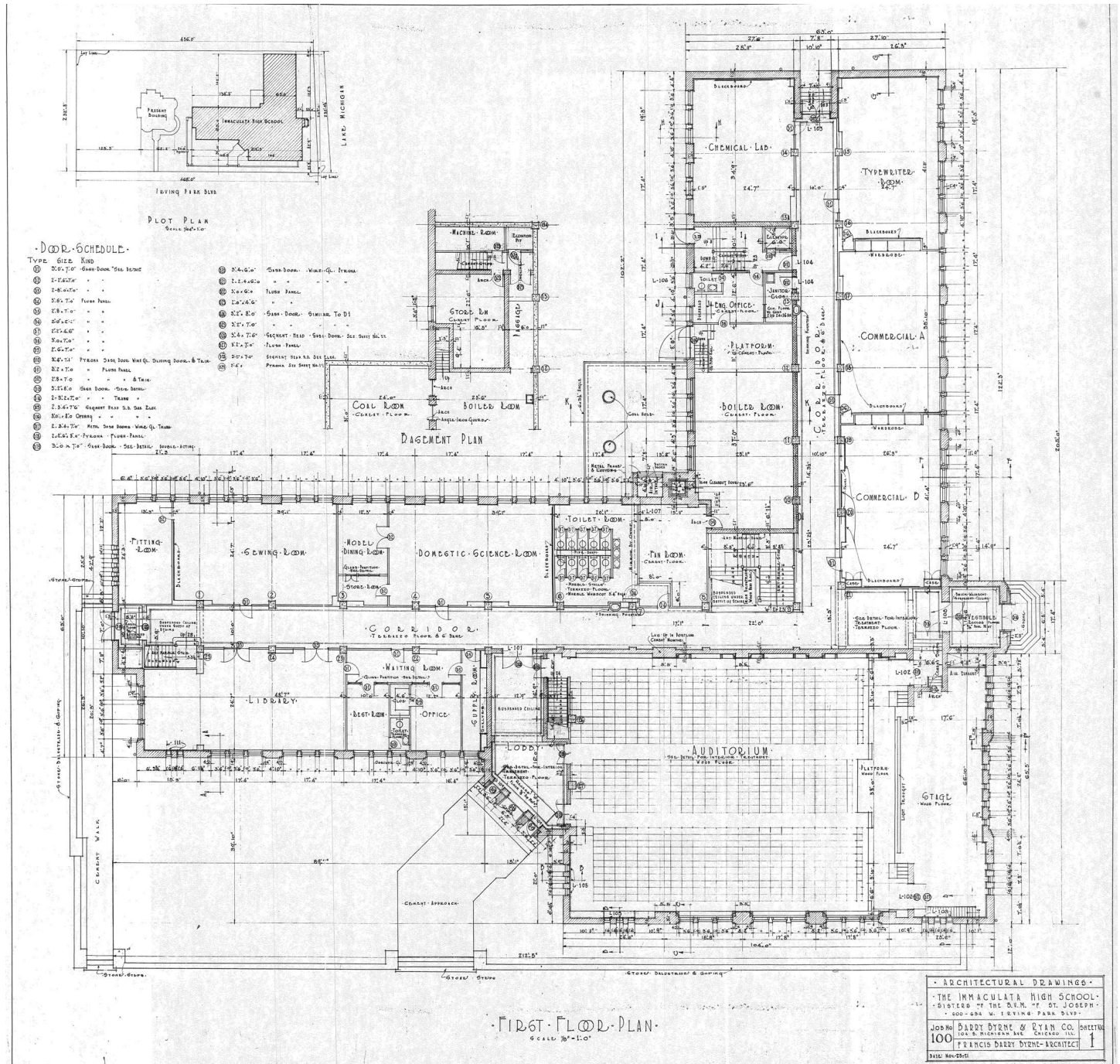
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Figure 9: Original first floor plan for 1922 Immaculata High School



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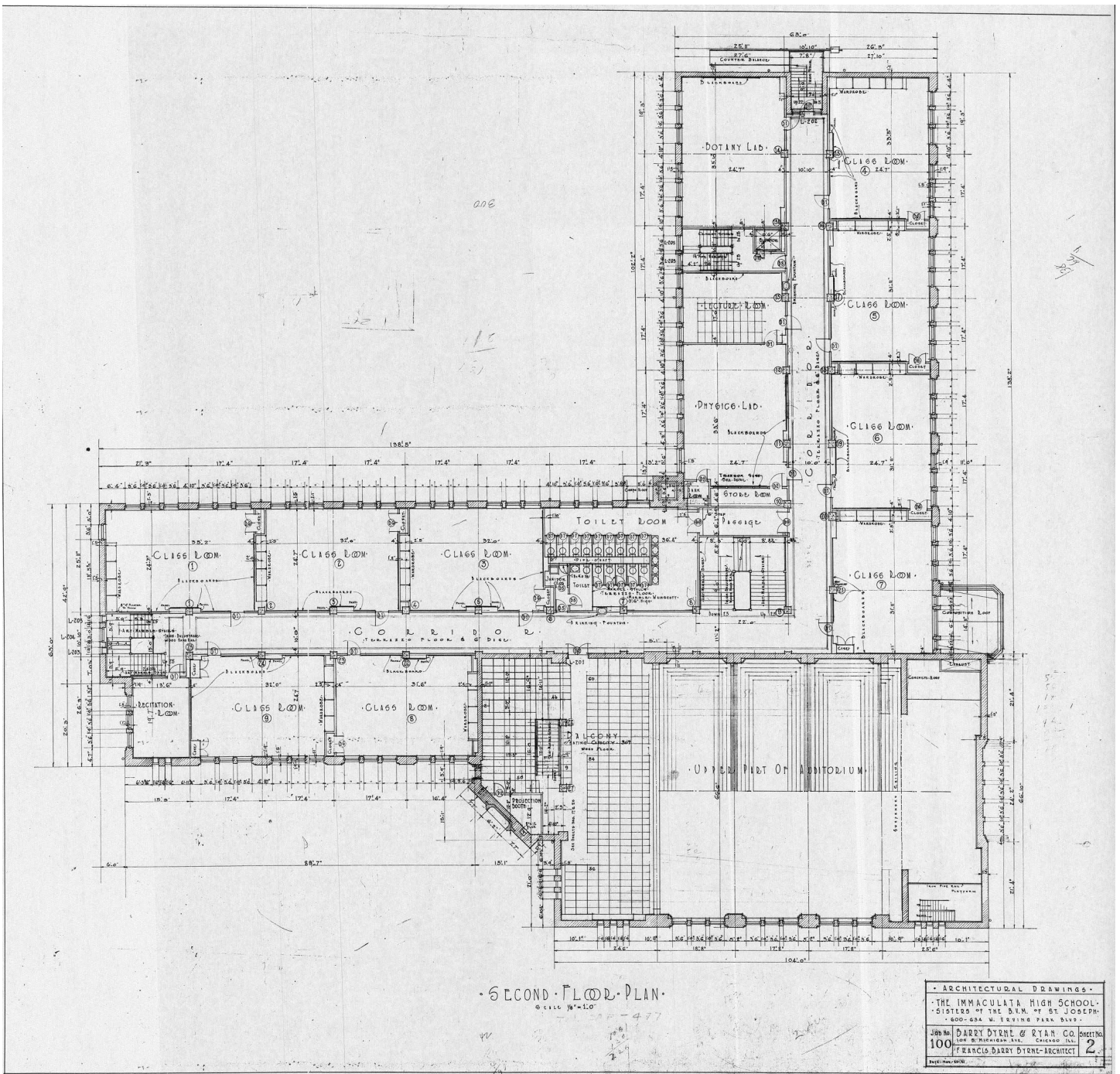
N/A

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Figure 10: Original second floor plan for 1922 Immaculata High School





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Name of Property  
Cook County, IL

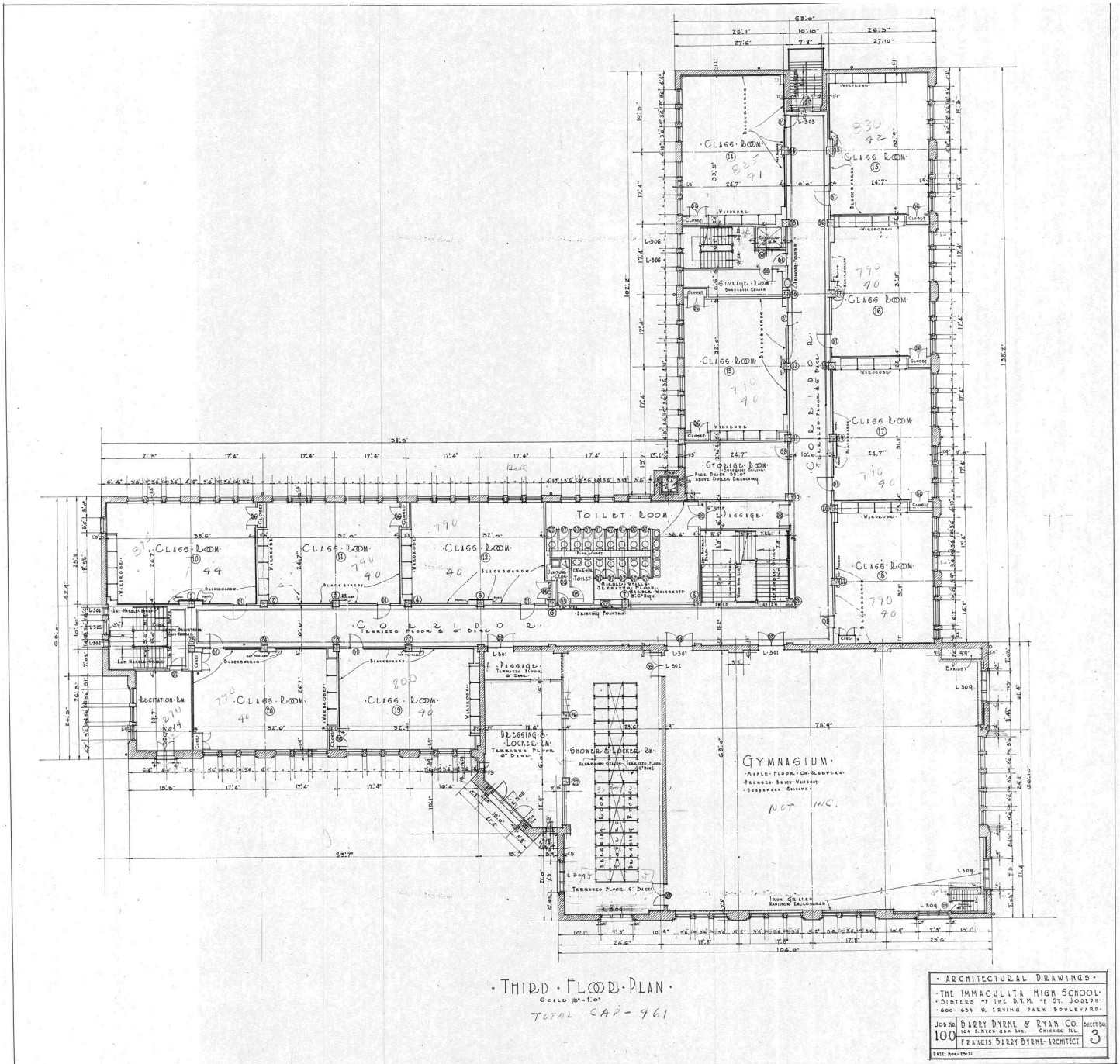
County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation Page 33

Figure 11: Original third floor plan for 1922 Immaculata High School



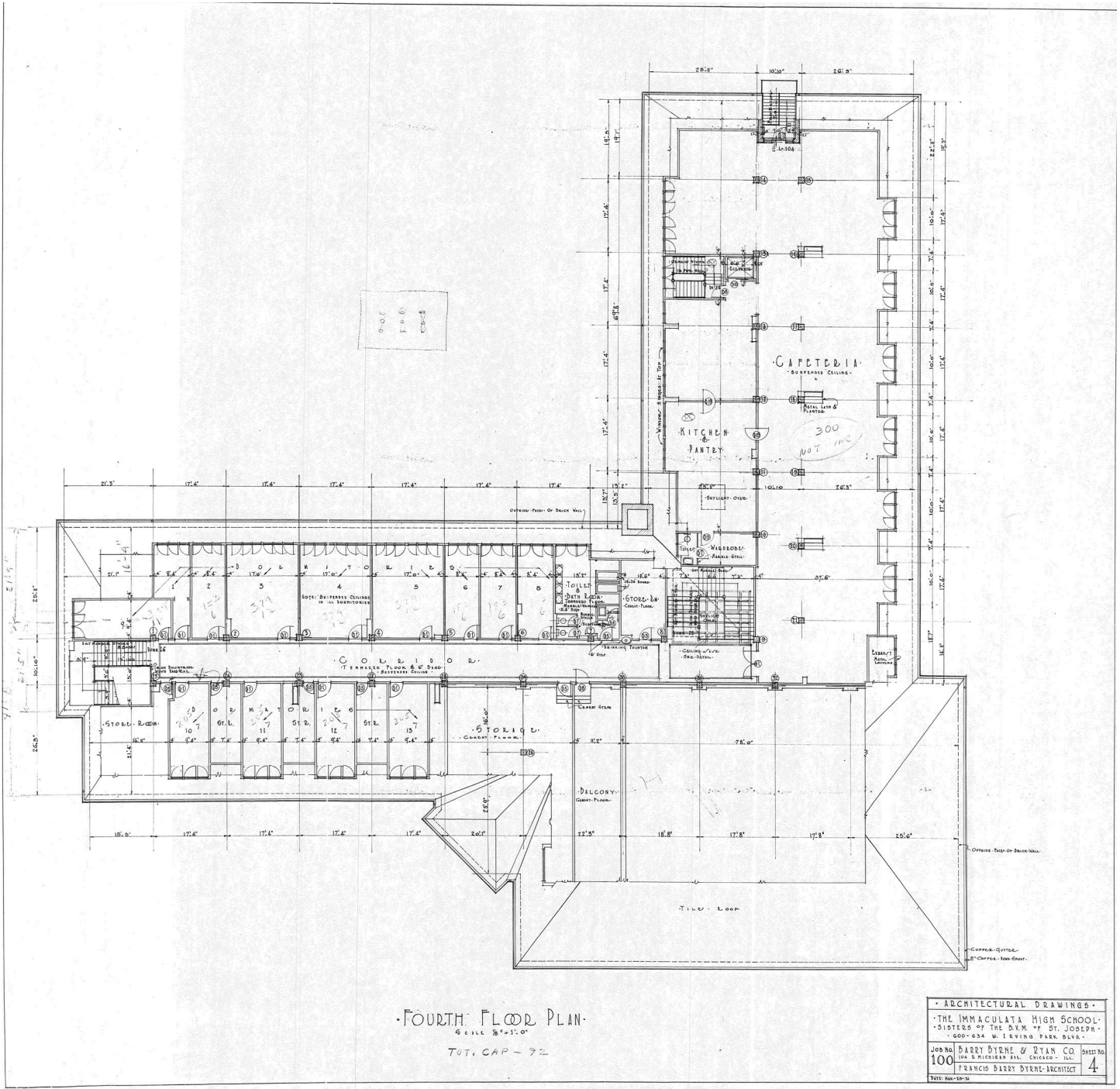
United States Department of the Interior  
National Park Service

# National Register of Historic Places Continuation Sheet

Immaculata High School
Name of Property
Cook County, IL
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 34

Figure 12: Original fourth floor plan for 1922 Immaculata High School



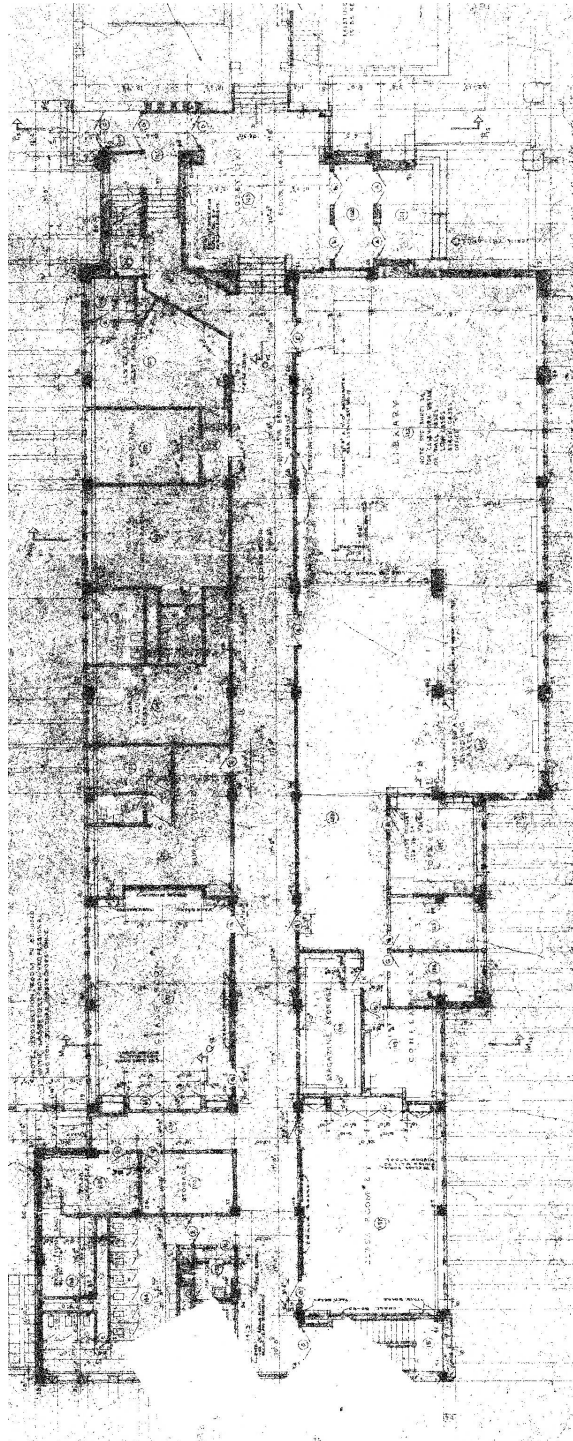
United States Department of the Interior  
National Park Service

# National Register of Historic Places Continuation Sheet

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N/A
Name of multiple listing (if applicable)

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**Figure 13:** Original ground floor plan for 1956 classroom addition



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National Park Service

# National Register of Historic Places Continuation Sheet

Immaculata High School

Name of Property

Cook County, IL

County and State

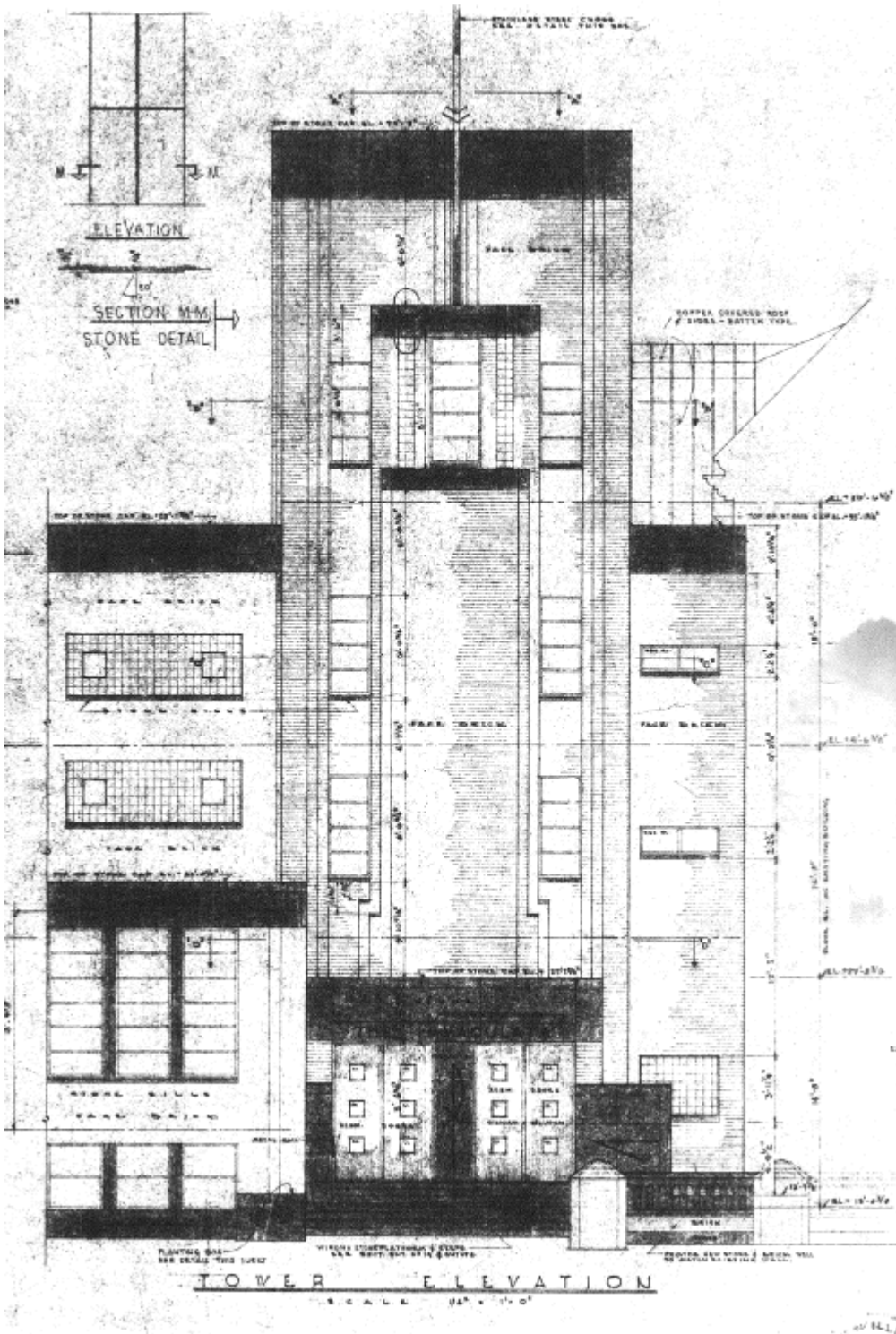
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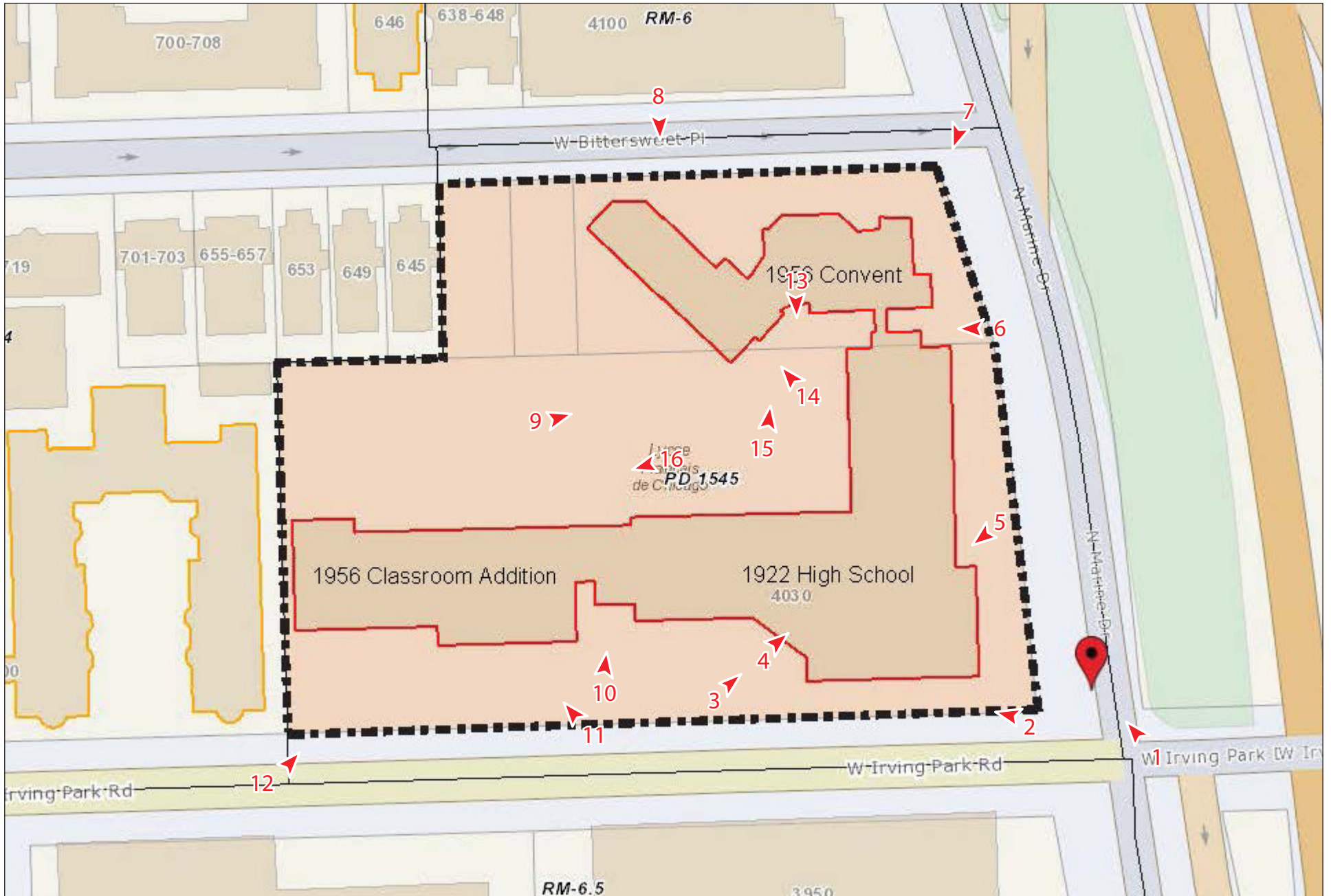
Name of multiple listing (if applicable)

Section number Additional Documentation

Page 36

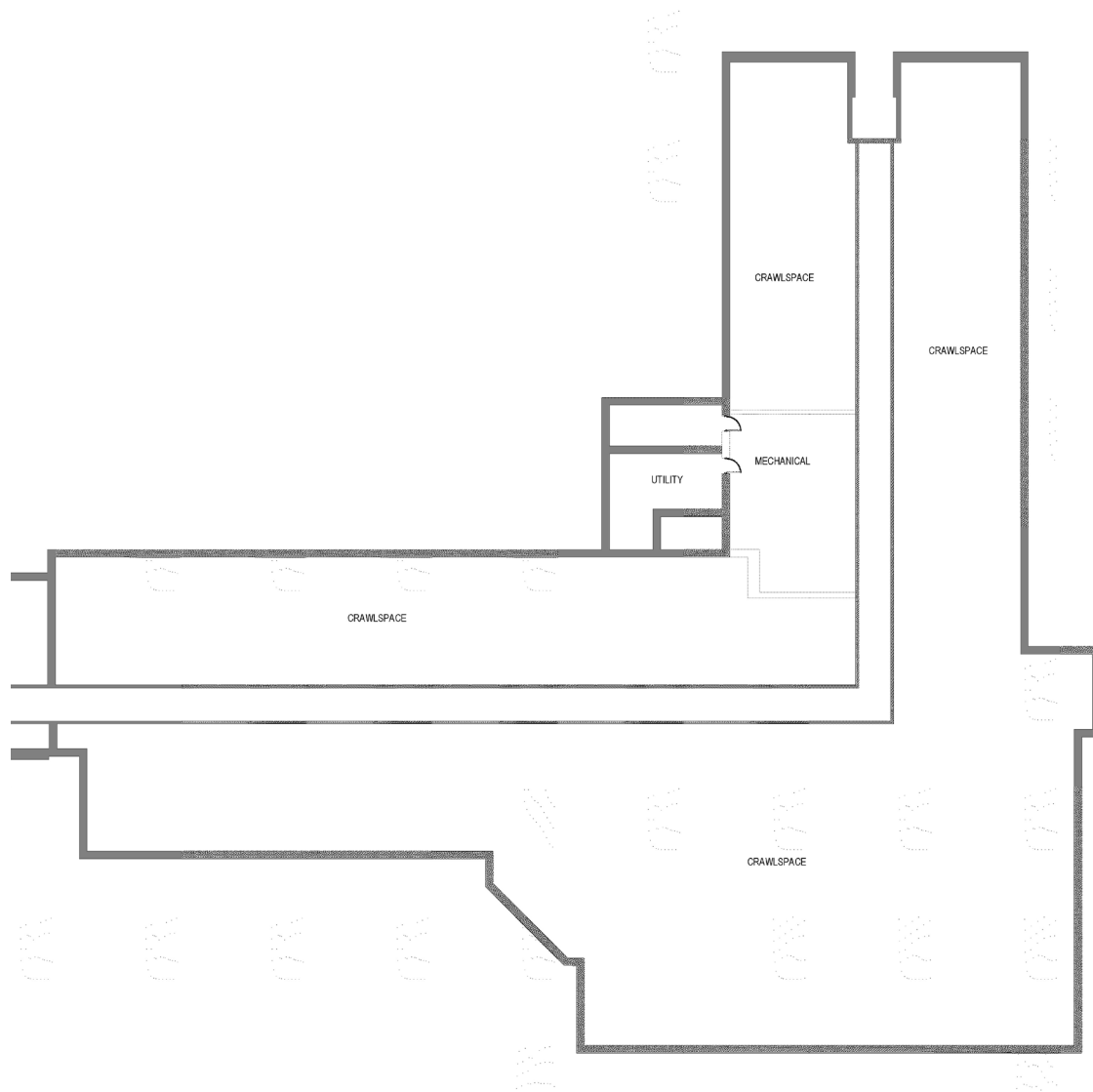
Figure 14: Original elevation drawing of entrance tower in 1956 classroom addition





Immaculata High School  
 600 W. Irving Park Road  
 Chicago, IL

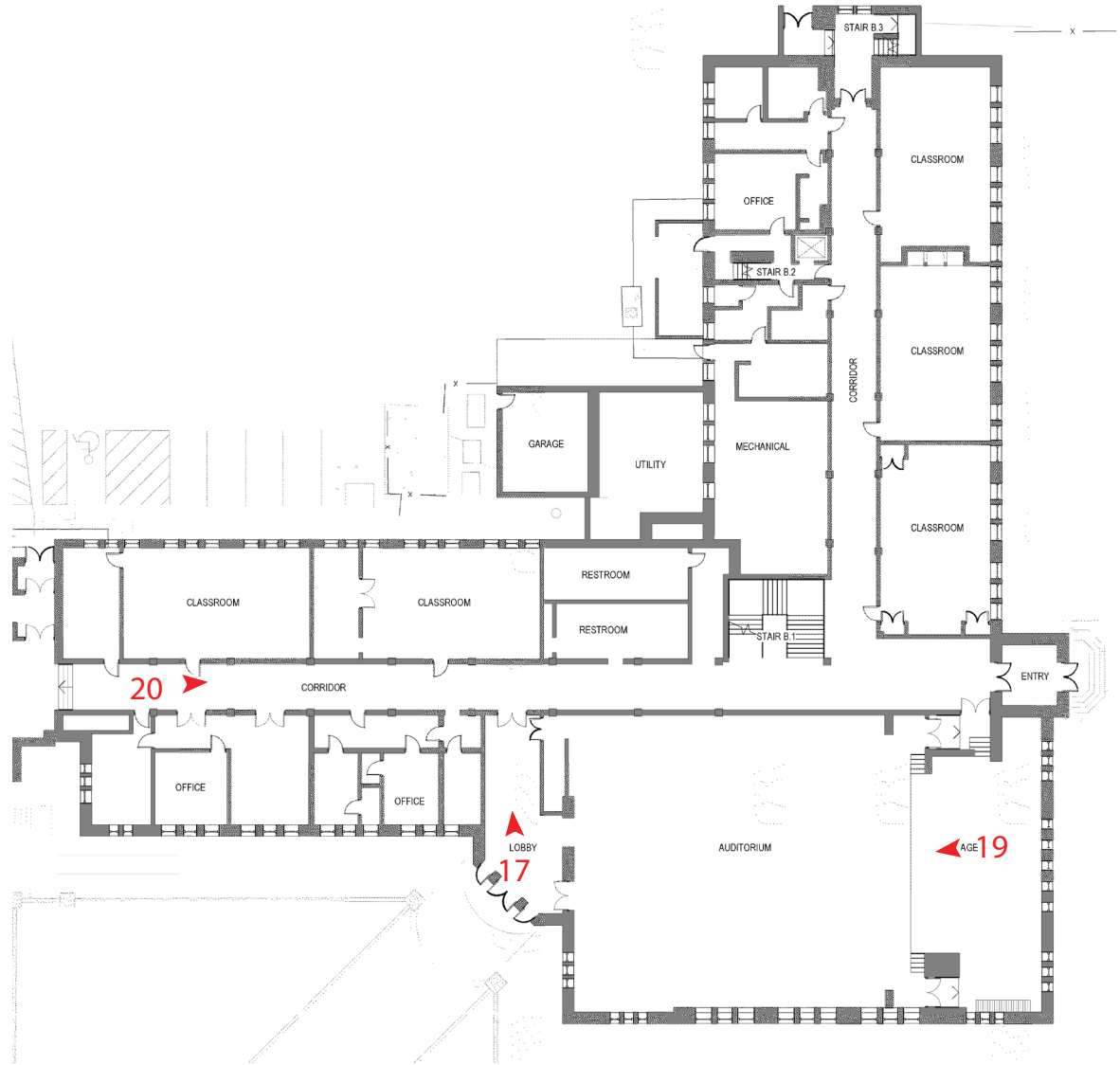
National Register Nomination  
 Exterior Photo Key



1922 High School - Basement Plan

Immaculata High School  
600 W. Irving Park Road  
Chicago, IL

National Register Nomination  
Interior Photo Key

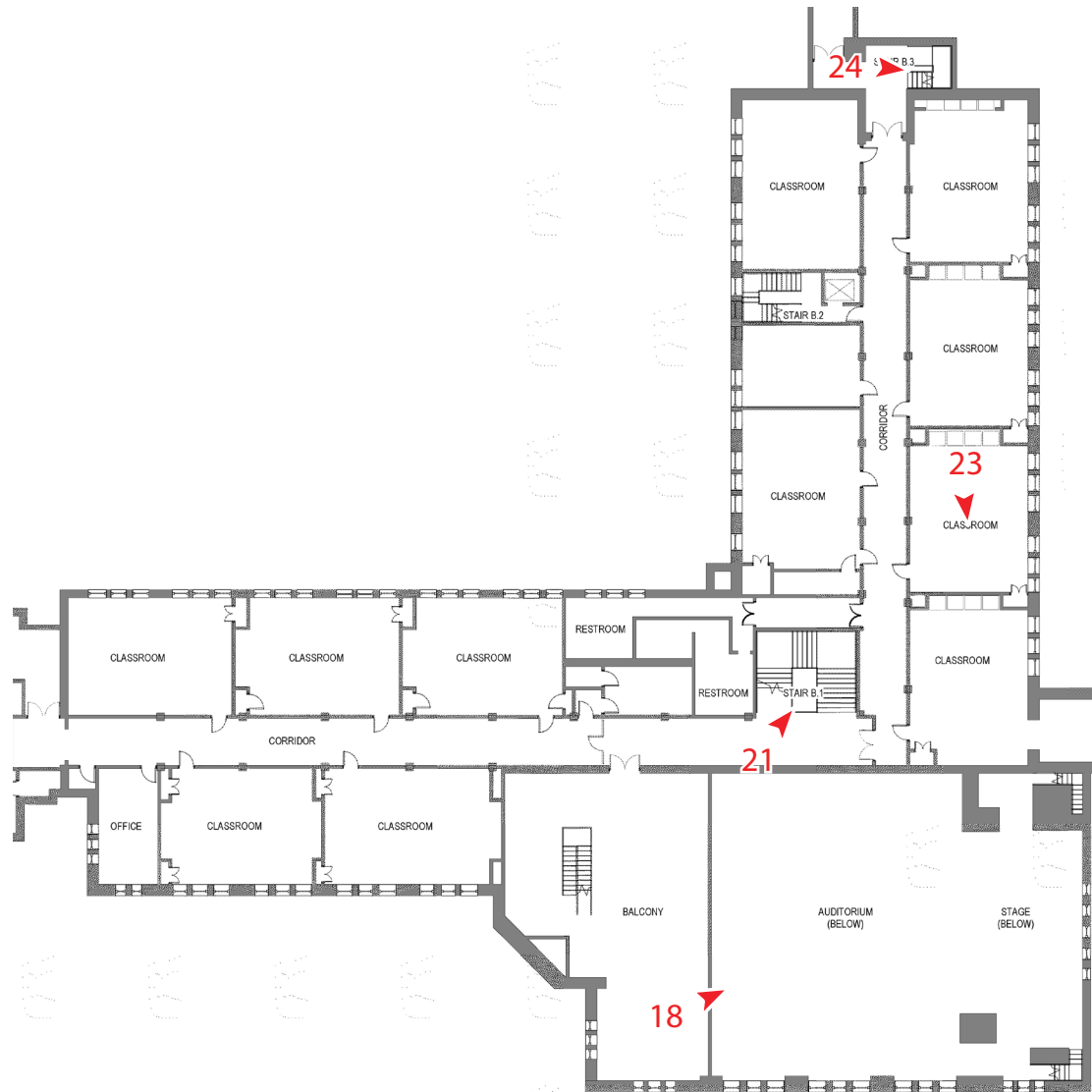


1922 High School - 1st Floor Plan

Immaculata High School  
 600 W. Irving Park Road  
 Chicago, IL

National Register Nomination  
 Interior Photo Key





1922 High School - 2nd Floor Plan

Immaculata High School  
 600 W. Irving Park Road  
 Chicago, IL

National Register Nomination

Interior Photo Key National Register Nomination

Interior Photo Key





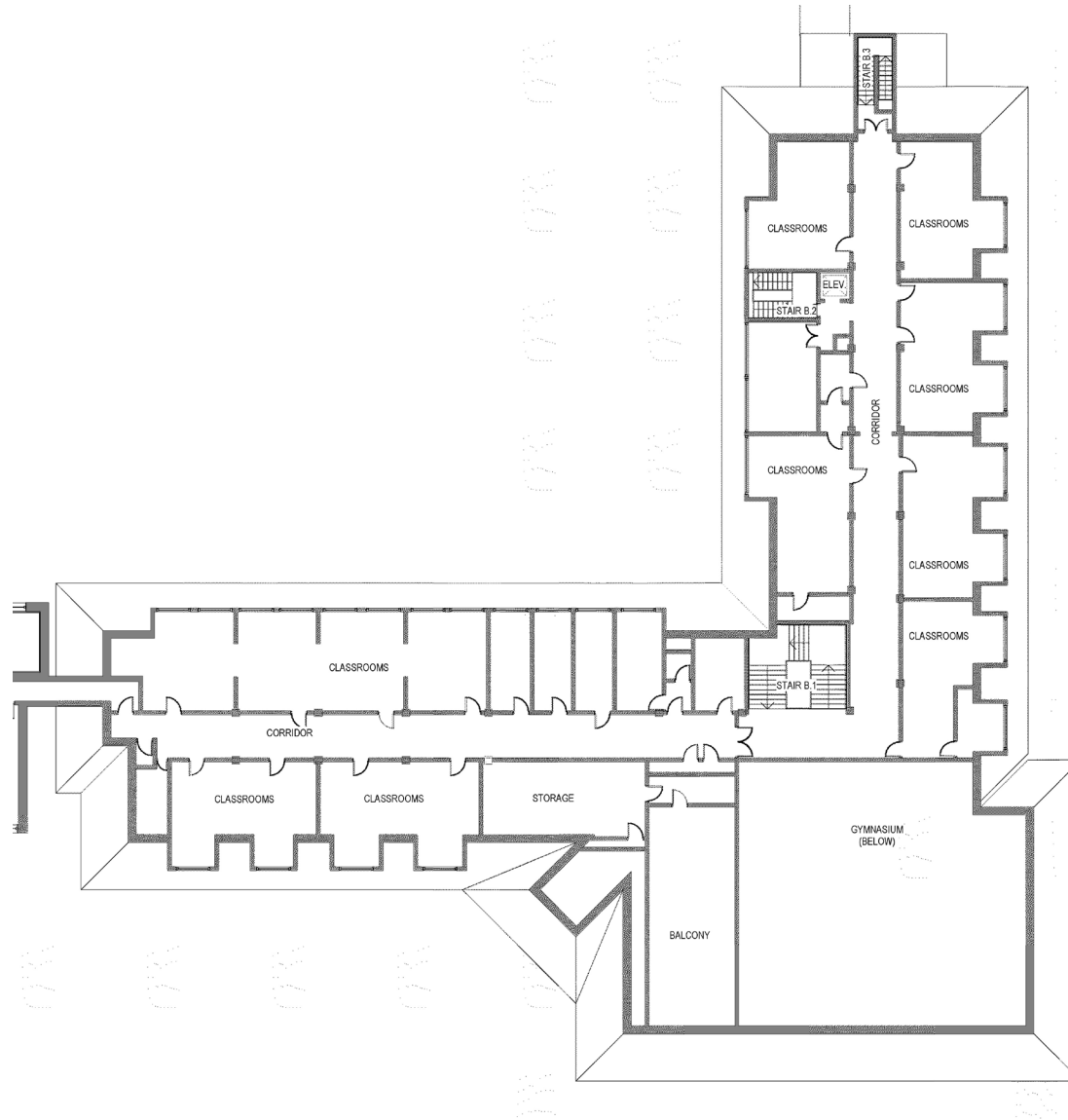


1922 High School - 3rd Floor Plan

Immaculata High School  
 600 W. Irving Park Road  
 Chicago, IL

National Register Nomination  
 Interior Photo Key



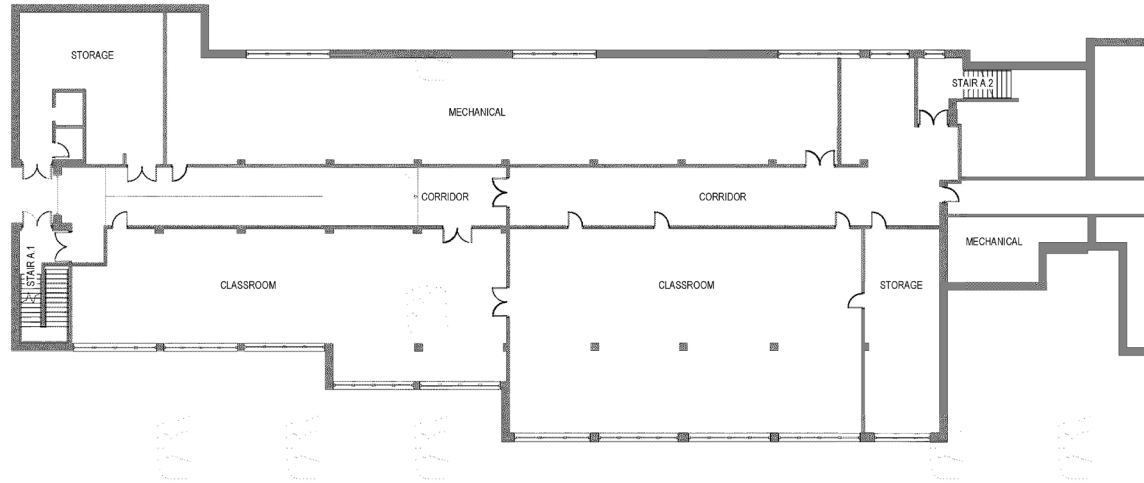


1922 High School - 4th Floor Plan

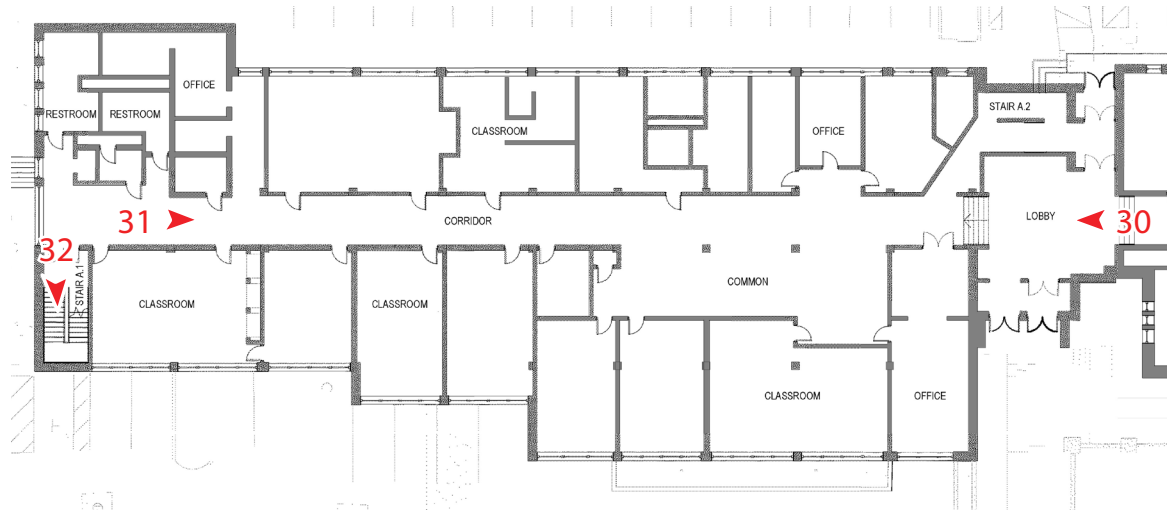
Immaculata High School  
 600 W. Irving Park Road  
 Chicago, IL

National Register Nomination  
 Interior Photo Key



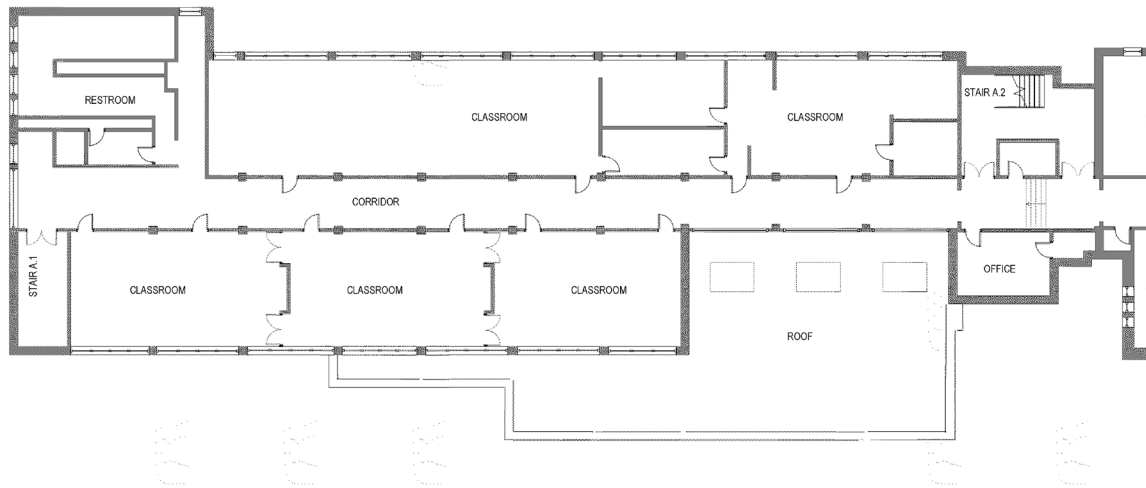


1956 High School Addition - Basement Plan

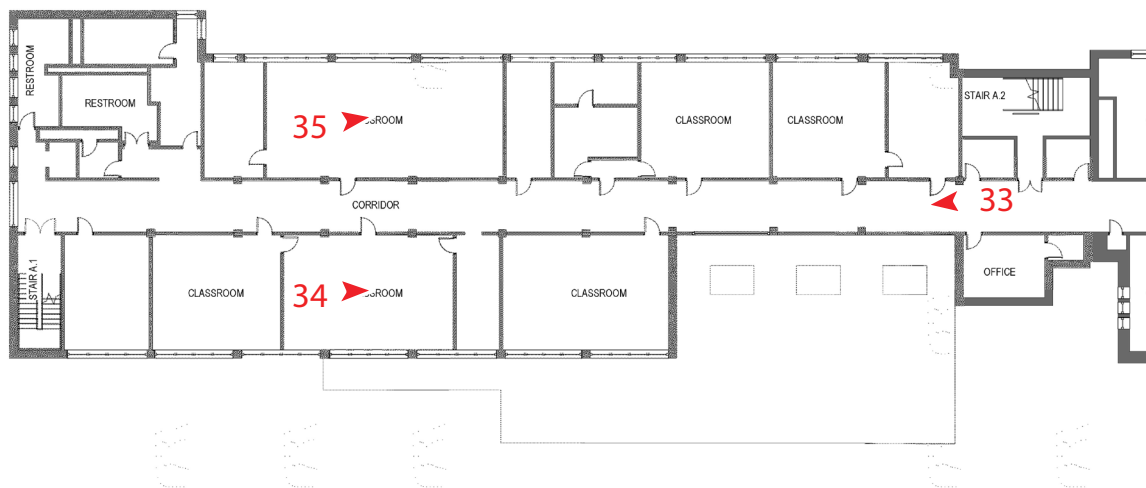


1956 High School Addition - 1st Floor Plan





1956 High School Addition - 2nd Floor Plan

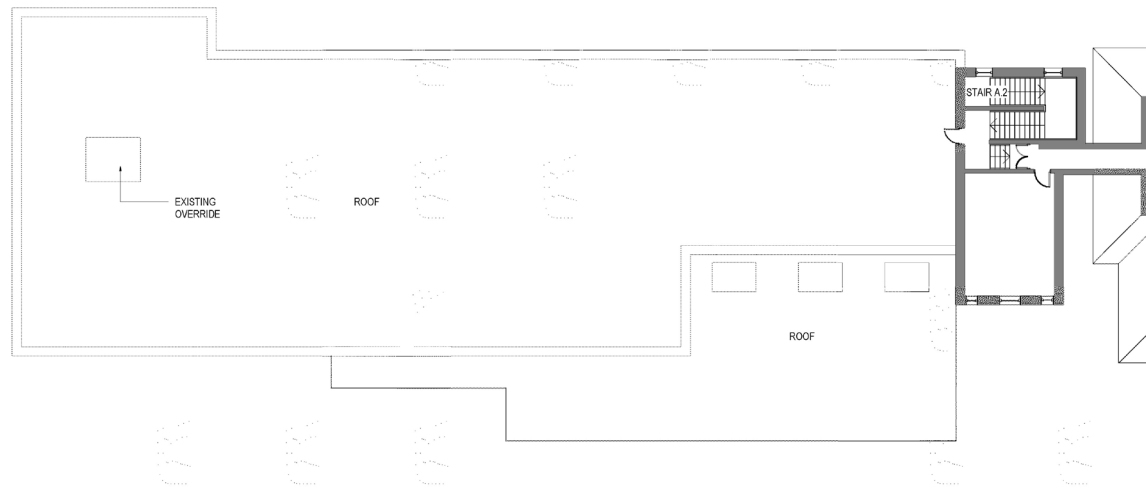


1956 High School Addition - 3rd Floor Plan

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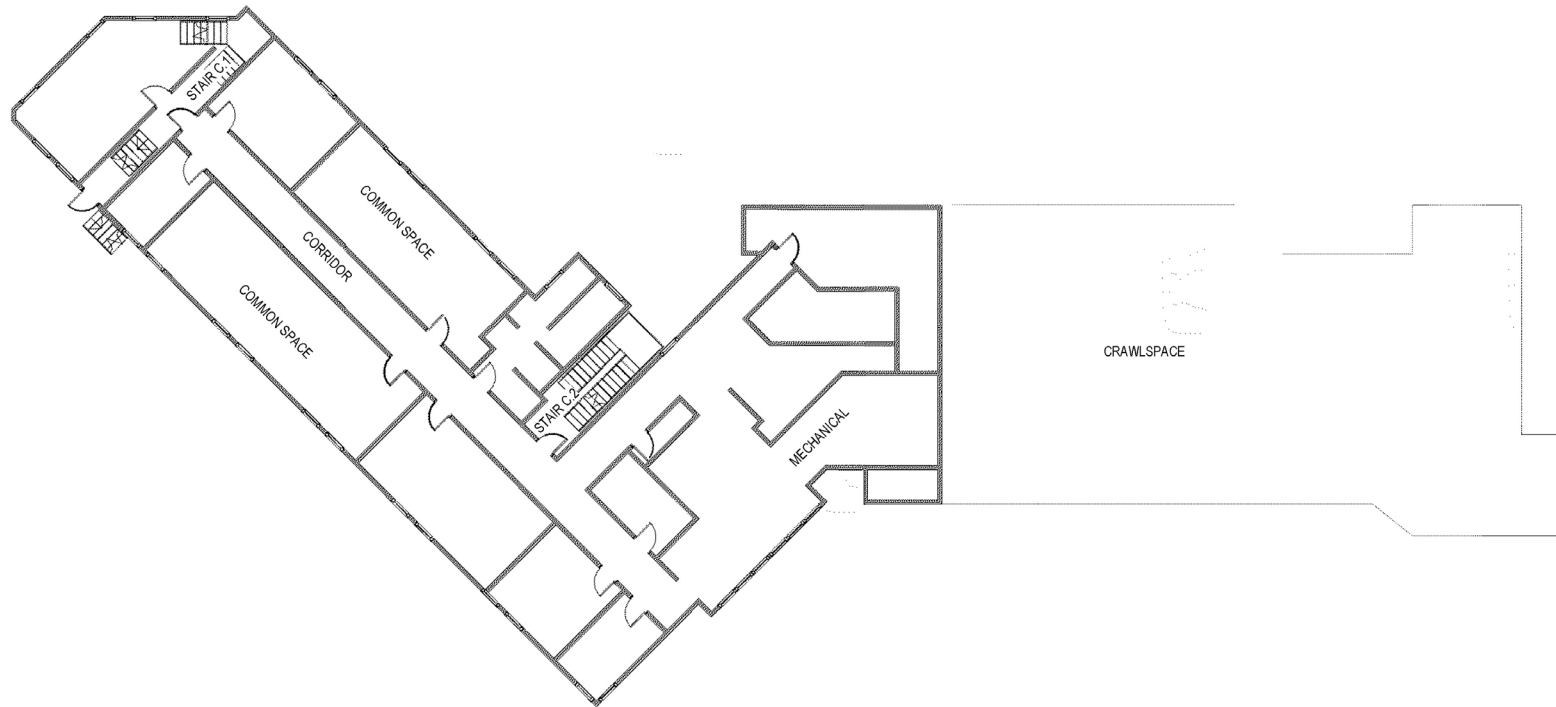
National Register Nomination  
 Interior Photo Key





1956 High School Addition - 4th Floor Plan



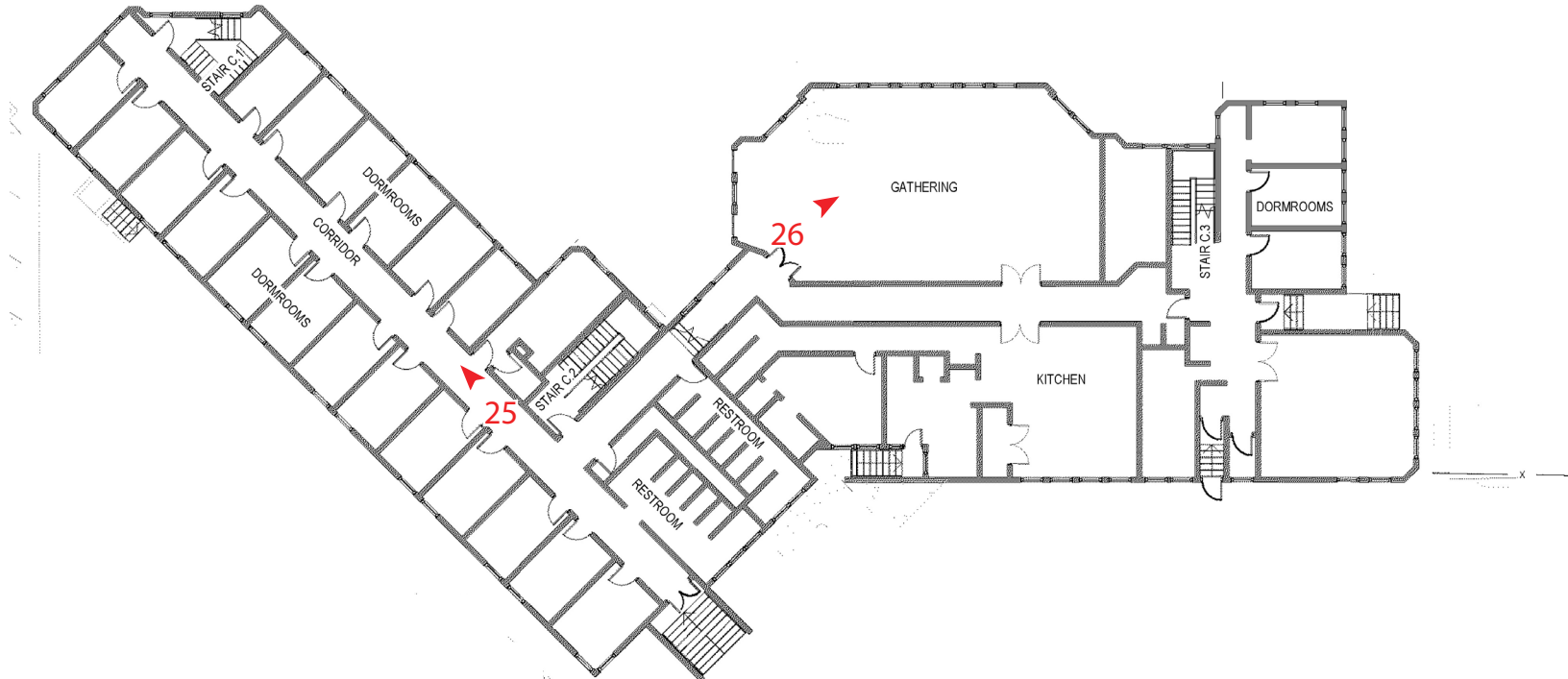


1955 Convent - Basement Plan

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Interior Photo Key



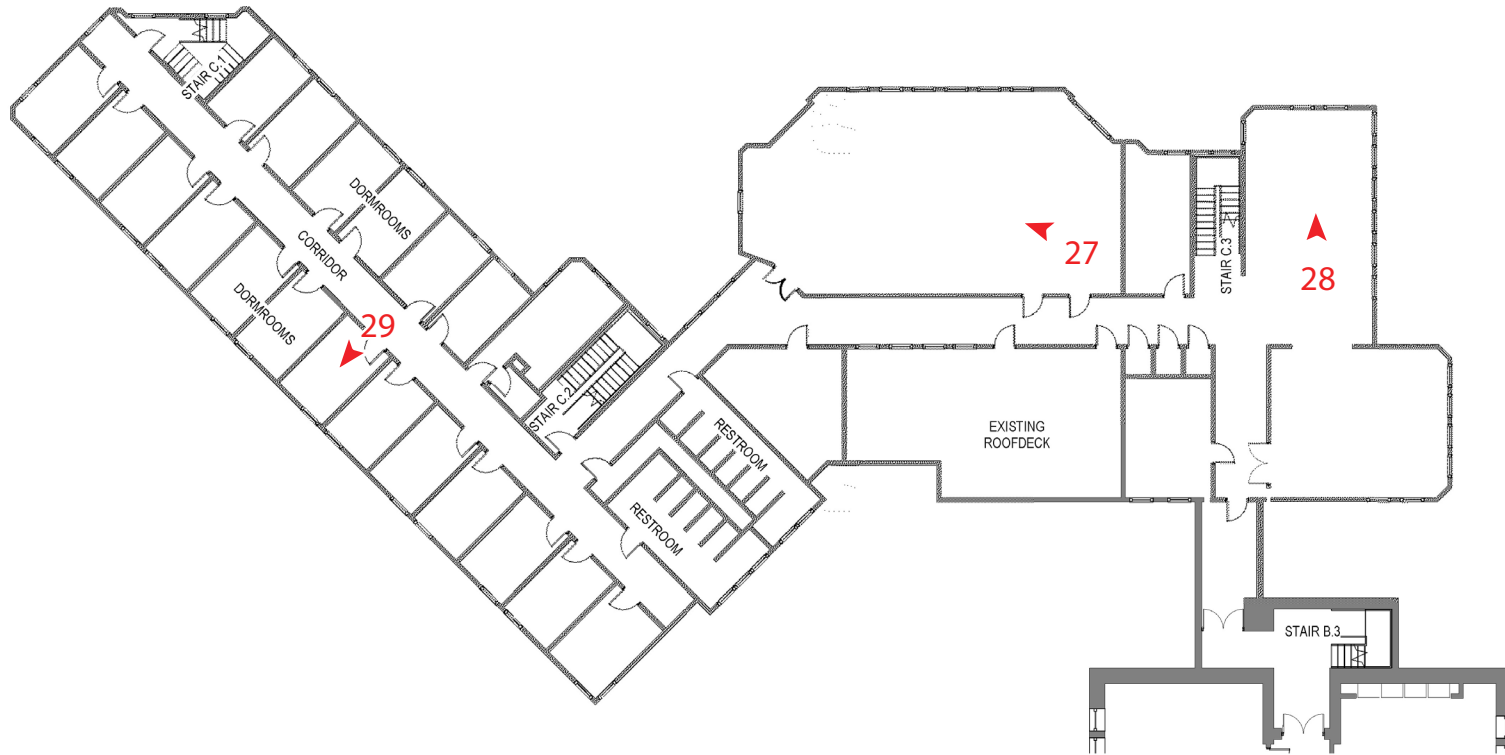


1955 Convent - 1st Floor Plan

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National Register Nomination  
Interior Photo Key





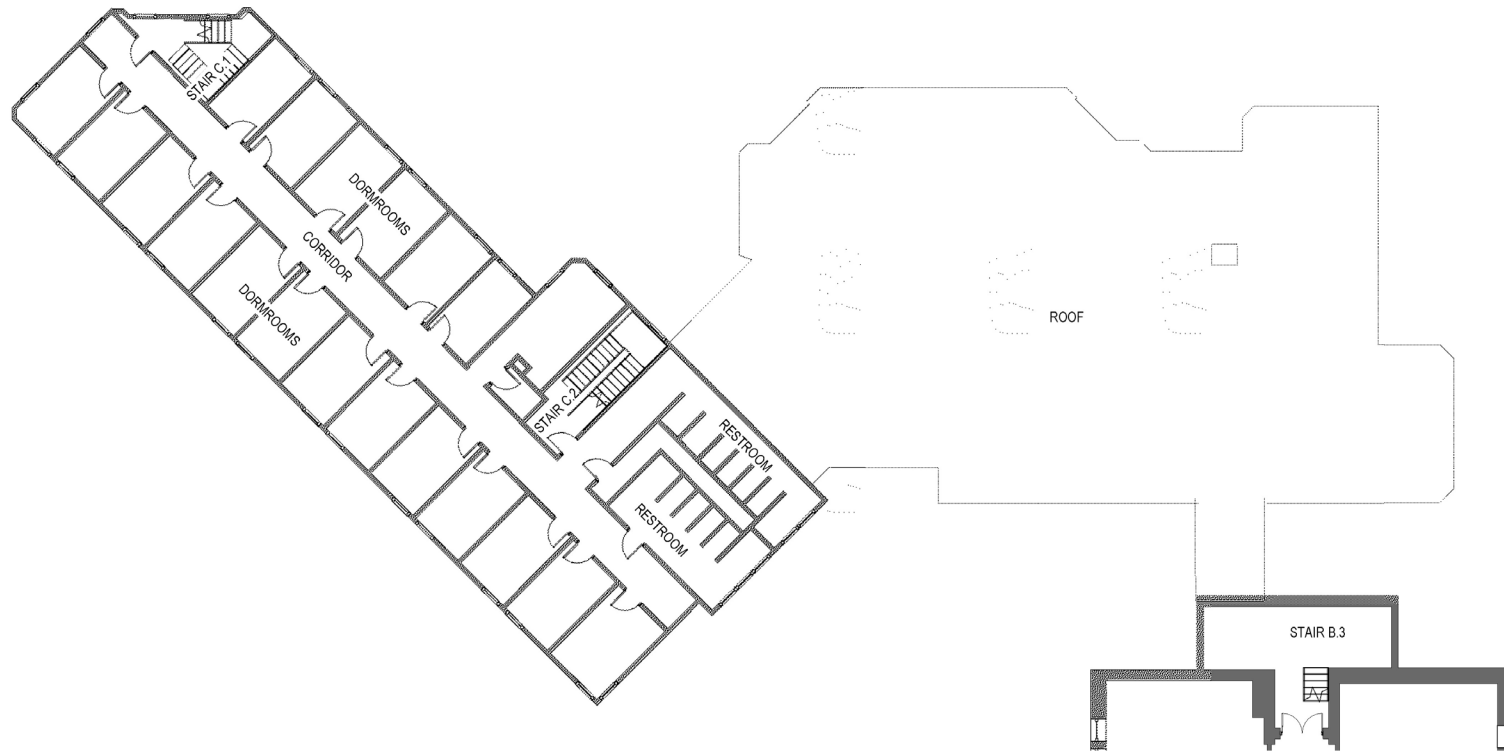
1955 Convent - 2nd Floor Plan

Immaculata High School  
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National Register Nomination  
 Interior Photo Key



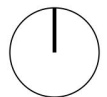




1955 Convent - 3rd Floor Plan

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1. 1922 high school, south and east elevations, looking northwest



2. 1922 high school, south and east elevations of corner block, looking northwest

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3. 1922 high school, looking northeast to main entrance

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4. 1922 high school, detail of main entrance bay, looking northeast

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5. 1922 high school, east entrance, looking southwest

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6. 1955 convent addition, east elevation, with 1922 high school and stair connector at left, looking west



7. 1955 convent addition, east and north elevations, looking southwest

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8. 1955 convent addition, looking southeast to dormitory wing



9. Looking southeast from parking entrance on West Bittersweet Place, with 1955 convent addition at left, north elevation of 1922 high school at center, and north elevation of 1956 classroom addition at far right

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10. 1956 classroom addition, south entrance tower, looking north



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11. 1956 classroom addition, south elevation, looking northwest



12. 1956 classroom addition, south elevation, looking northeast with 1922 high school at far right

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13. Rear (north and west) elevations of 1922 high school, looking south from roof of 1955 convent addition



14. South elevation of 1955 convent addition, looking north to main entrance of dormitory wing

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15. South elevation of 1955 convent addition, looking northeast



16. North elevation of 1956 classroom addition, looking southwest

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17. 1922 high school, main entrance lobby, looking north



18. 1922 high school, auditorium, looking northeast from balcony

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19. 1922 high school, auditorium, looking west from stage



20. 1922 high school, typical corridor

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21. 1922 high school, main stair, looking east from second floor

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22. 1922 high school, gymnasium, looking east



23. 1922 high school, typical classroom

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24. 1955 convent addition, stair connector, looking north



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25. 1955 convent addition, typical corridor



26. 1955 convent addition, lower level cafeteria, looking east

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27. 1955 convent addition, former chapel, looking northwest



28. 1955 convent addition, meeting room, looking north

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29. 1955 convent addition, typical cell in dormitory wing



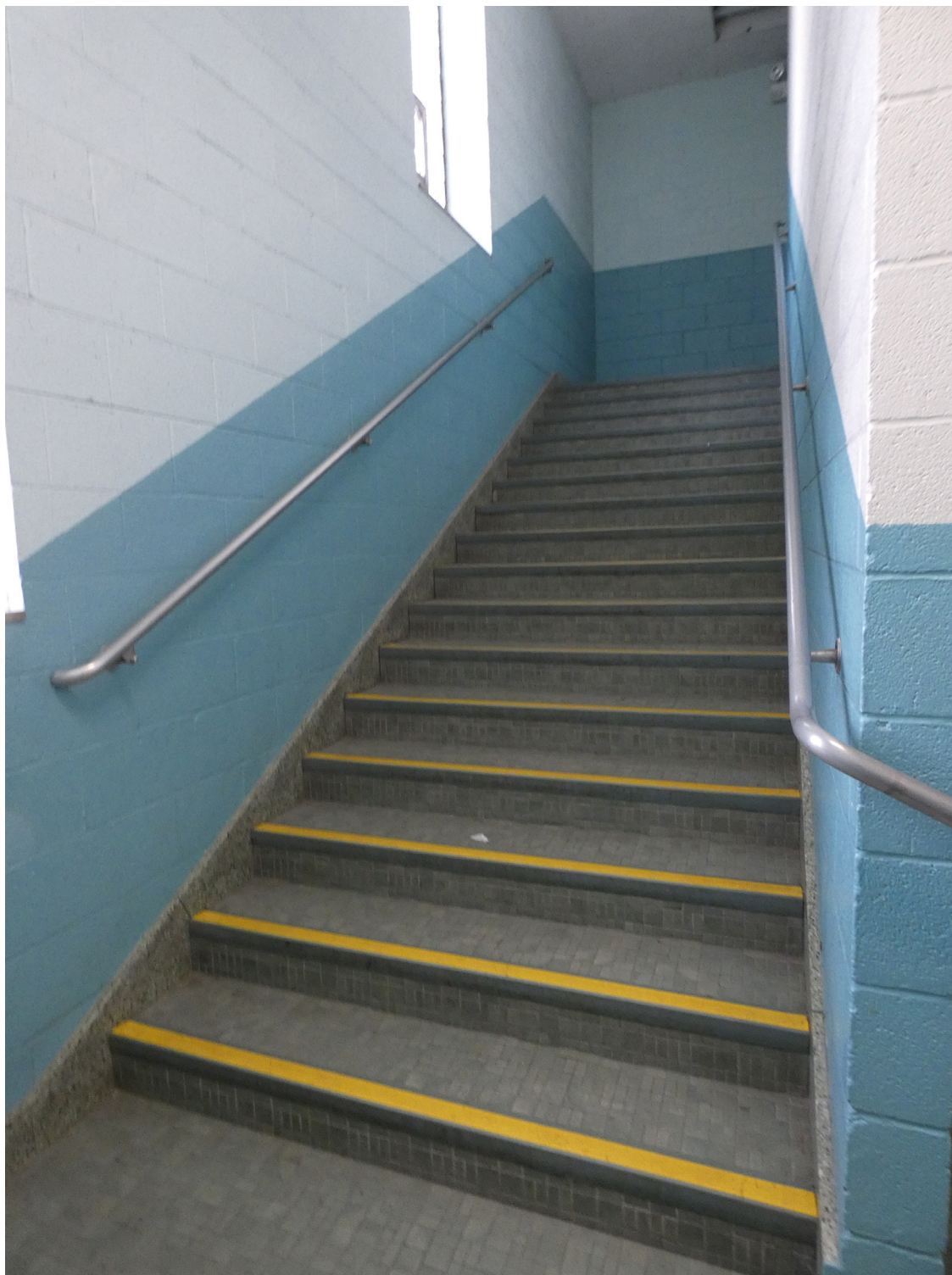
30. 1956 classroom addition entrance lobby, looking west

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31. 1956 classroom addition, first floor corridor

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32. 1956 classroom addition, typical stair

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33. 1956 classroom addition, typical upper floor corridor



34. 1956 classroom addition, typical classroom

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35. 1956 classroom addition, typical classroom