O

ver thirty-four years ago (in 1964), as an eighteen year old youth from Chicago's East Rogers Park community, I got off the "El" at Fullerton Avenue, walked down the steps, through an alley, and headed for my very first experience as a student of DePaul University. Having come an hour before my first counseling appointment and in nervous anticipation of the beginning of a new life experience, I had the time to walk around and explore the area.

My first reaction to DePaul was one of disappointment. This was it? Only two buildings were actively being used for classes, plus Alumni Hall, the gymnasium. It was pretty small, quaint, not much of a place. I knew that there was also a downtown office building. I only learned later that the Lincoln Park campus, or "uptown" campus as we called it, also included two buildings on Sheffield Avenue, the Lyceum (library, administrative offices, art dept. at the time, razed in 1987) and the "barn," the College Theater (razed in 1979). That was everything. I remember asking about the cafeteria, to grab a drink before my appointment, and was directed to the basement of Alumni Hall. I discovered that this was the social hub of the campus (the largest gathering place for students anywhere). My high school cafeteria had been three times the size of DePaul's.

The College of Liberal Arts and Sciences had all of its administrative offices on the first floor of the four-story Liberal Arts Building (Levan Center, today); two very tightly packed sets of offices on either side of a small corridor. I later discovered that the faculty and department offices were to be found in several two- and three-story brick houses (taken over by DePaul) located on the west side of Kenmore Avenue, stretching north toward Fullerton Avenue from the Liberal Arts Building (with two departments per apartment/floor in some cases). I was rather shy and didn't visit these buildings and offices very often. All my classes were located in two buildings, no more than twenty yards apart, and I ate my lunches (brought from home) in the basement cafeteria of Alumni Hall. I spent about 85 percent of my time at DePaul in these three buildings, and the remainder at one of some half dozen tables that comprised the entire reading area in the aging Lyceum, the uptown campus library.
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The early disappointment in the size and quality of the physical campus soon changed to an appreciation of how easy it was to know where people and things were and when to find or encounter them. The limited space of the campus helped establish, for me at least, a routine that reflected a very predictable sense of where fellow students could be found in between classes, who would be found at which tables in the cafeteria at lunch (both students and faculty) and who would be sitting at a particular library study/reading table. I came to know when the “barn” would be open for recreational basketball pick-up games and who would more than likely be found hanging out there. Since we were on the semester system, the regularity of these predictions was further enhanced.

The effect of the “feel and look of the place” on me, the sensed environmental atmosphere, was significant. I had come from a religiously conservative Jewish family and from what even my friends referred to as Chicago’s Jewish ghetto at the time—Rogers Park. The decision to come to DePaul was not without some element of adolescent rebelliousness and yearning for independence. My parents, quite frankly, would have preferred to have me enroll at the University of Illinois at Navy Pier downtown. The thought of attending a private, Catholic university held an element of the “foreign” for them, as well as for myself—but for me, especially, that was its particular charm and exoticism. Going away to school was financially out of the question. Attending DePaul was, in that case, a way of being “away” but staying very much at home.

Initially, the everyday atmosphere of DePaul, as I experienced it, made me feel as though I had, indeed, entered another world. This was, in part, abetted by the look and atmosphere of the classrooms and hallways. The presence of religious icons and crucifixes, in almost every classroom and nearly every hallway, was, of course, a taken-for-granted reality for my Catholic classmates. The images of St. Vincent dePaul and the Virgin Mary in the Liberal Arts Building and in the Hall of Science (O’Connell Building) lecture hall, were an everyday reminder of DePaul’s Catholic identity, but a somewhat exotic one for me. I came to cherish this place very much, with its deliciously strange atmosphere, the warmth of its people, its coziness and quaintness, its distinct character. The environment has had a lasting effect and influence on me. I, like tens of thousands of others, became and remain attached to this place.

DePaul: A Sense of Place
This essay will explore the “sense of place” of a group of DePaul Alumni whose collective memory spans approximately 50 years of the school’s 100-year-old history. It is based on oral history interviews with these individuals and is supplemented with archival documentary information. (1) The interviews focused on the alumni's recollections of their experiences in the classrooms, lunchrooms, laboratories, common areas and other facilities of the university, but more uniquely, the spaces, and multipurpose places, that, together, went into making their physical and sociocultural and psychological environment: the physical institution of memory.
and identification. (2) But what is a "sense of place" and why should we examine it as a piece of DePaul University's history?

One of the most significant characteristics of DePaul in its one hundred year history, is the fact of its physical growth, particularly over the last thirty years. It has become a cliché to contrast the "little university under the El," a commonplace characterization of DePaul for its first 70 years, with the expanded, contemporary campuses at Lincoln Park, downtown Chicago, and in the suburbs. But to a student, being at DePaul—regardless of when it was, or the particular campus she or he attended—had a particular significance, we might assume. Their "sense of place" is the relevance of the physical space to the activities and relationships that they remember being situated and experienced there. That sense is, of course, retrospective; it has been filtered through years of additional experience. It may have been influenced by recollections of very particular architectural features, physical limitations, environmental conditions as they are perceived to have influenced one's everyday engagement in activities, special events, or institutional rituals. It includes social relations that a place signifies, but emphasizes the impact that space and place have on these social relations and on the lived experience of institutional membership, passage, socialization, and self-transformation.

Various social scientists refer to this impact of place and "sense of place" as "place attachment." (3) This term refers to people's affective bonding and identification with environmen-
tal settings. In this essay, it will refer to the attachment and meaning DePaul University’s physical environment has inspired in its alumni. This sense of place and place attachment has a dual nature, in the words of one scholar, “invoking both an interpretive perspective on the environment and an emotional reaction to the environment.” This essay will draw specifically on such perspectives, and on emotional reactions to the physical and social environment of DePaul. It will explore DePaul’s built environment as alumni, through a span of fifty years, recollect it. It is the story of student memory of the place and experience that to them was the DePaul they knew. It is, in particular, the story of that period in DePaul’s history when it was known as “the little university under the El.” The essay will attempt to characterize the “sense of place” engendered by this DePaul of limited size and means, a DePaul now thirty years older, significantly grown in stature, and still cherished in the memories of students who directly experienced it.

The essay is organized by my partition of the physical history of DePaul into three periods. The first, 1898–1928, extends from DePaul’s founding to the time when it moved into the first permanent structure in downtown Chicago that it did not lease but owned, the 64 E. Lake Street building. The second period, 1929 to roughly 1955–1958, was a period of slow-paced physical change that culminated in the building of Alumni Hall and a move from 64 E. Lake Street to the Kimball Building (Lewis Center) at 25 E. Jackson Boulevard. Finally, the third period, 1958–1967, marked both the interval immediately preceding DePaul’s greatest physical expansion and transformation (the building of a residential campus, Schmitt Academic Center, Stuart Center, the purchase of McCormick Theological Seminary property and related developments) and the end of the era when DePaul was still considered “the little university under the El.”

These periods in the history of DePaul’s physical growth also reflect corresponding changes in the makeup of its student population, in academic and curricular programs—both at DePaul and in higher education nationally—and in its changing faculty, to say nothing of a changing city, nation, and world. More specifically, however, the physical environment of Chicago, the transformations in its neighborhoods, population, industry and economy, all have a bearing on the physical environment of DePaul’s campuses and landscape. The very fact that DePaul was located in Lincoln Park, a changing Chicago neighborhood, in one of the most important commercial, financial, and cultural centers in the country, whose downtown “Loop” was also re-creating itself, makes its history of physical change a part of changing urban America. In fact, this essay will demonstrate the exceedingly close affinity that DePaul has always had with Chicago, and its immediate physical, social, cultural, and economic environment.

The interviews with alumni, whatever the historical period they were students, revealed an unequivocal and explicit functional co-dependency between the university, the city and its people. They also demonstrated the ties between the university and the lives and actions of those who were associated with it as faculty, staff, or students. One of the most significant
outcomes or conclusions I reached in analyzing the oral history transcripts is that DePaul's history is irrevocably and inseparably tied to its location within an urban setting. It has had an ecological and functionally interdependent relationship to the social, cultural, economic, political, and religious institutional infrastructure of Chicago. DePaul's students, as well as the university itself, adapted to their respective environments in mutually need-fulfilling ways. Limitations imposed upon students and the university due to a lack of monetary resources, were responded to with solutions that were possible only because of the opportunities available in a large, complex, and vital urban environment, and the resourcefulness of students and the university alike. The city of Chicago became for DePaul students and faculty an "extended campus," rich with possibilities, that probably would not have been available elsewhere. The children of working-class and middle-class immigrant Chicago, usually the first generation to have had the opportunity for a college education, found the urban setting of DePaul, its proximity to neighborhood, work, and home, an enormous resource, indeed, an outright advantage. It became an environment used by many as a social psychological source of support throughout the new experience of higher education, through hard times and good times, through the making of short-term and lifelong friendships, and the making of oneself. It was an entry point to learning and a career.

Where I rely heavily on alumni interviews for information, I have organized material by campus, discussing uptown and downtown campuses individually; the sections on each campus include descriptions of the specific buildings and places. Finally, I have allowed the alumni themselves to describe how the extended campus marked their experiences as students.

1898–1928: Making the Most with Limited Means

The original St. Vincent's College Hall was located at the corner of Webster and Osgood Street (the present Kenmore Avenue). The address of the building was 244 E. Webster Avenue. (5) The structure, originally built as the church, was dedicated on April 30, 1876. Prior to 1885 it had housed the first parochial school for the parish, and in the 1880s its basement served as a multi-purpose hall. The building was designed originally as a multi service building with classrooms on the first floor and the church proper on the second floor. (6) The back of the structure had a chapel and living rooms for priests. The Vincentian fathers had, from the beginning, an eye toward getting the most out of their modest structures. They made changes to the building when it became Saint Vincent's College Hall in 1898: they remodeled it and added a story.

With the dedication of the new St. Vincent's Church on May 19, 1895, the original building was made available for the new Catholic college. The remodeled building had a third floor that served largely as an auditorium, having a small stage and about five hundred seats. McHugh (1935) indicated that the classrooms were on the floor below, which had served as the church for twenty years. The first floor was partly offices and classrooms.
The institution opened with an enrollment of 72 students (the first graduating class in 1899 included two degree recipients). McHugh described the early campus’s prime attraction as the athletic field:

During the noon recreation and after classes, it was customary for the young professors to mingle with the students. Baseball was a favorite sport. Mr. Murray, C.M., and Mr. LeSage, C.M. especially excelled. LeSage would later be named to one of the first two major appointed positions in the university, the manager of the Athletic Association. There was a fence in the early days directly behind the college building. The corner of the lot toward Belden and Sheffield Avenues was rented out to a gardener. In fact, it seemed that we could not go very far without running into rows of garden, truck and flowers. (7)

It should be pointed out that the location of a truck farm on campus fit in well with the tradition of Vincentian presence in the area. The five-acre plot that formed the original campus of DePaul had been known in the 1870s as “Father Smith’s Farm,” named after the Vincentian priest who founded the parish. The entire five-acre plot had been purchased for $38,000. Again, the practical needs of an institution with limited resources are apparent in McHugh’s illustration. Minutes of early faculty meetings reveal an all too frequently mentioned concern with “The low state of revenue.” This was a phrase used to explain the reason why many things could not be accomplished in the first few years of the institution’s history and why adaptations, new solutions, and make-do’s were needed.

Nevertheless, the original college building was torn down in 1906 and was replaced by what was described by the Very Rev. Peter V. Byrne, C.M., the first president, as a “bigger and better” one, still used and known today as Byrne Hall. One institutional historian mentions that the new imposing structure, then called the College Building, was “built of Bedford stone and quarter-sawed oak” and added “elegance and durability” to the campus (the one building, as it was). (8) In fact, the oak beams delayed construction for a period (city permits denied), since these were in violation of city ordinances after the Chicago fire. Steel beams replaced the wooden beams at an additional cost of $20,000, not an inconsiderable sum at the time. (9)

In the following year, 1907, the Lyceum (library/administrative offices) and the College Theater (referred to by generations of later students as the “barn”) were completed. In that same year, in a move that reflected, at least in part, the school’s positive frenzy of construction (three brand new buildings in a period of two years), its name was changed from Saint Vincent’s
College to DePaul University. The ambition and vision of the Vincentian community leaders, most notably Father Byrne himself, was apparent in both stone and symbol. This was an expansive and expensive vision; as other authors in this volume have noted, the university struggled with the debt incurred by this development and growth for many years to come.

The College Theater (2219 N. Sheffield Avenue) was a major addition to the university and to the immediate north side neighborhood in which it was located. Designed as the auditorium by the architect J.E.O. Pridmore, the building was appointed originally as a theater with “924 fancy opera chairs” (and eventually, a capacity for 1,500), “first quality silk velour draperies and silk plush curtains,” and chandeliers (ordered from Mandel Bros. Home Furnishings). (10) The dome and proscenium arch of the auditorium contained murals that the Chicago Inter Ocean is said to have described as “the largest canvases ever attempted in Chicago.”

At the opening of the theatre, Chicago composer Frederic Grant Gleason’s opera “Otho Visconti,” was performed; the Chicago Tribune critic, Forrest Dabney Carr, was much more impressed with the theater than the performance. The headline of his story read “Priests’ Theater a Beauty.” The newspaper accounts of the theater praised its aesthetics and safety: There were said to be 24 exits and the aisles widened toward the rear of the structure to permit “... easy egress for large crowds.” (10)

As Dennis McCann notes, the College Theater's life as cultural center for performances was plagued by difficulties, but it too was designed for multi-functional use. In the opulent setting of artistic murals, silk, glass, and bronze, soon there were to be basketball games, boxing matches, military drill formations, religious retreats, commencement exercises, oratorical contests, dances, and a host of other activities. Getting the most from the structure was to become a DePaul tradition.
The Lyceum, built in the same year, was adjacent to the College Theater, and was originally intended to be a social center as well as a library. A Chicago Daily Journal story for June 6, 1907, titled “A Common Sense Church,” by Finn Egan, described the Lyceum as equipped “for all the social pleasures residents of the neighborhood may indulge.” (11) As a description for the building, along with similar descriptions for the College Theater, the phrase itself gives the distinct impression that the community, not just the young university, saw these structures as “neighborhood institutions.” A description of the Lyceum in 1907 inventories its multiple uses: the basement had “baths” and a locker room, the first floor had a parlor, lounging room and assembly room (soon to become the expanded library), the upper floor had rooms for meetings and “dancing parties.” (12) It is said that the building had space for serving meals. A document written by Rev. D. McHugh indicates that “The College Grill,” located within the structure, did not last:

McHugh’s papers indicate that the original purpose of the “College Grill” was intended to be more than a cafeteria for students:

Finn Egan’s story included the line “the men can smoke upstairs and the women can sew on the first floor.” It was, after all, 1907, and since women would not be admitted to the university until 1911, it suggests that the facility was used by community residents, men and women alike, as a social center in the first years of its existence.
Documents indicate that the Lyceum was used, variably, as space for classes for the high school in 1910, for the parochial school around that time, by the Music School from 1912 till September 1930, and by the students in Army Training Corps (later called the ROTC) in 1918. In summer 1930, plans were made to locate the library on the second floor. This took place during the presidency of Father Corcoran, who also converted a room in the building into his executive office. The treasurer's office was located nearby. The building thus served as both library and administrative offices until just after the Second World War.

In 1923–24, the university erected the Liberal Arts Building. This was to be the primary home of the liberal arts college for some forty-three years. It contained five floors of usable space (four floors plus basement), with the first or main floor used as administrative offices for the college. This left room for approximately twelve to sixteen classrooms. Some rooms in the basement and on the top floors served miscellaneous functions during this period and on into the 1950s and 60s (such as meeting rooms for student organizations and for certain social events).

Until the Hall of Science building was erected in 1938, all of the humanities and social science courses were taught in the Liberal Arts Building. Science students, until 1938, used the science facilities of the high school in Academy Hall, now called Byrne Hall. The high school and college, in fact, shared several facilities, including the athletic field behind the academy, the College Theater, and some rooms in the Lyceum. The close relationship between the high school and university is evident in the early DePaul yearbooks, which featured both institutions. They also shared faculty, many of whom were Vincentians, who moved between the secondary and higher educational missions of the community.

A Presence in Downtown Chicago
DePaul became a presence in the heart of downtown Chicago, the “Loop,” when the Illinois College of Law, a private proprietary school, became affiliated with the university. Within a year, in 1912, DePaul also established a College of Commerce downtown. The schools were originally located in a series of rented buildings in the heart of the Loop: first, in the Power Building at 37 S. Wabash, and then, under terms of a five-year lease (1915–1920), space was rented in the Tower Building at 6 N. Michigan Avenue.

In the meantime, DePaul had inaugurated a new late afternoon program for teachers on the north side campus (bringing a number of women into the institution, beginning in 1911). But with a physical presence downtown, it was decided to move that program to the Tower Building, as well. The university quickly found, however, that it needed additional room downtown to accommodate its growing programs. Space was leased at 84 E. Randolph Street in the Taylor Building (1920–1928) which also housed part of the John Crerar Library. Proximity to library facilities was a significant benefit to law and commerce students and scholars alike. The building also housed the British Consulate and a medical supply company.
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Under its new president, The Very Rev. Thomas F. Levan, DePaul added several new programs at 84 E. Randolph: a downtown liberal arts program which served teachers primarily, a Secretarial School, and a Loop High School. These additions provided significant resources to the university, while responding to important societal and community needs for education and training.

The downtown programs enrolled a variety of students, with varied backgrounds. But the vast majority of these students—in law, education, commerce, and the Secretarial School—had a common focus on professional/career education and training, and a great many of them worked part or full time in the central business district. For most of these students, the everyday routine of school, work, and the commute back and forth to their neighborhoods, usually by public transportation, were the mainstay of their DePaul years.

The commute home highlighted one highly significant feature of DePaul's early campuses: they were eminently accessible by streetcar, bus or train. In fact, the university’s location next to the major elevated train line connecting north and south Chicago (and running through the heart of its central business district), and its proximity to the terminus of major streetcar lines, helped to account for its early success in attracting students. The uptown campus was within blocks of at least three major streetcar terminals, as well as other surface lines, that brought students from the south, north and west sides of the city. The earliest advertisements for DePaul in local papers always mentioned that its “location [was] unsurpassed [with] central and easy access.” The Bulletin of Saint Vincent’s College of 1906–1907 included the following:

ACCESS

The College may be reached by the Northwestern Elevated railroad, the Webster Station (before Fullerton was the stop), of which is but one-half block from the college grounds; by the Larrabee Street, Sedgwick Street, Lincoln Avenue, Clark Street, North Avenue, and Fullerton Avenue surface lines; and, through means of transfer, by all the surface lines of the Union Traction Company. (15)

The advantage of a central location, at the junction of north to south and west to east public transportation, also served to integrate the everyday needs for access to school, work, and social activities for students and faculty alike. This made it possible for an “extended campus” to exist, one that will be discussed later.

According to Father Michael O’Connell, an early Vincentian chronicler of DePaul, the
The real estate market in downtown Chicago was booming in the period between 1924–1929, just before the Depression, resulting in inflated building values and spiraling rents. (16) Advisors to the Vincentian community urged a long-range investment plan in which available parcels of land at 64, 66, and 68 East Lake Street might be built on to satisfy the university's growing need for downtown space. The Vincentians organized the DePaul Educational Society, with a prominent group of Chicago financial/real estate advisors, and this nonprofit society purchased the land. The seventeen-story building erected at 64 E. Lake Street would eventually cost over a million and a half dollars to construct, and since it was financed through bonds, the university incurred additional debt.

The plan was to have DePaul use a portion of the seventeen floors (the second through seventh floors as a theater hall, administrative offices, space for music, drama, the Secretarial School, and liberal arts; and on the 13th, 14th, 15th, and 16th floors for commerce and law, with a social activity space/lounge on the 17th floor), leasing out the rest of the space as offices to businesses to help defray the initial investment and future maintenance of the building. The first floor was leased to Pixley and Ehlers restaurant, and floors eight through eleven were held for leasing.

By 1928 DePaul was thus firmly established as a two-campus institution. In fact, counting the numbers of students served at each of these two sites, the recently acquired downtown location had the largest student population. The uptown campus served only about 600 university students, along with the academy, while the new 64 E. Lake Street building counted several thousand.

The 64 E. Lake Building, due both to its location and the workaday schedules of its students, was in use for significant portions of each day during the work week. Morning and early afternoon hours were used for commerce and law classes, typically for full time students. Late afternoon and evening division courses were scheduled for part time students in a variety of programs, including teachers interested in liberal arts and education classes. This was not the case at the uptown campus, where generations of DePaul students—with the possible exception of science majors taking laboratory courses—rarely had classes beyond the early afternoon hours. This, too, changed when facilities expanded, beginning in the late 1960s.

In the first quarter century of DePaul's history, the pattern of growth and program expansion shifted from the uptown campus at the beginning of the period to the downtown campus at the time of DePaul's Silver Jubilee. The downtown building had more than three times the usable classroom and office space than uptown facilities in 1928. The meaning of physical space in DePaul's early years grew from a very basic organizational or institutional trait: new organizations often have to be resourcefully multi-functional in the way they form and situate themselves, particularly those with limited resources. The physical structures of "the little university under the El" demonstrated complex patterns of multiple use. Out of necessity—due to limitations of size and other resources, but also to the educational and community...
The 64 E. Lake Building opened in 1928 in the north Loop, Chicago's central business district.
missions, values and commitments of the Vincentian fathers—decisions were made to do as much as possible within the physical space that comprised DePaul in its first quarter century.

1928–1955: DePaul of Memory—Streetcars, Sidewalks, and Stairwells
When DePaul alumni were asked to remember their everyday experiences and daily routines as students, they commonly began with a description of traveling to campus. For students in the 1920s through the 1950s, commuting from home typically meant travel from urban neighborhoods and parishes on public transportation. (17)

Nick Deleonardis (COM 1951) described DePaul, in fact, as the “streetcar university,” recalling fondly the everyday routine of taking the “Chicago Surface Line” or trolley to school. (18) For many, such recollections were filled with memories of friends with whom they made such trips to school. Carole Nolan (LAS 1954) remembered taking the “Old Red Rocket” streetcar in her St. Basil’s Parish neighborhood on the south side of Chicago to 63rd and Ashland, transferring to 63rd and Loomis where she would take the “El” train to school. (19) At the “El” she would often meet her DePaul classmates Mary Belose and Bob (Robert) Klonowski (who later married) both of whom took science classes with her. For many alumni, the urban identity of DePaul was epitomized in part, by this travel between home and campus neighborhood, whether uptown or the Loop. This shared commuter routine served a

*Entrance to the 64 E. Lake building. DePaul occupied the north Loop site for over a quarter century.*
social bonding and equalizing function. They saw each other as generally from similar cir-
cumstances and backgrounds, although they were obviously from an array of specific eth-
nic, religious, and social class enclaves in the city and surrounding communities. It was
because of such experiences that many, like Bud Kevin (LAS 1938/LAW 1941), would char-
acterize DePaul as a “city school for city people.” (20) Nick Deleonardis called DePaul a
“working class, middle-class sort of place, not uppity.” This is echoed in Bernard Carney's
(COM 1942) comments that “I've always regarded it [DePaul] as a working person's uni-
versity. That's probably one reason for my affection [for] the school, is that it has never tended to be
elitist.” (21) This “urban,” “working class/middle class” and “non-elitist” characterization
of DePaul was part of a larger, common framework that formed the basis of alumni memo-
ries of DePaul's physical quality and character.

The most common attitude expressed by the alumni I interviewed was that they had no
illusions about the physical limitations of DePaul: for most, just being in college was consid-
ered a privilege. They were quite accepting of what many, like Carole Nolan (LAS 1954), called
a “no frills” kind of institution. The most typical comments are reflected in Ed Schillinger's
(LAS 1944) statements:

_We were not critical. It was fine. There was a room with windows and
heat in the building, nice chairs. We had no complaints. ... By today's
standards it was probably kind of seedy...[but] nobody complained, now,
mind you... And I think a number of us used reverse snobbery. We'd turn up
our nose at all the riches down in Champaign [state university], for example.
This was, and still is, a fine institution. The fact that it was a first genera-
tion to go to college, for the most part, [to] this Spartan, little university under
the EL. All those are true, but that kind of obscures the fact that we had a good
faculty here dedicated to the students. And they didn't mess around._ (22)

When alumni were asked to characterize in a general way the campus on which they
attended classes, they used many interesting terms. Several described the “campus” as con-
sisting of the sidewalk and walkways and thus spoke of a “sidewalk” or “concrete” cam-
pus. This was especially true in warmer weather when the non air-conditioned buildings
on both campuses made the sidewalks a welcome escape from the heat. In reference to the
uptown campus, the walk in front of the Liberal Arts Building and the one paralleling the
wall of the athletic field on Kenmore Avenue were described as the only “campus” outside
of the buildings.
Rita Barr (COM 1939), referring to the 64 E. Lake Street building, described it as a "columnar campus," a downtown office building seen as a vertical campus. (23) In such a structure, the campus was confined to the hallways and passageways inside the building. Gerry Radice (COM 1949), a student at the Lake Street building ten years later, described the campus in the following manner:

Our campus was the stairwells...the building was rectangular. It was harsh. It was very basic...I mean basic [chuckles]; it wasn't much else; except chairs and rows, walls, for little space for too many people...very crowded. (24)

Radice and others described corners in the hallways and particular landings on certain stairwells as places where students would congregate on a regular basis (the elevators were notoriously slow at 64 E., and the stairs were frequent substitutes).

These general characterizations of DePaul's campuses set the stage for the particular places and spaces that alumni remembered most vividly. To capture these more specific recollections, we examine each campus's structures as remembered by a cross-section of alumni.

The Uptown Campus
In the early part of the period between 1928 and the mid-1950s, the uptown alums remembered a campus largely consisting of the Liberal Arts building, the College Auditorium, Lyceum, and the athletic field behind St. Vincent's Church. For students taking science classes before 1938, the academy's science facilities were recalled fondly, as was the Hall of Science after that year. One additional structure stood out significantly in alumni memories toward the end of the 1928–55 period: Wangler Hall, a temporary, multipurpose structure erected towards the end of the second World War and located just behind the Liberal Arts building. This building served as a combination cafeteria and social/recreation center until the period just after the building of Alumni Hall, when it was demolished.

It is not surprising that in the earliest part of this 1928–1955 period, a good many memories of DePaul's uptown campus focused on the Liberal Arts Building. Most of a typical student's time was spent in its classrooms, hallways and stairwells. This was especially true before Wangler Hall appeared.

In a telling commentary, alumni stated that the Liberal Arts Building and its classrooms reminded them of their high schools; when asked to characterize the classrooms, they made comparisons to their secondary school experiences. This meant that the rooms were standard...
classrooms with chairs, a blackboard, lectern and a table/desk at the front. In other words, rather quite ordinary. More specifically, however, they compared these rooms and the furniture to their Catholic high schools. Tom Joyce recalled his first year on campus in 1928 (the building was four years old at the time), describing the Liberal Arts Building in these terms:

It might not be huge as far as [the] standards of today, but I thought it was an excellent building, good rooms and well kept, and well built. I was in the construction business later in life, and I would consider it sturdy built. The classrooms were not large ... I would say there were thirty or forty students per class. (25)
After a few more decades of student use, Carole Nolan (LAS 1954) described the same building this way:

Well, I’ll tell you. DePaul looked really, if you’ll excuse the expression, seedy to me after Longwood [the Catholic high school she attended]. Because, you know, when you go to a high school with nuns, everything is completely neat and the floors were so waxed. And nobody ever walked on those floors with their boots or their dirty shoes or anything. And when I got to DePaul, everything was kind of old and, you know, the desks were carved up. I remember this one priest. He used to be smoking during class and he’d put his cigarette out in the top drawer. [Chuckles] And coming from an all girls school where everything was perfect and you had to wear your white gloves, it was different. So it was a little culture shock. I was kind of appalled coming from my high school at the way that it looked. (26)

Tony Behof, who attended the DePaul Academy high school and then began his DePaul studies in 1955, remembers the Liberal Arts Building thus:

All the classrooms, of course, had a crucifix in them and … it was common for all Vincentians to start the class with prayer. Some of the lay teachers did, but not many. [In referring to the rest of the building:] Well, I think it was not terribly comfortable. It was well, not air-conditioned. There were some times when it was just uncomfortable in the middle of the day. … The classes were a little crowded … they were filled … [and] many of the classes were [not] seminar classes; back then they were all conventional talking heads. There were risers elevated platform from which faculty would teach or write on the blackboard; of course, in the classrooms and the instructors would come in and, of course, trip over the first step. It never failed. … There were no elevators. And so there was always the problem of being on the fourth floor. … In some ways, I think the classrooms were very much like the ones I had in high school. [Such as:] Were there places in the building that people congregated or hang out? I can only think of hallways. (27)
Other alumni, when asked to remember salient features of the Liberal Arts building, recalled the stained glass window with religious motif on the first floor, the narrow lockers that were shared with other students, the meetings in the hallways and on the stairway landings in between floors, and the difficult climb to the top of the building. In other respects, however, the building elicited relatively few comments. It is perhaps not unfair to say that it was, in comparison to other structures, a notable "unnotable;" a more or less taken-for-granted feature of the campus. The same could not be said for some of the other buildings on the uptown campus between the 1920s and the 1950s.

The nostalgic sentiment expressed for the College Theater, or "barn," as it was known to many generations of DePaul students, and Wangler Hall, stand out in the recollections of alumni. The memories were not always pleasant ones, but they have stayed with former students for many decades. As noted earlier, the barn was a multipurpose, multifunctional structure, that served the Vincentian community in various ways, as well as the local neighborhood and community at large. It was also, next to St. Vincent's Church, perhaps the most significant architectural site and aesthetically striking structure on campus. Tom Joyce recalled that in 1928 he enjoyed going there.

Tom Joyce further remembered the barn as the site for his beloved boxing matches. Born in County Mayo, Ireland, he had come to Chicago and the DePaul neighborhood as a young lad and soon became interested in boxing. After a serious amateur career that had him traveling around the country and in Europe, he came back to the DePaul neighborhood and caught the attention of the president, Father Michael J. O'Connell. O'Connell gave Tom a scholarship to the university in exchange for helping out with the boxing team and assisting football coach Jim Kelly, another Irishman. While he was with the team, the barn became the site of many boxing matches, and drew huge crowds when the likes of Harvard and Northwestern were the opponents. Tom recalled that the boxing team practiced behind the stage in the barn and that the structure was used by a wide variety of students for many purposes, but especially basketball games, drama presentations, as well as the ubiquitous student dances. (28)
Fran (Armstrong) Kevin (LAS) declared that in 1936 the barn was, effectively, the social center of the uptown campus. She vividly remembered the Friday afternoon and evening dances that were held there:

<table>
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<th>Campus dances, we used to have them at the gym, another term used for the barn. We had a Spanish club, and I was a freshman then. And we just all of a sudden decided to hold a dance, and the gym was never booked that far in advance, and we didn't spend a lot of money decorating it. And we, I think it was a week or two later, we had a dance. Usually the dances were on Friday evening, for informal dances, we had a lot of them.</th>
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<td>It was a nice old building. The barn was used for basketball games. The University played small colleges there. The big ones they played down at the Stadium. It was used by the Academy for the First Communion, for their Friday Communion breakfast. And it was used for all intramurals. I won a number of trophies there, I might add (laughs).</td>
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Fran also recalled the student-produced dramas and musicals that were performed in the barn. These were among the more popular student events on campus. She described, with considerable enthusiasm, the way in which she and fellow students put together an original play/musical/comedy "All At Sea" in 1937. In Fran's words, "It was interesting, it was fun, and they made money for the school." (29)

Bernard Carney (COM 1942) also recalled that in 1938 the "auditorium" (another name for the barn or College Theater) was used for dances by both the high school academy students and the university, but had greater significance for him, as it had been for Tom Joyce, as the site for basketball games and other athletic activities. Carney's memories of the structure in the 1930s are not, however, all that positive. As the manager of the football team (DePaul's last one in 1938), he reported that the athletes did not appreciate the terrible locker room facilities in the building next to the barn (basement of Lyceum) and the fact that they had to walk outside to gain access to the building. Also, the main auditorium was evidently not always very well heated and this caused the athletes additional consternation. (30)

Edwin Schillinger's memories of the barn went back to 1937, when he began his DePaul Academy career, and extended to 1944 and his graduation from liberal arts and sciences.
Ed further recalled that during the Second World War the building was used by the ASTP (the Army Specialized Training Program) and the Signal Corp civilians that had largely taken over the uptown campus. Much of the liberal arts college had been moved to the downtown campus during the war to make room for the large number of military personnel. (31)

Many generations of DePaul students remember the barn as the site of ROTC drills. Tony Behof and Jack Dickman both recalled that participation in ROTC was a major part of their DePaul experience in the first two years of college (1955–56—both were 1959 LAS graduates). Tony also remembered that the special drills for the rifle team were held in the barn and that the rifle target practices were held in the basement of Saint Vincent's Church, the site of the target range. Behof reminisced.

Jack Dickman (LAS, 1959) also remembered the ROTC Pershing Rifles, a drill team, and the Scabbard and Blade organizations that he associates with the barn, along with the more routine ROTC drills that were conducted there. (33)

The DePaul structure that received the most detailed and enthusiastic commentary and is recalled with great nostalgia by alumni from this era, however, was Wangler Hall. This temporary structure was not even listed on several “official” documents indicating the chronology of DePaul University buildings; nor was it on other published listings of campus buildings. It is remembered, however, as a hub of student activity and as the site where students ate meals, even though there wasn't an “official” cafeteria on the uptown campus prior to the opening of Alumni Hall in 1956.
Uptown DePaul students in the late 1940s and early to mid-1950s, when asked to describe a typical day on campus, would invariably mention Wangler Hall as the center of their campus social activities. Tony Behof described this structure circa 1955:

Wangler Hall was a Quonset Hut and it may have had steel sides or steel roofing, but it wasn't what I think of a Quonset Hut. I think of a half cylinder-type building. And I never thought it was like that at all. Now I don't know exactly why it was built, I was told it was built shortly after the war. It seemed to me like there were too many tables for the size of it; it was very crowded. (34)

Many students remembered the unique way in which Wangler Hall functioned as a cafeteria. Evidently, before the noon hour, food service trucks would drive around to the back of Wangler and dispense sandwiches, hotdogs, donuts, and drinks through windows in the rear of the structure. Others remember most students bringing their lunches from home and eating in Wangler Hall. Carole Nolan, describing the building from her experiences in the early 1950s, said that Wangler was not particularly attractive:
In the period between 1928 and 1955, three additional uptown structures and several "areas" or places inspired "campus" reminiscences by alumni. Chief among these were the Lyceum or library building adjacent to the barn; the Hall of Science; Saint Vincent's Church; and the athletic field (future site of Alumni Hall).

Alumni commentary on the Lyceum suggested that the DePaul student body during this period did not spend extensive amounts of time in what was then the official DePaul library. The space devoted to student use for reading and studying was very limited. The few available tables, and the combination of severe restrictions on conversations, an overly warm and stuffy area, and the noise and vibration caused by the frequent elevated trains passing by the building did not make for a particularly inviting environment.

Fran (Armstrong) Kevin, remembering the Lyceum and the strictly enforced silence in 1936 (in the presence of her husband Bud, also a student in that period) noted these problems.

Remember Miss Schmutz, [librarian]? She wouldn't let you open your mouth... If you did she sent you out. She did, she was really strict... If the library was a one-floor, you know... when you climbed up these stairs and it was all on this one floor (36)

Carole Nolan remembered the Lyceum circa 1950–54 especially well, not only because she worked there part-time, but also because of the controversy surrounding it with regard to re-accreditation by The North Central Association: it was judged to be particularly inadequate during the 1949 accreditation review. Carol described it in bleak terms:

It was a Spartan place... The Library just didn't lend itself to study... It was out of the given path... It just didn't have the atmosphere for studying like the new one... I spent lots of time downtown in the public library. (37)
Other alumni also remembered very few students actually using the facility. It appears not to have been a very popular venue for them.

The Hall of Science Building was built in 1938. Students prior to that date had their science and lab courses in the Academy Building. Fran (Armstrong) Kevin recalled the science facilities circa 1936:

I don’t know when it was built [Hall of Science], but it wasn’t there when we were there. And we were in that old... it was the top floor of the part of the rectory in the Priest’s house in the Academy... And it was really wood floors and... ugh, the equipment was pretty bad. The Chemistry was on the first floor. And we... used to laugh, because we swore that the priest who was in charge, his name was Father Ardones, he was from Puerto Rico. He... swore he trapped these cats that he gave us to dissect, because they really weren’t in good shape... I can remember going there and taking a class in Anatomy one night and bringing my dress and changing clothes to go to a formal with Bud. (38)

Carole Nolan, a chemistry major, had similar recollections.

I don’t think they were, you know, so up to date in the kind of equipment that they had... they were adequate... I mean it wasn’t a beautiful lab. You wouldn’t walk in and say “Oh!” But it had everything... we needed. (39)
CHAPTER FOUR

But not everyone thought the university's science facilities were deplorable. Tony Behof, a physics major, has fond memories of the Hall of Science or “Science Hall” as it was more commonly called:

> We spent a lot of time on the first floor, or basement if you want to call it that, primarily because of the science library. But we would generally congregate in the science library.... So I have fond memories of the first floor, the second floor, and the fourth floor, which is where the chemistry, general chemistry class was. What I would call now the second floor, up that flight of stairs when you come in, had a large lecture room. It sat about 100. (40)

If the science labs received mixed reviews, there was one DePaul structure that drew much positive commentary from former students, particularly the older alumni: Saint Vincent’s Church. Not surprisingly, the church was particularly important to Catholic students. Of course, the changing policy of the Vincentians with respect to religious practice for Catholic students affected their experience with the church as well. (Catholic religion courses were mandatory for Catholic students until the late 1960s). The changing significance of such practices as religious retreats, formal university ceremonies that were held in the church, or, of such religious student organizations as the Legion of Mary, also affected the role of Saint Vincent’s for students. But one thing is quite clear from student comments about the church: it was seen as one of the most aesthetically pleasing DePaul structures. On a campus most often described as “Spartan,” “basic,” “barebones,” “functional,” “simple,” and “pragmatic and practical,” Saint Vincent’s Church was seen by many students, Catholic and non-Catholic alike, as a structure of some artistic and spiritual significance.

Carole Nolan, for instance, ranked the structure high on her list of important DePaul places and spaces:

> It was just a beautiful building... it was just, you know, kind of warm as opposed to the rest of DePaul... it gave you a place to go and to contemplate and to have more peace and meditation... to get yourself ready for the next part of life there. (41)
Other students also remember the building as a place of quiet and solitude, a pleasing refuge from the everyday bustle of class, work, and studying. The beauty of its stained glass windows, the grace of its altar, and the open space of its sanctuary were a distinct contrast to the utilitarian character and limited quarters of the remainder of the uptown campus structures.

**Downtown: The 64 E. Lake Street Building**

In the period 1928–1955, the downtown Chicago campus of DePaul at 64 E. Lake Street housed the greatest number of academic programs and, by a substantial amount, the largest number of students. (42) Commerce, law, music, education, the Downtown College of Liberal Arts, the Secretarial School, a downtown high school, and university administrative offices quickly filled the newly built structure.

The building was located in the heart of the “Loop,” Chicago’s central business district and shopping and entertainment area. This offered students a wide array of opportunities for learning, work, and leisure activities. Its accessibility, from virtually any and every part of the city by efficient public transportation, made its programs particularly convenient, especially to many students from neighborhoods and parishes on the south and west sides of Chicago. The range of the morning, late afternoon, and evening classes provided students the flexibility to accommodate work, study, and other needs and responsibilities.

When he completed two years of study on DePaul's uptown campus, Tom Joyce entered the downtown law school in 1930, two years after the new building was built. His most memorable recollections of the physical structure and his own daily activities at 64 E. Lake Street concerned the de facto cafeteria and hangout familiar to students who attended downtown DePaul during that era: Pixley and Ehlers Restaurant, the principal leased facility on the building's ground floor. In fact, this place represented a major element of the university’s extended campus, the unofficial spaces and places that complemented or augmented a student's experience of DePaul (to be discussed in greater detail below).

Beyond Pixley and Ehlers, Tom Joyce recalled the quality of the law library facility at Lake Street. This was particularly important for him, in contrast to the relatively meager library facilities that he had encountered on the uptown campus:

> Well, the contrast, of course [with uptown campus], the building on Lake Street was in a business area... And we had excellent library facilities... excellent, excellent... And you know, many, many days I spent there in the library until it closed at ten o'clock... DePaul has such an excellent law library, there was no need to go any place else. (43)
Rita Barr (COM 1939) remembered especially the informal dances, “sock hops” or “mixers,” that were held on the 4th floor of the building about once a month. She also recalled the Phi Gamma Nu sorority meetings that were held in empty classrooms in the afternoons, when there was a lull in the class schedule. With a shortage of space for student activities, much socializing took place in Pixley and Ehlers, unused classroom space in the afternoon, and in the space on the top floor of the building which functioned as a lounge (in addition to the hallways and stairwells).

Marie Brahm Cogan (COM 1936) similarly remembered that in 1932 and 1933, sororities and fraternities anchored many student experiences on the downtown campus. Along with Rita Barr, Marie particularly recalled what it was like being among the few women in the College of Commerce at the time. In classes with forty to forty-five students there would be six or seven women, she declared. Commenting on the large male to female ratio in the mid to late 1930s, Marie pointed out that there were few options for socializing:

I was a serious student, but I truly enjoyed all the attention because naturally a few girls in a large class get quite a bit of attention. In response to a question on whether this led to a fair amount of dating: There was an active social life not right in the school, you know. You'd have your friends that you'd meet downstairs, but you couldn't do much in the corridor between classes and things, you'd go downstairs only if you had a break in your schedule. But the free period you knew people would go down to Pixley's. That was it. There was no place else. There were no lounges around or anything. (45)

Bernard Carney (COM 1942) had different memories of Lake Street in the late 1930s and early 1940s. Carney recalled that the classrooms reminded him of the Catholic high school classes he was familiar with and that “we wouldn't have expected anything different.” He recalled the lounge on the top floor of the building and vividly remembered the juke box and the informal dances that were held there on Friday afternoons and on Saturdays. Carney also remembered the colorful elevator operators who worked the manual elevators in the building: “There were some characters . . . I just remember that there was very entertaining elevator operation. And they were young, and not so fast, particularly on the way down.” Bernie was a student worker in the commerce offices while he was an undergraduate, and he mentioned that while the physical space of the building was not that particularly notable, a friendly spirit pervaded the place.
Nick Valenziano started his music school studies at DePaul in 1954. His first reaction to the School's facilities at the Lake Street building also was memorable:

Nick mentioned that students would often make fun of the facilities, the holes in the practice hall walls, the barely adequate equipment, the bad lighting, but also points out that "we knew we had work to do. We knew what we were doing. Why we were there." (47) And, ostensibly, that was to make-do with what they had and get as good an education as possible. All of the alumni I interviewed from this period believed that this was, in fact, what they accomplished.

**A Sense of Place: Limitations and Adaptations**

These comments and reminiscences of DePaul alumni, attending either one of DePaul's campuses during the 1928–1955 period, reflected a number of common themes. These individuals seem to have shared a retrospective sense of having attended an urban campus of limited physical means, and they realized that such limitations were not particularly troublesome at the time. For most, just being able to attend a college or university was the key; and any shortcomings were accepted as natural, understandable, and, more important, surmountable. By and large, the school's characteristics were associated with a relatively affordable and acces-

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"THE LITTLE UNIVERSITY UNDER THE EL"
sible education of reasonably good quality. On balance, the importance of the opportunity and education they were receiving far outweighed these sensed limitations of the institution. They were, essentially, among the first generation of working and middle class urban residents to receive such an education in a period of socio-economic bust and boom; an era that spanned the Great Depression, the Second World War, and the postwar recovery period. They were not about to complain about the facilities.

Additionally, DePaul was perceived as an extended part of the urban environment. It was a city school for city students, perhaps not that different from the high schools they had attended, in environments perceived as “familiar” and not unlike their own home neighborhoods. DePaul was, in this sense, perceived as “local,” “convenient” and, perhaps, “safe.” It was a good educational value, despite its physical deficiencies. In this regard, its character as a private “commuter school” in an urban setting defined the student experience at DePaul. The enthusiasm that the alumni felt as students was rooted in the urban environment surrounding both campuses, and was accompanied by and built on an array of opportunities that augmented their DePaul experience.

The Extended Campus

Adaptation is a natural evolutionary process that affects all forms of life. The limits of immediate structures and environments are conditioned or mediated by the richness of alternative sources of opportunity in the broader environment. Cities provide a concentration of alternative opportunities to resident populations and institutions. Chicago provided DePaul students with just such an array of alternative sources and resources. These conditions augmented or counteracted whatever academic, economic, or other social and cultural shortcomings, deficits, or limits the institution might have had.

The second quarter century of DePaul’s history has been characterized as one of physical stability (without a great deal of physical development or expansion). In many instances, alumni have noted that within the available campus spaces at DePaul downtown, there were significant limitations, particularly regarding the library, space for social activities (no official cafeteria until the post-World War II period), and limited athletic or recreation facilities. Many DePaul students also needed to work to help pay for their university education. While perceived by many as quite an affordable education, this was a period in which DePaul students could not depend on scholarships or on-campus work/study or loan programs to help pay their tuition. For these students, the city of Chicago and surrounding neighborhood institutions became significant resources for both work and play.

First there was the question of social gatherings. Prior to the building of Wangler Hall in the post-World War II period, students on DePaul’s uptown campus at midday would commonly either wait to eat lunch when they returned home, eat on their way to work, or stop at
Coeds in front of “Eddie’s” diner at the corner of Webster and Kenmore. Eddie’s was a popular student hang-out and part of the “extended campus.” Circa late 1940s, Lorraine Bond private collection.

Interior view of “Eddie’s,” a diner popular with students before DePaul had an “official” cafeteria. Eddie’s was, along with The Rama and Kelly’s, part of DePaul’s “extended campus.” Circa late 1940s, Lorraine Bond private collection.
one of the local food shops near campus. These cafés were located, for the most part, on a two-block-long strip along Webster Avenue straddling both sides of Sheffield Avenue, within a block or two of the uptown campus. Not only did they provide food services to students, but they also became social “hangouts,” as much as their proprietors and the schedules of students would allow. In this way, they soon became DePaul “institutions,” extended or unofficial facilities that DePaul students would use with some regularity.

Principal among these establishments on Webster Street during this period were The Roma Restaurant (in business until 1995); Kelly’s Tavern and Restaurant (still in business), Friendly’s Bar, Eddie’s Diner, The Varsity Restaurant, the Falzone Pizzeria, and the Marquis on Lincoln Avenue, just south of Fullerton. There were also several small specialty shops on Webster, such as an ice cream parlor whose name had slipped from the memories of former students. These were the neighborhood places that virtually all DePaul students knew about as part of the unofficial campus.

Fran (Armstrong) Kevin recalled that in the mid- to late-1930s, Kelly’s Tavern was primarily a male-dominated environment:

Girls did not go in Kelly's. I was never in Kelly's and I was pretty easy. I was going about most things. And they had a book in there, and you could bet on a horse for a quarter. Well, I'm one of these - and gambling people, you know. But I always had money. So, there would always be these football players. Fran, lend me a quarter, lend me... you know. And I'd lend out about four or five quarters and they'd all go over there. But, I have to say, they all paid me back. The girls didn't really go over there, they'd give it to somebody else. No place the quarter bet.

The Roma Restaurant served as the principal hangout and de facto cafeteria for generations of DePaul students. Fran (Armstrong) Kevin recalled that the menu did not offer much variation.

I think I lived on chili, barbecued beef or pork, and tuna on Friday. That was the menu. That was it. Once in a while, they'd have fried ham. You know, it was just so limited.
Although there was a limited number of places to go, other alumni recalled—depending on the exact period—frequenting different places for sandwiches, hot dogs, hamburgers, ice cream, and other items. Most of these spots were within a block or two of one another near the intersection of Sheffield and Webster. In many cases, the owners of the food shops were from the neighborhood and/or had close relationships to the academy or university. Edwin Schillinger recalled that, in the late 1930s, Eddie's Diner, a competitor of The Roma at the corner of Webster and Kenmore (where Schillinger worked as a student waiting tables for twenty-five cents and lunch), had a definite link to the institution.

Tony Behof remembered that Falzone's Pizzeria, located at Kenmore and Webster, also had a DePaul connection.

On occasion, students would go elsewhere for a bite to eat, particularly the Marquis Restaurant on Lincoln Avenue. But establishments such as this were not as commonly patronized as the handful of places on Webster Street. In fact, for the vast majority of uptown alumni I interviewed, the immediate everyday campus experience was bounded by the few blocks of the official campus and the two block strip near Sheffield and Webster. Students seldom seemed to have gone farther west than Racine Avenue, farther south than Webster, or farther north than Fullerton. And most would only go farther east than Lincoln Avenue when they headed toward the lakefront to visit the park or zoo, usually in warmer weather. The “campus” of everyday use was a compact, two square block area.

[Illegible text]

[Illegible text]
Fran (Armstrong) Kevin remembered other unusual establishments in that two-block-square area in the mid- to late-1930s.

Edwin Schillinger recalled the significance of the Monte Carlo Bowling Alley on Lincoln just south of Belmont. It became a recreational hangout for students in the late 1930s, when bowling was very popular. But he remembered that it was rare that students wandered this far away from the immediate campus area. (52)

This was not the case for other social events that were a part of DePaul student life. This is particularly true of the major, formal dances held during the school year, where the city of Chicago's vast array of hotels and many ballrooms became the extended social venues for student events. Here, the entire city became a source for recreational and entertainment possibilities.


Religious service at the dedication of the Alumni Hall, 1956.
Melody Mill Ballroom, The Holiday Ballrooms (on the north and south sides), and The Milford Ballroom, among others. These were located in the downtown area, the near and far north side of the city, the near and far south side and various points in between. The city of Chicago truly offered students a dazzling array of entertainment possibilities.

The full meaning and significance of an “extended campus” is driven home when considered in the lives of DePaul students attending the 64 E. Lake Street campus in this same period. And any discussion of this particular extended or “unofficial” campus would have to begin with the most commonly mentioned non-DePaul institution: Pixley and Ehlers Restaurant. No former student failed to mention this historical establishment. It functioned as the de facto downtown cafeteria and social gathering place for tens of thousands of DePaul students for a quarter century.

Pixley and Ehlers Restaurant leased the prime space on the first floor of the 64 E. Lake building. While not particularly noted for its cuisine (Carole Nolan noted that it was often referred to as “Pixley and Ulcers”), former students seemed to have fond memories of particular items on its menu. Rita Barr (COM 1939) recalled the wonderful 5 cent pork tenderloin sandwiches that she and her sister would order on a regular basis. Bernard Carney (COM 1942) remembered that they had “great hot dogs and the soup was good”. Nick Deleonardis (COM 1951) remembers the 5 cent cup of coffee and the fact that you could bring a sandwich from home for lunch and complement it with a wonderful bowl of Pixley and Ehler’s soup. This aptly denotes the accommodating nature of the establishment to the circumstances of DePaul students and the times. Rita Barr described Pixley’s as indispensable.

Nick Valenziano added that, for some students, Pixley was more a morning rendezvous point than anything else:
Pixley and Ehler's, as important as it was in the everyday routine of students, was only the very beginning of a long list of Chicago Loop places and spaces that were important to downtown DePaul students. Depending on personal interests, schedules and disposable incomes, students took advantage of the resources of the central business district and its exciting social and cultural opportunities.

Nick Valenziano (MUS 1958) recalled frequenting places like "Browns," a tavern and sandwich shop on Wabash, The Elm on Van Buren and across the street, pizzeria Mario's. He pointed out that there was a lot for a music major to see and hear downtown.

We were down here all the time. It became our second home, really. We became acquainted with some of the jazz spots. The Preview Lounge was over on Randolph, I believe. There was the Brass Rail, which was right down there on Clark and Randolph or Dearborn, near the Oriental and the Blue Note. Absolutely. I can remember hearing Count Basie there, Duke Ellington. I think there was a place right across the alley there from the Chicago Theater. There was another couple of smaller joints but those couple I remember well. Also for us music students downtown involved a yearly convention over at what was the Sherman House, Sherman Hotel, which is now the Illinois Center.
Nick also recalled walking a few blocks to Orchestra Hall for Friday afternoon performances and seeing the conductor Fritz Reiner for the first time. The Civic Opera House, The Chicago Lyric Opera Company, the Art Institute, also became part of the extended campus, of particular interest to students drawn to the arts and culture scene.

For Music students like Nick Valenziano, “jobbing,” or being picked up by local bands that needed a musician here or there, was made possible through his DePaul University connections—teachers, other students, and the university’s reputation. Conveniently, the musician’s union local offices were located not far from the Loop campus. Nick played with big bands like Dan Belloc’s and Ralph Marterie’s at such places as the Holiday Ballroom on the south side, the Old Melody Mill Ballroom and The Milford Ballroom. “This was part of our education,” he declared. (55)

Rita Barr (COM 1939) remembered the Chicago Theater a few blocks from 64 E. Lake.

Bernard Carney (COM 1942) also frequented the Chicago Theater and recalled that it was quite accessible.

A frequently mentioned Chicago sports and recreation facility was the Chicago Stadium. For many years, DePaul’s basketball team played most of its games in the barn (and later in Alumni Hall), but played many Saturday night games and double-headers—along with Loyola University or Northwestern—at the Stadium. These were extremely popular events, and, evidently were well attended by DePaul students and other fans alike.
Other students of the era remembered such colorful details as the bookie joint on the lower level of Michigan at Lake Street. In fact, the lower level of Michigan Avenue and the area adjacent to it contained a number of eating and entertainment establishments frequented by DePaul students, faculty and staff. This included the Ye Olde Cellar and a bar, Gaffers. Nick DeLeonardis (COM 1951) remembered Gaffers as the unofficial fraternity house of Delta Chi, where meetings would be held in a room on the second floor. Gerry Radice (COM 1949) recalled other students hanging out in the famous Billy Goat Inn. Other rendezvous places for DePaul students were Demet’s and Stouffer’s Restaurants, The Blackhawk Restaurant, and, especially, a Chinese restaurant directly across the street from 64 E. Lake Street.

Finally, a discussion of social and recreational facilities available to downtown DePaul students would be incomplete if it did not mention Grant Park (Chicago’s very expansive downtown lakefront public park) with its softball diamonds and other park facilities within walking distance of the campus. Former students routinely mentioned utilizing this public space for a wide variety of recreational and social activities.

A list of other entertainment and recreation facilities and venues mentioned by DePaul Alumni would include numerous movie theaters, burlesque houses, and other common downtown attractions. Other well known Chicago attractions such as Riverview Park (a popular amusement park), The Chicago Cubs and Wrigley Field, The White Sox and Comiskey Park, and The Chicago Bears and football Cardinals, were also mentioned frequently. As noted earlier, the city of Chicago was very rich in social, cultural, and entertainment activities, and many DePaul students availed themselves of these opportunities during their collegiate years.

Of course, there was more to the extended campus than simply entertainment occasions. The city environment offered academic resources as well. One particular shared reality united DePaul students on both campuses and for at least half of the institution’s history. Asked what library they went to when they needed research material for a class paper or project, most mentioned “The Downtown Chicago Public Library” on Michigan Avenue (today, the Chicago Cultural Center). The building was located just two blocks from the 64 E. Lake Street facility and hence was quite convenient. Only DePaul’s law library, which served a particular group of students, may have been regarded as more useful. Karen Stark (COM 1963) was emphatic on this point.

Any research, good or heavy research that we had to do that our library just didn’t support [we did] at the Chicago Public Library. That was our library. In fact, in the early 60s, they [DePaul] had a brochure that the Public Relations Department put out, that may still exist somewhere. The
Although it was somewhat unusual for an academic institution to publicize or feature a public library—and not its own—as an inducement to prospective students, it probably was the facility actually used most frequently by DePaul students.

Additional academic resources used by students that were not “officially” a part of DePaul included the Art Institute of Chicago, The Field Museum of Natural History, the John Crerar Library (on science and technology, located one block from 64 E. Lake Street), The Museum of Science and Industry, and the Newbury Library. The teachers of applied music were often members of the Chicago Symphony Orchestra, and students had their individual lessons in The Fine Arts Building on Michigan Avenue, where these instructors had their private studios. (58) Law students had access to several law courts in or near the downtown area and commerce students were blocks away from the Board of Trade, Federal Reserve Bank, and the very center of commercial life in the midwestern United States. In all, the Loop provided a most impressive “extended campus” within walking distance or a very short ride by public transportation from the “official” DePaul campus.

The “extended campus” for many uptown and downtown students included a wide variety of sites where they held part-time, or, in some instances, full-time jobs. Paying fully for one’s own education was not the challenge that it has become today; on the contrary, many DePaul students were able to defray a significant amount of their tuition by even working at part-time jobs. This was particularly the case for students on the downtown campus, although evidence allowing for a comparison with uptown students is not available. Both uptown and downtown alumni seemed to agree, however, that proportionately more downtown than uptown students held jobs while attending school.

Two principal factors contributed to this situation. First and foremost, the location of the school in the heart of the business and commercial district meant that jobs were available in a very wide variety of businesses. This included banks, insurance companies, restaurants, department stores, law and business service offices of many kinds, and government offices—among others; the variety was actually quite astounding. Former students who were inter-
viewed had worked during college at such places as the Chicago Sun-Times, Chicago Tribune, the Continental Bank, Marshall Field's, Carson Pirie Scott and Company, Mandel Brothers, Goldblatt's and Wieboldt's Department Stores, Railway Express, Standard Asbestos Company, a downtown dentist's office, and a telephone switchboard for a utility company. Still others had part-time jobs at the university. Indeed, most of the jobs students held were part time. This seems to have been the case during the Depression, as well as during the 1940s and early 1950s. Evidently, part-time jobs were especially easy to come by since employers could pay lower wages to these workers, and also because part-time college students were probably considered very good temporary help.

Many downtown alumni specifically mentioned DePaul's very helpful job placement service for such part-time employment opportunities. Nick Deleonardis (COM 1951) remembered this as quite important.

They did have a fairly active placement [service] for part-time jobs... and employers would call and say, "We have availability for somebody. We called it the Placement Office... that was where the big demand was. These guys were always coming in... is there a job? And pull out a sheet and this is what I've got... I worked for Liberty Mutual Insurance in their proof-reading department." (58)

Not all the money earned at such part-time jobs went to cover tuition, of course. Tony Behof, who had a scholarship, worked at the Chicago Sun-Times newspaper in his senior year. Tony described this income as being quite important.

It was a way of... getting some supplementary funds. I didn't have to pay tuition. But you know, in those days what would happen, my brother and I worked, the check would go to my mother just to run the household. So it got to be in my senior year where I didn't think I was contributing enough at home. (59)

Tony Behof's experience was a common one at the time. Students would often work to help pay their tuition but also to help support the household. Family obligations weighed
heavily on DePaul's commuter students who remained integral members of their respective families during their college days. Several alumni indicated that these years were circumscribed by these responsibilities, and structured by such other family rituals as being home at a specific time for family dinner.

Another useful source for student employment was the informal network supplied by word of mouth from other students who knew about and/or worked at various part-time jobs around the city. Bud Kevin told of a special but nonetheless characteristic opportunity for DePaul students at the time.

Bud indicated that such jobs sustained a great many DePaul students that he knew. With classes largely in the mornings, college students (Frain, a Roman Catholic, was said to be particularly partial to students from DePaul and Loyola) were ideal for the afternoon and evening ushering assignments that were available all year long.

In any case, the inclusion of work and an off-campus worksite into a student's daily routine was an extremely common DePaul student experience. It integrated students into the life of the city in a way that was particularly significant. Coming from a Chicago neighborhood, ties to family and friends, the daily negotiation of public transportation, classes on campus, the frequenting of "extended campus" facilities for academic, social, and work-related activities, were to many alumni a mark of their "urban" DePaul University education. When asked to define what they perceived to be the "urban" character of DePaul, former students frequently pointed out that this integration into the very fabric of Chicago through their DePaul years
made their experience "urban." If by "campus" we mean the physical, geographical, environmental location or space that defines "official" university activities, then "extended campus" might be considered the sum total of space and place that defines the everyday activities of college students, regardless of its relationship to the institution. In this case, it could truly be said that "Chicago" became the "extended campus" for many DePaul students.

DePaul's Campus Experience, 1956–1967
The period from 1956 to 1967 was a transitional period for DePaul. Though new facilities were added on both the downtown and uptown campuses, many of these changes simply involved replacing old structures with new ones to provide increased space for the expansion of academic programs and development of new student services. The "little university under the El" was, however, still that; these changes did not transform DePaul, as did the developments that occurred between 1968 and 1980. The modifications of 1956–67 were designed for a commuter student population, to provide more of the essential services and spaces that had previously been lacking.

The growth of the Lincoln Park campus allowed students space to run and play.
The period was marked by the first structure to be added to the uptown campus since the building of the Hall of Science in 1938. For decades, the barn or College Theater had been the principal site for student activities and athletic events on that campus. There was no "official" student cafeteria or social center and there was a growing realization that such a facility was needed by the growing numbers of students, faculty, and staff alike. As noted in other chapters, Alumni Hall opened its doors in 1956. Aside from being the new site for athletic events and physical education classes, it also housed the first "official" uptown campus cafeteria in its basement. It thus became the heart of student social activity for a period of fifteen years, until the Stuart Center was built.

Within two years of the opening of Alumni Hall, a major downtown move—from the north end of the Loop to the south—took place when DePaul opened the Frank J. Lewis Center at 25 E. Jackson Boulevard. The building, formerly known as the Kimball Building, had been acquired in 1955 as a gift from Mr. Lewis and his family. The new Lewis Center also included expanded space for classrooms and a fourth floor cafeteria—which became the primary downtown social gathering point for a period of 35 years—as well as a faculty dining room. Both campuses thus acquired much needed space for basic student services that had formerly been available only through the "extended campus," unofficial facilities, or temporary structures.

Jack Dickman (LAS 1959) was a junior undergraduate sociology major when Alumni Hall was built and opened for use. He remembered it as the "showcase building" at the time; a "beautiful basketball complex . . . you didn't sit on top of the floor like you did in the old barn . . . and [it was] the hub of social activity." But, most important, the Alumni Hall basement cafeteria became the hub of social life on the uptown campus.

For Jack Dickman and others, this was mediated and facilitated through the fraternity and sorority areas or tables that became a standard feature of the cafeteria scene in Alumni Hall. Dickman described what became a familiar scene.

The tables were kind of pushed together. You didn't have a fraternity "house," you had a fraternity area. It was always kind of in the same place. It could have put a bin right down, walked in, to the cafeteria and gone to this area. And if I was the only one there, that was Lambda Tau always was. And right next to us is where the Alpha Deits always were. And the Alpha Omega sorority was a little bit to our left. And if there was nobody there, nobody else would sit there. I mean, it was kind of your—our [place] not charted out, but that's how it was. (61)
Paul Rettberg (LAS 1966), in describing a typical day on campus, pointed out that social gatherings were a part of the daily routine.

Rettberg and Dickman both remembered the cafeteria as a “smoke-filled” room, every one, student and faculty alike, seemed to be smoking at the same time. Rettberg said that there was a constant commotion as well.

Tony Behof (LAS 1959) also remembered the cafeteria as “close and confining, almost to the point of being uncomfortable, although I spent a lot of time down there.” In a similar fashion, Tom Paetsch (LAS 1966) recalled the somewhat claustrophobic atmosphere of the place, largely he feels, due to the lack of windows and “exposure to the outside world”. Alumni I interviewed felt uncomfortable in the new structure in other ways, as well. It seems that the university and the athletic department were highly protective of the new structure. Paetsch remembered this clearly.
It was funny the way that the new structure was zealously guarded. I mean you literally had to have a purpose for going anywhere in Alumni Hall other than in the cafeteria. Otherwise somebody would stop you because this was a brand new building and the university didn't necessarily want it to be spoiled. If somebody walked through it, (64)

Others also remembered feeling like interlopers if they wandered any distance from a direct pathway to and from the basement cafeteria. Despite this, alumni I interviewed from the period agree that the small size of the new cafeteria facility had a positive effect in making people interact with one another and, as Tom Paetsch put it, "helped to build relationships with people." My own experience, as a student during this period at DePaul, resonates with this view. By spending an hour or so every day during the week in the cafeteria for one year, I could see, meet, and/or interact with a considerable portion of the student and faculty body.

The lively social environment of the new Alumni Hall cafeteria assumes additional significance when considered in light of changes taking place in the immediate neighborhood around DePaul's uptown campus. From the immediate post war period on through the 1950s and 60s, as Thomas Croak notes in chapter 7, the area around the university underwent a significant population shift, along with physical deterioration of residential properties and urban infrastructure. Many factors contributed to a changed "sense of place" regarding DePaul's more immediate neighborhood and campus environment. Suburban-

The Frank J. Lewis Center (formerly the Kimball Building), acquired in 1955, at the corner of Jackson and Wabash.
ization and the movement of large numbers of families out of the neighborhood had a signific­
ificant impact on its family-based, religious, ethnic and racial character. The arrival of large groups
of poorer white, Latino and African American residents into the neighborhood, the beginnings
of urban renewal, and the abandonment or decay of commercial and industrial property to the
west and south of the university also had an impact on the neighborhood. The net effect of
this, for the alumni I interviewed from this period, was a marked contraction of the campus's
dimensions, both as perceived and as experienced by students at the time.

Alumni expressed this as a feeling that large parts of the immediate neighborhood were
believed to be “unsafe” at this time. Jack Dickman (LAS 1959) recalled that “this could be a
pretty dangerous area around here. When you came to the University [you] stayed within a couple
of block radius and then you went home.” (65) Many former students remembered being warned
by the university not to linger after classes, and being cautioned not to wander too far from
the few buildings that comprised the campus. As a result, the campus often seemed deserted
after two o'clock in the afternoon. I personally can recall female students in the mid-1960s
being warned not to go south of Webster Avenue, only one block from the center campus.
Whether such fears were warranted or not, they had the effect of concentrating students into
the few buildings of the university and limiting the amount of time that students spent in the
area.

This did not mean that the concept of the extended campus for students was eliminated.
In many respects, students in the 1960s, like those in the 30s, 40s, and early 50s, still fre­
quented Webster Avenue establishments like Kelly's and Roma's, but they rarely ventured very
far from the limited campus buildings. By the 1960s, in that case, a clear psychological and
social sense of safe neighborhood boundaries and limits had become part of students' aware­
ness of the immediate area surrounding the uptown DePaul campus.

The early 1960s, however, also marked the beginning of the transformation of Lincoln
Park, the larger neighborhood that included DePaul. Lincoln Park was (and still is) the area
bounded by North Avenue on the south, Diversey Avenue on the north, the lakefront on the
east and the Chicago River on the west. Changes began in the “Old Town” section of the area,
in the southeastern corner of the neighborhood near Wells Street, at some distance from cam­
pus. The development of an entertainment district in this neighborhood (restaurants, cafes,
art galleries, shops of all sorts, and theaters) began to make Lincoln Park into an attractive
evening and weekend venue, particularly for younger college-age students from around the
city and suburbs. For many DePaul students, this provided another reason for coming back to
this part of the city, even after the usual hours of classroom and academic activity.

The “Old Town” phenomenon sparked the eventual redevelopment and gentrification of
the entire Lincoln Park area, producing one of the most significant urban redevelopment sto­
ries of any urban area in the entire nation. For DePaul and its students the most important
consequence was the added incentive it gave students to remain in the neighborhood. In the 1950s, prior to the beginning of these transformations, the institution had, at one point, seriously considered moving out of the area. DePaul's decision to stay in Lincoln Park, however, turned out to be quite fortuitous, as the neighborhood now serves as an attraction to students.

For DePaul students, these developments rejuvenated the notion of the extended campus. Students would go to “Old Town” and adjacent areas on dates, or just to hang out. Paul Rettberg (LAS 1966) remembered the early 1960s as a special time there:

Old Town was developed . . . at the time (as the place) for entertainment. It was the place. I would say that, on weekends, when you came back down toward the campus, that sure you'd go there. . . . It was a little bit indispensable, but I could go to Second City, and places like that. That was the in area. (66)

In addition to these earliest changes to the neighborhood, Alumni Hall's expansive seating capacity brought more students, alumni, and others to campus during the basketball season, although DePaul still had big games scheduled at the Chicago Stadium.

Despite some increases in gang activity and crime in the neighborhood during this period, signs of community change were already apparent in certain areas of Lincoln Park. As Thomas Croak notes, neighborhood organizations like the Lincoln Park Conservation Association (LPCA) were active in tackling community problems of crime and safety, infrastructure improvement, zoning issues, and so forth. DePaul became an active contributor to these discussions of community improvement and change, and this laid some of the groundwork for a significant expansion of DePaul’s physical presence in the neighborhood in the years to come.

When DePaul's downtown campus moved from Lake Street to the Lewis Center in 1957–58, it marked the end of a thirty year presence at that particular address, and approximately a half century presence in the north Loop. The new building offered greater classroom and administrative space for what was still DePaul’s largest set of academic programs and student population. The enrollment of the College of Commerce, the music school, The College of Law, The School of Education and Evening Division programs combined, was nearly three times the size of uptown’s College of Liberal Arts and Sciences.
Nick Valenziano (MUS, 1958) vividly remembered the move to Lewis Center during his senior year at DePaul.

Karen Stark (COM 1963) also recalled the early years of Lewis Center. The building, it appears, had some commercial tenants. Stark said that the sub-basement housed the Fisher Music Company offices. The upper floors (16th and 17th) contained other commercial offices, including a rather unusual tenant for a university building on the 17th floor, a full men’s barber shop. She also fondly remembered the unusual elevator stops on the fifth floor, when the doors would open to the blasts of horns playing, piano music, woodwind instruments, and pounding drums—the home of the School of Music. But, far and away the most memorable part of the newly renovated facility was the 4th floor cafeteria. Stark described it as “an enormous melting-pot.” The mix of commerce, music, law, and evening division students made for a diverse group indeed, yet the cafeteria appeared to have had a somewhat college-specific organization and seating pattern:
Stark described the cafeteria as the social axis of Lewis Center. On a typical day it would have three major waves of usage. First there were many early morning students grabbing a cup of coffee before classes. Then the very busy lunch time, when the room was at capacity before it would empty by 1:00 or 1:30 p.m. It would remain nearly empty until about 4:00 p.m., when the last wave of late afternoon and evening students would begin arriving for classes.

The new building and its classrooms were, however, described by alumni of this period as quite “Spartan.” Karen Stark mentioned that the facility was not always conducive to learning.

The windows opened, and on hot days no air conditioning at all, and you could really, literally die from the heat. When you opened the window, though, then you got the El going by. And it was quite loud, so you had to pick. Sometimes it would be the beginning of the class in the summer. You would say, “Well, which do you want? Do you want to hear the lecture, or do you want to have a little breeze come in?” The window shades would erratically pop up at various times, and startle people, especially those that were sleeping in the back of the class. So, the physical facilities were really quite Spartan. But, we didn’t know any differently. We thought they were fine. I don’t think people expected anything else. There was virtually no discussion of the facilities, as there is today.

The initial lack of air conditioning forced students onto the streets on Jackson and Wabash Avenues in between classes and the commonly heard joke was that “the sidewalk was our campus.” If students had a significant break between classes under such conditions, many would wander over to Grant Park for some of the lake breezes. In these terms, students thus
Alumni Hall, the university's athletic facility and the location of student cafeteria, was opened in 1956 on the Lincoln Park campus.

generally accepted what most agreed was an "office building" environment for college: a vertical campus in a purely functional structure, often lacking in creature comforts. Still, it was certainly a major step up from DePaul's previous downtown location.

These few drawbacks did not place any damper on the social atmosphere within the new facility. On the contrary, most former students described it as a very friendly campus environment. As one noted, students from a variety of backgrounds, and from many different colleges and programs, "had to live and work together, we mingled in the cafeteria . . . people got to know each other much more so, than today. We rubbed elbows with each other all the time." Much of the camaraderie and friendliness was attributed to what was perceived as a welcoming and open social milieu where WASP, Jewish, Italian, Irish, Polish, and students of many other ethnic backgrounds, all largely from Chicago's working- and middle-class neighborhoods, came together for an education. Alumni frequently described the cafeteria, especially, as the clearest reflection of this. Student groups, such as fraternities and sororities, each had a particular ethnic and/or religious character, and each had—to turn the familiar saying inside out—"a table at the place." This perception of a diverse and welcoming environment may not have been quite true for all groups: African American students were not very well represented on the downtown campus, and did not form a student organization until the beginning of the following decade. But apparently this was a popular conception of the place at that time.

The move from the north to south Loop did not signify a major change in the already
rich extended campus that had, for more than thirty years, existed for downtown students. At the time, the south Loop had not yet experienced the downturn in fortunes that would soon beset it with the advent of suburban shopping malls, the development of North Michigan Avenue commercial competition, and the departure of major businesses and service establishments from that part of downtown.

Students at the new Lewis Center facility still had access to the downtown Public Library, museums, Grant Park, and such cultural institutions as Orchestra Hall, the Civic Opera, and The Chicago Theater. The area was filled with cafes and restaurants, with new names appearing: The Yacht Club, a popular pizzeria on Wabash Avenue near Roosevelt University, and Charlie's, a bar on Jackson, across the street from Lewis Center. When added to other popular places such as Stouffer's Restaurant, Brown's sandwich shop, Mario's Pizzeria, and an array of night spots still functioning in the area, downtown offered a rich extended campus indeed. This included the venues for the many dances that still were held during this period: the Axeman Swing, the Praetorian Ball, The Inter-fraternity Council Ball, The Military Ball, and the many fraternity and sorority dances that filled the social calendar. Added to the traditional venues for such events were such posh hotels such as The Palmer House, The Conrad Hilton, and The Sheraton Hotel.

A lot of the dating that was common at the time involved groups of male and female students doing things together, especially on a Friday night. The city, again, became the extended site for such outings. As it was for students at the Lincoln Park campus, the popular areas were the new "Old Town" area along Wells Street. Other popular restaurants and hang-
outs for college students included Hamilton's near Loyola University, Eduardo's, Uno's and Due's for Chicago style pizza, The East End Restaurant, as well as a host of other places.

Students continued to work either part-time or full-time jobs at local downtown commercial establishments. The Lewis Center students had available to them, as had generations of downtown students before them, the rich opportunities and resources of the downtown business district to augment their financial resources. Karen Stark (COM 1963) described the part-time job market for DePaul students in an interesting way: as an informal, but highly effective network where jobs were often circulated.

Again, the city of Chicago offered DePaul downtown students an extraordinary array of opportunities that extended their everyday environment. The city augmented, complemented, and filled in social, academic, economic, and cultural gaps in the student's experience in qualitative ways that could not have been possible anywhere but in a large metropolitan setting like Chicago.

**Conclusion**

The period of "the little university under the El" ended in 1967–68 with the opening of the Arthur J. Schmitt Academic Center (1968), the first student residency hall, Clifton Hall (1970—later renamed Munroe Hall), and the Harold L. Stuart Student Activity Center (1971). These buildings, collectively, marked the beginning of a new era for DePaul University: a thirty-year period in which significant physical and academic changes, growth, and development took place radically transforming the institution into the second largest Catholic university in the United States.

The seventy years leading up to DePaul's most recent transformation were, indeed, marked by its modest physical size and limited physical facilities, and consequent limitations in stu-
dent and academic services. This did not mean that students necessarily received an inferior education, nor unduly suffered a truncated college experience.

What stood out most clearly in the many interviews conducted with alumni was a "sense of place" and "place attachment" that generally reflected their sincere gratitude to DePaul for the opportunity it gave them to get a college education. The school's physical limitations seldom threatened the "place attachment" most students felt, and were hardly ever seen as anything more than the reality imposed by this private urban institution's meager funds and lean endowments. Yes, terms like "Spartan," "functional," "bare-bones," "basic," were used to describe DePaul, but they were always combined with caveats like "... but you came out with a good education and people were successful" or "it's not anything that anybody has to apologize about," or, "you knew what you were getting and you didn't expect anything different." A number of significant factors protected the institution, despite its limited size and facilities, from suffering any serious erosion of confidence, morale, or sense of place attachment.

First, DePaul was, for most of this entire period, a very attainable and affordable entry point to higher education for many first-generation college-age students. Its tuition remained quite affordable for working-class and middle-class students and families throughout the period under discussion. It also had, from the beginning, a very diverse student body for a private Catholic institution, and this brought to its doors not only Catholics, but also students who would not normally have elected for a private education.

Secondly, it was eminently accessible from most points in the city, because of its proximity to the El and other forms of public transportation. The affectionate title "little university under the El" has not always been understood for its multiple implications, but the institution's location helped to sustain it through hard times and good.

A third factor that served as counterweight to the limitations of size, facility, and service was the spirit and sense of common identification and solidarity produced by the intimacy of this small commuter institution. The tight physical spaces, the rubbing of shoulders in hallways, elevators, stairwells, classrooms, and the shared experiences of negotiating school, home, work, and public transportation to and from Chicago neighborhoods and parishes, created greater identification with the institution than is commonly recognized. The physical and structural limitations encouraged interaction and the development of relationships between students. The anonymity usually associated with a commuter student existence and experience was offset by greater familiarity, an environment of personalism and friendliness among students, and an identification with perceived urban and social class commonalities that were felt to exist between them. Membership in student organizations, such as sororities and fraternities, which were more common then, as well as in a variety of college organizations, also served to reinforce such institutional identifications.

Finally, the ability of DePaul students to adapt to the extended campus opportunities offered by the immediate environment of Chicago, the Lincoln Park neighborhood, and the
downtown Loop to satisfy social, educational, cultural, and economic needs, offset the many limitations that were noted in the institution itself. The extended campus offered significant support and nurturance for the development of place attachment to DePaul, despite such limitations. The city provided an unusually rich set of alternative and complementary resources to make a student’s DePaul years full, interesting, manageable, affordable and satisfying. It is not surprising, therefore, that with nostalgia, pride, and fondness, alumni, through the many decades when DePaul was “the little university under the El,” remembered their alma mater.

Chapter Four Notes
Author’s Note: The author wishes to acknowledge funding support for this project from the DePaul University Research Council.

1. The transcribed interviews with alumni are available in the DePaul University Archive, John T. Richardson Library. They are accessible by the name Centennial Alumni Interviews-Suchar, and the name of the interviewee. The interviews, unless noted otherwise, were conducted by myself.

2. The earliest presence on campus by any of the alumni I interviewed for this essay was 1928. It is for this reason that a quick tour of DePaul from its birth as St. Vincent's College in 1898 to the period around 1928 is in order.


8. Several documents in Box 1: “Byrne Hall 1906-07” by Rev. Patrick Mullins and “Byrne Hall 1907.”


14. Lyceum Building documents in Box 1, “Buildings,” DPUA.


17. This applied equally to almost all students until the mid- to late 1970s and the vast majority of students up to the present.

18. DelComandos interview, September 1996.


22. Schillinger interview, August 1996.


27. Behof interview, July 1996.


29. Kevin interview, September 1996.


31. Edwin Schillinger returned to DePaul upon receiving his Ph.D. in Physics from Notre Dame to become, eventually, the chair of the physics dept. and dean of the College of Liberal Arts and Sciences.


33. Dickman interview, May 1996.

34. Behof interview, July 1996.

35. Nolan interview, April, 1996.


37. Nolan interview April, 1996.
38. Kevin interview, September 1996.
40. Behof interview, July 1996.
41. Nolan interview, April 1996.
42. 64 E. Lake Building documents, Box 2 "Buildings", DFUA. See documents by Rev. Patrick Mullins.
43. Joyce interview, August 1996.
44. Barr interview, July 1996.
45. Cogan interview [with John Rury], August 1996.
46. Carney interview, July 1996.
47. Valenziano interview, April 1996.
49. Schillinger interview, August 1996.
51. Kevin interview, September 1996.
52. Schillinger interview, August 1996.
54. Valenziano interview, April 1996.
55. Ibid.
57. Stark interview, August 1996.
60. Kevin interview, September 1996.
61. Dickman interview, May 1996.
62. Rettberg interview, August 1996.
63. Ibid.
64. Paetsch interview, April 1996.
65. Dickman interview, May 1996.
66. Rettberg interview, August 1996.
67. Valenziano interview, April 1996.
68. Stark interview, August 1996.
69. Ibid.
70. Ibid.
71. Ibid.