CHAPTER SEVEN

TOWARDS THE COMPREHENSIVE UNIVERSITY

The Teaching-Research Debate at DePaul and Developing the Lincoln Park Campus

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DePaul's transition from "the little school under the El" to major urban university has been a long process. Earlier chapters in this volume have pointed to some of the key events in this transformation, particularly the accreditation crisis in the 1950s. In this chapter I will trace the development of doctoral programs and research, major factors in the university's effort to define itself, and DePaul's continuing commitment to the growth of the Lincoln Park community. These two developments, though conceptually different, are connected in time and space: both span the decades immediately following World War Two, and it was on the Lincoln Park campus that the university's doctoral programs of study were developed. Indeed, the appearance of these programs influenced demands for additional facilities that dictated campus expansion there. Though much of the university's commitment to research and to the development of the Lincoln Park campus took place in the quarter-century immediately after the war, progress and expansion in both of these fields is evident to this day, continuing to shape today's comprehensive urban university.

Prelude: Postwar Expansion and the Accreditation Crisis of 1950

DePaul's enrollments exploded at the conclusion of World War Two, in the late 1940s, as throngs of students arrived to pursue their college educations under the auspices of the Servicemen's Readjustment Act of 1944, popularly known as the G.I. Bill. (1) Though enrollments at some schools grew by 10% to 20% over pre-war figures, DePaul's student population doubled in the 1946–1947 academic year (from 4,817 to 9,485). (2) Few institutions were more profoundly affected by this whole generation of students than DePaul. In characteristic entrepreneurial fashion, the university adjusted its programs and operations to provide services and classroom opportunities for the masses of men and women returning from the armed services. (3)

The adjustment was not always smooth, however. The influx of students highlighted
long-standing contrasts between the university's two campuses: the large, bustling Loop operation, where fully 93 percent of the student population attended classes in three distinct shifts—morning, afternoon and evening—almost in lock-step fashion, and the Lincoln Park campus, "the other DePaul," still "the little school under the El." DePaul lacked the residential campus found at most universities and did not offer the kinds of services required by a residential student body. (4) But Lincoln Park enrollments expanded too, though with little of the crowding and chaos of the Loop campus (where some classes had to be held in hallways).

Both academically and socially, DePaul was a maelstrom of activity in these years. The exponential growth generated revenues used to reduce the university's debt, but came at a cost: academic program quality deteriorated and the institution's standing and reputation were put at risk. With students having to sit on the floors of some classrooms (primarily in the Loop), being taught in shifts by an overwrought faculty, and with a library perilously short of materials, resources were stretched to the breaking point. (5) But in spite of conflicts, inadequacies and other drawbacks, by 1947 DePaul had become the largest Catholic university in the United States. (6)

Then came one of the first institutional shocks. As other chapter authors have noted, the postwar pattern of entrepreneurial growth came under the scrutiny of the North Central As-
sociation (NCA) during its accreditation visit in 1949. When its 1947–1948 financial study placed DePaul in the bottom category of universities granting the master of arts degree, the NCA Board of Review asked the university to prepare a special report on the faculty, the library, and DePaul’s finances for the 1948 academic year. (7) Its deficiencies were shockingly evident in this report, and the NCA team, appalled at the state of academic and administrative resources and services available to students at both campuses, recommended that accreditation be withdrawn. (8) DePaul had failed to maintain even minimum standards that could be classified as “university-quality,” the team contended. (9)

This “wake-up call” galvanized the university into reexamining its commitments and resources. The administration began making it a priority to use funds generated in the post-war years to recruit an able and scholarly faculty, postponing changes to the physical layout of the university, particularly in Lincoln Park. To attract a high quality faculty meant committing resources not only to salaries and benefits but also to faculty development. In American higher education at this time, this entailed a dedication to research.

**The Teaching Versus Research Debate**

DePaul’s traditional commitment to teaching complicated the university’s ability to accept research as a basic faculty activity. In the eyes of some university leaders, the seemingly irreconcilable conflict between teaching and research made any attempt to support research problematic. Despite the NCA report, there continued to be resistance to faculty engagement in scholarly inquiry and the pursuit of consistently high academic standards. Institutional resentment of the negative NCA evaluation and threatened withdrawal of accreditation did not die easily, and neither did DePaul’s reluctance to reconsider long standing suspicion of faculty research. At the opening University Council meeting of 1950 this was pointedly addressed in the minutes, which noted that “attention was again called to the fact that DePaul’s essential objective is teaching and training rather than productive research.” (10) At the same meeting Rev. Joseph Phoenix, C.M., argued that the “education department need not be held to the standards of the strictly academic departments.” (11) But DePaul’s redefinition of itself as an institution of higher education, which had to begin with the recruitment of a professionally trained faculty, demanded wholehearted university support of a faculty dedicated to both teaching and research.

DePaul’s *Faculty Handbook* for 1950 stated that in order to be considered for promotion, a faculty member would be required to achieve the Ph.D. within an unspecified “reasonable length of time.” (12) The composition of the faculty at the time suggested that it would have been difficult to attract faculty members at this level of proficiency without institutional support for scholarly activity. Among the full-time faculty, only one in four (48 or 25.4%) held terminal degrees in academic year 1950–1951. (13) University president Father Comerford O’Malley, C.M., reported to the University Council at its March meeting that year that new
faculty members included "three doctorates in Sacred Theology, one doctorate in Political Science and one doctorate in Law (Professor Karasz of the university of Budapest)." (14) In order to be reinstated as an accredited institution, O'Malley asserted, "DePaul needs Ph.D.s and the faculty needs to participate in learned societies." (15) Since existing policies had not allowed the faculty to meet NCA standards, changes were in order.

The debate within the university on research versus teaching continued, however. At that same March council meeting, opponents argued that DePaul was "a Group II type of institution" (in the NCA ranking system, a school that granted no degree above the master's degree level) and "different from distinctly Ph.D. and research institutions." (16) Even though the council apparently preferred that DePaul remain an institution devoted primarily to teaching, its members admitted that "there is an acknowledged weakness in Ph.D.s." (17) The NCA's unfavorable evaluation and the potential threat to accreditation continued to haunt DePaul's administration throughout the next two decades.

Father O'Malley and the administration mounted a three-pronged response to the North Central Association's recommendation to withdraw accreditation. First, O'Malley filed an immediate appeal with the North Central Executive Committee and in spring 1950, and he followed up with an institutional report requesting a delay in the actual revocation of DePaul's accreditation. (18) Next, he enlisted Dr. George Works, president and secretary emeritus of NCA to conduct a complete survey of the university. Finally, DePaul committed some of the money accumulated during the hectic growth days of the GI Bill to recruiting new faculty members with terminal degrees or nearly completed terminal degrees. The results were gratifying: by the start of the 1952 academic year, two out of five (78 or 43.3%) of the full-time faculty held terminal degrees. (19)

These advanced-degree faculty members expected and lobbied the university administration for improved library facilities for research and a reduction in teaching loads to expedite their pursuit of scholarly activities. They applied for research grants both from within and outside the university. DePaul supported these efforts by granting some financial assistance and by providing release-time from teaching. (20) The decline in enrollments during the Korean War (1950-1953) made it easier to meet these expectations, especially with respect to teaching release-time.

Administrators were sometimes suspicious when it came to faculty leaves of absence for research, however. As late as 1957, questions were raised about whether faculty interest in research was merely a ploy to escape teaching responsibilities. At a University Council meeting in spring 1957 Father Edward Kammer, C.M., vice president and dean of faculties, asked, "how far do you want to go in supporting faculty research?" (21) As Kammer saw it, the matter was "a dollars and cents issue" and turned on the question, "who will pay the man who takes time off for research?" (21) He also added that "the public normally will expect the university to foster such research as one of its functions." (23) This created something of a dilemma. The
cost in both time and money inherent in the pursuit of scholarly research helped to keep the debate alive over who should be given release-time for research and how to pay for it.

The question of offering advanced graduate programs was one that certain faculty members and administrators believed DePaul should examine. (24) The university's experience in the NCA accreditation crisis led some to suggest that offering doctoral degrees was another way of raising the institution's academic prestige. This view gained a strong supporter in Father John T. Richardson, C.M., who was appointed graduate dean in 1954. Father Richardson's arrival was even more significant, given the attitude of then President O'Malley, who remained convinced that the university should adhere to “an educational philosophy consistent with DePaul's undergraduate, graduate, and professional teaching tradition.” (25) He had expressed this view in a Report on the State of the University to the University Council:

DePaul University is not a research institution, it has sought to maintain a sound and thorough-going teaching standard supported by a high philosophy of education. If we are to continue to maintain that standard, the teaching must be on the highest level. It must be kept in mind that the University should prove a vital force in education—academic and professional—in Chicago. (26)

Shortly after Father Richardson's arrival, events in the wider world conspired to propel DePaul toward viewing research as a legitimate component of its mission. When the Soviet Union launched the Sputnik satellite in 1957, it elevated national anxiety about the quality of American higher education. At the same time, the eminent Catholic historian Monsignor John Tracy Ellis was raising questions about American Catholicism and intellectual life. And in this atmosphere of academic and learned ferment, a new and inquiring spirit began to manifest itself at DePaul. (27) In 1955 Father Richardson, who as graduate dean had already begun changing the graduate programs, received probationary approval from NCA to offer a Specialist Degree in Education and a Certificate of Mathematics Specialist, credentials in the field of education beyond the master's degree. Richardson's report to the university board of trustees in that year noted that “most of the faculty in the departments in question already held their doctorate degrees.” (28) Over the next eight years (1955–1964) DePaul awarded sixty-one education specialist degrees and three mathematics specialist degrees. Father Richardson's leadership in the graduate program demonstrated to the North Central Association, other administrators in the university, and the Vincentian community, both locally and province-wide, that DePaul could offer graduate programs beyond the master's degree and perhaps even at the doctoral level. (29)
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Father O'Malley, almost reluctantly, asked Father Richardson for specific recommendations that would foster graduate research. (30) As the university accepted the new direction that events and personnel changes warranted, questions asked repeatedly in meetings of the Graduate Council and the University Council over the next two years concerned DePaul's contribution to the urgent needs of the nation in the fields of mathematics and the sciences. (31) The final motivation to develop a doctoral program with its accompanying research apparatus was the recognition by the University Council and the Graduate Council that, according to the terms of the National Defense Education Act, only institutions that granted doctorates were eligible to receive its financial support. It was quite apparent that if DePaul were to share in post-Sputnik federal dollars, it would have to offer doctoral degrees. (32) Although DePaul's Charter of Establishment did not prohibit this step, NCA approval was also required. The organization that had reprimanded DePaul a scant few years before, was now to determine if the university was ready to offer the highest research degrees. The first step in the process of obtaining NCA approval called for the University Council and the Graduate Council to authorize a comprehensive three-year (1958–60) self-survey to evaluate the university's readiness to offer a doctoral program. (33)

The lack of unanimity on the advanced-degree question made for continuing lively debate in the University Council during the mid-1950s. At its October 1955 meeting, Father John R. Cortelyou, C.M., chair of the biology department (and future president of the university), suggested that faculty conducting research be given a reduced teaching load. (34) Father Kammer responded that "service to the university [in all forms] is included in salary increases." (35) At the same meeting Father O'Malley reiterated his view that "the success of any educational institution depends primarily on the teaching staff," pointedly avoiding any mention of research in the entire course of his speech marking the opening of the academic year. (36) At the council meeting in December, Father Kammer noted that the Faculty Handbook called for a teaching load that "normally is 30 hours per academic year. The load is reduced only in particular circumstances for doing such things as doing research, directing theses, pursuing graduate study and the like." (37) As for the reduction of teaching load in return for directing graduate courses or to provide faculty the time necessary to publish their research, Kammer stated emphatically that "the dean is the best judge of such a reduction; he would consult with the department chairs but no quantitative measures are possible." (38) Indeed, Kammer pointed out that "the problem with a reduced load in teaching for research work is fewer classes for faculty members and this necessitates hiring additional teachers to make up the deficiency." (39) Again, research was seen as a costly distraction from the university's central role of teaching.

Some faculty showed little interest in research. The council noted that "a number of faculty prefer extra teaching to research" (presumably for additional salary). (40) Father Kammer suggested that productive research was already going on at DePaul in 1955 and referred to a
faculty research survey he had conducted from December 1952 to December 1953. He urged the council to study that survey for data on project outcomes (though he apparently did not complete it). (41) A closer look at Kammer's study, however, reveals that prior to Father Richardson's arrival and the impetus of Sputnik, DePaul faculty members had a rather limited research agenda. According to Kammer's survey, there were 120 authors on the faculty, who had completed 110 works, of which six were books, (one of them a textbook and one just submitted for publication). Of 188 works in progress, most were articles, though there was a significant number of Ph.D. dissertations as well. Academic divisions showing highest scholarly activity were law (21 authors), music (11 authors) and English (9 authors). (42) While this kind of academic involvement in scholarship represented a start, it was not enough to sustain advanced graduate degree programs.

The university's academic leaders, joining in the national debate on this subject, expressed ambivalence over the merits of scholarly research. Three DePaul deans, who reported to the University Council in January 1956 on a meeting of academic deans held in St. Louis earlier that month, said that Tracey Strevey of the University of Southern California had commented "that the emphasis on Ph.D.s had reduced the number of good teachers." (43) Strevey had recommended that "contract research be limited to summer programs so that more teaching would occur during the academic year." (44) Throughout 1956 the council wrestled with the problem of criteria for faculty promotion, and the role of research was only one issue among many at these discussions. (45) The lengthy debates on qualifications for rank and promotion covered several pages of the council's minutes at the May meeting but they made no mention of either research or scholarship. (46)

The issue could not be overlooked, however. When the council composed the Faculty Handbook for 1956, research was cited as a criterion for promotion as well as the reason why "teaching loads may be reduced." (47) The following April, the relation of research to teaching load surfaced once again in discussions surrounding the Faculty Handbook. (48) A research section was added to the handbook indicating that the university would provide support for faculty research in the form of secretarial and staff help as well as teaching load reductions. (49) Department chairs were "to encourage membership in learned societies, research and publication," the handbook further stated. (50) With respect to academic leaves to pursue research, the Faculty Handbook spelled out the university's requirement: "it must be demonstrated that the leave will clearly add to the teaching effectiveness, research, and improving the professional status of the faculty." (51) These statements marked the dawn of a new era in the university's history: the expectation—stated in print—that DePaul's faculty would engage in professional activities outside the institution.

Nonetheless, ambivalence about scholarly activities persisted, and publication remained "less important than teaching" in the revised handbook's criteria for evaluating faculty members. (52) Since DePaul could ill afford release-time from teaching that did not lead to produc-
tive research, moreover, the council, which was still suspicious of faculty interest in research, required that the "results of research should be publication." (53) The rationale was straightforward, echoing earlier concerns: "this is a protection against faculty who claim to do research but do not and is a means to look out for faculty making use of research to take time off." (54) The debate over establishing doctoral programs had a similar thrust: the cost to the institution, not only in dollars but also in energy diverted from the institution's core teaching mission, lent the discussions a tone of both anxiety and suspicion.

The Decision to Establish Doctoral Programs of Study  
Once DePaul had clarified its expectations for scholarly research by the faculty, it had taken the first important step toward supporting advanced graduate study. Many administrators and faculty members believed that the momentum to inaugurate a doctoral program would be deterred neither by administrative suspicion of faculty motives for conducting research nor by indecision on the part of the university and graduate councils. But other decision-making bodies still needed to be won over, and university administrators and faculty members continued to press the case for advanced graduate study. In 1960, Father Richardson's report to the board of trustees explained why DePaul should have a doctoral study program:

The trustees were crucial to the decision-making process, and a change as significant as adding a new level of study required their approval. Though they listened to Richardson's arguments, the trustees decided that DePaul needed to raise the quality of its programs and its undergraduate population first, and they shelved for the moment the idea of advanced degree education at DePaul. (56) Even though Father Richardson remained committed to the notion of doctoral studies, he had to proceed with caution. It was not clear whether either the university or graduate councils shared his convictions about the importance of doctoral programs at DePaul; nor did his thinking enjoy widespread support in the Western Province of the Vincentian community. In 1960 the Vincentians were engaged primarily in educating and organizing Roman Catholic clergy for the U.S. dioceses west of the Mississippi River. If DePaul
instituted a program of doctoral studies, the Vincentian community might well have to reconsider its relationship to the university.

Father Richardson wrote Father O'Malley in 1961 expressing little hope about the prospects for advanced graduate study at DePaul, pointing out that the university could not support its current operations and a doctoral program as a solely tuition-driven institution. Furthermore, the university's mission statement seemed to him to be outdated and inconsistent with the level and quality of research that a doctoral program demanded. Finally, he worried about the effect that a doctoral program would have on the religious and philosophical foundations of DePaul. (57) The despair Richardson experienced in 1961 was lifted by two events in 1962 that revitalized the drive for doctoral education and the research to accompany it.

Dr. Julius Hupert of the university's physics department sent a memo to Father Richardson, Father John Cortelyou and Father William Cortelyou (who had been appointed graduate dean) in January 1962. Hupert, an old world scholar from Poland who had served in the British Admiralty during World War II, had come to DePaul in 1947. He helped to develop the graduate program in the field of electrophysics, which he described as "an area of interdisciplinary interest bordering on physics, electric engineering and applied mathematics." (58) Dr. Hupert wrote the three Vincentians to argue for a modification in the Faculty Handbook for the following year. (59) In his memo he advanced a powerful argument in support of research as a vital university activity:

A university is not, in my opinion, a center of TEACHING. It is a center of STUDY by faculty and students alike. This is what distinguishes universities from schools. We have all known demonstrably ineffective teachers who were great scholars and who contributed to the accomplishment of their universities. By contrast, I could not name a demonstrably ineffective scholar who could be even a passable "teacher" at a college level. Scholarship is in my opinion an all-embracing term which includes research, lecturing, review articles, textbook writing, conduction of courses and seminars, laboratory demonstrations and exercises, in fact all academic activities. They are all equally important and they can all be conducted at various levels of endeavor and also, let us remember, at various levels of quality. (60)

Hupert's memo inspired an enthusiastic response in the three Vincentians, all of whom were committed to the pursuit of scholarly research and advanced graduate study, including doctoral programs.
The second development was the appointment of a new provincial for the Western Province of the Vincentians. In summer 1962 Father James Fischer, C.M., was named to succeed Father James Stakelum, C.M., as leader of the province. Father Fischer, a scholar of the sacred scriptures, had spent his entire career in seminary work and was presumed to be sympathetic to the view that research might divert DePaul from its traditional teaching role. From the beginning of his tenure as provincial, however, Father Fischer called on DePaul to define its academic aims and to delineate the role it anticipated for research. Recognizing the critical choices that DePaul and similar institutions were facing in the years ahead, he urged the university to explore its options carefully.

The question is: What does DePaul want to be? A great research university—or a high grade junior college—I mention the two extremes: A school which will espouse scholarship to the hilt, or a school which is merely interested in educating men to a "college level" and leaving it at that. (61)
Fischer's statements left little doubt that he viewed support for research as a critical task of a university. This position represented a basic change in the attitude of the Vincentian provincial leadership and created a climate in which doctoral programs could be developed at DePaul. Hupert's memo and Fischer's declaration gave Richardson the support and the rationale to start laying the groundwork for advanced degree scholarship at the university.

Father Richardson, who was asked to prepare a proposal for an executive committee meeting of the board of trustees in November 1963, urged that

"a definite commitment to a doctoral program be agreed upon as an ultimate objective of the university, an objective to be accomplished at a time when we will be in a position to see our way clear to support it." (62)

Richardson, emphasizing the need for the board to make an immediate decision on the issue of the doctorate (63), offered the following reasons:

1. The Program for Greatness (DePaul's strategic plan) requires the University to make a decision about the direction of its academic program toward the expansion of either the teaching or the research function;
2. The doctoral program will attract competent faculty—DePaul has been losing good faculty to doctoral granting universities;
3. The doctoral program will attract the most talented students;
4. There is a national trend toward doctoral programs because of the government support of programs to produce degree graduate faculty. (64)

With board sanction of Richardson's proposal DePaul embarked on an untrodden path with respect to its academic philosophy and the design of its graduate programs. (65) Although tension persisted between teaching and research at DePaul, the university's commitment to the principle of academic research as an institutional mission could no longer be questioned.

It took four years to implement the board's decision and actually put a doctoral studies program in place, however. During this interval, a further change, the inauguration of DePaul's eighth president, improved the prospects of advanced degree studies even more. As Father O'Malley neared retirement, he changed his position and endorsed the idea of research as a vital aspect of academic experience at DePaul. In choosing a successor to O'Malley, it was essential to find a president who would be a forceful spokesperson for this fledgling commitment to a research agenda, whose energy and vision would move the doctoral proposal ahead. As Father Richardson seemed the logical choice, Father Fischer recognized that in Father John Robert Cortelyou, C.M., a research biologist and chair of the biological sciences
department at DePaul, the university had an individual endowed with the kind of academic pedigree that would provide both luster and credibility. Father Richardson held a doctorate in theology from a Roman church-related institution; Father Cortelyou had earned his doctorate in biology from Northwestern University, a respected research institution. While Father Richardson fostered the developments that made research a vital component of the DePaul experience, Father Cortelyou's scientific credentials and enthusiasm for the doctoral agenda provided the affirmation essential to its pursuit. In January 1964 Father Fischer nominated Father Cortelyou to be president of DePaul and the board of trustees confirmed the nomination. (66)

Father Cortelyou believed that graduate studies leading to a doctorate "represented the primary function of a university," and he supported the modern idea of the university, with scholarship and inquiry at its very core. (67) On the other hand, Father Richardson's interest in developing research at DePaul was based on the pragmatic notion that promoting research would professionalize DePaul's faculty and its programs. (68) The idea that doctoral studies might be an outgrowth of research activity was, in Richardson's view, an important but secondary consideration. But like Father Fischer, Father Richardson ardently believed that the pursuit of research at DePaul was essential to the continued development of the institution. In his report to the trustees in 1963 he declared that "educational institutions like DePaul either grow or atrophy." (69) Father Richardson's principal contribution to the development of research at DePaul lay in his ability, as executive vice-president, to promote research without endangering other programs at the university. (70) Cortelyou and Richardson joined forces to move DePaul into the world of research and scholarship and to associate the university's mission with the ideals of twentieth century American higher education.

Though interest in developing a research agenda and a program of doctoral studies at DePaul was high, the type of support that O'Malley, Richardson and Cortelyou had anticipated did not materialize. Doctoral studies grew very slowly and remained isolated from other programs, but the university's advanced degree programs and its increased hospitality toward research activities brought new prestige and status to DePaul. After NCA approval of the university's application for startup of its doctoral programs in August 1967, the board of trustees agreed to implementation and enhancement of advanced degree curricula in the biological sciences, philosophy, and psychology. (71) As a consequence, eleven new faculty members were hired, the library increased books and periodicals in these fields by 100 and 200 percent respectively, and the biology department underwent a $150,000 expansion and renovation. (72) Modest funding that came through the Higher Education Act of 1965 helped support educational-opportunity grants, college work-study programs, and national direct student loans for doctoral students. (73) In the end, the university also received government assistance to build academic and residence buildings, which benefited the entire student body.
Towards the Comprehensive University

DePaul's move toward research helped redefine the university and its mission. First, the university reevaluated the role research might play in its rehabilitation following the accreditation crisis. The influx of professionally competent faculty members with agendas and standards that differed from the traditional DePaul model pressured the administration into reconsidering DePaul's mission and purpose. Doctoral studies, a logical outgrowth of the research being initiated, transformed DePaul into a comprehensive university. Yet DePaul still cherished its traditional teaching role. Despite his clear commitment to research, Father Cortelyou expressed to a trustee his Vincentian devotion to teaching: “The Mission of DePaul University is principally as an instructional institution with such research goals as will enable it to make a modest but persistent contribution toward the advancement of knowledge and toward the support of learning research.” (74) Father Richardson was even more emphatic:

For its own distinctive purposes, DePaul places the highest priority on its programs of instruction and learning. The University shall have the depth of scholarship and the other resources to offer the doctorate in a few academic disciplines, but programs at the bachelor's and master's levels shall predominate.

Research, although in a position secondary to instruction, shall play a significant role in the University. Pluralistically conceived, research entails not only the creation of new knowledge, but the application of learning to the solution of practical problems, creative activities in the fine arts, and innovative processes for transmitting knowledge. Particularly encouraged and supported is that type of research which is directly tied to programs of instruction, and indirectly benefits students. (75)

Nonetheless, with the introduction of research as an essential element in DePaul's academic life, the university entered the mainstream of American higher education. The university established the Office of Sponsored Programs in 1965 to assist faculty in their research pursuits. By committing both personnel and finances to this office, the university demonstrated its continuing pursuit of Father Peter Vincent Byrne's 1907 goal of establishing a modern American Catholic university. It turned out that research became an indispensable aspect of that goal, and in the thirty years since doctoral studies began and the Office of Sponsored Programs opened, the university has never wavered from its determination to realize Father Byrne's vision by reaching toward his goal. (76)
Development of the Lincoln Park Campus
At the same time that DePaul was making significant changes to its academic programs through the introduction and encouragement of faculty research, it embarked on a policy of physical development and curricular improvement in Lincoln Park. A response to growing enrollments and a corresponding need for new facilities which took more than two decades to unfold, this entailed an extended planning process and more than a little good fortune. The university's relationship to the surrounding neighborhood was profoundly altered, and DePaul's Lincoln Park campus was changed forever—and with it the face of the university.

The pattern of physical deterioration in the Lincoln Park neighborhood that had started with the Great Depression accelerated during World War II. Residences were converted into small apartments to accommodate the population increase resulting from the war industry boom in Chicago. At the same time, government-caused shortages in building materials caused a virtual halt to new construction, and even to maintenance and repairs. (77) The conversion of larger spaces to smaller apartments was practically the only construction activity in the area from the mid-1930s until the end of World War II. (78) By 1940, 15 percent of all the residential properties in Lincoln Park had been subdivided and another 10 percent needed major repairs or were deemed unfit for habitation. (79) It was a neighborhood in transition, one

Interior view of the John R. Cortelyou Commons Building, acquired in 1976.
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becoming more crowded and less appealing to the middle class constituency of institutions such as DePaul.

This deterioration drove the more affluent residents, particularly those with families, either to other parts of the city or to the rapidly growing suburbs. By 1950 there was not a single block of family homes in Lincoln Park that had not undergone at least one conversion to a small apartment-type residence. Failure to maintain these residences along with lack of maintenance in the unconverted buildings meant that fully 25 percent of the residential units in Lincoln Park were classified as “substandard or dilapidated” by 1950. (80)

Though the changing character of the Lincoln Park neighborhood posed a challenge to the university, it was hardly the only one. In addition to the problems associated with a decaying neighborhood, DePaul faced hordes of returning World War II veterans determined to acquire an education. Most of these adult students headed for DePaul’s Loop campus, but there was a significant increase in enrollments uptown as well. The bonanza that the “G.I. Bill of Rights” represented for returning servicemen and women was both an opportunity and a crisis for universities like DePaul, whose limited facilities and poor locations strained their resources and ingenuity. This was reflected in a DePaul report issued in 1947 by the architectural firm Skidmore, Owings and Merrill.

The Board of Trustees of DePaul University is faced with the problem of providing additional classrooms and laboratory spaces both for their Uptown College and their Downtown College and Graduate Schools. Present facilities in both branches of the University are taxed beyond capacity and any opportunity for increasing the post war enrollments is impossible. (81)

Unless the university could expand its facilities significantly, it would be unable to take advantage of its rapid enrollment growth at the end of the war. DePaul was operating in three distinct locations which could hardly be called “campuses”—a downtown school in the Loop at 64 E. Lake Street; an uptown division in Lincoln Park in an area bounded by Sheffield to the east, Kenmore to the west and Fullerton Avenue to the north; and the Department of Physical Education housed in the Lincoln-Turner Gymnasium at 1019 W. Diversey, a mile north of the uptown campus. (82) The institution’s leadership, anticipating the increased demand on DePaul’s limited resources, commissioned the architectural firm of Skidmore, Owings & Merrill to study the university’s location and environment and develop a long-range building program to handle the increase in student population that had materialized by 1947. (83) The study made a dramatic recommendation:
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That DePaul University physically integrate the Uptown (including the College of Physical Education) and the Downtown divisions in a new building to be situated in or adjacent to the Loop. The consolidation of these two divisions in a downtown building would benefit the greatest number of students and would result in increased administrative and teaching efficiency as well as in greater prestige for the University. (84)

The Skidmore study characterized the uptown campus as "deteriorating" and argued that it was "best and safest" to move the entire institution downtown. (85) Further, the Loop campus already served the vast majority of students and was by far the most accessible site for the greatest number. At the close of the 1947 academic year, only about 15 percent of DePaul's nearly 10,000 students, including those in the physical education program, attended classes at the uptown campus. (86)

But the architectural firm, acknowledging DePaul's historic presence on the city's north side, submitted an alternative proposal calling for two campuses—one in the Loop and the other on the north side, presumably in Lincoln Park. It proposed that the uptown campus house the College of Liberal Arts and Sciences and the physical education department. However, the proposal assumed that there would be significant increases in enrollments in each program—1,500 additional students in liberal arts and sciences (a 37% increase) and as many as 500 students in physical education (a 100% increase). (87) The plan mandated only a few physical changes. The Liberal Arts Building (currently Levan Hall) would get an additional 7,800 square feet of space for classrooms and office space. The science building (currently O'Connell Hall) would have 3,800 square feet of additional space for classrooms, laboratories and offices. (88)

The plan, at a total cost of $2,244,340, also called for construction of two new buildings: a 27,000 square foot library with book stack space for a minimum of 200,000 volumes and an on-campus gymnasium/auditorium (36,000 square feet) to accommodate not only the physical education program but also a student lounge, a swimming pool, locker facilities and office space for faculty and staff. (89) The difficulty of finding enough space on the Lincoln Park campus to build these two buildings may explain the Skidmore report's strong support of the single Loop campus proposal. If the university had chosen Skidmore's alternative, however, the plan called for the two new facilities to be located on Belden Avenue west of the science building, or at the very least, connecting the science building and the liberal arts building to provide additional space. In any case, the two-story residence that stood between the science and the liberal arts buildings had to be acquired and demolished. (90) Alternatively, the new library and the new gym/auditorium could conceivably have been built on Sheffield Avenue

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after the Lyceum and the auditorium buildings, which still stood there, were razed. Removal of both these buildings was part of the alternative plan. (91)

While the university pondered the Skidmore recommendations, President O'Malley found himself facing the 1949 North Central Association evaluation that signaled possible deaccreditation of DePaul as a university. The administration immediately committed itself to bolstering academic resources as a first priority, redirecting energy, time and money to the restoration of its academic credibility by hiring more doctorally trained faculty members and promoting research. Plans for improving DePaul's physical infrastructure were postponed, but the university retained the Skidmore, Owings & Merrill proposals, and the call to invest university resources in Lincoln Park became the basis for development plans in the 1950's. (92)

Before these plans were articulated, however, DePaul engaged the Business Research Corporation (BRC) to survey space problems on both campuses and evaluate existing facilities. In its report BRC noted that the North Central Association had drawn attention to DePaul's failures in the following areas:

The provision of an adequate university plant is one of the major problems which confronts DePaul University. . . . The buildings owned by the university itself are 15 in number and have a present value of $1,117,500. These buildings, while not as satisfactory as facilities for a modern metropolitan university, (93)

After analyzing what was essentially a restatement of the Skidmore, Owings & Merrill recommendations, DePaul found itself with two options: either continue operating on a business-as-usual basis or expand both of the university's two divisions—Loop and Lincoln Park—by renovating and/or adding new facilities by either building or leasing. (94)

While DePaul was considering these alternatives, events were taking place in the Lincoln Park community that might have influenced the university's ultimate decision. Neighborhood organizations, including the Lincoln Park Community Council, the Old Town Triangle Association and the Mid-North Association, met at the North Park Hotel in June 1953 with John C. Downs, housing and redevelopment coordinator for the city of Chicago. Downs reminded the assembled citizens of Lincoln Park's undeniable advantages: its gracious sweep of lakefront, ready access to public transportation and its proximity to the city's business, financial, recreational and cultural centers. Lincoln Park should not be classified as "a slum," Downs argued, because slums were to be leveled and replaced with new construction. Rather, he claimed,
Lincoln Park should be designated "a conservation area" in which land clearance, renovation and rehabilitation were to be the hallmark activities. (95)

The city had created the Interim Commission on Neighborhood Conservation in the previous year, with Downs as chair, to coordinate the federal government's urban renewal program. Four areas of the city had already been certified as "conservation areas," and Downs considered Lincoln Park a strong candidate for certification as a fifth. An umbrella organization was needed to coordinate the efforts of Lincoln Park's disparate neighborhood groups, including institutions such as DePaul. (96) The Lincoln Park Community Council appointed a committee, the Lincoln Park Conservation Association (LPCA), to serve "as a representative vehicle by which many people living in a particular geographical area can adapt the city to themselves and themselves to the city." (97)

Things were beginning to look up in Lincoln Park, and for better or worse, DePaul was going to be part of its future. In its expansion program entitled "New Horizons for DePaul and You," released in 1953, the university announced its decision to remain in Lincoln Park. Outlining its goals for the next decade, DePaul made capital improvements the centerpiece of its plan. It had to raise "capital structure funds to expand the university's physical facilities so that the educational program may be more adequately housed and more services made available to students, alumni and the general public." (98) DePaul was to make a major contribution to the physical transformation of the neighborhood.

The university's plans were ambitious, embracing all the features of Skidmore, Owings & Merrill's alternative proposal. The construction firm of Naess and Murphy furnished the technical specifications for the university's two major construction projects: an all-purpose auditorium for academic and extracurricular activities and a new library to house the rapidly growing collection of books and periodicals and provide services to students and the faculty. Naess and Murphy also drew up plans for renovations to the science building to accommodate the projected demands for research in the sciences, and to the liberal arts building for more classrooms and faculty offices. The master plan also detailed expansion and improvement of facilities for the colleges at the Loop campus. (99)

Naess and Murphy estimated a total cost of $5.5 million, but the question of site location for the proposed buildings was as critical an issue as the projected expenditures. The auditorium, at $1.2 million, was to be built on the site of the DePaul Athletic Field between Sheffield and Kenmore avenues, with the main entrance on Belden. The library, planned for Belden Avenue between Kenmore and Seminary, was to be built on land west of the science building. Additions were planned for both the science building (to be renamed Science Research Laboratory) and the Liberal Arts Building. With the exception of the athletic field and the two-story residential building (slated for demolition) between the science and the liberal arts buildings, there was little vacant land. (100) A further obstacle to the university's long-range planning was the fact that DePaul owned no other property in the area, which was largely residential.
The Hayes-Healy Athletic Center, acquired by DePaul in 1976.
Ironically, the university's major acquisition of property during this period was not in Lincoln Park but in the south Loop where, in October 1955, the Frank J. Lewis Foundation gave DePaul the eighteen-story Kimball Building—and the land on which it stood—at 25 E. Jackson Blvd. It was the largest gift to the university to date, and though it helped to stabilize the Loop campus it relieved some of the urgency from DePaul's plans for Lincoln Park. Only one of the four objectives in the Naess and Murphy plan for the uptown campus got under way as the university broke ground for its proposed auditorium/gymnasium on the DePaul athletic field. Named Alumni Hall in honor of the graduates and former students who had donated most of the money to build it, the new facility was dedicated on Sunday, December 16, 1956, the first major building project on the uptown campus in eighteen years. It provided a home for university events, for the physical education program and for student activities.
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extracurricular and recreational activities. Besides classrooms, faculty offices, exercise rooms, a student cafeteria and lounge, Alumni Hall housed a 5,200 seat gymnasium for intercollegiate basketball games. Frank McGrath, the director of athletics, declared, “Alumni Hall is a beehive, not only satisfying the needs of the DePaul family, but also providing for many outside organizations.” (103)

DePaul did not abandon its proposed expansion plans in the 1950s, however; it modified them instead. Recognizing an opportunity in the conservation concept developed by the Lincoln Park neighborhood organizations, the university chose to participate. Beginning in 1959, the university council openly discussed the allocation of urban renewal funds for Lincoln Park and expressed the belief that DePaul was in a very favorable position to take advantage of such an opportunity. The board of trustees gave Father O'Malley authority to appoint a committee and have a professional planner facilitate the university's involvement in the development of Lincoln Park. (104) This time DePaul employed a planning firm, Real Estate Research Corporation (RERC), whose investigation confirmed the assessments made in 1947 by Skidmore, Owings & Merrill and in 1950 by Business Research Corporation: DePaul's Lincoln Park campus had too few buildings and too little land to accommodate even the modest population of 1,200 students it enrolled at that time. If the number of students were to grow to 2,000 over the next ten years as anticipated, the university would have to expand its Lincoln Park holdings three-fold, from 5.4 acres to 18 acres. (105) Growth continued to pose the most intractable challenges for DePaul's uptown campus.

The university realized that Lincoln Park in 1960 was not the neighborhood Skidmore, Owings & Merrill had evaluated in 1947. Vigorous neighborhood organizations had learned how to take advantage of government investment in urban renewal and renovation and their expertise encouraged DePaul to work in partnership with them, out of self-interest as well as community-mindedness. At a meeting of the Board of Directors of the Lincoln Park Conservation Association on May 15, 1961, DePaul laid out its plans for its neighbors. Father Theodore Wangler, C.M., vice president for student affairs and point-man for future university development in the neighborhood, read a prepared statement expressing DePaul's intention to involve itself in the renewal of Lincoln Park. He told the association that “the university was prepared to spend over $10 million within the next ten years and become the anchor of an academic community in Lincoln Park in which people will be proud to live.” (106) Further, Father Wangler pointed out that if DePaul was to be a player in the renewal of Lincoln Park “we must have room to expand.” (107) Father Wangler requested DePaul's inclusion in Phase I of the Lincoln Park Urban Renewal Project. The university's property lay outside the urban renewal project boundaries but its proposed expansion required that it acquire land near the campus that would fall within these boundaries, the cost of which could be written down as part of the planned rehabilitation of the neighborhood through urban renewal. This request, which appeared self-serving, was not unusual since Section 112 of the 1959 Housing Act pro-
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vided that “preferential treatment be given residential and urban universities.” (108) Wangler was simply putting the Lincoln Park neighborhood on notice that DePaul intended to remain in the area either in cooperation with its neighbors or on its own terms. In any case, Father Wangler’s plea fell on deaf ears and DePaul was excluded from Phase I of the Lincoln Park Urban Renewal Project.

The RERC report was highly critical of DePaul’s Lincoln Park facilities with the exception of Alumni Hall, which it recommended should become the hub for the university’s future land-use planning. (109) It pointed to the overcrowded classrooms and antiquated buildings that limited the prospects for improvements. The university needed not only land on which to construct new facilities but also well integrated open space, and its holdings in the neighborhood were woefully inadequate. They consisted of the Lyceum and the old auditorium/theater (known popularly as “The Barn”), the Reserve Officer Training Corps (ROTC) building just west of the liberal arts building and the small facility immediately north of the science building which served as a combination science storage facility and faculty office space. Other property on the Lincoln Park campus technically belonging to the Vincentian community was not available to the university at this time. It consisted of the priests’ residence, known as Faculty Hall, DePaul Academy and St. Vincent de Paul Parish Church, School, Convent and Rectory.

The campus that the university envisioned would need considerably more land than the 171,633 square feet earlier reports had estimated. Necessary space as determined in the RERC report exceeded 260,000 square feet. The planned campus would have to be 3.3 times the size the existing campus, with 22 percent of this added space committed to the construction of new buildings, 24.8 percent to parking, 13.7 percent to athletic fields and drill areas and 39.5 percent undesignated open space. The projected Lincoln Park campus would encompass 774,000 square feet or 22 acres. (110) Finally, the plan was to embody a new feature, student housing, a first in the history of DePaul. The first residence hall was to be situated near the intersection of Belden and Clifton avenues, well west of the existing university property. (111) With this blueprint of DePaul’s intentions made public, residents of Lincoln Park witnessed the opening salvo in the university’s ten-year “Program For Greatness,” a $22.4 million development program.

To begin implementing its plan, in 1962 DePaul made its first attempts to purchase land in Lincoln Park for the construction of new buildings. Father O’Malley felt that time was of the essence, with “the pressing need for additional buildings, and by reason of the pending legislation in Washington which would make federal funds available for part of the improvements.” (112) This action was a corollary to the development program, “make a good university great!,” which consisted of two five-year phases timed to culminate in 1973 with DePaul’s 75th anniversary. Phase I targeted the arts & sciences as the focus of development and called for a science research center, a library and a new classroom building. Phase II addressed student services with plans for a new student union, an auditorium (distinct from Alumni Hall)
and resident halls for 700 students. Costs were estimated at $5.5 million for Phase I and $5.8 million for Phase II. The rest of the $22.4 million was targeted for faculty and academic resource development. (113)

Estimating that it would have to acquire at least two-thirds of a square block for the science building, library and classroom buildings, DePaul considered several sites in the immediate area before finally settling on the block bordered by Fullerton (north), Belden (south), Kenmore (east) and Seminary Avenues (west). (114) Though it needed only 2/3 of the square block for its planned construction, the university opted to purchase the entire section. (115)

Initially the university tried to keep its land acquisitions secret, to prevent prices from rising artificially high. Though Father Wangler had openly expressed the institution's intentions in his statement in May 1961, DePaul hoped to disguise its plans by using escrow accounts set up with the Chicago Title and Trust Company. Purchases would be made through the law firm of Mitchell & Conway and title would be held in the name of one of the firm’s employees. (116) This method of land acquisition was both unwieldy and a public relations disaster when the university's plans were posted in the LPCA’s offices. (117) To forestall further rumors and to mend whatever damage had been done to relations with the Lincoln Park
community, Father O'Malley sent a letter to all the resident owners of property in the area targeted by the university for purchase, inviting the addressees to a meeting at which the institution would lay out its plans. Father O'Malley assured his correspondents that DePaul was willing to pay fair market value in cash for their property; at the same time he encouraged them to consider DePaul's offers, to consult with their own real estate advisors and be prepared to ask any questions of the university they might have. (118)

From November 1962 to April 1964 with the help of two realtors, L.J. Sheridan Corporation and Burke & Lynn, DePaul negotiated the purchase of the property for Phase I: nineteen buildings—five single family houses, six double flats, six triple flats and two large non-residential buildings. The property closest to the university, on Kenmore Avenue, turned out to be the most difficult to obtain. (119) With the acquisition of these properties the Program For Greatness was up and running. Although DePaul experienced little difficulty acquiring the needed properties, Phase II was not accomplished without controversy. Neighborhood organizations, especially those representing renters in the residential buildings DePaul had targeted for purchase, vigorously protested the university's actions. The Concerned Citizens of Lincoln Park (CCLP) and the Young Lords, a Puerto Rican street gang that became a national civil rights organization, contended that DePaul was pushing the poor out of the neighborhood "like animals being transferred from one zoo to another." (120) While these organizations accused DePaul of being "a racist institution . . . which only cares about moving people out so they can expand their property and their power," older organizations such as the LPCA continued to work with the university. (121)

This cooperation became quite apparent in 1966 when Phase II of the Neighborhood Renewal Program was being proposed and DePaul again asked to be included—not only on the basis of Section 112 of the 1959 Housing Act, but also because the university had invested over $930,000 in the acquisition of property for its Program For Greatness. This expenditure made the area eligible for almost $3 million in federal credits, and whatever the rationale, this time DePaul was included in the renewal program. (122) It acquired the entire block bounded by Fullerton (north), Belden (south), Seminary (east) and Clifton Avenues (west) during this phase. It also purchased the southern half of the block bounded by Fullerton (north), Belden (south), Clifton (east) and Racine (west). Munroe Hall and the Stuart Center Student Union were built on this land in 1970 and 1971, respectively, during the second phase of the Program For Greatness. (123)

DePaul's expansion was not without its human costs, however. The CCLP estimated that DePaul was responsible for removing 300 families in 84 buildings in the course of its expansion. Indeed, the CCLP condemned the university's ten-year Program For Greatness, claiming that it was "based upon the destruction of a sizeable portion of the neighborhood as it is now . . . driving large numbers of people from their community and thus helping to destroy the cultural and economic diversity we Lincoln Parkers are so proud of." (124)
The Schmitt Academic Center, the first new academic building on the uptown campus since before the Second World War, was built during the first phase of the Program For Greatness and opened in fall 1968. Providing 67 percent more classroom space than had previously existed on the campus, SAC, as it came to be known, used its third and fourth floors as the new, 250,000 volume library. Five seminar rooms and a faculty lounge, as well as college offices for liberal arts and sciences, the School of Education, the graduate program and 100 faculty offices took up the fifth floor. The second floor housed classrooms primarily, and a few administrative offices, and building services facilities were located in the SAC penthouse. (125)

The rest of the planned first phase of the Program For Greatness failed to be realized. The much needed science research building did not materialize, nor did a free-standing library building. The university did relieve some of the pressure on its old science building in 1965 by leasing a one-story factory structure a block west of the campus on Fullerton Avenue. Popularly known as "Science West," this facility housed the physics and research psychology departments. In 1969 the old science building underwent a massive renovation at a cost of $330,000, which created space for some new laboratories, equipment and facilities for biology and chemistry. (126) When DePaul Academy shut its doors in 1968, the Vincentians made that facility available to the university. The sturdy six-story Bedford-stone building was extensively renovated, after which it was occupied by the physics and psychology programs as well as an expanded Community Mental Health Clinic. (127)
DePaul announced the completion of its Program For Greatness at its 75th anniversary celebration in 1973, at which time the Lincoln Park campus consisted of eleven buildings owned by the university and one (Science West) leased from Alexian Brothers' Hospital. Though DePaul had spent $27 million, well above its estimate of $22.4 million, not all the program's goals had been achieved. (128) Noland had been acquired for either the planned Science Center or the Fine Arts Center. Only one of several residence halls called for by the Program for Greatness had been built. Father Wangler had warned that DePaul must expand if it were to survive, but the university was short of both money and land. Fate interceded, however, and gave the university the means to heed Father Wangler's admonition.

In May 1974 DePaul's neighbor to the east, the McCormick Theological Seminary, announced that it planned to move its entire school to the Hyde Park area on Chicago's south side. McCormick was joining several other seminaries to form the Chicago Cluster of Theological Schools. (129) The proximity of the McCormick property to the Lincoln Park campus made it extremely attractive to DePaul. But a number of other organizations and institutions coveted this choice site. Children's Memorial Hospital, the Moody Bible Institute, Columbia Business College, Grant Hospital, Northwestern University, the People and Land Center, Inc. (a charitable organization) and the city of Chicago all expressed interest. (130) The Lincoln Park Conservation Association, which hoped to keep the open spaces and the campus charac-
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ter of the McCormick land and to control any new construction, attempted to lay down guidelines and principles that would govern future use of the McCormick property. (131) On the Seminary's land there were 56 single family homes, three recently constructed academic buildings, two residence halls, a gymnasium, a large dining hall/cafeteria, tennis courts used by the Fullerton Avenue Tennis Club on a long-term lease, land leased to the city for $1 per year on which a branch of the Chicago Public Library was situated, and a chapel. (132)

The residents of the rental properties were especially concerned about the McCormick move, and they formed an organization, the Seminary Town House Association, under whose auspices they proposed to buy the residential properties from McCormick. The association would then re-sell the properties to the tenants. The seminary accepted the association's offer, and on June 21, 1975, the association purchased the 56 residential units from McCormick for $3 million. (133) The significance of this sale lay in the fact that it effectively split the seminary property into two distinct sections: an eastern portion, bordered by Fullerton on the north, Belden on the south, Halsted to the east and the town houses on the west, and a western portion, which was a much larger parcel, bordered by Fullerton, Belden, and Sheffield on its western side and the town houses on the east.

Though DePaul was interested primarily in the western portion of the seminary's property, it included the tennis courts and the public library space which the university did not plan to use. (134) The cost associated with the purchase of the entire west end section concerned the university's leadership, which had no stomach for adding to its debt after the cost overruns of the Program For Greatness. McCormick was asking $1.2 million for the entire west end section with a down payment of $250,000, the balance to be paid off over five years at 8 percent quarterly interest. DePaul preferred the section east of the El that did not include the library or tennis courts, and for this McCormick was asking $950,000. (135)

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Urging the administration not to pass up such an opportunity, the university’s advisors recommended that they accept McCormick’s first proposal for the entire west end of the seminary campus. (136) In February 1976, after the purchase agreement was concluded, Father John Cortelyou, C.M., university president, announced that DePaul had purchased approximately eleven acres of land with five buildings, tennis courts, and a gymnasium from the McCormick Seminary. (137) Now the university had to devise strategies to pay for this property.

Within a month Father Cortelyou had mailed a request to alumni, friends and donors of the university for contributions to meet the $250,000 down payment. In his letter he recalled how Skidmore, Owings & Merrill’s sweeping blueprint for DePaul’s future had inspired the university’s presidents to hope and to work for an expanded campus, and he suggested that the hope might be nearing fulfillment. Father Cortelyou, who had witnessed and participated in all the struggles of the past two decades, eloquently summed up his and the university’s feelings.

Aspects of the Program for Greatness that had seemed unattainable were now possible, and the much needed and yearned for residence halls and open space finally became a major part of the Lincoln Park campus. The wholehearted response to Father Cortelyou’s appeal easily covered the down payment.

The university leadership, possibly emboldened by this response or recognizing that even with the acquisition of McCormick’s entire west campus DePaul’s expansion was incomplete, discussed the possibility of acquiring the remainder of the McCormick property during the summer of 1976. In November the university board of trustees unanimously endorsed the concept of buying all the remaining McCormick land and buildings, and in December, after six weeks of negotiations, McCormick’s board of directors approved the final sale. DePaul obtained title to the buildings and the 4.3 acres of land that comprised the east campus of the seminary on March 1, 1977. (139)

DePaul won something else, something less tangible than 11.3 acres of land, eight buildings, parking space and revenue sources when it bought the McCormick property. It concluded
a process that had begun at the end of World War Two, and by reasserting the entrepreneurial attitude that accepted growth as a legitimate strategy, the university rediscovered the philosophy that would guide its leadership in the last quarter of this century. DePaul continued to acquire property during the 1980s and 1990s, both in Lincoln Park and elsewhere. When the Art Institute of Chicago discontinued the Goodman School of Drama, DePaul stepped in and took on the program. It acquired the grade school and convent of St. Vincent's Parish, both of which had been closed previously, in order to create a home for the Theater School. Faced with ever increasing demands for space, DePaul found itself moving into a number of older facilities and converting them to new purposes.

Lincoln Park experienced another transformation in the years following 1980, as a new generation of migrants to the city began to take up residence there. These newcomers were different from the poor and working class residents who had crowded into the area in the forties and fifties. These were young urban professionals, drawn to the city by new employment opportunities in business and the professions, and they valued the neighborhood for its proximity to the Loop and its lakeshore ambience. Property values escalated, and once again Lincoln Park became a desirable place to live. The university's land became increasingly valuable, and DePaul began to attract students who were drawn to the city's most rapidly developing residential community. By the late eighties the area immediately around the university, known as "DePaul," had become one of Chicago's wealthiest neighborhoods, and being in Lincoln Park clearly worked to the university's benefit.

DePaul continued to grow, and as it attracted students from outside the Chicago area and its residential student population expanded to nearly two thousand, the university began building a campus infrastructure to support this new group of students in residence. In the 1990s the library finally materialized after being a featured structure in the succession of planning documents from Skidmore to Aschman. The John T. Richardson Library was built, appropriately enough, on the site that had been set aside for the first expansion of the Lincoln Park campus. As this is being written, a new biological sciences center (McGowan Biological and Environmental Sciences Center) is under construction next to the Stuart Center, fulfilling another long postponed dream of improved science research facilities at DePaul. By expanding its physical presence on the north side of the city, the university has changed itself irrevocably.

Research and Physical Expansion: The Emergence of a New DePaul
When it took on research activity and a program of aggressive expansion, DePaul stopped being "the little school under the El" and—as Richard Meister has noted—became the new American university. It expanded in the Loop, too, of course, acquiring buildings adjacent to or near the Lewis Center at the corner of Wabash and Jackson. DePaul became a major presence downtown with the purchase of the Blackstone Theater (renamed the Merle Reskin Theater) in 1989 and its acquisition and remodeling of the former Goldblatt Department Store.
building (renamed the DePaul Center) in 1991. But it was the development of the Lincoln Park campus that made the expansion of the College of Liberal Arts and Sciences, the School of Education, and the music and theater schools a reality. And as others have noted, it was these programs specifically that drove DePaul's transformation from a university dominated by evening and professional schools to one with a balance of programs serving students of all ages. The movement toward faculty professionalization, and university support for research, also helped move DePaul into the mainstream of American higher education and gained recognition for the university. A nationally recognized faculty, essential to the expansion of the institution, made its physical growth a reciprocal necessity. In this respect, research and physical expansion have been two sides of the same coin: institutional growth and development. Both helped transform DePaul into the modern comprehensive university it has become at the end of its first century.
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