UNIVERSITY of PENNSYLVANIA

From Here to 1970

A Digest of the INTEGRATED DEVELOPMENT PLAN
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MARCH 1963

Office of the President
UNIVERSITY of PENNSYLVANIA
Philadelphia 4
The University of Pennsylvania in the 1950s subjected itself to perhaps the most searching appraisal ever made of a large university's performance and mission—the Educational Survey. Some of the findings were translated promptly into such concrete advances as:

A Council of the Baccalaureate Faculties ... elevation of the Schools of Education and Fine Arts to graduate school status ... a General Honors Program in the arts and sciences for superior freshmen and sophomores ... a new kind of undergraduate business curriculum in the Wharton School of Finance and Commerce ... a University Counseling Service ... creation of the first two of a proposed group of University Professorships in the Graduate School of Arts and Sciences ... strengthening of the faculties, course content, and physical facilities of various schools and departments ... But other Survey recommendations called for new buildings, increased endowment, and other resources so extensive as to require University-wide correlation in their planning and realization.

The planning has now been carried out by a task force of faculty members, administrative officers, and trustees. An 84-page report projecting the University's educational, physical, and financial development to 1970 was approved by the trustees on May 4, 1962.

The trustees at the same time committed the University and themselves to the implementation of this Integrated Development Plan—the elements of which as of May, 1962, subject to continuing reevaluation and refinement, are condensed in these pages.
FOREWORD

Our grasp of the circumstances that define the present is not so sure as to give us any overweening confidence in our ability to plan in great detail for any distant future. We rightly feel a compulsion, however, to employ forethought as best we may, with a deep sense of responsibility for our children and our children’s children. Ignoring a long history of error, ignorance, and fallibility of foresight, we must strive to build upon a shifting base of probability and likelihoods, loosely pinned here and there with a few simple scientific certitudes, a plan for a future society better than our own.

Universities are aggregates of individuals drawn together by a common concern for a better understanding of that knowledge bequeathed us by our forebears and for a questing exploration of the unknown. They are also the catalytic filter beds through which pass the most promising and gifted leaders of thought and action for the future of our kind. Their role is so vital to our welfare that we must earnestly employ our best abilities to ensure that they constantly improve in the performance of their essential functions.

The society for which we plan will consist of men and women somewhat like ourselves, patterned in their relationships and institutions in some way evolving from the present that we know. We have some assurance that we can lay the best foundations for their future by taking those measures which will place the greatest advantages at the service of those who are most gifted with ability and integrity and who are concerned to make the best use of their talents and wisdom in the interests of their fellow men.

Shared Benefits, Shared Support

Universities are fundamentally uneconomical enterprises in that their growth does not add to their financial resources, but conversely is contingent upon the enlisting of external support.

At Pennsylvania the policy is held that the student as a direct personal beneficiary of the opportunities offered should bear as large a proportion of the cost of his education as his circumstances permit. Hence a tuition is charged. On the other hand, it is in the public interest that the electorate be informed, that learning flourish, knowledge advance, and professional competence and leadership be enhanced. In consequence, Pennsylvania receives and welcomes support from both the private and public sectors of society.

The City of Philadelphia, the Commonwealth of Pennsylvania, and the United States Government all contribute in varying degrees to the educational programs. Individuals, corporations, societies, and foundations likewise provide to differing extents the resources that are required.

As the task is larger than the available resources, however, every effort must be made to increase both the efficacy and efficiency with which these resources are applied.

The University Community

Possibly our most important guiding principle should be that we seek at all times and with our best judgment to involve the ablest colleagues as students, faculty, trustees, and friends with us in this enterprise. This requires that the University provide the atmosphere and challenge that will attract such men and women, that we have the emoluments necessary to supplement the resources of those students we select, and that we have competitive salaries for our faculty members and provide for them the necessary buildings, books, equipment, and professional opportunities.

The communities we serve are international, national, and regional. Wide geographic representation on the campus ensures that breadth and catholicity of atmosphere within which Americans can prepare for world responsibilities. Deeply rooted local traditions give our fellow citizens a sense of history and mission and our visitors some insight into an American community and its customs.

We welcome all able and promising students who come to us prepared to participate in our programs, without regard to sex, nationality, race, or creed. We seek to engender amongst them a sense of true community of intellectual purpose and of human brotherhood.

The Integrated Development Plan

The specific basis for the University's Integrated Development Plan adopted by the trustees is in part the results of the Educational Survey that the University conducted in the five-year period preceding 1960 and in part the subsequent deliberations of faculty, administration, and trustees in joint committee sessions during 1961 and 1962.

As it proceeds from where we are to where we hope to be, it is presented in terms of the present pattern of academic departments and schools of instruction; but throughout the plan the University is considered as a whole unit and not as a federation of disparate schools or departments. By keeping the focus on people and their needs, we hope the measurement of resources in terms of dollars will be a useful convenience and not a device that will ever distort the picture or distract attention from our central purpose.
THE OBJECTIVES OF THE UNIVERSITY

1. The Urban Setting
   To capitalize on the educational advantages of its Philadelphia location by making the most of the City's great resources—while developing a green and congenial campus within a hospitable University City.

2. The Students
   To seize the opportunity inherent in a growing population to advance in our educational service to a student body of the highest quality and promise and of such a size as our resources will permit.

3. The Undergraduate Schools
   To bring out the distinctive values of undergraduate education in a major university—association with teachers engaged in scholarship and research, opportunities for advanced work, great libraries and laboratories.

4. The Campus Community
   To capture for its students the benefits of life in a community of scholars by housing on the campus all who wish to live there—centering the undergraduate's social and cultural experience in his Residence House, and building campus residences for graduate and professional students, including those who are married.

5. Student Climate
   To foster the atmosphere and opportunities for student enjoyment of the arts, music, drama, literature, and other creative and intellectual activities as well as for physical recreation and diversion.

6. General Education
   To recognize general education and the encouragement of lifelong learning as responsibilities of all the undergraduate schools, keeping curricula keyed to the rising level of secondary education, with advanced placement for suitably prepared freshmen.

7. The Gifted Student
   To free the gifted undergraduate to progress at his own best rate through honors programs and independent study, extending the present General Honors Program in the arts and sciences to the Wharton and Engineering Schools.

8. Education for Women
   To extend its learning and teaching opportunities to both women and men, recognizing their sometimes differing goals and seeking ways in which women's needs can be distinctively met.

9. The Graduate Schools
   To help meet society's widening need for people educated to and beyond the doctoral level—expanding the full-time graduate enrollment, with the requisite graduate faculties, fellowships, and facilities.

10. Adult Education
    To make the campus an intellectual center for the community, a source of continuing education for those mature and qualified persons who are minded to supplement an earlier education by pursuing further regular courses of instruction.

11. The Faculty
    To continue strengthening the faculty by offering to outstanding scientists and scholars opportunities for teaching, professional growth, and research with adequate salaries and supporting facilities and, most of all, a spirit of both freedom and responsibility.

12. The Educational Facilities
    To furnish the best in laboratories, libraries, museums, and linguistic and computational facilities for the promotion of the programs of instruction and research in which the faculty and students are engaged.

13. The Larger Community
    To encourage faculty members to engage in public and community service to an extent consistent with the performance of their University responsibilities.

14. Educational Pioneering
    To bring to the content and methods of education itself the same spirit of constant inquiry and innovation that pervades the laboratory.

15. Continuous Planning
    To anticipate the changing nature of the University's mission by ceaselessly appraising and projecting its educational, physical, and financial needs.
EDUCATIONAL PLANNING

The College of Arts and Sciences and the College of Liberal Arts for Women

For these core divisions of the University, the principal problem will continue to be that of providing the most challenging educational opportunities within their areas for an increasingly demanding undergradate population. The curricula—and particularly the introductory courses and group requirements—should be kept under constant critical scrutiny. The General Honors Program should help to elevate standards in all undergraduate courses. Upperclass departmental honors programs and indeed the regular major programs need to be thoroughly re-examined, strengthened, or reorganized. New methods of instruction should be explored and assessed. Advising and counseling should be improved and expanded, and a wider variety of faculty-student contacts within and without the classroom should be sought.

It is estimated that the decade ending in 1970 will see enrollment increases of about 60 per cent—from 2,000 to 3,200 in the College, from 1,200 to 2,000 in the College for Women.

The Wharton School of Finance and Commerce

Through the new curriculum launched in 1961, the Wharton School has an opportunity to lead the way in improving undergraduate business education nationally. This curriculum is a major undertaking, involving University-wide participation. It should be strongly supported and continuously appraised in relation to its objectives. These include the development of the conceptual content of so-called “business core courses” with a view toward making them a part of the general education offerings of the University.

In the Wharton Graduate Division, plans for a revision of the Master of Business Administration program are well under way. A doubling of student enrollment—to 1200 or 1300—is anticipated by 1970. There is need for a Management Science Center that would make computer use an integral part of teaching and research, help keep business education abreast of the developing theory and practice of executive management, and afford faculty and graduate students a focal point for research in such areas as the use of mathematical models in decision-making, the application of computers to complex information systems, and the adaptation of behavioral science concepts to problems of organization and leadership.

Yet to be worked out is a Ph.D. program in applied economics, to be offered by the Graduate School but involving the Wharton faculty. Its purposes would be to prepare students for college teaching and for research work in government and business.

The Evening School of Accounts and Finance merits careful University study to determine whether it should be reoriented toward more advanced curricula and related to the general University adult education program rather than to the Wharton School alone.

The Engineering Schools

Reflecting the needs of modern research and development, the evolution of the engineering curriculum will continue to be toward a liberalizing of the old concepts that established boundaries between the classical subdivisions of engineering. The emphasis will be on a well-rounded education in engineering science, involving interdisciplinary work with the College and the Wharton School.

The University is in a position to welcome more qualified undergraduates in engineering; but in view of the present national trend, any considerable increase in the enrollment appears unlikely in the near future.

In the graduate programs in engineering, which are growing more rapidly than the undergraduate programs, the University policy is to give greater emphasis to the development of full-time participation as providing a superior educational experience.

The Graduate School of Arts and Sciences

A small group of the most distinguished professors, engaged primarily but not exclusively in graduate teaching in the arts and sciences, should be named “University Professors,” charged with a concern for the University’s intellectual pre-eminence in their fields, and placed on a separate budget assigned to the Graduate School of Arts and Sciences.

The need for student financial aid in the Graduate School is comparable in magnitude to that in the undergraduate schools. Though the trend toward post-baccalaureate study for careers in research, scholarship, and teaching is rising, the pattern of investing one’s resources in graduate work is not yet widely established, and only in the sciences does society provide really attractive incentives. Yet society needs more persons with this educational experience; and the caliber of the faculty and the University are largely dependent on the quality of the graduate students.

Residence facilities can play a part in the graduate educational experience. Here the problem differs from that of the undergraduate schools in that the students are more mature and independent and a larger proportion are married. A major effort should be made to
provide appropriate living quarters for a considerable fraction of the single and married students.

There should be a center for graduate studies. Though graduate students will always take most of their education in libraries, laboratories, and departmental areas, a central building is needed for the School offices, certain institutes and interdepartmental projects, meetings and seminars, some faculty studies, and quarters for guest scholars.

The Graduate School of Fine Arts
Having implemented the major academic recommendations of the Educational Survey, the Graduate School of Fine Arts in 1962 occupied the Furness Building—the old University Library—and looks forward to the construction of an additional Fine Arts Building.

The Graduate School of Education
Since undergraduates interested in becoming teachers are now enrolled in the liberal arts colleges, the Graduate School of Education is free to devote its energies to becoming an institution for graduate instruction and research. The School will, of course, continue to have a responsibility for professional courses for undergraduates as well as for its own graduate students and the teachers of the community and Commonwealth. It will continue to be a source of school administrators and of teachers in specialized areas. It is planned, however, that the School will expand its program for full-time resident students and greatly extend its areas of scholarship. This will mean the addition of faculty members and some enlargement of the School. Although the School intends to continue the program for the Doctor of Education degree, increasing emphasis will be given to strengthening the Ph.D. program.

The School of Social Work
Establishment of a research center in the School of Social Work has brought new vigor to the teaching. Its promise is great, but it needs collaboration with such other University divisions as the Graduate School and the Institute for Urban Studies to make its optimum contribution to community development. Moving to the campus will make it easier for the School to draw upon cognate interests within the University.

The Annenberg School of Communications
Concordant with the spirit of the University, The Annenberg School is emphasizing the participation of the most able, imaginative, and gifted leaders in the several disciplines contributing to the understanding of social communications. Its growth will depend partly on the people it interests in its programs, partly on the resources it attracts from private, corporate, foundation, and government sources.

The Law School
The provision of student residences, a dining commons, and a new classroom and office building has greatly improved the physical plant of the Law School. Its educational and research efforts suffer, however, from deficiencies in its library collection. The problem of rehabilitating and strengthening this vital facility is simply a matter of finance, as is the renovation of the fine, old main building in which the library is housed.

The School of Medicine and the Graduate School of Medicine
For reasons of history, tradition, and geography, the relationship between the School of Medicine and the Graduate School of Medicine—each with its own faculty and hospital—has not always been as close as it should have been. The present policy is to draw these schools together and create in essence a single faculty.

The faculty-student ratios are high, the pattern of instruction being entirely different from that elsewhere in the University, but not unlike that in other medical schools. The preclinical departments conform generally to the fully-affiliated, fully-salaried pattern of the University's other schools, but the clinical departments, concerned with the last two years of the M.D. curriculum, include many partially-affiliated, partially-salaried, or unsalaried persons who derive their principal income from private practice. With the rising importance of clinical research and specialized graduate instruction, it is proposed to establish additional fully-salaried and fully-affiliated faculty positions in appropriate clinical departments. A major effort will be made to obtain the endowment or income needed to approach this objective.

For the advancement of medical science and to help provide the nation with the number of physicians it needs, the medical division must expand. In the preclinical area, a doubling of the program would require a doubling of plant, equipment, and personnel, costing as much as the establishment of a new school. Though our planning for the next fifty years should allow for further growth, a growth of only 5 to 10 per cent in our preclinical work can be realistically contemplated at this time.

Our problems of expansion in the clinical years being less formidable, we are exploring the possibility of interesting nearby colleges and universities that now lack medical faculties in establishing two-year
pre-clinical programs that might send us qualified students for the last two years.

The availability of excellent clinical teachers who are unsalaried or partially-salaried by the University—in its own hospitals and in its family of affiliated hospitals—should make it possible for us to expand our work in the clinical years by 30 to 50 per cent by 1970.

Budgetary increases in faculty salaries and student aid will be necessary. In the preclinical departments, competition will require a 25 per cent increase in budgeted salaries in addition to the 75 per cent proposed by the administration as the goal for 1970. There should be enough flexibility in budget estimates to admit such prospective new departments as genetics.

To attract superior students in greater numbers, it is recommended that scholarship funds be expanded to aid one-fourth of a projected enrollment of 580 students at the rate of $4500 a year—a cost of $652,500 annually; that at least half these funds be awarded (as in the Graduate School) on the basis of academic and professional promise, rather than need; and that a dormitory be built for medical students.

The School of Veterinary Medicine
The School of Veterinary Medicine has already added outstanding leadership and support to its faculty; it must continue to do so. As the School acquires a more adequate plant, funds should be obtained to introduce a new correlative teaching program designed to strengthen the basic and clinical sciences in its training and research missions.

The School of Dentistry
Dental education at Pennsylvania should look beyond the training of physicians and surgeons of the oral cavity. It should develop young scholars of integrity for careers as practicing dentists, but also as investigators in the sciences related to dentistry—future leadership in dental practice, research, education, and administration. Given the funds, the faculty believes it can make the School of Dentistry once again the national leader.

The teaching load of the fully-affiliated faculty now averages 20 contact teaching hours a week, discouraging faculty recruitment and scholarly development. Fourteen more fully-affiliated faculty members are needed, on the basis of the 1961-62 enrollment, to bring the faculty-student ratio up to the average of other dental schools and to achieve a 60:40 ratio of fully-affiliated to partially-affiliated faculty.

The physical plant is in need of further rehabilitation, beyond that made possible by a highly successful alumni-led campaign.

The School of Nursing
The School of Nursing, which offers bachelor's and master's programs, has made substantial progress since its establishment in 1950. The quality of its applicants for admission continues to improve. To meet the challenge of superior students and the University's rising standards for baccalaureate work, there should be continuing improvement in both the professional and academic content of the curricula.

The School of Allied Medical Professions
The aim of the School of Allied Medical Professions is to develop physical therapists, occupational therapists, and medical technologists with a high degree of scientific and professional competence and a broad background of liberal education. The need for such persons is great and growing.

Our four-year baccalaureate programs, in contrast with shorter and cheaper avenues to a less thorough preparation elsewhere, involve an investment in time and tuition that tends to keep the enrollment small. We cannot, of course, in good faith with our students and communities, compromise the quality of the educational opportunity we offer; but the University does not have funds to subsidize the School. The situation would be greatly mitigated by the materialization of federal support in these fields, including scholarships—reportedly in prospect.

RESEARCH
Major support from outside sources is assured for research in medicine, engineering, law, business administration, the physical sciences, psychology, biology, social work, and some areas of the social sciences. Equal support is not forthcoming, however, for scholarly work in the humanities and various areas of the social sciences.

The primary tool for research in these latter areas is a great library. Also necessary are free time, secretarial or other assistance, travel funds, and appropriate working quarters. More free University money for research in these areas is essential.

The Committee on the Advancement of Research now has available to it $15,000 to $20,000 a year. An increase of these funds to $100,000 a year would have a marked effect on research, in the humanities and social sciences especially, and on the quality of the faculty that the University can attract and retain.
**SUPPORTING ACTIVITIES**

*The University Library*

Use of the University Library has grown rapidly since 1954, and the rate has been markedly accelerated since the opening of the Van Pelt Library. We may expect this trend to continue when the Dietrich Library opens. This growth has entailed an expansion of the Library staff, and further increases may be expected between now and 1970.

During the past eight years there has been a considerable increase in the budget of the Library, and we may expect that by 1970 the budget will be greater by 50 per cent than it is now. During this same period, the University appropriation for the purchase of books has doubled, and we anticipate that by 1970 it will double again.

The completion of the Dietrich Library will give us superb physical facilities. The University must find the means for adequately staffing those facilities and continuing its program of strengthening the collections.

*The University Museum*

The University Museum's growth between now and 1970 will be closely related to the expanding programs of research and exploration of the Departments of Anthropology, Archaeology, and Oriental Studies. This growth will probably be at least commensurate with that of the College and the Graduate School and indeed should probably exceed this rate in view of the increasing contacts with other disciplines, particularly in the sciences, which cannot fail to be stimulating to the interests represented by the Museum.

The budgetary increase during the period concerned is taken as being 50 per cent, from about $400,000 to $600,000. In addition, the Museum greatly needs an additional wing to the east of its present building; the cost of this is estimated at $2,500,000.

*Computer Facilities*

As the role of computers increases in research, teaching, and administration, the strength of a university will depend to some extent on its resourcefulness in providing appropriate computer facilities. Though the first of the great computers was designed and built on our campus and Pennsylvania was among the first universities to organize a Computer Center for its faculty and students, the University's efforts must be accelerated if it is to maintain its early leadership.

Computer needs are continually growing and changing; at the same time, more efficient facilities are becoming commercially available—so obsolescence is always imminent. This demands astute planning, because computers are costly and the optimum computer complex for the University is by no means self-evident.

In 1960 the cost of operating the Computer Center exceeded $150,000, while estimated annual capital depreciation of equipment exceeded $100,000. Hence it is likely that the University should plan to provide at least $250,000 annually for this function by 1970. (It is more likely that the dollar cost actually will have increased, but that the facilities will become more efficient.) Many other leading universities are appropriating considerably more than this amount for their computer centers.

Much of the cost will be paid from research-supported agencies, but some must come from individuals, corporations, and foundations.

The estimates cited do not include the costs of computer facilities within the University but outside the Computer Center. It is likely that peripheral facilities will continue to develop and expand for special purposes, supported largely by special sources.

*The Language Laboratory*

The Language Laboratory serves 600 to 700 students a week in the Balto-Slavic, Germanic, Oriental, and Romance languages and in linguistics and music. It is clear from the impending growth of work in languages and area studies that this facility should grow by a factor of between two and three by 1970. Our present estimate is that the budget will increase during this period from $7,000 to $15,000 a year. When the laboratory is relocated in the course of a unification of the humanistic departments, a capital expenditure of some $40,000 will certainly be involved.

*Institutes*

Some of the University's institutes are budgetarily a part of the related schools; their financing is included in the estimates for the appropriate schools. Others receive all or most of their support from outside sources; presumably they will continue to do so.
STUDENT HOUSING

If student enrollment is to grow at the expected rate and if we are to realize the educational values of campus living, the University must provide extensive student housing of high quality between now and 1970.

The following estimates of the housing needed assume that the 1970 full-time enrollment will consist of 5400 undergraduate men, 2400 undergraduate women, and 6500 graduate and professional students.

Undergraduate Men
The University believes that it should provide housing for all undergraduates except those who live at home and the approximately 5 percent who for special reasons require residence of types we cannot provide.

Undergraduate residences will be built according to a House Plan, each House serving about 250 residents, 50 commuters, and resident junior and senior faculty; and each having dining facilities, a small library, and indoor and outdoor recreation space. The existing quadrangle will be the freshman dormitories; the existing dormitory triangle will become an upperclassmen's house.

Following is a comparison of where the University's 4000 undergraduate men lived in 1961 and where the 5400 expected by 1970 are likely to live:

<table>
<thead>
<tr>
<th></th>
<th>1961</th>
<th>1970</th>
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</thead>
<tbody>
<tr>
<td>University dormitories</td>
<td>1450</td>
<td>2900</td>
</tr>
<tr>
<td>Fraternities</td>
<td>725</td>
<td>950</td>
</tr>
<tr>
<td>Non-University campus lodgings</td>
<td>950</td>
<td>250</td>
</tr>
<tr>
<td>Home</td>
<td>875</td>
<td>1300</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>4000</td>
<td>5400</td>
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</tbody>
</table>

Under the circumstances, the male undergraduate housing needs are these:

1. **Construction within the present men's dormitories of a freshman dining commons to serve about 1100 residents in two sittings plus commuting freshmen at the noon meal.**
2. **Conversion of the upperclassmen's triangle to a House for 250 residents and 50 commuters, with dining facilities and some resident faculty.**
3. **Construction of six 250-man Houses, patterned on the House Plan (in the area bounded by 39th, 40th, Walnut, and Spruce Streets).**

Undergraduate Women
Expansion of the women's residence system should also be along the lines of the House Plan. It seems clear that the policy requiring undergraduate women to live in University housing, women's fraternities, or at home should be continued.

Following is a comparison of where the University's 1600 undergraduate women lived in 1961 and where the 2400 expected by 1970 are likely to live:

<table>
<thead>
<tr>
<th></th>
<th>1961</th>
<th>1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>University dormitories</td>
<td>750</td>
<td>1300</td>
</tr>
<tr>
<td>Women's fraternities</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Home</td>
<td>700</td>
<td>950</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1600</td>
<td>2400</td>
</tr>
</tbody>
</table>

These projections indicate that early provision must be made for two Houses, each for 250 to 300 women, to be followed by two more Houses.

Graduate and Professional Students
An increase in full-time graduate and professional enrollment from 4500 to 6500 by 1970 will place heavy demands on the already short supply of non-University housing in the campus area.

Many graduate students doubtless will prefer non-University housing; but a fair proportion—men and women, including married couples—surely would welcome the opportunity to live in University residences if these afforded cooking facilities and a degree of privacy.

Presently about half the 2250 graduate and professional students live in non-University pproperties in the general area of the campus, about 175 live in fraternities, 166 live in the Law School dormitories, and the 1900 others may be considered as commuting from home.

The Harold C. Mayer Residence House, soon to appear in the area bounded by 38th, 39th, Locust, and Spruce Streets, will serve Wharton graduate students. It will provide 100 efficiency apartments for 200 people—single students or married couples.

It is recommended that similar housing be provided in the same area for at least 800 additional residents.
STUDENT ACTIVITIES

Non-Athletic Activities

There are now about 130 student activities; by 1970 there may be 150. Part of the student General Fee and other University funds are used to support the necessary staff. It is estimated that by 1970 the University budget for this purpose will increase by 20 per cent, from $29,000 to $35,000.

Graduate and professional student activities may be expected to increase more rapidly. The present cost of these activities to the University is $5 a year per student; by 1970 it should at least double, to a total of about $65,000 a year.

Houston Hall will remain the center of University-wide extracurricular activities. With the removal of the freshman dining commons and in time the store, it can be renovated and enlarged to accommodate the growth of these activities. The estimated cost of these alterations is $400,000; the operating budget may be expected to increase from $55,000 to $70,000 by 1970.

Athletics

Additional facilities will be required for intramural and intercollegiate athletics, physical education, and physical recreation.

The University proposes to redevelop the River Fields area to provide an additional baseball diamond, a multi-purpose field, and adequate dressing rooms at an estimated cost of $1,500,000.

In the planning stage also is an indoor athletic facility in the area bounded by 37th, 38th, Sansom, and Walnut Streets, including a gymnasium floor and space for other athletic activities. This facility will cost more than $2,000,000; the cost will be borne largely by the General State Authority. An ice hockey rink on this site would also be highly desirable. (A parking garage will also be located on this block.)

At least one playing field and two to four tennis courts are contemplated on the women's residence block; and the undergraduate men's House Plan envisages a playing area adjacent to each House.

It is recognized that even these provisions will be less than adequate. A long-range hope of the University is the acquisition of Woodlands Cemetery and its development for athletic purposes.

Counseling Service

The University Counseling Service, still in its infancy, supplements all the other sources of formal and informal guidance available to students. It offers students formal assistance in coping with particular educational, personal, and vocational problems of adjustment. With an increasing enrollment and an increasing awareness of the Service, a somewhat higher proportion of the student community may be expected to seek this help. The demands of the staff by 1970 are likely to require a personnel increase to 2½ to 3 times the 1962-63 staff. Space for the Counseling Service has been tentatively reserved in the proposed Education Building of the Social Sciences Center.

Student Health Service

The Student Health Service receives about 35,000 visits a year by sick and injured students, about 500 of whom are admitted to University Hospital and remain for 2500 days. Despite steadily increasing usage, the Service has managed with a staff of the same size since 1954-55 and the same facilities since 1958; that it can continue to do so is improbable. With more students, a larger proportion of resident students, and a rising rate of usage, the Service will require more personnel and facilities.

The present policy of using a small nucleus of full-time staff supplemented by the part-time services of other physicians saves money; but when a part-time physician's other obligations conflict with those to the Student Health Service, the latter is apt to suffer. The balance should be reversed, with the preponderance of personnel becoming full-time. To accomplish this, the inducement to competent physicians must be comparable to that to be expected elsewhere.
PHYSICAL PLANT GROWTH

Plans for physical expansion are valid only to the extent that they enable the faculty and students to attain their educational objectives. Underlying Pennsylvania's physical plans, therefore, are the following premises:

The University is a community of scholars within a city. Its physical environment should foster its educational and social objectives and promote frequent and profitable contacts between students and faculty of all persuasions. Its buildings, walks, and quadrangles will inevitably reflect the urban character of the setting within the larger University City. Its form will grow out of a series of interior green courts designed for the widest variety of passive and active use, which in turn will be connected with continuous pedestrian greenways.

The coordination of plans must rest with the President's office and can best be implemented by the preparation and annual review of a six-year capital improvement program.

The University's physical expansion is dependent not only on its own efforts and those of its alumni and friends, but also on the assistance of the City, State, and Federal Governments in the acquisition of land and the financing of many of its improvements. In listing the projects, the Committee has attempted to make some realistic judgments as to the likely sources of funds. These sources are not mutually exclusive; it is likely that between now and 1970 new sources will develop which will justify major changes.

CAPITAL PROPOSALS

1. FOR THE ARTS, SCIENCES, AND RELATED PROFESSIONS

   The Humanities
   A new building (replacing Hare Building) and renovation of College, Logan, and Bennett Halls—to provide needed classrooms and faculty offices in a congenial environment, with the departments reasonably unified.

   The Social Sciences
   A Center for the Applied Social Sciences (government, business, etc.) and a Wharton Graduate Center (including computer facilities) in the area bounded by 37th, 38th, Walnut, and Spruce Streets, just west of Dietrich Hall.

   The Natural Sciences
   A Biology Library and Auditorium, completing the physical link between the Richards Medical Research Building and the Zoology Laboratory on Hamilton Walk.
   A new Chemistry Laboratory, replacing the original Harrison Laboratory and the General Laboratories Building.
   A particle physics laboratory and possibly an additional physical sciences research building on the north side of Walnut Street east of 33rd, near the Laboratory for Research on the Structure of Matter now under construction.
   An auditorium in the Morris Arboretum.

   The Graduate School
   A Graduate Center for the Arts and Sciences, including central office of the School, certain institutes and interdepartmental activities, seminar rooms, and some faculty studies; and a related Conference Center—both in the area north of Walnut Street, west of 36th.

   The Law School
   Renovation of the main building, with improved quarters for the Biddle Law Library, faculty and student research, and the Law Review.

   The Engineering Schools
   Expansion of the Moore School to the site now occupied by the Financial Offices, and thorough renovation of the Towne Building—toward which foundation funds have been obtained.
The University Museum

An additional exhibition and educational wing, to provide needed gallery, teaching, and meeting facilities.

Endowment

Capital support of faculty salaries, including the endowment of professorships.

Endowment of more fellowships and scholarships.

More revolving funds for student loans.

2. FOR THE MEDICAL SCIENCES AND PROFESSIONS

The School of Medicine and Graduate School of Medicine

A Clinical Sciences Complex—library, teaching, and clinical research building linking the Medical Laboratories with University Hospital.

Renovation of the Medical Laboratories.

A residence hall for medical students, including married couples as well as single students.

Endowment of professorships, scholarships, and operation of new facilities.

The School of Dentistry

Further renovation of clinics, laboratories, and library.

The School of Veterinary Medicine

An additional research building on the campus and research laboratories at New Bolton Center.

The School of Nursing

A new building and equipment.

University Hospital

Replacement of the last two original patient wards and additional structures within the present precincts for which detailed planning is under way.

Graduate Hospital

Requirements are being formulated and site planning is under way at this time.

3. FOR THE CAMPUS COMMUNITY

Residence and Dining Halls

To introduce the House Plan:

- 6 houses for undergraduate men, each with resident senior and junior faculty, each with dining, library, and social facilities for 250 residents and about 50 commuters. (One house on Spruce-Woodland-38th triangle; four others in 39th-40th-Walnut-Spruce area; one site undesignated.)

- 4 houses for undergraduate women, similar in plan to men's.

Graduate Student Houses—5 apartment-type buildings, each for 200 people (married couples or single students); one for medical students and one for other graduate students on 38th-39th-Spruce-Locust block, three sites undesignated.

Freshman Dining Commons—to be built into Ashhurst and Magee Dormitories in Big Quad, making the quadrangle a self-contained freshman community.

University House—conversion of Eisenlohr Hall into a campus home and reception hall for University presidents.

Athletic and Recreation Facilities

More playing fields, locker houses, and possibly an ROTC headquarters at River Fields; development of women's fields.

Gymnasiums, basketball courts, a skating rink, and other facilities near the men's residence area.

Cultural Facilities

Center for the Performing Arts, including Music Department.

Parking and University Service Facilities

COST OF CAPITAL PROPOSALS

Preliminary Estimates

<table>
<thead>
<tr>
<th></th>
<th>Estimated Costs</th>
<th>Estimated Portion from Private Gifts</th>
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</thead>
<tbody>
<tr>
<td>For the Arts, Sciences, and Non-Medical Professions</td>
<td>$41,375,000</td>
<td>$16,850,000</td>
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<tr>
<td>For the Medical Division</td>
<td>38,300,000</td>
<td>18,950,000</td>
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<tr>
<td>For the Campus Community</td>
<td>50,300,000</td>
<td>25,500,000</td>
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<tr>
<td>Endowment</td>
<td>40,000,000</td>
<td>40,000,000</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>$169,975,000</td>
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CURRENT INCOME AND CURRENT EXPENDITURES
Projections from 1961-62 to 1969-70

<table>
<thead>
<tr>
<th>CURRENT INCOME</th>
<th>1961-62</th>
<th>1969-70</th>
<th>Per Cent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$16,423,091</td>
<td>$34,400,000</td>
<td>109%</td>
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<tr>
<td>Endowment income</td>
<td>3,489,887</td>
<td>6,300,000</td>
<td>81%</td>
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<tr>
<td>State appropriation</td>
<td>6,418,712</td>
<td>14,100,000</td>
<td>122%</td>
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<td>U. S. Government</td>
<td>13,801,000</td>
<td>24,600,000</td>
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<tr>
<td>Gifts and grants</td>
<td>4,870,389</td>
<td>7,100,000</td>
<td>46%</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>4,038,000</td>
<td>9,000,000</td>
<td>123%</td>
</tr>
<tr>
<td>Other</td>
<td>13,084,660</td>
<td>22,200,000</td>
<td>70%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$62,125,739</td>
<td>$117,700,000</td>
<td>90%</td>
</tr>
</tbody>
</table>

| Overhead reimbursement & departmental credits | 3,057,770 | 7,000,000 | 129% |

**TOTALS** | $65,183,509 | $124,700,000 | 91%

CURRENT EXPENDITURES

| Administration and general expense | $6,282,000 | $9,400,000 | 50% |
| Instruction | 17,210,000 | 36,375,000 | 111% |
| Organized activities (hospitals, clinics, etc.) | 14,985,000 | 25,300,000 | 69% |
| Organized research | 14,003,000 | 26,000,000 | 86% |
| Libraries | 1,309,000 | 2,500,000 | 91% |
| Maintenance and operation of plant | 3,337,000 | 7,350,000 | 120% |
| Auxiliary enterprises | 4,188,000 | 9,300,000 | 122% |
| Student aid | 4,122,000 | 10,000,000 | 143% |
| **TOTALS** | $65,436,000 | $126,225,000 | 93% |

Operating deficit (to be met from unrestricted gifts, etc.) | $252,491 | $1,525,000 |

EPILOUGE . . .AND PROLOGUE
Trustee approval of the Integrated Development Plan in May 1962 has set in motion the following actions:

The Trustees from their own resources have assembled a large Nucleus Fund toward the implementation of the plan.

An officer of the University has been relieved of all other responsibilities in order to assist the President in following the plan through to fruition—setting priorities, refining and correlating the various elements of the plan, and working with all University departments concerned.

A thorough analysis is being made of all prospective sources of support—people, corporations, foundations, and government.

A handful of Pennsylvania's most distinguished alumni has begun forming a National Council to inform other leading alumni from coast to coast about the University's objectives and how we propose to accomplish them.

The framework of a nation-wide fund-raising campaign organization has been established, and much of the top leadership has already started work.

The program is by far the most ambitious ever undertaken by the University in its long history. It will be approached by stages. Within the next year, the dimensions of the first stage will be set and a campaign will be launched to carry it out.

In prosecuting this campaign, Pennsylvania will capitalize on the experience of Harvard, Princeton, Yale, Stanford, and other leading universities in ventures of comparable magnitude. To this campaign the President, the Provost, and all the Trustees have committed their faith, their energies, and their resources.

A like demonstration of conviction by the whole University community will assure this program an inexorable inspirational impetus.
PARTICIPANTS IN THE PLANNING PROCESS

The task force that produced the Integrated Development Plan consisted of four specialized committees whose work was correlated by a Joint Integrated Development Committee.

**Joint Committee**

- Paul J. Cupp
- William L. Day
- Robert Dechert
- Dr. Robert D. Dripps
- Dr. Loren C. Eiseley
- Wilfred D. Gillen, Chairman
- Dr. David R. Goddard
- Dr. Gaylord P. Harnwell, Vice-Chairman
- H. Nedwill Ramsey
- Dean G. Holmes Perkins
- Dr. Malcolm G. Preston
- Robert Dechert
- Dr. George W. Taylor
- Chester E. Tucker
- Dr. Arthur P. Whitaker
- Dr. Alfred H. Williams

**Committee on Educational Planning**

- Dr. Laura Bornholdt
- Dr. Roy F. Nichols
- Dr. John R. Brobeck
- Dr. Jonathan E. Rhoads
- Dr. Carl C. Chambers
- Dr. Otto Springer
- Dr. Robert D. Dripps
- Dr. Albert J. Stunkard
- John O. Honnold
- Dr. George W. Taylor, Chairman
- Dr. Will J. Winn
- Dr. Philip E. Jacob

**Committee on Physical Plant Growth**

- G. Preston Andrade, Jr.
- Henry R. Pemberton
- Harry Coggshall
- Dean G. Holmes Perkins, Chairman
- Dr. Charles S. Goodman
- E. Craig Sweeten
- Dr. Walter Isard
- Harold Taubin
- John L. Moore

**Committee on Operations**

- Dr. Fred C. Ford
- Dean William G. Owen
- Gene D. Gisburne
- Dean Robert H. Pitt, II
- Harold E. Manley, Chairman
- Dr. Ralph M. Showers
- Dr. Dan M. McGill
- Ernest Whitworth
- Dr. Donald S. Murray
- Dr. Julius Wishner

**Committee on Staff**

- Donald K. Angell, Chairman
- Robert P. Roche
- Stuart H. Carroll
- E. Craig Sweeten
- Mrs. William J. Carson
- Chester E. Tucker
- Dean William G. Owen
PROPOSED FACILITIES

Locations are generalized; model does not indicate building designs or site plans.

1. School of Dentistry renovation
2. Men’s Residence Houses
3. University House
4. Graduate and Medical Student Housing
5. Veterinary Research Expansion
6. Athletic Facilities
7. Social Sciences Center
8. Center for Applied Social Sciences and Wharton Graduate Center
9. Freshman Dining Commons
10. Biology Library and Auditorium
11. Graduate Center for the Arts and Sciences and Conference Center
12. Medical Laboratories renovation
13. Administration and University Services
14. Law School renovation
15. Dietrich Library
16. Logan Hall renovation
17. College Hall renovation
18. Humanities Building
19. Medical Sciences and Hospital Facilities
20. Women’s Residences
21. Bennett Hall renovation
22. Moore School expansion
23. Towne Building renovation
24. New Chemistry Building
25. Laboratory for Research on the Structure of Matter
26. Physical Sciences Research Facilities
27. Parking Garage
28. Physical Sciences Building Additions
29. University Museum expansion

Not shown: New School of Nursing building, Center for Performing Arts, River Fields development, New Bolton Center research laboratories, and Graduate Hospital development.