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## **The University of Texas Report of the Committee of 75**

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University of Texas. Committee of 75.

*The*  
*University of Texas*  
*Report of the*  
*Committee of 75*

DECEMBER 6, 1958

To The Honorable Board of Regents  
Of The University of Texas  
Austin, Texas

Mrs. Devall and Gentlemen:

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In January 1957 you appointed a Committee of 75 representative citizens of Texas and requested that it undertake a "realistic and sober reappraisal" of The University of Texas as it enters the final quarter of its first century.

Your charge to the Committee of 75 included these words:

This Committee is investigative, deliberative, and advisory through recommendations to the Board of Regents and the people of Texas. It is requested to look, first, at the mission of The University of Texas—what that mission currently is and what it should be. It should look at the levels of performance—both the present ones and the ones which should be attained. Particularly, it should advise upon the caliber of institution the State of Texas needs and has a right to expect as the state university. Finally, it is asked to suggest the conditions which should prevail for the goals it set to be achieved over the next 25 years...

This charge the Committee of 75 accepted wholeheartedly. It has worked at the assignment in the same spirit. And now, with the realization that our work is imperfect but with considerable confidence in what we have accomplished, we present to you the Final Report of the Committee of 75.

While you, as Regents, are generally familiar with the process by which this Report was produced, a few words of background information and comment from the Committee Chairman may be in order.

First, the Regents should be commended for good judgment in selecting this Committee. It has been a privilege and a revelation to work with these worthy men and women, from many walks of life, of diverse views and temperaments, but united in their appreciation of The University of Texas and their desire to make helpful suggestions for its continued improvement. To the Committee members, and to the dozens of staff members, consultants, and assistants who worked closely and faithfully with the Committee, I must express my everlasting gratitude.

The Committee of 75 approached its monumental assignment—in effect, a survey of The University's past, present and future—with two main premises in mind:

- In origin, in development, and in responsibility, this is The State University of Texas, singled out to discharge a unique role. The Constitution of the State of Texas envisions a comprehensive system of public education. That same Constitution enjoins the Legislature to establish The University of Texas as a university of the first class. Through the years, as public education has grown and expanded, the unique capstone position of The University of Texas has become recognized and established. Realistic planning must incorporate this capstone concept of The University's role in the Texas system of public education.
- The University of Texas is a coordinated system of geographically separated component units. Each unit has important functions to perform, but always as a part of a whole university. The University of Texas operates on many campuses, but it operates as one university.

Armed with these concepts and having in mind the charge given us by the Board of Regents, the Committee of 75 utilized the "task force" approach in its survey. Four groups held many separate meetings dealing with specific areas of analysis and recommendation. The entire group met, as a Committee of the Whole, on seven occasions. This final report is a synthesis of task force reports, the report of the Conference on Expectations, subcommittee findings, and answers to questionnaires running to many hundreds of pages and representing uncounted hours of investigation, evaluation, discussion, and compilation.

This report includes a statement of the mission of The University of Texas, as the Committee of 75 sees it; an appraisal of the present University; recommendations relating to The University as a whole, and recommendations relating to selected major departments.

It should be stressed here that time did not permit us to examine and evaluate all departments. We were forced to concentrate attention upon substantial and crucial matters and to forego, with reluctance, a

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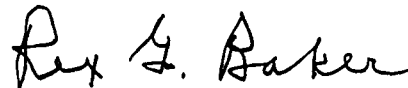
study of many highly important details. Therefore, we proffer this final report with the conviction that it is "final" only in the sense that its presentation formally completes the assignment which the Board gave us two years ago. More accurately, it is merely a beginning, we hope a good start, toward an objective, all-inclusive and continuing evaluation of The University's role and program. We recommend this course to the administration and Board of Regents.

We, as individual members of the Committee of 75, are grateful to have had an opportunity to become more familiar with present operations of The University and to look, as clearly as we are capable of seeing, into its future. It has been a gratifying and exhilarating experience. We foresee, in the years ahead:

- A world whose needs for the highest intellectual and spiritual accomplishments will be increasingly multiplied.
- An economy in Texas and the Southwest dependent for its vitality upon technological processes of high order.
- A rapidly growing total population in Texas, 50 per cent larger in 1975 than in 1955, and a population for Texas higher education institutions in 1975 more than double the 1955 enrollment.
- A Texas economy which will provide a gross state product in 1975 more than double that of 1955—an economy able to support higher education at a level commensurate with the needs at that time.
- A supply of able Texas students for a university of the first class which will be equal to the supply available anywhere.
- The need for an informed and understanding citizenry which will not only accept but demand the responsibility of maintaining an outstanding system of public education in this great state.

Such is the context within which the mission of The University of Texas has been sought and our recommendations framed. With mingled humility and pride, we tender them herewith to the Board of Regents, along with our pledge of continued interest in The University's development and a standing offer of our services in its behalf whenever and wherever needed.

Respectfully submitted,



Rex G. Baker, Chairman  
THE COMMITTEE OF 75

I

*Mission*

OF THE UNIVERSITY

Seventy-five years ago a university opened its doors in response to a constitutional mandate. That mandate was for the establishment of "a university of the first class... styled 'The University of Texas.'"

First class universities do not spring forth full-blown with the dedication of buildings or the announcement of courses. That beginning in 1883 represented aspiration rather than accomplishment. It was an act of faith—faith in a system of democratic education productive of the cultivated mind which is "the guardian genius of democracy"; faith, also, in future generations of Texans who would see that the dream came true, whose talents and energies would be devoted to making the vision become a reality.

What is a university of the first class? Definitions differ, and each generation writes its own. It is clear, however, that our forefathers conceived of The University of Texas as the capstone of an educational system which would bring about "... a general diffusion of knowledge . . . essential to the preservation of the liberties and rights of the people."<sup>1</sup> Their hopes and aspirations for The University of Texas and their vision of its future greatness are well expressed in the words of John Masefield:

There are few earthly things more splendid than a university.

. . . wherever a university stands, it stands and shines;

. . . wherever it exists, the free minds of men, urged on to full and fair inquiry, may still bring wisdom into human affairs.

To be a member of one of these great societies must ever be a glad distinction.

The mission of The University of Texas is to measure up—by acceptable standards—to the responsibilities of its maturity, to the many challenges of its future. It must be "first class," not third or even second class. It must be representative of the best in Texas tradition while shunning the limitations of provinciality. It must become a depository of the accumulated learning of the ages, a community of scholars—teachers who can teach and students who have a yearning for the truth that makes men free. It must be a place where men and women may equip themselves for service in the learned professions and in the arts

and sciences, where new frontiers of knowledge may be explored freely and new truths discovered and proclaimed in an atmosphere of mutual confidence and respect for the rights and responsibilities of true scholarship, where in addition to the tools necessary for survival in a shrinking and troubled world may be developed the broadness of mind, the tolerance of spirit, and the strength of character that make survival worthwhile.

A mission "of the first class," then, is a dedication to ends that are important and strategic for the people. To achieve some of these ends, the people will call upon all colleges and universities which they support. The University of Texas must carry its share of the responsibility of achieving such ends, working in harmony and coordination with other units of higher education. Other ends will require certain colleges and universities to make specialized contributions. Responsibility for specialized contributions will rest especially upon The University of Texas because of its unique position and its great potential for service.

The mission of The University of Texas is to be a potent instrument for capitalizing upon the promise of the future, simply because it is The University of Texas. No other institution can fill the place reserved by the people for The University.

Defining mission in general terms is not enough. The people of the State, their representatives who conduct the government, and the authorities who direct The University of Texas need to identify in some detail the obligations to be discharged. The Committee of 75 suggests the following items of high priority.

<sup>1</sup> Constitution of Texas, Art. 7, Sec. 1.

## **A. MAJOR CENTER OF LEARNING AND SCHOLARSHIP**

The University should become one of this nation's truly great universities. As such, it should make highly significant contributions to the diffusion and advancement of knowledge and to the promotion of scholarly inquiry. In order to render such service, The University must attract to its faculty, and itself produce, eminent scholars who will lead in pushing back the frontiers of knowledge.

The University must always retain as a crucial part of its mission the function of translating scholarship into (a) education for its students, and (b) research accomplishments of value to society. As a great university, it must further scholarly inquiry into the full range of human experience, selecting for special attention those fields which its personnel and material resources give it peculiar competence to pursue. It should identify itself with the whole fraternity of scholars and with the major streams of intellectual thought.

While The University of Texas must have as its field the world of learning, it should make a unique contribution to scholarship and higher education in its ways of dealing with matters closely related to this state and region.

## **B. SERVICE TO THE INDIVIDUAL STUDENT**

A dominating mission of The University should be to serve as a center for learning by students. The caliber of that learning will be affected both by the students who attend and by the services provided.

The University should have a **general** obligation to provide high-standard academic and professional programs of education which will equip its graduates to compete on equal terms with the graduates of any university and its doors should be open to all students properly qualified to pursue its program with success. In addition, The University should assume a **special** obligation to serve adequately those students who are of outstanding intellectual capacity and who are prepared to do college work of the highest order. In selecting its students, The University should, of course, cooperate with official statewide plans for higher education.

The University should afford to each student the opportunity to develop his capacities, extend his knowledge, and acquire those habits of thought which will enable him to build a good life

for himself and to make an effective and valuable contribution to society. While The University must concentrate its attention upon the intellectual development of each individual, it should not neglect the personal, civic, moral, and aesthetic aspects which support and complete that intellectual development. To achieve these ends:

- The University must provide a **common core** of learning for all students and the opportunity for suitable and varying **specializations**. It should be obligated to provide for all students, regardless of their specializations, those higher educational experiences which will make them at home in the world of culture, prepare them for intelligent and dynamic discharge of their privileges of citizenship in the modern world, give them intellectual, aesthetic, and ethical groundings for their personal lives, and foster their mental and physical health. Further, The University should provide professional education and specialization opportunities of high quality in keeping with the demands of the economy, the prudent investment of its resources, and its position as the capstone of the State's system of higher education. In all of these educational provisions, it should take into special account the need for unusual opportunities for students with exceptional ability.
- The University can be and should be concerned with the moral and spiritual welfare of its students. Such concern is best discharged by the exemplification of high ideals in the day-to-day conduct of faculty and administrative personnel; by providing a climate which emphasizes the importance of moral and spiritual development; and by affording opportunity to religious groups to conduct their own programs under their own control for ministering to the religious needs of students.
- The University should provide a well-balanced program of intercollegiate and intramural athletics, physical education, and health education in order to give students the interests, skills, and stamina necessary for the enjoyment of physical activity.

For graduate students of requisite intellectual ability, The University has a very special obligation to provide opportunities for scholarly inquiry and highly advanced training in a wide variety of fields. For such students, it must offer the faculty and facilities for the high-level pursuit of knowledge.

Adults not enrolled as regular students should also be served by The University with suitable opportunities for continuing their education. A large share of such continuation education may be financed from nonpublic funds, of course, and it should be provided without weakening the educational opportunities for regularly enrolled students. Continuation education, nevertheless, constitutes an important obligation of the state university.

### **C. PROMOTE THE CAUSE OF EDUCATION IN TEXAS**

As the capstone of the Texas system of higher education, The University has a special obligation to work for the development of an adequate and efficient total system of public higher education in Texas. Its mission is not to be found apart from that system, but within it. It should cooperate actively with the Legislature, the Texas Commission on Higher Education, and the other state-supported colleges. Similar cooperation should be extended to institutions of higher learning operating under private auspices.

Because of the constitutional mandate to develop a university of the first class, the Board of Regents of The University System has the responsibility of bringing to the attention of the people of Texas, the Legislature, and the Texas Commission on Higher Education those missions which should be performed by The University and the support required to discharge these missions. With the necessary support provided, the Board of Regents has an obligation to develop a university of the first class as its most important contribution to the cause of education in Texas.

In promoting the cause of education, The University should be prepared to assist other institutions of higher education through the preparation of teachers and other professional personnel for colleges and by placing its various resources at their disposal through cooperative arrangements. The University should also assist the high schools

of the state in designing and operating programs of education which will produce graduates who can meet high academic expectations. In many other ways, The University should be prepared to champion and to point to ways of achieving a total educational program for Texas adequate to meet the demands placed upon it.

### **D. RENDER ECONOMIC, CIVIC, AND CULTURAL SERVICE**

The University of Texas is an instrumentality for realizing upon the economic, civic, and cultural potential of our state and its people. Through the education it provides for students, it must enhance the employment of those potentials. Through research and public service it must make important contributions to the state's economic development, civic achievements, and cultural attainments.

While the advancement of economic and social development in our state must be a primary concern of those who plan and execute the programs of The University of Texas, it must at all times be remembered that a truly great university will tolerate no geographical boundaries. The University of Texas must find its proper place in the community of scholars which comprises the great universities of the world. And in the fullness of time, it must make its own contribution to that enduring body of knowledge and culture which transcends all nations and all peoples and which guides our civilization in its long, slow march toward a better world.





*Appraisal*

OF THE PRESENT UNIVERSITY

Conscious of the mission set forth in the preceding pages, the Committee of 75 presents in this section of the report its general findings with regard to the present status of The University of Texas. The size and scope of present programs are appraised in the light of current needs; standards are established by which the quality of any university may be evaluated; levels of quality are identified for use as common yardsticks in later discussions; the quality of The University as a whole is evaluated; and financial resources are appraised in the light-of (a) present and future needs, and (b) the funds available to other large state universities.

## A. SIZE AND SCOPE

The University of Texas system is made up of the following components:

- The University of Texas – Main University, Austin.
- Texas Western College, El Paso.
- Medical Branch, Galveston.
- Southwestern Medical School, Dallas
- M.D. Anderson Hospital and Tumor Institute, Houston.
- Postgraduate School of Medicine, Houston
- Dental Branch, Houston

Student enrollments in The University System have increased sharply. In the fall of 1957, total enrollment was 22,142, or approximately 40 per cent higher than in 1951. Within recent years, The University of Texas System has become one of the nation's largest state-supported educational institutions. Its 1957 enrollment was exceeded by that of only six state university systems, and five of these were in states where land-grant institutions are parts of the state systems. The Medical School in the Medical Branch at Galveston was the nation's fifth largest, and only the state of Ohio had more medical students in publicly supported schools than did Texas.

The present undergraduate program of The Main University is composed of the following colleges and schools: College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering, College of Fine Arts, College of Pharmacy, and School of Architecture. Enrollment in the fall of 1957 was distributed as follows:

	Undergraduate Students
College of Arts and Sciences . . . . .	5,393
College of Business Administration . . . . .	2,503
College of Education . . . . .	1,318
College of Engineering . . . . .	3,479
College of Fine Arts . . . . .	698
College of Pharmacy . . . . .	462
School of Architecture . . . . .	329

All programs for graduate study at The Main University are under the jurisdiction of the Graduate School. Master's and doctor's degrees are awarded. Departments in which major work for the Doctor of Philosophy degree may be done are: Aeronautical Engineering, Bacteriology, Botany, Business Administration, Chemical Engineering, Chemistry, Civil Engineering, Classical Languages, Economics, Education, Electrical Engineering, Engineering Mechanics, English, Geology, Germanic Languages, Government, History, Mathematics, Mechanical Engineering, Musicology, Petroleum Engineering, Pharmacy, Philosophy, Physics, Psychology, Romance Languages, Sociology, and Zoology. Work toward graduate degrees may also be done at the Medical Branch, Southwestern Medical School, and M.D. Anderson Hospital and Tumor Institute. There were 2,105 graduate students in the fall of 1957.

The School of Law offers the Bachelor of Laws and the Master of Laws degrees. Increasingly, students are entering Law School with a bachelor's degree already completed. Admission on the basis of three years of proper college credit is possible, however, and the first year of law study is frequently combined with previous study to complete

a Bachelor of Arts or Bachelor of Business Administration degree. There were 806 students in the Law School in the fall of 1957.

As far as the Committee of 75 could determine, the undergraduate programs at The Main University are reasonably adequate in size to meet current student demand. In recent years, there have been no marked disparities between the numbers of those admitted and the numbers applying, indicating that student demand is being met. Further, other colleges in the state have expanded to offer opportunities to a considerably larger proportion of college-age youth than was formerly the case. For example, while enrollment in The Main University was increasing by 34 per cent between 1951 and 1957, the enrollments in other state-supported colleges went up 58 per cent. Throughout this period, Texas ranked either fourth or fifth among the states in total number of bachelor's degrees granted by public and private institutions, suggesting that it was at no disadvantage in meeting the demand for higher education.

In the professional schools of Law, Medicine, and Dentistry, the present size of enrollments is reasonably close to the effective demand for graduates. In advanced graduate work at The Main University, the size of enrollment appears to be below that necessary to meet the needs of the state and nation. In the academic year 1956-1957, The Main University, while ranking sixth among state universities in the number of bachelor's degrees awarded, produced only 138 of the 8,756 doctoral degrees granted. This level of output is clearly inadequate in the light of current, to say nothing of future, requirements.

The scope of The Main University's offerings will be discussed at considerable length in later sections of this report. Suffice it to say at this point that the scope of course offerings is reasonably satisfactory, with certain exceptions in specialized areas. The Committee of 75 is of the opinion that the major problem of the future will be that of raising quality standards significantly, in the face of growing enrollments, rather than of expanding course offerings.

The size and scope of the other branches of The University of Texas System and of particular divisions in The Main University will be treated in Part IV of this report. The scope and size of The University's research program will be discussed in Part III.

## **B. STANDARDS FOR APPRAISING QUALITY**

The existing and potential quality of a university or any component part may be defined and measured in terms of (1) its objectives, (2) the dedication of its people, (3) the caliber of its leadership, (4) the means which it has available to accomplish its ends, and (5) the record of its achievements.

**1. Objectives:** To achieve high quality, an educational institution must first of all have a high purpose. It must aspire to worthwhile goals and objectives and must seek to make certain important and lasting contributions to the intellectual and cultural advancement of the state and nation. Broadly speaking, the overriding objectives of any great educational institution are (a) to serve as a repository for the accumulated wisdom of mankind, (b) to transmit knowledge and intellectual skills to the world at large and, more particularly, to the succeeding generations of young people who comprise its student bodies, and (c) to push back aggressively the frontiers of human knowledge in the various fields in which it is active.

Within this broad framework, each division or department of a university must have specifically defined objectives which will serve to unify in spirit and purpose faculty, students, and all others who play an active role in its affairs. The soundness of these objectives, and the greatness of the vision which they reflect, are primary determinants of the quality of the institution. In the field of education, as in any walk of human life, great achievements may be expected only from men and institutions which aspire to do great things.

**2. Dedication of People:** Great objectives will be of little avail unless the people who comprise a university community are dedicated to them. The faculty and administrative officers of a great university are necessarily men of great faith. They must be wholeheartedly convinced that the goals they pursue are worthwhile and important, and they must be ready and willing to put forth the personal effort and to accept the personal sacrifices which their attainment may entail. Similarly, the students in attendance at a university must come to recognize that their role is not an idle, passive, or purely selfish one. They must become imbued with a genuine sense of dedication to the educational purposes which the university serves.

**3. Leadership:** A third important determinant and measure of the quality of a university lies in the caliber of its leadership. Among faculty

and administrative officers, there must be those who have outstanding capacities for leadership—men who see the goals of the university with unusual clarity, who have the capacity to inspire great achievements from others, and who can give intelligent guidance to the university's affairs.

**4. Means Available:** High objectives, dedicated people, and able leadership are of great importance, but these things alone are not enough. In addition, a university must have at its disposal reasonable means to accomplish its ends. Three factors are of critical significance — competent faculty, qualified students, and adequate physical facilities.

— **Faculty:** The ability and distinction of the men and women who make up the teaching and research staff of any university program are direct determinants of its quality. (Particular attention is appropriate to the necessity for considering as an element of quality in the faculty not only its capacities for instruction, but also its productiveness in research.) As noted earlier, a university's function must be regarded as one of conserving and extending knowledge as well as one of diffusing knowledge to its students.

— **Students:** The caliber of the student body is second in importance only to distinction of faculty as a means of attaining quality. Deans of outstanding university departments all over the country, in letters describing their own programs, almost without exception emphasized the fact that the level of quality attainable in any program is directly related to the quality of the student participants—their pre-university preparation, their intelligence, their enthusiasm for the work, and their ambition to learn. It must be clearly understood, therefore, that high quality programs may not be achieved without selectivity in the admission of students to these programs.

— **Physical Facilities:** Within the realm of physical facilities fall many items which influence substantially the quality of the program. It has been pointed out that a distinguished faculty presupposes research productiveness. To that end, libraries, laboratories, and research equipment are all requisite. Such facilities are not only necessary to the continuing research effort which a university must strive to maintain, they are essential to the environment required to attract and hold a faculty of distinction.

**5. Record of Achievements:** The ultimate test of the quality of a university lies in the record of its achievements. A great university will show continuing evidence of achievement in at least two major respects: (a) in the productivity of its research programs, and (b) in the contributions which it makes to the intellectual and cultural development of its students.

Achievements in the field of research are not easily measured and can usually be evaluated only over a fairly long period of years. Reasonably clear evidence of the contributions which a university is making in the field of research can usually be found, however, in the quality and quantity of its research publications and in the prestige and influence of its faculty members among professional people throughout the world.

The contributions which a university makes to the intellectual and cultural development of its students are likewise difficult to measure. Broadly speaking, a great university will provide its students with a sound general education (in both the liberal arts and sciences) which will contribute to their achievements as human beings and citizens and with special education which will contribute to their competence in some useful occupation. A great university will also give its students an inquiring turn of mind which will stay with them throughout their lives. And finally, in the words of Arthur Stone Dewing, a great university will impart to its students the intellectual skills and moral strength which will enable them to meet the "oncoming new in human experience" courageously and aggressively.

Reasonably good evidence of what a university accomplishes in these respects may be found in the distinction of its alumni. If, over a period of years, a university continues to turn out an unusual number of men and women who achieve eminence and distinction in later life, it can at least be assumed that the university did an outstanding educational job over some period of time in the past. The record of the past, in turn, provides a strong clue regarding existing achievements, because quality in education has a great inertia. It is difficult to achieve, but once attained, tends to perpetuate itself over a long period of time.

To reiterate, the quality of The University of Texas, or any of its constituent departments, may be tested and measured by putting five questions:

- Does it have objectives that are important and worthwhile?
- Does it have faculty, administrative officers, and students who are dedicated to those objectives?
- Does it have competent leadership?
- Does it have adequate means of accomplishing its ends; namely, a distinguished faculty, a qualified student body, and satisfactory physical facilities?
- Does it have, or show promise of producing an outstanding record of achievement as indicated by:  
(a) the quality and quantity of its research, and  
(b) the distinction of its alumni?

## C. IDENTIFICATION OF QUALITY LEVELS

The quality levels used by the Committee of 75 in its work, and to which reference will be made in the discussion which follows, are:

- **Less Than Satisfactory:** A program which falls short of the "satisfactory" level as defined below.
- **Satisfactory:** A well-designed program which (a) has sufficiently high standards to extend the student of average ability and to challenge the superior student, (b) is staffed by a competent, but not necessarily brilliant, faculty, (c) produces at least some respectable accomplishment in scholarship and research, and (d) has no serious shortcomings with respect to the various other elements of quality discussed on preceding pages.

A satisfactory program is generally comparable to that of members of the Association of American Universities in a given area and is definitely superior to that of the typical state colleges or universities and most private colleges (only 17 state universities are now members of the A.A.U.).

- **Superior:** A program clearly above the satisfactory level in terms of the intellectual challenge presented to students, eminence of faculty members, achievements in the field of research, and the various other elements of quality discussed on preceding pages.

Such a program will have some national recognition and will rank in the upper half of the programs offered by A.A.U. members.

- **Outstanding:** A program which has national recognition for the caliber of its student body, achievements of its alumni, distinction of its faculty, and pioneering work in the field of research. It will be a program to which other colleges and universities will look for leadership, new ideas, and inspiration.

Comparatively speaking, an outstanding program will be among the ten best programs of its kind in the United States.

## D. QUALITY OF THE UNIVERSITY AS A WHOLE

In the judgment of the Committee of 75, The University of Texas at the present time falls short of the quality objectives envisioned at the time The University was founded. Candidly, it is not yet "a university of the first class," and while eminent in

its region, it does not occupy a position of eminence and distinction among the truly great universities of this country. At one time or another in its recent history, it has experienced significant shortcomings with respect to nearly all of the major elements of quality discussed in the preceding pages of this report. In terms of the quality levels defined above, it would barely achieve "satisfactory" rank.

The Committee of 75 makes these statements without qualification or reservation, because it strongly believes that clear, unflinching recognition of the realities of the present situation is the cornerstone upon which a truly outstanding university may be built in future years. The Committee of 75 is convinced that the people of this state, the Legislature, and the Board of Regents will respond magnificently to the challenge of the present situation and will make available the resources necessary to bring The University to the "first class" level, as soon as existing deficiencies and the requirements of the future are clearly recognized.

The foregoing appraisal of the over-all quality of The University is based in large measure upon detailed studies of selected major departments. These studies are summarized in Part IV of this report. It will suffice at this point, therefore, to summarize the Committee's evaluations of the three main categories of The University's work; namely, the undergraduate, graduate, and research programs:

- The **undergraduate** program is ranked as "satisfactory" in terms of the definitions used in this report. It clearly falls short, however, of the quality level necessary for the building of a distinguished university. The Committee of 75 has been disturbed by many indications that serious departures from excellence in teaching are currently in evidence in The University, although superior and outstanding work is being done in certain selected areas. The present program reflects deficiencies with respect to caliber of faculty, quality of students, and physical facilities (particularly the undergraduate library) as discussed elsewhere in this report.
- The **graduate** program also falls within the "satisfactory" category as far as quality is concerned, but it is discernibly weaker than the undergraduate program. There are probably only a few of the instructional departments which belong among the top 20 in the nation, and only a small percentage of the work could be rated as "superior" or "outstanding."

-The research program is "less than satisfactory" at present, and it clearly represents one of the greatest single weaknesses of The University. The program is deficient with respect to scope, quantity, and quality. There is little evidence that it has often resulted in discovery of new facts or in increasing or deepening knowledge and ideas. Moreover, the research program has not attracted many great scholars to The University, and little of the work has won national recognition.

The Committee of 75 wishes to make it clear that its over-all judgment of the present University does not imply negative criticism of the efforts and services of many dedicated people who have comprised the faculty and administrative staff through the years. Many examples may be found of distinguished service, rendered under the handicap of limited resources and facilities. Generally speaking, a good job has been done with the means available. Let it clearly be understood that the building of a great state university is ultimately the responsibility of the people of the state, and to the extent deficiencies exist, these, too, in the final analysis, are the responsibility of the people of the state.

## **E. FINANCIAL RESOURCES OF THE UNIVERSITY**

The future opportunity of The University of Texas to attain "first class" status depends largely upon the financial resources which are made available to it. The following paragraphs will discuss present sources of funds, present and future needs for funds, and expenditures for higher education in Texas compared with those in other states. The Committee's recommendations as to how The University's program should be financed in future years are presented in the concluding section of Part III of this report.

**1. Present Sources of Funds:** The Committee of 75 undertook no exhaustive study of this subject, as the salient facts are well known. The principal source of operating funds for all state institutions of higher learning is the State General Revenue Fund, from which the Legislature makes biennial appropriations.

Another important source, for all institutions, is the income from student fees. Lesser sums are realized from such sources as the Federal Government, other state agencies, sales, services, and private contributions and endowments.

A significant feature of the financial structure of The University of Texas, which it shares with

Texas A. & M. College, grows out of the State Constitutional provision for a Permanent University Fund based on state land grants. Mineral production on University lands has greatly enhanced the value of this endowment. The stated balance in the Fund as of August 31, 1958, exclusive of land values, was \$306.5 million.

Income from the investment of the Permanent Fund (called Available Fund) is appropriated by law one third to Texas A. & M. College and two thirds to The University of Texas. For example, in fiscal year 1957-1958, the net divisible income was \$8.5 million. After deducting A. & M.'s share, The University's share was \$5.7 million. This amount, less a budgeted sum of \$640,000 for principal and interest payment on Permanent Fund bonds, was available to The University for current use.

From the Available Fund, by constitutional provision, must be financed the constructing and equipping of all buildings at all the component units of The University of Texas System. The remainder may be appropriated by the Legislature to be used at the discretion of the Board of Regents at The Main University and the Medical Branch at Galveston, or appropriated in whole or in part by the Legislature for regular operating expenses.

It is important to stress the significant difference between these two methods of applying the balance of the Available Fund;

- Used by the governing board to supplement and enrich the basic program, it becomes a vastly important **additional** source of revenue for The Main University.
- But appropriated by the Legislature as an alternative to making a similar grant from the General Fund, it becomes merely a source **in lieu of** another source.

In other words, the immense potential benefit of the Available Fund balance for enriching the regular Main University program decreases or disappears in direct proportion to the amount legislatively appropriated from this fund for general operation.

In the year 1955-1956, the amount so appropriated by the Legislature from the Available Fund was \$1.6 million, or 11.9 per cent, of The Main University's total income of \$13.5 million. The State General Revenue Appropriation was \$7.4 million, or 54.8 per cent, and the third major source, student fees, amounted to \$1.7 million, or 12.6 per cent.

For 1957-1958, the Legislature made a considerably more liberal General Revenue appropriation

of \$10.3 million and encumbered only \$700,000 from the Available Fund.

As will be emphasized in a subsequent section ("Financing the Program"), the Committee of 75 applauds this trend toward freeing the Available Fund and, indeed, looks forward to an early day when the entire balance above building requirements will be made available for allocation by the Board of Regents for program enrichment.

**2. Present and Future Needs for Funds:** In common with nearly all American universities and colleges, The University of Texas faces a greatly increased need for funds in the foreseeable future, simply on the basis of increased enrollment. This increase is over and above any additional expenditures that must be contemplated for improving the program. (See "Financing the Program.")

An interesting projection, "Higher Education in Texas to 1975," was prepared for the Committee by Mr. Alfred G. Dale, research associate in the Bureau of Business Research and Assistant Professor of Business Statistics at The University of Texas. This paper is worthy of more detailed consideration than is possible here. Highlights include the following:

- Significant changes in the structure of the Texas economy, in the direction of increasing industrialization and urbanization, will result in a substantial increase in state per capita income and a more even distribution of income among the population. A gross state product of \$30.9 billion is forecast for 1975, in terms of 1950 dollars, as compared with a product of \$12.6 billion in 1950—an increase of 145 per cent.
- Per capita personal income in the State of Texas is now about 10 per cent below the national average. Texas has abundant natural and human resources and a great potential for future expansion. By 1975, personal income per capita should be close to the national average.
- Based upon national assumptions made by the President's Committee on Education Beyond the High School (July 1957) and upon Texas population projections, a total Texas college enrollment figure of approximately 350,000 is anticipated in 1975. This enrollment figure would be approximately 129 per cent greater than the 1955 enrollment.
- The mounting demand for facilities and trained manpower to meet the needs of an increasingly complex industrial and business environment will stimulate individual drives to secure more education. Considering these factors, "... it appears that the effects of the changing economic structure will tend to increase public awareness of the need for, and willingness to meet the necessary costs of an expanded higher education system." (Dale Report, Page 5.)

**3. Comparisons of Expenditures for Higher Education by States:** The Dale Report points out that state-by-state expenditures for higher education are comparable only when the systems are structurally similar. It finds that there is considerable variance in two important respects: (a) the availability of in-state higher education opportunities, and (b) the relative importance of state-supported institutions in the system, in comparison with private institutions. After taking cognizance of these variances, Texas may be placed in a group of 21 states in which educational opportunities are "adequate" and where public institutions have about the same relative importance as in Texas, i.e., where the ratio of enrollments in public and private institutions is about 5 to 3.

Among the comparative figures for these 21 states, we feel that two criteria might well be stressed here: a comparison as to expenditures per student and expenditures as a percentage of state personal income.

The first set of figures, setting out the average amount spent per student in state-supported institutions of higher learning (1955-1956), shows that Texas was next to the bottom in the list of 21 comparable states.

RANK	STATE	AMOUNT
1	Iowa	\$1,615
2	Minnesota	1,412
3	Michigan	1,401
4	Indiana	1,294
5	Washington	1,291
6	Wisconsin	1,233
7	Wyoming	1,231
8	Colorado	1,171
9	Maryland	1,165
10	Louisiana	1,163
11	Montana	1,141
12	Florida	1,125
13	Nebraska	1,105
14-15	(California) (Oregon)	1,077
16	Kansas	1,044
17	Utah	947
18	Ohio	889
19	Oklahoma	835
20	TEXAS	819
21	Arizona	673

An obvious deduction from this study is that Texas, at the time of the study, was making considerably less financial effort in the higher-education field than most of the states with similar systems.

If state and local inputs to higher education in Texas had approximated the relative level attained in half a dozen other states—Kansas, Nebraska, Oklahoma, Montana, Oregon, and Washington—expenditures per student in 1956 would have been about \$1,000 instead of the actual amount of \$819 per student.

Of equal or greater importance than a study of quantitative spending, of course, is an analysis of spending in relation to ability to pay. Using state personal income figures as a handy measurement of potential ability to pay, Texas was still in the lowest quadrant. The following is adapted from one of the tables in the Dale Report, in which income that institutions of higher education derived from state and local sources in 1955-1956 are related from a percentage standpoint to the state personal income:

<u>RANK</u>	<u>STATE</u>	<u>PERCENT</u>
1	Wyoming	.75
2	Utah	.66
3	Louisiana	.64
4	Iowa	.58
5	Montana	.56
6	Oklahoma	.55
7	Nebraska	.53
8-9	(Kansas) (Washington)	.51
10	Oregon	.50
11	California	.45
12	Minnesota	.44
13-14	(Michigan) (Arizona)	.42
15	Colorado	.39
16	TEXAS	.38
17-18	(Indiana) (Florida)	.35
19	Wisconsin	.31
20	Maryland	.28
21	Ohio	.18

The effect of these figures is to show that Texas' low rank in expenditures per student was not due to lack of ability to pay a higher amount. Fifteen of the other 20 comparable states were, at the time, paying percentage-wise a greater amount for higher education.

The Dale Report offers these tentative conclusions regarding the potential ability of the State of Texas to increase its appropriations for higher education:

— There is a strong presumption that if a substantial number of other states can afford directly to divert greater proportions of state personal income to higher education, then Texas could also afford to do likewise . . . There is considerable empirical support for the view that direct state aid (in Texas) to education could be increased substantially from the 1956 level, without incurring burdens more severe relatively than those experienced in a large number of other states with similar education structures. (Pages 9-10)

The Committee of 75 agrees that these conclusions are sound and pertinent. It should be emphasized that Mr. Dale's figures were for 1955-1956, and that in more recent years the Legislature has made appropriations which have decidedly improved the state's actual dollars-and-cents position. Other states have likewise increased their support of state schools; the relative position of Texas probably has changed little.

In summary, then, The University of Texas has not yet received the support from public funds which would enable it to attain "superior" or "outstanding" quality levels. At the same time, there is strong evidence that the over-all financial ability of the State of Texas is sufficient to provide the level of support necessary to take care of increased enrollments and to underwrite essential improvements in quality.





*Recommendations*

RELATING TO THE UNIVERSITY  
AS A WHOLE

This section of the Report presents the findings and recommendations of the Committee of 75 with regard to The University as a whole. Findings and recommendations relating to selected major departments of The University will be presented in Part IV.

## **A. SIZE, SCOPE, AND QUALITY OF THE UNIVERSITY PROGRAM**

Matters of size, scope, and quality cannot be separated from each other. They are interdependent and must be treated in relationship. On the basis of the evidence available to the Committee, sheer size alone is not an enemy of quality. Bigness and excellence can go hand in hand, as many outstanding universities are already demonstrating. Size has a negative effect on quality, however, when faculty and facilities do not keep pace with student enrollment and other demands, such as stepped-up research programs.

As a broad guiding principle, the Committee of 75 recommends that the future size and scope of The University of Texas should be controlled to such an extent as may be necessary to permit achievement of desired levels of quality. In other words, quality comes first. Within the framework of this overriding policy, the following more specific recommendations are made:

**1. Student Enrollment:** The Committee has been informed that the present Main University campus can be made to accommodate 30,000 students without serious overcrowding, with an additional capital outlay for buildings of \$35 million to \$40 million. The Committee recommends an orderly growth to this size, with enrollment controls being exercised as needed to prevent dangerous overcrowding in a single year or biennium.

The facts available indicate that the chance of The Main University's being swamped by students is remote. Quality standards will have some limiting effects, as mentioned later. Other state colleges will expand. New four-year and junior colleges will probably open. The Main University enrolled 25 per cent of all students in state colleges in 1956-1957, and if this proportion is maintained, an

enrollment stabilizing at approximately 30,000 in 1975 is predicted.

Because of the strategic importance of the Available Fund in assuring program excellence, plant expansion to accommodate added enrollment should be kept as low as is consistent with the obligations of The University to care for its share of the increased total enrollment of students in college.

As will be noted later, one decided addition at The Main University should be in the volume and significance of research going forward. The necessary expansion in research activity must be considered along with the necessity of accommodating more students.

**2. Undergraduate Program:** The undergraduate program is the heart of The Main University, and it should be brought to a substantially higher quality level as rapidly as possible. In seeking to achieve higher quality, the administration and faculty will encounter a major problem with regard to the multiplicity and variety of curricula to be offered.

To recommend that The University should offer every course of study offered by any other major university is tempting. The tendency in higher education today seems to be toward increasing divisions and subdivisions of study—toward more and more specialization in curricula. The Committee of 75 has attempted to evaluate the end result of this policy and is convinced that a different principle of action should characterize The University of Texas.

In order to achieve outstanding excellence and to render maximum service, The University should seek to perform its mission without unnecessarily enlarging the number of its offerings. The undergraduate curricula should be designed to give

students a broad and thorough training in the major areas of human learning, cultivating the mental capacities, breadth of knowledge, and intellectual curiosity which will enable and encourage them to acquire the particular skills of their chosen vocations and professions with facility and enthusiasm. Sir Richard Livingstone stated the objectives of undergraduate education very concisely:

A fundamental principle of education should be to make the pupil realize the meaning of excellence, of the first-rate, and to send him out of school and college persuaded that it is his business to learn what is first-rate and to pursue it—not only in the job by which he earns his living but in all the great fields of life and, above all, in living itself.

In the undergraduate programs, training in specific vocations and professions should be given a second priority and should not be allowed to interfere with attainment of the broad objectives defined above. It follows that the scope of separate professional curricula should be kept conservatively narrow. This does not mean that no new professional schools or curricula should be added; it merely means that the need for and academic implications of new offerings should be thoroughly examined before they are established.

Application of the foregoing general principles will result in an increased core of basic liberal education for all students. It will call for thorough grounding in the fundamentals of professional education and other specializations, rather than extensive treatment of specifics. In carrying out the program, the utmost precaution should be taken with respect to two exceedingly important matters:

- It must be recognized that in the world of today, liberal education involves a great deal more than the traditional "humanities" subjects. The natural sciences are of equal importance. To be specific, it is just as important that the student concentrating in humanities be given a general training in science (including mathematics) as it is that the student concentrating in science or engineering be given a broad training in the humanities. The University should tolerate no compromises in the educational requirements imposed on students with regard to this matter.
- Care should be taken to see that the effort to restrain the multiplicity of course offerings does not interfere unduly with faculty recruitment and development. Opportunities to carry forward teaching and research in individual fields of their own choosing are highly important to senior faculty members and often provide an important stimulus to creative intellectual work. In the short run, efficiency and quality can be achieved with a small number of course offerings, but too great a limitation of offerings may impair the long run

intellectual vitality of the faculty and make it difficult to recruit outstanding scholars. Careful compromises will obviously be necessary in this area.

**3. Graduate Program:** The Main University should become one of the nation's top centers for high-level graduate study. Graduate education of highest order occurs as the concomitant of distinguished scholarship and truly significant research. Graduate education is also of great long-run importance, because it produces teachers for universities and colleges and leaders for the elementary and secondary schools. It is clear, therefore, that The Main University should develop several graduate departments of "outstanding" caliber and several more of "superior" quality.

The graduate program should be reasonably comprehensive in scope, but it is neither necessary nor desirable that it should include all recognized fields of graduate study. It should avoid certain fields (a) adequately covered by other Texas colleges, or (b) demanding resources which are currently devoted to existing programs of unusual strength. Here again, a policy of selective development of unusually high-level graduate programs is recommended, as contrasted with a policy of attempting to develop every field into outstanding eminence. The graduate work should embrace all of the major fields of graduate study, but should strive for outstanding eminence in ten or twelve specializations diffused among the humanities, the social sciences, and the natural sciences.

The graduate program should provide a framework within which topflight professional education may take place. In general, the professional curricula (as in the undergraduate program) should emphasize broad principles and fundamental learnings rather than high specialization in job processes. The professional programs should be kept under constant scrutiny in order to guarantee development of professional practitioners who will rank among the very best. Among other things, this will require:

- Close and realistic liaison with the professions involved.
- Ample attention in curricula to the development of professional as well as general educational competence.
- Acquisition and retention of faculty members who are drawn from professional as well as academic backgrounds. In these cases, certain of the traditional academic requirements for employment, such as productivity in research and writing, may well be waived.

**4. Low Patronage Fields:** The Main University should maintain vigorous departments of instruction in certain branches of knowledge (e.g., the classical languages, astronomy) essential to the maintenance of a well-balanced university, even though student patronage is low. It is hoped that the Texas Commission on Higher Education will see the necessity of this policy for The Main University and adopt regulations and formulas to make this possible.

Other low patronage curricula may be necessary to provide professional training in strategic but low demand professions. When the Commission on Higher Education decides that a given curriculum should be offered at The Main University, every effort should be put forth to operate it at high quality even though the cost appears excessive. At the same time, The University should cooperate fully and positively with efforts to place specialized curricula at state institutions—or in regional institutions by cooperative agreements—deemed best qualified to operate those curricula. Mere pride or jealousy of position as the leading state institution should not be allowed to negate attempts to develop statewide concentration of resources to support expensive specialities.

At the same time, The Main University as the capstone of the state's system of higher education has an obligation to pioneer at times in the establishment of curricula in new and important professional areas and in new fields of knowledge. It cannot and should not await the appearance of student demand for such offerings, but must be willing to undertake new ventures because of its leadership obligations to the state.

**5. Questionable Courses:** All institutions of higher education tend to accumulate some course offerings which are not suitable for a university of the first class. A few are hardly of collegiate grade, but emphasize skills belonging to high school education. Others are needless proliferations of subject matter or archaic holdovers from the past. The University of Texas does not have at the present time any large number of such offerings, it appears, but it is strongly urged that at regular intervals the Board of Regents direct the administrations and faculties to make a thorough review of all current course offerings and eliminate those of the types just named.

**6. Personal Services to Students:** The University does have the obligation to provide for the academic achievement and all-around personal

development of its undergraduate students as well as to protect them against dangers to health and moral standards. It should develop a positive program for meeting these obligations, devoting more attention and staff resources than those currently provided for vocational guidance, individual-adjustment conferences, and academic assistance. The University should not, however, extend the scope of personal service to students to include health care beyond that essential for protection or other welfare activities which are the responsibility of parents and the individual student. The development of extensive specialized bureaus for counseling and remedial work is to be avoided.

For many years to come, The University will attract numerous foreign students. It is very important that appropriate steps be taken to assure such students desirable housing and living conditions. Since most foreign students will return to their own countries, impressions made upon them by their experience at The University should be favorable ones. An adequate International House and other means for meeting their social and recreational needs are of strategic importance.

**7. Research Program:** The most dramatic single change in The University during the next 25 years should occur in the character and quality of its achievements in the field of research. At the present time, as noted earlier, the research program represents one of The University's most serious weaknesses.

A vigorous, high quality research program is a prerequisite to the attainment of excellence in the various teaching programs of The University. The research program also provides an outlet for the scholastic talents of faculty members and an important means by which they achieve eminence and distinction in their fields. A strong research program and adequate research facilities can, therefore, do much to attract top scholars and to establish the academic climate necessary for the building of a great university. Finally, high-quality research is necessary if The University is to fulfill its mission as a major center of learning and scholarship and make its proper contribution to the advancement of human knowledge.

In recognition of the above facts, the Committee of 75 makes the following recommendations regarding the quality, scope, and character of the research program:

— A large portion of the research work at The University should be brought to the "superior" level

as rapidly as possible. As a longer range goal, much more work of "outstanding" quality must be done than is now the case.

- The quantity of research done by The University should be greatly enlarged, but quantity should be sacrificed where necessary to obtain higher-quality output.
- No limits should be placed on the scope of research activities, except those imposed by the qualifications and scholarly interests of faculty members. In general, the wisdom of research undertakings should be judged by the criterion of the concurrent contributions the research will make to teaching. As proposed earlier, administration and faculty should cultivate advanced research and scholarship in each of the major areas of human knowledge.
- Increased emphasis should be placed upon basic as opposed to applied research. There will always be a tendency for research to drift into applied fields, because in such fields practical benefits are more easily observed, results are more likely to accumulate in tangible proportions in a shorter period, and outside financial support is usually more easily secured. It should at all times be remembered, however, that the great universities have a unique opportunity and responsibility to carry on basic research of importance to the nation and society as a whole.

At the present time, the research program at The University is carried on in three principal ways:

- Regular research by individual members of the faculty, performed without any separate budgetary support or time allowance.
- Individual grant research, in which the faculty member involved may receive a financial grant for special equipment, laboratory expenses, clerical help, travel, and possibly relief from all or part of his regular teaching load. The University Research Institute makes allocations of general funds for work of this type; its budget was \$90,000 for 1956-1957 and \$110,000 for 1957-1958.
- Organized research, such as that conducted by the Biochemical Institute, the Bureau of Economic Geology, the Military Physics Research Laboratory, and the Tumor Institute of the M. D. Anderson Hospital and Tumor Institute. Virtually all of the contract research, including that done for various government bureaus and the armed services, is carried on as organized research. Expenditures for organized research in 1956-1957 were \$4.2 million, of which \$2.9 million represented contract research.

It is immediately apparent from the foregoing that the opportunities and financial support for "regular research" and "individual grant" research must be greatly expanded. The Committee of 75 recommends that funds be made available to "purchase," in effect, considerable time of able faculty members away from classroom teaching. So long as research is carried predominantly as an addition to a standard teaching load, little of true

significance will be accomplished. Consideration should be given to adoption of a policy which would give selected faculty members the equivalent of one year in four (or two consecutive years in eight) to engage in research. During this time, they would be freed from all other responsibilities, would receive their regular salary, and would be given the necessary funds and facilities to engage in approved programs of research.

The University administration should continue to use contract research extensively as one component of the total program, provided (a) other budgeted funds for research are of adequate magnitude, and (b) faculty members are sufficiently devoted to, and hence can properly select, basic research of a fundamental character. Government contract research, which has financed the vast majority of university research in the past decade, has some readily apparent dangers. It can entice too much faculty talent to relatively mundane inquiry, can put inordinate emphasis on applied research alone, and can make The University's total research effort too dependent on changes in defense technology. As long as The University administration is fully aware of these dangers, however, government contract research can and should play a major role in The University's overall program.

Generally speaking, there is a need at The University for a more favorable climate in which to carry on research activity. The results of research should be continually reviewed, and encouragement and recognition should be given to those engaged in conducting it. Means must be found of developing a better understanding by the general public of the value to the state and nation of high quality research, and particularly basic research. It must be recognized that a particular project in basic research may produce nothing at all, and that no honest research man can or will promise success on any stipulated number of projects or experiments. A sympathetic understanding on the part of top administrative officers of The University, including Regents, towards a program of high quality research is essential to its success.

Material needs for the development of an adequate research program are many. In spite of notable additions made in 1958, libraries are decidedly less than adequate both in planning and in content, and no large scale dedication to research and the training of scholars can be made without immediate attention to the library problem, discussed later. The requirement for capital outlays for new

equipment, especially in some of the sciences, is large. More substantial outlay for continuing purchases of materials and supplies will be necessary. In addition to shop facilities, computation, electron microscope, spectrographic, and statistical equipment, and various service laboratories are needed.

Finally, it is important that The University engage in a vigorous, though highly selective, program of publication for scholarly and research findings. This will do much to stimulate productivity. By making the products of its scholarly research available throughout the world, The University can further broaden the horizons of knowledge and at the same time secure much needed recognition in academic circles. A publications program can be very effective in attracting scholars to the faculty.

## **B. DEVELOPMENT OF FACULTY**

The most important problem confronting The University of Texas in the years ahead will be that of building a truly eminent and distinguished faculty. As noted in Part II of this report, the quality of any university is determined in large measure by the over-all capabilities of its faculty in the broad fields of teaching and research. It must, of course, be recognized that development of an outstanding faculty alone will not automatically guarantee an excellent educational program in an institution as large as The University of Texas. Many other things must be provided as outlined elsewhere in this report. It can be said quite categorically, however, that in the absence of an outstanding faculty, all other efforts to achieve "first class" rank will surely fail.

At the present time, The University of Texas has a disproportionately small number of eminent scholars and a dangerously small number of young, promising men of really outstanding caliber. The correction of these conditions will require major efforts along four general lines:

- For at least the next ten years, The University will need to engage in recruitment of already recognized top scholars to strengthen its faculty, particularly in those divisions selected for rapid development to "outstanding" levels. At the present time, The University does not have enough such men to serve as nuclei for the training and development of its younger scholars, and it cannot afford to wait for additional high caliber people to grow up within its own ranks. Efforts should also be made to recruit outstanding young men from outside sources.
- Simultaneously, steps must be taken to make sure that The University does not continue to lose as many of its top scholars to other institutions as in

the past. The University has attracted a number of eminent scholars in recent years, but often has been unable to hold all of them in competition with other institutions offering more favorable opportunities for scholarship and research. The University of Texas has, in fact, acquired considerable national reputation as a "steppingstone" institution.

- Continuing administrative attention must be given to encouraging, recognizing, and guiding the professional growth of the younger members of the faculty who have the potential for excellence. In the long run, these younger men will be The University's greater single resource. Moreover, The University of Texas will find no place in the company of truly great universities until it is developing a larger number of first rate scholars than it needs and is in a position to supply some of them as "seed corn" to other institutions.
- To recruitment, retention, and development of outstanding faculty members should be added a firm program of elimination of the unsatisfactory. A great university cannot allow important work to be doomed to mediocrity for a generation simply because an unfortunate selection was made, and a vital faculty should not be called upon to carry the dead weight of inferior performance by a few.

The success which attends The University's efforts to recruit, retain, and develop a truly outstanding faculty will depend upon two circumstances: the salaries it is able to offer and the working environment it is able to provide. Broadly speaking, these are the things which determine where the eminent scholars of this generation elect to live and do their work.

**1. Salary Levels:** The present salary levels at The University of Texas, while encouragingly improved in the last five years, are still insufficient to underwrite the development of an outstanding faculty. They have failed to hold quite a number of key individuals, and they fail to recognize the stature and competitive position of many able faculty members who choose to stay at The University. Increases for individuals barely keep pace with the cost of living, and younger faculty members particularly have insufficient incentive to work diligently for The University in preference to taking attractive employment elsewhere. In an era of very keen competition for faculty members among universities themselves and between universities and private industry, The University of Texas must pay proper salaries or find itself losing ground. The problem of recruitment, the problem of retention, and the need to give rapid salary advances to promising younger scholars, make it triply clear that salaries must move decidedly above present ceilings.

In this connection, the words of Dr. L. A. DuBridge, President of California Institute of Technology, are both pertinent and prophetic:

To have first-class colleges, we must have first-rate faculties and there is just no room for further argument on that point. We'll either get first-class talent and pay for it—or we'll have second-rate universities . . . The decision rests with the American people.

At The University of Texas, the ultimate decision rests with the people of this state. Bold departures from precedent are indicated. These departures should lead to the establishment of salaries which stand as dramatic symbols of the importance which the Board of Regents, the Legislature, and the people of this state attach to excellence in the field of education and to the contributions made to our society by the university professor.

Concretely, we recommend establishing salaries for professors of world-wide renown which would be equal to those available to them in other leading universities or in industry. In 1958, such men commanded salaries of \$25,000 and more in some universities and \$40,000 and more in industry. Not many faculty members would reach these levels at The University of Texas. All members of the faculty, however, would know that outstanding excellence in teaching and scholarship would be as well recognized here as at any other center of learning in the world.

Some major break-throughs of this kind in the matter of faculty compensation would immediately bring The University of Texas wide recognition.

**2. Working Environment:** Although adequate salaries are exceedingly important, they will not suffice to insure recruitment, retention, and development of an outstanding faculty. In addition, an academic climate must be provided which will be intellectually stimulating and which will be conducive to creative and imaginative research and teaching. Messrs. Whaley and Burdine have provided an excellent definition of what is meant by a satisfactory academic climate:

The essential characteristics of a satisfactory academic climate are those which provide the members of a university community with the highest degree of motivation, place a minimum number of frustrations in their paths, provide the fewest possible diversions of energy and intellectual abilities from the basic pursuit of knowledge and its communication and show clearly by action a principle of prompt and adequate reward for achieve-

ment. The environment must be such that the individual scholar has the intellectual support of colleagues and is stimulated by them and by his students. It must be such that the great amount of freedom essential for really productive scholarship is directly coupled with a high degree of personal responsibility.<sup>1</sup>

Tools and assistants with which to do outstanding work have much to do with recruiting additions to the faculty, as well as with holding outstanding individuals. It appears that The University of Texas has lagged far behind other leading universities in providing its faculty members with the physical facilities to capitalize upon their potentials. Future policy should consider such facilities essential and should seek the funds necessary not only to overcome the present lag at once but also to place The University in the forefront with its provisions for auxiliary support for excellence.

The conditions under which faculty members serve (work loads, collateral benefits, office arrangements, assistance available) have considerable effects upon recruiting and retaining faculty members, as well as upon the efficiency of their performance. In some instances, present work loads are undoubtedly too high. The Main University, for example, has a student-teacher ratio markedly greater than that of many other major universities. Careful and continuous studies of conditions influencing the excellence of teaching in each program are essential and must be followed by constructive action to change conditions found to be deleterious.

Particular attention should be given to the opportunities provided faculty members for research. All too often, imaginative and creative faculty people are so burdened with day-to-day teaching responsibilities that they never have a chance to pursue the intellectual vistas which their minds are continually opening before them. Frustration and a gradual dulling of the intellect inevitably result. The provision of opportunities for properly qualified faculty members to devote the equivalent of one year in four to research (discussed in the preceding section) will be very helpful in this regard. Lesser or larger amounts of time for research may be warranted in particular situations, depending on the qualifications and inclinations of the individual faculty member.

<sup>1</sup> See *Petition Relating to the Graduate Program at The University of Texas*, W. Gordon Whaley, Dean, and J. Alton Burdine, Associate Dean, December 13, 1957.

Liberal policies should likewise be adopted with regard to consulting work by faculty members. Consulting work provides an effective means of supplementing faculty salaries and, under the proper circumstances, can often greatly enrich the teaching and research potential of the faculty member by bringing him into intimate contact with the actual practice of his profession or by broadening his acquaintanceship with the realities of government, business, or civic affairs. This is particularly true in the case of the faculties of the various professional schools.

The Committee of 75 recommends that faculty members be permitted to direct up to about one quarter of their total effort into consulting work during the academic year, provided that such effort does not detract from the performance of their teaching and research work at The University. Consulting arrangements should be subject to the approval of the deans of the various schools and care should be taken to see that they are of such a nature that they will make a real contribution to the professional development of the individual involved. Routine assignments, accepted purely for financial reasons, should be avoided. In some professional fields, it may be necessary to establish limitations on outside earnings from professional fees, but in general, financial arrangements should be the concern of the faculty member and his client.

Finally, steps must be taken to provide faculty members an adequate opportunity to communicate and associate with their counterparts in other academic centers. By its geographic position and certain elements of tradition, The University of Texas is somewhat isolated from other major academic institutions, important libraries, and governmental and industrial laboratories. If it is ever to develop satisfactorily, steps must be taken to counteract this isolation. Among other things:

- Substantial funds should be made available for the appointment of visiting professors who could bring ideas from other institutions and contribute materially to the program of this institution.
- Post-doctoral appointments should be provided to facilitate the exchange of personnel in training between this University and the other major institutions.
- The productive scholar should be given ample opportunities to visit other laboratories and institutions, and the exchange of scholarly information should be encouraged in every way possible.
- Finally, adequate travel funds must be made available for departmental chairmen and professors to visit other laboratories and institutions to

examine the work of individuals who are under consideration as possible additions to the faculty.

### C. QUALITY OF STUDENT BODY

As noted earlier, the caliber of the student body is second only in importance to distinction of faculty as a means of achieving a high quality educational program. No matter how distinguished the faculty, it will be impossible to realize first-class performance in the teaching program, if the classes are burdened with a disproportionately large number of lethargic, disinterested students or those of low intellectual capacity.

Moreover, The University must have at least a few truly top-flight students dispersed throughout its classes. These are as essential to the educational process as leavening is to bread. By top-flight students is meant the select few whose intellectual capacities are greatly in excess of that of the average student. Without a few such persons in the student body, good performance can be achieved, but never truly outstanding performance.

The élan of an educational institution is a highly contagious thing. Distinguished faculty members and top-flight students provoke and inspire the maximum response from each other, and the interaction of these two spirited groups inevitably causes an intellectual ferment in the large middle group of students and brings it to the best level of performance it is capable of achieving.

In seeking to up grade the quality of its student body, The University of Texas should take action along three lines:

1. **Admissions Requirements:** As a state institution, it may never be possible for The University to be highly selective in its admissions requirements. In the case of undergraduate students, therefore, The University's doors should be open to all those who give reasonable promise of pursuing its programs with success. The prime objective of admissions procedures should be to eliminate those who are incapable of achieving the minimum level of student performance required by The University's educational program. This would mean denying admission to those whose ability levels are in the lowest 25 per cent on present admission test scores. The admissions procedures recently adopted should prove helpful in this regard. Such admissions policies will be helpful to those admitted and will avoid waste of time and effort by those eliminated.

In the case of the graduate and professional schools, some modification of this policy is war-



ranted. Here the cost of instruction and facilities per student is so high that it justifies the setting of admissions standards which will make the prognosis of success almost certain. Moreover, at the graduate and advanced professional school level, the evidence upon which student selection may be made is far better than at the undergraduate level and thus permits the establishment of more rigorous standards.

**2. Academic Standards:** Major reliance must be placed upon the maintenance of high in-course academic standards as a means of bringing and holding the quality of the student body to the desired level. Professors must insist upon high caliber daily performance in the classroom, and the various scholarship regulations must be rigorous in order to eliminate students who have failed to measure up to acceptable levels of performance after being given a reasonable opportunity to do so.

In the long run, the reputation for high intellectual standards will be the best device for screening prospective applicants, and the retention of only those students who perform well will be the best guarantee of the intellectual caliber of The University's work.

**3. Attraction of Gifted Students:** Suitable steps must be taken to make sure that The University attracts a reasonable number of the gifted students, who, as noted above, are essential to excellence in the educational process. At the present time, the State of Texas is exporting a disproportionately large number of its gifted students to out-of-state schools which have a better reputation for high quality work than does The University of Texas. This is a situation which must be corrected.

There should be a considerable increase in organized efforts to place information about The University before such candidates. With the aid of alumni and interested friends, the advantages offered by The University should be laid before high school and college transfer students. Scholarship funds for students of exceptional ability will be much needed and should be sought from private donors. Prizes for outstanding academic performance should also be used to attract and hold brilliant students.

At the graduate and professional-school level, in attracting students of outstanding caliber—whose abilities have much to do with levels of research and advanced scholarship and with the academic reputation and achievements of The University—the competitive situation will have to be met realis-

tically. Part time employment stipends, fellowship grants, and housing provisions should be of such order as not to place The University at a disadvantage.

Out-of-state and foreign students should be welcomed at The University of Texas, particularly when they show promise of outstanding performance. Their numbers should not be allowed to grow, however, to such proportions that properly qualified Texas residents are denied access to The University's offerings. Nonresident students should also be expected to pay tuition charges (from their own or from donated scholarship funds) which will not place an appreciable portion of the cost of their education upon state tax sources.

## **D. PHYSICAL FACILITIES**

If The University of Texas is to attain first-class rank, it goes without saying that it must have the necessary physical facilities to do the job. The often-expressed view that a faculty is more important than bricks and mortar in the building of a great university undoubtedly contains much truth. At the same time, however, it must be recognized that inadequate physical facilities can seriously hamper and frustrate scholars in their teaching and research efforts. Accordingly, physical facilities have a very important influence on the capacity of The University to recruit and hold faculty people of the caliber it needs. In a similar manner, physical facilities have a direct bearing on the capacity of The University to attract topflight students.

In common with practically all other large, growing institutions, The University of Texas has certain distinct deficiencies in plant facilities. On a comparative basis, however, its present facilities are very good. Future plant expansion should be realistically planned to keep facilities in proper balance with the growth of The University and the quality objectives of the educational program. Construction of new buildings and facilities in the various departments of The University should be on a selective basis and should be related directly to those areas to be developed into pre-eminence. (See discussion in Part IV.)

The Committee of 75 has not made a detailed review of the long range building plans of The University. Its recommendations, therefore, are confined to the four general matters discussed below:

**1. Library:** One of the central needs of any real university is a great library. Location—far

distant from national library centers—and the obligation to serve both the Austin campus and the rest of the state make the library problem at the Main University a grave one.

During the twenty years before the 1957-1958 academic year, the University library dropped from 13th place to 17th among major American university libraries. In 1957, a resolute program was put into effect to improve this situation. The program was aimed at developing research collections already distinguished and at meeting needs amounting to emergencies. In eighteen months the library has been put back into the national picture. For some areas of research it is now undeniably "first-class." Furthermore, its most dismal deficiency—the almost total absence of modern, usable facilities for undergraduate students—will soon be remedied.

A great library collection, however, must not be brought to excellence and then allowed to slump as a result of apathy and self-satisfaction. At three points the present library development needs to be pushed, and pushed hard. First, topflight library staff members—unobtainable at salaries now current—must be sought. Second, a highly selective but aggressive program of filling gaps and developing essential areas should be continued. Finally, a clearly demonstrated advantage of the present library development program—and outside support—should be capitalized and expanded. Given the opportunity, Texas foundations and individuals will join in making at The University of Texas a great library center for the whole state. Only by such means can the final distinction of a great library be obtained.

**2. Research and Teaching Equipment:** The University cannot render the service it should render until its scholars and teachers have ready access to the specialized equipment and facilities required for pioneering work. For years, The University has lagged behind its sister institutions in providing such essential items as electronic computers, electron microscopes, and closed-circuit television. As noted above, faculty recruitment and retention become difficult under such circumstances. Significant research is handicapped and leadership in the development and application of new techniques and theories is difficult to attain.

It is hoped that The University of the future can be characterized by increased boldness in investing capital to equip researchers and teachers with the equipment they need to capitalize upon their abilities.

**3. Land Acquisition:** The Main University should seek Legislative permission to purchase additional land contiguous to The Main University campus to permit expansion of its facilities in pace with growing needs. It is clear that a major expansion of The Main University will be imperative over the next 25 years, and many difficult and costly problems can be avoided if careful thought is given to future space requirements and if steps to acquire land are taken at the proper time.

**4. Air Conditioning:** Proper year-round weather conditioning of existing and future offices, classrooms, laboratories, and other work space is unquestionably a sound and necessary investment and is recommended.

**5. Parking Space:** The matter of parking space or a satisfactory alternative is one which must be taken into account in campus development. As much as one might wish it to be otherwise, The Main University cannot operate satisfactorily without some provisions to meet the parking problem. A wide variety of procedures, all of them costing money, are available, and The University administration will simply have to choose those which seem to have the most promise of meeting the needs.

## **E. ADMINISTRATION**

It is clear that the development of The University of Texas in the next 25 years will require continuous leadership and administrative direction of the highest order, such as The University now has. If the goals set are to be achieved, a new and imperative importance attaches to excellence in management.

**1. The Board of Regents:** The role of the governing board for a major university is a crucial one. The statesmanship and foresight it exercises—in its devotion to the goals of excellence, in its decisions on questions of policy, in its delegation of administrative powers to executive officers and faculty groups, in its performance of evaluative functions—have great weight in determining the eminence achieved.

Although charged by statute with responsibility for every aspect of the operation of The University System, the Board of Regents during the next 25 years will need to attach the highest priority to its functions of policy formulation, long-range planning, and careful evaluation of both the rate and character of progress toward the goals of eminence. To this

end, it is important that the time and energy of the Board be protected as far as possible from inroads by administrative routine and detailed administrative decisions.

Recent trends in statutes and regulations by state agencies have been toward imposing an increased burden of administrative detail on meetings of the Board of Regents. This trend should be reversed. It is also hoped that the Board will continue to re-examine its own regulations and procedures with the view of freeing its energies for the all-important duties of policy formulation and leadership toward excellence.

**2. Administrative Officers:** Those responsible for the policies which govern the internal operation of The University System should devote particular attention to the development and maintenance of an excellent team of educational administrators. This team should be sufficiently large to handle with dispatch the efficient management of an enterprise as large and complex as The University System must be. More than that, this team must be chosen with the expectation that they will give dynamic, positive leadership for a program which must move forward continuously.

In common with all governmental agencies, The University may encounter difficulty in securing appropriations for salaries sufficient to retain the administrative talent it must have. The use by the Board of Regents of funds from donations as far as they may be required to keep key administrative salaries competitive with those paid in other leading universities is strongly endorsed.

**3. Internal Organization:** The Committee of 75 found evidence that the procedures used in making (a) curriculum decisions, (b) faculty personnel decisions, including new appointments, promotions, salary advances, and terminations, and (c) budget decisions should be simplified.

The Committee of 75 recommends, therefore, that a suitable committee of faculty and administrative personnel be established to conduct a review of the internal organization of The University. As a part of this review, the procedures of other large universities conducting high-quality programs should be examined. The Committee of 75 offers two suggestions relating to this general problem:

- Particular attention should be given to the position of the deans of the various schools and colleges. The Committee of 75 is of the opinion that The

University has now reached such size that it cannot be managed effectively without strong deans, capable of exercising true educational and administrative leadership in their respective fields.

- Care must be taken to preserve a proper degree of participation and control by the faculty, particularly in matters of educational policy. Academic freedom is a precious and highly esteemed commodity, and in the long run it is the faculty members who determine the true quality of the educational program. Moreover, involvement of the faculty in setting the standards they are to achieve is one of the best means of improving faculty performance. Within reasonable limits, however, faculty enthusiasm and satisfaction can be just as great in universities with "strong" administrations as in those with "weak" administrations.

**4. Managerial Staff:** The magnitude of The University's operations necessitates the presence of managerial and technical personnel of great ability. Physical plant, housing and food service, auditing and accounting, investment management—these and many similar operations are of magnitude and complexity equivalent to those in the largest corporations and private enterprises. The University should provide, as an economy measure actually, salary scales which will enable it to have management personnel of superior quality.

**5. Fiscal Management:** The current status of fiscal management in The University System reflects high credit upon those responsible. Budgetary control has been established to an excellent degree, and the insistence that all expenditures—including those from agencies with earned income—be controlled by approved budgets is especially commended. Clarity of financial reporting to the Legislature and other state agencies has been much improved recently, with resulting increase in confidence and respect.

Fiscal management for The University would be much simplified if the pattern of Legislative appropriations could be in closer accord with the basic functions of higher education. Current moves in this direction should be carried to successful conclusion.

## **F. RELATIONSHIP WITH OTHER STATE AGENCIES AND THE PUBLIC**

The University of Texas is both an educational institution and a state agency. In the latter role, it has the same public and intrastate governmental responsibilities as any other arm of the State of Texas. Specifically, it must maintain a sound

relationship with the Texas Commission of Higher Education, other state institutions of higher learning, the Executive Budget Office, the Legislative Budget Board and, most certainly, the Legislature itself.

#### **1. Texas Commission on Higher Education:**

This relatively new (1955) agency was set up to coordinate the programs at the 18 state-supported institutions of higher education in Texas. It needs, deserves, and is legally entitled to the full cooperation of The University of Texas in achieving the purposes for which it was established. The University Administration should continue to follow the policy of full and complete disclosure of all facts pertaining to any program or problem relating to The University in which the Commission is involved.

The Commission's positive interest in having The University become truly outstanding in its role within a coordinated state-supported system of higher education can be expected to continue. To that end, the Commission should be kept fully abreast of studies, long-range surveys (such as this one), programs considered or proposed by the Board of Regents, and other developments which may have a bearing on the maintenance of "a university of the first class."

In keeping before the Commission always the "capstone concept" of The University of Texas, the Administration must also keep in mind the Commission's concern with a system of higher education. It is a situation calling for mutual respect, interest, and understanding. Spokesmen for The University of Texas must be positive in their presentation of The University's viewpoint, but must be aware always that there are other equally sincere viewpoints which the Commission must consider.

#### **2. Other State-supported Colleges:**

In addition to the contacts maintained through the Commission on Higher Education, The University of Texas should actively cultivate cordial relationships with other schools in the state system.

As the largest school in the system, and one which must foster the most ambitious program in order to acquire "first class" status, The University of Texas is in a position of natural leadership. At the same time, any effort on the part of The University to dominate the higher educational scene in Texas would be resented, and properly so. The University must be actively cooperative, but not unduly aggressive, in its relationships with other state schools.

Through public pronouncements and by tangible actions, The University of Texas should make clear its support of a statewide higher educational system of high quality. It should sponsor and engage in conferences and similar undertakings designed to facilitate interchange between faculty members and administrative officials. Through such activities, it is hoped, other Texas colleges will come to recognize that The University of Texas is not a threatening competitor or a domineering "big brother," but a vigorous co-worker in the building of eminence for higher education in Texas and an important source of teaching personnel for other higher educational institutions of this area.

#### **3. Private Institutions:**

While no official ties bind The University of Texas to private and church-related colleges, the ties of common purpose are great. The University should cooperate fully in efforts to provide maximum voluntary cooperation with these institutions, and be ready to assume such leadership responsibilities as it is asked to accept in developing the total system of higher education.

#### **4. Budget Boards:**

In addition to its budgetary responsibilities to the Commission on Higher Education, The University must present and justify its budget to two state budget offices, the Executive Budget Office and the Legislative Budget Board. Finally, the budget must be justified before the appropriations committees of the two Legislative houses.

#### **5. The Legislature:**

This common concern with The University budget quickly brings us to the relationship of greatest underlying importance to The University, and that is its relationship with the Texas Legislature.

Budget problems, as already indicated, are of primary importance. The University budget not only needs to be prepared carefully, realistically, and reasonably, without "padding," but it must also be presented in like manner with clear, simple explanations of requests. There should be full and frank disclosure of all facts desired by the Legislature.

Part of the expository assignment—for all University legislative requests, not its budget alone—should be to acquaint members of the Legislature with at least the general problem prior to each session. This can be done, for example, in meetings sponsored by local Ex-Students' Association chapters. No high-pressure tactics should be contemplated or tolerated; the purpose is rather to exchange views with the Legislative delegation from each area.

The University needs the interest and assistance of ex-students and other favorable groups in creating an understanding and receptive attitude toward its needs, both with the Legislature and with the general public. It should always be clearly understood, however, that the Regents and the Administration are responsible for the Legislative program to be proposed and must have the decisive role in its presentation. Efficient handling of committee appearances (usually made by the President or the Chairman of the Board of Regents or both) is a necessary item in the program.

It is strongly recommended that liaison with the Legislature be concentrated in the hands of one University administrative official. This arrangement is convenient for both parties, averts duplication or confusion of effort, and makes for cordial personal, as well as official, relationships.

The problem and opportunity of serving the Legislature does not begin or end with the Legislative session. Interim contacts should be handled with the same frankness and alacrity as during the session. One of The University's intangible assets, and a valuable one, indeed, is the confidence and respect of individual Legislators for administrative officers of The University. This confidence must be earned.

The present University Administration, in the opinion of the Committee of 75, has properly and adequately handled its responsibility for maintaining good Legislative relationships. As in all worthwhile human relationships, the basis is mutual respect. We applaud the successful efforts of University officials to achieve a wholesome working arrangement with the Legislature.

**6. Public Understanding:** Implementation of The University's program depends basically upon widespread understanding and acceptance of that program. While the Legislature actually appropriates or withholds the funds requested, its decisions will be based not only upon The University's presentations but also upon the Legislators' interpretation of public opinion. Statewide approval of The University's program would almost automatically create a favorable climate in the Capitol.

Within the limits of reason, good taste, legal restrictions and available resources, The University of Texas should attempt to keep Texas citizens informed about their University. This is not only a prerequisite for favorable legislative treatment; it is an obligation to the people of Texas. The effort

should be to cultivate a broad, intelligent, and constructive interest in The University as a whole and its general program, rather than merely on behalf of specific legislation.

At all times the fundamental effort must be to relate the needs of The University of Texas to the best interests of the state and nation. A complete story must be told, describing the nature and importance of the needs, how they may be met, and what the beneficial effect will be upon our life, culture, and economy.

Among the indispensable media of public information are the University News and Information Service, the Ex-Students' Association, the various special alumni organizations, the University Development Board, the Dads' Association, the ten or more "Internal Foundations," the numerous conferences on and off the campus maintained by academic, professional, and trade groups, the operation of Radio House, the public addresses and appearances of University officials, and other points at which The University makes contacts with the public.

Every vehicle of public information available to The University should be used as fully as possible. Special opportunities should be grasped, or created, to throw a spotlight upon the assets, programs, needs, and aspirations of The University of Texas. Such an opportunity may be deemed by the Board of Regents and Administration to exist in this Report of the Committee of 75.

Just as higher education was never more important in the national scheme than at the present time, it was never more important for the public to have a detailed justification of its investment in higher education. The people may be expected to respond to calls for increased support in direct proportions to their understanding of the need and their confidence that the additional money and effort will be well invested.

## **G. FINANCING THE PROGRAM**

The Committee of 75 recognizes that responsibility for financing The University of Texas program rests primarily with the Legislature, with important recommendations coming from the Texas Commission on Higher Education, the Legislative Budget Board, the Executive Budget Office, the governing Board of Regents, and The University Administration. It is not our intention to invade a field so clearly marked off for existing agencies. The fact remains

that we have cited trends in higher education enrollments and recommended improvements in program quality that will require a major increase in financial support during the next 25 years. Having done so, we feel compelled to suggest where the additional monies are to be found.

The Committee of 75 believes that we should and must look to the State (meaning the people) of Texas for support of this institution. It opposes the acceptance of any type of outside support (including so-called "federal aid") when and if such action would weaken in any way the State's control of The University of Texas through its duly designated agents and the Texas Legislature. Whatever variations of opinion there might be on this point, we of the Committee are united in our belief that Texas can and will meet its responsibilities to its own state university.

The University of Texas will continue to rely mainly upon these sources for funds:

- General Fund appropriations by the Legislature
- Student fees
- University Available Fund
- Private grants and donations
- Research contracts.

These are the same sources that now serve to maintain and operate The University System. The present proportions of support, however, should not necessarily continue into the future.

**1. General Fund Appropriations by the Legislature:** Legislative appropriation from the general revenue should supply the basic support for The University System, just as it does for other state institutions of higher learning. This should be true in the future to a degree even greater than in the past; i.e., to the extent of entirely freeing the Available Fund from legislative appropriation for maintenance of the basic operating level.

Since the creation of the Texas Commission on Higher Education, the state actually has a system of higher educational institutions. The Commission, and the Legislature, are gradually moving toward a clear delineation of the institutions' respective roles. Undoubtedly, the official role of The University of Texas will be that of a comprehensive state university with particular responsibilities for research, graduate and professional education, and public service.

Under this approach, State funds would be distributed to The University and to all others, by

an objective formula producing amounts sufficient to defray the operating costs of a high quality program which will discharge each institution's assigned responsibility.

This approach does not mean that each institution will receive a flat allowance-per-student grant; rather the relative costs of the various types of programs will be given full consideration. The University, for example, has many programs in the high-cost bracket, such as graduate work and research and professional programs of high quality. In other words, while the distribution of state general funds must be on a basis that is fair to all involved institutions, it is not contemplated that the Legislature and the Commission on Higher Education will ignore the constitutional admonition to make of The University of Texas "a university of the first class." The formula undoubtedly will be adjusted as circumstances warrant.

At the same time, we recognize that additional funds will be required if The University is to achieve real greatness.

**2. Student Fees:** Income from student fees will rise proportionately with the expected enrollment increase. So, to a considerable degree, will the State General Revenue support discussed in item 1 above.

Thus, to oversimplify the problem somewhat, The University of Texas should be able to count upon reasonable increases in revenues to cover its additional expenses due solely to increased enrollment.

The ability of the state to meet these increases has already been touched upon in Part II-E (Pages 9-10). These further data from the Dale Report (Pages 8-9) are interesting at this point:

It appears that the relative burden of higher education costs upon the economy of the state will rise somewhat over the next 20 years. In 1950 the current costs of higher education in Texas approximated 0.55 per cent of the state gross product; by 1975 the projected figures suggest that current higher education costs may amount to 0.79 per cent of the state gross product, a relative increase of about 44 per cent over 1950. . . . It appears that real educational and general expenditures for higher education in Texas might increase to about three times the 1954-1955 level by 1975, i.e., to about \$270 million annually (in 1954 dollars), or about \$243 million in terms of 1950 dollars.

As for The University of Texas itself, specifically The Main University, the report makes this

observation from historical enrollment data and projections to 1970 prepared by the Registrar:

These projections indicate a more moderate rate of growth forecast (for The Main University) than that assumed for total college enrollment. . . . In view of the probable future broadening of the institutional base of the Texas higher education system, involving in some cases conversion of two-year to four-year institutions, it is likely that a substantial proportion of demand that would hitherto be met by The Main University will be absorbed by these expanded institutions. Consequently, it is to be expected that enrollment at The Main University will increase more slowly than the aggregate enrollment.

Summarizing, we may say that student fee income will exactly track the trend in enrollment increase, and that the General Revenue appropriations will approximately do so. In the latter respect, these points must be kept in mind:

- We are speaking here of only a quantitatively expanded program. In other words, a University of Texas financed by student fees and a General Revenue formula common to all the other state institutions of higher education would provide a university bigger but no better than the present system.
- Enrichment of program at the medical units (except the Medical Branch at Galveston) and at Texas Western College will have to come from legislative appropriations and private gifts, as the Available Fund cannot be utilized for this purpose at these institutions. This fact suggests that the General Revenue grants would have to increase somewhat beyond the yield of an enrollment formula, if these programs are to be improved in quality.
- Reiterated is the desirability of giving added weight in the General Fund appropriations formula to the specialized assignments of The University of Texas, and to the natural urge of Texans to have a state university that is definitely above the average among state universities. This goal, too, contemplates an additional drain upon general state funds.

By and large, however, the Committee concluded that (a) income from General Revenue and student fees will keep pace with enrollment, and (b) the State of Texas will be economically capable of supporting the additional burden in higher education. (See Part II-E.)

**3. University Available Fund:** The Available Fund should be dedicated exclusively to meeting the building needs of The University System, as required by the State Constitution, and to the attainment of top excellence in its programs.

To accomplish these highly desirable ends, two steps are essential:

- Protection and increment of the Permanent University Fund and its continued wise investment, so that the income from it, i.e., the Available Fund, will continue to exist and grow;
- Freeing of the Available Fund from legislative appropriation for maintenance of the basic operating level.

The Committee of 75 is unequivocally convinced that in the discretionary use by the Board of Regents of the Available Fund lies The University's real chance for greatness.

We say this in the realization that legislative appropriations, under any foreseeable formula, will never be sufficient to raise The University of Texas to the level of eminence which this report envisions.

The contemplated exclusive use of the Available Fund over the above building requirements for program enrichment can be defended in these terms: In this manner, the people of Texas can have an excellent State University for the tax cost of a merely adequate one.

Being convinced, as we are, of the wisdom and merit of such a course, we are unalterably opposed to any effort to divert any portion of the Permanent University Fund or the income therefrom for any purpose other than that clearly stated in the Constitution today.

Specifically, we oppose most vigorously any and all proposals to spend Permanent Fund receipts for normal current operations. Such proposals are not only dangerous in principle but dangerous in fact to the injunction that The University of Texas should be of the first class. We classify as vital the defeat of any attempt to make The University "eat its seed corn" in this manner.

Steady accretions to the Permanent Fund are essential. Unless this fund continues to grow at the anticipated rate, The University System would be hard pressed to meet urgent building needs alone from its proceeds.

In this connection, the Committee of 75 has examined the current effects of the Constitutional Amendment (1956) permitting the investment of up to 50 per cent of the Permanent Fund in corporate securities. This policy is already proving wise and profitable. The program adopted by the Regents for handling such investments is sound and far-sighted. We applaud the caution and discretion with which The University Administration has moved into this new field; however, the Committee is convinced that this program should be kept flexible and that the Board of Regents should be constantly alert to



the necessity of meeting economic inflation by adjusting upward within Constitutional directives the volume and character of its investments in equities. We recommend that the Board review frequently its adopted time schedule for transfer of investments from government securities to corporate common stocks. It may well be that wisdom and circumstances will dictate an acceleration of that schedule.

Preservation and enrichment of the Permanent Fund will not, in themselves, assure greatness for The University of Texas. The proceeds must be wisely invested in physical equipment and, especially, programs and people to achieve real eminence.

This Committee has already stated its firm conviction that diversion of the Available Fund to basic program expenditures is a mistake for the State of Texas. We cannot repeat too often: The Available Fund is the key to eminence for The University of Texas.

**4. Private Grants and Donations:** While The University Permanent Fund is a tremendous asset for The University of Texas, the almost legendary stories that have grown up around it have worked also to The University's detriment. To an appreciable extent, private and industrial grants have been discouraged because many think that "The University doesn't need the money."

The Committee of 75 is convinced that The University of Texas does need the money from these private sources—indeed, must have it in dramatically increased amounts if we are to have a University genuinely "of the first class." Our investigations show that no state university has yet attained eminent status without this type of support.

We are speaking now of that area of The University's development between the "satisfactory" and "outstanding" stages. Expenditures for the basic operations of The University System, as provided for mainly by State General Revenue appropriations, and even the enrichment of program that we confidently hope will result increasingly from application of the Available Fund to that end, must necessarily be closely and even rigidly controlled as to amount, purpose, and application. These are all public funds, to be accounted for by and to a chain of public agencies from the Legislature to the smallest University department. There is a certain inevitable inflexibility about the expenditure of these funds which, while desirable from a view-

point of public stewardship, does not always give leeway for the experimental and exploratory projects that must be part of the program at a truly great university.

The Committee feels further that at The University of Texas exists, from the viewpoint of the donors themselves, an opportunity for achievement unequalled at any other institution in the South. Upon the foundation of an already strong University, one which we are sure will become stronger year by year with vast resources in manpower, equipment and facilities—we see an opportunity for building special research programs that not only will enhance The University's prestige but will prove incalculable benefit to the people of Texas and to all mankind. Measured in terms of money cost, these programs could be conducted with maximum efficiency and effectiveness because of the favorable conditions existing at a vigorous, progressive and expanding mother institution.

In short, private donors would stand to buy more for their money, under these anticipated circumstances, at The University of Texas, than at institutions with lesser advantages.

The Committee of 75 has no hesitancy in recommending to Texas industry that it answer the challenge to provide gifts and grants to The University comparable to those being made by industry to other leading state universities. We believe that Texas foundations can find at The University one of their greatest opportunities to invest the large sums of money they hold in trust for the benefit of mankind. Private individuals, ex-students and others, can enrich The University's operations with annual gifts, large and small, for specific or general purposes.

If prospective donors can see that they are purchasing an enriched program, put on by scholars of real eminence, their response should be significant.

Additionally, The University System can expect to finance a considerable portion of its efforts from grants and contracts with private industry, Federal agencies, and other research-supporting organizations. The objectives here should not merely be to secure funds, but to secure the opportunity to perform significant and useful service in keeping with The University's role and obligations.

**5. Summary:** In concluding its observations on "Financing the Program," the Committee of 75 can find no more succinct summation than the following quotation from the **Statement of the Conference on Expectations for The Main University:**



A first-class investment is required to produce a first-class university. The increase in financial support necessary to elevate The University of Texas into the realm of first-class universities is small compared with the State's resources.

The tax revenues of the State can and should provide the basis for a superior program of higher education in the state university.

The University Permanent Fund can finance build-

ings without using tax sources. The Permanent Fund must not be dissipated to make up current tax deficits. Further, income from the Permanent Fund (the Available Fund) must not be diverted to regular support of current operations.

Donations from private and business sources also provide valuable funds to assist The University in attaining real excellence. No state university has yet attained eminent status without this support. Expansion of this support should be sought.

# IV

## *Appraisal and Recommendations*

### RELATING TO SELECTED DIVISIONS

This section of the report will present appraisals and recommendations with regard to the quality of program in various selected divisions of The University. At the outset, let it be clearly noted that the appraisal of quality in specific educational programs is exceedingly difficult and involves many intangible and subtle factors not readily discernible to outsiders on the basis of a limited number of visits and discussions with faculty members and administrative officers. The Committee of 75 urges, therefore, that the findings presented below with regard to existing quality levels in individual divisions be regarded as tentative evaluations rather than as definite conclusions.

Limitations of time made it impossible to study all of the programs of The University, and hence the Committee confined its investigations to a representative sample of major divisions. It is recommended, however, that the faculty and administration undertake the task of establishing quality objectives for all other divisions, using the same general criteria as discussed below. Furthermore, the quality objectives for all divisions should be reviewed systematically at periodic intervals and modified in accordance with changing circumstances.

## **A. SELECTIVE APPROACH TO QUALITY**

The Constitution of the State of Texas specifies that The University of Texas shall be "a university of the first class." This means that The University should seek to become one of the truly great educational centers in this country and to make highly significant contributions to the advancement and dissemination of knowledge and to the development of scholarly attainments. It does not mean, however, that The University should seek to bring all of its teaching programs to the "superior" or "outstanding" level as defined in Part II-C. There are several reasons for this conclusion:

- In the judgment of the Committee of 75, The University of Texas can accomplish more toward raising the over-all quality of its program by placing great quality emphasis on carefully selected divisions than it can by generalized effort to raise all divisions to a high level of performance. Establishment of a few divisions of truly national eminence will immediately enhance the academic standing of The University as a whole and will aid in attracting outstanding scholars and faculty to other divisions over the longer term.
- To rank as "a university of the first class," it is not necessary that The University of Texas have all,

or nearly all, of its divisions in the "outstanding" or "superior" categories. Most of the great educational institutions of the world are characterized by outstanding achievement in only a small number of fields, determined largely by where the limited number of truly great scholars in the world elect to reside and do their work. The other divisions of such universities fall, in varying proportions, in the "superior" or "satisfactory" categories.

- In building outstanding divisions, faculty members of great distinction must be recruited. For many years in the future, there will be a world-wide shortage of such individuals. Extra effort will be necessary to overcome the highly competitive situation thus produced, and The University of Texas will be more likely to be successful if it can magnify its recruitment inducements by limiting their diffusion.

In the light of the foregoing considerations, the Committee recommends that The University of Texas should seek to place about 30 per cent of its programs in the "outstanding" category, 30 per cent in the "superior" category, and 30 per cent in the "satisfactory" category. The remainder of the programs at any given time may fall temporarily into the less-than-satisfactory category, because they are in the early stages of development or as a result of other special circumstances.

## **B. CRITERIA TO BE USED IN SELECTING DIVISIONS FOR QUALITY EMPHASIS**

The Committee of 75 recommends that the following criteria be used by The University in selecting the particular divisions to be brought to the superior or outstanding quality levels.

1. The strategic importance of the field to the economic and cultural development of the region. In this connection, cognizance should be taken of the changes that may be anticipated in the Texas economy during the next 25 years.

The Dale Report contained some preliminary estimates of the probable figuration of the economy of Texas in 1975 and among other things concluded:

- There will be a decrease in the relative importance of agriculture, in terms of employment and income-generating capacity. In 1975, agriculture may account for about 8 per cent of the state's gross national product as compared with 13 per cent in 1950.
- Mining activities—largely oil and gas production—will maintain their present relative position and will continue to account for about 10 per cent of the state's gross national product.
- There will be a substantial increase in the importance of manufacturing in the economic life of the state. It is possible that by 1975 manufacturing will account for about 28 per cent of the state's gross national product as compared with 18 per cent in 1950.
- The economy of the state will become increasingly urbanized and complex and will induce substantial increases in all types of facilitating activities, such as in financial institutions, business services, trades, utilities, and public administration.

**2. The opportunity which The University of Texas has to become outstanding in the field in question.** Clearly, it would be advantageous for The University to capitalize on any special circumstances, peculiar to its situation or the Southwest area, which would give it a natural advantage in building a high quality program in a particular field of learning.

**3. The present status of the program with respect to quality.** The process of raising the quality of an educational program is necessarily a long, slow one. All other things being equal, therefore, it would be desirable for The University to seek superior or outstanding performance in those fields where it already has a sound foundation.

**4. The extent to which development of a given program might result in unnecessary duplication of educational opportunities readily available elsewhere in Texas.** Particularly in the case of professional schools and specialized areas of instruction, it would be desirable for The University to direct primary attention to important fields where high quality educational facilities are now lacking.

In the following paragraphs, the existing quality of the various programs will be defined, and the principal points of evidence upon which the quality rating is based will be summarized. Bearing in mind the above criteria, recommendations will then be made regarding the quality levels to be sought in the various divisions and the steps which should be taken to permit achievement of them. The most

important problem in all cases is that of securing and holding outstanding faculty members, a matter already discussed in Part III of this report.

## **C. MAIN UNIVERSITY**

### **COLLEGE OF ARTS AND SCIENCES**

The College of Arts and Sciences awards the degrees of Bachelor of Arts, Bachelor of Journalism, and Bachelor of Science (in Chemistry, Physics, Geology, and Home Economics). The main instructional divisions are: the School of Journalism and the departments of Anthropology, Bacteriology, Botony, Chemistry, Classical Languages, Economics, English, Geography, Germanic Languages, Government, History, Home Economics, Mathematics and Astronomy, Philosophy, Physics, Psychology, Romance Languages, Slavonic Languages, Sociology, Speech and Zoology.

Enrollment in the College of Arts and Sciences for the academic year 1957-1958 was about 5,400, representing approximately one third of the students at The Main University. The faculty was composed of the equivalent of about 525 full-time members.

**1. Present Status:** After a distinguished beginning, the College of Arts and Sciences fell victim, from about 1929 to 1949, to increasing emphasis upon "professionalization and "specialization" in higher education throughout the country. Since 1949, more emphasis has been put upon liberal education in America by graduate schools, professional schools, business, government, and industry. Yet because of budgetary limitations and for various other reasons, program revisions and new developments in the College of Arts and Sciences have been slow.

At the present time, the College of Arts and sciences ranks somewhere between 8th and 20th among all state universities, but it does not rank in the top 20 among all colleges. It is competing on equal terms with other southern institutions, but until quite recently was losing ground nationally. However, during 1958 substantial progress has been made in improving its national ranking.

In terms of the definitions used in this report, the departments of Chemistry, Geology, German, and History are of "superior" to "outstanding" quality. The quality of most other departments, and of the College as a whole, is "satisfactory."

**2. Recommendations:** Whatever else The University may do in the future, it must make certain that a first class educational program is established

in the College of Arts and Sciences. Quality in arts and sciences is the prime requirement for the attainment of quality in all other branches of The University. Accordingly, this must be the prime concern of all interests in the institution.

The Committee of 75 recommends, therefore, that all departments in the College of Arts and Sciences be raised above the "satisfactory" level at least and that the number of departments qualifying as "superior" or "outstanding" be substantially increased. In addition to the recommendations with regard to faculty, quality of students, library, and physical facilities made elsewhere in this report, the Committee of 75 urges the following:

- The curriculum in the College of Arts and Sciences should be so arranged that graduates in all fields will be well informed about the social, political, economic, and cultural problems of contemporary life, about the American heritage, and about the physical universe and life within it.
- The standards of expected student performance in the freshman and sophomore courses should be raised substantially. The higher grade requirements introduced in September 1956 should be helpful in this regard.
- Teaching procedures for handling large sections of students must be considerably improved. Supervisory relationships between the outstanding, experienced teacher and the young instructor who comes in direct contact with large groups of students must be strengthened. Especially should the very able students at the freshman and sophomore levels be brought into more frequent contact with the eminent scholars of The University.
- The faculty and administration should conduct periodic studies regarding the kind, number, and content of all courses offered to the end that a continuing emphasis may be placed upon quality of offerings.

## SCHOOL OF LAW

The School of Law offers the Bachelor of Laws and Master of Laws degrees. Increasingly, students are entering the Law School with a bachelor's degree already completed. Admission on the basis of three years of proper college credit is possible, however, and the first year of law study is frequently combined with previous study in the Bachelor of Arts or Bachelor of Business Administration programs.

Enrollment in the Law School for the academic year 1957-1958 was about 806. The faculty was composed of the equivalent of about 26 full-time members. The new admissions policy adopted in September 1956, has temporarily halted the growth in enrollments. Present facilities will be inadequate if student enrollment exceeds 900.

**1. Present Status:** A large proportion of the Law School work is of "superior" quality, and none is known to be less than "satisfactory." The Committee of 75 noted the following:

- It would appear that, on the whole, the Law School has always had a good faculty. A policy of care in the selection of its membership has evidently been passed on from one administration to the other. Retention of able faculty members has been a problem, due chiefly to salary limitations. For a period commencing in the 1930s, it was necessary to fill posts at the beginning level. Under such circumstances, uniformly high faculty performance could not be maintained.
- The faculty today is an able group, composed in desirable proportions of experienced men. Sixty per cent of the faculty in 1958-1959 have ten years or more of experience in teaching or practice, and fewer than 10 per cent possess five or fewer years. However, some students still have a portion of their legal education directed by individuals of limited experience.
- Standards of student performance are reasonably satisfactory. The Law School has had many visitors from the best schools on the summer faculty from time to time. These visitors have expressed the views that standards at the Law School are about as rigorous as they should be.
- The new law building has been an outstanding success, and the physical plant may now be rated as excellent. The law library has been inadequate, both from the standpoint of staff and books. It should be possible to correct this condition as a result of recent increases in the library budget.

**2. Recommendations:** With a background of accomplishment and acceptance, the Law School has excellent opportunities to increase the percentage of "outstanding" work and to assure that "superior" work is done in almost all areas. The Committee of 75 recommends that steps be taken toward these goals as rapidly as possible. More specific recommendations with regard to the program and future development of the Law School follows:

- Legal education at state expense should continue to be centered primarily in one location at The Main University, even though enrollment may double in future years. For about \$750,000, additional classrooms, offices, and library space could be added at the present site of the Law Building. Setting up a new law school at another state institution would result in expensive duplication of the law library and other facilities.
- Admissions policy should not be so selective as to deny the opportunity of a legal education to a citizen of Texas who appears to have the qualifications to make a good lawyer. If this principle is adopted, then the Law School should plan for enrollment of 1500 students by 1970. This means three additional classrooms, about 25 additional offices, and a substantial increase in library study space.

- Steps should be taken to increase the number of outstanding people on the faculty. The recent changes in the salary budget and the effort to secure a salary supplementation fund from private sources should be exceedingly helpful in this regard, and both of these moves are endorsed by the Committee of 75.
- To be classified with the top five or six law schools in the country, it will probably be necessary to undertake graduate work on a limited scale. This could be done in such fields as (a) Legal Medicine, (b) Oil and Gas Natural Resources Law, and (c) Comparative and Civil Law, with emphasis on Latin American legal systems.
- Consideration should be given to placing the management and control of the law library under the Dean of the Law School rather than under the University Librarian of The Main University, as at present. Law books are the tools of the Lawyer's profession, and every course given in the Law School requires use of the library by students. The law library cannot be compared with small departmental libraries in other fields; it is comparable to the engineering and science laboratories.

## COLLEGE OF ENGINEERING

The College of Engineering has the seventh largest undergraduate day class enrollment in the United States. It awards the Bachelor of Science degree in the long-established general fields of Electrical, Mechanical, Civil, and Chemical Engineering and in the more specialized fields of Aeronautical, Architectural, Ceramic, and Petroleum Engineering, and of Meteorology and Sanitary and Public Health. In 1957, it conferred more Master of Science degrees in engineering than any other college of engineering in the South and had more candidates in preparation for the Doctor of Philosophy degree than any other Southern engineering college, except Johns Hopkins University.

Enrollment in the College of Engineering for the academic year 1957-1958 was 3,479, representing about one fifth of the total student body. The faculty was composed of the equivalent of approximately 137 full-time members.

**1. Present Status:** In the opinion of both the faculty and the Evaluation Committee of the Engineering Foundation, the College of Engineering has not yet attained the rank among the top engineering schools that its strategic location in this area of great population and industrial growth would suggest.

**2. Recommendations:** In view of (a) the present importance of mining and manufacturing activities in the State of Texas, (b) the forecast increase in the share of the state's gross national product which will come from manufacturing, and (c) the increasing importance of technical training as a

basis for national security, it is recommended that the College of Engineering be one of the divisions of The University selected for quality emphasis. Nearly all of the programs should be brought to the "superior" level and at least a third of them to the "outstanding" level.

The Committee of 75 recommends that the following steps be taken as an aid toward realization of these goals:

- A clear understanding of the delegation of management authority from the Board of Regents, to The University administration, to the College of Engineering is apparently lacking. This situation should be clarified by statements of delegation of management authority and responsibility.
- Carefully delineated statements for the qualifications of administrative and faculty personnel, together with standards for judging their work, should be provided as one means of creating a more favorable professional climate. An improved professional climate, together with increased salaries and better research facilities, will aid in attracting outstanding teaching and research talent.
- Certain improvements in the curriculum are clearly necessary and should be designed to maintain a proper balance among the basic sciences, the humanities and social studies, and the engineering sciences. At the same time, a proper sequence of engineering analysis, design, and laboratory technology must also be maintained.
- Course programs of high concentration in a single department should be avoided, and classroom contact with outstanding teachers in cognate departments should be encouraged to enlarge the students' horizons. Industry's interest and participation should be encouraged through provision of sponsored research, seminars, and faculty conferences.
- Recognition should be given to the need to educate a major fraction of all engineering students by offering adequate courses for operations, maintenance, sales, and industrial management. Meanwhile, opportunities should be provided for those students who possess an exceptional creative scientific bent to follow a curriculum oriented to those engineering sciences best suited to full advancement in design, research, and engineering education.
- Higher entrance requirements and academic standards should be introduced in order to permit an increase in the general level of quality in the educational program.
 

Additional classroom, laboratory, and office space should be provided as needed to facilitate attainment of desired quality levels.
- Growth of graduate work and research in engineering at The Main University should not be allowed to lessen the emphasis on developing a sound and comprehensive undergraduate program in engineering. Further fragmentation of the engineering program into specialties is to be avoided, and fusion of some of the presently separated curricula should

be sought. But, The Main University should always provide a bachelor's degree program in engineering for students of high ability which will be second to none.

## DEPARTMENT OF GEOLOGY (IN COLLEGE OF ARTS AND SCIENCES)

The University of Texas has more students enrolled in Geology than any other university in the world except the University of Oklahoma. During the past 18 years, The University of Texas has granted 7.6 per cent of the bachelor's degrees in Geology in the United States.

During the first semester 1957-1958, there were 477 undergraduate majors in Geology and 82 graduate students, making a total of 559 majors in Geology (22 per cent fewer than in the previous year). During the second semester 1957-1958, there were 344 undergraduate majors and 80 graduate students, making a total of 424 (28 per cent fewer than in the previous year). The decline in enrollment reflects an increase in grade standards and a decrease in demand for trained geologists.

The Geology Department has 17 full-time teachers and 23 graduate student teaching assistants (equivalent to a total of 27½ full-time teachers). This breaks down to a student-teacher ratio of 20 to 1 in the first semester and 17 to 1 in the second semester for Geology majors. Most schools seek a ratio of less than 10 to 1 for work in Geology.

**1. Present Status:** Most of the educational programs of the Geology Department are of "satisfactory" or "superior" quality, and a few are clearly "outstanding." Over-all performance is probably between "superior" and "outstanding." Among other things, the Committee of 75 took note of the following:

- Physical facilities are excellent. The Department occupies a modern (but not air-conditioned) four-story building centrally located on the campus. The laboratories are well equipped with microscopes for petrographic work, micropaleontology, and sedimentation. The most modern, up-to-date X-ray diffraction equipment is in operation. Diamond saws and polishing, washing, boiling, and acid equipment are the best available. Four completely furnished darkrooms are available to faculty members and graduate students. The departmental library is small but efficient.
- Field trips are made in a departmental fleet of cars and buses. The Department operates a mobile, flexible camp system and has access to excellent training areas. More field geology courses are required than in any other school, and field training represents one of the areas in which the Department is outstanding.

**2. Recommendations:** In view of the great importance of the mineral industries to the economy of Texas and the Southwest, it is recommended that the Geology Department be one of those selected for maximum quality emphasis. At the present time, Texas accounts for about 40 per cent for the United States, and 17 per cent of the world, oil production. It provides employment for about 30 per cent of the total of trained geologists in the United States. In the field of geology, The University of Texas clearly has both a unique opportunity and an obligation to become one of the truly "outstanding" educational and research centers of the world.

Accordingly, the Committee of 75 recommends that nearly all of the courses be brought to at least the "superior" level and at least a third of them to the "outstanding" level. Among other things, action should be taken along the following lines:

- Aggressive action must be taken to recruit and develop a faculty of national and international distinction. The recent revisions in salary scales, and implementation of the recommendations concerning faculty recruitment and development made elsewhere in this report, will prove of considerable assistance on this score.
- The Department has had a relatively low financial input per student, and additional financial support is clearly needed. The cost per student credit hour is estimated to be hardly half the national average for geological work.
- Means should be found to reduce student-teacher ratios. The ratio of students to full-time teachers has been about twice that considered desirable for training in geology. The University of Texas has an estimated 1.3 per cent of the total number of geology teachers, but has been training about 7.6 per cent of the total number of geologists in the country.
- Provision must be made for improvements in the library since it is an exceedingly important factor in geological work, and for increases in library space. The present library study space amounts to about 1.2 square feet per geology major. Other universities provide an average of about 8 square feet per geology student.

## COLLEGE OF BUSINESS ADMINISTRATION

The College of Business Administration awards the Bachelor of Business Administration degree. The major instructional areas are: Accounting; Business Services; Finance, Insurance, and Real Estate; Management; Marketing; Resources; and Transportation.

Enrollment in the College of Business Administration in the academic year 1957-1958 was about 2,500. The College had the equivalent of approximately 78 full-time faculty members.



**1. Present Status:** As presently constituted, the College of Business Administration has an "outstanding" Accounting Department, but other departments are at a lower quality level. "Satisfactory" would be descriptive of the largest proportion of The College's work. The activities of the Finance Department, Business Statistics, and the Bureau of Business Research, however, are definitely above that level.

**2. Recommendations:** The College of Business Administration has unique opportunities to contribute to the State's economy by training many of the men and women who will be participating in Texas' rapid industrial and business growth. Accordingly, the Committee of 75 recommends that an effort be made to raise the over-all quality level from "satisfactory" to "superior" and to assure retention by the Accounting Department of its "outstanding" status.

The recommendations made elsewhere in this report regarding development of faculty and strengthening of research activities are particularly applicable to the College of Business Administration. Other recommendations follow:

- A closer liaison should be brought about between the College of Arts and Sciences and the College of Business Administration. Perhaps this will be realized when the new building is completed, which will house both the College of Business Administration and the Economics Department.
- Graduate School activities should be broadened, and scholarships and fellowship grants should be established so that gifted students may pursue further study after a bachelor's degree has been obtained.
- Some of the courses offered should be reviewed to avoid duplication.

#### DIVISION OF EXTENSION

Five bureaus and the dean's office compose the Division of Extension. The bureaus are: Public School Service, Extension Teaching and Field Service, Industrial and Business Training, Package Loan Library, and Audio-Visual Instruction. Also, the dean's office has administrative personnel in the fields of Executive Development, Pharmacy Management, Motion Picture Production, and Home and Family Life Development.

The Division of Extension has as its mission the rendering of those adult educational services which cannot be provided locally. Rather than attempting to enroll large numbers of students, the Extension Division has made every effort to stimulate the development of local programs, with The

University supplementing these programs on the upper levels.

It is anticipated by many national authorities that demands for extension education will increase about twice as fast as demands for on-campus education during the next 20 years.

**1. Present Status:** The over-all performance of the Division of Extension at the present time ranges from "satisfactory" to "superior." In certain specialized activities, such as the Petroleum Extension Service, the quality of work is "outstanding."

**2. Recommendations:** The present quality level appears to be adequate in relationship to the objectives and requirements of The University as a whole. If this quality is maintained, the Division of Extension would appear to be serving its desired function. Recommendations for the further development of the Division of Extension follow:

- The scope of public service and continuation education activities should be somewhat extended. The University System has a major obligation to share its resources of knowledge and manpower with the citizens of the State. It is not advocated, however, that The University dissipate its resources in mere management of enterprises which could be handled just as well by other agencies. Instead, the scope of public service-type programs should reflect the major concern of The University—the production and dissemination of new knowledge, the provision of genuine higher education, the services of research, and professional education. Even from the selfish standpoint, The University needs to maintain contact with all geographical sections of the state and all segments of the population.

The major benefits to be derived from an enlarged scope of public service are those which accrue to the on-campus teaching programs of The University. Public service activities could interfere under certain circumstances with the functions of teaching and research. However, it does not appear that such interference is likely to occur if it becomes a matter of public policy to finance and support public service as an essential function of a major university, to be provided from funds and personnel allocated specifically for that function.

- A Continuation Center, or other adequate physical facilities to conduct short courses for adult groups, should be established on the campus or adjacent thereto. At the present time, the Division is forced to use makeshift arrangements wherever available for this work. Better office and working facilities for the professional staff of the Division are also needed.
- Full-time faculty members engaged in extension or correspondence work should be allowed to earn supplemental compensation of more than \$750 per year, the limit now imposed by the Legislature. At the present time, the Division rapidly uses up the



available "salary time" of the better professors and then is forced to import outsiders at an increased cost to operate its programs.

- A more realistic salary schedule is needed for the "professional classified personnel," and suitable allowances should be provided for travel expenses.

## D. MEDICAL BRANCH-GALVESTON

The Medical Branch was established by the Constitution of the State of Texas and graduated its first class in 1892. The John Sealy College of Nursing became a part of the Medical Branch in 1897. The Sealy Hospital was deeded to the State and became a part of the Medical Branch in 1889. It is estimated that the Sealy and Smith families and the Sealy Foundation have expended between \$15 million and \$20 million in the development and operation of the John Sealy Hospital.

The objectives of the Medical Branch are: (a) to provide undergraduate medical students the opportunity to acquire a sound, basic education in medicine and to foster the development of lifelong habits of scholarship, (b) to contribute to the advancement of knowledge through research, and (c) to contribute to the development of teachers, investigators, and practitioners through programs of graduate education, including resident training.

The Medical Branch is composed of four major divisions: the School of Medicine, the Paramedical Curricula, the School of Nursing, and the hospitals. Paramedical curricula are offered in Medical Record Library Science, Medical Technology, Occupational Therapy, Physical Therapy, X-Ray Technology, and other fields upon demand. The school of Nursing offers a Diploma Course (now being phased out), the Bachelor of Science in Nursing, the Bachelor of Science in Nursing Education, and the Master of Science in Nursing. The Medical Branch hospitals are approved for internships and residencies in most specializations. They provide clinical teaching facilities for both medical and nursing students.

Enrollment at the Medical Branch in the academic year 1957-1958 consisted of 573 undergraduate medical students, 38 interns, 159 residents, 21 graduate students in basic science, 53 students in medical technology, and 251 students in the School of Nursing, making a total enrollment of 1,095. By regulation of the Board of Regents, only residents of Texas are currently admitted as undergraduate medical students, but nonresidents are accepted in all other divisions.

In the fall of 1957, the Medical Branch had the equivalent of 177 full-time faculty members. The

1958-1959 expenditures budget was \$9.5 million, of which \$6.6 million was appropriated from State General Revenue. The book value of the capital investment in the Medical Branch at Galveston at the end of 1957 was about \$24.5 million.

**1. Present Status:** The present program of the School of Medicine at the Medical Branch at Galveston is "less than satisfactory" in terms of the quality standards used in this report. (Specific quality ratings have not been made of the other three divisions of the Medical Branch: the Paramedical Curricula, the School of Nursing, and the hospitals.)

In the opinion of the Committee of 75, the School of Medicine does not rank in the upper half of the 82 four-year medical schools in the United States. Among other things, the Committee noted the following:

- The present physical plant is unsatisfactory. Not only is there shortage of space for student and research laboratories, for library and teaching areas, and for animal quarters, but a sizable part of the space now in use is obsolete and needs to be modernized or replaced. It is estimated by the administration of The University that \$8 million to \$10 million is needed now for plant improvement.
- The quantity and variety of clinical material available for teaching are inadequate. This shortage in Galveston was recognized and reported by Abraham Flexner in 1910 when he made a survey of medical education in the United States and Canada for the Carnegie Foundation. The chronic shortage of such material has been made worse in recent years by an increase in the size of the student body.
- In appraising the faculty, we feel there are too few members of the faculty to teach effectively the present number of students.
- Qualitatively, also, there are deficiencies to be recognized and corrected. Some measure of the quality of the faculty as a whole may be had by the difficulty with which faculty vacancies can be filled with men of established reputation or of unusual promise and by the infrequency with which young men on the faculty are sought by other schools. On this basis, the faculty of the Medical Branch would not qualify as "superior."

Measures of distinction of a faculty member are usually based on some of the following factors: (1) national or international recognition in the field of his or her endeavor, (2) elective membership in professional societies, (3) the volume and quality of his research as reflected in his publications, (4) the graduate students he attracts, (5) his effectiveness as a teacher as judged by his colleagues and his students, and (6) his effectiveness as a leader within the school and in the professional organizations of his chosen field. No attempt was made by the Committee of 75 to apply these standards to each member of the faculty, but, even though the faculty has now and has had at all

times a few outstanding individuals, we are of the opinion that the faculty needs considerable strengthening.

- The school is not attracting a sufficient number of superior students. This seems to result in part from the general quality of the program offered, but it is also a result of the regental policy of admitting only residents of Texas. The competitive position of our two medical units in attracting students of high quality is weakened by the fact that only residents of Texas are eligible for admission. Here it seems worth recording that in 1956-1957, approximately 600 Texas students took the medical aptitude test. Of these 600, 300 (50 per cent) scored in the lower 15 per cent for the United States. However, about 350 Texas students entered medical schools. One hundred thirty of these entered the Medical Branch. Ninety more who were sent letters of acceptance chose to enter another school.
- During much of the period covered by our study the school has lacked leadership which unified its staff to pursue the objectives sought.

These deficiencies are no reflection upon the dedication and diligence of individual members of the faculty and administration. On the contrary, the Committee believes they are to be commended for doing a good job in the face of adverse circumstances beyond their control. Recognition is also due the Sealy and Smith Foundation for its continuing support and many contributions to the Medical Branch over a period of many years.

The principal circumstance hampering the development of a high quality program at the Medical Branch is the lack of adequate clinical material in the Galveston area. At the present time, there are about 488 beds containing patients with acute general medical and surgical problems available to the School. There are 151 senior students, and hence the ratio of beds to students is about 3 to 1. A ratio of about 10 beds per senior student is generally regarded as necessary for a first-class medical school operation. The population of Galveston has been increasing at only a moderate rate, and hence the present situation is not likely to be remedied by growth in the community in the foreseeable future.

By various expedients, such as securing access to beds at the U.S. Marine and St. Mary's hospitals in Galveston, the number of clinical cases available to the Medical Branch might be increased. It is highly improbable, however, that enough cases could be provided to train a senior class of many more than 80 to 100 students, and even this arrangement would not fill the need for additional beds in obstetrics that is now being met by use of facilities located in San Antonio and Austin. The attainment of higher quality levels at the Medical Branch will

require a sharp reduction in the size of the entering class, the provision of a greater volume and variety of clinical material, and the provision of larger and more efficient physical facilities.

In other words, attainment of the higher quality goals recommended in this report will require, in the opinion of the Committee, the spending of more money for the education of 30 per cent to 40 per cent fewer medical students.

**2. Recommendations:** The Medical Branch at Galveston should be brought to a level between "superior" and "outstanding." In the field of medical education, the Committee of 75 believes that the citizens of Texas will not wish to tolerate mediocre, or less than "satisfactory," quality.

The Committee of 75 recommends the admission of a limited number of superior out-of-state students to the Medical Branch, as one means of improving the over-all quality of the student body.

The difficulties of providing a satisfactory volume and variety of clinical material in Galveston have plagued The University for 50 years or more and have been responsible in part for periodic proposals that the School be moved to another city. Heated controversy has never failed to follow this proposal. A recommendation from the Committee of 75 regarding the future location of the Medical Branch seemed desirable. In reaching its decision to recommend the present Galveston location, it considered:

- The Medical Branch was located in Galveston originally by popular vote and a move would require a change in the present State Constitution. A legislative proposal to this effect would certainly result in two to four years of political controversy, and the practical odds against passage of such an amendment would be high. During this period of time, regardless of the outcome, many promising people on the faculty and staff would be upset, and some might be prone to accept offers to go elsewhere. Even if the measure were passed, a further time lapse would be involved in accomplishing the move, which would interfere with the progression of the School.
- The University has a large fixed investment in the physical plant which would be difficult to convert to other use.
- The Sealy and Smith Foundation has been a generous and constant supporter of The University in the operation of the Medical Branch hospital. Removal of the School from Galveston would mean loss of this support.

The Committee weighed all factors and concluded that the present location should not be changed, the problems of the Medical Branch should

be faced squarely, and the proper changes made to elevate the quality of the School to the high level that is being recommended in this report.

Bearing in mind all of the foregoing considerations, the Committee of 75 recommends that (a) the Medical Branch be left at its present location, (b) future entering classes be limited to a size ranging from 80 to 100 students in order to facilitate attainment of quality objectives, (c) the proper volume and variety of clinical material be provided, (d) the physical plant be brought to first class quality, (e) the faculty be strengthened, and (f) the over-all program of the Medical Branch be made stronger by a new and much closer working relationship with the other medical units of The University System. (This has particular reference to the relationships of the Medical Branch and the existing research and teaching units in Houston.)

In addition, the Committee strongly recommends that the City and County of Galveston, and other counties and municipalities served by the Medical Branch hospital, shoulder a reasonable share of the cost involved in the care of their indigent patients at the Medical Branch hospital.

## **E. SOUTHWESTERN MEDICAL SCHOOL - DALLAS**

Citizens of Dallas organized the Southwestern Medical Foundation in 1939. This foundation took the lead in establishing the Southwestern Medical College in 1943, and the college received accreditation in 1944. It opened in temporary, improvised buildings surrounding Parkland Hospital, but the Foundation started immediately to gather donations to provide permanent buildings. In 1949, the Legislature authorized the establishment of a medical school in Dallas, and the Foundation transferred the college and certain restricted funds to the Board of Regents.

The Doctor of Medicine and Master of Medical Arts degrees are granted, and work may be done toward master's and doctor's degrees in the Graduate School of The University. The Division of Postgraduate Education offers courses in Dallas and other cities. The institution is not financially responsible for the operation and maintenance of teaching hospitals. Instead, the School maintains contractual relations with Parkland and other Dallas hospitals for clinical teaching.

Enrollment at the Southwestern Medical School in the fall of 1957 was 381 medical students. The School had the equivalent of about 100 full-time faculty members.

**1. Present Status:** The quality of operation at the Southwestern Medical School in Dallas does not at the present time place it in the upper half of the medical schools in the United States. In terms of the definitions used in this report, a rating of "satisfactory" has been earned by a narrow margin.

- The School is not attracting a sufficient number of outstanding students.
- The full-time faculty of the Southwestern Medical School is relatively young and newly organized. A few of the men have attained positions of distinction in their field of endeavor. Most are engaged in some form of research activity and a number show promise for a future of distinction.
- Morale in the School and in the professional community of Dallas regarding the School is high. Impressive progress has been made in the few short years of the School's existence and one senses an enthusiasm for the present and an optimism for the future that suggests many things, not the least of which is good leadership.
- The physical plant of the Southwestern Medical School is new. The basic science building, opened in 1955, is modern, well designed, and well adapted for its present use. A new clinical sciences building was occupied for the first time in September 1958. It is a handsome building of modern design and construction. It is joined to the basic sciences building as well as to the Parkland Hospital, which is also new and which constitutes the chief clinical facility for the medical school.
- In 1958, the physical plant provided adequate facilities for research. Currently, money for clinical research is reasonably plentiful, although much more in unencumbered funds for basic research is needed.
- A good basic library has been organized. It needs time and continued support, and in the next few years it will need additional space.
- Clinical material is provided by the 550-bed Parkland Hospital which was built and is operated by the Dallas Hospital District. By contract with the School, heads of the clinical departments in the medical school are also heads of the departments in the hospital. The contractual relationships with the School seem to be adequate. A good volume and wide variety of clinical material is available. Furthermore, the Veteran's Administration Hospital (488 beds) in Dallas and the Children's Hospital, Old Parkland Hospital (250 beds), and the Veteran's Administration Hospital, McKinney (456 beds), provide additional clinical facilities which are used by the School. The present volume and variety of clinical material seems quite adequate and the growth and vigor of the community seem to assure that it will remain adequate.

**2. Recommendations:** The Southwestern Medical school should be brought to somewhere between the "superior" and "outstanding" quality levels. Considering its age, the excellent progress it has made since it became a part of The University in 1949, the quality of its physical facilities (includ-

ing physical plant and clinical material available), the youth and promise of its faculty, the vigor of its environment, and the quality of its leadership, the School should be able to attain a position of distinction in the next 25 years. Recommendations for future development follow:

- There is an excellent balance currently between faculty, facilities, and students to be served, and care should be taken to maintain this balance in the future.
- In the reasonably near future, additional space should be provided for laboratory courses, library and animal areas.
- A limited number of superior out-of-state students should be admitted as one means for improving the over-all quality of the student body.
- There is need for student housing in the area of the School and for an auditorium of sufficient size to hold the entire student body.

## **F. M. D. ANDERSON HOSPITAL AND TUMOR INSTITUTE - HOUSTON**

The M. D. Anderson Hospital and Tumor Institute began in 1941 with an act of the 47th Legislature which authorized a state cancer hospital and division of cancer research and provided that these institutions, "together with such sub-stations as may be established pursuant hereto shall be devoted to the diagnosis, teaching, study, prevention, and treatment of neoplastic and allied diseases."

The Board of Regents of The University of Texas was given the responsibility for the Administration of this program, which it officially activated in 1944 in Houston. The location and name of the cancer facility were authorized by the Board of Regents when, prior to this, the M. D. Anderson Foundation of Houston offered to furnish temporary quarters and match funds for a permanent building, if the cancer facility were placed in Houston and named for its founder.

Departments operating research are: Medicine, Radiology, Surgery, Pathology, Biochemistry, Biology, Physics, and Epidemiology. Educational activities are directed primarily toward graduate students in the specialty fields of clinical medicine, graduate students in the physical and biological sciences, a limited number of dental students from the University of Texas Dental School, and a few medical students in the Baylor University College of Medicine. No students from the Medical Branch at Galveston or the Southwestern Medical School in Dallas come to the Anderson Hospital for training. A total of 297 men and women have received some graduate training in the M. D. Anderson Hospital and Tumor Institute, and in September 1957, there were 56 residents and fellows in training.

The physical plant at M. D. Anderson represents a total investment of about \$11 million, and

the budget for the institution in 1958-1959 is about \$5 million.

**I. Present Status:** The quality of the present M. D. Anderson Hospital and Tumor Institute is good and is improving. In terms of the definitions used in this report, the quality rating for the program would be between "satisfactory" and "superior." The Committee noted the following points:

- In 1956, there were 68 members of the full-time staff and 42 members of the part-time staff. During that year, 159 scientific papers were published. In September 1957, there were 118 budgeted research projects in progress. These figures give some measure of the size of the research activity in terms of human facilities.
- From the department of biophysics came the present design of the Cobalt 60 bomb. Fundamental research began in biochemistry in 1946 and has slowly expanded to the other basic sciences. A multi-disciplined program in volume could not be implemented until the permanent building was completed in 1954. Recruitment of outstanding research scholars for the staff has proceeded slowly
- In terms of quality, the staff at the Anderson Hospital is being strengthened. The competitive position of the institution in attracting men of recognized ability and promise has improved greatly. Further strengthening is needed.
- The quality of students at this Institute is perhaps even more difficult to assess than the quality of applicants to the medical schools. They come from several states and several foreign countries. Whereas their quality seems to be satisfactory, it cannot be said that the M. D. Anderson Hospital has attained a reputation that attracts the outstanding students in this category from this country.
- In March 1954, the present physical plant was completed at a cost of \$10,811,896, of which \$1,350,000 only was provided by direct legislative appropriations. These figures, in addition to those relating to faculty size and activity at the present time, suggest a dynamic situation.
- The physical plant of the M. D. Anderson Hospital is of the most modern construction and of advanced design. It is the impression of the Committee that it is one of the finest physical plants for its purpose in this country and in the world.
- Laboratory facilities for research are excellent. Owing to the rapid changes in cancer research, there is a present need for some additional space—space which was deleted from the original plans because of shortage of funds at the time the contract was let. These space needs are small in relation to the facility as a whole and no over-all expansion or enlargement of the facility is contemplated.
- There is a small institutional library which is well housed. In view of the location of the M. D. Anderson Hospital and Tumor Institute in the Texas Medical Center where there is a large Center library, no expansion of the present library program seems desirable.

- There is an adequate volume and variety of clinical material available to the institution for the attainment of its objectives in research and education.

**2. Recommendations:** The Committee of 75 recommends that the over-all quality of the M. D. Anderson Hospital and Tumor Institute be raised to the "outstanding" level. With its present physical plant, its position as a member of The University family, and its situation in a growing community and medical center, this Institute has an excellent opportunity to attain national and international leadership in the field of cancer in the next 25 years.

- Attention should be directed to measures which will result in the recruitment and development of a staff which is capable of conducting outstanding research.

- Research grants should be enlarged as the staff develops the capability to use the additional funds effectively.

- Continuing efforts should be made to attract gifted research students to the Institute, although this will take place automatically, to some extent, as the over-all caliber of the program improves.

## **G. POSTGRADUATE SCHOOL OF MEDICINE - HOUSTON**

This school was established by the Board of Regents in 1948 for the purpose of providing: (a) adequate opportunities for the continuing education of practicing physicians, (b) training programs designed to educate young physicians in the medical and surgical specialties, and (c) opportunities for physicians in these programs to engage in experimental and research activities.

At the present time, the Postgraduate School has an administrative office in the Texas Medical Center and has several divisional headquarters throughout the state. It is organized as an independent unit of The University and its dean reports directly to the President of The University. The dean has a staff of three secretaries. The faculty of the School is composed of members of the staffs of the medical institutions of The University and a voluntary staff chosen from qualified members of the profession in the communities in which there are divisions of the School.

Financial assistance to the School has come from two sources: (a) the M. D. Anderson Foundation of Houston, which has supported the School from its inception by an annual grant of \$25,000, and (b) tuition fees from physicians in practice who attend the courses sponsored. The School has a total budget of \$64,000 for 1958-1959, none of which is from legislative appropriations.

**1. Present Status:** The program of the Postgraduate School of Medicine has never developed

in the manner intended by the Board of Regents and would clearly rank as "less than satisfactory," in terms of the definitions used in this report. The Committee of 75 observed the following conditions:

- The Postgraduate School has never had adequate support. This lack of support has been manifested in two ways: (a) failure of the Legislature to appropriate funds for the operation of the School, and (b) failure to evolve clear-cut operating policies for the School.

- Teaching facilities are the various accredited hospitals which have contractual agreements with the School. These hospitals have been accredited by the Joint Commission on Hospital Accreditation. Since it is essential that The University have the determining voice in the choice of its faculty, the contract with each of these hospitals makes appointment to the teaching staff of that hospital dependent upon the recommendation of the dean of the Postgraduate School. Such an arrangement makes possible the building of a strong clinical faculty in medicine in some of the outstanding hospitals in our state.

- Research facilities at the M. D. Anderson Hospital and in the various affiliated hospitals are available to some of the members of the medical faculty of the Postgraduate School. Research, however, is the concern of the School only in the sense that it contributes to its educational program.

**2. Recommendations:** It is the opinion of the Committee of 75 that the objectives of this component of The University of Texas are important and worthwhile. It is recommended, therefore, that the program be brought to at least the "superior" quality level. Given proper support, financial and otherwise, this School can offer The University of Texas an opportunity to attain a position of leadership in the field of graduate and postgraduate medical education. The Board of Regents should give particular attention to assuring continuous coordination among the component medical units in making the work of the Postgraduate School of Medicine of high quality.

## **H. DENTAL BRANCH - HOUSTON**

The Dental Branch, a successor to the Houston Dental College which was founded in 1905, was taken over by The University of Texas in 1943 and moved to its present quarters in 1955. Its objectives are the same in dental education as those of the medical schools in medical education.

The School of Dentistry, admission to which must be preceded by at least two years of college work, offers a four-year curriculum leading to the Doctor of Dental Surgery degree. A two-year program in the School of Dental Hygiene is also offered. Some postgraduate courses are available, and a working arrangement with The University Graduate

School is being completed for some study toward master's and doctor's degrees. Cooperation with the M. D. Anderson Hospital and Tumor Institute and with other units of the Texas Medical Center are opening up additional channels for faculty research.

Enrollment in the Dental Branch in the academic year 1957-1958 was about 350 students. The faculty at this time was composed of the equivalent of approximately 92 full-time members. The operating budget for the year 1958-1959 is about \$1.9 million.

**1. Present Status:** The Dental Branch is to be highly commended for the progress it has made in improving the quality of its staff and the quality of its teaching program. The present state of its development, however, permits a quality rating of only "satisfactory," in terms of the definitions used in this report. In forming this judgment, the Committee of 75 noted the following:

- The recruitment for the profession of dentistry encounters the same problems that recruitment for the medical profession is having at the present time. However, competition for students by dental schools is perhaps not as keen as it is by the many medical schools. As it is with our medical school program, so it is with our dental program, that only residents of the State of Texas are eligible for admission.
- Based on the same factors used in assessing quality in the medical schools, it appears that the Dental School faculty is neither inferior nor outstanding. The move of the School into its new and outstanding physical plant and the recent increase in salary scales, which applied to the faculty as a whole, has certainly improved the competitive position of the Dental School in recruiting for its faculty.
- An opportunity to review the progress of the Dental Branch in the past few years and to see the condition of its present operation can hardly fail to impress the observer with the fact that it has outstanding administrative leadership.
- The Dental Branch now occupies a \$6.5 million building which was completed in 1955. It is modern in every detail. Its design is outstanding and there seems to be a general consensus that it is one of the finest, if not the finest, dental plant in the United States.
- Funds from private sources for grant type of research are reasonably available.
- Library facilities are satisfactory in the Dental Branch, and it has at its disposal the facilities of the Texas Medical Center Library located almost next door.
- The Dental Branch operates an outpatient clinic, and clinical material apparently is more than adequate to meet requirements.

**2: Recommendations:** The Committee of 75 recommends that the quality of the Dental Branch be brought to the "outstanding" level. Other recommendations follow:

- The available evidence indicates a 25 per cent to 40 per cent increase over the next two decades in demand for dental school graduates. The Dental Branch should expand its enrollment, within the limits of qualified students available, to meet this need.
- Some enlargement of the faculty should be undertaken, and funds are available for this purpose. Even though the Dental Branch is in a relatively good competitive position as far as dental schools are concerned, recruitment still constitutes a problem because of (a) the competition of the private practice of dentistry, (b) the shortage of well-qualified teachers and research people in the field of dentistry.
- The Dental Branch's experimental program with the closed-circuit system of television for the instruction of its student body is commended to the attention of the administration and the Regents of The University, because of the possibility of its applications to a number of mass subjects that are taught in institutions of higher education. The University should take advantage of the present installation to investigate and develop the use of television in teaching techniques and to achieve a position of leadership in this new field, which seems to offer great promise in the solution of some of the problems that face education today.
- The Committee of 75 recommends the admission of a limited number of superior out-of-state students to the Dental Branch as one means of improving the over-all quality of the student body.

## I. TEXAS WESTERN COLLEGE - EL PASO

This institution was organized in 1913 as the School of Mines and Metallurgy and was placed under the control of the Board of Regents of The University of Texas. It was made a branch of The University in 1919. For several years it was known as the "College of Mines," but in 1927 a curriculum in the liberal arts was added. Thereafter, it evolved in the direction of a general-purpose regional college, although emphasis on engineering and metallurgy still remains strong. The present name was adopted in 1949.

Texas Western offers Bachelor of Science degrees in Mining and Engineering, Civil Engineering, Electrical Engineering, Arts, Science, Business Administration, and Music. It also offers the degrees of Engineer of Mines and Master of Arts. Most of the graduate work is designed for teachers in the elementary and secondary schools. Business Administration is the most rapidly growing unit of the College.

Enrollment in the academic year 1957-1958 was about 3,578. The College had the equivalent of about 166 full-time faculty members at this time.

**Recommendations:** Texas Western should become a strong regional college, concentrating its attention upon providing a sound, basic undergraduate education for students in its service area. In quality of programs, it should become equal to the best regional colleges of its type. Because of differences in situation and objectives, its contributions to "first class" status should be primarily in the realm of teaching.

Recommendations for the future development of Texas Western follow:

- Texas Western should remain open to all students with college-level ability in its region and should be expanded in physical facilities and faculty to care for enrollment increases as they occur. Conservative predictions indicate that present enrollments will double by 1975.
- Development of undergraduate programs for high-demand professions, such as teaching, engineering, and business administration, is to be expected and should be accompanied by fifth-year curricula where needed. When such professional work is undertaken, it should be of quality consonant with accreditation standards. The main emphasis at Texas Western, however, should be upon the undergraduate program; it is not contemplated that it should become a graduate institution.

- The scope of the engineering offerings should be increased to cover all basic branches. Emphasis here should be upon development of a core of good quality engineering study with minimum separation of curricula for the various branches. Expansions of the existing curriculum should occur, however, only as high quality faculty members and adequate physical facilities become available.
- Faculty development should be accorded first priority in achieving higher quality. A general increase in salary levels is essential for the institution to recruit replacements and additional faculty, as well as to afford deserved merit recognition for many individuals on the present staff. Faculty members also need at least some research outlets and opportunities to vitalize the teaching program and help create a proper academic climate.
- Emphasis upon the improvement of teaching and the improvement of student standards of performance should be a major objective in the immediate future.
- The library must be improved decidedly in size and in service to facilitate improvement in the quality of the program.
- Because of its regional-service character, Texas Western should continue to make its college course offerings available to students at night hours, and these offerings should be a regular, rather than extra, consideration in budgeting expenditures for faculty salaries and in providing faculty.
- The location of Texas Western makes it logical for its services to extend into New Mexico and to a limited extent into Mexico.



# V

## ***Conclusions and Summary***



The Board of Regents, the Legislature, and the people of the State of Texas, have the responsibility to make The University of Texas "a university of the first class." This means that The University must (a) make highly significant contributions to the diffusion and advancement of knowledge and to the promotion of scholarly inquiry, (b) provide intellectual training of high caliber to its students, (c) promote the cause of education in Texas, and (d) render economic, civic, and cultural service to the state, the nation and the world-at-large.

After evaluating The University of Texas in the light of this mission, the Committee of 75 reaches the following findings and recommendations:

- The size and scope of educational activities at The University of Texas are reasonably adequate relative to current needs. The major problem of the future will be that of raising quality of performance significantly, in the face of growing enrollments, rather than of expanding course offerings.
- The existing and potential quality of a university may be measured in terms of the soundness and greatness of its objectives, the dedication of its people, the caliber of its leadership, the means which it has available to accomplish its ends (including faculty, students, and physical facilities), and the record of its achievements.
- At the present time, The University of Texas falls far short of the quality objectives envisioned at the time The University was founded. While eminent in this region, it is not a university of the "first class," and it does not occupy a position of eminence and distinction among the truly great universities of this country. In the future it will be necessary to raise the quality of many major departments substantially above present levels.
- The State of Texas has sufficient economic resources to support an educational center of the "first class," provided that the citizens of the state are willing to devote the same share of their personal income to educational purposes as do the citizens of many other states.
- In seeking to bring The University to a higher level of achievement, first priority must be given to the building of a truly eminent and distinguished faculty. This will require recruitment of outstanding scholars from the outside, the retention of talented men already at The University, the systematic development of younger scholars of high potential, and the rigorous elimination of unsatisfactory personnel. To achieve these ends, bold steps must be taken to improve faculty salaries, working conditions, and the entire academic climate in which the faculty operates.
- The future size of The University and the scope of its offerings should be controlled to such an extent as may be necessary to permit achievement of desired levels of quality. To obtain a student body of high caliber, primary reliance should be placed upon high in-course academic standards and secondary reliance upon selective admission procedures, especially in professional and graduate divisions. Suitable steps must also be taken to insure that The University attracts its share of truly gifted students.
- Adequate physical facilities must be provided if The University is to attain first class rank. In the immediate future, particular attention should be directed to improvement of the library and certain research and teaching equipment.
- The University should make a selective approach to the attainment of higher quality levels. Divisions to be given quality emphasis should be selected in the light of the strategic importance of the field to the economic and cultural development of the region, the opportunity which The University has to become outstanding in the field in question, the present status of the program with respect to quality, and the extent to which development

of a given program might result in unnecessary duplication of educational opportunities readily available elsewhere in Texas.

✓  
- The research program represents one of the greatest single weaknesses of The University. It is deficient with respect to scope, quantity, and quality. A rigorous, high quality research program is a prerequisite to the attainment of excellence in teaching programs, essential to the development of a distinguished faculty, and necessary to permit fulfillment of The University's mission as a major center of learning and scholarship. During the next 25 years, a dramatic change for the better must take place in the character and quality of The University's achievements in the field of research.

- The most important single problem with respect to the major divisions of The University is at the Medical Branch at Galveston. The present program is "less than satisfactory" and must be raised as rapidly as possible to "superior." Higher quality levels cannot be attained unless (a) the entering class is limited immediately to a size ranging from 80 to 100, (b) the physical plant is modernized and expanded, (c) the variety and volume of clinical material enlarged, and (d) other deficiencies noted are corrected.

The medical educational program of The University as a whole and the program of each of its medical units would be greatly enhanced by a new and closer working relationship - one with the other.

- Internal organization of The University for making decisions on curriculum, faculty personnel, and budgetary matters is perhaps too complex. The Committee of 75 recommends that appropriate committees be appointed to review present procedures and recommend desirable simplification of them.

✓  
- The University must maintain a sound relationship with the Texas Commission on Higher Education, other state institutions of higher learning, the Executive Budget Office, the Legislative Budget Board, and the Legislature itself. Within the limits of reason, good taste, and available resources, The University should keep Texas citizens informed about its affairs in order that they may take a broad, intelligent, and constructive interest in its activities and achievements.

- Legislative appropriations, under any foreseeable formula, will never be sufficient to raise

The University of Texas to the level of eminence which this report envisions. The Committee of 75 strongly recommends, therefore, that the Board of Regents be granted discretionary use of the Available Fund. Donations from private and business sources must also be expanded if The University is to attain real excellence.

This report is more than a statement of findings and a presentation of recommendations. It is a call to action. This action must stem from and be galvanized by informed, convinced citizens of the State. We hope the Board of Regents and Central Administration will take whatever steps are necessary to give thousands of citizens in Texas the opportunity we have had to study the facts and discover the potentials embodied in a University of Texas System of the first class. We feel confident that such study will lead to resolute and successful action.

The challenge to achieve first class status for The University of Texas is basically a challenge to the enlightened self-interest of the people themselves. The goals of The University are goals for service, not for mere aggrandizement of an institution. The people of the State are being called upon to fashion an instrument of high utility. The appeal is to their basic concern for the highest opportunities for their own young people, for a social order enlightened and strengthened by knowledge, for an economic system based upon the creative operation of trained minds, and for a way of life which satisfies mankind's higher aspirations. These concerns constitute the fundamental argument for the existence of any great university and define the stake which the people have in "a university of the first class.... styled The University of Texas."

The challenge is one which the people of this state cannot afford to ignore. In bygone centuries, nations and peoples struggled among themselves for physical supremacy. Today it is abundantly clear that the battles of our time and all future times will be for intellectual supremacy. Alfred North Whitehead put the whole matter very clearly and succinctly:

In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed.

To his imperative, however, must be added an even more transcendent one. Mirabeau B. Lamar pointed out that cultivated mind is the guardian genius of democracy, but added,

...and while guided and controlled by virtue, is the noblest attribute of man.

It is the privilege and responsibility of The University of Texas to accept this imperative. The development of persons with highly trained minds who are capable of and inclined towards the maintenance of the highest moral and ethical standards — in personal living and in business and government — is a duty which The University cannot delegate. The

University is an institution under God. It stands on the threshold of true greatness. The Committee of 75 has tried as best it can to chart a way to achieve that goal. Our hope and expectation is that the people of Texas, having the means at their disposal, may also have the desire and wisdom to achieve for The University a position of eminence.

# THE UNIVERSITY OF TEXAS

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For invaluable assistance in preparing its report, the Committee of 75 is grateful to its consultants, Mr. Weldon Hart of Austin, Dr. John G. McLean of Houston, Mr. Jack Raglin of Houston, Mr. Hal Hazelrigg of Houston, and its executive officer, Mr. W. D. Blunk. However, it should be emphasized that the report document itself is actually a product of the Committee. Under these circumstances, it may not possess the unity of style and literary merit that could be desired, but it does have the virtue of reflecting accurately the thinking of the Committee of 75.

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COMMENTS ON THE REPORT OF THE  
COMMITTEE OF 75

By

President Logan Wilson

The Committee of 75, motivated by a true sense of public service, has for the past eighteen months gone about the difficult task of surveying The University of Texas. Its Report is now complete and in the hands of the Regents. For a successful completion of a project which has attracted national attention in educational circles, the Committee deserves the highest commendation. Its Report will be of great value in the united effort of our Regents, administration, and faculties to achieve the status of a truly great University during the next twenty-five years. In my opinion, the work of this distinguished Committee constitutes the high point of our 75th Anniversary.

Members of the Committee merit particular commendation for making "a realistic and sober reappraisal" which avoids mere eulogy of past accomplishments or vague generalities about future prospects. It forthrightly deals with particulars and makes concrete recommendations. The Committee's avoidance of provincial standards in applying its four categories of evaluation to the various departments and divisions of the University system is especially noteworthy. It has set forth in no uncertain terms the kind of material support necessary to have a University of the first class and has produced convincing evidence to show that the State of Texas possesses the financial means to achieve a truly great state university. Heartening to the Regents, staff, faculty, and alumni will be the Committee's aspiration for The University of Texas to rank among the very best institutions anywhere.

The authors and readers of this Report will be interested in knowing that many of the weaknesses pointed out are already in the process of correction. During the eighteen months the Committee has been at work a number of notable changes have been made. The faculty, administration, and Regents were already aware of the necessity for drastic improvement in certain areas; the findings and deliberations of the Committee of 75 were definite aids in implementing action. The most dramatic example is the creation of the million dollar Excellence Fund by the Board of Regents this past September, primarily for the stimulation of basic research - an area pointed up by the Committee as most urgently requiring further development. This special fund has already made possible the establishment of computer and electron microscopic research centers, the acquisition of important library holdings, and the allocation of increased amounts of faculty time for research. Other instances at the Main University are marked progress in faculty improvement, higher academic standards for students in residence, systematic recruitment of gifted students and the establishment of special programs for them, and substantial increases in library acquisitions (by gift and purchase) for undergraduate work as well as for graduate study and research.



Because of the high standards used by the Committee of 75 in defining a "satisfactory" level of performance, there may be misconceptions in the minds of some readers of its Report regarding the status of various departments and divisions. The Committee is to be complimented for not being satisfied with mere minimal professional standards; yet it should be pointed out that every department and division of the entire University system is already meeting accreditation requirements. As was the case at the Main University, within the past eighteen months there have been some marked improvements in the various areas of medical education. Hence the findings of the Committee in certain instances refer necessarily to past conditions which either have been corrected or are in the process of being improved. For instance, the Report refers critically to the Medical Branch faculty and staff in Galveston. Here it should be pointed out that within recent months more than twenty members of that faculty have been tendered academic positions representing promotions in other schools, including two departmental chairmanships. During the last three years, thirty-seven members of recognized academic stature have joined the Medical Branch faculty, three of them being nationally known medical teacher-scientists who have assumed chairmanships of key departments within the last few months. Likewise, within this recent period, staff and facilities at our medical and dental institutions in Houston and Dallas have been strengthened. In these and other instances, improvements may be attributed in large part to the present leadership at the component institutions and to a shared determination to strive toward superior and outstanding achievement in all the University's basic endeavors.

As has been noted, the splendid work of the Committee of 75 has already had an impact. If, during the next twenty-five years, more citizens of this state can achieve a similar level of understanding, interest, and outlook regarding their University and its tremendous potentialities for the people of Texas, the future of The University of Texas is indeed assured.

December 5, 1958