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## Shivers Talks On State Spending On Higher Education

The level of state spending on higher education continues to be under attack of state officials. Former Governor Allan Shivers presented the other side of the story on Oct. 11 in Paris at the first annual A. M. Aikin Symposium of Texas Governmental Affairs.

Because of the importance of his message, and because employees in higher education should know the facts and be able to provide accurate rebuttal to general statements, the text of his speech is reproduced in this special issue of Intercom.

It's a very great pleasure for me to be here in Paris today, and an honor to be asked to be the keynote speaker at the first annual A. M. Aikin Symposium on Texas Governmental affairs.

I might say that your choice of a keynoter was an appropriate one indeed. And I say that in all modesty and sincerity—not because of the eloquence of my words or the brilliance of my ideas, but because of sheer longevity. You'd have to do some searching to find another person who has been associated with Senator Aikin as long as I have, or who has worked as closely with him as I have, or who has as much respect and admiration for him as I have.

A. M. Aikin's name has been associated with Texas governmental affairs for more than 40 years. His name is synonymous with good government and fiscal responsibility.

His name is also synonymous with higher education throughout this State. If it is true, as H. G. Wells once wrote, that "Human history becomes more and more a race between education and catastrophe," then A. M. Aikin's name will be writ large in history—clearly on the side of the survival of mankind.

I think it will be appropriate, therefore—and instructive—to use the subject of higher education as the focal point of our subject this morning: "The Legislative Process and Fiscal Responsibility." It is a subject that I have been close to for a long time—as a Senator, as Lieutenant Governor, as Governor, and most recently as Chairman of the Board of Regents of The University of Texas System.

It is also a subject which lends itself well to this issue of fiscal responsibility because there has been a number of vocal critics in the past few years who have insisted that higher education is the worst violator we have of fiscal responsibility. And we might as well call a spade a spade, their criticism has had its effect—both in the Legislature and among the general public.

They say that our colleges and universities have been on a building spree for the past decade, and today are tragically overbuilt.

They say we are spending the State into bankruptcy.

They say that we are educating too many young men and women; that we are not educating our young people to take their place in today's job market.

I think the time has come to set the record straight.

Yes, higher education has grown.

Yes, we have built a lot of new buildings and, indeed, a lot of new campuses. In fact, the last four years alone have seen construction projects at our Texas public senior institutions of higher education totaling \$563 million. But before you jump to any wrong conclusions, we have barely been able to keep up with the demand for new classroom space. I wish those critics who have been charging us with an excessive interest in bricks and mortar could understand that even today, after all this construction, the average amount of classroom space per university student in Texas has finally just reached 113 square feet, which was the national standard a full ten years ago.

Yes, it costs a lot of money to operate an educational system the size of Texas'. In fact, the appropriations for Texas public senior institutions for the current biennium is nearly \$1.6 billion—compared to just \$630 million only eight years ago.

Higher education has grown—but not because of its own insatiable, self-perpetuating greed, as some critics seem to imply. It has grown because of a growing, insatiable hunger for knowledge on the part of our citizens.

It has grown because Texas has become the fourth most populous state in this nation.

It has grown because of a general recognition on the part of politicians, educators and businessmen alike, that educating our citizens makes good economic sense.

It has grown because government—as a matter of both state and federal policy—has declared that those young American men and women who have the ability and desire to pursue their education will have the opportunity to do so.

(continued)



Let me give you just two examples of that policy. Sixteen years ago, President Lyndon B. Johnson signed into law one of the most revolutionary pieces of education legislation in our history—the Higher Education Act of 1965. This Act provided grants, loans, and work opportunities for millions of young people to go to college. It meant, in the words of the late President, "That a high school senior anywhere in this great land of ours can apply to any college or any university in any of the fifty states and not be turned away because his family is poor." Since the signing of that law, nearly 10 million Americans have taken advantage of its provisions—an estimated 500,000 students here in Texas alone. I have no quarrel with the provisions of that Act. But I would point out that you do not educate people without spending money.

Just about the same time the Higher Education Act was signed into law, in 1965, the Governor's Committee on Education beyond the High School Age recommended that, as State policy, higher education from the community college through graduate school be readily accessible to every potential student in the state. In December, 1968, the Coordinating Board, Texas College and University System, adopted a Plan for Public Senior College Development in Texas to 1980, and a Plan for the Development of Medical Education in Texas to 1980. These plans were presented to the Texas Legislature in 1969, and that 61st Legislature and the 62nd Legislature directed the implementation of these plans for improved access to higher education. I have no quarrel with that policy either. But again, I would point out, that such a policy cannot be carried out without spending money.

As a result of these policies, student enrollment in higher education in Texas doubled in the decade from 1965 to 1975—and it is still growing.

In addition, since 1965, nine new institutions were created:

- The University of Texas at Dallas
- The University of Texas at San Antonio
- The University of Texas of the Permian Basin
- The University of Texas at Tyler
- The University of Houston at Clear Lake
- The University of Houston at Victoria
- Texas A&I University at Corpus Christi
- Texas A&I University at Laredo
- East Texas State University at Texarkana

Today, 98.5% of all Texans live within commuting distance—50 miles or less—of a public or private, junior or senior institution of higher education.

All this has cost money. But I submit it has been money well spent. And further, I submit that it has been money productively and responsively spent.

I would call to your attention these figures from a ten-year comparison of State funds appropriated for higher education—the 1969-70 biennium with the 1979-80 biennium: the State funds appropriated for colleges and universities represent practically the same percentage of the total State budget in both the 1969-70 biennium and the 1979-80 biennium, it increased only from 8.9% to 9.3% of the budget. That is an increase of only four-tenths of one percent. This is with the addition of nine new campuses, the State commitment on accessibility, the enrollment increases and the additional graduate and doctoral level work which is funded at higher formula rates.

Is this “spending us into bankruptcy?” I only wish some of the other State agencies could boast a similar record of spending—and a similar record of productivity.

What about the charge that we are educating too many people?

Quite frankly, in my judgment, one of the major failures of higher education today is the failure to train enough young men and women to play a productive role in our complex society. Too many students are majoring in areas where jobs are limited, and too few students are graduating with degrees that are in demand by business, industry, and government.

This situation does tend to correct itself in time. For example, I doubt seriously that young men and women will continue to major in journalism in the large numbers they have been once it becomes apparent to them that recent graduates are unable to find jobs. But in the meantime, we will have been through a lot of wasted motion and lost opportunities.

This is not an easy problem to solve—particularly in public education. It is difficult to tell students what they may major in and what they may not. But we ought to be able to do better than we have—through counseling at the very least.

Having said that, however, let me assert my strong conviction that we are not educating too many people; not sending too many people through college.

People soon forget that the money they spend on higher education is an investment in our future growth. They forget that it is money that opens the doors of opportunity to hundreds of thousands of their fellow citizens. They forget that education breaks the chains of illiteracy and breaks the cycle of wasted lives. It is still true, as a recent study indicates, that college graduates end up in substantially higher status occupations than high school graduates and, on the average, earn a great deal more money during their lifetimes. According to the study, completion of high school among those surveyed, accounted for 15 to 25% earnings advantage over those who did not complete high school, while college offered a 49% advantage. “Unless high school attendance is followed by a college education,” this study states, “its economic value appears modest.”

It hardly needs pointing out that the tax paid on that 49% advantage by college graduates will pay for several college educations, with a lot left over.



Higher education represents the best investment we can make in our future. It has been wisely said that, "If you are thinking one hundred years ahead, educate the people."

That is what we are doing. And I don't know of another state in this nation which is doing it any better.

We in Texas are committed to the principle of an educated citizenry. We are committed to excellence in our classrooms. And being thus committed, we are going to have to commit our resources to it as well.

The Texas educational system is now among the finest in the world.

We have problems in higher education, to be sure—both from within and without. We will always have problems. But I truly believe that higher education in Texas is on the path to greatness.

As one who has watched this process over a number of years, in a variety of capacities, I truly believe that if there is a "fiscal responsibility success story" in the legislative process, it is in the area of higher education. It is one of the best returns the people of this state get for their hard-earned tax dollars. It is a success story of which we can all be proud.

Thank you very much.

## Two Principal Laboratories In UT Marine Science Institute

**EDITOR'S NOTE**—This is another in a series of articles featuring components of The University of Texas System.

**UT AUSTIN MARINE SCIENCE INSTITUTE**—The Marine Science Institute of The University of Texas at Austin has two principal marine laboratories, one at Port Aransas and one at Galveston.

The Marine Science Institute laboratory facilities serve as major outlets to the oceans and coastal zone for researchers within the UT System concerned with the marine environment.

The Port Aransas Marine Laboratory has outstanding facilities for research in marine biology, marine chemistry, geochemistry, physical oceanography, marine vertebrates, shellfish and all other aspects of marine science that involve the continental shelf, coastal zone, bays and estuaries. In addition to the laboratory facilities onshore, the R/V Longhorn is a modern coastal research vessel providing all the technology necessary for conducting shallow-water research for extended periods at sea. A supplementary fleet of vessels, including the specimen trawler R/V Lorene, provides specialized capabilities.

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As an adjunct to the Port Aransas Laboratory, the Marine Science Institute runs a unique research station on the island of St. Croix in the U.S. Virgin Islands. This artificial upwelling laboratory is the only facility of its kind in the world.

The Galveston Geophysics Laboratory maintains one of the most advanced geophysical research vessels of any university marine institute in the country, the R/V Ida Green. The Galveston laboratory also operates, in connection with other institutions, one of the world's largest networks of seismograph stations, situated in Texas and Central America.

R/V Fred H. Moore, 165-foot and UT's largest seismic ship, donated by Mobil Oil Corporation, conducts geophysical research on the ocean crust and continental margins, as well as other related research in the deep sea sciences. Its home port is Galveston.

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