## IN MEMORIAM

## ALBERT PERLEY BROGAN

Albert Perley Brogan, who taught at The University of Texas at Austin from 1914 to 1963 and served as Dean of the Graduate School from 1936 to 1959, died in San Antonio on April 9, 1983, at the age of 93. As the University now celebrates its first hundred years, we may look back at Brogan's almost 50 years of active service at the University as coinciding with the very heart of its growth from an institution of more ambition than accomplishment to a genuine university of the first rank. In particular, it was during that period that graduate studies at the University first came into international prominence and took its place among the very best of such programs in the world. During the period no contribution to the development of the University was more important, more seminal, or more lasting than that of Dr. Brogan.

Albert was born in Omaha, Nebraska, on July 22, 1889, the son of Francis Albert and Maude Haskell (Perley) Brogan. He had one brother, Maurice. His father was an outstanding attorney who had a fine library. Even before his high school days Albert became an avid reader of material in his father's library. This concerned his father. He thought Albert should be more active in the outside world, and to encourage him his father bought some acreage just outside Omaha and on it built a small barn, a chicken house, and corrals for cattle and hogs. For several years Albert was responsible for caring for the acreage and the animals on it.

In 1907 he became a student at the University of Nebraska, where he remained until he entered Harvard University in 1909. He received his B.A. at Harvard in 1911 with a major in literature, an A.M. in 1912, and a Ph.D. in philosophy in 1914 with a dissertation on logical relations. While at Harvard he developed a great love and expertise in the three areas of philosophy with which he continued to concern himself for the remainder of his

career -- logic, value theory and ethics, and ancient philosophy, especially that of Aristotle. During his last semester at Harvard in the spring of 1914, Brogan was one of six students in a famous seminar given by Bertrand Russell on logical theory. This was Russell's first teaching visit to the United States, and he brought with him unpublished material from an unknown philosopher by the name of Ludwig Wittgenstein for class study. Russell was much taken with these students (though with little else at Harvard) as well as with another of Brogan's fellow students, T. S. Eliot.

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Dr. Brogan's service at The University of Texas began in 1914 when he was hired as an Instructor of Philosophy. The University had a student enrollment of 2,200 students and maybe as many as a hundred faculty members. He filled the vacancy left by Sidney Edward Mezes, Professor of Philosophy and President of the University, who had resigned. Though he had other offers of teaching posts, Brogan chose to accept the position at Texas because, it is said, he was taken with the promise of the school and wanted to contribute to its growth. Upon his appointment courses were added in Greek philosophy, Cartesian philosophy ("a study of Descartes, Spinoza, and Leibniz" as the catalogue described it), and, for the first time, advanced logic. What had been the School of Philosophy (one of the original six schools when the University was founded) became the School of Philosophy and Psychology in 1915, though courses of the two areas were listed separately. This arrangement continued until 1927, when the School was split into the two present departments.

He was married to Mary Cleo Rice on September 26, 1916. Miss Rice was born in Marlin, Texas, the daughter of Judge Ben H. Rice and Mary Carter Rice. She had three brothers and four sisters. The Rice family had moved to Austin in 1907 when Judge Rice was appointed to the Court of Civil Appeals. During the Fall semester of 1915 Cleo Rice enrolled in a course in ethics taught by Albert. Courtship between the two began shortly after the course was completed in the early spring of 1916. They

had two children, Mary Rice, who died in 1977, and Francis Albert, who is a retired engineer now living in San Antonio. Frank received his degree in physics and chemistry from The University of Texas and had two sons, each of whom received engineering degrees from The University of Texas.

In 1917 Brogan was promoted to Adjunct Professor and became Chairman of the Department, a post in which he served until 1920. The University had achieved an enrollment of 7,000 students by 1920, but from 1918 until that year only Brogan and G. Watts Cunningham taught courses in philosophy. Brogan was promoted to Associate Professor in 1923 and to Professor in 1925. In 1927 Brogan again became Chairman and served until 1929. And from 1931 until 1939 he served as Chairman for the third time. Before the end of this term he had also assumed the title of Dean of the Graduate School, in which position he served actively for twenty-one years (1936-1957; from 1957-1959 he remained Dean while on leave). In a "History of the Department of Philosophy" the following remarks occur immediately following the statement that the first Ph.D. was awarded in philosophy in 1952:

Dean Brogan, perhaps more than any other man, was to be identified with the Philosophy Department in this era. A history of his work and achievement for the 50 years he was active at the University is virtually a history of the Department since 1914.

Between 1919 and 1933 Brogan published several articles in value theory in major philosophical journals that created something of a stir in the philosophical community. A 1919 article ("The Fundamental Value Universal," in The Journal of Philosophy) remains today a classical work in the logic of value terms. Around 1930 it became widely rumored that he was working on a book in value theory that would carry his constructive views forward. And he was indeed so engaged. Over the first years of the '30's he labored patiently over it. He could not be hurried. His work was perhaps encouraged by an appointment as Visiting Professor at the University of Chicago in 1930-1931, but on returning to Texas he

again assumed the Chairmanship of the Department and in 1932 he agreed to serve as Assistant Dean of the Graduate School. There is no doubt that these duties slowed his writing significantly. Also in that year he served as President of the Western Division of the American Philosophical Association and delivered a presidential address entitled "Philosophy and the Problem of Value" at its annual meeting at Ann Arbor, Michigan. By 1936 the long-awaited book was nearing completion. But that was the year he became Dean of the Graduate School, and further work on the book was put aside for a while, then for a longer while, and then finally for good. (An extensive draft of some of this book, as well as other unpublished material, is now in the possession of the Baylor University Library.) Professor David L. Miller, Brogan's younger colleague during this period, reports that Brogan came to think that his book would no longer be of great interest to philosophers. Professor E. T. Mitchell, another of Brogan's colleagues in philosophy, could not agree with this, and in 1950 he published a book of his own (A System of Ethics, Scribners) which, strongly influenced by Brogan's ideas, had a significant influence in this country. In the Preface to his book Mitchell makes the following remarks:

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I wish ... to make special acknowledgment of what I owe to Professor Brogan, with whom I have worked for many years. One of my major disappointments is that since being drafted for Dean of the Graduate School he has not had time to publish his own textbook embodying his contributions to ethical theory and his methods of teaching the subject. I also urged him to collaborate with me in the writing of this textbook, but he lacked time for this project too. With his assent I have based the main parts of my chapters on theory of the right and the good on his published articles.

(It is unclear whether the "textbook" by Brogan referred to is the same as the work on value theory. In any case the latter was not a "textbook" in any ordinary sense of the term. It was a treatise of the most

advanced sort.) In a later footnote to a passage in which some of Brogan's views are presented, Mitchell makes the comment that

... this definition, to the best of my knowledge, has never been published, but it appears in mimeographed material distributed to his students ...

We get a glimpse from these remarks of the tremendous shift in priorities which took place in Brogan's life when he assumed a role of administrative leadership in the University. A great deal was lost; his great promise as a leader in American philosophical thought was never quite fulfilled. But those who, like Brogan, have loved The University of Texas and who have conceived of its role in our society as an important one cannot help thinking that a great deal was also gained. Indeed, the record of Brogan's achievements in guiding the development of the Graduate School, and more broadly, in the general development of the University is more than just impressive; it is monumental.

Brogan's initial fifteen years as Dean of the Graduate School spanned a period of economic, international, and cultural stress and change that was not always favorable to the development of graduate education in the United States. Dean Brogan confronted this period as a challenge. It was his aim to provide a foundation of excellence upon which, given more favorable times, one could build with confidence. His success was such that in the last six or seven years of his tenure as Dean he was able to enjoy the fruits of his good management and to guide the development of graduate education at The University of Texas to a new level of achievement.

The scope of his vision was defined early in a Report of the Dean of the Graduate School, 1937-1939 Biennium:

- ... The function of a graduate school is training for the advancement of knowledge. In undergraduate colleges and in such professional schools as law or engineering, the primary function is the training of students in existing knowledge and practice. A graduate school may need to continue, at a higher lever, this transmission of what is already known, but its primary function concerns the advancement of knowledge and the training of those persons who can advance knowledge.
- University in relation to other southern universities, the position of the University in relation to the best universities in the nation does not present so pleasing a picture ... it is not among the twenty leading universities in this nation. Neither in Texas nor anywhere in the South is there a graduate school which has a large number of departments offering distinguished work for the doctor's degree. Every one of the leading graduate schools of the United States may be found either in California or in the north-eastern section of this country that includes Minnesota, Iowa, Ohio, Pennsylvania, and other states north and east of those states. In the entire central area of the South our Graduate School is the only one that may be included among the leading 30 institutions; our task is to raise it at least to the top 12.

Later that year in a press release to the <u>University of Texas News</u>

<u>Service Dean Brogan indicated some of the steps which he felt were</u>

necessary to the realization of these goals. They included the careful development of an excellent graduate faculty, the provision of a work load for such faculty that would allow its members to devote more time to graduate teaching, an increase in funding for fellowships and other financial aid for graduate students, stronger courses in graduate study, improvements in the selection of graduate students, establishment of a

University Press, and integration and improvement of research funding and facilities. In spite of the dislocations of World War II, during which enrollment in graduate work plummeted across the nation, Brogan continued doggedly to pursue these strategies by whatever means available. The upshot was that, when the rapid expansion of graduate education took place in the United States after the war, The University of Texas found itself in a favorable position for further growth and the enhancement of its reputation as a graduate institution. By 1951 enrollment in the Graduate School at Austin had already become the highest in the South. By 1957, the final active year of Brogan's Deanship, graduate enrollment had risen to 2,422 (from 580 in 1936 when Brogan became Dean), the number of doctoral-level programs stood at 39 (from 23 in 1936), and the number of doctoral-level degrees conferred was 133 (from 21 in 1936), which served to rank the University as fourteenth in the nation in number of such degrees conferred. (For an extended discussion of Brogan's tenure as Dean, one may consult the M. A. thesis, Dimensions of a Prominent American Graduate School, The Graduate School of The University of Texas in Austin, 1883-1969, by Thomas Herndon Wolfe, The University of Texas at Austin, May, 1970, pp. 131-175.)

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In addition to these large-scale achievements under Brogan's leadership, many other achievements and honors deserve mention. Only a sampling of these can be indicated here. In 1937 he instituted an advisory Graduate Council. In 1938 he was elected president of the University Club. In 1939 the University Research Institute was funded and began operation. In the late '30's Brogan helped plan for the retirement program at the University and was instrumental in the development of the modified-service plan for faculty members over 70. In 1947 he served as President of the Conference of Deans of Southern Graduate Schools. He was elected in 1948 to the presidency of the Texas Philosophical Society, an organization that had included many of the leaders of Texas government, education, and business — from Houston and Lamar to the present. After much encouragement on his part, the

Development Board was created by the Board of Regents, and he became its first Secretary in 1954. And in the early '50's the Graduate School led the University as a whole in becoming racially integrated.

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Two further observations regarding Brogan's unique contribution to The University of Texas during his Deanship require mention. The first concerns the high quality of his appointments for the administration of graduate affairs in the University. His appointment of a succession of gifted Associate and Assistant Deans ensured the continuation of his ideals of excellence beyond his own tenure as Dean. They included Harry Huntt Ransom, who eventually served as Dean of the College of Arts and Sciences, Vice-President and Provost, and Chancellor of The University of Texas System, W. Gordon Whaley, who succeeded Brogan as Graduate Dean and served until 1972, and William S. Livingston, who served as Vice-Chancellor for Academic Programs for The University of Texas System and presently (1984) serves as Vice-President and Dean of Graduate Studies. His care in the appointment of graduate advisors in the various graduate programs in the University also had its long-range benefits. Samuel Ellison, Professor Emeritus of Geology and former Acting Dean of the College of Arts and Sciences, makes the following remarks:

Among his great achievements were the appointments of effective, dedicated graduate advisors, especially in the various science departments. The present high ranking departments of Botany, Zoology, Chemistry, Physics, and Geological Sciences directly reflect the excellence of the graduate advisors appointed during Brogan's tenure as Graduate Dean. The use of graduate advisors to operate graduate research and training became mature during 1940 to 1960. The University owes much because of these appointments.

The second observation concerns Brogan's role in the preservation of continuity, stability, and ambition in the University as a whole during

his twenty-one years as Graduate Dean. It has already been mentioned that this was a period of rapid national and international upheaval and dislocation. But it should also be mentioned that on the campus of the University there was much change, controversy, and upheaval as well. It was a period of legislative investigations into communism on the campus, the firing of alleged "radical" instructors, the firing of a University President, student demonstrations and marches on the capitol, court-ordered racial integration of the Law School, protests against loyalty oaths, and the general foment brought about by the influx of veterans after World War II. Through all of this and through several changes of the guard at the presidential level of university administration, Dean Brogan remained as a stabilizing force, unswerving in his ideals and undeterred in his patient progress towards the fashioning of a university of the first class.

After Dean Brogan retired in 1963, he became Professor Emeritus and Dean Emeritus, but he continued his interests in study and writing. Taking up his interests in logic and ancient philosophy, he published two articles on Aristotle's modal logic in the 1970's. He also indulged his love of classical music and created an excellent and extensive record collection and the most advanced high-fidelity equipment then available. Mary Rice Brogan, his daughter, became ill in the early 1970's and died in 1977. By that time Mrs. Brogan had become irreversibly ill, and thereafter she was Albert's constant and consuming concern. She died in 1982. In May, 1981, Brogan entered the hospital to have a previously injured thigh bone repaired, an operation from which he never fully recovered. During his last two years he was bed-ridden and often suffered. After the death of his wife he expressed a desire to discontinue his suffering. In spite of this he continued to study philosophy and engaged himself towards the end in working through Aristotle's De Anima with a member of the faculty at Trinity University.

Dean Brogan died during the year of the centennial celebration of the founding of The University of Texas. It is fitting that we were enabled to celebrate the distinguished lives of each at the same time.

William H. Cunningham, President

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H. Paul Kelley, Secretary
The General Faculty

This Memorial Resolution was prepared by a Special Committee consisting of Professors Douglas Browning (Chairman), Samuel Ellison, and David L. Miller.