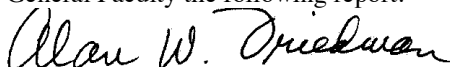


DOCUMENTS OF THE GENERAL FACULTY

**REPORT OF THE MEMORIAL RESOLUTION COMMITTEE FOR
DANIEL C. MORGAN JR.**

The special committee of the General Faculty to prepare a memorial resolution for Daniel C. Morgan Jr., Professor Emeritus, Department of Economics, has filed with the Secretary of the General Faculty the following report.



Alan W. Friedman, Secretary
General Faculty and Faculty Council
The University of Texas at Austin
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**IN MEMORIAM
DANIEL C. MORGAN JR.**

“As the twig is bent, so grows the tree,” wrote Alexander Pope in the late eighteenth century. One could scarcely find a better exemplification of this insight than the life and career of Daniel C. Morgan Jr. His highly respected professional work in the Department of Economics at The University of Texas at Austin integrated his life experiences in a remarkably coherent way throughout the years, 1961 to 2000, that he was active on the faculty. The same held true when he was sharing his expertise in the halls of government in what became a quite significant part of his professional career. He was a man, in short, who put into practice what he believed.

The man who achieved so much in classes and seminars, in publications and papers, and in counseling state governments, was born in September 1931 near Houston, where his family lived with his maternal grandparents in the small town of Webster, Texas, as the Great Depression deepened. It was common for several generations of a family to share housing during that stark period, an expedient that often-required adjustments to different generational habits. The grandparents, for instance, were frequent church-goers in the southern Protestant church they attended, and Dan’s father, in effect, ran interference when young Dan complained about the frequency, and length, of the services he was expected to attend. In any event, confronted with the Depression, Dan’s family uprooted itself and moved to the Cajun country of Southern Louisiana where Dan’s father worked on a project for Gulf Oil. Such forced geographical mobility was, of course, one of the major features of the national trauma of those years as people struggled to find ways to make a living.

Life in Louisiana gave young Dan instructive insights into the religion, customs, and cuisine of Cajun friends and neighbors, but, less happily, it brought him face to face with the engrained racialism of the non-Cajun local whites. This was, as Dan was later to recall, deeply disturbing even though his father wisely counseled patience in putting up with, though not accepting, these Southern beliefs for the duration of the family’s Louisiana sojourn. At the same time, new friendships with Cajun playmates accustomed Dan early to life amongst people using a different language and following a religion that differed from what prevailed in the white population in most of Texas. (The resident Hispanic population where Dan lived in Texas was in those days negligible.)

Though no one in those days spoke of it in such terms, these cross-cultural encounters required multiple adjustments: with the surrounding Cajun families and their “foreign” language and religion, and with the black population in a regional culture where racial differences counted for far more than they did in the relatively freer life of Houston and the Texas coast. His father was of key importance in facilitating Dan’s adjustment to these features of the temporary but exotic new environment. Just as he had mediated the religiosity of the grandparents and their neighbors back in Houston, he provided an alternative role model of tolerance in dealing with both the racial and religious feelings of the white, non-Cajun community.

When the family eventually returned to Texas, it moved to the relatively free and easy social environment of Freeport, and young Dan was obliged to adapt to yet another setting. Freeport, located in Brazos County on the

coast, was the home of the Freeport Sulphur Company, which worked one of the largest sulfur deposits in the world at that time. The town was larger and more prosperous and diversified than where the family had lived in Louisiana. For example, Dow Chemical began operating a plant in the area in 1939 and the Brazosport industrial area was growing rapidly by the early 1940s, though the town's main growth took place later, after Dan's family had moved back to Houston.

In this relatively more vibrant setting, Dan's father acquired a drug store, and Dan was put to work, when not in school, manning the soda fountain, a major center of social interaction and communication there as it was in most Texas small towns of that day, or, for that matter, in most Southern towns. Few jobs could have served better to help Dan get to know the people and the community in that day and age. If Professor Morgan struck one as a man who never met a stranger and who was skilled in communicating across class and cultural boundaries, these were social skills in which he became expert long before he began his professional career.

The next step in Dan's life was to be even more influential in his development. The family returned to Houston, a growing city that, even then, was the dynamic regional economic and social hub not only of coastal Texas, but of much of the southeastern parts of the state as well. It was preeminently a city of notable dynamism and growth, harboring far greater educational and cultural resources than most of the rest of the state enjoyed. It is indicative of the dynamic character of the place that the Texas Medical Center, founded in 1945, grew to become the largest medical center in the world, with specialized and general hospitals, research institutes, and medical and dental education, in addition to a variety of ancillary institutions. Indeed, it was transformative, in the life of the region in which cotton trading, chemicals, petroleum, and shipping catapulted the metropolis into national prominence.

The high school Dan attended, not far from Hermann Park and the growing medical complex, was San Jacinto High School (SJHS), an intellectually competitive institution that served, among others, Riverside, the up-scale Jewish community that was built in part for those who were excluded by the customs of that age from residing in River Oaks, the location of social preferment. It was not far, either, from the campus of Rice University, which already had a reputation for beckoning many high achieving students to meet its rigorous educational demands.

SJHS not only provided an ambience of competitive achievement but also turned out a good number of graduates who were to go on to prominence in their respective fields: the surgeon Dr. Denton Cooley, the oilman Glen McCarthy, the educator/writer Diane Ravitch, and Walter Cronkite, as well as a noted Houston entrepreneur, Roy Hofheinz. It was, in many respects, one of the leading public high schools in Houston, and Dan was graduated with highest honors. In this environment, he also won distinction as a leading member of the Debating Society, winning, in the year of his graduation, the Houston Interscholastic League championship.

Upon graduation, Dan entered The University of Texas, majoring in Business Administration. While at the University, he lived in a housing cooperative, was active in the Silver Spurs, a leading honorary organization for men, as well as Alpha Phi Omega, a service organization, and he also was elected to a term in the Student Senate. He excelled in his studies, so much so that he was named to membership in Beta Gamma Sigma, the honors society for business majors. But no less important, or indeed more so, in the long run, was his membership in the since disbanded International Council, which he chaired, for there he met Mary Lillian Blasingame, another University student, who hailed from Wharton in South Texas. Mary captured his heart. The two were married in 1956 when Dan had completed the economics courses he was taking for the master's degree awarded in 1956 and was working for Dow Chemical in Freeport. Indeed, Mary became the love of his entire subsequent life, outranking by far even the evident passion he felt for the discipline of economics.

To this field, Dan had been attracted by the economics courses he took while still an undergraduate, for the department was an intellectually lively part of the University: Edward Everett Hale, in the history of economic thought and Marxism, Wendell Gordon, who had been fired by the regents during WWII for supporting unionized workers in their demand for overtime pay but who pioneered studies of Latin American economic development while also teaching international economics, and Ruth Allen, one of the few women professors of economics in the land, in labor economics. Erich W. Zimmermann was an exemplar of classic German scholarship, and his classes on resource economics were always crowded. Two of the other stars were self-described institutionalists: Clarence Ayres and Robert Montgomery, the former taking a more philosophical

approach to economic analysis, with links to Dewey's instrumentalism, and the latter a showman lecturer who had done a provocative critical book on the sulfur industry, which figured importantly in Freeport. Several of the leading lights of the department at times attracted the irritated attention of the Texas Legislature and the concern of Regents, before and during Dan's years as a University student. Along with Dan's subsequent experience at Wisconsin and Knoxville, this activism was much later replicated in Dan's role as co-head of a group of five UT Austin professors who were at the forefront of the University's Anti-Vietnam War movement, but more significantly Dan was for years an activist leader in the campaign in the 1970s for the equalization of public school finance.

Of major importance for Dan's basic training was Carey Thompson, whose field was public finance and whose carefully crafted courses, interspersed with wry commentary, lay bare the basic distributional issues in public policy. Economics was nothing if not lively at the University in those days. One result of these offerings and the lively student discussions they provoked was that they whetted Dan's interest in important social issues at a time when desegregation was also making its way to The University of Texas campus ever so cautiously.

So deeply immersed in economic issues did Dan become that, following a short period of service (1956-57) as Captain in the Medical Service Corps of the U.S. Army, from which he retired in 1957, the young couple moved to Madison, Wisconsin, for Dan to pursue a doctoral degree in economics, which was awarded in 1961.

These were, professionally speaking, formative years. In addition to the arrival of their son, Robert, in 1958, they enjoyed a happy and convivial life at the graduate student housing near the shores of Lake Mendota. Dan took some work in labor economics, for which the University of Wisconsin was long noted, but his chief academic dedication was to the field of public-sector economics, where he benefitted from the guidance and work in public finance of Harold Martin Groves and, especially, the path-breaking work on poverty and public policy for which Robert Lampman was justly famous. The chapter on poverty that Lampman wrote for the 1964 *Economic Report of the President*, indeed, provided the blueprint for President Johnson's antipoverty initiative. Both mentors were instrumental in helping Dan define his subsequent life work in academia. Both not only led Dan through the intricacies of economic methodology in their respective specializations but also kindled in him a profound appreciation for the Wisconsin tradition of socially committed research and the role of the engagé scholar, Groves in public finance and Lampman in income distribution and poverty.

This was not just "book learning" for Dan. Significantly, while still pursuing his doctoral studies and dissertation research, Dan became involved in counseling the government of the State of Wisconsin and in particular the Wisconsin Commissioner of Taxation, John Gronouski, who himself had earned a Ph.D. at Wisconsin in 1955. It is revealing that Dan so early on became actively engaged in consulting with state government on taxation and expenditure issues and their impact on lower income groups.¹

Dan's first academic appointment after he received his Wisconsin doctorate was a one-year stint at the Department of Economics at the University of Tennessee, where a friend from Wisconsin was going on leave. He and Mary enjoyed their life there, and both the academic and social parts of their lives were enriched by the presence of several friends from Texas who were at Tennessee. Dan even became involved as co-head of one of the Knoxville desegregation lunch-counter sit-ins that figured in the Civil Rights Movement in 1960.

After the year in Knoxville, Dan and Mary returned to Madison on a one-year post-doc grant, and it was there that Carey Thompson urged them to return to Austin to join the faculty at The University of Texas. This Dan did with alacrity and the two, joined by Robert, happily came back to Austin. At the outset of their faculty life in Austin, Rebecca, their daughter, was born, and they made many friends in the pleasant tree-shaded Eastwoods neighborhood in which they, along with a good many other faculty, first settled.

¹ Gronouski, after being named to be ambassador to Poland, later came to UT to be the founding dean of the LBJ School of Public Affairs. While in that capacity, he disclosed to one of the drafters of this resolution how important had been Dan Morgan's work for the Wisconsin State government, to both the legislature and the Commissioner.

The concerns that emerged during Dan's doctoral studies were to become recurrent in the three books and the numerous scholarly articles, professional papers, and testimony and expert counsel he produced over his very active professional lifetime. In addition to these, which will be discussed later, Dan was a splendid teacher for whom his students cared deeply (just as he cared for them). Twice he was recognized as one of the ten best professors on the UT Austin campus. He was especially highly regarded, and appreciated, as the department's Graduate Student Advisor, lending both encouragement and guidance to the many students who came his way while he worked in this capacity, as well as afterwards in the time he customarily and generously set aside, as a faculty member, to counsel his own and other students. He helped many students prepare to launch their careers, and many credit Dan with having helped in important ways to get them on the right track for making their own professional contributions.

Throughout his active career at The University of Texas, Dan enjoyed the firm respect of his departmental colleagues for the quality of his teaching and the social outcome of his research and writing in the field of public policy, along with his consistently thoughtful and constructive participation in the life of the department. He was indeed a colleague whose association other departmental faculty both cherished and esteemed. His was a contribution to the collective life of the department that set a standard for academic good citizenship.

Teaching

Hello! Welcome to our course. I, Dan Morgan, am senior prof and my associate is Robert Mohr. ... I shall teach 'Government,' Social Security, Medicare, Poverty and Welfare, Tax vs. Debt Reduction, and Education. You on Fridays become the Senate, deliberating and legislating on several of our issues. We will know you individually and like you.

So began Professor Dan Morgan's ECO 361 writing component course, Current Public Issues, which he taught passionately over the years. "The students will make up their own minds on the issues and become known individually and liked in the process!"

Indeed, Dan had an extraordinary ability to engage his students, stimulate them to think independently, and create an open classroom in which they felt free to exchange their views with peers. Everyone was welcome in his class. Dan gave his associate Robert Mohr, who was a graduate student and teaching assistant, the rare opportunity to team-teach ECO 321, Public Finance. At Dan's retirement party in July 2000, Robert reflected:

What happened is that I would teach about economic efficiency and Dan Morgan would come in the next day and tell the students that efficiency was important but it shouldn't supersede injustice, that efficiency was no excuse for injustice. I would talk about indifference curves. He would come in and encourage them never, ever, to be indifferent. I talked about models of coordination failure. He would talk about the problem of social security and encourage them to provide leadership, saying failure was not an option. I would talk about the limits of models. He told the students not to be limited by models.

Dan's courses in public finance drew upon his research in the field, including studies of the retail sales tax, higher education in Texas, and the equitable financing of public secondary schools. In concert with his scholarship, he served as an economic advisor, most famously to the plaintiff attorney who argued the Rodriguez vs. San Antonio case before the U.S. Supreme Court in 1972, and consultant to many committees seeking to reform education in Texas. In recognition of Dan's distinguished work with the Texas State Legislature, Lieutenant Governor Bob Bullock presented him with the "Big Gavel of Texas State Government" in 1998.

Dan's involvement in the public sphere enlivened his undergraduate courses and inspired graduate student research (more below), for Dan's intellectual interests extended well beyond the field of public finance. He shared his love of ideas with students in all his courses, most notably in ECO 368, History of Economic Thought—a course made famous by one of his inspiring predecessors, Wesley Clair Mitchell. His goal was to teach how economic thought has developed since Adam Smith and where it stands today. In this challenging course, students read a lot and wrote a lot. Relishing closeness among the students, he fostered flexibility, open discussion and participation in the classroom. The syllabus closed on a characteristically high note: "Let's learn economics enjoyably."

In addition to the courses highlighted above, Dan taught many other courses over the years: principles of economics, intermediate economic theory, urban economics, income and wealth distribution, American economic history, oligopoly theory, welfare economics, economics of poverty, alternative economic methodologies, and the economics of education.

Dan's last publication in the twilight of his life, "Comment - Ayres and Hale in Texas 1950s" (*Journal of Economic Issues*, 2014), was a reflection about "Texas Institutionalism," a heterodox approach that focused on the role of institutions in shaping economic behavior. Dan noted that Professor Hale's graduate courses in the 1950s had anticipated French economist Thomas Piketty's recent path-breaking work on income and wealth inequality (cf. *Capital in the 21st Century*, 2013). Piketty's empirical studies have led contemporary economists to radically question the relationship between economic development and inequality, and to emphasize the role of institutions in the historical evolution of income and wealth distribution. Piketty's findings, however, were no surprise to Dan for he had taught his students the essential ideas for decades.²

The Course-Instructor Surveys for Principles of Macroeconomics, Public Finance and History of Economic Thought provide another glimpse into the spirit of Dan's teaching. [The writers of this resolution had access to the surveys for only these three courses, but we think the students' responses provide ample testimony to his teaching impact.] Overall, his students wrote of his knowledge, passion, openness and patience.

A principles student wrote:

Dr. Morgan was superb! There were many very practical lessons about government and economics. I entered the class as a 'cabdriver' with the general conservative insular viewpoint about many things, and Dr. Morgan opened my eyes to the real 'invisible' issues. I have learned to appreciate economics, especially after this class. Dr. Morgan is a GEM! He has a passion for economics and LOVES his students. It's transparent. I will miss the lectures that have made a positive difference in his students' lives.

Another undergraduate student addressed Dan's breadth and influence:

In ECO 321 we go beyond merely economics; with Dr. Morgan's teaching, we tend to see a broader picture. How economic theory is related with philosophy, sociology, and how the policies affect real people. We see both sides of the trade-off between equity and efficiency... The professor encourages the student to think, realizing that there are always distinct points of view. The student reads, analyzes, compares/contrasts the different sides. In this sometimes-relaxed class, we come to find ourselves hotly debating issues and policies that will affect us. We, to some extent, started to shape our lives in this course. Excellent teacher; great person. Thanks.

Dan also inspired graduate students to conduct research in his areas of interest. For example, he published extensively on the economics of education. In this vein, Francis Hayden wrote his Ph.D. dissertation under Dan's supervision on "Principles and Policies of Allocating State Primary and Secondary Public Expenditures" (1967); Eduardo Jesus Livas, on "Toward a Reform of Primary School Financing in Mexico" (1971); Robert Gilmer, on "Public Financing of Equal Educational Opportunity in a Fiscal Federalism" (1973); and James Alexander, on "Post-Rodriguez School Finance in Texas" (1989).

In all, Dan supervised eleven Ph.D. dissertations and seventeen M.A. theses. The students blossomed under his caring guidance, and many went on to careers in academia and public service.

In addition to stimulating student research, Dan was a dedicated departmental graduate advisor in 1969-71 and 1975-78, and he served the graduate program in numerous other capacities. His door was always open to students. This special teacher truly leaves a rich legacy!³

² The Committee thanks Professor Douglas Dacy for pointing out that Dan's focus on economic inequality and the role of institutions had anticipated contemporary findings in the mainstream discipline.

³ The Committee thanks Graduate Coordinator Vivian Goldman-Leffler for her help in this accounting of Dan's graduate teaching.

The Summary of a Career

Not unlike Gunnar Myrdal, the Nobel Prize winning economist and social scientist, Dan Morgan's training in economics at the University of Wisconsin at Madison included neo-classical economic precepts. But also like Myrdal, Dan's value premises were rooted early in his life in a concern for issues of equality and discrimination that goes back to his childhood stay in Louisiana. These issues led him to apply the institutional approaches of Thorstein Veblen, John R. Commons, and Wesley C. Mitchell in his scholarship, his teaching, and his social activism—as an individual and as a frequent advisor to legislators and government officials in Wisconsin and in Texas.

As Dan Morgan matured and evolved as a Professor of Economics, he found that as he focused on problems of equality that non-economic variables—political, social, structural, institutional, attitudinal... indeed, all interpersonal relations... had to be subsumed within economic analysis. This made him an exemplary member of a Department of Economics still known nationally in his time for its scholarly commitment to institutional economic precepts.

As committed as Dan Morgan was to his value premises, he never sought to impose his ideas on his students, colleagues, or those beyond the university itself. He listened to the thoughts and ideas of others, interacting with people in a way that showed respect for views other than his own. Even students who worked on academic projects with him knew, almost immediately, that they did not work “for Dan Morgan.” They worked “with him.” And, this clearly was a key element in his being recognized over time as a respected and beloved member of the economics faculty at UT Austin.

Dan had, following Wisconsin, joined a department that was in its “glory days,” according to one of his oldest friends and colleagues in the Department of Economics, Professor Douglas Dacy. The roster came to include, in addition to those already mentioned, Steve McDonald, and other notables such as W. W. Rostow, Paul Rosenstein-Rodan, and others.

Encouraged by Carey Thompson who became in many respects his mentor and father figure in the department, Dan quickly established his own reputation of distinction and excellence among the students he taught and influenced, making plain to them his own commitment to economic analysis that went beyond standard neoclassical and Keynesian concepts and models to include deep personal commitment to a definition of economics rooted in economic and social justice.

In addition to earning recognition as one of the outstanding teachers in the College of Liberal Arts, he influenced the lives of a great number of the students he taught. One of Dan's students in the 1960s, Lloyd Doggett, who became a member of Congress in Washington said that he gained his first insight into poverty in America from Professor Morgan's classes. With Dan's encouragement, he sought through his years as a Congressman “to take what scholarship reveals and to do something about it.”

Another former student, Andrew Stanko, has reported that Dan Morgan's public policy class was different from any other class he had taken at the University. “Rather than encouraging the students to regurgitate the information that was being taught,” Stanko said, “Dr. Morgan wanted each of us to study all the relevant points on an issue and come to a conclusion on our own and then talk about that issue in front of the class.”

Yet another former student, Ernesto Cortes, who had grown up in San Antonio and graduated from Texas A&M before coming to UT Austin, said that coming here was a bit intimidating. Mr. Cortes, speaking at Dan's retirement party on July 30, 2000, said that he was unsure how many economic principles he had learned from Professor Morgan, but, more important, Dan's compassionate interest in him as a person had helped him establish his own sense of mission and purpose in life. Moreover, Dan had introduced him to an enormous literature having to do with the relationship between poverty and lack of educational opportunity. In this, Dan had exposed him to the work of Saul Alinsky, and Ernesto Cortes ended up becoming an organizer with the Industrial Areas Foundation, supervising development projects in the South and Southwest during his career.

Beyond his teaching and public service, Dan was the kind of man who reached out to his colleagues in the Department of Economics, always working to develop a sense of community and to help new department

members feel comfortable and included. In this, he was aided by his gracious wife, Mary, and his two children, Robert and Rebecca.

As was noted in remarks by Professor Douglas Dacy at Dan's retirement party, Dan showed remarkable courage throughout his life as he worked with his beloved wife, Mary, and his children to live up to the ideals he cherished--human rights for all irrespective of race, color, or creed. Dan's success as a human being persisted to the end of his days.

This memorial resolution was prepared by a special committee consisting of Professors Emeriti William P. Glade (chair), Vincent J. Geraci, and F. Tomasson Jannuzi.

Distributed to the dean of College of Liberal Arts on March 29, 2017, and posted under "Memorial Resolutions" at <https://wikis.utexas.edu/display/facultycouncil/Wiki+Home>.