

President - Milne

BULLETIN

New York State College for Teachers

Vol. 1

ALBANY, JUNE, 1915

No. 1

In Memoriam

WILLIAM JAMES MILNE, Ph.D., LL.D.

1889 — 1914

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STATE COLLEGE FOR TEACHERS

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Press of
FRANK H. EVORY & Co
ALBANY

Memorial Exercises

FOR

DR WILLIAM J. MILNE

Wednesday, September 30th, 1914

College Auditorium

HYMN—"Nearer My God to Thee" (page 119)

SCRIPTURE READING (1 Cor. 13)

and PRAYER

REVEREND W. HERMAN HOPKINS, D.D.

ADDRESS

LEONARD A. BLUE, Ph.D.

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HYMN—"Abide With Me" (page 121)

BENEDICTION

ADDRESS

BY

Leonard A. Blue, Ph.D.

Dean of the Faculty, New York State College for Teachers

WE are gathered to-day in honor of one whose departure lays upon us the burden of a great sorrow, but whose memory is to us as the halo of a great and abiding joy. We sorrow because he whom we loved and sincerely admired is gone from us; we rejoice because the mark of his hand and brain and the memory of his presence remain with us as a precious heritage.

Dr Milne's life was devoted to youth. He lived always in that atmosphere of radiant optimism which in youth is the earnest of great endeavor. In his life it was the spring of unflinching enthusiasm — of untiring devotion to duty — of magnificent achievement. Dr Milne was devoted to the training of teachers of the youth. He was unflinchingly loyal to this work to which he set his hand. Other fields called him. A College presidency waited him in Minnesota, another at Knox College; Oberlin beckoned him. Hamilton sought his direction. At Rochester the Chair of Latin was open to him. But to all offers he turned a deaf ear.

Albany and its institution became his field and to this College he gave over a quarter of a century of faithful enlightened and persistent devotion.

He will be remembered for many noble qualities and for many honorable achievements. But to us who labored with him here, the memory of what he did for this College and of his plans for its future will ever remain as a gracious benediction. Wherever else there are reminders of his life and work, and they are many, we shall not fail to remember that this group of buildings and the ideals they represent are worthy monuments to his memory.

And yet no building or group of buildings can stand as an adequate monument to a life so full of good words and works as his. When he came to this institution in 1889 his first public address was made upon the occasion of the memorial service of Dr Waterbury. I desire to quote a paragraph from that address because it expresses what I think is your thought concerning Dr Milne himself:

" My friends, you cannot embalm his memory in any stately edifice, nor by any granite pillar, for they are perishable, while his worth will endure. You cannot chisel in adamant a record of the services he rendered the world, because you cannot transcribe it from human hearts; but if you should gather together all the hearts that have been en-

nobled, all the souls that have been inspired, all the lives that have been made grander, wreath them around with love, bedew them with the tears of those who wept when they heard of his death; present that monument to the world and let men gaze upon it, and it would be a fair memorial of the worth and services of him whose virtues we call to mind to-day."

Dr Milne was a faithful friend and I cannot close these introductory remarks without bearing my personal testimony to his greatness of mind and heart. I loved him with the love one man gives to another who in exchange for sincere admiration of qualities of the highest order has returned confidence and trust. There was about him an atmosphere of mastery, of serene confidence in the ultimate consummation of his plans for this College, which made him seem to me always

"As some tall cliff that lifts its awful form
Swells from the vale, and midway leaves the storm,
Though round its breast the rolling clouds are
spread
Eternal sunshine settles on its head."

One of his colleagues said to me recently: "I cannot realize that Dr Milne is not still among us. His personality was so strong and his life so linked with our life here that he seems to be with us yet."

So I think it seems to all of us who worked with him. The strength, the beauty, the nobleness of his character are so wrought into these walls that in the time that is to come we shall not say "he was among us" but "he is with us still."

ADDRESS

BY

Leonard W. Richardson, LL.D.

Professor of Greek and Latin, New York State College for Teachers

WE have come here this morning to pay our tribute of respect to the memory of the great President and to testify to our love and admiration for him; and it is indeed a privilege to speak at this time of his life, his character and his work. It is now nineteen years since I first met Dr Milne and in one of our earliest interviews something caused him to tell me that he was a native of Scotland and was born in Forres. The name of that little hamlet has been preserved immortal in the clear amber of a Shakespearian line; and remembering this, I said to him: "How far is't called to Forres?" Instantly his imagination took fire as he heard the well-known quotation from Macbeth and he talked with me far into the night of it and the other great tragedies of Shakespeare — Hamlet, Lear, Othello; nor did he fail to speak of his entrancing comedies, the real quintessence of poetry, or of the historical plays which are so wonderful a reflection of the pomp and circumstance of national development. And we did not confine ourselves to

Shakespeare alone; but we discussed and quoted from other great masters of poetry and prose down through the Victorian era, speaking also of the writers who have conferred distinction upon this country by their works. Finally we passed to the names that have made Greece and Rome forever illustrious. Together at that time in imagination

" we roamed each height
Where song of Hellas floats through golden grove
Or from the hill of Capitolian Jove
Tracked the broad stream of Rome's imperial
might."

Such an evening as this to which I am referring makes life worth living. We talked with sympathetic thought and feeling of some of the supreme geniuses of the world. We yielded to their sway, we seemed to move in " the spacious times of great Elizabeth." We felt anew

" The glory that was Greece
And the grandeur that was Rome."

At that time many things about Dr Milne struck my attention. I noticed his extreme modesty, for although his knowledge of literature was quite full and his comments on thought and style unusually suggestive, he spoke with much diffidence, telling me that he had been unable to study literature as he

wished, because so many hours and so much care had to be given by him to the problems and details of administration. "But I love," he said "to recall the great works that I have read and to talk of and discuss them." His pronunciation, articulation and inflection in speech also struck my attention, for while he left Scotland when he was a mere boy the quality of his expression was that of his native country. I said to him then and have often repeated the words since: "It does not matter that you left Scotland so early in life, 'the scent of the roses' clings 'round your utterance still." And the President always seemed pleased to have this said, for though no one could be more loyal to the country of his adoption than was he, he still felt a laudable pride in the fact that he was a native of that little land, the cradle of statesmen, divines, heroes, sages, whose lives were so responsive to the influence of Idealism.

The quality of his voice made a deep impression upon me also. It was a wonderful organ of expression for thought and emotion in those days. He could make it ring like a bugle calling to battle, for he had himself the temperament and the instinct of the warrior; and then again he could make it wonderfully soft and mellow, "clear as a trumpet

with a silver sound." Who that heard him read a chapter in the Bible at the Services in the old College Chapel will ever forget the beauty and flexibility of his tone and who that heard him offer prayer can fail to remember the simplicity and sincerity and directness of the fervent appeal that he offered for those young men and women, his children, as he called them, in whom he took such interest and for whose welfare he was praying with all his heart!

In speaking of his voice I also remember how often some of us used to go to his office in the College building on Willett Street in the afternoons of Autumn when the work in the classes was well under way, or again in the Spring when it seemed as if for a few moments he could lay aside his cares and talk with us. Willett Street in those days was indeed a quiet and peaceable habitation, and there was a lovely outlook through the Park from the windows of the President's office. The sun had a marvelous way of gliding through the trees and slipping through the windows and touching and lighting everything in the room with its ineffable beauty and then he talked with us and read to us. How interesting and suggestive and delightful his talks were! It was just about this

time that Ian Maclaren's touching sketches, "Auld Lang Syne" and "Beside the Bonnie Brier Bush," had been published and I remember so well the tenderness and pathos of his voice as he read to us from the "Scholar's Funeral," or again from "A Doctor of the Old School," that virile character so like his own. At another time he read to us from Sir Walter Scott's novels and from the poetry of Burns, which he read as only a native of Scotland, one "to the manner born," could read them. Once he read to us from Thackeray's "Vanity Fair," which he considered the greatest novel in the English language, that brief yet piercing description of the Battle of Waterloo. Once the conversation turned to Matthew Arnold's Essays. One of his works, "Discourses in America," lay upon the table and Dr Milne took it and read the introduction to the address on Emerson, so subtle, so adequate, so suggestive: "Forty years ago when I was an undergraduate at Oxford, voices were in the air which haunt my memory still. Happy the man who in that susceptible season of youth hears such voices. They are a possession to him forever." As I repeat these words, I seem to hear Dr Milne's voice as he read them then. Memories such as these rise spontaneous before some of my colleagues and myself.

memories of golden days now far vanished in the past. To us it is almost as if we had left a delectable country and crossed a deep and wide stream, over which no traveller may return, and reaching an alien land now stand with hands outstretched in longing toward the distant shore.

"Tendentesque manus ripae ulterioris amore."

But let me speak for a few moments of Dr Milne's influence on education. After his graduation from the University of Rochester he taught in the Normal School at Brockport and then for eleven years he was Principal of the State Normal School, which he founded, at Geneseo and in both places he left an abiding impression of his personality and his high ideals. Twenty-five years ago he was invited to succeed Dr Waterbury in the State Normal School at Albany. Dr Milne was familiar with the work of this Normal School and what it had accomplished; he appreciated all that it had done, but he felt with regard to education that the time had come when, if it were possible, there ought to be established what he wished to call an "Institute of Pedagogy," where graduates of maturity of thought and wide scholarship could come for the purpose of receiving training in the science and art of teaching. Acquisition of knowledge as such and

scholarship would not be the chief aim of such an Institute, but its special emphasis would be placed upon leading the pupils in the classes to go over the ground for themselves and establish, by investigation under the guidance of the professors, the laws governing the subject which they were studying, in order that they might gain a firmer grasp of it themselves to the end that in turn they might be better able to present it in the clearest way to their pupils in any school.

The courses in Pedagogy thus established here were a revelation to the members of the Faculty in those days and also to the students; and both teachers and students have said that the way in which Dr Milne enabled them to look into the subjects for themselves gave them an insight of which they had never dreamed.

I do not wish to claim for him more than he deserves, for he was a man of exceeding modesty; but I wish to have his contribution to the cause of education clearly presented and to do this I need only ask three questions and leave to you the privilege of answering them. The first of these questions is: "How many Colleges in this country twenty-five years ago had chairs of Education or Pedagogy in their curricula?" And the next ques-

tion is: "How many Colleges are now without such chairs?" And the last question is: "If Dr Milne was not the pioneer in this movement for scientific training in teaching, who was?"

After these courses had been established in the College, the results were so significant that in a few years departments of Pedagogy began to be established in almost all Colleges and naturally the number of students here began to diminish. We who were on the Faculty know that it was a critical time in the history of this institution; but Dr Milne in this instance, as in all others, was equal to the emergency. He applied at once for a change in the charter of the College, so as to authorize it to give, in addition to the courses in Pedagogy, regular academic courses of four years and now we have a curriculum similar to that in other institutions of learning.

Dr Milne was a great administrator. This is shown by what I have already said and also by the way in which he improved the old building on Willett Street, a fine one indeed but not suited to the purposes of the College. Then came the fire, which destroyed this building and deprived us of our home. While the fire was still burning, the Trustees of two Churches came to him and offered us

the use of their Sunday School rooms for as long a time as we needed them. Dr Milne had notices sent the next morning early to the students, requesting them to assemble in the Chapel of one of these Churches. He then told them what had happened and what he expected of them. The recitations went on immediately and not a single day was lost. I was talking with a friend of mine, a man of large experience of affairs, and he asked me about the College. I told him what Dr Milne had done in this case and that not a single day was lost in the regular work of the institution and he said to me: "You have a great President at the head of your College." That is the opinion which a person, who would be called a hard-headed business man, had of our President. Then came the long period of waiting and anxiety, while the site was being selected and plans prepared for the new buildings and finally came the erection of these halls here on this spot, so fitting and so beautiful. All this is a testimony to him as a great administrator. There were many discouragements, dangers and difficulties confronting him; but he passed through them all and now we have this home as a monument to his fine taste, his wisdom and his zeal. He and Dr Draper, the Commissioner of Education, worked early and

late to give us such buildings as are suited to our present needs and our certain future development.

Dr Milne was also a wonderful teacher. He had more than a talent for teaching. He had a remarkable gift for causing his pupils to think for themselves and to appreciate the essential points of a given subject and to assimilate and coördinate the facts relating to it. A recitation conducted by him was really an event in the lives of the members of the class. The rapidity of his questions, the regular evolution from the first question to the last, all this impressed his students and made them take delight in mastering the difficulties of the subject. I have no doubt that when he came before the class he felt as Froebel said of himself, "like a bird ready to fly." It was a delight and an inspiration to be in his classes and pupils of his have told me that the memories of these hours stood out in their lives like episodes. He was also wonderfully kind and sympathetic with his pupils. Naturally some of his students were not gifted with much mental ability, and with them he had infinite patience. In fact, he never showed impatience at all unless a pupil were lacking in moral sense and failed to exercise self-control and will and then the Doctor felt it necessary for him to administer a rebuke. He could be

very stern when it was his duty to be so and I can imagine that the student who fell under his displeasure never forgot it; but as soon as the boy or girl, young man or woman, showed that they were trying to profit by his rebuke, then he would encourage them and do everything in his power to help them to higher and better things.

In his relations with the members of the Faculty too he was always kind and sympathetic. There are but few here now who were on the Faculty when I came. Most of them have gone. I myself, however, have been very closely associated with Dr Milne for nineteen years, a long period in a man's life, and I can testify to his abundant sympathy, his gentleness and his wisdom.

At the meetings of the Faculty, as some of us can now remember, he would often talk to us, when there was time, about the principles of education and about matters connected with the conduct of school and college work and the memory of these meetings is very precious to us. They were in fact a liberal education, for we all felt and knew and were glad to confess that he was our teacher and our guide in all questions relating to education. He was a wonderful leader, with unusual power of creating

enthusiasm and he had tremendous vigor of intellect and will.

There are many in this Auditorium who, as they heard the words which Dr Hopkins, his Pastor, read from the Bible, St. Paul's Hymn in Praise of Charity, must have been reminded of Dr Milne. He had in wonderful measure that divine quality of Charity which is not easily provoked, thinketh no evil, believeth all things, hopeth all things, endureth all things and never faileth. With all his other gifts he had this too which is better still, an undying faith, "the substance of things hoped for, the evidence of things not seen." He was a Christian in his thought, in his belief and in the conduct of his life; and when a little more than a year ago his only son died suddenly, he submitted in entire resignation to the will of God and took up, without complaining or murmuring, the duties of life once more. At the regular meeting of the Faculty which occurred next after this sorrow fell upon him, he thanked us in a few words for our expression of sympathy and then said: "And now we must give ourselves to the consideration of matters relating to the College which need immediate attention. It is my duty to do all I can in the position that has been entrusted to me." We realized, though we would not confess it to our-

selves or express it in words to one another, that this stroke was mortal and that the President never could fully recover from the blow. We tried to do all in our power to help him and to show him how deeply we felt for him in his distress; and while these days were full of sadness, we are thankful as we look back upon them that from time to time he almost seemed to forget his sorrow as he came to the College which was so dear to him, especially in the Spring, that season of Resurrection and of renewed hope and faith and joy; and we can recall how, as he passed through the hall and looked upon the beauty of the buildings and then went into his study and from the windows looked out upon the Campus with its trees and flowers, he said more than once: "I should like to live for many years in such a lovely spot as this, in such congenial surroundings and among such kind friends." And now he is gone. A great presence is missed; but his memory still lives. "Si monumentum quaeris, circumspice": If thou seek'st his memorial, look around. It is written and engraven in the stones of these buildings, and better still, it is written in the fleshy tablets of the hearts of the students whom he taught and of the members of the Faculty who were privileged to work and serve under him. It is

well for us to honor his memory and it behooves us to follow his good example and not to be disobedient to the vision of such a life. For he was a remarkable man, a great man, and he had the power of inspiring all his associates to think upon the things that are lovely and of good report and to strive diligently after high ideals.

ADDRESS

BY

Thomas E. Finegan, LL.D.

Deputy Commissioner of Education

ONE of the great satisfactions of my life is to have known intimately our late friend, Dr Milne, to have possessed his esteem and confidence, to have shared the rare privilege of his companionship, to have profited from his advice and counsel, and to have received the benefit of the inspiration that comes from close contact with a character of so many noble qualities and a mind of such broad vision and ideals.

I think of him first this morning as he appeared to me long before I had the pleasure of knowing him. I think of him, as a mere lad in a country school studying his arithmetic and later of the joy that one was almost sure to experience in the study of his algebra. You can undoubtedly all recall the pictures you formed in your minds of the authors of the books you studied when children. This was my thought of Dr Milne: I pictured him as an exacting, stern, cold, unsympathetic character. My next picture of him was that formed a little later when I became a teacher in a country school, pos-

sessing a little broader vision gained from experience as a teacher and possessing a better knowledge of mathematics obtained as a teacher with his textbooks as a guide.

The next incident which brought Dr Milne up for consideration was one which presented him as a man of superior attainments as an educator and a man of public affairs. This was an event which revealed the standing in which Dr Milne was held by the great teaching fraternity of the State. A vacancy was about to occur in the office of State Superintendent of Public Instruction. The public school workers of the State believed that a man of standing as an educator should be chosen to this position, which carried with it the leadership of educational affairs in the State of New York. After canvassing the situation carefully, the leading teachers and superintendents of the State unaniously came to the conclusion that the one man entitled to this recognition was our late friend, Dr Milne. He therefore became a candidate for the office of State Superintendent of Public Instruction, in response to such demand from all sections of the State. It is interesting to know that his opponent in this contest was the late Dr Andrew S. Draper. Dr Milne had the support of nearly all the educa-

tional people of the State and Dr Draper brought to the support of his candidacy the great majority of the influential men of the Republican party in the State of New York. The result was, of course, as one might have expected, that Dr Milne was not nominated. Dr Draper became the candidate of his party and was elected to the office of State Superintendent of Public Instruction on joint ballot of the Legislature. Dr Milne was a man of good judgment and he knew that in a contest for an office chosen under the rules of political action, in which the teachers of the State lined up on one side and the influential public men of the State on the opposite side, the great advantage would be with those opposing the educational representatives. He believed, however, that the educators of the State should stand for the principle of professional representation in the great office of State Superintendent, and to emphasize that principle he was willing to be a candidate even if he knew success to be impossible. This was one of the leading traits in the character of Dr Milne; his principles in all things were firmly established. He possessed the courage of his convictions and was always willing to make a fight for that which he believed to be for the interest of a cause which he espoused.

This incident in Dr Milne's life had very much to do with his future work and had a great bearing upon the life of the institution in which we are now gathered. He and Dr Draper became fast friends. Dr Draper readily recognized the great intellectual powers, the scholarship, and the administrative ability of Dr Milne, and the confidence which the people had in him. Upon the other hand, Dr Milne appreciated the great abilities possessed by Dr Draper, his knowledge of public questions, and his skilful leadership. He was ready to cooperate with Dr Draper in the plans which he formulated as State Superintendent for promoting the efficiency of the public schools of the State. One of the questions in which Dr Draper was greatly interested was the raising of the standard of qualifications of teachers in the State. In the general plan which he was developing it was his wish to emphasize the professional training of teachers for secondary institutions. Dr Draper therefore conceived the idea of establishing an institution to be devoted especially to the training of secondary school teachers. The death of Principal Waterbury of the Albany Normal School led Dr Draper to believe that that institution could be reorganized on a college basis and devoted to this special work. He had a conference with Dr

Milne, unfolded to him the plan in his mind, and asked him to accept the principalship of the Albany institution. Dr Milne recognized the great opportunity in the building of an institution of this kind, and accepted the appointment. Thereafter, the Regents of the University of the State changed the name of the institution from the Albany Normal School to the New York State Normal College, and Dr Milne undertook the reorganization of the institution.

It had not been my pleasure to meet Dr Milne up to this time. I have endeavored, however, to portray to you this morning the kind of a man whom I had created in my imagination, based upon a study of his books as a pupil, upon my experience as a teacher with his books as a guide, and upon the fact that he was a man looked upon by all the teachers of the Empire State as one to lead in educational work and to develop a great system of public education.

It was next my pleasure to meet him and to possess an appreciation of him. I must confess to you my great surprise when this rare opportunity came to me. As is very often the case, he was not the type of man which I had pictured him to be. I shall remember as long as I live the very place where we

grasped hands, where we sat for an hour and talked, and where we learned to know and to love each other. He was the exact opposite of what I had pictured him to be. He was gentle, firm, agreeable, and helpful. He was at this time preeminently the great educational leader of the State. He had just entered on his duties as President of this institution, and in so doing he had undertaken the solution of a troublesome proposition. It is not always easy to change the character of an established institution. It is often easier to build a new institution. The Albany Normal School was the first normal institution in this State and the second in the Nation. It possessed its own history and traditions, and it was somewhat difficult to break away from them. Dr Milne became greatly attached to the institution and to all those associated with him in its work. The burning of the building on Willett street was a great blow to him. It came at a time when he had formulated plans for a broad development of the work which the institution was intended to perform. All his plans in this respect were held in abeyance for more than three years. This was a serious blow to the institution and a great grief to Dr Milne. It was his ambition to develop a type of institution which would be superior to any simi-

lar institution in this country. His plans were based upon long experience, broad vision and high ideals. It is a regret to all those who knew what Dr Milne's plans were that, after the completion of this group of beautiful buildings, his health was so impaired that he could not develop the institution on the broad lines which he had contemplated. He had, however, constructed the foundations upon which his successor will find it possible to build the institution which he had planned.

I am expected at this time to say a few words in behalf of the trustees of this institution and to express the appreciation of that body for Dr Milne's devotion to the institution and the unselfish labor which he gave to it. I do not know that I can express the feeling of the board in any better terms than to read a letter addressed to Dr Milne, which I dictated the day previous to his death, but which was not written in time to be forwarded to him. It is as follows:

“ September 3, 1914.

DR WILLIAM J. MILNE
Bethlehem, N. H.

My Dear Dr Milne:

Dean Blue and your Mr McKenzie have advised me from time to time that you are having a delightful summer and are much improved in health. I

am gratified to know that you have been so comfortable and that you have been taking the long vacation to which you are much entitled. I shall be delighted to see you upon your return and will drop in on you at the College.

I am going to make a suggestion which I know Dr Finley would heartily endorse if he were here and in which every member of the Board of Trustees would join if the Board were in session. We are likely to have beautiful days through September and we shall not have these days from December through to March and April. Your long service to the institution entitles you to remain as long as you feel contented and the weather permits. You should not therefore feel compelled to be here on the opening of the College on September 16. If you could remain and enjoy the country through September or even later, it would be entirely agreeable to everybody in any way officially connected with the institution.

By the way, I see that the Giants have had a rather hard struggle this summer and poor Albany is almost at the bottom. I have missed the pleasure of a game with you this summer as well as one with Dr Hopkins.

With esteem and best wishes, I am

Very sincerely yours

F/G (Signed) THOS. E. FINEGAN."

I have already said that Dr Milne was a man of good judgment. He was a judge of men and women. He could usually tell, after a reasonable interview with a person, whether or not that person would make a good teacher. I have never known

him to admit that he had a poor teacher on his faculty. He was as loyal to his faculty when he was talking to others about them and their work as he was when he talked directly to them. He believed in his heart that he had collected one of the best college faculties to be found in this country and it was his desire to organize the work of the institution under the instruction of this faculty on a basis which would make the State College for Teachers an institution of national fame. His ability to judge people was a great asset in his work as President of this institution. On the advice given to him by members of the faculty and on his judgment to determine the capabilities of people, he was able to select the good teachers of a graduating class and was therefore prepared to make suitable recommendations to boards of education that came to this institution for their teachers.

The death of our beloved friend is not only an irreparable loss to us but is a great loss to this institution, to the city of Albany, and to the State. A great teacher, an author of national reputation, a scholarly and cultivated man, a wise counselor, a noble and unselfish character, and a school administrator of the type intended for leadership in the training of young men and women for the great

service of teaching has been called by the Heavenly Father to receive his reward. His influence upon teacher and pupil, either by direct contact or through a study of his books, has been an inspiration to thousands and thousands throughout this country, and will continue to be exerted for many years to come.

ADDRESS

BY

John Huston Finley, LL.D.

President of the University of the State of New York and
Commissioner of Education

I AM not not able to speak either personally or officially of the being of this man, or of his doing, for I came to know him only in his last days. My first vivid recollection of him, is of his giant head upon his sturdy frame, as I saw him at Dr Draper's funeral services. I am especially regretful, after hearing Dr Richardson's delightful reminiscences of the days when they sat in the old building on the other side of the Park and saw the day go out through the shining leaves that I did not come to know them both earlier in their lives and mine. Such appraisement as should be made must come from those who knew him through the prime years of the half century of his work. The word which I shall attempt to speak has its suggestion from the fact that one of the last places which I visited on the other side of the water was the region of his birth in the Highlands of Scotland, and that the day after my return I was of those who attended him to the place of his burial in that beautiful field overlooking the valley of the Hudson. (And I've been wishing that he might have been buried in

this spot of earth dearest to him — that this might be his Abbey.)

I did not see the actual place of his birth (I do not know just how far it's called to Forres), but I passed through the Grampian hills on the edge of Forfarshire, the hills that must have looked down on his home and I saw his name yonder many times. And the thought that springs this morning is of the gift of Scotland to the world,— its gift of zeal for learning and of courageous faith,— a gift which has been so notably illustrated in this life of Dr Milne.

There is no city in the British Isles which made stronger appeal to me than Edinburgh, the ancient capital of Scotland, as it is called, with its Princes street on the edge of the great ravine under the frowning castle. If you have been there you know that the giant statues which the people have erected along that most beautiful street in all Britain are chiefly of poets, scholars and preachers: Ramsay, Guthrie, Chalmers, Walter Scott.

But even more strongly than this city the Highlands, farther north, appealed to me. And walking and sleeping among the hills and on the moors, I could understand why Scotland has produced a people of strong religious feeling. They have lived

in the presence of the eternal forces, of an austere, exacting Providence.

The love of learning was kindled, I have no doubt, by the longing of mothers and the proud desire of fathers, to have their sons enter that highest profession, the ministry of their grim faith. This fire glowed in the humblest and the richest homes.

* * * * *

Out on the moors I saw one day a few weeks ago, for the first time in my life, flags or blocks of peat, digged out of the bog and exposed to the sun to dry. And then I began to notice these blocks blazing in the castle or in the cottage. This great teacher was as a bit of earth, digged out of the moors of the Highland, who has given light through many years, to thousands and thousands, far from the bogs out of which that bit of earth was digged.

How the Scotchman would glory in such a record as Dr Milne's! You remember, perhaps, the story of the Domsie of Drumtochty, how not long before his death, his pupils came back to a celebration in his honor, laden with their degrees. "It was a gude thing that the bridge was mended," said one. "There's been fifty degrees gane over it today, to sae naithin' o' a wecht o' knowledge." If all who had had degrees from this Domsie's hands were to

come together, the procession would reach from here to the station, no doubt, and far beyond.

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The Scotch houses are divided into two parts, the "but" and the "ben," the "but" which consists of the kitchen and living room, the "ben" of the parlor and spare room. And when a Scotchman wishes to show a special hospitality to a visitor, he says, "come ben," or "come ben the hoose." I can but think that the spirit of this great Domsie has heard the invitation which in the language of his childhood would be, "come ben," "come ben the hoose." He has been invited into the best part of the abode of those who have journey beyond our sight.

I can think of no better words in which to give intimation of his great service than those of Seneca, which I think were the last words that I spoke here at the College in his presence:

"For not alone he is useful to the State who brings forth candidates for office, defends the accused, and casts his vote for peace or war, but he who encourages the youth, who in so great a scarcity of good teachers, instructs the minds of men in virtue, who seizes and holds back those running after wealth and luxury—and teaches what is meant by justice, piety, patience, bravery, contempt of

death and how much freely given good there is in a good conscience."

But if there were a better epitaph to inscribe over this life than that which Seneca wrote two thousand years ago, it would be this tribute to a teacher in the dialect of the parish in Scotland where Dr Milne was born.

"Some o' his scholars lived and some dee'd in the war but there wasna ane disgraced the parish or his schule."

The best epitaph after all is to be the fine living and brave dying of those whom he taught and sent out to teach. — Some lived, some died, but none brought disgrace to his teaching.

THE UNIVERSITY OF ROCHESTER
ROCHESTER, NEW YORK

OFFICE OF THE PRESIDENT

DOCTOR LEONARD A. BLUE
State College for Teachers
Albany, New York

My dear Doctor Blue:

It is with very great regret that I find myself unable to be present at the exercises in memory of Doctor Milne on Wednesday, for I should have counted it a privilege and an honor to take the part you offered to me in those exercises and say a word expressive of the high regard and respect in which Doctor Milne's memory is held by his Alma Mater.

His relation to us since his graduation has been closer than is the case with many Alumni, for during the years of his principalship in Geneseo he was in our near neighborhood and was constantly passing over to the college for further education young men who had come under his own forceful and uplifting influence. We have been proud of his useful, long continued, and noble career in the field of education; we have admired his position of leadership in his profession; and have honored and loved his qualities as a man. I, personally, who came late into the privilege of his friendship, cherish gratefully the memory of his generous regard and loyal interest in the work of his Alma Mater during the years of my connection with her. It was my great privilege three years ago on behalf of The University of Rochester to receive him at the commencement as one whom his Alma Mater peculiarly de-

lighted to honor, and to confer upon him the honorary degree Doctor of Laws. I well recall his noble bearing as he stood to receive the honor, and was forced by circumstances for the moment to hear words in his own praise.

Since he has gone I have heard many speak of the influence which he exerted over them in their early years, beginning with one in whose father's house he found a home while teaching district school in western New York, and continuing down to the words of a recent Alumnus of Rochester, also a graduate of Geneseo, who felt that he, too, had come significantly under the influence of Doctor Milne, though that was exerted through memory and tradition, persistent in strength through all the years that have intervened since he left western New York and took up his work in Albany. The State College for Teachers has a rich heritage in the stamp of his personality which he has impressed upon it through the ripest years of his teaching activity, and through it numberless schools in the state are heirs of the strong, sane, wholesome influence which Doctor Milne exerted alike by his teaching and by his character. To his memory Rochester brings a tribute of grateful, loyal, admiring regard.

Very sincerely yours,

RUSH RHEES

September 28, 1914

