

# Ernest Albee

Professor of Philosophy

1865 — May 15, 1917

Ernest Albee came from his New England home and schools to Cornell University in 1891, the year following the establishment of the Sage School of Philosophy and his connection with the University was continuous from that time until his death on May 15th, 1917. He was appointed instructor in 1892, assistant professor in 1902, and professor of philosophy in 1907. During this long period of service he was for eight years coeditor of *The Philosophical Review* and a frequent contributor to its pages. From the beginning of his association with the Department of Philosophy he was pre-eminent in training of graduate students and in rigorously directing historical research. Few professors have exercised a deeper or happier influence on graduate instruction. He was profoundly convinced of the fundamental value of the historical approach to philosophy, of its illuminating significance for problems of contemporary thought; to that historical background he applied scrupulously exact methods of inquiry. Into this spirit of precision he persistently and patiently inducted generation after generation of advanced students, and with it he inspired his colleagues.

In addition to many articles on philosophical subjects and reviews of current works on philosophy, he wrote twenty-five years ago "A History of English Utilitarianism," which has become a classic and is still the standard and authoritative exposition of that subject.

Dr. Albee was a man of distinguished manners, of gentle courtesy, temperamentally conservative in his point of view, restrained and precise in word and phrase, a searching analyst of ideas and dogmas, but withal a just and appreciative critic of doctrines differing from his own. His career was lived out mainly in the world of books and speculative thought. Although rarely an active participant in administrative or civic affairs, he was an interested and wise observer of their trend. In him were incarnate the scholar's detachment and other-worldliness and, in the finest sense, the aristocracy of learning.

*Source: Faculty Records, p. 1508 Adopted by the Trustees and Faculty of Cornell University June, Nineteen Hundred And Twenty-Seven*