The recent loss which the Institute has sustained in the death of the Emeritus Professor of English and History, calls for more than ordinary consideration.

Professor Atkinson was the senior of our number in regard to age, and, with a single exception, also in the order of appointment. His labors with us began in 1865, and continued unbroken until the date of his resignation, less than a year since, at the close of a half-century of teaching. He was one of the first among professional teachers to appreciate the essential truth and large importance of the radical educational ideas underlying the scheme of instruction at the newly established School of Technology; a point especially worthy of note in view of the fact that his own training, his especial professional interests, and all his associations, would naturally have led him to cling to the older system of a purely classical training. But he clearly saw the importance of the new methods of education, of which the Institute was the leading exponent; and so was led, almost at the very outset, to ally himself to an institution unpopular among his associates, and unappreciated except by a very small circle of its friends. And as time went on, no one watched with more honest pride and generous satisfaction its slow but certain growth to its present position.

In the work of the Faculty our late associate bore a large and important part,—how important can be realized fully only by those who have been conversant with the inner history of our various courses of instruction for the past twenty years. During a large portion of this time he was not only the sole distinct representative in this body of the study of the humanities, but for years he was the only instructor of any grade in history, political science, literature, and philosophy.

The many hours consumed in the lecture room, in which he met all classes of students, and the large amount of time spent in the preparation of his routine work, laid upon him a burden which only the strongest belief in the need of such training as he gave, and the most generous readiness to render to the institution with which he was connected the best that he had to bestow, could have given him strength to carry. And, moreover, as many of us can remember, in earlier days when students were ill-prepared, often immature, and frequently very narrow in their views, the work of the Professor of English was especially perplexing and laborious.

But however great the discouragements that arose, his zeal never flagged, and by his uniform independence, honesty, good temper, and self-sacrifice, he gradually brought the peculiar work of his department to be recognized by students and teachers alike as essential to the completeness of our system of training.

Professor Atkinson recognized at the outset that the character of his instruction must be peculiar,—that he must strike out in new paths if he was to interest and instruct youth who were so receptive, energetic, and insistent on receiving practical information as those with whom he had to deal. He saw, moreover, that he could claim only a small portion of time, and still less of sustained attention, from them, since they must, of necessity, be quite absorbed in their professional work. And for this reason, undoubtedly, he made his lectures to be broad sketches of literature and history, rather than minute discussions of technical points or elaborate statements of the results of special researches, and endeavored, by their suggestiveness, first, to interest his pupils, and second, to teach them how to read, think, and judge for themselves. This end he certainly accomplished. Even the dullest and most careless student was interested in what was laid before him, and to those more competent to appreciate the instruction offered, Pro-