

THE LATE LIBRARIAN OF THE HISPANIC SOCIETY, Winfred Robert Martin, whose recent death has called forth glowing tributes to his virtues and talents, was evidently the strongest possible contrast to the typical book-custodian of olden times. But how could he have failed to be, sprung from a father of such varied and unusual gifts as those possessed by the Rev. William Alexander Martin, who survives his son? The elder Martin's missionary and diplomatic services in China, and his published works in English and Chinese—for he both speaks and writes the latter difficult language—have won for him a more than local distinction. A similar or even wider range of interests and aptitudes is to be noted in the son, whose skeleton biography in "Who's Who" shows him to have been a Princeton graduate, of the class of 1872; a bachelor of law, New York University; a doctor of philosophy, Tübingen; a doctor of laws, Trinity College; professor of oriental languages at Trinity from 1888 to 1907; instructor in Sanskrit at the Hartford Theological Seminary from 1902 to 1907; librarian of the Hispanic Society of America from 1907 until his death; and member of various American and foreign learned societies. But first and last he seems to have been preëminently a teacher, a kindler of zeal for knowledge in the breasts of others, as is plain from the testimony of his former pupils and of those who came into inspiring contact with him elsewhere than in the classroom. In the sixth chapter of Professor William Lyon Phelps's "Teaching in School and College" occurs this

attesting passage: "The teacher must not be a mere hearer of recitations. He should not exclusively confine himself to discovering whether or not the pupils have made sufficient preparation. In many of our recitations at school and college we never expected to learn anything; never did, anyhow: we simply answered formal questions. So fixed was this idea in our minds, that our first interview with a new instructor in the Hartford High School, Mr. Winfred R. Martin, one of the greatest teachers I ever knew, was not only disastrous to us, but we nearly broke out into open rebellion. He asked us things that were not in the notes! Later we found him a constant and powerful inspiration. Even at that early age we obtained from him a notion of the meaning of true scholarship. He was and is a profound and original scholar, a man of varied and amazing learning, and we respected him for it."

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