The purposes of such an institute for research in applied human biology might be enumerated as follows: to establish ranges, norms and variabilities in the fields of human morphology, physiology, psychology and neurology; to investigate age changes in man from his conception to his dissolution; to determine racial susceptibilities and immunities; to test the assumption of parallelism between human physiology and that of the higher mammals; to investigate human heredity and to apply the results of such research to medical practice; to lay the foundations for a rational science of eugenics. All these studies and many more might be undertaken with the avowed purpose of obtaining knowledge bearing directly upon medical practice, and it is medical science which would profit largely from them.

This paper is not intended to exhort medical sinners to an anthropological repentance; the anthropologist does not cast himself in the rôle of a John the Baptist, crying aloud in the wilderness—far less of a Messiah. Without any desire to crash the gates of your great profession, he peeps curiously between the bars, and comments—no doubt rashly—upon the laudable efforts of the inmates.

OBITUARY

WILLIAM ELWOOD BYERLY[1]

WILLIAM ELWOOD BYERLY was born in Philadelphia on December 13, 1849. He was educated by private tutors preparatory to entering Harvard, graduating from there with distinction in 1871. Returning to the graduate school for two years' further study, he received in 1873 one of the two first degrees of doctor of philosophy ever granted by the university. On leaving Harvard he was appointed assistant professor of mathematics at Cornell, where he remained for three years. He then returned to Harvard as assistant professor and in 1881 was promoted to full professorship. In 1905, on the death of J. M. Peirce, he was made Perkins professor. Because of threatened blindness Professor Byerly was forced to retire in 1913 from active university work, although his interest in education was undiminished until his death on December 20, 1935, at the age of eighty-seven.

Byerly's professional life was largely influenced by two unusual men. The first was Benjamin Peirce, who was Byerly's teacher both in the college and in the graduate school, and we may credit him with deciding Byerly to give his life to mathematical teaching. The second man was Evan W. Evans, his predecessor in the Cornell professorship.

Byerly's influence as a teacher was spread through his publications. Three years after commencing his work at Harvard he published "Elements of the Differential Calculus." His "Integral Calculus," a natural continuation of the "Differential," appeared in 1881. In 1893 he published "An Elementary Treatise on Fourier Series," "An Introduction to Generalized Coordinates" in 1916 and "An Introduction to the Calculus of Variations" in 1917.

Professor Byerly's contributions to education were not confined to his work at Harvard. In 1893 the National Education Association appointed a committee of ten, headed by President Eliot, to investigate teaching in American secondary schools. Byerly was vice-chairman of a subcommittee on mathematics and took a vital part in preparing their report. The total report of the committee was long held as an educational document of high significance.

An important part of Byerly's life work was his service in promoting the higher education of women, and he was actively interested in the movement which led ultimately to the establishment of Radcliffe College. Upon his retirement from active participation in the life of the college in 1913, President Eliot is quoted in part as saying "I can only say that he has been the most indispensable person connected with the growth and development of Radcliffe College."

However, there can be no doubt that Byerly's finest work in life was as a classroom teacher. He loved his subject and he loved his pupils, and the kernel of all his endeavor was the wish to make his pupils see the beauty and significance of the subject which was close to his heart. The key-note of his success was in the words "I love to teach." Through his teaching and writing he passed on inspiration in ample measure to a large number of grateful pupils who paid him in return with love and reverence.

[1] From a minute of the Faculty of Arts and Sciences, Harvard University.

GEORGE MELENDEZ WRIGHT

GEORGE MELENDEZ WRIGHT, chief of the Wildlife Division, National Park Service, was killed in an unavoidable automobile accident near Deming, New Mexico, on February 25.

Mr. Wright graduated from the University of California, College of Forestry, in 1927 but was particularly interested in wildlife protection. He became a ranger in Yosemite National Park, later serving as junior park naturalist. In 1929, at his own expense and with headquarters at Berkeley, California, he initiated a wildlife survey of the parks system to determine the existing status of animal life, help solve urgent park animal problems, and develop a wildlife policy for the National Park System. Four years