sity of Colorado, died on November 30 at the age of eighty-one years.

PROFESSOR FREDERICK NEWTON WILLSON, emeritus professor of descriptive geometry, stereotomy and technical drawing at Princeton University, died on November 15. He was eighty-three years old.

PROFESSOR R. V. WHEELER, professor of fuel technology in the University of Sheffield, died on October 28 at the age of fifty-three years.

DR. WILFRED TROTTER, professor of surgery at the University College Hospital Medical School and surgeon to the University College Hospital, London, died on November 25 at the age of sixty-seven years.

A PORTRAIT of the late Professor Henry Smith, formerly dean of the School of Mines of Columbia University, painted by H. E. Ogden Campbell, was unveiled in the Low Memorial Library on November 27.

A MEETING dedicated to the memory of Dr. William Hallock Park, emeritus professor of medicine in the New York University College of Medicine until his retirement in 1936 and director of the Bureau of Laboratories of the New York City Department of Health, was held on November 28 at the New York Academy of Medicine. The speakers included: Mayor La Guardia; Dr. Harry Woodburn Chase, chancellor of New York University; Dr. Malcolm Goodridge, president of the academy; Dr. Anna W. Williams, formerly assistant director of the Health Department Bacteriology Laboratories under Dr. Park, and Dr. Augustus B. Wadsworth, director of laboratories and research for the New York State Department of Health.

SCIENTIFIC EVENTS

ENGINEERING EDUCATION

A REPORT on "Present Status and Trends of Engineering Education in the United States," by Dr. Dugald C. Jackson, emeritus professor of engineering at the Massachusetts Institute of Technology, has been issued by the Engineers' Council for Professional Development, with the aid of funds supplied by the Carnegie Foundation for the Advancement of Teaching. The report is one of the valuable by-products of the task of accrediting curricula in engineering undertaken by the Committee on Engineering Schools of the Engineers' Council for Professional Development.

Dr. Jackson's report may be divided roughly into four parts. An appendix has been provided by Allen W. Horton, Jr., who acted as secretary to the committee during the period in which the accrediting procedure was developed and put to the test, and the data collected. In the early chapters of the report Dr. Jackson traces the history of developments that led up to the accrediting program, summarizes the well-known Mann, Wickenden and Potter reports that have played important roles in that development, and sketches briefly the status of engineering education in America in 1939. He next turns his attention to the Committee on Engineering Schools of the Engineers' Council for Professional Development, to the procedure it adopted in its task of accrediting curricula and to comments on some of the perplexing problems it had to face and the progress of the committee's own thinking and methods that resulted from actually coming to grips with these problems.

The data themselves, which cover 679 curricula in 139 institutions, assembled, coordinated and analyzed in the form of tables and charts, with Dr. Jackson's comments, occupy the third portion of the report. These data were gathered for the purpose of the accrediting program, which they usefully served, but they constituted a store of information of value to engineers and educators, and were so fruitful for the improvement of engineering education that the committee was able to secure from the Carnegie Foundation for the Advancement of Teaching the funds necessary to put them in shape for public use.

As to the present status, Dr. Jackson provides a convenient summary in the following passages quoted from the report:

> It is reasonable to say that the majority of the substantially one hundred and sixty engineering schools in the United States are now in a sound status and are wide-awake to improve their effectiveness. The principal defects in the quality of faculties are perhaps a lack of recognition of the unity of learning in science and in political economy as applied in engineering, an inadequate espousal of professional ideals as distinguished from either craftsmanship or speculative philosophy, a failure to impress on all students that a successful engineer's life demands continuous study throughout its length, and a failure to dovetail the curricula into political economy on one side as thoroughly as they are dovetailed into physical science on the other. . . . Part of the onus for the defects named may be appropriately laid at the doors of administrative officers. . . . There is an additional fault . . . which is the failure to recognize that the proper use of research vitalizes all levels of engineering education, from the sophomore undergraduate level to the most advanced levels, which makes it a requisite and important factor in such education.

THE ALASKA FISHERIES EXPERIMENTAL COMMISSION

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