

securing the co-operation of missionary educational agencies with the advances in native education being urged at that time by the Colonial Office. His success in this work, and the satisfaction he gave both to ecclesiastical and government circles, were such that in 1930 he was appointed Apostolic Delegate in Africa and his powers consequently extended to missions in certain non-British territories.

During his years at Westminster, the Cardinal maintained the liveliest interest in questions affecting African education, and was instrumental in inaugurating a special colonial course for intending missionaries to fit them for the educational and administrative responsibilities they would be called upon to assume. The main part of this course was given in the Institute of Education of the University of London, and it was supplemented by series of special lectures on cultural anthropology, comparative religion, native psychology, etc.

The Cardinal gave every encouragement to professional men and women of his own flock to play their part fully in the scientific life of the country—especially in furthering the applications of the social sciences to the material, mental and spiritual well-being of mankind. He was quick to recognize good wherever he saw it, and favoured the closest possible

co-operation, consistent with firm principles, with the various agencies working in the social field outside his own communion.

WE regret to announce the following deaths :

Major Leonard Darwin, president during 1911–28 of the Eugenics Society, on March 26, aged ninety-three.

Mr. E. Harrison, registry of the University of Cambridge, and fellow and formerly senior tutor of Trinity College, on March 28, aged sixty-five.

Mr. E. Heron-Allen, F.R.S., known for his work on the Foraminifera, on March 28, aged eighty-one.

Mr. A. Holm, C.M.G., C.B.E., formerly director of agriculture, Kenya, aged sixty-four.

Mr. R. W. Paul, founder of the well-known instrument-making company known by his name, which was eventually amalgamated with the Cambridge Instrument Co., Ltd., on March 28, aged seventy-three.

Prof. C. F. Tolman, professor emeritus of economic geology of Stanford University, on October 13, aged sixty-nine years.

Mr. W. Trevor Watson, K.C., who specialized in patent law and scientific cases, on March 24, aged fifty-six.

## NEWS and VIEWS

### Avebury

But for the War, the acquisition by the National Trust of Avebury, and also of Windmill Hill, would certainly have created a more considerable stir. This Bronze Age monument is one of the most impressive of its kind in Europe; and the lesser site at Windmill Hill has given its name to one of the main neolithic pottery groups of the British Isles. Doubtless the Avebury stone circle owed its importance to its geographical position, situated as it was at the meeting place of a number of ancient downland roads. In its prime, after its last reconstruction, it must have formed a magnificent ensemble with its great circular ditch and rampart and approaching avenue of tall standing stones. Great Britain owes a great deal to Mr. Keiller, who has been excavating Avebury at his own expense for many years past. The lack of interest in former days, and the propinquity of a village, had resulted in the partial destruction of a great deal of the monument and the breaking up of many of the stones for building purposes. Mr. Keiller acquired the property and set to work to examine the site scientifically, and, where possible, to re-erect the fallen stones. The result has been the saving of a unique possession. Windmill Hill, too, is of extreme scientific interest. Earlier in date than the Avebury we see to-day, its excavation has yielded precious data for the elucidation of British culture at a remote period. It is satisfactory to feel that the monuments and Mr. Keiller's work on them will now be preserved for all time for the nation.

### Engineering Economics

THIS was the title of a paper presented on March 25 before a joint meeting of the Institutions of Civil, Mechanical and Electrical Engineers by Sir Frank Gill, who explained that his purpose was to urge the leading institutions to include the subject of engineer-

ing economics in the qualifications required for admission to corporate membership. Although an essential part of the equipment of a practising engineer in fitting him to decide or advise upon the most economically sound detail or scheme to adopt, this is a branch of training which has, in the main, received little attention. He described 'engineering economics'—distinct from the university meaning of economics—as being related to the question "Which of several plans, schemes or designs, each technically sound for the same job, is it advantageous to select?" Engineering plans and decisions must be technically sound; they must also be financially advantageous, and to stress this view several examples were mentioned. In deciding upon the size of a telephone exchange, for example, the advantages increase up to a certain number of subscribers but beyond this they diminish, and it was for a training in the methods by which such economic analyses should be made that Sir Frank pleaded.

Unfortunately, the discussion was mainly wide of the mark, and most of the speakers criticized mere details such as the limited nature of the examples cited, which had no real bearing on the point at issue. Although not helpful, the remarks made by the several speakers carried the implication that the training advocated by Sir Frank is necessary. How advantageous, then, would have been a discussion on the method by which the training might be given, at what stage and the means by which the obvious difficulties might be overcome in the schools. Prof. R. O. Kapp, Pender professor of electrical engineering at University College, London, alone gave some suggestions from his experience in trying to fill the gap, and one came away feeling that, with good will, teachers in the universities and colleges could very easily give a lead in inculcating the principles and technique by introducing an economic as well as a technical objective in the problems and designs which are set for the training of their students.