

INSTITUTE

The Development of Engineering Education

THE Armour Institute of Technology opened its doors to students in 1893, just thirty years ago in September of this year. It started its career at a period when engineering was for the first time being classified as one of the learned professions, along with medicine, law, and theology. Previously it was considered more or less of a vocational trade with professional attributes, but not distinct and important enough to be placed in the niche in our educational system which it deserved and to which it was really entitled. The last three decades have shown more development in engineering education than in all of the previous seventy years since the establishment of the first school of engineering in the United States. It is only in the last ten years, however, that there has been a genuine organized effort made to study and promote engineering education. A better understanding has been effected between engineering educators and industrial leaders, which has resulted in better training for engineering students and increased opportunities for them in the field of engineering. It is the opinion of many prominent engineers and directors of large industrial enterprises that the colleges of engineering, in general, have leaned toward over-specialization in the training of student engineers; that the curricula of the different courses have included too many subjects of technical detail, and too few of the cultural and general studies which develop a broader and larger view of life's problems. I think it is quite generally conceded today among engineering educators that this commentary is pertinent to the present situation in industry, that more stress should be laid on the fundamental and basal studies; and more of the cultural subjects, or humanities, should be included in the regular college courses in engineering. I believe that I am safe in saying that the Armour Institute of Technology has advocated and carried out these ideas to an extent beyond that of most of the technical colleges of the country, and feel certain that any alumnus of the Institute regards his student training in the general studies of the greatest value in the practice of his profession. It is expected, of course, that our students will become good engineers, but we wish them to be more than just that: We desire them to be good citizens; nay even more, leaders in the affairs of their cities, communities, states, and, may I hope, in those of our nation.

HOWARD MONROE RAYMOND.