

The AIChE President Speaks...

FINAL "GOALS" REPORT

MAX S. PETERS

With only minor changes, the Final "Goals of Engineering Education" report is identical to the Interim "Goals" report. The AIChE response to the Interim report was published in the August, 1967, issue of *Chemical Engineering Progress*, page 36. The CEP statement clearly represents my response to the Final goals report. However, at the time the CEP statement was prepared, we had been led to believe that our statement would be included as a permanent part of the Final report. This did not occur, and it is very interesting to note that there is no specific reference in the Final report to any of the many articles published which gave dignified and responsible disagreement with the major recommendations of the Preliminary and Interim reports.

The Goals report contains much useful and interesting data along with analysis and recommendations which, as the Preface clearly states, represent the views of three individuals. Most of the recommendations are generalizations with which no one could reasonably disagree. However, the recommendations relative to making the master's degree the first professional degree in engineer-



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ing, the desirability of encouraging general engineering degrees, and the accrediting by college rather than by curricula are all, in my opinion, undesirable goals.

I think we should view the Goals report as a collection of data and a representation of the views of three individuals. Some of it is good and some of it is bad. In any case, it is interesting reading—and I now suggest that all of us stop wasting our time on the subject—As educators, let's get back to the serious and important business of worrying about our teaching and our students.

The Drift And The Draft

Why A Scholarship Program In Chemical Engineering?

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Why do we operate an industrial scholarship program for freshmen in Chemical Engineering at Montana State University? This question is asked by citizens and taxpayers who note that overall college enrollments are bulging. At an institution that has an avowedly "publish or perish" policy where this sort of activity is going to make few faculty Brownie points, this is a good question. The answer can be found from the following equation:

$$A / B = C / D$$

A. Shirer, W. L., "*The Rise & Fall of the Third Reich*," p. 348, Simon & Schuster, New York, N. Y., with permission of publisher.

"After six years of Nazification the number of university students dropped by more than one half—from 127,920 to 58,325. The decline in enrollment at the institutes of technology, from which Germany got its scientists and engineers, was even greater—from 20,474 to 9,554. Academic standards fell dizzily. By 1937 there was not only a shortage of young men in the sciences and engineering but a decline in their qualifications. Long before the outbreak of the war the chemical industry, busily helping to further Nazi rearmament, was complaining through its organ, *Die Chemische Industrie*, that Germany was losing its leadership in chemistry. Not only the national economy but national defense itself was being jeopardized, it complained, and it blamed the shortage of young scientists and their mediocre caliber on the poor quality of the technical colleges."