

The Knowledge Bank at The Ohio State University

Ohio State Engineer

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FROM OUR DEAN

Fifty-five years ago in the month of September this University opened its doors to the young men and women of Ohio, and 17 students presented themselves to take advantage of the opportunities which the institution had to offer. Its founding was made possible by a grant made by an Act of Congress and approved by President Lincoln on July 2, 1862. At the time of its organization it was called the "Ohio Agricultural and Mechanical College," but five years afterward this name was changed to "Ohio State University." The original faculty consisted of seven members. The first graduating class was in 1878 when six students received their diplomas, one of whom was an engineer in the field of Mine Engineering. The total registration during that year was 90 students, most of whom entered the Preparatory Department, a division the University had until 1896.

From the beginning the number of entering students and graduates steadily increased, so that at the end of the first 25 years the graduating class was five times the original one and the student body 25 times the registration for the first year. This educational plant with its many colleges has now become the largest enterprise of the State of Ohio, and its maintenance and continued operation on the present scale depends entirely upon the classes which will enter from year to year. Up to the present time 3600 students have graduated from the College of Engineering, which means that approximately 9000 have profited more or less by instruction in that College. The Engineering College Faculty, which was the nucleus of the present one and consisted of four members, has now grown to 110 professors and instructors, in addition to a large number of assistants.

The University is somewhat similar to a large industry in which several millions of dollars have been invested and which, in order to operate successfully and economically, must be driving to full capacity, constantly receiving raw material and turning out a finished product. In our case this finished product requires four or more years of exceptional and complicated treatment. It stands to reason, therefore, that those who have the greatest interest in the University and the Commonwealth of Ohio welcome most heartily every entering class. In fact those of you who are now entering are of greater importance than those who have been on the campus for one, two, and three years, for the entrants have ahead of them four valuable, interesting years which will have greater advantages due to the later developments in the progress of the institution.

In colleges of engineering the paramount interest is the student's interest. For 35 years the

engineering teachers of this country have been studying methods and processes for the continued betterment of engineering education. This work is carried on through the activities of the Society for the Promotion of Engineering Education—a national organization. During the past summer the annual meeting of the Society was held in the education center of North Carolina, and it was my fortune to spend three days at this conference exchanging ideas and mingling with engineering educational representatives from all over the United States. If the engineering teacher is willing and glad to devote a large part of his time to problems of improvement in engineering educational processes, he surely is greatly interested in those to whom these processes will be of value. He, therefore, welcomes greatly those young people who have the desire and ambition to take advantage of the wonderful opportunities which the State of Ohio is offering them at this University.

When we survey the fields of industrial activity and observe the important part played by our engineering graduates and those of other engineering schools, it is apparent that engineering schools have a great responsibility and trust. The efforts of engineering schools, however, would be equal to nothing if no groups of young men presented themselves each fall at the doors of our universities.

During the past summer it was my pleasure to spend several days in that wonderfully enterprising city of Pittsburgh

and to inspect several outstanding engineering developments. In Detroit, also, the Ford-Stout Aircraft Factory was visited, and one of its products—a Ford-Stout tri-motored all metal plane—was sampled by a trip over that busy city. In Columbus, an engineering product of the Goodyear Rubber Company was given a trial; that is, I took a trip in the dirigible or airship "Puritan." These contacts with the latest developments in which engineers have played a leading part, coupled with the constant call by the industries for technically trained men bring home very forcibly to the engineering teacher the important place to be occupied by those who enter our colleges from year to year.

We welcome you, therefore, to our College with the expectation that you will always do your best, that you will play the game as a man should, and that you will always bear in mind your responsibility to the University. Its reputation and good name must be guarded most jealously, not only by constant and conscientious intellectual effort on your part, but also by your conducting yourselves as gentlemen at all times and under all circumstances.

E. A. HITCHCOCK, *Dean*
College of Engineering

There is a warm spot in the hearts of all Engineering College upper classmen for Dean E. A. Hitchcock. We have always found him sympathetic, and willing to help us through our troubles. The duties of his office keep him very busy but his understanding of student problems, his willingness to take an active part in student affairs have won for him the respect and esteem of his entire student body. Class of 1932, learn to know him as we know him, and you will love him as we love him.

—Editor.