Two major continuities in ASEE's history that Reynolds and Seely
This history of ASEE condenses a paper in the 1993 Journal of

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#ASEEat125

bulletin as an outlet for society news. In 1913 the society set compensation for the role of Secretary
This growth demanded organizational changes—in 1906-07 SPEE President Dugald Jackson pro-
regional section appeared in 1919.

moved”). Nevertheless, membership jumped from 503 in 1907 to 1500 in 1916 and committees
stress fundamental scientific and mathematical principles, not hands-on apprenticeships.

providing hands-on skills? In response, American engineering schools adopted radically different
study. The question then became: should curricula focus on teaching the fundamentals or on

1893 Chicago World's Fair and Exposition,
where ASEE was created.

and more moderate recommendations than
committees carried out sixteen distinct stud-

The Mann Report increased SPEE efforts to
SPEE could achieve national recognition and equity
area of activity. After Mann, members realized
regarded broad studies of education as a critical
more meaningfully, teaching theory and its application
paid to values and culture. He also urged dropping
the University of Chicago.

in 1923, SPEE President Charles Scott noted that be-
late 1950's ASEE could rightly claim it was the voice of engineering education.

societies illustrated just how far engineering education had drifted.

The first four-year engineering technology

 Perhaps the most important products of the

and faculty in local ASEE programs.

and faculty in local ASEE programs.

were created to further the cause of science and technology. This was the first of several such meet-
venues in national media outlets and the society
profile, as staff regularly were contacted for state-
quarters for the International Association for Con-

The 1990s to The Present

as staff regularly were contacted for state-

Conclusion


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