

# **An Engineering Based on Love**

By

*Dr. George D. Catalano, Professor of Bioengineering  
Director, University Honors Program*

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A recent death of a beloved member of my family has served as a catalyst for my reflection on not only the nature of my work but also upon my approach to the issue of reforms in engineering and engineering education which are desperately needed. In engineering we often speak of development. Far too often it seems that the model used in engineering education is education for profit making. The ultimate goal is economic growth with no interest in peace, social or environmental justice or wealth distribution. Such a model ignores inequalities, has contempt for the arts and literature, promotes group think, needs docile students and de-emphasizes critical thinking. I would like to offer a different paradigm for engineering education, one which has as its priority the development of not only the human spirit but also the rest of the natural world. Using such a paradigm, each and every being matters, groups are disaggregated into individuals and equal respect exists for each individual. Ultimately the goal of such an education would be to enable each of us to transcend our own particular situations and imagine a global society which is based upon equality and on love. Key elements of an education based upon love would include the capacity for true, rigorous critical thought, the development of a culture in which individual dissent is honored and revered and in which each of us considers our self a citizen of the Earth. Lastly an education based upon love would enable each of us to develop our own individual narrative of moral imagination, that is, to develop the ability to be in another's shoes, to cultivate our inner eye of seeing and knowing and to overcome the blindness that we have all become far too accustomed.