

Editorial

This month IJEE begins a series of special sections devoted to Agricultural and Biological Engineering Education. Agricultural engineering in the tradition of 100 and more years of concentration on agricultural machinery is transforming into a combination of biological, bioprocess and agricultural engineering components. The transformation is an ongoing process. It is discussed in its historical, hierarchical and profile aspects in the first papers of the special section. The second section is devoted to an assessment of the current situation in agricultural engineering education in developing and transforming countries. The issue has been painstakingly put together by Linus Opara and Joel Cuello. A further 2 instalments on technical and scientific aspects of this education field are forthcoming. Linus and Joel received nearly 100 submissions, indicating the viable engagement in this areas by engineering educators. I am most grateful to Linus and Joel for their devotion to this project and the discernible success of their efforts.

In addition to the special papers, there are 13 papers in the regular section of the issue. The papers, as always have been thoroughly refereed and revised. I would like to draw attention to the paper by Bejan and Lorente on constructal theory education. Design employing constructal theory is still in its infancy and the paper is presenting novel, research based ideas. I am pleased to see the paper included in our journal. We are particularly interested in promoting pioneering and research based ideas for the future of engineering education.

In this issue we begin including keywords to all new papers. This will be useful for the future quick referencing of materials in the journal and I hope it will make the journal papers more readily searchable to a wider readership. Enjoy the 2006 issues of IJEE.

Michael Wald