

# Editorial

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As an editor I need to occasionally contemplate whether the mission and scope of the journal are on course with what has been proposed in the past and what has evolved with time. Originally, we felt that papers should be innovative and informative, especially for academic departments in areas where engineering education is not yet a tradition, i.e. developing regions and universities with less than perfect communication and connections to other institutions. This was 25 years ago. The communication issue has by now been resolved. IT has practically dissolved any isolation of academic institutions and faculty. The mission to serve as an engineering education resource for emerging and developing countries has not been realized. Papers from these sources are rare and so is the readership of the journal there. We are carried by papers and readers from the traditional front line academic institutions, and we seem to be talking almost exclusively to these institutions. Research in engineering education is a fledgling 'interdisciplinary discipline' which IJEE is happy to represent and help support. My concern is not with this direction, but with the representation of 'best practice'. The 'show and tell papers' which tell us, how engineering education is practiced: an important part of the original mission. Surely, the practice needs to be innovative, but it is still in the category of 'look what we are doing' and can it then be of value to you? We still believe that publishing best practice papers is an important function of an engineering education journal. However, these need to be limited to really innovative and analytical papers, carefully selected and reviewed. Such considerations relate to our special section in this issue. Agricultural and biosystems best practices are presented by a number of authors here. They were selected by the guest editors as representative of new curricula and practices developed within the changed perspectives of agricultural engineering now embracing bio and eco themes. Of course, papers are submitted to the guest editors who are (nearly) free in conceptualising and executing an issue. This means that there is little interference from the editor, who still retains a guiding and sometimes, though rarely, a veto function as to what gets through to publication. The selection of papers by our guest editors Linus Opara and Joel Cuello brings to conclusion the series of publications on the development and implementation of ag/bio engineering education. It is the third issue in the series and has shown that a newly oriented-area with a new mission can revive a subject area, and give it a new lease of life.

I am most grateful to both guest editors for the huge amount of work they put into selecting and reviewing the submitted papers. I do hope that it will benefit those who are practicing Ag/bio engineering education and those who plan to work in this field.

Michael Wald