Int. J. Appl. Engng Ed. Vol. 7, No. 6, p. 412, 1991
Printed in Great Britain.

0742–0269/91 $3.00+0.00

Editorial

In conjunction with the American Society for Engineering Education (ASEE) and the Institute for Electrical and Electronics Engineers (IEEE) and with assistance from further institutions, the Internationale Gesellschaft für Ingenieurpädagogik (IGIP)—International Society for Engineering Education—organized the international conference 'Engineering Education 2000' in July 1990 in Vienna and Budapest. This symposium was a remarkable success: over 540 participants, including leading experts from practically all corners of the world, took part. More than 200 papers were presented and were very well received by those attending the conference. The Editor-in-chief of the *International Journal of Applied Engineering Education*, Prof Dr M. S. Wald, is to be thanked for making possible the publication of a selection of expanded versions of conference papers in a special issue.

It must be said that the selection process was not an easy one. The guest editor of the special issue took great trouble to arrive at a selection of papers which represented an overall view of the variety of topics at the symposium.

Two papers concerned with a fundamental overview of the symposium serve as an introduction to the special issue—the presentations from Ursprung and Paschke. These are followed by a series of contributions from the 'European' point of view, starting with the contribution from K. Hernaut which presents a survey of endeavours to achieve a non-restrictive labour market for engineers throughout Europe. Zoder follows with an article from the Austrian point of view.

At this conference we had the possibility of fully integrating colleagues from Eastern and Middle European countries for the first time on a really large scale. Indeed, IGIP's endeavours to construct 'engineering education bridges' between East and West started publicly many years ago, notably with our Symposium 1985 in Budapest. And now, under completely different circumstances, we can make our active contributions to one Europe in freedom, unity and diversity. Thus around 30 vice-chancellors and deputy vice-chancellors from Technical Universities in Bulgaria, Czechoslovakia, the former GDR, from Hungary, Poland and Yugoslavia, as well as from the USSR participated in our conference. The contribution from Paschke illustrates in an exemplary fashion aspects of developments in some of these countries. The remaining 'European' contributions were made by Widmer and Goldschmid. The contributions from de Steur, Nüesch and Melezinek briefly introduce three of the most important European societies active in the field of technical education.

From the 'world-wide', or transatlantic point of view, the many papers presented by colleagues from the USA were of particular interest to the European participants. The reports on the experiences of American universities and their plans for the future offered an excellent basis for the ensuing discussions and for the world-wide current exchange of experiences. The contributions from Modesitt, Aspness, Mayer and Spell, Page and Fletcher, and Viets and Grandin, as well as from Asland and Page indicate the wide range of appropriate papers presented at the symposium. The paper from Boland sketches out the important possibilities of electronic media in the field of education. The contribution from Noda reveals interesting aspects of engineering education in Japan and Koen outlines some of the differences between engineering design in Japan and America.

During the symposium, results and summaries were formulated. These, and subsequent additions, were presented and approved in the final session. These results and recommendations summarizing the symposium have also been printed as the conclusion to this special issue.

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