

## Guest Editorial

AT a time when the importance of engineering and technology and their contributions to human well-being are starting to be recognized worldwide, it is not surprising that the question being most widely asked can be put simply as follows:

How can the human resources of a nation be best developed so as to benefit from the application of engineering and technology?

This is an extremely difficult question with no easy answers. However, engineering education—or more specifically—the enhancement of engineering education, can make a valid contribution.

There are many ways of making such a contribution and this issue gives a case study on how one institution has responded to the challenge.

The eleven papers address the main features of Nanyang Technological University (NTU) in Singapore, and topics range from a brief history and statement of educational philosophy by the President and a glance at the management of academic affairs to students' industrial experience and welfare. Where appropriate, the text is supported by relevant statistics. The aim is to give a total picture of the development of one higher educational institution and to provide lessons for other interested parties. Several points should, however, perhaps be stressed here.

Firstly, the model outlined has made use of the educational features from a number of different countries but it has to be appreciated that in its present form it is unique to a particular institution in a particular country. There is no guarantee that the same model would work as effectively for a different institution in a different country.

Secondly, the rapid progress made by NTU is backed up by a very positive government policy towards developments in education and, in particular, engineering education. In practice, the resources available for these types of activity in many other countries are much more limited.

Thirdly, the papers provide only highlights of the facilities and working of this university, and it would be impractical to go into fuller detail in these areas.

These things said, it is our hope that this issue will stimulate readers to examine their own institutions, provide useful material for those wishing to build new institutions dedicated to advancing technology, and generate debate amongst all the interested parties. If only some of these aims are achieved we shall have made a small contribution to the advancement of engineering education.

C. Kuo, Associate Editor