Editorial

LIS Education and Training Issues in the Late Twentieth Century: A View from the Pages of *Education for Information*

The first issue *of Education for Information* appeared in March 1983, and since then it has been published regularly four times per year, for a total of 17 volumes and 68 issues by December 1999. During this time it has maintained a constant aim: "to act as an international forum for the exchange of ideas and practical experience on the educational and training aspects of librarianship and information science", as stated in volume 1 number 1 (although to reflect terminological developments, the phrase "librarianship and information science has been replaced in more recent issues by "information handling"). The two editors have also remained in situ throughout this long period, again ensuring a strong measure of continuity in editorial policy. A change of publisher did occur in June 1991 (volume 9 number 2) when IOS Press replaced Elsevier, but this did not influence the journal's aims or scope.

The onset of a new century invites a retrospective: how has academic writing on LIS been reflected in the pages *of Education for Information?* This brief review considers the journal's content from four angles: the international distribution of authors, the authors' institutional affiliations, the actual subject matter, and the regional focus. All full-length articles have been included in the survey, but editorials, software reviews, book reviews and the annual bibliography that appeared between 1987 and 1995 have been excluded from consideration. The first number of volume 12 comprised a world directory of schools of library and information science, and it obviously also has been excluded. Short Communications have mostly been included, but in a few instances have been ignored because of their brevity or non-subject focus.

Authors' country of residence

Education for Information from its inception aspired to broad international coverage. Table 1 shows the extent to which that has been achieved, analyzing authorship by country of residence (in the case of jointly authored work, the location of the first author only is given). Several conclusions can be drawn from this Table. The journal certainly has succeeded in attracting authors from quite a number of countries: 33 to be precise. Yet certain parts of the world have been much better covered than others. Central and South America, together with the Caribbean, is almost virgin territory for *Education for Information*; only one contribution has come from this

Table 1
Author distribution by country

Country	Authors
UK	120
US	41
Australia	19
Canada	10
Germany	9
South Africa	9
Nigeria	8
France	7
Spain	7
Ghana	6
China	3
India	3
Israel	3
Netherlands	3
Pap. New Guinea	3
Sweden	3
Botswana	2
Denmark	2
Hungary	2
Kenya	2
Kuwait	2
Pakistan	2
Portugal	2
Saudi Arabia	2
Brazil	1
Indonesia	1
Ireland	1
Lithuania	1
Malaysia	1
Norway	1
Thailand	1
Yugoslavia	1
Zambia	1
Total	279

entire region (Brazil). In contrast, 159 contributions (57%) are from Europe (though only two from the Eastern part of the continent), 51 (18%) from North America, 28 (10%) from Africa, 22 (8%) from Australia and Papua New Guinea, and 18 (7%) from Asia (including the Middle East).

The journal has always published articles in the English language only, although for a time it did include abstracts in French, German and Spanish as well as English. Such a language policy, while not discouraging totally authors from outside the English-speaking world, presumably has made the journal's pages less attractive to authors in some countries than others. Around 80% of the authors reside in countries where English is the only or the principal language of scholarly communication, and the leading four countries, accounting for 68% of content, belong to this category. The highest-ranking country from outside this language community is Germany with

Table 2
Authors' institutional affiliations

Affiliation	Number
LIS Academic	210
Librarian/Inf Professional	36
Non-LIS Academic	19
Researcher/Consultant	8
Government/Int. Org. Prof.	6
Total	279

just 3%.

It is also relevant here to note the editors location. Throughout the journal's history one editor has been located in the UK, and the other was based there until 1989. It is not coincidental that almost half (43%) of authors in fact reside in the UK. The editors' contacts and reputations have played some part, presumably, in attracting authors, a point borne out by looking at Canadian contributions. Between 1983 and 1989 no Canadian contributions were published, whereas since one editor's transfer in 1989 to Canada, 10 Canadian authors have appeared. The lesson here appears to be that despite an overt international scope and an Editorial Board of wide geographical distribution it is not easy to attract large numbers of contributions from the non-English speaking world.

Authors' institutional affiliation

The journal has always opened its doors to contributors from any relevant background, and has not deliberately encouraged authors from schools of library and information science (or similarly named institutions). Yet the overwhelming majority of authors (75%) fall into this category (see Table 2). Librarians and other information professionals only account for 13% of the total; it has never been easy to solicit articles from them, probably because they are busy doing their regular jobs and have little career incentive, in many cases, to publish. It is interesting to note that 19 articles have come from academics in non-LIS fields: anthropology, business studies, communications studies, computer science, education, information engineering, law, operations research and psychology.

Subjects

The articles have been assigned to the subject categories employed in the Annual Bibliography found in volumes 5 to 13 of Education for Information (see Fig. 1).

A great majority of the articles deal directly with LIS educational issues. Training issues are the focus only of 23 articles. Apart from quite a number of articles dealing with general topics concerning LIS education, the most popular choice has

been discussion of teaching methods, in many cases (but by no means all) related to information technology. Another popular theme was teaching individual subjects, including abstracting, bibliometrics, business information, computer programming, competitive intelligence, conservation, database design, expert systems, information literacy, information management, information retrieval, patent information and, of course, information technology. This area is closely followed by curriculum development. Other areas attracting attention are the employment market place for LIS graduates and studies of LIS education in particular regions, countries and schools. Most of the articles on LIS Modes of Study deal with distance education. LIS Specialized Education Courses included law librarianship, health care librarianship, school librarianship and local studies librarianship. LIS academics do not appear to write too much about themselves (only seven articles)!

General Teaching Methods	6
General Educational Overview of Information Studies	7
Role of Governments/International Agencies	3
LIS Research	11
LIS Schools – General	36
LIS Regional/Country Studies	19
LIS Individual School Studies	13
LIS School Programs	12
LIS Schools – Specialized Education Courses	9
LIS Schools – Teaching Individual Subjects	28
LIS Schools – Teaching Methods	31
LIS Schools – Curriculum Development	24
LIS Schools – Modes of Study	8
LIS Schools – Practicum	4
LIS Schools – Academic Staff	7
LIS Schools – Students	10
LIS Employment Market Place	16
LIS Continuing Education	4
LIS Training	23
Archival Studies	1
Libraries	7

Fig. 1. Subject content of articles.

Country focus

Many of the articles directly or indirectly have a national focus, and in fact few are completely divorced from a sense of place. It was not always easy to decide whether an individual article should be assigned to a country focus or whether the country in which the LIS activity took place was incidental to the subject theme. Nevertheless, certain articles clearly targeted an individual country, and these countries are listed in Table 3. In many cases this focus reflected the author's place of residence, but this was not always true: a Swedish author might, for example, write about Australian library schools.

Table 3
Country focus

Country of focus	Number	Country of focus	Number
UK	41	US	17
Australia	11	South Africa	6
Spain	6	Ghana	6
Canada	4	China	4
Germany	4	Israel	3
Nigeria	3	Papua New Guinea	3
Botswana	2	Denmark	2
Kenya	2	Netherlands	2
Pakistan	2	Portugal	1
Brazil	1	France	1
Hungary	1	India	1
Indonesia	1	Kuwait	1
Malawi	1	Malaysia	1
Morocco	1		

The twenty-first century

During its 17 volumes published in the 20th century, then, *Education for Information* has dealt with a wide variety of issues relating to education and training for the information professions. It has also contributed to a genuine international dialogue, notwithstanding a preponderance of authors from the UK and US, by including authors from many other countries and dealing with topics of worldwide concern. In this new century it will continue to explore the many and varied issues that preoccupy those involved and interested in educational and training issues in the information sector. The editors will do their best to extend yet further the journal's coverage, but the crucial role here belongs to the authors. If you feel that your subject interest or your region of the world has not received a fair crack of the whip, then you hold the solution in your hands: send your manuscripts to *Education for Information* and help it to grow even stronger in our new Information Millenium.

Andrew Large
Editor