

EDITORIAL

In recent issues of two prominent information science journals, their editors have commented, regretfully, upon the relative dearth of contributions from practising information workers who are prepared to write on practical issues. Instead, highly theoretical articles are submitted, often from the academic wing of the information profession, which do not always appear to satisfy the readership [1].

In a journal such as *Education for information*, it would be strange, not to say disquieting, if those involved in educating the professionals of tomorrow did not occupy an important position amongst its contributors. Clearly, one key objective of this journal is to provide an international forum for debate on educational issues. The preponderance of library school lecturers (from a variety of countries) amongst the authors so far published in *EI* is perhaps to be expected. Nevertheless, the pages of the journal are also open to those involved and interested in training *outside* the confines of the educational establishment, as well as those who employ the product of the schools. A number of contributions from these sources have already been published in *Education for information*, and this is a healthy sign. The divide between education and training in library and information science is not always easy to establish, as several articles already published in this journal have emphasised.

The library/information profession is at a critical stage in its evolution. The 'new technology' threatens to fracture whatever cohesion has existed by creating additional specialisms, which have more in common with other professions than the parent one. This development is given impetus by the entry of other groups into library/information related activities, with the minimum of acknowledgement to the expertise of the sitting tenants. The future scenario of a relatively small library profession and a much larger information profession existing under the wing of a technological discipline cannot be written off too lightly.

It may be naive to assume that educators and practitioners will ever agree on what precisely education and training for the profession should comprise. Both have their own perspectives, and this is as it should be, so long as they ultimately recognise their *interdependence*. Greater understanding of the other's point of view may be advanced a little by an exchange of ideas in a journal such as *Education for information*, whose pages are open to both groups.

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Editors

1. *Journal of information science* 3 (1981) 245; *Journal of the American Society for Information Science* 34 (1983) 3-4.