

Editorial

Knowledge Organization and Education

When I first assumed editorship of the journal, Dr. Ingetraut Dahlberg suggested that it would be interesting to publish a series of articles on education and knowledge organization. In the first issue this year (23:1) we did publish such an article by Ms. Holly Irving describing the Computer-Assisted Indexing Tutor (CAIT) at the U.S. National Agricultural Library. In the current issue we are again presenting an article on education by Rada, Liu, and Zheng (described below).

Just recently Professor Hanne Albrechtsen (ISKO President) also suggested such a series, and so we have collaborated on the following short statement calling for education-related articles for the journal.

Knowledge organization is practiced by many people in a great diversity of contexts – institutions, disciplines, companies, etc. But still, there is no single profession per se in the area. There is no way you can say you are a "chartered knowledge organizer". ISKO and the journal could be a good place to initiate something in this regard among its members.

As one starting point, it would be interesting for all ISKO members to know more about what kinds of educational approaches exist today in knowledge organization. Educators could have a chance to exchange ideas about how to teach KO, and members in general would get an impression of what is going on at the educational institutions involved. To our knowledge, there are very different traditions internationally and even at national levels, and we believe it would be fascinating to publish a series of articles and shorter reports (including syllabi, etc.) on such activities.

Accordingly, we invite readers who are associated with education to submit relevant material for publication in the journal. We will look forward to receiving your submissions in this area.

In this Issue

In the first article Hanne Albrechtsen interviews Birger Hjørland about his new book titled *Information Seeking and Knowledge Organization*. In this lively and informative dialogue, Dr. Hjørland explains a new general theory for knowledge organiza-

tion and information science based on a theory of information seeking.

In the second article Joacim Hansson gives an historical account of the forces at work in Sweden at the beginning of this century that lead to the Swedish rejection of the Dewey Decimal Classification in favor of a unique Swedish classification system (the SAB-system).

In the third article Roy Rada, Zhengjie Liu, and Min Zheng continue the series I mentioned above on educational applications of knowledge organization. In their article titled "Connecting educational information spaces", the authors discuss principles and case studies illustrating the use of interconnected, online information sources in facilitating navigation by students and researchers.

In the fourth article Vladimir Kuznetsov elaborates on a three-part model of concepts, consisting of a concept base, a concept-representing part, and the linkage between them. The author shows how types of knowledge associated with concepts (e.g. names, symbols, referents, and properties) are subsumed within the postulated model.

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