EDITORIAL

The Journal Management Team is currently receiving a lot of manuscripts from authors. This is highly commendable. However, some manuscripts are rejected or published only after a long period because the authors do not familiarise themselves with the "Instructions to Authors" in order to be aware of the scope and aims of the *Journal*, the referencing style and other related technical matters before handing in their work for consideration. To make matters worse, some manuscripts need extensive language editing before being published and that puts a lot of unnecessary demands and pressures on our time. Prospective contributors are encouraged to familiarise themselves with "Instructions to Authors" to save themselves from the possibility of being rejected and disappointed.

This issue contains contributions on personal knowledge management, knowledge management practices in an academic library, quality assurance practices in university libraries in South Africa, the role of an academic library in research, library funding and journal cancellations, use of online knowledge resources, inter-disciplinary collaboration in curriculum innovation for information literacy, and the dynamic, restless and complex world of research.

Priti Jain underscores the importance of managing personal knowledge, which may increase the individual's productivity and organisational performance. Still on the theme of knowledge management, Judith Mavodza and Patrick Ngulube explore the use of knowledge management practices in an academic library in a changing information environment. They used a case study approach, to find out how knowledge was identified, captured, shared and retained to enhance performance and improve the quality of service in the Metropolitan College of New York library.

Luyanda Dube takes the discussion on quality assurance in academic libraries further. The transformation of the South African higher education landscape has been greatly influenced by the introduction and enhancement of quality assurance practices. Academic libraries, in particular, are facing the challenge of striving to align quality initiatives and practices with the overall mission and goals of the university and the expectations of their stakeholders. Consequently, quality assurance is no longer an option, but a critical reality as libraries in general are under immense pressure to prove their worth. Increasingly, there is general commitment towards instilling a quality culture, encouraging best practice, continuous improvement and satisfying the needs of all the stakeholders.

Academic libraries play a critical role in providing research support to institutions of higher learning. Genevieve Hart and Lynn Kleinveldt put the role of the academic library in research under the microscope from the point of view of the researchers. They conclude that a few gaps emerge between the delivery of library services and researchers' wishes, the most pressing of which is to be kept informed of new research in their field; yet only a minority experienced this level of service and few expressed confidence in the discipline knowledge of librarians.

On the other hand, library funding and journal cancellations in South African university libraries are bound to affect the academic researchers' experience. Ruth Hoskins and Christine Stilwell reveal that South African university libraries, like most academic and research libraries worldwide, have not been adequately funded and as a result have resorted to annual journal cancellations. The growth in online knowledge resources has transformed information securing practices and its effects have been especially pronounced for scientific journals. Reinhold Treptow and Megan James argue that researchers should make greater use of Scopus and Web of Science to effectively locate relevant research materials.

M. Detken Scheepers, Ann-Louise de Boer, Theo J. D. Bothma and Dr. Pieter H. du Toit discuss the Whole Brain Model® and show that the mental model underpins the successful collaboration of multidisciplinary teams and enhances innovative curriculum design that addresses alternative approaches to the teaching of Information Literacy.

We wind up this issue by looking at methodology and noology. Fanie de Beer explores the relevance of the work of Edgar Morin and Michel Serres to Information Science and Information Services. Both accept the challenge of the complexity of the reality of the world and work out ways to deal with the dynamics of these issues in the most significant way possible. They both have special ways of including information as central to their work, despite their disciplinary backgrounds and engagements. Most of our standards and accepted methods cannot really help us in understanding the complex world as they are still based on "a flat world assumption", as are our policies, strategies and skills, based on a deterministic approach and a cause-effect strategy. We have to move beyond method, beyond mere rationality, in order to cope and get real access and develop understanding. We need to move into another dimension, and onto a totally new level of reality, and into a different dimension or mode of thought – into another domain, the domain of ideas rather than problems. We have to start thinking differently: the mode of "the science of the knowing mind" with its focus on the fullness and complexity of reality. The mode of thought that can effectively cope with this vast and complex challenge is what Michel Serres calls our "multiple, connective intellection" that can penetrate all the respective areas and establish links between them.

Enjoy the read
Prof Patrick Ngulube
Editor-in-Chief