Standards and Assessment

EDITORIAL

By Dr. Lesley S. J. Farmer

This issue of *Education Libraries* marks the first one published under the direction of the Special Libraries Association, Education Division's new Editor Dr. Lesley Farmer. The change in editorship took more time than anticipated, so the forthcoming issues will be disseminated more closely to complete the full publication schedule.

Dr. Farmer is the Professor of Library Media at California State University, Long Beach, and coordinates their Library Media Teacher Program. She also teaches educational technology. Dr. Farmer has worked in K-12 settings in both public and independent schools as well as in special, academic and public libraries. Her most recent editorship was the California School Library Association *Journal*. She has written eighteen books and over a hundred articles on librarianship. Her most recent book is *Student Success and Library Media Programs: A Systems Approach to Research and Best Practice* (Libraries Unlimited, 2003).

The theme for this issue, "Standards and Assessment," rose from the 2003 conference sessions sponsored by the Division, and also reflects the growing emphasis on accountability and effective programs. The two articles take totally different approaches to this issue.

Tirupalavanam Ganesh critically examines peer-reviewed ejournals in education in terms of their quality and their multimedia features. He notes that, while ejournals may provide a cost-benefit savings to scholarly publishing, he rightly points out that these same publishers are, by and large, neglecting to take advantage of the unique features that multimedia offers. Just as most librarians now scoff at commercial CD-ROMs that duplicate a print version of a document, so too should library professionals demand that ejournals provide value-added features possible only in a digital environment.

Jana Varlejs analyzes the courses offered by library and information science programs relative to special librarianship. In her broad brush sweep, she notices uneven treatment rather than a systematic approach to special librarianship. Considering the extensive knowledge and skill sets expected of entering library and information professionals, she finds the relative dearth of special library offerings not surprising. She also commends the continuing education efforts of SLA and other special library associations to address the specific needs of this population. Still, one might consider the possibility of a two-tiered degree program: basic library and information science foundation, and a second level concentration in at least one specialization.

The department columns continue to provide timely reference sources in print and online. Gladys Dratch and Deborah Garson summarize leading 2003 and 2004 reference books. Anne Wade focuses on the theme as she notes relevant Web sites on distance education, information literacy and library instruction, users with disabilities, and other non-grouped URLs on the theme.

A long series of book reviews completes this issue, with several new reviewers contributing their efforts. The next issue, which has the theme "Management Issues," will concentrate on more articles. Submissions are warmly accepted.