



**Management**  
**E D I T O R I A L**  
**By Dr. Lesley S. J. Farmer**

"Gee, it doesn't look like winter..."

For those subscribers who are looking at the current issue's masthead as it was just published, the timing may look suspicious. Fear not. *Education Libraries*, a biennial journal, is making up for lost time and is near on schedule. Thanks go to the Editorial Board, the Department contributors, the book reviewers, the Business and Circulation Manager, and the publisher. Their continued speedy efficiency will be needed for the next issue, and by then *Educational Libraries* will be back on its time track -- and this Editor will not have to push so hard.

This present issue theme, therefore, may be prescient: "Management." How many education libraries must operate similarly to the way this journal operates: feeling a semester behind, calling on the good will of staff and volunteers, trying to provide a high-quality "product" that will satisfy its clientele?

The two lengthy articles offer an overview of studies and best practice of basic management issues: leadership and staffing. In terms of these topics, library and information science has long drawn upon the related fields of business, sociology, and psychology. Probably the most salient domain is organizational behavior. Nevertheless, education libraries have existed for decades, and need to conduct more research focuses on their own domain. Weiner suggests some good areas for investigation. It should be noted that the peer reviewers were rather taken back by the lack of current studies, and thought more contemporary work was being done. At the very least, education library-related researchers and presenters need to disseminate their efforts more widely.

In this area of permeable staff borders between professional and paraprofessionals, largely because of budget constraints and technology advances, Osa reminds librarians of various techniques to use in order to build a strong staff team. Quite frankly, as education focuses more on student outcomes rather than library inputs, staffing practices should also reflect that same focus on impacting students and faculty rather than mirroring maintenance of titular caste systems.

Anne Wade offers useful web sites related to management and administration. She remarked that finding such sites was a surprisingly difficult task, which might imply that management in general prefers *doing* than *documenting*. Such a situation is prevalent among librarians, an ironic testament to a profession that prides itself on gathering, organizing, storing and retrieving information.

Kudos to the Harvard ladies with their eagle eyes on current reference books of interest to education librarians. Their annotations are succinct, pithy, and "spot on." Readers will also appreciate the thorough reviews of featured books in this issue. More reviewers are welcome; contact Editor Dr. Lesley Farmer at [lfarmer@csulb.edu](mailto:lfarmer@csulb.edu) if interested. A growing pile of good books await.

The next theme is "The Visual Side of Education Libraries," based on 2004 SLA conference presentations. Visualize a great article to contribute.