
Journals of the Century

Tony Stankus
Editor



Journals of the Century

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Journals of the Century edited by Tony Stankus

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***NOTES FOR PROFESSIONAL LIBRARIANS
AND LIBRARY USERS***

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Introduction to the Journals of the Century Project

Tony Stankus

PURPOSE AND PLAN OF THE BOOK

For more than a century, libraries have had professionals who made it their business to select, acquire, display, and bind academic, professional, and trade journals, and then to assist library customers in their use. Over the last three years (1999-2001), the Journals of the Century Project set out to honor these serials librarians by having a panel of subject expert librarians offer their views of what they each regarded as the most influential journals in their respective fields over the last 100 years. As befitted their considerable acumen, each of the contributing authors was given considerable leeway in his or her approach to this task. The only mandate was that the authors be highly discriminating rather than all-inclusive. Owing to the courtesy of Jim Cole, the editor, these contributions appeared initially in the four issues that made up Volume 39 of *The Serials Librarian*. We reproduce and review them now in six clusters of individual chapters showing the characteristic pattern each cognate group displayed in terms of the geographic origin of their journals and the sectors of the publishing industry responsible for producing them. An index by title with ISSNs for the print versions of the journals follows.

CLUSTERS OF CHAPTERS WITH GRAPHS AND COMMENTARY

- The Helping Professions (encompassing journals of the century in social work, education, psychology, sociology, and library and information science)

- Music, Museums, and Methodists (encompassing journals of the century in music, visual arts, anthropology and archaeology, philosophy, and the American religious experience)
- Business and Law (encompassing journals of the century in business, economics, and law)
- War and Peace (encompassing journals of the century in modern history, political science and international relations, as well as military affairs)
- Physical Sciences and Engineering (encompassing journals of the century in the basic sciences, Part I: mathematics and the physical sciences, as well as engineering and computer science)
- Life, Health and Agriculture (encompassing journals of the century in the basic sciences, Part II: life sciences; medicine and surgery; pharmacy, physical therapy and nutrition; and agriculture and veterinary medicine)

Cluster Graphs by Regions of Journal Publication

While recognizing that individual articles of great genius can come from anywhere on Earth, the authors of *Journals of the Century* articles basically found that for much of the twentieth century, the United States and western Europe seemed much more productive of journals they regarded as particularly influential. We admit that part of this conclusion may well be due to our own American-centric, Anglophone bias. But it is also based on the observed behavior of smart article authors from around the world. Time and again, foreign authors bypassed their own national journals, and voted for best journal by sending their own manuscripts to those journals with a record of being published and widely read in North America, the UK, and in the more economically prosperous parts of continental Europe. This continued even after the rise of newly industrialized states in Asia, and economic growth and more political stability in Latin America.

We segmented the multinational regional graphs along traditional language affinities, old political alliances, or the administrative status that affected individual countries historically.

- For our purposes, the “Former British Empire” included the UK, Ireland, Canada, Australia, New Zealand, South Africa, India, Pakistan, Jamaica, Hong Kong, and Singapore. We of course realize that these are now quite independent countries, that have, in many cases, become publishing powers in their own right. However, a shared heritage of British publishing practices and academic, commercial, and

professional association ties, played a substantial role in their rise to international prominence.

- “*Dutch, Nordic, and Germanic*” refers to publications coming from the Netherlands, any of the Scandinavian countries, Germany, Austria, and Switzerland. These are roughly contiguous and linguistically-related countries, even given that Switzerland is multilingual, and all these countries now publish predominantly in English. More important, they share an affinity as home to some of the most important international for-profit publishing houses.
- “*Romance Europe*” consists of France, Belgium (despite its Flemish-speakers), Luxembourg, Italy, Spain, and Portugal.
- The “*Rest of the World*” consists of Eastern and Balkan Europe, and the rest of Asia, Africa, Latin America, and Oceania.

Cluster Graphs by Sector of the Publishing Industry

For our purposes, the publishing industry graphs are divided along four major sectors, as well as two special situations involving those sectors. The major sectors are the not-for-profit research or professional society, the not-for-profit university press, the not-for-profit government, and the for-profit publisher. Most of the journals in our collection are published by one of these groups acting alone. However, combinations between or among differing sectors are not infrequent. In our graphs, we note two types of collaborative efforts: solely not-for-profit and for-profit. Joint efforts between societies, university presses, or governments that do not include a for-profit firm are termed solely not-for-profit. Joint efforts between any societies, university presses, governments, and any for-profit presses, are termed as including for-profit publishers, regardless of the number of not-for-profit entities involved in the collaboration.

Cluster Commentaries

The “Cluster Commentaries” first explain why given chapters were grouped together. They then deal with publishers who seemed particularly notable or dominant in that cluster, whether in solo or joint publishing ventures. The commentaries are authored by the Project Leader. Although the choice of words are his, and the sentiments he expresses are not necessarily those of the individual chapter authors, the statistics underlying his comments are derived entirely from the choice of journals made independently by those subject experts. No new journals or publishers were added at any point by the Project Leader. It should be noted that the commentaries on

publishers often credit the overall parent publishing organization, rather than its component imprints or divisions, even though the chapter authors generally identify the individual imprint. The commentaries use some nomenclatural shorthand: Kluwer, rather than Wolters-Kluwer; Elsevier, rather than Reed-Elsevier; Springer, rather than Bertelsman-Springer. Finally, although our authors and title and index checkers used a good deal of diligence in keeping up with title changes, the titles printed here were often subject to change over the last three years. Frankly, even as you, dear reader, turn these pages, one or more of the 1,900+ titles mentioned is likely being modified.

CLUSTER I: THE HELPING PROFESSIONS

This cluster is held together by five traits common to most of its component disciplines and their literatures, particularly in their daily application, as opposed to their purely academic study. These are:

- Historically, an abundance of women in the ranks, often working for modest salaries, with those in need of education or counseling.
- An optimistic belief that changes for the better in learning or behavior come through understanding personal characteristics, family background, and cultural contexts.
- A willingness to advocate actively for children, adult clients, or community needs with governing authorities.
- A substantial component of practical, clinical, or community experience during the course of training.
- And, while some disciplines were initially developed in Europe, and concern issues of many different cultures and languages, their modern American practitioners published their own field research, policy statements, and case histories largely in English in domestic journals.

Unsurprisingly for a community of altruists, this cluster has the highest percentage of not-for-profit publishing, and second highest reliance on American sources of any in this book. Publications like Columbia's *Teachers College Record* and *Smith College Studies in Social Work*, along with others from the American Psychological, Sociological, and Library Associations, were completely expected.

What requires more explanation was the rise in the latter twentieth century of numerous for-profit titles. This seemingly counter-intuitive development had to do with the sometimes unexpected consequences of success for

the helping professions, the sociology of higher education, and matters of gender politics.

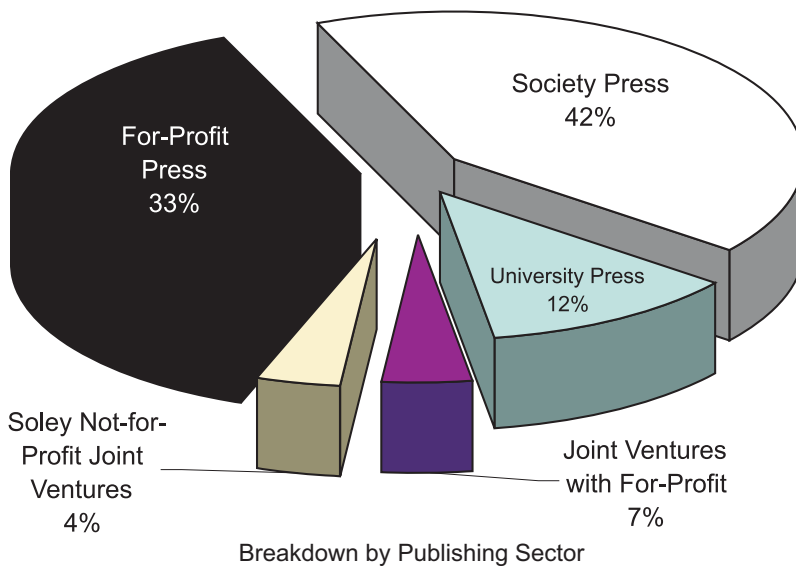
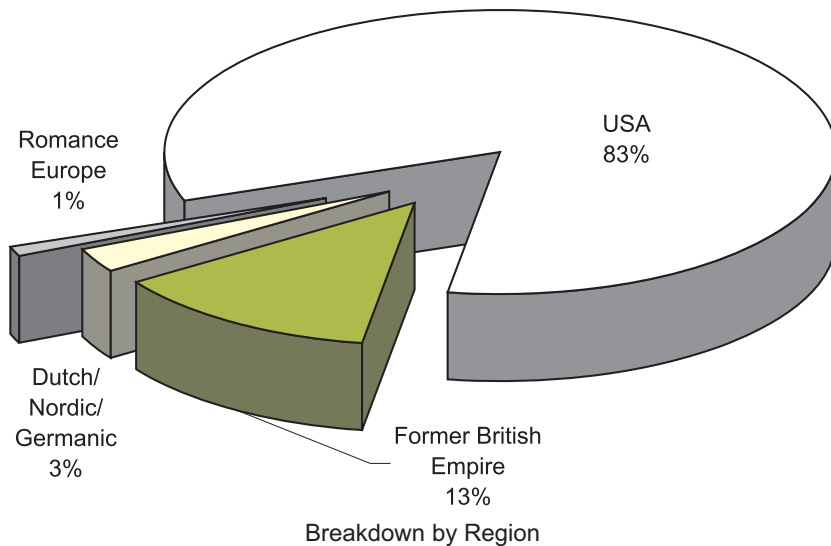
One of the first major influxes of women into the mainstream of higher education was caused by the turn of the century abandonment of the state-sponsored two-year Normal School as the standard model for the training, almost exclusively of women, to be primary school teachers in school systems otherwise administered mostly by men. Normal schools were either upgraded into four-year teacher's colleges, (which then attracted more men) or integrated onto land-grant universities, where the numbers of women on campus increased dramatically. This initial upgrade in years of schooling required also increased the number of women both teaching in high schools, and becoming school principals, two areas of public education where men had previously had more numbers, higher pay, and preferential opportunities for further advancement. Most important, the turn of the century switch from the Normal School model supported the rise of some of the earliest and most important general journals of education, sponsored by the upgraded schools of education or by teachers associations, and paid for by subscriptions from what became an almost entirely college-degree-holding workforce by 1920.

Enrollments in the other helping professions were prompted by immigration-related problems, particularly in the cities. Ironically private colleges for often wealthy, but socially conscious women, played a significant role, often through private charities affiliated with women's clubs or religious organizations. The demand for social services greatly increased with economic problems in the 1930s, and the Roosevelt era saw government agencies employing many members of the helping professions. The baby boom of the 1950s not only exacerbated the needs for teachers and librarians, but also for what used to be called guidance counselors, a profession that greatly expanded into what has since become school psychology. Vast increases in federal funding in the Johnson administration for training in education and social services saw existing programs grow even larger, and the start of many new programs. A great many more faculty (then mostly holding only master's degrees) were hired to staff them, increasing their proportional representation on university campuses. But this success only intensified the suspicions of other academic departments or professional schools that these helping professions departments were "easy" programs, and too reliant on "feel-good" field work that was not critically evaluated. Critics suggested that helping professions programs did not measure up in terms of scholarly rigor. (It would be frankly naïve to suspect that gender had nothing to do with those negative attitudes.)

Partly as a consequence, academic deans did two things that put pressure on existing journals, and furthered the rise of co-publishing with for-profits and for-profit specialty publications.

- They extended the curriculum to incorporate master's degrees for practitioners, as the preferred path for anyone with hopes of professional advancement. This, of course, put strong pressure on the faculties in schools of education and the helping professions to earn doctorates for hiring, promotion, and tenure. That required much more reading of higher level materials for graduate students (namely journal articles), and more publishing outlets for the doctoral-level faculty (more pages in existing journals, or more new journals).
- Second, many academic administrators pushed for more "scholarly" journals, by which they really meant more quantitative, or science-like journals. Consequently, many of the existing professional society journals, which formerly had a balance between technical and practical papers, became increasingly experimental, statistical, and mathematical. This was particularly the case in academic psychology, which always had more of an experimental science tradition, but it also affected sociology. Today a great many psychology professors and sociologists identify at least as much with the scientists or econometricians on campus, as with school teachers, or with social service providers in their local community.

This still left many readers and contributors, particularly practitioners and those professors whose primary job was the supervision of field experiences, crowded out of some of their traditional journals. This opened the door for for-profit presses to set up co-publishing arrangements with overburdened societies, who did not wish to alienate the practitioners entirely. This was particularly the forte of Sage Publications. Yet another firm, The Haworth Press (admittedly the publisher of this book), developed an almost uncanny sense of when a functional specialty or special interest group was growing large enough to demand that the librarians who served them get new Haworth journals tailored to their special interests. Perhaps most cleverly of all, Haworth first founded *The Serials Librarian*, the professional journal for the very librarians who would order those new journals!



Chapter 1

Journals of the Century in Social Work

James W. Williams

Social work is an applied discipline within the social sciences. During the Twentieth Century, journals became crucial for the provision of current awareness, the presentation of new ideas, the exploration of topics in a timely manner, and the building of a disciplinary knowledge base. Practitioners, educators, and students became ever more dependent on the journal literature for information and knowledge as the century passed. To identify the most important social work journals of the Twentieth Century was a challenge.

CRITERIA AND METHODOLOGY OF STUDY

The criteria used to determine the most important social work journals of the Twentieth Century were: (1) longevity of publication (with those journals which underwent title changes, but were, nonetheless, in continuous publication, counted as a single bibliographic entity); (2) affiliation with a professional association or an academic institution, which lends prominence and is suggestive of a certain level of quality; (3) use in studies concerned with the journal literature of social work, reasoning that social work educators and practitioners who study the content of the literature, publication trends, publication by faculty in schools of social work accredited by the Council on Social Work Education, and other topics would consult the most important journals in their field; (4) refereed publication; and (5) designation as a core journal by the National Association of Social Workers' *Social Work Abstracts*, the premier indexing source for social work journals in the United States.

The catalog of the University of Illinois Library at Urbana-Champaign, the *Dictionary Catalog of the Whitney M. Young, Jr. Memorial Library of Social Work, Columbia University*,¹ *An Author's Guide to Social Work Jour-*

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nals,² and the list of journals indexed by *Social Work Abstracts*³ (from its inception in 1965 to 1999) were consulted to identify potential candidates for inclusion, in addition to those titles with which the author was familiar. Compared to many of the social science disciplines, such as education, psychology, political science, and sociology, the literature of social work is relatively small. Both monograph and serial publications increased in number during the second half of the century, however, especially from around 1970 onward. Else (1978)⁴ and Mendelsohn (1982)⁵ discussed the proliferation of new social work journals during the 1970s. While more new journals appeared throughout the 1980s and 1990s, the rate of increase was less than during the 1970s.

The *SSCI Journal Citation Reports* were examined and some data from the reports were used.⁶ Caution was exercised, however, because *JCR* is not comprehensive. Lindsay and Kirk (1992)⁷ reported that only 18 of the 35 serials designated as core journals by *Social Work Abstracts* were included as SSCI source publications, while Green, Baskind, and Conklin (1995) stated, "SSCI reviews less than half of all available social work journals."⁸

A literature review identified seven social work journals which have been used extensively to study various topics of disciplinary interest. Between 1965 and 1999, 15 articles reported on studies which included *Families in Society*, *Social Service Review*, and *Social Work*, with the authors invariably stating that these titles were chosen for study because they were the major social work journals.⁹⁻²³ Among the 15 studies, ten also included *Child Welfare*, eight the *Journal of Social Work Education*, seven the *Journal of Social Service Research*, and six *Social Work Research*. Another three studies confirmed the general preeminence of these journals in social work.

Cnaan, Caputo, and Shmueli (1994)²⁴ developed a prestige rating for 97 journals from social work and such cognate disciplines as psychology, sociology, law, and public administration, based on a survey of 421 senior faculty at CSWE-accredited graduate schools of social work. Respondents rated their familiarity with and perceived quality of the titles. A formula was devised to combine the separate measures and thereby establish a prestige rating.

The findings indicate that the most prestigious journals in social work are:

Social Service Review, *Social Work*, and *American Journal of Orthopsychiatry*. . . . The next most prestigious journals . . . are *Social Casework* (now *Families in Society*) and *Social Work Research and Abstracts*.²⁵

Green (1995)²⁶ studied the publications of faculty members in 45 schools or departments of social work that included a doctoral program. The study identified 1,349 full-length articles which appeared in 21 social work and 193 non-social work journals from 1990 through September 1993. Just over one-third (34.8 percent) of the total output was published in seven social work journals: *Social Work*, *Families in Society*, *Administration in Social Work*, *Social Service Review*, *Research on Social Work Practice*, the *Journal of Social Service Research*, and the *Journal of Social Work Education*.

Baker (1992)²⁷ used SSCI to study the citation interrelationships of 20 social work journals and derived five clusters of core journals. He concluded the “first and most prominent cluster” to be comprised of *Social Work Research and Abstracts* (now *Social Work Research*), *Social Work*, *Social Service Review*, *Social Casework*, and the *Journal of Social Work Education*. Baker noted that SSCI did not include the *Journal of Social Service Research*, an absence which also drew comment from Lindsay and Kirk (1992).²⁸

If *Child Welfare*, a specialty journal within the social work discipline, is excluded and the *Journal of Social Service Research* is added, Baker’s list matches the titles identified as the most prominent by the literature review. These six journals are, therefore, concluded to have a first-tier importance among social work journals of the century. All six are refereed publications, and all are designated core journals for indexing by *Social Work Abstracts*.

JOURNALS OF FIRST-TIER IMPORTANCE

Published bimonthly by Families International, Inc., in association with the Alliance for Children and Families, *Families in Society: The Journal of Contemporary Human Services* is the oldest social work journal published in the United States. Founded in 1920, it was called *The Family* until 1946, *Journal of Social Casework* from 1946 through 1949, and *Social Casework: The Journal of Contemporary Social Work* from 1950 through 1989. Based on a citation study for the 1980s, Lindsay and Kirk (1992) stated, “This journal makes an important contribution in the development of social work, although the editors are required to balance popular presentations of interesting topics and the less entertaining task of building a scientifically tested knowledge base.”²⁹ The title ranked fourth in prestige in the Cnaan survey. Green found it to be the second largest journal publication source for doctoral social work faculty members, with 75 articles featured between 1990 and 1993.

The *Social Service Review* is edited by the School of Social Service Administration at the University of Chicago and is published by the University of Chicago Press. Founded in 1927, the quarterly journal ranked first in

prestige in the Cnaan survey. With 62 articles for the period 1990-1993, it placed at fourth as the publication source for doctoral faculty members.

Social Work: Journal of the National Association of Social Workers is issued bimonthly by the National Association of Social Workers, the major U.S. professional organization for social work practitioners. Founded in 1920, the journal was published under the title *Compass* until 1948 and as the *Social Work Journal* from 1949 to 1955. The present title was assumed when NASW changed its name from the *American Association of Social Workers* to its present title. Bush (1997)³⁰ gave circulation as 155,000, making this by far the most widely distributed social work journal in the United States. The title ranked second in prestige in the Cnaan survey. Green found it to be the publisher of the most articles from doctoral faculty members, with 121 featured between 1990 to 1993.

The *Journal of Social Work Education* is published three times yearly by the Council on Social Work Education, the major U.S. professional association for social work educators. The journal began publication in 1965 and, until 1984, was called the *Journal of Education for Social Work*. The title ranked sixth in Cnaan's prestige survey and, with 45 articles, was the seventh most popular source for journal publications by social work doctoral faculty.

The final two first-tier journals are comparatively late entrants, with both beginning publication in 1977. Both journals also have a research focus, a reflection of the growing importance of an empirically developed knowledge base to the discipline. The quarterly *Social Work Research* is another publication of the National Association of Social Workers and, until 1994, was issued as a section of *Social Work Research and Abstracts*. The Cnaan survey ranked it fifth in prestige. With 38 articles from doctoral faculty members during the period 1990-1993, it placed ninth as a publication source. The quarterly *Journal of Social Service Research* is a commercial publication from The Haworth Press, Inc. The Cnaan survey ranked it eighth in prestige. With 47 articles, it placed sixth as a source for doctoral faculty publications in the Green study.

JOURNALS OF SECOND-TIER IMPORTANCE FOR DOMESTIC PERSPECTIVE

Another five U.S.-based journals qualify for second-tier importance. Four are long-running publications, being founded between 1922 and 1932, while the fifth is one of the several new journals established in the 1970s.

The *American Journal of Orthopsychiatry* began publication in 1930 and is issued quarterly by the American Orthopsychiatric Association. Al-

though Cnaan displayed a ready acceptance of the journal in the statement quoted above, the title is not generally regarded as a social work journal and is not so classified by SSCI. The journal is, nonetheless, very important to social work. It has been continuously indexed by *Social Work Abstracts* since *SWA*'s establishment in 1965 and has consistently been designated a core journal for indexing since this practice was begun in 1988. The Cnaan prestige study ranked it third. The writer, therefore, decided to accept it as one of the most important journals of the century. The Green study identified it as one of only nine non-social work journals in which doctoral faculty members had published more than ten articles during the period 1990-1993.

Child Welfare: Journal of the Child Welfare League of America is published bimonthly by the league. Founded in 1922 and issued under the title *Bulletin* until 1948, this specialty serial was ranked eleventh in prestige by Cnaan and also placed at eleventh as a source for doctoral faculty members publications in the Green study. *An Author's Guide to Social Work Journals* gave circulation as an impressive 15,000.³¹

Policy & Practice of Public Human Services: The Journal of the American Public Human Services Association is issued quarterly. Founded in 1932 as *Public Welfare News*, it was published from 1943 until 1998 as *Public Welfare* by the association under its earlier name: American Public Welfare Association. Although the journal is not refereed and requests that articles be written in a popular rather than a scholarly style, it was indexed as a core journal by *Social Work Abstracts* through 1995. At eighteenth spot in the Cnaan prestige survey, it placed in the top one-fifth. Lindsay and Kirk (1992) commented:

Public Welfare has bridged the competing demands of providing material that would be useful to its broad membership group and developing a cumulative knowledge base. . . . *Public Welfare* remains an important forum for the analysis and discussion of issues in public social work.³²

The disappearance of this title from *Social Work Abstracts* after 1995 is puzzling.

Smith College Studies in Social Work was founded in 1930 and is issued by the Smith College School for Social Work in three numbers yearly. The absence of this title from the Cnaan prestige study was surprising. It continues to be a core journal in *Social Work Abstracts* and, with 12 articles from doctoral social work faculty members during the years 1990-1993, it placed at seventeenth as a publication source. In their study of impact factors during the 1980s, Lindsay and Kirk (1992) stated, "It is unfortunate that a journal with such history has had virtually no measurable impact on knowledge

development.”³³ Despite this conclusion, *An Author's Guide to Social Work Journals* gave the acceptance rate as approximately 20 percent.³⁴

The fifth and final U.S. publication of second-tier importance is much younger than the other titles in this group. *Administration in Social Work* was founded in 1977 and is issued quarterly by The Haworth Press, Inc. Ranked impressively at ninth in the Cnaan prestige study, the title was the third most frequent publication source for doctoral faculty during 1990-1993, with 66 articles featured.

JOURNALS OF SECOND-TIER IMPORTANCE FOR INTERNATIONAL PERSPECTIVE

Another five English language journals provide an important non-U.S. perspective and, therefore, also qualify for second-tier importance. The quarterly *Australian Social Work: The Journal of the Australian Association of Social Workers* was founded in 1947 and called *Australian Journal of Social Work* until 1971. *The Indian Journal of Social Work* was founded in 1940 and is issued quarterly by the Tata Institute of Social Sciences in Deonar, Mumbai, India. This journal features many thematic issues. *Social Worker*, the official journal of the Canadian Association of Social Workers, was begun in 1932. This quarterly publication was bilingual for many years. In 1995, a separate French language edition began to be issued under the title *Travailleur social*. *International Social Work*, a U.S.-based journal from Sage Publications, was founded in 1958 and is issued quarterly as an official journal of the International Association of Schools of Social Work, the International Council on Social Welfare, and the International Federation of Social Workers.

With the exception of *The Indian Journal of Social Work*, these titles are core journals in *Social Work Abstracts*. *The Indian Journal of Social Work* is also indexed in *SWA*, but not as a core journal. The general absence of the four titles from studies of social work literature suggest that U.S.-based social work research is quite insular in nature. Only *International Social Work* was represented in the Cnaan prestige study. In forty-sixth place for prestige, it was near the low end of the upper half. Only *The Indian Journal of Social Work* was among the twenty-one titles identified in the Green study of doctoral publishing, and it had featured just a single article from 1990-1993.

The fifth journal has fared somewhat better with its American audience. *The British Journal of Social Work* was formed in 1971 by the merger of the *British Journal of Psychiatric Social Work* (issued 1947-1970 by the Association of Psychiatric Social Workers) and *Social Work* (issued 1939-1970

by the Council of the Charity Organisation Society). Published bimonthly by the British Association of Social Workers, the journal ranked twenty-eighth in the Cnaan prestige survey, toward the low end of the upper one-third. In the review of impact factors through the 1980s, Lindsay and Kirk (1992) found, "Since 1981, the *Journal* has improved its impact score and . . . emerges as an important social work journal."³⁵ Impact scores varied between 1991 and 1998, but came within the top ten for four of the years. The journal was designated a core journal by *Social Work Abstracts* for many years. During the course of this study, however, the writer found no issues had been indexed by *SWA* after those for 1993.

NEWER SOCIAL WORK JOURNALS

The expansion of social work literature was mentioned earlier. In addition to the four journals discussed above which were founded during the 1970s, another 14 social work serials which began publication during the decade were readily identified. These include the *Clinical Social Work Journal*, which began publication in 1973; *Human Services in the Rural Environment*, the *School Social Work Journal*, and *Health & Social Work* (a publication of the National Association of Social Workers) which started in 1976; and *Social Work in Education* (another NASW publication), the *Journal of Gerontological Social Work*, and *Social Work with Groups*, which first appeared in 1978.

New social work journals continue to be established, but the pace appears to have slowed. From the list of titles indexed by *Social Work Abstracts*, 11 journals were identified which had begun publication in the 1980s and only six which started during the 1990s. New serials in the 1980s included *Child & Adolescent Social Work*, which was first published in 1984, and *Affilia: Journal of Women and Social Work*, which first appeared in 1986. *Research on Social Work Practice*, a quarterly journal from Sage Publications, debuted in 1991. With 53 articles from doctoral faculty in the Green study, this then very new journal ranked fifth as a publication source.

As the above titles would indicate, many of the newer journals are directed to special areas of practice. These publications provide a needed forum for a selective audience of practitioners and educators. They also contribute importantly to the cumulative knowledge base of social work. While not of the prominence to qualify as journals of the century, social work literature is enriched by their presence. The aforementioned and other journals which first appeared in the latter decades of the Twentieth Century are candidates for being among the most important journals of the Twenty-First Century.

CONCLUSION

A few good quality journals served the profession of social work well for much of the Twentieth Century. These journals have endured because they fulfilled and continue to fulfill the needs of practitioners and educators. Several of the long-running journals underwent one or more title changes, reflecting a decision by editors and/or publishers to meet changing demands and to improve content. As the discipline became more specialized, new journals began to appear to accommodate the diversity among practitioners and educators.

NOTES

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28. Lindsay and Kirk, "The Role of Social Work Journals in the Development of a Knowledge Base for the Profession," p. 305.
29. *Ibid.*, p. 301.
30. Bush, Epstein, and Sainz, "The Use of Social Science Sources in Social Work Practice Journals," p. 47.
31. *An Author's Guide to Social Work Journals*, p. 60.
32. Lindsay and Kirk, "The Role of Social Work Journals in the Development of a Knowledge Base for the Profession," p. 301.

33. Ibid.

34. *An Author's Guide to Social Work Journals*, p. 331.

35. Lindsay and Kirk, "The Role of Social Work Journals in the Development of a Knowledge Base for the Profession," p. 300.

Chapter 2

Journals of the Century in Education

Nancy Patricia O'Brien

INTRODUCTION

Education is a discipline with a lengthy history of journal publishing. Since education has an impact on nearly every area of life, the list of education journals exceeds well over 1,000 titles. Selecting a few that represent the key journals of the twentieth century was no simple task. Although a number of factors were considered, the final ones used were longevity, endurance, and being central to the study or practice of teaching and learning. Being indexed in a number of indexing sources was also given consideration as a reflection of importance. A number of studies have been published that discuss education journals, but generally were given limited consideration since so many of them address very targeted subdisciplines (Shulman and Margalit on special education;¹ Keister's review of the leading journals in higher education,² for example). John C. Smart's findings on the correlation between quality and citation rates of education journals suggests that the relationship is weaker in education than it is in other disciplines.³ Accordingly, emphasis was placed on those journals demonstrating longevity and significance rather than high citation rates. Nonetheless, an indication of the impact factor recorded by ISI's *Journal Citation Reports (JCR)* is listed in parentheses after those titles that had a rating. Ninety-nine journals within education and educational research were listed within *JCR*; thirty-seven journals were listed under the category of "psychology, educational"; and, twenty journals were listed separately for special education in *JCR*. While there are a number of exceptional journals that could easily be included in the following list, those that finally were chosen epitomize journals making a lasting contribution over several decades. The following seven categories contain thirty-four journals of major importance to the field of education. Of the many categories and topics that are not included in this list, that lack

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does not indicate an absence of important journals, but rather that the available journals do not meet the criteria above.

GENERAL EDUCATION

In general education, the *American Journal of Education* (U.S., 1893) has demonstrated over a century of research, theory, and implementation of educational practices in the school setting. Formerly entitled *School and College*, *School Review*, and *University of Chicago School Review*, this journal is included in the key education indexes and is published by the University of Chicago Press. It has a high impact factor (IF 14) in the *Journal Citation Reports*. Another enduring journal that claims to be the oldest continuously published education journal in the United States, *Education* (U.S., 1880), is currently published by Project Innovation. It focuses on all levels of education, with a particular emphasis on innovative practices and teaching. Essays as well as research articles appear in this long-lived publication. The *Harvard Educational Review* (U.S., 1931) is a frequently cited source (IF 7) and is published by the Harvard Graduate School of Education. It is one of the best known journals in the field and addresses educational issues at all levels of education. Formerly entitled *Harvard Teachers Record*, this journal is widely indexed. The *Peabody Journal of Education* (U.S., 1923) is another journal associated with a reputable school of education, in this instance, the Peabody College of Education at Vanderbilt University. Policy issues and trends in education are presented in each of the thematically focused issues published by Lawrence Erlbaum. With its nearly eighty year history, this journal has affected the practice of teaching and the training of teacher educators. Founded in 1900, *Teachers College Record* (U.S., 1900) is published by Teachers College, Columbia University. Widely indexed, this journal has a reasonably high impact factor (IF 39) and provides a forum for research, analysis and commentary in all areas of education. Like the *Harvard Educational Review*, this journal provides regular and thoughtfully crafted book reviews. Since almost the beginning of the twentieth century, *Phi Delta Kappan* (U.S., 1915) has monitored the issues, policies, and trends in education. With its well known features on legislation and federal actions that affect education, this journal mirrors the current areas of concern within education. Published by Phi Delta Kappa International, *PDK* is a popular source of education information and is regularly cited (IF 30). *Sociology of Education* (U.S., 1927) is published by the American Sociological Association. Cited in several multidisciplinary indexes, it has a high impact factor (IF 6) and contains articles related to educational policy. The focus is on social development and

the study of the sociology of education, particularly in the ways that individuals, institutions, and the education process impact one another. This journal was previously published by the American Viewpoint Society from 1927 to 1963 as the *Journal of Educational Sociology: A Magazine of Theory and Practice*.

HIGHER AND ADULT EDUCATION

Adult Education Quarterly: A Journal of Research and Theory in Adult Education (U.S., 1950) began its career midway through the twentieth century as *Adult Education*. Published by the American Association for Adult and Continuing Education, this quarterly publication provides articles on research and theory in adult and continuing education. Its existence reinforces the importance of lifelong learning within society. *Academe: Bulletin of the American Association of University Professors* (U.S., 1915) has been published by the American Association of University Professors since the early years of the twentieth century and offers reports and articles on current issues within higher education. Also featured are regular analyses on pertinent legislation and an annual report on salaries and the status of the profession. While its impact factor (IF 76) is at the lower end, this journal is frequently consulted and provides a barometer of key topics in higher education. It was previously published as the *AAUP Bulletin* from 1915 to 1978. Published since 1966, the *Chronicle of Higher Education* (U.S., 1966) provides a weekly review of the major events in higher education. Critical to the higher education practitioner, this newspaper offers information about students, faculty, research, legislation, finances, athletics, technology, and more. Published by the Chronicle of Higher Education, this newspaper is the main source for keeping abreast of current events in higher education. The Ohio State University Press publishes the *Journal of Higher Education* (U.S., 1930), a key journal for providing scholarly research and practice papers related to postsecondary education. Topics addressed range from athletics to governance and are as likely to address technical issues as policy matters. A more recent entrant into the arena of higher education journals is the *Review of Higher Education* (U.S., 1977). Issued during its first year as *Higher Education Review*, the journal is currently published by the Johns Hopkins University Press on behalf of the Association for the Study of Higher Education (ASHE). This title is a frequently cited source (IF 12). Indexed in several key sources, the *Review* provides a respected forum for essays, articles and reviews.

COMPARATIVE AND MULTICULTURAL EDUCATION

The official journal of the Comparative and International Education Society, *Comparative Education Review* (U.S., 1957), is published by the University of Chicago Press. Each year a special issue is published in addition to the regular focus on comparative, international, and multicultural education concerns. With a history of frequently cited articles (IF 36) and quality publishing, this journal filled an early niche in the literature and continues to do so. Another multicultural journal that appeared fairly early in the twentieth century is the *Journal of Negro Education* (U.S., 1932). The cover subtitle is “Review of Issues Incident to the Education of Black People.” Appropriately published by the Howard University School of Education and indexed in key sources, this journal addresses the education of African Americans in all types of settings and at all levels of education. Despite falling into the lower end of the impact factor ratings (IF 95), this journal fills a unique place in educational publishing. *Language Learning: A Journal of Research in Language Studies* (U.S., 1948) falls into the upper quartile of the impact factor ratings (IF 25), is indexed widely, and has been published for over fifty years. Currently published at the University of Michigan by Blackwell Publishers, this journal presents research articles from multidisciplinary perspectives on bilingualism, literacy, second language acquisition, and language learning and acquisition. Another journal that focuses on second language acquisition, *TESOL Quarterly* (U.S., 1967), is published by the Teachers of English to Speakers of Other Languages (TESOL). Although it has a relatively brief history within the twentieth century, with only thirty years of publishing, it provides a forum for “teachers of English to speakers of other languages and of standard English as a second dialect.” Directed to a particular aspect of education, this journal includes research and practice articles and reports of projects related to teaching, communication, language rights, and respecting language diversity within the context of second or other language instruction. It is a widely indexed journal.

CURRICULUM, INSTRUCTION, AND TECHNOLOGY

Technology within education is too pervasive of an area to ignore, but only a few journals have the longevity to be accorded recognition within the context of this article. Published by the Association for Educational Communications and Technology (AECT), *Educational Technology Research and Development* (U.S., 1953) has a history of addressing the current technological questions within education. Its former titles reflect the journal’s practice of adapting to mirror the changes in the discipline: *AV Communica-*

tion Review; *Educational Communication and Technology*; and *Journal of Instructional Development*. Thematic issues, research reports and articles, and development reports are included, so that the contents address the needs of the practitioner or administrator dealing with technological change. Indexed in a few of the key sources, this journal has a moderately high impact rating (IF 73). A University of Chicago Press title that is known for its quality is the *Elementary School Journal* (U.S., 1900). Published since the very beginning of the twentieth century, this title focuses on educational theory and research as practiced and implemented in the elementary and middle school classroom. Widely indexed and highly cited (IF 17), this journal has had a major influence on primary schooling within the U.S. Its earlier titles include *Course of Study*, *Elementary School Teacher and Course of Study*, and *Elementary School Teacher*. Of those journals focusing on secondary education, *English Journal* (U.S., 1912) has greatly affected the teaching and learning of language and literature. Published by the National Council of Teachers of English (NCTE), this journal incorporates association news with research articles, essays, book reviews, and thematic issues. It is indexed in several sources, and provides a legacy of quality literary instruction at the secondary level. Professional associations provide several key journals within education, such as the *Journal of Adolescent & Adult Literacy* (U.S., 1957). Published by the International Reading Association, this journal was formerly the *Journal of Developmental Reading* and the *Journal of Reading*. Not only does this journal focus on adolescent and adult literacy within the school, its research, theory, and practice articles move beyond that particular setting. As society attempts to address the issue of literacy, it is not surprising to find that this journal has a reasonably high impact rating (IF 51). The elementary level counterpart to the two titles above is published by the National Council of Teachers of English. Previously published as *Elementary English* and *Elementary English Review* and now entitled *Language Arts* (U.S., 1924), the focus of this publication is on pre-school through middle grade school children and their language arts learning. Research in these areas is interspersed with association news, making this a useful journal for the language arts instructor. Since literacy is such a major component of education, it is not surprising that another publication of the International Reading Association is also widely indexed and has a fairly high impact rating (IF 49). *Reading Teacher* (U.S., 1948) is a staple within the reading instructor's classroom tools. With a half century of publishing, this journal provides research, theory, and practice articles related to reading and literacy instruction. Regular features, such as reviews of children's books, make this a popular journal for the busy teacher. During its early years (1948-1951), this journal was published as *Bulletin of the International Council for the Improvement of Reading Instruction*. Another con-

tent area, science, is covered in a variety of practical and theoretical journals. One that has over eighty years of publishing history is *Science Education* (U.S., 1916). Research articles that are international in scope address science instruction and learning at all levels of education. Given its longevity, comprehensiveness, and high impact rating (IF 20), this journal, published by Wiley, is a significant contributor to the education literature of the twentieth century. Its earlier titles include *General Science Quarterly* and *Summary of Research in Science Education*.

EDUCATIONAL HISTORY AND PHILOSOPHY

In the area of educational history and philosophy, there are several journals that offer background and research articles in the foundations of education. Two of these demonstrate significant contributions and longevity. *Educational Theory* (U.S., 1951) is published by the University of Illinois on behalf of several notable societies, including the John Dewey Society, Philosophy of Education Society, and regional and state philosophy of education and history of education societies. For nearly half a century, this journal has provided a forum for essay and research articles on the historical, cultural, and philosophical foundations of education. *Paedagogica Historica: International Journal of the History of Education* (Belgium, 1961) is published by the Center for the Study of the History of Education at the University of Ghent. Geared toward the serious researcher of educational history, this journal provides a source for information on international research. In addition to research articles, also included are announcements of upcoming conferences, conference reports, and tables of contents from relevant journals. Articles are written in German, English, and French.

EDUCATIONAL PSYCHOLOGY, RESEARCH, AND MEASUREMENT

The American Educational Research Association (AERA) publishes several high quality journals, many of which have high impact ratings. One of these is the *American Educational Research Journal* (U.S., 1964), with a nearly forty year record of publishing original studies of empirical and theoretical research. Well indexed, and with a high impact rating (IF 3), this journal addresses educational research at all levels of education and is nearly ubiquitous in its availability in academic libraries. Even more highly rated (IF 2) is the AERA published journal, *Review of Educational Research* (U.S., 1931). Having a longer publishing record than its sister title above,

RER provides reviews and interpretations of the educational research literature. Widely indexed in a number of multidisciplinary sources, this journal has provided critical, quality articles about the field of education for nearly seven decades. The quarterly lacks advertisements and is directed to the serious researcher of not only the twentieth century but of the twenty-first century. Two journals published by Heldref Publications (the educational publishing division of the Helen Dwight Reid Education Foundation) merit inclusion due to their longevity, impact ratings, and their availability in many indexing and abstracting sources. These are the *Journal of Educational Research* (U.S., 1920) and the *Journal of Experimental Education* (U.S., 1932). The *Journal of Educational Research* addresses issues in elementary and secondary education through research articles, ethnographic studies, replicative projects, and reviews of methodologies. Its impact rating (IF 52) and its presence in several indexes confirm that it has been a key journal for most of the twentieth century. The *Journal of Experimental Education* also has a high impact rating (IF 32) and a publishing history spanning nearly three-quarters of a century. This journal focuses on the improvement of educational practice, at all levels and in many different types of settings. Both qualitative and quantitative research articles are included in this publication that addresses innovative methodologies in educational practice. Listed in the “psychology, educational” section of the *Journal Citation Reports* (IF 5), the *Journal of Educational Psychology* (U.S., 1910), published by the American Psychological Association, has been a long-standing contributor to the study of educational psychology in this country. Every educational level is included in research articles that address cognition, motivation, special needs, learning styles, and other educational psychology topics in this widely indexed journal. A journal that lacks an impact factor rating but has a nearly sixty year history of addressing assessment and measurement is *Educational and Psychological Measurement* (U.S., 1941). Published by Sage and indexed in many sources, this scholarly journal addresses the perennial issues surrounding the use of tests. Taking an early look at the controversies surrounding tests, articles continue to address test development and use, and provide descriptions of test programs, validity studies, and reviews.

SPECIAL EDUCATION

The needs of special populations are of broad concern. This is reflected even in the designation of education resources within the *Journal Citation Reports*, where the field of education is divided into two primary areas: education and educational research, and special education. In the latter area,

twenty highly cited journals are listed. The most frequently cited is the *American Journal on Mental Retardation* (U.S., 1876), which also has the highest impact factor. Published by the American Association on Mental Retardation, and formerly entitled *American Journal of Mental Deficiency*, this journal is extensively indexed by medical, psychological, educational, and related indexing services. Since its founding in the last quarter of the nineteenth century, it has addressed the causes, treatment, and prevention of mental retardation. At one time, this journal was also entitled *Journal of Psycho-Asthenics* (1896-1918). *Exceptional Children* (U.S., 1934) is published by the highly respected Council for Exceptional Children. It has the second highest impact factor (IF 2) for citations within special education. Indexed in several sources, this journal publishes research related to the development and education of exceptional children from infancy through adolescence. The focus includes both giftedness and disabilities. This is a quality journal for research on an exceptional population. Its former titles include *Council Review* and *Journal of Exceptional Children*. *Gifted Child Quarterly* (U.S., 1957) has a respectably high impact factor (IF 4) and offers research on gifted and talented children. Published by the National Association for Gifted Children, the journal focuses on the identification, education and nurturing of giftedness. The focus on giftedness is a more recent trend within special education, as can be seen by the publication, dates of journals in this area. In its first year of publication it was issued as the *Gifted Child Newsletter*.

CONCLUSION

Within the limitations of being able to select only a few journals from the discipline of education, the thirty-four titles above are those that have demonstrated longevity and significant contributions to the various subdisciplines of education. The selection of these education journals as outstanding representatives of the twentieth century is based upon both subjective and objective criteria and is open to debate. Nonetheless, they deserve inclusion for the very real impact they have had upon the study of education. Their impact upon the twenty-first century has yet to be seen.

NOTES

1. Shmuel Shulman and Malka Margalit, "Evaluation of Research Trends in Special Education Journals (1979-1982)," *Studies in Educational Evaluation* 11 (1): 75-81, 1985.

2. Stephen D. Keister, "Higher Education as a Field of Study: The Leading Journals," *Serials Review* 16 (1): 59-63, 1990.

3. John C. Smart, "Perceived Quality and Citation Rates of Education Journals," *Research in Higher Education* 19 (2): 175-182, 1983.

Chapter 3

Journals of the Century in Psychology

Daniel E. Burgard

More than any other social science discipline, psychology relies on journals as its primary mechanism for the communication of research findings. Psychology journals grew along with the field itself, beginning the century closely allied with a few key individuals and laboratories and evolving into well structured and tightly defined publications. As psychology diverged from its roots in philosophy, the twentieth century witnessed an explosion of psychological research and publication. Not surprisingly, a related explosion took place in the number and type of journals devoted to publishing research results. At the end of the twentieth century, psychologists find themselves in possession of a rich array of journals ranging from long-standing general titles to very specific and very important niche publications.

Not only do research psychologists love to publish in journals, but they also love to talk about their journals and argue about which are the best. It is not surprising that numerous studies aimed at delineating the best psychology journals were conducted in the past few decades. Hardesty and Oltmanns do an excellent job in reviewing the spate of journal ranking studies which appeared in the 1970s and 80s.¹ The studies reviewed by Hardesty and Oltmanns typically tried to identify the best journals either by looking at how often a journal's articles are cited or by surveying psychologists to gather opinions on the best journals. As noted by Doreian, however, there always was and always will be disagreement over the methodology employed in such studies.² Despite their methodological drawbacks, these studies do provide evidence as to which journals were viewed as being the most important to researchers in the field. Additionally, the studies represent a healthy concern of a field for its past and future and, once again, underscore the importance of journals to the field of psychology.

Given the number and variety of available titles and the methodological problems inherent in judging publications, selecting the best psychology journals of the century is no mean task. The attempt reported here relies on a

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variety of criteria in reaching its verdict. Many of the previously mentioned surveys of psychology journals are used to narrow down the field of possible best journals. Citation data from the Institute for Scientific Information's *Journal Citation Reports* are considered. Any mention of a journal being heavily cited is based on data found in the *Journal Citation Reports* of the past twenty years. Another important consideration is the longevity of a journal's impact on the field. It would be hard to call a five, six, or even ten year old periodical a "journal of the century" regardless of how good it is. What ends up being represented below are the psychology journals which were the most important to the most people most of the time in the twentieth century. These titles mirror the growth and maturation of psychology and can easily stand alongside the best journals from any other research discipline.

One of the first things the reader will notice about the following list of titles is that it contains only English language publications. Louttit documented the steep rise in the percentage of English language publications found in *Psychological Index* and *Psychological Abstracts* in the first half of the twentieth century along with a correspondingly steep decline in the overall percentage of German and French language publications.³ The amazing growth of the American research enterprise, the elimination of foreign language requirements by American graduate schools of psychology, and the rise of English as the de facto international language of science mitigated against a non-English language psychology journal maintaining a position in the ranks of the elite journals. Certainly, some German and French journals were very important in the early part of the twentieth century, but tumultuous politics through the end of World War II combined with the factors mentioned above doomed these to be mostly of national or regional impact. Given the growing interest in psychology around the world, non-English journals may gain in importance in the twenty-first century, but for now it is hard to find such a title with the credentials to be called a journal of the twentieth century.

A similar limitation of the list is its bias towards items published in the United States. The factors mentioned in the preceding paragraph and the fact that the main literature index, *PsycINFO*, is produced in the United States combine to create a situation where the bulk of American research psychologists focus their interest and knowledge on American journals. Rankings based on reputation and citation figures inevitably lead to lists dominated by psychology journals published in the United States. However, any periodical which is a standard publishing outlet for a country's psychologists could be considered a journal of the century. In some countries, national journals play the specific role of spreading applied research and raising awareness of new research at the local level.⁴ Psychologists in many countries rightly feel their

journals rank among the best. Koulack and Keselman noted that Canadian psychologists rated both the *Canadian Journal of Behavioural Science* and the *Canadian Journal of Psychology* as being among their top ten journals.⁵ It is reasonable to expect that psychologists in other countries might select the *Australian Journal of Psychology*, *Ceskoslovenska Psychologie*, the *Indian Journal of Psychology*, *Schweizerische Zeitschrift für Psychologie*, the *South African Journal of Psychology*, or any of the high quality journals of the British Psychological Society as being among their best journals of the century.

The reader will also not find certain very important psychology publications on the list of the century's best journals. This is because they are not frequently issued journals which report the results of research, but are instead annuals, indexes, book review sources, or news organs. Items such as the *Annual Review of Psychology*, *Contemporary Psychology*, and *Psychological Abstracts* help structure the literature of psychology by synthesizing, reviewing, and categorizing the mass of literature which the field produces each year. Some annual publications, such as *Advances in Experimental Social Psychology*, are dominant in their sub-fields and are highly valued by researchers. The American Psychological Association's monthly newspaper, the *APA Monitor*, also serves a very important function but is not one of the most important journals of the century. The existence of these types of "non-journals" enriches the psychological literature, and their absence from a best journals list should not be taken as a diminution of their importance.

The categories used to partition the best journals into manageable sections are taken from the *Journal Citation Reports*. They are: general, applied, biological/physical, clinical/abnormal, developmental, experimental, mathematical, and social/personality. Psychiatry is not considered in this study, and educational psychology is covered in the "Journals of the Century in Education" chapter. The delineation of categories serves as a useful organizational device which can help bring order to a confusing situation. Since the categories each encompass a different number and variety of journals, more titles were both considered and listed for the larger groups, such as experimental and social/personality.

GENERAL

The journals listed in this category published many or most of the seminal psychology articles of the twentieth century. If one were to undertake the challenge of selecting the single most important psychology journal of the century, it would probably be found among the general titles listed in the following discussion.

The *American Journal of Psychology* was first published in 1887 and is the longest continually published psychology journal in the United States. After its founding by G. Stanley Hall, the *American Journal of Psychology* was owned first by Hall and then by Karl Dallenbach for a combined eighty years until it was presented to the University of Illinois. The University of Illinois Press began publishing the journal in 1968 and continues to do so to this day. Besides publishing some landmark articles of continuing importance,⁶ the *American Journal of Psychology* also offered a large number of highly valuable obituaries of notable psychologists. While no longer one of the very highest cited titles, its long tradition of independence and growth along with the field of psychology help make the *American Journal of Psychology* one of the most important journals of the century.

American Psychologist, published by the American Psychological Association since 1946, is the Association's official journal. With a subscription base of over 115,000 at century's end, it has a greater reach than any other psychology journal. *American Psychologist* carried the subtitle "the professional journal of the APA" for eleven years after its inception and was initially meant only to publish professionally relevant items such as Association and Division news, conference reports, and job advertisements. In 1957, the word "professional" was dropped from the subtitle and *American Psychologist* began to publish some articles which reported the results of scientific research.⁷ It is both a highly respected and a heavily cited journal, which publishes readable articles and a variety of Association-related items.⁸ At the end of the century, *American Psychologist* is clearly a significant journal with a long reach and will continue to offer important articles to a broad range of researchers well into the coming century.

Behavioral and Brain Sciences began in 1978 and is published by Cambridge University Press. Its articles are always very highly cited. In fact, its high citation per article numbers are more typical of a life science journal. *Behavioral and Brain Sciences* generally publishes articles in the areas of cognition, neuropsychology, and behavioral biology. Its articles, however, are cited by research presented in psychology journals ranging from the biological to the social. It currently offers an interesting format whereby articles are published along with commentary from peer researchers. *Behavioral and Brain Sciences* shows how quality research and editing coupled with an interesting format can combine to quickly create a respected publication.

Psychological Bulletin has been among the most important psychology journals since its inception in 1904. In what was probably the deal of the century for psychology journals, *Psychological Bulletin* was part of a package of journals sold by Psychological Review Publishing to the American Psychological Association in 1924 for \$5,600. The other journals in the package included *Psychological Review*, *Psychological Index*, *Psychologi-*

cal Monographs, and the *Journal of Experimental Psychology*. Currently, *Psychological Bulletin* publishes integrative and evaluative review articles. Rated among the best journals in numerous surveys of American psychologists and always one of the most cited psychology journals,⁹ *Psychological Bulletin* is clearly a journal of the century.

Established by James Mark Baldwin and James McKeen Cattell in 1894, *Psychological Review* is probably the only publication which can claim to be one of the very best psychology journals in both 1900 and 2000. As with most journals in 1900, *Psychological Review* published a mix of research articles, laboratory news, and professional items. The founding of *Psychological Bulletin* in 1904 and the *Journal of Experimental Psychology* in 1916, allowed *Psychological Review* to take on its current theoretical emphasis. One of its unique early contributions was the publication of an annual supplement titled *Psychological Index*. The *Index* was important in its own right and served as a catalog of the field until *Psychological Abstracts* grew into the primary psychology index in the mid-1930s. Whether one considers reputation, current citation levels, longevity, or historical impact, *Psychological Review* stands out as one of the century's best psychology journals.

A few newer journals in the general category deserve special mention for the immediate impact they had in the last few years of the century. *Psychological Science* and *Psychological Methods* debuted in 1990 and 1996, respectively, and both quickly found themselves among the most cited psychology journals. *Psychological Science* is the premier publishing endeavor of the American Psychological Society. It has been very successful in publishing a variety of articles written in clear, understandable language. *Psychological Science* fashions itself after the general periodical *Science* and takes on an advocacy role in promoting psychology to public policy decision makers. *Psychological Methods* is a spin-off of the methods section of *Psychological Bulletin*. It publishes articles which are useful to a variety of researchers and likely will continue to be among the most highly cited journals for the foreseeable future. Along with the *Review of General Psychology*, another new American Psychological Association journal, *Psychological Science* and *Psychological Methods* represent a growing realization that a need exists for journals which can bridge subfields and present psychological research of interest to a wide range of psychologists.

APPLIED

The *Journal of Applied Psychology* was founded by G. Stanley Hall in 1917 and is published by the American Psychological Association. It is usu-

ally the most cited applied psychology journal and has been rated highly in various studies such as those done by Koulack and Keselman and Meltzer.¹⁰ Currently, the *Journal of Applied Psychology* publishes articles in all applied areas with the exception of clinical psychology, applied experimental psychology, and human factors.

Since its founding in 1954, the *Journal of Counseling Psychology* has published articles on counseling theory and practice. It was financed initially by a group of nearly thirty psychologists and published independently by Journal of Counseling Psychology, Inc., until being sold to the American Psychological Association in late 1965.¹¹ The *Journal of Counseling Psychology* is typically among the most cited applied psychology journals and was identified by Myers and Delevie as one of the most influential journals for counseling psychologists.¹²

Organizational Behavior and Human Decision Processes offers both theory and research papers concerning human performance and organizational psychology. Titled *Organizational Behavior and Human Performance* from its inception in 1966 through its name change at the end of 1984, it always has been published by Academic Press. Long a heavily cited and highly respected journal, *Organizational Behavior and Human Decision Processes* is widely read but is especially important to industrial and organizational psychologists.¹³

Personnel Psychology is notable for its appeal beyond the walls of academic psychology. Begun in 1948 and independently published by Personnel Psychology, Inc. for its entire history, it has steadfastly maintained the moniker "a journal of applied research." Rated highly by academicians, practicing industrial/organizational psychologists, and other personnel professionals,¹⁴ *Personnel Psychology* publishes psychological research applicable to all types of personnel problems. It offers a "scientist-practitioner forum" which presents lessons learned from dealing with problems faced on a day-to-day basis by personnel workers. Perhaps more so than any other journal of the century, *Personnel Psychology* seeks to present sound research which can be directly and immediately applied in a variety of non-laboratory settings.

BIOLOGICAL/PHYSIOLOGICAL

Highly rated by all the previously mentioned reputation studies, the *Journal of Comparative Psychology* has a long and interesting publishing history. It was formed in 1921 by the union of *Psychobiology* and the *Journal of Animal Behavior*. It was purchased by its current publisher, the American Psychological Association, in 1947 and carried the name *Journal of Com-*

parative and Physiological Psychology from 1947 to 1982. It regained its current name in 1983 when it spun off the journal *Behavioral Neuroscience*. As happened with many other journal consolidations and separations during the century, worries arose that the 1983 split would harm the *Journal of Comparative Psychology*. Some researchers feared it would either become or be typecast as a publishing outlet solely for research using rats as subjects.¹⁵ The *Journal of Comparative Psychology*, however, seems to have survived the split in good health and maintained its status as one of the best journals. Its offspring, *Behavioral Neuroscience*, has become an extremely important journal in its own right and deserves inclusion on the list of the best journals.

Published by Cambridge University Press since its inception in 1964, *Psychophysiology* regularly offers a variety of research articles, methodological articles, and reports about instrumentation.¹⁶ It is always one of the more highly cited journals and is generally concerned with the behavioral intersection of psychology and physiology. Carrying the official designation "International Journal of the Society for Psychophysiological Research," *Psychophysiology* maintains a distinct international presence on its editorial board and publishes articles by authors with diverse geographical backgrounds.

CLINICAL/ABNORMAL

The *Journal of Abnormal Psychology* has been recognized as one of the best journals either by citation or by reputation for most of the twentieth century. It was founded in 1906 and served as the official organ of both the American Psychopathological Association from 1910 to 1925 and the Psycho-Medical Society of England from 1914 to 1921. In recognition of its editor's feeling that abnormal and social behavior emanated from the same basic mental mechanisms, it expanded its name to the *Journal of Abnormal Psychology and Social Psychology* from 1921 to 1925.¹⁷ It was donated by its creator and editor, Morton Prince, to the American Psychological Association in 1925 and began publication under the new auspices in 1926 with the more manageable name *Journal of Abnormal and Social Psychology*. The *Journal of Abnormal Psychology* reverted to its current name in 1965 when the American Psychological Association started the *Journal of Personality and Social Psychology*.¹⁸

The *Journal of Consulting and Clinical Psychology* started in 1937 as the *Journal of Consulting Psychology* and has long been one of the most respected and most cited journals.¹⁹ It took on its current name in 1968 and is published by the American Psychological Association. The *Journal of Con-*