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## BOOK REVIEWS

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**Hattendorf, Lynn C. (ed. by). *Educational Rankings Annual*.  
Gale Research, 1992. 659 p. ISBN 0-8103-7989-9. Hdcv \$130.00**

Academic quality rankings are often very hard to find. They are published not only in the journals of many different disciplines, but also in books, popular magazines, daily and weekly newspapers, and such hard to obtain sources as the newsletters of colleges, universities, academic departments, and the associations of the different academic disciplines.

Lynn Hattendorf is well situated to find, collect, catalog, and publish material about such rankings. She is a reference librarian at the University of Illinois at Chicago, a campus which, although less than 30 years old, already has a reasonably well-stocked library, holding more than 1.7 million volumes and subscribing to some 18,000 periodicals. She has already made an enormous contribution to the study of academic quality rankings, having published five articles in RQ from 1986-'90 in which she annotated more than 300 items published from 1981-'89 that contained rankings or information about rankings. The first of these articles won the Reference Service Press Award for the most outstanding article published in RQ in 1985-'86. In 1991 she published the first volume of *Educational Rankings Annual*, and she followed it with the volume under review, *Educational Rankings Annual (ERA)*, 1992.

This volume, taken by itself, is an immense contribution to the study of academic quality rankings. It is 659 pages long; it contains entries on all levels of education and even about what might broadly be called the life of the mind. For example, it includes entries not directly connected with any level of education but rather on such things as books — book imports, exports, translations, bestsellers, and so on. ERA 1992 contains 2273 entries, as compared to some 1500 from ERA 1991, only about 500 of them carried over from the earlier book. These 2200+ entries contain not only much useful information about the rankings and how to find them, but also all or part of the rankings themselves. A typical entry reads as follows:

### #976

#### **TOP ECONOMICS DEPARTMENTS: A COMPOSITE RANKING, 1971-1983**

**Ranking basis/background:** Five-point (maximum) score. Scores were summed for: pages published per faculty member, citations per article by faculty, pages published per graduate

student, citations per article by graduate students, percentage placement of graduates, percentage change in published pages and citations (1971-1976 vs. 1977-1983). Other tables in article cite specific scores. **Remarks:** For related reading, see *Southern Economic Journal* 54: 212-218 (June/July 1987) for a comment and reply to "An Evaluation of 50 'Ranked' Economics Departments."

**Number listed:** 50.

1. University of Chicago, with a composite score of 3.111
2. University of California, San Diego, 2.808
3. Ohio State University, 2.220
4. Yale University, 2.176
5. Princeton University, 2.129
6. Harvard University, 2.019
7. University of Iowa, 2.018
8. Massachusetts Institute of Technology, 1.987
9. Columbia University, 1.931
10. Stanford University, 1.867

**Source:** Laband, David N. "An Evaluation of 50 Ranked Economics Departments — By Quantity and Quality of Faculty Publications and Graduate Student Placement and Research Success," *Southern Economic Journal* 52: 216-240 (July 1985). (p. 181).

ERA 1992 also includes two extensive and generally helpful aids to finding the wealth of information it contains. One is a five-page "Outline of Contents" showing the book's headings, based on ERIC descriptors, under which its rankings, categorized by subject, can be found. The other is an extremely detailed index, almost 240 pages long, that contains the names of the many thousands of people, institutions, and publications that are listed in the various rankings.

As someone who writes from time to time about academic quality rankings, I can attest to the fact that this book, like its predecessor, has saved me a great many hours I would have had to spend looking for materials containing such rankings and then trying to track them down. Still, as impressive as ERA 1992 is, there are ways in which it could be even have been even more useful, as follows:

1. The index does not list entries by the people who wrote the book, article, or whatever that they describe. It should.
2. It should have a different title. The present title, ERA 1992, is misleading, because the book contains many entries describing materials that are not rankings at all. Often these entries are listed under the heading, "Related Information." Sometimes, however, the book contains entries, without categorizing them as "Related Information," that are not rankings but merely lists in alphabetical order. For example, #1053 (p. 196), "The Hottest Careers of the 1990s," lists fifteen such careers, from bankruptcy lawyer to special events marketer, in alphabetical order, without ranking them in any way.
3. Finally, some entries should probably have been excluded. These entries cover extremely esoteric material that will

probably interest very few readers, such as #163 (p. 30), "Leading Countries in the Eukaryotic Transcriptional Regulatory Protein Field," which lists five nations by what proportion of the research in this field their scientists have produced.

Nevertheless, despite its flaws, ERA 1992 is an exceptionally useful reference book.

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**Katz, Bill and Linda Sternberg. *Magazines for Libraries*, 7<sup>th</sup> Edition.**

**New York: R.R. Bowker, 1992. 1212 p. Index. LC 86-640971 ISBN 0-8352-3166-6 ISSN 0000-0914**

This title has justifiably earned the status of a classic in the core reference collection of many public and academic libraries. The latest edition, entailing 6,000 titles, is a complete revision of the sixth edition (1989). Eighty percent of the titles in the previous edition are retained in the seventh; however, the evaluative annotations to almost all of these entries have been revised. The remaining 20 percent of the titles in the new edition are first-time entries.

The work is divided into broad thematic sections all of which are listed in the table of contents (from "Abstracts and Indexes" to "Women : Feminist and Special Interest.") Each thematic section is prefaced by a list of periodicals and abstracts/indexes essential to that subject area. This is then followed by the alphabetical listing of subject-relevant current periodicals international in scope.

Each periodical title entry is accompanied by its inception year, frequency, price (early 1992), editor, publisher, subscription address, where it is indexed or abstracted and whether these indexes are available online or on CD-ROM, circulation figure, the termination month or season of the volume-year (crucial for

binding), microform availability, book review coverage, and the readership or type of library for which the periodical is intended or suited. Evaluative annotations of approximately 16 lines complete each entry. The volume concludes with a title index and a superb detailed subject index.

It may be the *Journal of Polymorphous Perversity* that is your bent, a longing to be comforted by *FireHeart : a journal of magic and spiritual transformation*, the need to be satisfied by *Pizza Today* or *Salt Lick*, or sedated by the oxymoronic *Practical Lawyer*. Whatever the need or occasion this latest edition of *Magazines for Libraries* will not disappoint all those public, school, special, college and university libraries that have found it both indispensable and diverting.

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**Katz, Bill and Linda Sternberg. *Magazines for Young People: A Children's Magazine Guide*. 2<sup>nd</sup> Edition (Formerly *Magazines for School Libraries*).**

**New Providence, NJ: R.R. Bowker, 1991. ISBN 0-8352-3009-0. \$34.95**

As a compiler, editor and publisher of reference books, Bill Katz does not need introduction.

This work, the 2nd edition of what was previously entitled *Magazines for School Libraries* is another useful tool for children, teachers and laypersons. Approximately 1000 titles have been reviewed in this work including adult titles appropriate for young people.

Three new sections have been created within the alphabetical subject division: magazines suitable for 4 to 14 year olds, magazines for 14 to 18 year olds, journals for professionals

subdivided for teachers, administrators and librarians serving the younger audience.

Librarians on a limited budget with limited time constraints will find the highlighting of "First choices" a most welcome feature. These are listed in order of preference and are offered principally as a guide for selection.

Included in the bibliographic details for each numbered entry, are the magazine's circulation, its availability on microfilm and, if it has been indexed, the name of the indexing service. The major general indexes are annotated in the beginning of the



guide. Consideration is given to both the printed form and the CD-ROM version. The annotations of all the entries are succinct and well written and describe each periodical adequately.

A special section on Canada, by no means exhaustive (listing 15 titles), is only a sampling of those periodicals actually published. The purpose of this listing is to help American librarians, educators and parents select periodicals that offer insight into the lives of Canadians. Other Canadian periodicals are listed throughout the book.

Some Canadian publications available in both English and French, such as *Chatelaine*, are also listed. These entries clearly indicate the two separate editions with their corresponding circu-

lation numbers, i.e. French and English.

This volume is a welcome addition to the school and public librarians reference shelf. Parents, as well as educators, will also benefit from this excellent work.

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**Robertson, Debra E. J. *Portraying Persons with Disabilities: An Annotated Bibliography of Fiction for Children and Teenagers*, 3<sup>rd</sup> edition. New Providence, NJ: R.R. Bowker, 1992.**

This is an indispensable reference tool for those librarians, teachers, reading advisors and special education professionals who work with young people today. Given the current trend towards the integration of the disabled into everyday life, library collections can no longer be limited by the outdated view of the handicapped as doomed or incapable. Literature must be available that permits children with disabilities to see themselves portrayed realistically; that benefits all young readers through characterization of diverse abilities.

Based on two earlier publications from Bowker: *Notes from a Different Drummer*, covering fiction from 1940-1975 and *More Notes from a Different Drummer*, covering material from 1976-1981, *Portraying Persons with Disabilities* begins with a summary of recommended titles from these two works and expands on the format to include annotations on fictional works published from 1982-1991. There follows a brief look at past trends in literature dealing with disabled persons showing how we have arrived at the more liberal attitudes of today that encourage tolerance and acceptance of people's abilities.

The bulk of this work is a clear and critical look at the recent fictional works for young people. Each title is noted in standard bibliographic format with grade level and disability clearly stated and cross-referenced if appropriate. An annotation of the material follows, including an analysis of the work and the validity it may have in a collection. The material covered ranges from picture books through to young adult literature. Foreign books that are available in North America with a U.S. copyright are included, as well as Out of Print material that is felt to have an important place in a collection. Seriously flawed titles are not fully annotated making this bibliography a valuable 'ready reference' work.

The listings are grouped by broad disability categories that are comprehensive in coverage. The section on Health Problems includes allergies, cancer, eating disorders and problems of the blood/immune system as well as Orthopedic/Neurological Impairments that breakdown to epilepsy, paralysis, spina bifida and missing limbs. A section on Sensory Problems deals with hearing

and visual impairments while another on Cognitive and Behavioral Problems include four subsections: emotional, learning disabilities, mental retardation and speech/language that are further subdivided. Another chapter on Multiple/Severe Disabilities acts as a catchall for those handicaps not dealt with in earlier listings.

Finally, the work contains separate indexes for author, title, and subject/disability. The author and title indexes also contain reference to the annotated works from *Notes from a Different Drummer* and *More Notes from a Different Drummer*. An extensive professional bibliography is included.

This bibliography is of great value to professionals on a variety of levels; most notably, as a tool for building a relevant, diverse collection of fine, provocative fiction on disabilities. As well, it is very handy in the revision of existing collections for assigning appropriate and up to date subject headings. This work is an essential resource for those concerned with literature for today's young people.

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**Immella, Myra (Editor). *The Young Adult Reader's Adviser: New Student Edition of Bowker's Classic Guide to Literature*. New Providence, NJ: Bowker, 1992. 1312 p. Bibliography, references and indexes. Two vol. set ISBN-0-8352-3068-6.**

Through thirteen editions, the *Reader's Adviser* has been well known as a general listing of "best" books. With the growing body of "young adult literature", and the change in school curricula, there was a need for a young reader's edition of *The Reader's Adviser*. As a work of reference as well as a book for browsing, *The Young Adult Reader's Adviser* provides valuable reference materials to the school, library and home. It is designed to provide a wealth of information on a wide range of topics. Students or teachers wishing to locate research on a particular topic or on an individual involved in a given discipline will find this a most useful reference tool.

In *The Young Adult Reader's Adviser*, information is divided among four major areas of study. In Volume I, Part One is devoted to Literature and Language arts, while Part Two concentrates on Mathematics and Computer Science. In Volume 2, Part One concerns Social Sciences and History, while Part Two explores Science and Health. The organization of each volume and each part is designed to move the reader from the general to the specific. Each section and subsection opens with a brief introduction that provides a framework for the area of study, the period or the genre. With the exception of the literature and the sciences sections, this explanatory material is followed by listings of general references such as surveys, histories, guides, almanacs, and other reference books. Following the general listings are the divisions, each with its own listings of bibliographic entries and biographical profiles. One may read profiles of literary figures, scientists, mathematicians, social scientists, and other notable individuals.

For example, the mathematics section is divided into subsections dealing with references and histories as well as with general mathematics, algebra, geometry, calculus and precalculus, trigonometry, analysis, probability and statistics. Profiles of Archimedes and Buckminster Fuller follow the listings on solid geometry and space. "Books by" and "books about" are found after the biographical information about each individual.

A subsection of Computer Science which lists books, guides conference papers and lecture notes on artificial intelligence, expert systems, knowledge systems, robotics and robots is an indication of the currency of the material.

In each section, bibliographies and profiles are categorized under topics that correspond to those in the standard American school curricula and in textbooks currently being used in the United States. Inclusions were made on the basis of state curriculum guidelines and current middle school, junior high school, and high school courses of study.

Many of the bibliographic entries include short annotations with one-line descriptions. Book entries appropriate for readers in grades 6 through 8 are marked with an asterisk and material appropriate for the very advanced high school students is indicated by a square bullet. Books that are no longer in print are identified by o.p. in parenthesis following the publication date. See references lead the user to additional information on another person or topic related to that being researched. See also reference sends one to additional information on the same person or subject being researched. Three indexes give the user access to all authors who are profiled, to authors, editors, compilers and translators of all books listed in the bibliographies, and to all the titles of all books cited in the bibliographies. A fourth appendix, List of Publishers, explains the abbreviations used for the publishers cited throughout the two volumes.

*The Young Readers' Adviser* makes a vital contribution to young adult literature. Students will be enthralled by the variety of subjects covered and the fascinating glimpses into the personal lives of the individuals noteworthy in each field and subfield. R.R. Bowker has provided a valuable reference tool for the school, library or home.

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**Harbeck, Karen M. (Editor). *Coming Out of the Classroom Closet: Gay and Lesbian Students, Teachers, and Curricula*. New York: Harrington Park Press, 1992. 259 p. (Includes tables, references and index) ISBN 1-56023-013-4. (Published simultaneously by Haworth Press in hardbound under same title as the *Journal of Homosexuality*, Vol. 22, Nos. 3/4.)**

Karen Harbeck is a university lecturer and also a lawyer specializing in the needs of lesbian and gay clients. Together with ten contributors, mainly university professors, she has produced one of the first collections of research on a sensitive and heretofore, rarely tackled subject - homosexuality and education in educational history. All the authors have "come out of the classroom closet," an unprecedented act of courage in itself.

Editor Harbeck states in her introduction that this book is about empowerment and that it has three major goals: to address the lack of available research on the topic; to encourage lesbians, gays and bisexuals in education and to provide concerned individuals with some of the knowledge needed to empower themselves and to educate others.



To achieve these aims, the book deals with aspects of homosexuality ranging from James Sears' "Educators, Homosexuality and Homosexual Students: Are Personal Feelings Related to Professional Beliefs?" based on research conducted in the South, to the concerns voiced by Bianca Cody Murphy in "Educating Mental Health Professionals about Gay and Lesbian Issues" in which she discusses the failings of traditional curricula and suggests alternatives to improve it. Issues examined in other chapters include the need for equal representation in educational materials, attitude, homophobia being responsible for much of the negativism incurred, and HIV prevention education. Editor Harbeck reiterates a view held by many, including a judge, that "...the role modeling influence of lesbian or gay teachers was minimal because a child's sexual orientation is probably determined by ages five or six."(p.127)

Historically, Harbeck reminds the reader, homosexuality has been perceived as a sin, a sickness or a crime, with punishment varying from penance to execution. This book does much to correct these misperceptions. As one interviewee puts it, "I don't think of myself as a gay teacher. I'm just a teacher who happens to be gay."(p.181) In a perfect world, this would be the case, and there would be no need for books such as *Coming Out of the Classroom Closet*.

Unfortunately, this is not so. Nonetheless, the timing for this publication is apt. *Coming Out of the Classroom Closet* should prove interesting, thought-provoking and informative reading for all those concerned with education, whether from a parental or pedagogical perspective, regardless of sexual orientation.

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