Black scholars: where are you? a five year study of Black scholarship in Black and multicultural mental health journals

Lynda Renee Smith
Clark Atlanta University

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BLACK SCHOLARS: WHERE ARE YOU?
A FIVE YEAR STUDY OF BLACK SCHOLARSHIP IN BLACK AND MULTICULTURAL MENTAL HEALTH JOURNALS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

BY
LYNDA RENEE SMITH

DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT

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ABSTRACT

COUNSELING AND HUMAN DEVELOPMENT

SMITH, LYNDA R. B.S., PORTLAND STATE UNIVERSITY, 1976
M.S., UNIVERSITY OF PORTLAND, 1980

BLACK SCHOLARS: WHERE ARE YOU?
A FIVE YEAR STUDY OF BLACK SCHOLARSHIP IN
BLACK AND MULTICULTURAL MENTAL HEALTH JOURNALS

Advisor: Dr. Gaylene Perrault
Dissertation dated: May 1993

The present study was designed to examine the extent to which research articles focusing on Black/African Americans are published in Black and multicultural mental health journals. Study data shows these articles are few in number. Additionally, the number of such articles written by authors with an affiliation to Historical Black Institutions (HBI) and/or United Negro Colleges and Universities Member Institutions (UNCFMI) were examined. It was found that very few scholars publishing articles of this type were affiliated with HBI, while no UNCFMI scholars published articles in these journals. A content analysis of four journals published between 1988 and 1992, selected as representative of Black and multicultural journals, showed that the four journals included articles on Black/African Americans to varying degrees. Implications for counselors,
study limitations and directions for future research conclude this study.
The present study was designed to examine the extent to which research articles focusing on Black/African Americans are published in Black and multicultural mental health journals. Study data shows these articles are few in number. Additionally, the number of such articles written by authors with an affiliation to Historical Black Institutions (HBI) and/or United Negro Colleges and Universities Member Institutions (UNCFMI) were examined. It was found that very few scholars publishing articles of this type were affiliated with HBI, while no UNCFMI scholars published articles in these journals. A content analysis of four journals published between 1988 and 1992, selected as representative of Black and multicultural journals, showed that the four journals included articles on Black/African Americans to varying degrees. Implications for counselors,
study limitations and directions for future research conclude this study.
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CHAPTER ONE
INTRODUCTION

There is a large and influential segment of the Black mental health community which assumes without question that except for skin color and class difference, Blacks are the same as the white middle class regarding mental illness.¹ This assumption, when carried to its logical conclusion, implies that the "norms" of the white middle class must be the optimal standard by which all Blacks are to be measured.

This assumption dates back to the past five decades, when the Black community had become a researcher's paradise and a veritable hunting ground for white 'experts'.² Much of the research and theory building conducted within the Black community has served primarily to promote the interests and personal gains of white researchers rather than the interests of the Black community. Consequently, research by these experts have proved more harmful than helpful to those studied. Furthermore, it appears to have provided no visible or appreciable benefits to the Black community.

As a result, mental health indices which have focused on Black Americans have often reflected exaggerated or


negatively biased evaluations. Therefore, when treating Black Americans, the extent to which judgments vs. scientific outcomes underlie recommendations for effective counseling and the tendency to reify them is limited.

To improve ineffective mental health counseling and service delivery for a Black client population, Black scholars have begun to take a more active interest in theory building and research. Further, those Black scholars engaging in these activities in the Black community have historically experienced some degree of difficulty being published in mainstream journals. In essence, while research and theory building authored by Black scholars about Blacks can provide an additional perspective on mental health treatment indices and other areas of concern, little is known because of this publishing difficulty.

Several researchers, both Black and white, have noted the numerical inadequacies of articles authored by Black scholars in mainstream journals. In general, these

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4Williams, "Career Advancement Research: Black Scholars Get Involved;"

researchers have conducted reviews which have suggested that the paucity of published Black scholarship in this area may be attributed to geographies, economics, and language issues. However, the most consistently cited factor noted amongst those researchers were limited opportunities for Black scholars to publish in mainstream journals because their manuscripts have not fit into their overwhelmingly white focus.

Additionally, Blacks who have published in mainstream journals have reflected a certain type of research and theory building based on white America's public opinion. Yet, of those interested in publishing Black issues in minority or multicultural journals, little attention has been paid to the focus, direction and relevance of this Black scholarship for the Black population. Likewise, little is known about Black authorship characteristics and the quality and characteristics of these Black/African American or multicultural journals.

Jones has suggested that in the mental health field, there is a movement away from color to culture as an issue.

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"Tidwell, "Four Dilemmas Faced by Black Investigators."
of major consideration. While this may explain somewhat the lack of attention paid to Black/African American theory building and research in mainstream journals, there appears to be a parallel paucity in multicultural journals as well.

And, according to Lee there is both a jeopardy and danger in accepting multiculturalism and the professional journals that undergird this approach to Blacks. For example, Black clients and their unique needs may become lost in this new mental health discipline due to its widespread approach and scope.

The overwhelming majority of Black scholarship can be found in Black/African American journals. Yet little is known about the direction Black scholarship has taken with little regard to current Black theory. Likewise the relevance of studies conducted in/on the Black community concerning social issues and their mental health concerns.

However, the direction and relevance of theory building and research activities of Black scholars are being lost in multicultural journals with a multi-cultural approach. By default, the often confused and incorrect perspective of European scholars continues to play a


Ibid.
dominant role in theory building and research regarding Black social and mental health issues.

The Need for Black Scholarship in the Mental Health Profession

White American social scientists have tended to view Black/African American culture almost solely as a reaction to the historical devastation, oppression and racism by the white majority, beginning with slavery and contributing to the social, economic, and political discrimination of today. This is a useful perspective. However, when considered in isolation, it tends to rob this group of other more positive aspects of their lives.

Therefore, Black scholars cannot help noticing that white American social scientists have not recognized a single attribute, capacity, or contribution of Black people that could be considered positive, desirable, or worth preserving. As a result, an essential goal of Black scholars has been to move beyond the reactive conception of African American's history to a more proactive approach.

And, it is in fact, their task to create, implement, develop and publish theory building and research regarding the Black population. To this end, a recognition of

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African origins, the effects of prolonged oppression practiced against African Americans, and negatively impacting their mental health is now being realized. By and large these considerations appear to have been a source of discomfort for white scholars since they have chosen to ignore them as possible causal factors of stress, alienation, and other disorders among Black clients in treatment.

Dixon has argued that theory building and research are influenced by philosophical differences in axiology, epistemology, logic, ways of knowing, and the criteria for the validation of knowledge. Dixon has also suggested there are striking differences between Eurocentric and Afrocentric orientation or world view. The implications of these differences among African Americans as compared to European Americans need to be explained by Black scholars.

Jones has also suggested that experimental procedures dominate the mental health field and other social problems and compete with race for research attention and publication in mainstream journals. As a consequence, very

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13Jones, "The Politics of Personality: Being Black in America."
little is learned about racial differences except what is written by minority scholars for their own consumption in journals with a parallel focus.

As a result, this state of affairs has delayed understanding of African American group and intragroup personality and behavior and the Black community by white mental health professionals. Additionally, there is a need to increase theory building which focuses on the Black population and considers alternative interpretations of studies conducted by Eurocentric scholars, generally with some great degree of bias.

Black Scholarship

Black scholars, particularly those in the social sciences have been most critical of the scientific paradigms which exist in Eurocentric/Euro-American social science. As a result, these criticisms by Black scholars often dominate Black psychology. And/or have propelled Black scholars to create their own scientific paradigms.

While this is well known, there is a lack of interest among mainstream journals to publish Black theory building and research which is either reactive or proactive. Perhaps this low interest by these Eurocentric scholars is due to a

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16 Akbar, "Paradigms of African American Research."

denial of racism and oppression and their impact on the mental status of the Black population.18

Consequently, the principle which has guided Black theory building and research has gone well beyond the need to demonstrate scholarship. It has led to an increased knowledge of collective needs of African Americans for group collective liberation, beginning with an understanding of Black psychological processes and the culture of the Black community. Toward this end the benefit of these clients, the Black community and the agencies which serve them would all benefit.19 Consequently, Black scholars in the forefront of expanding and refining theory building and research on the Black population need to have the relevance and direction of their work understood, and disseminated through books, scholarly journals, etc.

The primary goal of Black (on Black) research has been theory building and empirical validation of that theory building.20 Yet, present efforts to investigate intragroup differences among the Black population have been ignored by

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19Jones, "The Politics of Personality: Being Black in America."

Eurocentric scholars. Research evidence concerning the Black population has largely been gathered in a comparative context with whites. Additionally, since little is known about their work the incorrect notion that the Black population is a monolithic entity and little more than white in Black face has persisted. Additionally, the mistaken notion that there is no within group variability continues to exist to the detriment of African Americans and the professional mental health community. Consequently, there is a need to document the focus and relevance of theory building and research efforts of Black scholars in those journals in which they appear.

**Historical Black Colleges and Universities**

According to data from the National Association for Equal Opportunity in Higher Education, the major resource for educating Blacks at the college level are Historic Black Colleges and Universities, also known as Traditional Black Institutions (HBCU/TBI). These institutions can be found in some nineteen states, mostly in the South. The oldest, Cheyney State in Pennsylvania, was founded in 1837. The

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21Lee, "Counseling African Americans: From Theory to Practice."

newest, Valley State College in Mississippi, was found in 1950.

Sixteen of the colleges were founded in the nineteenth century as land grant colleges or later given this status to conform with federal requirements that benefits of land grant programs be available to both Blacks and whites. A majority were founded as state colleges, often with significant Black leadership.

Thirteen of the colleges were initially organized under private auspices, generally with gifts from both Black and white individuals and groups. Additionally, 1991 fall enrollment survey data has indicated 83.7% of the total enrollment at HBCU’s are Black.23

Likewise, it can be assumed that the overwhelming majority of HBCU’s faculty members are Black.24 Further, HBCU/TBI’s actively encourage and promote Black scholarship regarding African Americans. Therefore, it appears likely that many of the published works in Black/African American and multicultural journals are authored by Black faculty from HBCU’s.

"Ibid.

United Negro College Fund  
Member Institutions

The United Negro College Fund (UNCF) is composed of 41 private, accredited, four-year institutions of higher learning, located in the southern region of the United States with the exception of one in Ohio. These are referred to as member institutions (i.e., UNCFMI). Their purpose is to assist and provide operational funds to these institutions.

Most importantly, UNCF also encourages and promotes faculty scholarship and Black on Black theory building and research. It can be assumed the overwhelming majority of UNCFMI faculty members are Black. Furthermore, it would appear likely that many of the published works in Black/African American and multicultural journals are authored by Black faculty from UNCFMI.

The Journal Publication Game

During the past three decades, Black scholarship has begun to penetrate the publication milieu. To date, Black scholars have pioneered a new "Black," "African," or "Afrocentric" psychology. This psychology has direct relevance to much of what is known about the Black

\[25 \text{Ibid.}\]
However, it appears the majority of this vitally important Black perspective has been confined to a book format published by the Black press. That means that the degree to which Black scholarship enjoys exposure in journal readership volume is limited.

Additionally, given the vast amount of time it takes to produce, publish, and distribute a book, it appears that by default professional journals represent and contain the most current state of scholarly knowledge. Since Black scholars have not been able to succeed in the (mainstream) journal game, their work is largely published in Black journals as well.

There are several reasons for this. For example, the name, gender and university affiliation of a scholar often limits manuscript acceptance in mainstream journals unless there are blind/anonymous review policies and practices. Even then, there may still be some bias present with respect to the focus of these articles, especially when race is

"See, for example, the works of Akbar, "Paradigms of African American Research;" Jones, "The Politics of Personality: Being Black in America;" Lee, "Counseling African Americans: From Theory to Practice; and others.

considered. The intent of anonymous review policies is to separate the body of the manuscript from the title page until after an approval or rejection decision. At this point, the title page and body of the manuscript are rejoined and the university affiliation, name, and sex of the scholar is known. Until the inception of blind/anonymous review policy, these variables (name, gender, and university affiliation) were thought to be used as ways in which to limit the participation of ethnic minorities, females and authors from Black and lesser known institutions.

Yet another and perhaps most important factor is the focus of work. Generally, theory building and research which has focused on African Americans has limited the probability of acceptance of the manuscript. This is supposedly attributed to what is perceived as a mis-match between the mission of the mainstream journal and the focus of the Black scholars work.

Obviously there are certain journals which are more prestigious than others. However, there are certain characteristics of journals, articles published in these journals, and article authorship which are consistent for all journals. They are discussed below.

"Staples, "Racial Ideology and Intellectual Racism: Blacks in Academia."
Journal Characteristics

Quality of Journals

The American Psychological Association's (APA) journals are considered to be the most prestigious among mental health journals for professional consumption. While the quality of such journals are usually based on informal consensus and tradition they are also based on formal actions of APA's governing bodies. For example, the governing body of APA that determines the quality of its journal is called the Publications and Communications Board. This board reports to the Council of Representatives created by the Association's Bylaws and Rules.

The Publications and Communications Board assesses trends in the major areas of psychology and in specific journals. They then recommend the establishment, modification, or discontinuity of journals. Additionally, the Publications and Communications Board appoints journal editors based on recommendations of search committees and provides an allotment of printed pages for each of the journals. In essence, the quality of journals is set by the Publications and Communications Board. More importantly, the quality of journals are maintained by the journal editor and its editorial board. This holds true for all journals

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regardless of discipline, professional association and structure.

Journal Policies

The specific requirements for submitting a manuscript may differ between journals. Therefore potential authors must refer to the most recent issue of the appropriate journal to determine its policies. The journal’s inside front cover and Instructions to Authors provide the reader with: (a) the journal’s area of coverage and its mission; (b) the current editor’s name and university affiliation; (c) instructions for manuscript preparation and submission specific to that journal; (d) the number of manuscript copies needed to be submitted to the journal; and (e) policies regarding of blind/anonymous review, abstracts, bibliographies/references/etc. Consequently, the journal policies set the tone for the type of manuscripts to be accepted for publication.  

Journal Focus

The journal’s focus is determined by the boundaries mandated in the masthead description and the journal’s mission. The focus of the journal also dictates to the reader the focus of the manuscript to be submitted for review to the editor or editorial board for possible publication.

Ibid.
Journal Publisher

Each journal may be published by a university press, a corporate publisher or a commercial publisher. In certain instances, the publisher may be a professional association with disciplinary links to the journal and its mission and focus.

Editors and Editorial Board

When a manuscript is received in the editor's office, the editor (the chief executive officer of manuscript) operating within policies, selects those manuscripts to be published in journals.

The editorial boards are usually appointed by the editor. Members of these boards usually have attained recognition in a journal's speciality area. Their task is to edit, proofread, and often manage the production of journals. The quality of a journal is often measured by the prestige of its editor, editorial board, and/or the prestige of their university affiliations.

Abstracts

According to the American Psychological Association, a well prepared abstract can be the single most important paragraph in the article. It allows readers to survey the contents of an article quickly. Requiring an

"Ibid."
abstract as part of the journal’s policies generally adds to the perception that the journal is of quality.

Bibliographies/References

The bibliography or reference list is the last part of the article except in those rare instances where a paper carries an index.\textsuperscript{33} The presence of such indicates that the author has produced a well documented, substantive work. Again, requiring bibliographies/references as part of the journal’s policies generally adds to the perception that the journal is of quality.

Quality of Journal Content

Authorship Characteristics

According to the American Psychological Association,\textsuperscript{33} authorship encompasses not only those who do the actual writing, but also those who have made substantial scientific contributions to a study. Authors are responsible for specifying the order in which two or more authors’ names appear in the by-line. Authors are also responsible for the actual accuracy of their contributions.

Authorship is reserved for persons who receive primary credit and hold primary responsibility for a


\textsuperscript{33}American Psychological Association, \textit{Publication Manual of the American Psychological Association}.
published work when there are multiple authors. It encompasses, therefore, not only who do the actual writings but also those who have made substantial scientific contributions to a particular work." In many journals, the quality of the manuscript may be confused with or become a secondary issue compared to the ethnic minority or gender of the author's name and/or the university affiliation of its authors.

**Article Characteristics**

**Focus**

The focus of each article is important in the review of a journal because it allows for the interpretation as to whether the topic is appropriate for the journal to which the manuscript is submitted. Additionally, each journal article is evaluated to determine if the discussion is thorough and confines itself to what can be logically concluded from the main body of the work.

**Quality of Article Content**

The quality of content determines if a study is publishable. Furthermore, the consistency of presentation and format within and across journal articles is an aspect of the scientific publishing tradition which influence the acceptance or rejection of manuscripts."

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"Ibid.

"Ibid.

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Title

In review of articles in a journal, the title should summarize the main idea of the paper simply and if possible, with style. Therefore, evaluation of the title of an article generally provides a concise statement of the main topic and identifies the actual variables or theoretical issues under investigation. Titles are also important because articles are catalogued and computerized according to the key words contained therein. The key words contained in the title may also have direct implications for the frequency in which the article is ultimately read. Indirectly, the title may impact the frequency with which articles are cited in future works by other scholars.

Length of Article

One characteristic, synonymous with the quality of a journal article is the length. The length of the article will include every manuscript page including the title and abstract pages, tables and figures. It is presumed that the longer the article, the more substance the scholarly coverage in that article.

Major Findings/Relevance

Theory building and research is complete only when the results are shared with the scientific community. Such

36Ibid.
37Ibid.
sharing is accomplished in a variety of formal and informal ways, the traditional medium for communicating research results in the scientific journal. Consequently, the areas of journal content, coverage, and quality are important and necessary if journals are to be perceived as such.

Review of Related Research

Content Analysis as a Research Methodological Tool

According to Nachmias and Nachmias, content analysis is a technique by which to make inferences by systematically and objectively identifying specific characteristics of messages. Content analysis was first used by students of journalism and later by sociologists to study the content of American newspapers. However, content analysis has been adopted as a respected method by the social sciences as well.39

Content analysis may deal with the collection of factual data from the official reports institutions or it may classify and evaluate the contents of documents according to set criteria.40 In essence, one examines

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39Ibid.


documents to investigate its specific topics, properties, or characteristics to identify as evidence of bias or prejudice, themes or trends and/or prevailing practices. Therefore content analysis allows for a systematic and quantitative description of the manifest content of the work under review.

Review of Content Analysis Research

Content analysis was used by Hall, Ward, and Commer as the method by which to evaluate the quality of educational research articles published during 1983 in thirty-two educational journals. The results of this study revealed that the journal policy on scientific rigor in terms of the use of laboratory type experiments was a determining factor in the ratings that each journal was given. They concluded that (mainstream) journals often do not accept manuscripts for publication that are perceived to be of less scientific rigor.

The findings of Hall, Ward and Comer were examined by Jones. Jones surveyed race related articles in social psychology journals for a twelve year period (1968-1980). Jones reviewed a sample of mainstream journals which represented a strong commitment to cross-cultural research. The results of Jones' survey indicated that the journal's

policy of increased scientific rigor discouraged research and theory building based on culture and/or race. This suggested that these mainstream journals perceived race, culture and scientific rigor as incompatible.  

Ponterotto and Casas examined studies in mainstream journals regarding the racial/ethnical minority-focused research published in the *Journal of Counseling Psychology* (JCP) over an eleven year period. They found that a number of criticisms of manuscripts authored by Black scholars concerning research methodology and theory building were valid, but a large percent were not. The results of this study suggested that a majority of manuscripts published by JCP was conducted without a conceptual framework to adequately guide Euro-American scholars focusing on Black populations.

This appears to explain the mainstream journal’s likelihood of publishing race-irrelevant articles. It also provides explanation and validity to Black scholars’ tendency to publish theory building and research articles on the Black population in Black/African American and multicultural journals.

"Jones, "The Politics of Personality: Being Black in America."

To study the politics of Black personality in America, Jones reviewed published articles and dissertations over a twenty year period (1966-1985). This search revealed that 216 articles on Black personality were published during this twenty year period. In addition, these types of articles, by and large, were not found in APA sponsored journals. Consequently, the absence of research and theory building on Black personality in 'prestigious' journals, combined with a preponderance of dissertation studies, suggested that the subject of race does not enjoy major standing in the 'prestigious' journal enterprise.

The implications of Jones' work indicates that mainstream journals have not tended to present work by Black scholars involving Blacks. This also suggests that relatively little in recent years has been published by mainstream journals regarding theory building and research on the Black population.

In 1982, Tidwell used content analysis to discuss four practical dilemmas faced by Black educational researchers and evaluators. The usage of commercially published, sophisticated journals versus serviceable research manuscripts were listed as crucial in journal publication of research articles by Blacks. This infers

"Jones, "The Politics of Personality: Being Black in America."

"Ibid."
that Black scholars who published manuscripts in mainstream journals have reflected a certain type of research based on white America's public opinion. By default, they have not adopted a Black perspective.

In support of Tidwell's findings, Jamison implied that the decline in the number of Black scholars publishing in professional journals was related to existing publications available to Black researchers. Inferences from Tidwell and Jamison studies in the early 80's created what appears to be a minor interest in the lack of Black scholars being published in mainstream journals. Yet, there appears to be little or no interest in the content, relevance or direction of Black scholarship in Black/African American and/or multicultural journals.

Harvey concluded through content analysis that the lack of current Black scholarship in mainstream journals may be due to the inability of white institutions of higher learning to approve and support scholarly activities which have focused on nonwhite samples, issues, and problems. This inference gives credence to the lack of appearance of articles published in mental health journals which have centered substantially on African Americans.

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"Harvey, "We Can't Find Any: The Elusiveness of Black Faculty Members in American Higher Education."
Need for the Study

Implications of the aforementioned studies have revealed that although several decades have passed, the number of Black scholars who have published in mainstream journals has remained relatively low. Therefore, it can be assumed that the direction and relevance of theory building and research activities of Black scholars are being lost by these journals but can probably be found in minority and (perhaps) multicultural journals. In addition, these content analysis studies have not addressed the quality of mainstream journals and other related issues such as author and article characteristics, and findings/major relevance of journal content for the Black client and his/her community. Therefore, a study was needed which would address these issues.

Purpose of the Study

The primary focus of this study was to examine and analyze the focus and relevance of articles with an African American focus appearing in Black and multicultural journals. Of secondary importance were the following objectives:

1. to examine certain characteristics of journals meeting criteria for study inclusion;
2. to examine selected authorship characteristics of scholars having articles with an African American focus published in study journals;
3. to examine selected characteristics of articles with an African American focus appearing in study journals;

4. to determine the number of articles written by authors with an affiliation to HBI and UNCF member institutions in study journals; and

5. to examine the types of issues, theories and concerns being addressed in articles regarding African Americans in study journals.
CHAPTER TWO

METHODOLOGY

Survey research and content analysis techniques were utilized to conduct this descriptive study. This study commenced on November 27, 1992 and terminated January 27, 1993. Methods for conducting this study are listed below.

Site

The site for this study was Atlanta, Georgia. Atlanta was chosen because of its geographical accessibility to the researcher. Atlanta is a metropolitan city with a population of approximately 2.4 million people. It has the largest African American majority population in the southeastern region of the United States.

Settings

There were two settings utilized in this study. The settings were the university libraries of ABC and XYZ Universities, located in Atlanta, Georgia. ABC University is one of the five institutions composing the Atlanta University Center. XYZ University is a state institution located in downtown Atlanta. These settings were also chosen because of their geographical accessibility to the researcher.
Subject Pool

The subject pool consisted of the universe of journals with key words such as Black, Negro, African, African American, inter-group or multicultural in their title and having a stated mental health, psychology or counseling focus. Additionally, these journals were published during the five year study period of January, 1988-December, 1992.

Sample

The sample consisted of those journals from the subject pool located at ABC and XYZ Universities libraries. Additionally, these journals were available for perusal during the study period at these libraries.

Instrumentation

There were four instruments used in this study. They were:

1. List of Historically Traditionally Black Colleges and Universities (LHBCU). This list consisted of 87 historically private and public Black colleges and universities in the United States (see Appendix D). This list was used in conjunction with the BJRSDS (see Appendix A) and LUNCF (see Appendix B).

2. List of United Negro College Fund (LUNCF) Member Institutions (UNCFMI). This list included 41 private historically Black colleges and/or universities located in
the United States (see Appendix C). This list was used in conjunction with the BJRSDS (see Appendix A) and LHBCU/TBI (see Appendix D).

3. List of Study Journals (LSJ). This list was created by the researcher from the list of available journals at ABC and XYZ libraries (see Appendix B).

4. Black Journal Research Survey Data Sheet (BJRSDS) was created for this study by the PI (see Appendix A). The purpose of this instrument was to obtain a profile of selected journal demographics, a selected article and author characteristics. It contained twenty-one (21) descriptive items. These items are open and closed ended. Sections of this instrument are detailed below.

Section A: Selected Journal Characteristics

The purpose of this section was to obtain a profile of selected journal characteristics. This section included a total of 13 open and close ended items which are descriptive of certain elements of the journal. These items are explained below.

1. Volume: The purpose of this open ended item was to record the volume number(s) of the journal under review to determine its publication longevity.

2. Edition #: The purpose of this open ended item was to record the edition number of the journal under review.
3. **Year**: The purpose of this open ended item was to record the specific publication year of the journal under specific review.

4. **# Pages This Edition**: The purpose of this open ended item was to record the specific number of pages published in each edition of each journal's volume and edition under review.

5. **# Articles, This Edition**: The purpose of this open ended item was to record the number of articles published in each edition of each journal's volume and edition under review.

6. **Journal Name**: The purpose of this open ended item was to record the name of the journal. It was cross checked with LSJ to ensure that only those journals identified for inclusion were used.

7. **University Affiliation and Address**: The purpose of this open ended item was to record the university affiliation, if any, of the study journal or publisher's name and address. This served as a point of reference to determine if any particular university or publisher had significantly contributed to study journals and articles.

8. **Stated African American Focus**: The purpose of this close ended item was to record the stated focus of the journal. A dichotomous response identified the journal as being African American in a "yes" or "no" fashion.
9. **Publication Schedule:** The purpose of this close ended item was to record the journal’s publication schedule. The four possible close ended responses are monthly, quarterly, annually, bi-annually. A fifth response was open ended, by which to record the publication schedule for the study journal other than the close ended responses provided.

10. **Editorial Board:** This item required an open and close ended dichotomous response. The purpose of this item was twofold: (a) to record the presence or absence of an editorial board. Responses are close ended and dichotomous (i.e., "yes" or "no"); and (b) to record the number of editorial board members, if any. This item was open ended.

11. **Journal's Blind/Anonymous Review Policy:** The purpose of this close ended item was to record the presence or absence of the journal’s blind/anonymous review policy. Responses are dichotomous in nature (i.e., "yes" or "no").

12. **Journal Policy Requiring Abstracts:** The purpose of this close ended item was dichotomous in nature. This item recorded the presence or absence of a journal policy requiring the inclusion of abstracts for all manuscripts submitted for possible publication. If no stated policy were found to exist, the researcher reviewed articles published in the journal to determine if abstracts uniformly did or did not accompany articles. A dichotomous response (i.e., "yes" or "no") was then to be recorded.
13. **Journal Policy Requiring Articles to Contain Bibliographies/References:** The purpose of this close ended dichotomous response was to record the presence or absence of the journal's policy requiring that articles contain bibliographies/references. If there was no stated policy, the researcher then reviewed articles published in the journal to determine if bibliographies/references uniformly did or did not accompany articles. A "yes" or "no" response was then to be recorded.

**Section B: Selected Article Characteristics**

The purpose of this section was to obtain a profile of selected characteristics of all study articles under review. This section included a total of four open and close ended items. These items are explained below.

14. **Title of Article:** The purpose of this open ended item was to record the title of the article under review.

15. **Article Focus:** The purpose of this item was to record the focus of the article after review by the principal investigator. There was a close ended response (i.e., Black/African American) and an open ended response (other, specify).

16. **Length of Article:** The purpose of this open ended item was to record the number of pages of the article under review.
17. **Category of Article:** The purpose of this open and close ended response was to classify the article under review by category. This required open ended responses.

**Section C: Selected Authorship Characteristics**

The purpose of this section was to obtain a profile of selected characteristics of study authors. There were four open and close ended items in this section. These items are explained below.

18. **Author's Gender:** The purpose of this closed ended item was to record the author's gender as determined by the author's name. There was a dichotomous response (i.e., male, female) and a cannot determine gender response.

19. **Name of University/College Author Affiliated With:** The purpose of this open ended item was to record the name of the university or college the author was affiliated with (see also Appendix C, D and Section A, #7).

20. **University/College Affiliation:** The purpose of this open and close ended item was to record the university or college affiliation as a UNCFMI, HBCU/TBI or 'other'. The 'other' response was open ended (see also Appendix C, D and #7, Section A).

21. **Number of Authors.** The purpose of this item was to record the number of authors who wrote the article(s) under review. There were two possible responses (single author and multiple authors).
Procedures

Procedures for this study included three time segments. These segments included the Pre-Research Period, the Research Period, and the Post Research Period. Step-by-step procedures for each period are outlined below.

Pre-Research Period

Procedure 1. The Principal Investigator (PI) reported to ABC and XYZ University Libraries with multiple copies of the BSRSDS and a supply of pencils.

Procedure 2. The PI obtained a list of journals available in these libraries for perusal by library patrons from Reference Desk personnel.

Procedure 3. The PI selected those journals from the library list which meet the criteria for study inclusion.

Procedure 4. The PI compiled a list of all journals to be included in the study which meet the criteria for inclusion (see Procedure 3).

Research Period

Procedure 5. The PI gained physical custody of the study journals.

Procedure 6. The PI used the Black Journal Research Survey Data Sheet (BJRSDS), List of United Negro College Fund Member Institution, List of Historical Black Colleges and Universities/Traditional Black Institutions to compile
study data as it was obtained from the study journals onto the BRJSDS.

**Procedure 7.** Procedures 5 and 6 were replicated until all observations were recorded.

**Post Research Period**

**Procedure 8.** All data was collected. The research period was terminated.

**Data Collection**

All data was collected by the Principal Investigator.

**Data Analysis**

The statistical procedures utilized consisted of Frequency Analysis, Measures of Central Tendency and Measures of Variability, etc.

**Human Subjects Contract**

A human subjects contract was not needed since no human subjects were utilized in this study.
A universal sample of four Black and multicultural mental health journals published between 1988-1992 met study criteria and thus were used in this research. This five year period was selected to allow for a comprehensive review of these study journals, authors and articles, while also allowing for an examination of temporal trends in these scholarly publications.

Results for this study were confined to three sections. They are Sections A, B, and C. Section A contains results of selected demographic data obtained from the journals. Section B contains information regarding selected article characteristics. Section C details data regarding selected author characteristics. A summary completes each section.

Section A: Selected Journal Characteristics

Thirteen demographic data items were recorded for each study journal. They included: journal name, university affiliation and address, journal stated focus, publication schedule, editorial board, journal's blind/anonymous review policy, journal policy requiring abstracts and journal policy requiring articles to contain bibliographies/references, volume, edition number, year,
number of pages this edition, and number of articles per edition. Results are detailed below.

**Journal Name**

As shown in Table 1 the names of the study journals were: *Journal of Black Psychology (JBP), Journal of Black Studies (JBS), Journal of Intergroup Relations (JIR), and Journal of Multicultural Counseling and Development (JMCD).*

**University Affiliation**

As shown in Table 1, of four (4) study journals, none (0 or 0%) reported having a university affiliation while four (4 or 100%) did not. Therefore, the typical study journal did not report being affiliated with a university.

**Stated African American Focus**

As shown in Table 1, *JBP* and *JBS* (i.e., two (2) or 50%) reported having a stated African American focus, while *JIR* and *JMCD* (i.e., two (2) or 50%) did not. Therefore, the typical study journal was equally likely to have or not have an African American focus.

**Publication Schedule**

As shown in Table 1, *JBP* (i.e., one (1) or 25%) reported having a semi-annual publication schedule while *JBS, JIR* and *JMCD* (i.e., three (3) or 75%) reported having quarterly publication schedules. Therefore, the typical
<table>
<thead>
<tr>
<th>Journal Name</th>
<th>University Affiliation and Address</th>
<th>Stated African American Focus (Yes/No)</th>
<th>Publication Schedule</th>
<th>Editorial Board (Yes/No)</th>
<th>Blind/Anonymous Review (Yes/No)</th>
<th>Policy Requiring Abstracts (Yes/No)</th>
<th>Policy Requiring Bibliography/References (Yes/No)</th>
<th>Pages Per Year</th>
<th>Total # of Editions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Black Psychology (JBP)</td>
<td>Association of Black Psychologist</td>
<td>Yes</td>
<td>Semi-annually</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Total = 671</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Black Scholars (JBS)</td>
<td>Sage Publications</td>
<td>Yes</td>
<td>Quarterly</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Total = 1653</td>
<td>20</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Intergroup Relations (JIR)</td>
<td>National Association of Human Rights Workers</td>
<td>No</td>
<td>Quarterly</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Total = 367</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Multicultural Counseling and Development (JMCD)</td>
<td>Sage Publications</td>
<td>No</td>
<td>Quarterly</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Total = 830</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,521</td>
<td>60</td>
</tr>
</tbody>
</table>
study journal reported having a quarterly publication schedule.

**Editorial Board**

As shown in Table 1, four (4 or 100%) of the study journals reported having an editorial board. These are JBPr, JBS, JIR, and JMCD. Therefore, the typical study journal reported having an editorial board.

**Journal's Blind/Anonymous Review Policy**

As shown in Table 1, JBPr, JBS, and JIR (i.e., three (3) or 75% of the study journals) reported having a blind/anonymous review policy and JMCD (i.e., one (1) or 25\% of the study journals) did not report a blind/anonymous review policy. Therefore, the typical study journal reported having a blind/anonymous review policy.

**Journal Policy Requiring Abstracts**

As shown in Table 1, JBPr, JBS, and JIR (i.e., three (3) or 75\% of the study journals) reported having a policy requiring abstracts for articles submitted for publication, while JMCD (i.e., one (1) or 25\% of study journals) did not report having a policy requiring abstracts. Therefore, the typical study journal reported having a policy requiring abstracts for articles submitted for publication.
Journal Policy Requiring Articles to Contain Bibliographies/References

As shown in Table 1, JBP, JBS, and JIR (i.e., three (3) or 75%) of study journals reported having a policy requiring bibliographies/references for articles submitted for publication while JMCD (i.e., one (1) or 25% of study journals) did not. Therefore, the typical study journal reported having a stated policy requiring bibliographies/references for articles submitted for publication.

Number of Editions Published During the Study Period

As shown in Table 1, JBP produced nine (9) of the editions published during the study period, JBS produced 20, JIR produced 11 and JMCD produced 20. Therefore, the typical study journal produced an average of 12 editions during the study period.

Number of Pages Published During the Study Period

As shown in Table 1, JBP produced 671 pages, JBS produced 1,653, JIR produced 367 and JMCD produced 830 pages during the study period. Therefore the typical study journal produced an average of 880 pages during the study period.

Summary

The typical study journal was published quarterly, had an editorial board and a policy for blind/anonymous
review, abstracts and bibliographies/references for manuscripts submitted for publication. Also, the typical study journal produced an average of 12 editions and 880 pages per year during the five year study period. Finally, the typical study journal was not affiliated with a university (i.e., it was published commercially), and was equally likely to have or not have a stated African American focus.

**Section B: Selected Article Characteristics**

There were three items in Section B regarding selected article characteristics. They included: (1) the number of articles with an African American focus, (2) the average length of these articles, and (3) the types of article with this African American focus. The types of article with an African American focus were then divided into six categories: social issues (i.e., economics, employment, and education), family structure/relationships, psychology and racial/ethnic identity. Results are detailed below.

**Number of Journal Articles**

As shown in Table 2, JBP published 45 articles, JBS published 114 articles, JIR published 44 articles, and JMCD published 83 articles during the study period. Therefore, the typical study journal published an average of 71.5 articles during the study period.
TABLE 2
SELECTED ARTICLE CHARACTERISTICS, 1988-1992 (N = 4)

<table>
<thead>
<tr>
<th>JOURNAL NAME</th>
<th>Total # of Articles</th>
<th>Total # of Articles With AAF</th>
<th>Avg. Number Articles With AAF Per Year</th>
<th>Avg. Page # Articles Per Year</th>
<th>Social Issues (a) Economics</th>
<th>(b) Employment</th>
<th>(c) Educ.</th>
<th>Other FS/R*</th>
<th>Psychology</th>
<th>Racial Ethnic Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>JBP</td>
<td>45</td>
<td>16</td>
<td>33</td>
<td>35</td>
<td>15.9</td>
<td>35</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>JBS</td>
<td>114</td>
<td>40</td>
<td>43</td>
<td>46</td>
<td>14.2</td>
<td>29</td>
<td>19</td>
<td>14</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>JIR</td>
<td>44</td>
<td>15</td>
<td>7</td>
<td>8</td>
<td>8.7</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>JMCD</td>
<td>83</td>
<td>29</td>
<td>10</td>
<td>11</td>
<td>2.0</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>286</td>
<td>100</td>
<td>93</td>
<td>100</td>
<td>18.6</td>
<td>100</td>
<td>23</td>
<td>28</td>
<td>9</td>
<td>21</td>
</tr>
</tbody>
</table>

Note: FS/R* = Family Structure/Relationships
Number of Articles with an African American Focus

As shown in Table 2, JBP published 33 (or 35%), JBS published 43 (or 46%), JIR published seven (7 or 8%), and JMCD published 10 (or 11%) during the study period. Therefore, the typical study journal published an average of 23.3 articles with an African American focus during the study period.

Average Number of Articles with an African American Focus per Year

As shown in Table 2, JBP published seven (7), JBS published nine (9), JIR published one (1) and JMCD published two (2) of study journal articles with an African American focus per year. Therefore, the typical study journal published an average of 4.7 articles with an African American focus during the study period.

Average Length of Article with an African American Focus

As shown in Table 2, the JBP average length published per article was 16 pages, JBS 15 pages, JIR nine (9) pages, and JMCD ten pages. Therefore the typical article produced an average length of 12.5 pages focusing on African Americans during the study period.

Articles by Category

As shown in Table 2, 93 study articles were organized by the researcher into six categories based on the frequency with which they appeared in the study journals. They were:
social issues (i.e., economics, employment, education), family structure and relationships, psychology and racial/ethnic identity. For example, for the social issues category six (6 or 6%) were organized into the economics category, six (6 or 6%) the employment category, 23 (or 25%) the education category, for a total of 35 (or 38%) articles.

Further, nine (9 or 10%) were organized into the 'other': family category, 21 (or 23%) the psychology category and 28 (or 30%) the racial/ethnic identity category. The typical study article was organized into the social issues category for all articles (N = 93) published with an African American focus/addressing African American issues in the four study journals (see also Appendix E).

Summary

Of 71.5 articles addressing African American issues (i.e., study articles) published in study journals, characteristics were as follows:

- an average of 23.3 articles addressed African American issues;
- an average of 4.7 such articles with an African American focus were published per year;
- the average length of such articles with an African American focus was 12.5 pages; and
- typically, such articles could be organized into social issues categories (i.e., economics, employment, and education).
Section C: Selected Author Characteristics

There were three items in Section C regarding author characteristics. They included: author’s gender, university/college type affiliation and single vs. multiple authorship. Results are detailed below.

Author’s Gender (for single or first authors)

As shown in Table 3, of JBP’s authors, 13 (or 39%) were males and 20 (or 61%) were females. Of JBS’s authors, 22 (or 51%) were males and 21 (or 49%) were females. Of JIR’s authors, four (4 or 57%) were males, and three (3 or 43%) were females. Of JMCD’s authors, four (4 or 40%) were males and six (6 or 60%) were females. Therefore, the typical single or first author addressing African American issues in study journals was female in gender.

University/College Type Affiliated

As shown in Table 3, of 93 authors, six (6 or 7%) were affiliated with Historical Black Institutions (HBI), none (0 or 0%) with UNCFMI, and 82 (or 88%) were affiliated with majority institutions. Meanwhile five (5 or 5%) reported other university affiliations. Therefore, the typical university affiliation was with that of a majority institution.

Single vs. Multiple Authors

As shown in Table 3, JBP single authors addressing African American issues wrote 19 (or 58%) of articles and 14
### Table 3

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Male</th>
<th>Female</th>
<th>Cannot Determine Gender</th>
<th>Male</th>
<th>Female</th>
<th>Cannot Determine Gender</th>
<th>Male</th>
<th>Female</th>
<th>Cannot Determine Gender</th>
<th>Male</th>
<th>Female</th>
<th>Cannot Determine Gender</th>
<th>Single Authorship</th>
<th>Multiple Authorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>JBP (N = 33)</td>
<td>13</td>
<td>39%</td>
<td>20 61%</td>
<td>3</td>
<td>9%</td>
<td>0%</td>
<td>19</td>
<td>58%</td>
<td>14 42%</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>JBS (N = 43)</td>
<td>22</td>
<td>51%</td>
<td>21 49%</td>
<td>1</td>
<td>2%</td>
<td>0%</td>
<td>33</td>
<td>77%</td>
<td>10 23%</td>
<td></td>
<td></td>
<td></td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>JIR (N = 7)</td>
<td>4</td>
<td>57%</td>
<td>3 43%</td>
<td>--</td>
<td>--</td>
<td>0%</td>
<td>6</td>
<td>86%</td>
<td>1 14%</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>JMCD (N = 10)</td>
<td>4</td>
<td>40%</td>
<td>6 60%</td>
<td>2</td>
<td>20%</td>
<td>0%</td>
<td>4</td>
<td>40%</td>
<td>6 60%</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>43 N/A</td>
<td>50 N/A</td>
<td>N/A</td>
<td>6 N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>82 N/A</td>
<td>5 N/A</td>
<td>N/A</td>
<td>62 N/A</td>
<td>31 N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(or 42%) were multiple authors. JRS single authors wrote 33
(or 77%) of articles and 10 (or 23%) were multiple authors.
JIR single authors wrote six (6 or 86%) of articles and one
(1 or 14%) were multiple authors. Meanwhile single JMCD
authors wrote four (4 or 40%) of articles and six (6 or 60%)
were multiple authors.

Consequently, of all articles addressing African
American issues published during the study period, 62 (or
67%) were written by single authors and 31 (or 33%) were
written by multiple authors. Therefore, articles addressing
African American issues in journals during the study period
were typically written by single authors.

Summary

The typical author addressing African American issues
in articles published in study journals was a female having
single authorship. Further, she was affiliated with a
majority institution.
CHAPTER FOUR

DISCUSSION

The goal of this study was to examine and analyze the focus and relevance of articles appearing in the following Black and multicultural/intergroup journals: Journal of Black Psychology, Journal of Black Studies, Journal of Intergroup Relations, and Journal of Multicultural Counseling and Development. These journals were selected as representative of these types of journals for the period 1988 through 1992. The objectives of this study were to examine selected characteristics of study journals, selected article and characteristics of scholars addressing African Americans published in study journals.

Results obtained from study data are discussed in this chapter. This chapter is organized in the following order: journal characteristics, articles characteristics and author characteristics are initially discussed. This is followed by conclusions and implications for counselors. Finally, study limitations and recommendations for future research conclude this work.

Journal Characteristics

As was previously mentioned, the typical study journal was published quarterly, had an editorial board and a policy for blind/anonymouse review, abstracts and bibliographies/references for articles submitted for

48
publication. Finally, the typical study journal was not affiliated with a university, and was equally likely to have or not have a stated African American focus.

In addition, the review of study journals provided explanation and validity to the assumption that Black scholars tend to publish articles more frequently regarding African American population in Black/African American journals as opposed to multicultural/intergroup journals. Black journals maybe/are obviously more open to accepting these articles than multicultural/intergroup journals since this is their focus.

An examination of these study journals showed they have characteristics of primary, refereed journals such as editorial boards and policy requirements for manuscripts such as abstracts, bibliographies, etc. As discussed, the American Psychological Association (i.e., APA) is the premier association of mental health professionals. Additionally, APA is associated with and endorses 22 journals, all of which are considered primary journals. Yet, there is no APA sponsorship of these study journals. Further, although they have characteristics of a primary journal, a focus on ethnic minority issues is not of a great interest to APA, especially since none of the APA journals address Black/minority intergroup issues.

To further illustrate, when JMCD (8%) and JIR (16%) were compared, JMCD published fewer articles addressing
Black/African American even though JMCD contained more articles than JIR. This finding supports Lee's (1991) contention that Black/African American issues would be quite weakened in a multicultural type arena (JMCD, for example, published more articles on people of Japanese ancestry than African American).

Consequently, Black scholars and Black mental health professionals cannot afford to be deceived into believing intergroup journals generally and multicultural journals specifically will address Black/African American issues, concerns, etc., with a degree of frequency or adequacy since these issues are not at the forefront of their agenda. Therefore, these findings demonstrate the need for and legitimacy of these black journals, additionally it is unlikely that mainstream journals, even those declaring a multicultural or intergroup focus will publish many race-relevant articles. This has caused Black scholars work to be confined to other Black/African American journals and/or a book format published by the Black press.

However, this statement is based on the assumption that most of these authors are Black. If not, then white scholars are faced with the same limited opportunities to publish in mainstream journals because their manuscripts have not fit into these journals' overwhelming white
focus. On the other hand, as Staples has maintained, the Black scholar (or white scholar) who elects to publish in Black journals or specialized race periodicals runs the risks of having the merit and significance of his or her work undervalued or discounted. This bias against publications in race specific periodicals eventually negatively impacts the scholar in academe in the tenure and promotion process.

Perhaps this offers an explanation regarding another aspect of study journal characteristics. For example, none of these journals reported an affiliation with a university. Meanwhile, this also suggest that a trend of the universities is to be more financially efficient by sending journals out to be published commercially. Or, perhaps there is a demise of the universities press regarding the publication of journals. At any rate, findings clearly indicated no university affiliation of study journals.

Finally, these journals were equally likely to address Black/African American issues. This can easily be attributed to half of the study journals having Black in the journal name (i.e., JRP, JBS) and half having multicultural (JMCD) or intergroup (JIR) in their titles.

---

1 Mboukou, "Black Societies in the New World: The Need for a Principal Text."

2 Staples, "Racial Ideology and Intellectual Racism: Blacks in Academia."
Article Characteristics

Looking specifically at the study articles reviewed in this study, it is evident that many were not grounded in counseling or psychology theory. For example, these major categories were evident: social issues (i.e., economics, employment, education), family structure, and racial/ethnic identity. Of 71.5 articles published in this study this finding was not surprising.

This implies that scholars are more concerned with those issues (i.e., education, employment and economics) which can be attributed to global economic concerns throughout the western world. What was surprising is that fewer articles addressed family structure. This implies that the view of the family is secondary to other major issues concerning Black/African Americans. Too many Black scholars and intellectuals in recent years have attempted to pretend that all is well with Black/African American families, despite recognized economic and educational deprivation.

Although not within the parameters of this study, many of the articles in the multicultural and intergroup journal focused more on Asian Americans than Black/African American issues. This perhaps can be attributed to the influx of the younger generation of Asian Americans seeking professional assistance from counselors and others in the mental health profession. This implies that there is a
concern by the helping professionals to become effective in addressing issues, concerns, etc. of this population. Therefore, the overall focus of scholars' articles in these journals are the concerns/needs of other ethnic groups (such as Asian Americans). Also, the lack of articles that addressed Black/African American issues may have been because several articles did not meet the criteria for study inclusion. For example, many articles addressed other Blacks in the African diaspora (i.e., Africa, the Caribbean, Germany, etc.). However, the intent of this study was to examine articles addressing Black/African Americans.

Of the articles addressing African Americans, the coverage average was 12.5 pages in length. This finding indicates that although the study journal did not publish many articles addressing Black/African Americans, the coverage of issues, concerns, etc. appears to have been adequate. For example, it is presumed that the longer the article, the more substantive the scholarly coverage of the topic in that article.

**Author Characteristics**

This study noted that the largest number of authors were single author females affiliated with majority universities. This preponderance of female authorship implies that females are more concerned than males with issues addressing Black/African Americans. Also, females may be more willing to cope with criticisms leveled against
their scholarship by white colleagues and administrators because of interests and/or concerns having an underlying theme of race, racism and oppression.

In essence, these female Black authors may be typified by a high degree of consciousness (Black or social), involvement, selflessness (dedication to the larger Black community), fearlessness (i.e., a refusal to cower to the wishes of a wider, White society and a willingness to employ non-traditional or unacceptable methods for change), and conviction and confidence (i.e., a strong belief that commitment and involvement will produce change).

The findings that the majority of authors were affiliated with majority institutions reaffirms Staples' evaluation that due to affirmative actions, Black/African American scholars have been bought into white universities. It appears these scholars are writing and publishing. Also, majority universities tend to be more financially equipped to offer grants for research, provide up-to-date library systems and equipment that can be easily accessed to gather research data, etc. as compared to HBIs and UNCFMIs. This may have facilitated more research and writing activities by their faculties.

The finding that a low number of authors were affiliated with HBIs was surprising. Although overall, only

'Ibid.

'Ibid.
four percent of all college teachers are Black, the majority of that small number teach in Historically Black Institutions (HBI). Again, a reason for this low number of articles authored by HBI faculty may be attributed to lack of institution resources to conduct research by HBI faculty.

The study finding regarding UNCFMI was disappointing. For example, none of the study authors were affiliated with UNCFMI, even though one would suppose UNCF encourages and promotes faculty scholarship. It was assumed prior to the study that many of published works in Black and African American and multicultural/intergroup journals are authored by faculty from UNCFMI. This assumption proved false.

Finally, the rate of single authorship was higher than multiple authorship. This may be attributed to the author’s university affiliation, but also because fewer short cuts to publication through multiple authorship are used by, or available to many Black scholars. Consequently, most scholars (particularly Black/African Americans) are more likely to write single authored and long articles.

Conclusions
A majority of articles with authors focusing on Black/African Americans were found in Black/African American

*Ibid.
*"Ibid.
journals. Yet over the five year study period of 1988-1992, there has been a small number of articles with a Black/African American focus. However, data suggests that much smaller numbers and percents are in the multicultural journals and intergroup journals in the study.

Consequently, this study presents a base against which to examine a myriad of concerns leveled at Black and multicultural/intergroup journals with articles addressing issues on Black/African Americans. On the basis of this study, many of the criticisms previously cited have been justified and few have been disputed. Before the present study, it appeared that no empirical data had addressed scholarship in Black and multicultural/intergroup mental health journals. There is scant support from the literature for the assumption that scholars are frequently publishing articles with a Black/African American focus in multicultural/intergroup journals. Therefore, this study has provided baseline information regarding journal articles which have addressed Black/African American issues or concerns in multicultural/intergroup mental health journals.

Findings regarding study journal characteristics indicates that although they conform to standards set by APA, none are APA sponsored. This implies that APA tends to support/sponsor journal publications that are in conformity with majority views. However, if a journal has a Black focus, the majority of articles will be Black related,
although not exclusively African American. That is, they may also address African diaspora issues and populations.

Multicultural/intergroup journals tend to have a broader interest, which include all ethnic minority groups. This means that articles will not concentrate on any one particular group, unless a particular edition is devoted entirely to one particular ethnic minority group. Consequently, for those counselors who work with Black/African American clients, the best source of information will be found extensively in Black journals.

Issues addressing Black/African Americans in study journals focused not only on the social issues discussed earlier, but appeared to continue to discuss, examine, and analyze the age old concern of racial/ethnic identity addressing Black/African Americans. This implies that there is still a focus on scholarly concerns regarding racial differences. Also noted in the article characteristics was that a number of articles concerning Black/African Americans tended to be comparative in nature, even though much is known about Black/White difference. This tends to uphold the mistaken belief that there is no within group variability among Black/African Americans. Consequently, this comparative focus continues to exist to the detriment of Black/African Americans and the professional mental health community.
Finally, the small number of authors that were affiliated with historical Black institutions and the total absence of authors affiliated with UNCFMI is alarming. As stated earlier, it was assumed that many of the published works in Black journals were authored by Black faculty from these institutions. The findings reported the opposite. Although this lack of representation can be attributed to a lack of institutional resources, this finding indicates that UNCFMIs and HBIs must address this most important issue.

The question addressed in the title of the work (i.e., Black scholars, where are you?) was answered. Data indicates that of those Black scholars publishing in Black and multicultural/intergroup journals, most are affiliated with majority institutions. This strongly suggests that Black faculty are not aiding and abetting concerns addressing Black/African Americans at HBIs and even less at UNCFMIs.

Implications for Counselors

Counselors with a traditional focus on the "average" person coming to the counseling setting tend to overlook the special needs of racial groups. Therefore, when working with ethnic minority clients (i.e., Black/African Americans), counselors cannot afford to assist/help their clients without culture specific information. Consequently, counselors interested in addressing Black/African American client population need to consult and review Black journals.
Thus Black journals have a special mission beyond that of mainstream journals. Black journals offer a different approach because they mainly address concerns, issues, etc. for providing treatment with Black/African American and even African diaspora clients.

Should counselors elect to do so, perusal of Black journals will help them to acquire sensitivity for the role they play in the power relationships of researcher/informant, scholar/public and helper to Black/African American clients.

**Study Limitations/Directions for Future Research**

The present study has several limitations that must be borne in mind when interpreting the results. First, only a small percent of Black and multicultural/intergroup mental health journals were reviewed. Since these are the only ones that exist, this factor alone can have an impact on the number of articles with an African American focus which were published and thus were included in this study.

Secondly, the study was limited to selected characteristics of journals, articles and authors. Finally, the assumption that authors were Black/African Americans is a limitation. It was assumed that the majority of scholars addressing issues focusing on Black/African Americans were Black/African American because of the category of these articles and the stated focus of the journals.
Thus, future researchers may elect to examine these articles to determine their relevance to the Black/African American community. Future researchers may wish to examine further those journal characteristics which determine APA sponsorship of journals. Finally, future researchers may elect to examine the direction and major relevance of articles which address the issues and concerns of Black/African Americans.
APPENDICES
### Section A: Selected Journal Demographic Characteristics

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</tr>
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<td>5.</td>
<td># Articles this edition</td>
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<tr>
<td>9.</td>
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<td>Blind/Anonymous Review Policy:</td>
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<td>12.</td>
<td>Journal Policy requires abstract:</td>
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8. **Stated African American focus:**
   - [ ] 1. Yes
   - [ ] 2. No

9. **Publication Schedule:**
   - [ ] 1. Monthly
   - [ ] 2. Quarterly
   - [ ] 2. Annually
   - [ ] 4. Bi-annually
   - [ ] 5. Other (specify)

10. **Editorial Board:**
    - [ ] 1. No
    - [ ] 2. Yes

11. **Blind/Anonymous Review Policy:**
    - [ ] 1. Yes
    - [ ] 2. No

12. **Journal Policy requires abstract:**
    - [ ] 1. Yes
    - [ ] 2. No
    - [ ] 3. Not stated
13. Journal Policy requires Articles contain Bibliographies/References:

   ___ 1. Yes    ___ 2. No
   ___ 3. Not stated

Section B: Selected Article Characteristics

14. Title of article: ________________________________

15. Article focus: 1. Black American ______
        2. Other (specify) __________________

16. Length of article (specify # of pages) __________

17. Type of article: ___ 1. Research
        ___ 2. Theoretical
        ___ 3. Other (specify) __________

Section C: Selected Authorship Characteristics

18. Author's gender:  ___ 1. Male
        ___ 2. Female
        ___ 3. Cannot determine gender

19. Name of university/college author affiliated with:

        ______________________________________

        ______________________________________

20. University/college affiliation:
        ___ 1. UNCFMI
        ___ 2. HBCU/TBI
        ___ 3. Other (specify) ________

21. Number of Authors: ___ 1. Single author
        ___ 2. Multiple author
APPENDIX B
LIST OF STUDY JOURNALS

1. Journal of Black Studies
2. Journal of Black Psychology
3. Journal of Intergroup Relations
4. Journal of Multicultural Counseling & Development
APPENDIX C

LIST OF UNITED NEGRO COLLEGE/UNIVERSITIES
MEMBER INSTITUTIONS

1. BARBER-SCOTIA COLLEGE
   President Joel O. Nwagbaraochia
   Concord, North Carolina 28025

2. BENEDICT COLLEGE
   President Marshall C. Grigsby
   Columbia, South Carolina 29204

3. BENNETT COLLEGE
   President Gloria D. R. Scott
   Greensboro, North Carolina 27401

4. BETHUNE-COOKMAN COLLEGE
   President Oscar Rogers, Jr.
   Daytona Beach, Florida 32015

5. CLAFLIN COLLEGE
   President Oscar Rogers, Jr.
   Orangeburg, South Carolina 29115

6. CLARK ATLANTA UNIVERSITY
   President Thomas W. Cole, Jr.
   Atlanta, Georgia 30314

7. DILLARD UNIVERSITY
   President Samuel DuBois Cook
   New Orleans, Louisiana 70122

8. EDWARD WATERS COLLEGE
   President Robert L. Mitchell
   Jacksonville, Florida 32209

9. FISK UNIVERSITY
   President Henry Ponder
   Nashville, Tennessee 37203

10. FLORIDA MEMORIAL COLLEGE
    President Lee E. Monroe
    Miami, Florida 33054

11. HURSTON-TILLOTSON COLLEGE
    President Joseph T. McMillan
    Austin, Texas 78702
12. INTERDENOMINATIONAL THEOLOGICAL CENTER
    President James H. Costen
    Atlanta, Georgia 30314

13. JARVIS CHRISTIAN COLLEGE
    President Sebetha Jenkins
    Hawkins, Texas 75765

14. JOHNSON C. SMITH UNIVERSITY
    President Robert L. Albright
    Charlotte, North Carolina 28216

15. KNOXVILLE COLLEGE
    President John B. Turner
    Knoxville, Tennessee 37921

16. LANE COLLEGE
    President Alex A. Chambers
    Jackson, Tennessee 38301

17. LEMOYNE-OWEN COLLEGE
    President Burnett Joiner
    Memphis, Tennessee 38126

18. LIVINGSTONE COLLEGE
    President Bernard W. Franklin
    Salisbury, North Carolina 28144

19. MILES COLLEGE
    President Albert J. H. Sloan, II
    Birmingham, Alabama 35208

20. MOREHOUSE COLLEGE
    President Leroy Keith, Jr.
    Atlanta, Georgia 30314

21. MORRIS BROWN COLLEGE
    President Calvert H. Smith
    Atlanta, Georgia 30314

22. MORRIS COLLEGE
    President Luns C. Richardson
    Sumter, South Carolina 29150

23. OAKWOOD COLLEGE
    President Benjamin F. Reaves
    Huntsville, Alabama 35896

24. PAINE COLLEGE
    President Julius S. Scott
    Augusta, Georgia 30910
25. PAUL QUINN COLLEGE  
President Warren W. Morgan  
Dallas, Texas 75241

26. PHILANDER SMITH COLLEGE  
President Myer L. Titus  
Little Rock, Arkansas 72202

27. RUST COLLEGE  
President William A. McMillan  
Holly Springs, Mississippi 38635

28. SAINT AUGUSTINE’S COLLEGE  
President Prezell R. Robinson  
Raleigh, North Carolina 27610-2298

29. SAINT PAUL’S COLLEGE  
President Thomas M. Law  
Lawrenceville, Virginia

30. SHAW UNIVERSITY  
President Talbert O. Shaw  
Raleigh, North Carolina 27611

31. SPELMAN COLLEGE  
President Johnnetta B. Cole  
Atlanta, Georgia 30314

32. STILLMAN COLLEGE  
President Cordell Wynn  
Tuscaloosa, Alabama 35403

33. TALLADEGA COLLEGE  
President Joseph B. Johnson  
Talladega, Alabama 35160

34. TEXAS COLLEGE  
President Maurice S. Cherry  
Tyler, Texas 75701

35. TOUGALOO COLLEGE  
President Adib A. Shakir  
Tougaloo, Mississippi 39174

36. TUSKEGEE UNIVERSITY  
President Benjamin F. Payton  
Tuskegee, Alabama 36088

37. VIRGINIA UNION UNIVERSITY  
President S. Dallas Simmons  
Richmond, Virginia 23220
38. VOORHEES COLLEGE
   President Leonard E. Dawson
   Denmark, South Carolina 29042

39. WILBERFORCE UNIVERSITY
   President John L. Henderson
   Wilberforce, Ohio 45384

40. WILEY COLLEGE
   President David L. Beckley
   Marshall, Texas 75670

41. XAVIER UNIVERSITY
   President Norman C. Francis
   New Orleans, Louisiana 70225
## APPENDIX D

### TRADITIONALLY BLACK COLLEGES AND UNIVERSITIES

### ALABAMA

<table>
<thead>
<tr>
<th>University</th>
<th>City</th>
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<tbody>
<tr>
<td>Alabama Agricultural &amp; Mechanical University</td>
<td>Normal</td>
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<tr>
<td>Alabama State University</td>
<td>Montgomery</td>
</tr>
<tr>
<td>Miles College</td>
<td>Birmingham</td>
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<tr>
<td>Oakwood College</td>
<td>Huntsville</td>
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<tr>
<td>Stillman College</td>
<td>Tuscaloosa</td>
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<tr>
<td>Talladega College</td>
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<td>Tuskegee Institute</td>
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### ARKANSAS

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<th>University</th>
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<tr>
<td>Arkansas A., M. &amp; N. College</td>
<td>Pine Bluff</td>
</tr>
<tr>
<td>Arkansas Baptist College</td>
<td>Little Rock</td>
</tr>
<tr>
<td>Philander Smith College</td>
<td>Little Rock</td>
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### DELAWARE

<table>
<thead>
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<th>University</th>
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<tbody>
<tr>
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### DISTRICT OF COLUMBIA

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<th>City</th>
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<tr>
<td>Teachers College</td>
<td>Washington</td>
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<tr>
<td>Federal City College</td>
<td>Washington</td>
</tr>
<tr>
<td>Howard University</td>
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### FLORIDA

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<td>Bethune-Cookman College</td>
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<td>Edward Waters College</td>
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<tr>
<td>Florida A &amp; M University</td>
<td>Tallahassee</td>
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<td>Florida Memorial College</td>
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### GEORGIA

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<td>Clark College</td>
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<tr>
<td>Fort Valley State College</td>
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<tr>
<td>Morehouse College</td>
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</tr>
<tr>
<td>Morris Brown College</td>
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<tr>
<td>Paine College</td>
<td>Augusta</td>
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GEORGIA (continued)

Savannah State College
Spelman College

CITY
Savannah
Atlanta

KENTUCKY

Kentucky State College

CITY
Frankfort

LOUISIANA

Dillard University
Grambling College
Southern University
Southern University in New Orleans
Xavier University of Louisiana

CITY
New Orleans
Baton Rouge
New Orleans
New Orleans

MARYLAND

Bowie State College
Coppin State College
Morgan State College
University of Maryland, Eastern Shore

CITY
Bowie
Baltimore
Baltimore
Princess Anne

MISSISSIPPI

Alcorn A & M College
Jackson State College
Mississippi Industrial College
Mississippi Valley State College
Rust College
Tougaloo College

CITY
Alcorn
Jackson
Holly Springs
Itta Bena
Holly Springs
Tougaloo

MISSOURI

Lincoln University

CITY
Jefferson City

NORTH CAROLINA

Barber-Scotia College
Bennett College
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingstone College
North Carolina A & T State University
North Carolina Central University
Saint Augustine’s College

CITY
Concord
Greensboro
Elizabeth City
Fayetteville
Charlotte
Salisbury
Greensboro
Durham
Raleigh
NORTH CAROLINA (continued)

Shaw University
Winston-Salem State University

OHIO

Central State University
Wilberforce University

OKLAHOMA

Langston University

PENNSYLVANIA

Cheyney State College
Lincoln University

SOUTH CAROLINA

Allen University
Benedict College
Claflin College
Morris College
South Carolina State College
Voorhees College

TENNESSEE

Fisk University
Knoxville College
Lane College
LeMoyne-Owen College
Meharry Medical College
Tennessee State University

TEXAS

Bishop College
Huston-Tillotson College
Jarvis Christian College
Paul Quinn College
Prairie View A & M College
Texas College
Texas Southern University
Wiley College

CITY

Raleigh
Winston-Salem
Wilberforce
Wilberforce
Langston
Cheyney
Lincoln
Columbia
Columbia
Orangeburg
Sumter
Orangeburg
Denmark
Nashville
Knoxville
Jackson
Memphis
Nashville
Nashville
Dallas
Austin
Hawkins
Waco
Prairie View
Tyler
Houston
Marshall
VIRGINIA

Hampton Institute
Norfolk State College
Saint Paul’s College
Virginia College
Virginia State College
Virginia Union University

Hampton
Norfolk
Lawrenceville
Lynchburg
Petersburg
Richmond

WEST VIRGINIA

West Virginia State College

Institute
### APPENDIX E

**ARTICLES BY CATEGORIES BY JOURNALS**

(N = 93)

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<thead>
<tr>
<th>JOURNAL NAME</th>
<th>ECONOMICS</th>
<th>EMPLOYMENT</th>
<th>EDUCATION</th>
<th>FAMILY</th>
<th>PSYCHOLOGY</th>
<th>RACIAL/ETHNIC IDENTITY</th>
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<td></td>
<td>9. Color difference - 1</td>
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<td></td>
<td>2. Education in Canada</td>
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<td>2. Rap music</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. High school dropouts</td>
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*Note: The table includes a list of articles by categories and journals, with specific topics and article count for each category.*
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<thead>
<tr>
<th>JOURNAL NAME</th>
<th>ECONOMICS</th>
<th>EMPLOYMENT</th>
<th>EDUCATION</th>
<th>FAMILY</th>
<th>PSYCHOLOGY</th>
<th>RACIAL/ETHNIC IDENTITY</th>
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<tr>
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<td>2. Student development in high school</td>
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<td>2. Self-esteem</td>
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<td>4. College-career development</td>
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</table>

| Totals       | 6 (or 6%) | 6 (or 6%) | 23 (or 25%) | 9 (or 10%) | 21 (or 23%) | 28 (or 30%) |

APPENDIX E (continued)


Atlanta University. Final Report on a Program to Expand Research Participation of Faculty and Students at the Atlanta University Center. Washington, D.C., 1983.


Tryon, G. "Getting Published: A Personal Account." *Journal of Counseling and Development* 64, no. 10 (1986): 650.


