The current state of African American scholarship: a content analysis study of mainstream counseling journals

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THE CURRENT STATE OF AFRICAN AMERICAN SCHOLARSHIP:
A CONTENT ANALYSIS STUDY OF MAINSTREAM COUNSELING JOURNALS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
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BY
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ABSTRACT

COUNSELING AND HUMAN DEVELOPMENT

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THE CURRENT STATE OF AFRICAN AMERICAN SCHOLARSHIP:
A CONTENT ANALYSIS STUDY OF MAINSTREAM
COUNSELING JOURNALS

Advisor: Dr. Gaylene Perrault

Dissertation dated March, 1993

The purpose of this study was fourfold. The first task was to examine selected characteristics of mainstream study journals in counseling. The second task was to examine selected article characteristics for these journals. A third task was to examine selected characteristics of articles addressing African American issues. The final task was to examine selected characteristics of authors addressing African American issues in study journals during the research period.

Survey research and content analysis techniques were utilized to examine a total of 1715 articles for the study period. Of these, only 47 (or 2.7%) articles addressing African American issues were published. Measures of Central Tendency, Measures of Variability, and Frequency Analysis were employed to analyze the data. Major findings indicate that: (1) policy statements of study journals emphasized
research, practice and procedures; (2) authors addressing African American issues were male and affiliated with a majority/white institution; (3) four (4) out of the 47 authors were affiliated with UNCF and HBCU member institutions, and (4) principally addressed in studies were African American adults and issues of Black pathology and education/ miseducation. Implications for African American research, Black scholars and Black counselors are included. Limitations and directions for future research conclude this study.
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CHAPTER ONE

INTRODUCTION

Problem Statement

For over two centuries, perceptions drawn from studies conducted by European researchers have proliferated the scholarly literature with categorical descriptions of Africans and African Americans. These perceptions, racially skewed, have helped to legitimatize and standardize European idealism as the "The Model." This model has assumed the European culture was so remarkable it should be transferred across and imposed upon the universe.

Further, since these Europeans assumed Africans and people of African descent were less than human, it appeared to be logical to assume they also had no culture. Therefore, they should be willing to accept and submit to the supposed superiority of European culture.

Over time, environmental, cultural and socioeconomic devastations suffered by Africans in America (i.e., poverty, racism, segregation, busing, stereotyping, oppression, etc.)

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have likewise continued to be explained away, trivialized and supported by these Europeans.² Although packaged in "scholarly" forms, Eurocentrics have justified specific and real world acts through a surge of printed literature.

For example, Darwin's publication of "On the Origin of Species by Means of Natural Selection" and other examples of scientific racism have caused many Eurocentrics to view this work as further proof of the social dysfunctionality of an African/Black people based solely upon their racial membership.³

Five hundred years after this nation was wrestled from the Indians and well into the 20th century, these racist views have existed without systematic challenges to research and theory building regarding people of African descent. This is because the ideologies of this nation's conquerors are embedded in the foundations of its constitution, social policies and practices (i.e., employment opportunities, education, fair housing, etc.).

In addition, theoretical propositions of mental health models in psychology, sociology and counseling, have been primarily based on the "normative" experiences of white populations. Further, research and theory building have


been conducted on Blacks by white scholars who have had no substantive, regular contact with minority communities except in positions of dominance.

Today dogma based on public policies continues to standardize, quantify, control and redefine the behaviors of conquered peoples (i.e., African and African Americans, Asians, Hispanics, Native Indians, etc.) rather than understand their behavior. Further, the lack of consideration given to a non-Eurocentric worldview perspective and processes such as acculturation and racial identity, etc. have been the greatest tragedy of all to minorities in general and African Americans specifically.

To remedy these injustices, leadership from both public and private sectors are needed to make contributions toward parity in every aspect of life for African Americans in this country.

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The most equable way to accomplish this task is by posing new theories and conducting research from a Black perspective as a proactive response to white scientific scholarship. Secondarily, a reactive response would be to correct fallacies in print, particularly in counseling research.

For example, when one considers the injustices perpetrated against African Americans by racist factions under the guise of "scientific research," the counseling profession has failed to render professional services to minorities in general and African Americans specifically. This is because counseling, like many mental health fields has operated under faulty assumptions drawn from theory building and research given legitimacy and respectability by virtue of being published in mainstream journals. This has led to the creation of faulty counseling models and the delivery of inadequate services to Blacks.

To correct this, scholars and practicing professionals must recognize that the experiences of an African people are both intra-racially and culturally different from those of Europeans.6 Therefore, people of African descent have different perceptions and may respond differently to the same stimuli received by Europeans. Thus behavior must be interpreted with considerations given to

ethnic/racial experiences and models for counseling Blacks developed on the basis of scholarship reflective of their cultural experiences.

For example, issues based on oppression which primarily impact African Americans involve economics, poverty, racism, miseducation, unemployment, homelessness, environmental stress, etc. These issues are most pronounced in the negative environment of the urban ghetto where individuals generally perceive few, if any rewards or relief from their constant quest to survive on a day-to-day basis.

When rendering services, the typical counseling model seeks to understand and define the behavior of an individual from this environment by European standards. Individual differences are accounted for by varying degrees of dysfunctionality and pathology. Environmental, cultural and socioeconomic factors as causation are generally disregarded. Typical studies conducted on Blacks by whites with such a disregard are then published in mainstream journals and are generally accepted as unchallenged "truth" by its readership.

Yet, the general rule of thumb is that cultural biases, misunderstandings and errors by whites on Blacks

have tended to emerge in these mainstream journals. Thus, many biases, misunderstandings and errors seldom get corrected and are largely unrefuted. The effect of being in print causes such knowledge to be accepted as legitimate.

The accumulation of years of cultural biases, misunderstandings and errors have proven to be detrimental to the professional consumer, as well as service delivery for the African American client. Thus, attitudinal adjustment and skill development among counseling professionals treating African American clients has been minimal at best. Consequently, so has social change.

Blacks conducting research on Blacks and postulating theories regarding Black behavior tend not to be widely read because such studies are generally not funded nor published in mainstream counseling journals but in minority journals.8 These minority journals have usually been under the scholarly auspices of United Negro College Funded Member Institutions (UNCFMI) and/or Historically Black Colleges and

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Universities (HBCUs), where the greatest number of Black scholars have been employed.9

Therefore, pragmatic and scholarly culture specific research in counseling must become the covenant agenda for reform in this profession to call attention to cultural biases, misunderstandings and errors in mental health service delivery to African American clients.

**Historical Perspectives in Counseling**

Scholarly explanations for counseling professionals' slower progress in effective minority mental health service delivery has been assessed by Casa and Vasquez10 and Lonner and Ibrahim.11 Among these explanations are the: (1) the failure to accurately assess the client as a cultural entity prior to problem definition and intervention planning by the counseling profession, and (2) the lack of qualitative and quantitative research about minorities and their worldview perspective.

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In 1960 Trueblood\textsuperscript{12} wrote that the leading white scholars in the counseling profession are in error in their practice that everyone is culturally diverse and therefore should receive the same therapeutic treatment as their white counterparts. Further, the individuality of the counselor does not affect relations with the counselee.

Fibush\textsuperscript{13} likened this notion to the concept of color-blindness whereby differential services were rendered to Black clients and their presenting problems minimized with regards to oppression, employment exclusion and over negative social factors. This has been due to racial discrimination and poor training for counselors.

For example counselor training programs generally do not teach cultural, racial or class diversity. Further, Hayes and Banks\textsuperscript{14} have concluded that a failure of professional counselors to consider environmental causations has limited the probability of successful conflict resolution among those negatively effected by environment such as African Americans. If issues such as these were addressed in published articles for consumption of


professional counselors, they would be of significant help in their training and retraining.

In the not too distant past, Banks has challenged those reports which have characterized Blacks largely as dysfunctional and pathological. Later studies by Billingsley and Stack on the structural and cultural aspects of African American life and their alleged pathology and disorganization has been challenged by noted Black scholars.

According to Williams, mainstream research and theory building has not been oriented toward bringing about social change, but toward elevating the professional status of scholars through the generation of research grants. In support of Williams, the Boston Black United Front has

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19Williams, "The Black Professional: Issues and Tactics for the 70's."

charged that research conducted by whites in African American communities can be characterized by: (1) its use of stereotypes and mislabeling of Blacks; (2) its generation of funds for researchers rather than the researchees; and (3) its systematic and deliberate goal to perpetuate the status quo of Eurocentric idealism.

Continuing with these assumptions, Lee has urged counseling professionals to develop a stance for African Americans that moves from theory to practice. Focusing on mental health intervention, he has also argued against a view of African people as "victims of negative environments." He has urged delivery of mental health services to Blacks in the belief that people of African descent are psychologically healthy. Further, they undergo normal developmental challenges and possess the resources to deal with their problems. Finally, Lee has suggested that training, theory development and research efforts must coincide with the implementation of innovations in practice so professionals armed with a solid knowledge base provide effective services to all ethnic/racial groups and can meet the challenges contemporary of counseling an African people more effectively.


22Ibid.
Historical Perspective of Black Scholarship in Counseling

Historically, problems regarding the equable treatment of Blacks in counseling have received some sparse attention by Black scholars. For example, Lindsey recognized the need to examine the role of racial and ethnic variables in counseling more than 40 years ago. Yet it was as late as the 1960’s before differential therapeutic approaches for Black people appeared. Since then Staples has observed the occurrence of three distinct phases in the study of Blacks.

During the first phase in the 1960’s the Moynihan Report paved the way for counseling professionals to theorize that African American families were dysfunctional units impeding the progress of the entire race. The report singled out the high rate of out of wedlock births and female headed households, matriarchy and Black male dissipation as pathological elements of Black family patterns.

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24Jackson, "Emergence of a Black Perspective in Counseling."


Staples has characterized the second phase as occurring in the 1970's. During this time, researchers and theorists stressed the strengths of Black families. These strengths were cited as extended family supports, role adaptability and healthy sexual patterns.

According to Staples, the occurrence of the third and present day phase can be described as a problems approach to the study of Blacks. Its divergence from the Moynihan Report has also meant an inclusion of socioeconomic forces that have negatively impacted upon African American mental health. For example, an imbalanced sex ratio, Black male unemployment, misguided socio-political public policies, etc. are now cited as causes for the increase in out of wedlock births, marital disruption and increases in Black female headed households and the advancement of Black matriarchy.

Scholars in the Black community have become keenly aware of the manner in which research findings have been used to influence public policy. Since it appears that various funding agencies, universities, and professional

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27Staples, "Racial and Cultural Variation Among American Families."


29Staples, "Racial and Cultural Variation Among American Families."
organizations have not taken a strong stance against
dehumanizing research or even required that researchers be
accountable to someone, it has become even more urgent that
scholars take a leadership role in establishing a psychology
for people of African descent started by White, Wright,
Fanon, Welsing and others.30

African American psychologists Akbar and Baldwin31
have emphasized that one of the internal factors that must
be addressed is the broadening of mental health theory and
research for persons of African descent. This is because
typical counseling procedures, counselor styles and the
educative processes for counselors have been interpreted in
terms of white, middle class culture to the exclusion of a
Black perspective.

Further, non-Eurocentric cultural perspectives have
not been included in the academic experience of the typical
counselor. Therefore, an intellectual support system for
counselors is needed to help African American clients

30J. White, "Toward a Black Psychology," Ebony 25
(August 1970): 44-45, 48-50, 52; W. Wright, "Relationships
of Trust and Racial Perceptions During Counseling," Journal
of Negro Education 44, no. 2 (1978); F. Fanon, Black Skin,
White Masks (New York: Grove Press, 1967); F. Welsing, "The
Cress Theory of Color-Confliction," Black Scholar 5

31N. Akbar, "Awareness: The Key to Black Mental
Baldwin, "African Self-Consciousness and the Mental Health
of African Americans," Journal of Black Studies 15, no. 2
(December 1984): 177-196.
achieve success in the counseling milieu. This need may be due in large part to the failure of professional publication mechanisms to accept manuscripts from African American scholars.

For example, Jones found that the more rigorous journals were more likely to include studies involving whites because race is no longer thought of in normative terms. Rather, it is now thought of in terms of prejudices projected by the majority race (i.e., white) against those who are non-white. Therefore, African American/Black scholars have emphasized close examination of journal research through analysis of content and a study of its demographic features so that fallacies concerning Blacks can be discovered and corrected regarding Blacks.

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Hale\textsuperscript{36} has suggested that mental health and academic professionals will not be successful workers with those of African descent until they are educated to recognize that roots, culture, learning styles and experiences, are significantly different from those of their white counterparts. Thus the ability to foster and to redirect negative elements of inadequated data on Blacks will depend upon: (1) the qualitative and quantitative research conducted on African Americans; (2) the vitality of the individual researcher; and (3) the collective ability of African Americans to produce and evaluate relevant research.

It was not until the 1970's that some research was published about African Americans in counseling journals.\textsuperscript{37} These articles were controlled through the guidance of white professionals whose perspective did not include the view that race or culture were significantly important factors in the treatment of African Americans.\textsuperscript{38}

\textsuperscript{36}J. Hale, \textit{Black Children: Their Roots, Culture, and Learning Styles} (Provo, UT: Brigham Young University Press, 1982).


According to Jones, such a perspective continues. He has referred to multiculturalism as the "new liberal approach" to describe the same old perspective. For example, factors such as culture, race, racism and oppression are still not viewed by mainstream counseling professionals as contributing factors in the psychological discomfort experienced by Black clients and/or in their treatment.

Cultural Differentiation: Philosophical Aspects of Ethnic/Racial Worldview

With much difficulty, professional counselors are now beginning to seek resolution to the problems of Black counselees. This is because adequate information on ethnic counseling has not been available in volume and where available has generally been based on faulty assumptions. As mentioned, past studies have basically assumed a negativistic analyses of Blacks as inherently dysfunctional, allegedly because of deficient genes.

However, current trends regarding the counseling of Blacks have focused on an understanding of the impact of environmental and socio-cultural perceptual factors as an explanation of the difference of this client population. These factors include aspects of values, custom, attitudes

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and behavior while providing the impetus to the development of a Black psychology (as compared to whites)." Harper, Nobles, Nichols, Dixon, and Cole are advocates of this innovation."

Accordingly, essential to effective treatment in counseling minorities in general and people of African descent in particular is the counselor's ability to crystallize the cultural external/internal worlds of the counselee. Acquiring such a skill requires the counselor to form new perceptions by which to institute a frame of reference so as to see through the eyes of the counselee. These perceptions, derived from a knowledge base would allow the counselor to internalize the philosophical aspects of cultural differences.


For example, Nichols and Dixon⁴ have argued that effective treatment of Blacks requires the development of a Black Psychology, which is simultaneously an attitude, an approach and a theory. For example, Black Psychology acknowledges that Black behavior must be understood in its appropriate historical, social, cultural, political and economic contexts. Furthermore, Nichols and Dixon⁴ have suggested that the key to Black Psychology is an understanding of the philosophical orientations/worldviews of Blacks.

They have further suggested that theory, research methodologies and interpretation of results are influenced by the worldview of the researcher and subjects on whom the research has been conducted. Nichols and Dixon have discussed differences in (1) axiology, (2) epistemology, (3) logic, and (4) process as the reason for different worldviews. Respectively, these refer to the study of values, methods or ways of knowing. Each is compared in terms of a European and Black philosophical orientation detailed below.

Axiology. Axiology is an internalized system of values which governs one's world perspective. Axiologies


⁵Nichols, "The Philosophical Aspects of Cultural Difference;" Dixon, Beyond Black or White: An Alternate America.
are distinguishable between ethnic/racial groups. It is presumed that axiology is the locus of control for behaving and therefore can explain individual and group behavior. Persons of African descent highest value lies in the interpersonal relationship between persons. Contrarily, the highest value of Europeans revolves around the acquisition of objects.

**Cognition.** Cognition refers to the intellectual process by which one knows and learns. Persons of African descent learn more efficiently affectively through symbolic imagery and rhythm. Contrarily, those of European descent focus learning through cognitive processes such as counting and measuring.

**Logic.** Logic refers to how one reasons. Reasoning among persons of African descent is triunital (union of opposites). Contrarily, it is dichotomous (either/or) for those of European descent.

**Behavior.** Behavior refers to the process or methodology utilized to carry out tasks. It is based upon one's philosophy/view of the interrelativeness of sets (i.e., people, places, events, etc.). Persons of African descent view (ntuology) behavior as sets of components interrelated through human and spiritual networks. Therefore exact duplication of the same behavior is not always predictable. Europeans view (technology) of behavior revolves around all components being repeatable and reproducible.
The Impact of Culture and Environment on African Americans

Cole has taken an environmental approach to explain the impact of culture and how American society has impacted negatively African Americans. Accordingly, this impact has produced feelings and attitudes for Blacks reflected in their purposeful selection of a philosophical orientation. This has required Blacks to attempt at internalizing the worldview of the dominate European culture in order to survive and/or avoid adversity (i.e., poverty, racism, oppression).

Boykins has reviewed issues of culture as reflected in the academic performance of Black children. He defined the complexity of this experience as the triple quandary. For example, African Americans have been burdened with past and present injustices of prolonged oppression. Further, they have been disallowed continuous opportunities for experiencing their cultural orientation (i.e., rhythm, oral expression, spirituality). This represents an area where the dominant European culture is in conflict with a minority culture and has imposed its values, and behavioral styles, etc. on that minority culture.

"Cole, "Observation or Participation: The Problem of Psychiatric Research on Social Issues."

Boykins has encouraged mental health experts, counselors and researchers to consider broader ranges of human capacities and to view cultural differences as positive. Yet many counselors of today tend to be influenced by superficial accounts and classic stereotypes of Blacks. They also tend to overlook the work of Black scholars. In both cases, these have negatively impacted the provision of service to Black clients. For professional counselors to do their very best in rendering services to their Black counselees, their techniques must be qualitatively and quantitatively based on theory and research on this client population from a Black perspective.

The literature reviewed has indicated how crucial it is that Black issues, problems and concerns be published in mainstream counseling journals so that: (1) accurate information reach mental health and counseling professionals about Black clients; and (2) a long held counseling stance can be revised by these professional counselors toward certain kinds of characteristics and techniques noteworthy of attention/inclusion regarding mental health service delivery to Black clients.

**African American Scholarship: Theory Building, Research and Social Change**

African American scholars and researchers have begun to draw attention to theory building and research that

"Ibid."
supports a process of empowerment and meaningful social change." This process has occurred through social policy initiatives in removing political and socio-economic barriers.

However, such barriers leave Black scholars far removed from publishing in mainstream counseling journals. This is because social change for the professional counseling community is tied to a certain degree to having access to information that creates new knowledge about Black clients or refute stereotypes and basic misassumptions about them.

In short, these scholars must provide information more appropriate to Blacks so that mental health professionals may become effective in the therapeutic milieu. This should not be the entire focus, however. Research and theory building must also occur simply because a Black perspective is greatly needed. For example, Black scholars generally do not view Blacks pathologically or exclusively as victims but extend their focus on the victimizers. Problems typically researched by white scholars tend not to be problems but consequences of certain socio-economic system-induced variables.

Further, Stikes\textsuperscript{50} has cautioned that counseling theories must have applicability to African Americans to be useful. They must take into account the impact of culture on theory, research and applicability in the therapeutic milieu. Black scholars have also voiced concerns regarding the current state and direction of theories and research publicized in mainstream counseling journals unrelated to Black life and the needs of Black clients in treatment.

To date, this represents the unknown. If not for the United Negro College Fund Member Institutions (UNCFMI) and Historically Black Colleges and Institutions (HBCU), researching Black scholars would be less likely published today. Yet while UNCFMI and HBCUs are less likely to have faculty members publishing in mainstream journals, these faculty members are most likely to be African Americans.

\textbf{United Negro College Fund Member Institutions}

The United Negro College Fund (UNCF) was established in 1944 as a non-profit fundraising organization.\textsuperscript{51} Its purpose is to raise monies to help operate its 41 member institutions of predominantly Black colleges and universities, all of which are private (see Appendix B). The source of its contributions is derived from


corporations, foundations and individuals. By the mid-1980's it had raised more than 400 million dollars for its member institutions. The financial support given to these member institutions has encouraged the employment of large numbers of Black scholars and their production and publication of research. UNCF's secondary purpose is to provide other services, including educational and administrative counseling to these Black colleges and universities.

**Historically Black Colleges and Universities**

To combat legal, educational, social, economic injustices and political restrictions of racial segregation, HBCUs [also referred to as the traditionally Black institutions of higher educations (TBIs)], were founded and established from 1860-1982. The primary purpose of HBCU/TBI was to impact the Black population by enabling them to earn a college degree. In turn, this would improve their socioeconomic status.

The list of HBCU comprises 120 public and privately funding institutions (see Appendix C). Of these 71 are privately controlled and 49 are under public control. All of the 49 public TBIs are under the control of the state in

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53Ibid.
which they are located. Sixteen of these public TBIs receive federal funds. Of the 71 private TBIs, 12 are independent, nonprofit institutions while the other 59 are affiliated with a religious denomination.

HBCU employs approximately two-thirds of the total Black faculty in the 19 states and the District of Columbia where they are located. Non-HBCU account for less than three percent of all full-time Black faculty members. HBCUs continue to support, encourage and promote the publication of manuscripts by Black scholars on Blacks through its continued publication of these manuscripts.

The Counseling Profession and Journal Readership

The mission of contemporary counseling professionals is to function as change agents in the promotion of human development. Historically however, counselors in the profession have been far less effective in the delivery of mental health services to people of African descent, than in the delivery of services to the white middle class.54

These poor successes can generally be attributed to a failure to accurately assess Blacks as a diverse cultural entity prior to problem definition and intervention planning. Consequently, Blacks in counseling have not been

54'Jackson, "Emergence of a Black Perspective in Counseling"; D. W. Sue and D. Sue, Counseling the Culturally Different: Theory and Practice, 2d ed. (New York: Wiley, 1990); Banks, "The Black Client and the Helping Professional."
regarded as having legitimate cultural experiences, values, mores, etc. as compared to their white counterparts. This is obviously the result of cultural biases, misunderstandings and error. Nor has it been believed that diversity exists within the Black population with regard to factors contributing to their human, cultural or personal life experiences worthy of consideration in the counseling milieu. Thus the counseling profession has assumed that one/any approach was universally applicable in counseling intervention with Blacks.

In order to understand accurately and, in turn, to meet effectively the service needs of Black counselees, counseling professionals will need to modify, shift and expand their focus of theoretical literature and research, the most current of which appear in majority or mainstream journals. These journals have the highest rate of professional readership as compared to minority journals. Therefore, they have the greatest potential for reaching and impacting the professional counseling community as compared to their minority counterpart.

This is not meant to belittle minority journals which have a great appeal and usefulness to a specialized readership. However, minority journals are generally not read by the professional counseling community to the degree that mainstream journals are. Yet Black and other minority
scholars have historically met with difficulty getting
published in mainstream journals.

For example some issues hampering the publication of
manuscripts written by Black scholars are policies regarding
topics and problems considered publishable, the absence of
blind/anonymous review, policies, etc. that warrant a
thorough analysis of these journals' criterion for the
acceptance of manuscripts for publication without being
influenced by the author's name, reputation or university
affiliation.\textsuperscript{55}

Counseling journals have boasted of their commitment
to the advancement of new, culturally diverse knowledge and
the gathering of empirical data. They have posited that
such data has ensured that the use of statistically
significant and analytical methods reflect how pure and
clean their scientific process has been. However, there are
subjective elements involved in all research and theory
building. The paucity of research and theories in
mainstream counseling journals on Blacks and by Black
scholars serve as an example of such a bias.

That studies in ethnic/racial research have increased
in the last 30 years should not mislead those in the
counseling profession to assume that such studies are

\textsuperscript{55}J. Ponterotto and J. Casas, \textit{Handbook of Racial/Ethnic}
Minority Counseling Research \textit{(Springfield, IL: Charles C.}
Thomas Publisher, 1991); R. Jones, "The Politics of
Personality: Being Black in America," \textit{Black Psychology}
without flaws. For the most part studies published in mainstream counseling journals have been conducted by white researchers. Additionally, their findings are generally viewed by minorities as being biased and inaccurate.

**The Journal Publication Game: African American Scholarship**

With the advent of research conducted by Black scholars since the 1960's, knowledge based on the counseling of Blacks has made significant contributions to this discipline concerning the recognition of cultural diversity. However, such studies conducted by Black scholars are rarely published in mainstream counseling journals. Because of this, the significance of their findings are not widely read and have not significantly impacted the field of professional counseling and mental health service delivery to Black clients.

The difficulty of publishing in mainstream counseling journals is best explained by characteristics which tend to describe the focus of a particular journal. Of equal concern is its rigor regarding manuscript style, policy on

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Characteristics of Rigorous Journals

In general, the more rigorous the journal, the more widely it is read by scholars and the more credible it is judged to be. Contrarily, such rigor also makes it more difficult for a manuscript to be accepted for publication. According to Maher57 significant characteristics of majority journals as identified by editors are: topic content, style, blind/anonymous review and the presence of an editorial board, bibliography/references and abstracts.

Topic Content

Topic content refers to the appropriateness of a manuscript for publication in a journal given its focus. For this reason editors/reviewers look for a manuscript that: (1) makes an original, valid and significant contribution to an area appropriate to the journal to which it is submitted; (2) conveys its message clearly and as briefly as its content permits; and (3) is in a form that

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maintains the integrity of the style described in the journal to which it was submitted. 58

Style

Style refers to the manuscript form and requirement for a certain scientific style of writing. Many mainstream counseling journals follow the manuscript form established by the American Psychological Association (APA). Consequently, they require that manuscripts submitted for possible publication contain certain properties of style advocated by certain professional groups. 59

Blind/Anonymous Review

Blind/anonymous review refers to a process whereby the identity of the author of a manuscript and his/her university affiliation is concealed from reviewers during the manuscript review process. The absence of blind/anonymous review process decreases the possibility of manuscripts submitted by Black scholars having affiliations with Black and/or less prestigious university affiliations getting published in mainstream journals.


59Ibid.
Editorial Board

An editorial board is a committee of scholars affiliated with a journal who meet to discuss editorial problems, to make recommendations about specific journal policies and practices and to select manuscripts to be published. The absence or presence of an editorial board and the number of its members provide credibility for journals. Additionally, the more extensive the editorial board, and the more prestigious their university affiliation, the more credible the journal is regarded.

Bibliography/References

The requirements of bibliographies or references in articles published articles in journals indicate that to be accepted manuscripts must contain a review of the current state of the art for a particular concept, concern, problem, etc. Citations must be in correct scientific writing style for the journal. Extensive listings of bibliographies/references provide more validity to published works because they reflect that the author(s) have conducted a good review of the current state of the art specific to the topic of concern. Journals not requiring bibliographies are considered less credible as compared to those requiring bibliographies/references.
Abstracts

The abstract provides an abbreviated review of the manuscript. Studies containing abstracts are also more widely read by scholars because they appear in the Educational Resources Information Center (ERIC). Therefore journals not requiring abstracts do not appear in ERIC. Consequently, they are not as widely available for consumption by a particular readership or cited by other scholars in future works.

However, Jones has noted that characteristics for describing rigorous journals are not constant. Further, the rigor of journals may not be compatible with the occurrence of social problems. For example, Jones conducted content analysis of journal articles. He then determined that the journals judged to be more rigorous were less likely to publish race-relevant research, an issue of profound concern to Blacks in general.

Thus, studies of ethnic/racial issues typically conducted by Black scholars are less likely to be acceptable for publication in mainstream journals. The difficulty of getting articles published in mainstream counseling journals is best explained by characteristics which tend to describe length of the article and where the article is theoretically or research based. For these reasons certain

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60J. Jones, Prejudice and Racism (Reading, MA: Addison-Wesley, 1972).
characteristics of manuscripts appear to be important determinants for publication in these journals.

**Article Characteristics**

Some of the criteria considered important to determine the value of articles published in journals are:

**Length of the Article (LOA)**

LOA reflects the degree to which attention has been paid to the problem/issue/concept under study and is therefore considered to be of some substance. It is presumed that the longer the article, the less likely the scholar has utilized a shallow or surface approach to content.

**Research Based Articles (RBAs)**

RBAs are empirically based and therefore must contain subjects. RBAs typically consist of distinct sections (introduction, method, results, discussion) that reflect the stages in the research process and that appear in the sequence of these stages. For example the introduction reflects the development of the problem under investigation. It also provides insight into the statement of the purpose of the investigation. The method section contains a description of the processes and procedures used to conduct the investigation. The results section provides study data.

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"American Psychological Association, Publication Manual."
The discussion section provides an interpretation discussion of study data. It also details implications of those results and directions for future research.

Theoretically Based Articles (TBAs)

TBAs are conceptional in nature and therefore contain no subjects. Therefore they are not based upon experimental data. The researcher draws upon existing research literature to advance a theory, examine a theory's internal and external consistency, trace the development of a theory in order to expand and refine theoretical constructs or present a new theory. Thus theory building is based upon a set of assumptions, postulates, axioms, etc. to explain phenomenon.

Content Analysis as a Research Tool

The process by which article characteristics are of particular interest to a researcher is known as content analysis. Content analysis is an objective, respected research approach for making inferences about the significance of components or features contained in a

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"American Psychological Association, Publication Manual."
publication." This present study utilizes content analysis to review publications in mainstream journals by minority scholars and determine what these studies have revealed.

**Review of Content Analysis Research**

Studies conducted by scholars on Black populations historically have been sparse. For example, Robinson found that of 552 minority research projects funded by the federal government, 48 percent of these projects used African American subjects. Out of 552 projects, 338 were carried out at colleges and universities but only 18 projects involved traditionally Black/African American colleges and universities. These results are indicative of the sparse research conducted on African American people and by persons assumed of African descent. In part, these results have supported Jones' conclusions that one's university affiliation determines the extent of federal funding and publication in mainstream journals."

To determine whether minority-focused researchers had been relying on white-normed instrumentation, in a content


"Jones, "The Politics of Personality: Being Black in America."
analysis study Ponterotto" utilized content analysis techniques. He examined all the racial and ethnic minority-focused research published in the Journal of Counseling Psychology (JCP) during an 11-year period (i.e., 1976 to 1986).

Of the 49 minority focused empirical studies published in JCP during this time, only five (or 10.2%) incorporated culture specific instrumentation. For instance, these culture specific instruments had been specifically developed and tested within a conceptual theoretical base rooted in the "minority experience". Ponterotto revealed a narrow scope in that he did not address the university affiliation nor the topic content.

In another content analysis study Delgado, reviewed two journal articles written by Black scholars. He found that one article referenced 23 Black and Hispanic scholars and the other 13. Although this study was limited in terms of its sample size, it does reveal that Black scholars are publishing. Delgado does not analyze the institutional affiliation of these scholars, the topic


"Ibid.


36
content of their articles nor does he explain how he determined their ethnicity.

In a similar study Delgado\(^7\) alleged that the rejection of scholarly work by minorities is deliberate, and an attempt to continue the characterization of racial issues on the basis of research conducted by whites. Content analysis was utilized to review procedures of five articles by majority scholars.

Delgado found there were 131 references, citing nearly 160 authors and co-authors. Of these, minority scholars accounted for just 7.9% of the references. Delgado’s studies also revealed that while Black scholars are conducting research, seldom are references to their studies found in mainstream counseling journals. Further, European beliefs, notions, ideas, etc. have continued as The Model in order that they may continue to dominate certain social, economic and political arenas. While Delgado’s brief work is of some importance to studies conducted by Black scholars, his scope was very limited. For example, he failed to examine the characteristics of these authors, the contribution these scholars made to the counseling profession or the characteristics of the mainstream journals in which they appeared.

Studies conducted in the mid-1960’s on the public schools’ ability to effectively educate Chicanos coincide

\(^7\)Ibid.
with conclusions drawn from the paucity of research on African Americans. Specifically, Miguel\textsuperscript{71} reviewed research generated during the nineteenth and twentieth centuries on persons of Mexican descent. Miguel's content analysis study covered a fifty year span. He concluded that: (1) empirical data is sparse in illustrating and recognizing the composition of public school curriculum for Mexicans; (2) there is an urgent need for research from a worldview perspective to be generated in quantities on Chicanos; and (3) critical analysis of current research on Chicanos must be a continuous process.

It can be suggested that Miguel's findings can be applied from Chicano focused research to that of African Americans. However, Miguel's research presented a narrow critique and scope of the studies upon which he conducted content analysis.

Expanding upon research conducted by Ponterotto,\textsuperscript{72} Casas conducted a content analysis study.\textsuperscript{73} He examined all the minority focused research published during the six year period of 1983 through 1988. This was obtained through


\textsuperscript{72}Ponterotto, "Racial, Ethnic Minority Research in the Journal of Counseling Psychology. A Content Analysis and Methodological Critique."

a review of the following national journals: *Journal of Multicultural Counseling and Development*, *Journal of Counseling Psychology* and the *Journal of Mental Health Counseling*. He concluded that although the 1980’s reflected an increase in racial/ethnic studies, they have lacked an adequate theoretically guiding framework and a minority perspective. However, Casas appears to have committed several errors of omission. For example, he failed to examine the theoretical framework and minority perspective of these articles. Further, he ignored author and article characteristics. Additionally, he did not provide the reader with a profile of these mainstream counseling journals in which these articles appeared.

In a qualitative study Warfield used an Afrocentric perspective based on theoretical foundations of African worldview and philosophical belief system to view the impact of African American organizations on Blacks. Specifically, Warfield looked at three African American organizations (religious, sororal and professional). Data collection included a review of documents, group interviews and questionnaire.

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The questionnaire consisted of the Black Organization Scale. This scale contained 89 items on a five point Likert scale and included embedded feelings, behavior and attitude subscales of behavioral characteristics. Based on content analysis, documents and interviews showed the sororal and church groups with higher African retentions centered around family, personal growth, development and service to the Black community. Analysis of responses was completed in eight statistical treatments of content analysis utilizing split half tests of reliability which reported 0.954, thus suggesting high reliability. Although based on a small sample size, findings suggested that all African American organizations studied were effective because they showed strong retention to the Black community and perspective.

Need for the Study

A review of content analysis studies has supported claims made in previous pages of this work. That claim was that theory building and research efforts of scholars from UNCFMI’s and HBCU’s, appear to have been ignored by mainstream journals in counseling. As discussed, this has hindered service delivery of mental health to Black clients.

by counseling professionals and has also hindered the process of social reform in this discipline.

For example, there has been little effort to examine the current state of knowledge regarding minorities such as African Americans. Additionally, in the counseling discipline there has been virtually no data which sought to determine selected characteristics of the articles or scholars producing these works, as well as the demographic qualities of mainstream journals publishing these articles. Therefore, this study was urgently needed to address these issues.

**Purpose of the Study**

The purpose of this study was fourfold. The first task was to examine selected characteristics of mainstream study journals in counseling. The second task was to examine selected article characteristics for these journals. A third task was to examine selected characteristics of articles addressing African American issues. The fourth and final task was to examine selected characteristics of authors addressing African American issues for the selected study articles and journals during the study period.
A descriptive study was conducted November 20, 1992 through December 20, 1992. Survey research and content analysis techniques was utilized. Methods are detailed below.

**Site**

The site for this study was Atlanta, Georgia. This site was chosen because of its geographical accessibility to the researcher. Atlanta is the home to some 37 educational facilities including colleges, universities, seminaries and junior colleges. Of equal importance was Atlanta's prevailing population of African and African American people, businesses, schools, cultural centers and public officials. It is located in the southeastern region of the United States.

**Settings**

The setting for this study were University X and University Y both of which contained libraries located in Atlanta, Georgia. University X was a historically Black university in Atlanta’s southeast area. University Y was a metropolitan state university also in Atlanta’s downtown area. These libraries were chosen because of their geographical accessibility to the principal investigator.
(PI) and because they contained multiple holdings of the types of journals needed to conduct this study.

Subject Pool

The subject pool included the entire universe of mainstream counseling journals published during the years 1988 through 1992.

Sample

The sample in this study consisted of counseling journals from the subject pool and were available at University X and Y libraries during the study period.

Instrumentation

Three instruments were utilized in this study. They were the list of United Negro College Fund Member Institutions (UNCFMI), the list of Historically Black Colleges and Universities (HBCU) and the Counseling Journal Data Research Sheet (CJDRS). They are detailed below.

United Negro College Fund Member Institutions List (UNCFMI)

This instrument provided a list of the 41 private Black colleges and universities who were funded by the United Negro College Fund (UNCF). Consequently, they were referred to as UNCF member institutions (UNCFMI). The purpose of this instrument was to identify UNCF member institutions. This instrument was utilized by the
researcher to determine author affiliations to UNCF (see Appendix B).

**Historically Black Colleges and Universities List (HBCU/TBI)**

This instrument provided a list of the 120 historically Black colleges and universities (HBCUs). HBCUs were also commonly referred to as traditionally Black institutions (TBIs). This instrument was utilized by the researcher to refer to UNCFMI and HBCU/TBI in a parallel fashion to distinguish between Black oriented privately and state funded institutions (see Appendix C).

**Counseling Journal Data Research Sheet (CJDRS)**

The purpose of this instrument was to record data about counseling journals, selected article and author characteristics which were published within these journals. This instrument was designed specifically for the study by the researcher and for gathering this information after perusal of study journals (see Appendix A). It was pilot tested for face and content validity. Modifications were then made as deemed necessary.

This instrument had two sections (i.e., Section A: Journal Characteristics, and Section B: Selected Article Characteristics). It contained 24 items in a combination of closed and open ended items (see Appendix D). Sections and items are described below.
Section A: Journal Characteristics

The purpose of this section was to describe selected characteristics of counseling journals. This section contained 15 items. Nine of these were open ended, five were close ended, and one was open and close ended.

Item 1: Volume #. This item was open ended. It was designed for the PI to record the specific volume number of the study journal under review by the PI.

Item 2: Edition #. This item was open ended. It was designed for the PI to record the specific edition of the study journal under review.

Item 3: Year. This item was open ended. It was designed for the PI to record the specific year of publication for the study journal under review by the PI.

Item 4: # Pages this Edition. This item was open ended. It was designed for the PI to record the number of pages contained in each edition of the study journal under review.

Item 5: # Articles this Edition. This item was open ended. It was designed for the PI to record the number of articles contained in each edition of the study journal under review during the study period.

Item 6: Journal Name. This item was open ended. It was designed for the PI to record the name of the study journal under review.
Item 7: University Affiliation. This item was open ended. It was designed for the PI to record the university affiliation or any other source of publication of the study journal.

Item 8: Address for Publishing. This item was open ended. It was designed for the PI to record the address where the study journal is published.

Item 9: Focus/Purpose. This item was open ended. It was designed for the PI to record the major focus/purpose of the study journal under review as it was stated.

Item 10: African American Focus. This item was close ended. It was designed for the PI to record if the focus of the study journal under review had an African American focus as stated. The range of possible responses were yes and no.

Item 11: Publication Schedule. This item was open and closed ended. It was designed for the PI to record the publication schedule of the study journal. The range of possible close ended responses were monthly, quarterly, annually, bi-annually or other (i.e., specify).

Response (5) allowed the PI to record a publication schedule which differed from responses 1 through 4 [i.e., other (specify) ______________].

Items 12 through 15

These four items were close ended. They required a dichotomous response for each item and were designed for the
PI to check "no" or "yes" as to selected study journal characteristics such as the inclusion of editorial boards, blind/anonymous reviews, policies and presence or absence of abstracts and bibliographies/references in articles.

**Item 12: Editorial Board.** The possible responses for this close ended item were dichotomous and referred to the presence or absence of a journal’s editorial board. However, if the response was "yes," this item became open ended since the PI would then record the number of members on the editorial board.

**Item 13: Blind/Anonymous Review.** This item was close ended. It was designed for the PI to record the study journal policy regarding blind/anonymous review of manuscripts for potential publication as stated in that study journal.

**Item 14: Abstracts.** This item was close ended. It was designed for the PI to record the study journal’s policy regarding abstracts as stated in that study journal and/or perusal of the journal to determine if abstracts were included in journal articles.

**Item 15: Bibliographies/References.** This item was close ended. It was designed for the PI to record the study journal policy’s inclusion of bibliographies/references to accompany articles as stated in that study journal and/or perusal of the journal to determine if bibliographies/references were included in journal articles.
Section B: Selected Article Characteristics

This section was designed for the PI to record information regarding selected characteristics of articles of study journals under review. There were nine items in this section. Four were close ended, two were open ended, and one was open and close ended.

Item 16: Author’s Affiliation with UNCF or HBCU. This item was close ended. It was designed for the PI to record the author’s affiliation (or lack of) with a UNCF or HBCU member institution. Such an affiliation was generally indicative that the author is African American. This item required a dichotomous response and was designed for the PI to use with two other study instruments (i.e., list of UNCF member institutions and list of HBCUs).

Item 17: Author’s Gender. This item is close ended. It was designed for the PI to select a response after perusal of the author’s name specified in the article of the study journal under review. The PI responded by checking "male," "female" or "cannot determine gender".

Item 18: Article Type. This item was close ended. It was designed for the PI to select from four responses after perusal of a specific article in the study journal under review. The PI reviewed the article. She would then determine if the article had a theoretical or research orientation, and if the article had an African American or mainstream focus.
**Item 19: Research Article.** This item was close ended. It was designed for the PI to select an appropriate response after perusal of a specific article in the study journal under review. The PI had to initially determine if an African American sample was or was not used. The range of responses were "yes, 100% African Americans used as sample," "yes, uses some African Americans in sample," or "no."

**Item 20: Length of Article.** This item was open ended. It was designed for the PI to record the length of the specific article in the study journal under review.

**Item 21: Population Addressed.** This item was close ended. It was designed for the PI to identify the age of the sample addressed in the selected article in the study journal under review. Response 1 ("not applicable") required the PI to select it if the study journal under review did not address either of the populations listed for responses 2 through 6. These were infants, children, youths/adolescents, adults or elderly.

**Item 22: Gender Specific Population.** This item was close ended. It was designed for the PI to record the sex of the population identified in Item 21. The range of possible responses were "not applicable," "male" or "female."

**Item 23: Problem/Concept Addressed.** This item was open and close ended. It allowed for multiple responses and
was designed for the PI to obtain information relative to the type of problem or concept addressed in the specific article under review. This information was obtained after perusal of the article by the PI. The range of possible close ended responses were "emphasis on pathology," "avoidance of critical issues" or "not applicable". If the PI selected "avoidance of critical issues," she had to also identify the critical issue(s) such as racism, oppression, poverty, unemployment, homelessness, education/miseducation, environment, and/or other (i.e., specify).

**Item 24: Article Synopsis.** This item was open ended. It was designed for the PI to analyze and record a summary of the article under review.

**Procedures**

Procedures for this study included three time segments. These segments included the Pre-Research period (planning phase), the Research period (implementation phase) and the Post Research period (termination phase). These periods and the accompanying procedures are discussed below.

**Pre-Research Period**

**Procedure 1.** A computerized list of all periodicals available for perusal by library patrons were obtained from the libraries of Universities X and Y by the PI.

**Procedure 2.** The PI identified counseling journals at Universities X and Y from a computerized list (see
Procedure 1) obtained from the reference libraries. These journals were identified by study inclusion by containing the word "counseling" in the journal’s title and had been published during the five year study period (i.e., from 1988 through 1992). Further, these journals were available at the library of University X or Y for perusal by library patrons.

Procedure 3. The PI made a list of all journals eligible for inclusion in the study (see Procedures 1 and 2).

Research Period

Procedure 4. The PI reported to University X’s and/or Y’s library with multiple copies of the CJDRS, the list of UNCFMI and HBCU/TBI and a supply of pencils.

Procedure 5. The PI obtained physical possession of the study journals in the libraries of University X and/or Y.

Procedure 6. The PI recorded all necessary information onto the CJDRS in conjunction with the list of UNCFMI and HBCU/TBI.

Procedure 7. Procedures 4 through 6 were replicated until all data was completed.

Post Research Period

Procedure 8. All data was collected. The study was terminated.
Data Collection

All data was collected by the PI.

Data Analysis

The statistical procedure utilized for the analysis of study data consisted of Measures of Central Tendency, Measures of Variability and Frequency Analysis.

Human Subjects Contract

A human subjects contract was not needed for completion of this research since no direct service or contact was provided to human subjects.
The purpose of this study was fourfold. The first task was to examine selected characteristics of mainstream study journals in counseling. The second task was to examine selected article characteristics for these journals. A third task was to examine selected characteristics of articles addressing African American issues. The fourth and final task was to examine selected characteristics of authors addressing African American issues in study journals during the research period.

Results for this study are divided into four sections: A, B, C, and D. Section A details results gathered from descriptive data for selected characteristics of the study journals. Section B contains results regarding selected article characteristics. Section C contains the results for selected characteristics of articles addressing African American issues. Section D contains results for selected characteristics of authors addressing African American issues. Results are detailed below.

Section A: Study Journal Characteristics

The ten journals included in this study were:
Counseling and Values (CV), Counselor Education and Supervision (CES), Elementary School Guidance and Counseling (ESGC), Journal of Counseling and Development (JCD), Journal
of Employment Counseling (JEC), Journal of Mental Health Counseling (JMHC), Measurement and Evaluation in Counseling and Development (MEICD), Rehabilitation Counseling Bulletin (RCB), School Counselor (SC), and Journal of Multicultural Counseling and Development (JMCD).

Descriptive data for the study journal selected characteristics included 11 variables. They were: publication schedule, university affiliation, total number of pages, total number of articles, focus/purpose, publishing city/state, addressing African American issues, editorial board, blind/anonymous review, abstracts, bibliographies/references. Results are detailed below for each of these variables and ten study journals.

Publication Schedule

As shown in Table 1, of 10 study journals, one (1 or 10%) (i.e., CV) was published three (3) times per year, one (1 or 10%) (i.e., JCD) six (6) times per year, and one (1 or 10%) (i.e., SC) five (5) times per year. Meanwhile, seven (7 or 70%) (i.e., CES, ESGC, JEC, JMHC, MEICD, RCB, JMCD) were published four (4) times per year. Therefore, the typical study journal was published four (4) times per year (X = 4.2).

University Affiliation

As shown in Table 1, of 10 study journals, 10 (or 100%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC, MEICD, RCB, SC,
### TABLE 1

**STUDY JOURNAL SELECTED CHARACTERISTICS BY AGGREGATE MEANS (XS) FOR YEARS 1988-1992 (N = 10)**

<table>
<thead>
<tr>
<th>Journal</th>
<th>Publication Schedule (# times per year)</th>
<th>University Affiliation (Yes/No)</th>
<th>Total Number of Pages</th>
<th>Total Number of Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Values (CV)</td>
<td>3</td>
<td>no</td>
<td>787</td>
<td>118</td>
</tr>
<tr>
<td>Counselor Education and Supervision (CES)</td>
<td>4</td>
<td>no</td>
<td>1426</td>
<td>133</td>
</tr>
<tr>
<td>Elementary School Guidance and Counseling (ESGC)</td>
<td>4</td>
<td>no</td>
<td>1566</td>
<td>161</td>
</tr>
<tr>
<td>Journal of Counseling and Development (JCD)</td>
<td>6</td>
<td>no</td>
<td>2347</td>
<td>514</td>
</tr>
<tr>
<td>Journal of Employment Counseling (JEC)</td>
<td>4</td>
<td>no</td>
<td>928</td>
<td>90</td>
</tr>
<tr>
<td>Journal of Mental Health Counseling (JMHC)</td>
<td>4</td>
<td>no</td>
<td>1620</td>
<td>178</td>
</tr>
<tr>
<td>Measurement and Evaluation in Counseling and Development (MEICD)</td>
<td>4</td>
<td>no</td>
<td>1044</td>
<td>100</td>
</tr>
<tr>
<td>Journal</td>
<td>Publication Schedule (# times per year)</td>
<td>University Affiliation (Yes/No)</td>
<td>Total Number of Pages (#)</td>
<td>Total Number of Articles (#)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>8. Rehabilitation Counseling Bulletin (RCB)</td>
<td>4</td>
<td>no</td>
<td>1340</td>
<td>125</td>
</tr>
<tr>
<td>9. School Counselor (SC)</td>
<td>5</td>
<td>no</td>
<td>1605</td>
<td>209</td>
</tr>
<tr>
<td>10. Journal of Multicultural Counseling and Development (JMCD)</td>
<td>4</td>
<td>no</td>
<td>844</td>
<td>87</td>
</tr>
<tr>
<td>Totals</td>
<td>42</td>
<td>10</td>
<td>13507</td>
<td>1715</td>
</tr>
<tr>
<td>X = 4.2</td>
<td>X = 135.07</td>
<td>X = 171.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JMCD) were not affiliated with a university. Therefore, the typical study journal was not affiliated with a university and was published commercially.

**Number of Pages**

As shown in Table 1, of 10 study journals, CV published 787 pages, CES 1426, ESGC 1566, JCD 2347, JEC 928, JMHC 1620, MEICD 1044, RCB 1340, SC 1605, and JMCD 844 pages. This resulted in a total of 13,507 pages published in these 10 journals with CV publishing the least and JCD publishing the most pages (787 vs. 2347). Therefore, the typical study journal published an average of 135.07 pages during the study period.

**Number of Articles**

As shown in Table 1, of 10 study journals, CV published 118 articles, CES 133, ESGC 161, JCD 514, JEC 90, JMHC 178, MEICD 100, RCB 125, SC 209, and JMCD 87 articles. This resulted in 1715 articles published in these 10 study journals with JMCD publishing the least articles and JCD publishing the most (87 vs. 514). Therefore, the typical study journal published an average of 171.5 articles during the study period.

**City/State Where Published**

As shown in Table 2, of 10 study journals, one (1 or 10%) (i.e., JMHC) was published by a commercial publisher in Newbury Park, California. Meanwhile, nine (9 or 90%) (i.e.,
### Table 2

**Study Journal Selected Characteristics by Aggregate Frequency Analysis for Years 1988-1992 (N = 10)**

<table>
<thead>
<tr>
<th>Journal</th>
<th>City/State Where Published</th>
<th>Addresses African American Issues (Yes/No)</th>
<th>Editorial Board (Yes/No)</th>
<th>Blind/Anonymous Review (Yes/No)</th>
<th>Abstracts Required (Yes/No)</th>
<th>Bibliography/References Required (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling and Values (CV)</td>
<td>Alexandria, VA</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Counselor Education and Supervision (CES)</td>
<td>Alexandria, VA</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Elementary School Guidance and Counseling (ESGC)</td>
<td>Alexandria, VA</td>
<td>No</td>
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<td>Yes</td>
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<td>9. School Counselor (SC)</td>
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**Totals**

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<td>(10%)</td>
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<td></td>
<td>(20%)</td>
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</tr>
</tbody>
</table>
CV, CES, ESGC, JCD, JEC, MEICD, RCB, SC, JMCD) were published in Alexandria, Virginia. Therefore, the typical study journal was published in Alexandria, Virginia.

**Addresses African American Issues**

As shown in Table 2, of 10 study journals, one (1 or 10%) (i.e., JMCD) stated that it addressed African American issues while, nine (9 or 90%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC, MEICD, RCB, SC) did not. Therefore, the typical study journal did not address African American issues.

**Editorial Board**

As shown in Table 2, of 10 study journals, 10 (or 100%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC, MEICD, RCB, SC, JMCD) had an editorial board. Therefore, the typical study journal had an editorial board.

**Journal Policies**

**A. Blind/Anonymous Review.** As shown in Table 2, of 10 study journals, two (2 or 20%) (i.e., JEC, JMCD) did not have a blind/anonymous review, while eight (8 or 80%) (i.e., CV, CES, ESGC, JCD, JMHC, MEICD, RCB, SC) did. Therefore, the typical study journal had a blind/anonymous review policy.

**B. Abstracts.** As shown in Table 2, of 10 study journals, one (1 or 10%) (i.e., JEC) did not require manuscripts to contain an abstract, while nine (9 or 90%) (i.e., CV, CES, ESGC, JCD, JMHC, MEICD, RCB, SC, JMCD) did.
Therefore, the typical study journal had a policy which required manuscripts to contain abstracts as part of its policies.

C. Bibliographies/References. As shown in Table 2, of 10 study journals, one (1 or 10%) (i.e., JEC) did not require manuscripts to have bibliographies/references, while nine (9 or 90%) (i.e., CV, CES, ESGC, JCD, JMHC, MEICD, RCB, SC, JMCD) did. Therefore, the typical study journal required manuscripts to contain bibliographies/references as part of its policies.

Journal Focus

The focus/purpose for each study journal was abstracted directly from the journal's statement of purpose/focus. Nine key words were contained in these journals' statement of purpose/focus. They were: (a) development, (b) research, (c) theory, (d) practice, (e) procedures, (f) values, (g) religion, (h) programs, and (i) applications. Results are detailed below.

A. Growth and Development. As shown in Table 3, of 10 study journals, the focus/purpose of two (2 or 20%) (i.e., CES, JCD) was growth and development. Meanwhile, eight (8 or 80%) (i.e., CV, ESGC, JEC, JMHC, MEICD, RCB, SC, JMCD) did not emphasize growth and development. Therefore, a focus/purpose of the typical study journal did not include issues of human growth and development as its focus.
<table>
<thead>
<tr>
<th>Journal</th>
<th>A. Development (Yes/No)</th>
<th>B. Research (Yes/No)</th>
<th>C. Theory (Yes/No)</th>
<th>D. Practice Procedures (Yes/No)</th>
<th>E. Yes/No</th>
<th>F. Values (Yes/No)</th>
<th>G. Religion (Yes/No)</th>
<th>H. Program Application (Yes/No)</th>
<th>I. Yes/No</th>
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<td>Counseling and Values (CV)</td>
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<td>Yes</td>
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<td>Counselor Education and Supervision (CES)</td>
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### TABLE 3 (Continued)

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<th>Practice (Yes/No)</th>
<th>Procedures (Yes/No)</th>
<th>Values (Yes/No)</th>
<th>Religion (Yes/No)</th>
<th>Program (Yes/No)</th>
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<td>No</td>
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<td>4 = Yes (40%)</td>
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</table>
B. Research. As shown in Table 3, of 10 study journals, the focus of two (2 or 20%) (i.e., MEICD, RCB). Research was not however, the focus/purpose of eight (8 or 80%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC, SC, JMCD) was research. Therefore, the focus of the typical study journal included research.

C. Counseling Theory. As shown in Table 3, of 10 study journals, the focus of four (4 or 40%) (i.e., CV, JCD, JMHC, RCB) was theory. However, the focus of six (6 or 60%) (i.e., CES, ESGC, JEC, MEICD, SC, JMCD) was not. Therefore, the focus of the typical study journal did not include counseling theory.

D. Counseling Practice. As shown in Table 3, of 10 study journals, the focus of 10 (or 100%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC, MEICD, RCB, SC, JMCD) was counseling practice. Therefore, a focus of the typical study journal included counseling practice.

E. Counseling Procedures. As shown in Table 3, of 10 study journals, procedures was not the focus of three (3 or 30%) (i.e., JCD, JEC, JMHC). However, the focus of seven (7 or 70%) (i.e., CV, CES, ESGC, MEICD, RCB, SC, JMCD) involved procedures. Therefore, the typical study journal included counseling procedures.

F. Moral Values. As shown in Table 3, of 10 study journals, the focus of one (1 or 10%) (i.e., CV) was values, while the focus of nine (9 or 90%) (i.e., CES, ESGC, JCD,
JEC, JMHC, MEICD, RCB, SC, JMCD) was not moral values. Therefore, the typical study journal did not have moral values as its focus.

G. Religion. As shown in Table 3, of 10 study journals, the focus/purpose of one (1 or 10%) (i.e., CV) was religion, while the focus of nine (9 or 90%) (i.e., CES, ESGC, JCD, JEC, JMHC, MEICD, RCB, SC, JMCD) was not. Therefore, the typical study journal did not include religion as its focus/purpose.

H. Counseling Program. As shown in Table 3, of 10 study journals, the focus of four (4 or 40%) (i.e., CES, JEC, RCB, JMCD) was counseling programs, while the focus of six (6 or 60%) (i.e., CV, ESGC, JCD, JMHC, MEICD, SC) was not. Therefore, the typical study journal did not include counseling programs as its focus.

I. Applications. As shown in Table 3, of 10 study journals, applications was not the focus of four (4 or 40%) (i.e., MEICD, RCB, SC, JMCD), while the focus of six (6 or 60%) (i.e., CV, CES, ESGC, JCD, JEC, JMHC) was applications. Therefore, the typical study journal included applications as its focus/purpose.

Summary

Overall, the typical study journal published an average of 135.07 pages and 171.5 articles during the study period. They were not affiliated with a university but were commercially published in Alexandria, Virginia by ACA (i.e.,
American Counseling Association) with a quarterly publication schedule. The typical study journal did not specifically address African American issues and contained an editorial board, a blind/anonymous review, and required abstracts and bibliographies/references. Finally, these study journals did not typically focus on the following: growth and development, counseling theory, moral values, religion, counseling programs or applications. Their major focus was research, counseling practice and counseling procedures.

Section B: Selected Article Characteristics

Descriptive data for selected articles characteristics included four variables. They were: articles by type, number of pages, gender, and number and percent of aggregate articles. Results are detailed below for each of these variables in 47 selected articles.

Articles by Type

Articles published during the study period were placed into two categories. These were: research and theoretical. Results are detailed below.

Research/Theoretical

As shown in Table 4, of 47 articles addressing African American issues, CV published one (1) research article which addressed African American issues and no theoretical articles, while CES did not publish any such
<table>
<thead>
<tr>
<th>Journal</th>
<th>TYPE ARTICLE</th>
<th># PAGES</th>
<th>ARTICLE'S GENDER FOCUS</th>
<th>AGGREGATE ARTICLES</th>
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</thead>
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<td>0 0 0</td>
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<td>161 9.4</td>
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**TABLE 4**

SELECTED CHARACTERISTICS OF ARTICLES ADDRESSING AFRICAN AMERICAN ISSUES BY TYPE, NUMBER OF PAGES AND GENDER (N = 47), AND NUMBER (#) AND PERCENT (%) OF AGGREGATED ARTICLES (N = 1715) FOR 1988-1992
<table>
<thead>
<tr>
<th>Journal</th>
<th>TYPE ARTICLE</th>
<th># PAGES</th>
<th>ARTICLE'S GENDER FOCUS*</th>
<th>AGGREGATE ARTICLES</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Research #</td>
<td>Theoretical #</td>
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<td>0</td>
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<td>10. Journal of Multicultural Counseling and Development (JMCD)</td>
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<td>430</td>
<td>0</td>
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</table>
articles. ESGC published one (1) research article which addressed African American issues and one (1) theoretical article, while JCD published five (5) such research and four (4) theoretical articles. JEC published one (1) research article addressing African American issues and no theoretical articles, while JMHC did not publish any such articles. MEICD published three (3) research and one (1) theoretical article which addressed African American issues, while RCB did not publish any such articles. Finally, SC published three (3) research and one (1) theoretical articles which addressed African American issues, while JMCD published 15 such research and 11 theoretical articles. As a result, CES AND JMHC published the least and JMCD published the most research and theoretical articles (0/0 vs. 15/11) which addressed African American issues.

Consequently, of 47 study articles, 29 (or 61.7%) were research articles and 18 (or 38.3%) were theoretical articles. Therefore, the typical article which addressed African American issues was research by type.

Number of Pages

As shown in Table 4, of 47 articles, the length of article pages in CV which addressed African American issues was four (4), CES none, ESGC 13, JCD 44, JEC three (3), JMHC none, MEICD 49, RCB none, SC 24, and JMCD 293 pages. This resulted in a total of 430 pages for these 47 articles which addressed African American issues, with CES, JMHC, RCB
publishing the least and JMCD publishing the most pages (0 vs. 293). Therefore, the average page length for the typical article which addressed African American issues was nine (9) pages (X = 9.1).

**Article’s Gender Focus**

As shown in Table 4, of 47 articles, the gender focus for the selected article addressing African American issues was determined to be male, female, or not applicable. Of these 47 articles, the gender focus for articles in CV which addressed African American issues were no males or females and one (1) not applicable; CES no males, females or not applicable; ESGC no males or females and two (2) not applicable; JCD no males, two (2) females and seven (7) not applicable; JEC no males or females and one (1) not applicable; JMHC no males, females, or not applicable; MEICD no males, females, or not applicable; RCB no males, females, or not applicable; SC no males or females, and four (4) not applicable; and JMCD no males, two (2) females, and 24 not applicable. This resulted in a total of zero (0 or 0%) articles with a male gender focus, four (4 or 8.5%) with a female gender focus, and 43 (or 91.5%) in which gender was not a focus (i.e., not applicable). Therefore, the gender focus for the typical article addressing African American issues was neither male nor female/not applicable.
Number and Percent of Aggregate Articles

As shown in Table 4, when articles addressing African American issues were considered with regards to the number (#) and percent (%) of aggregate articles for each of the 10 study journals during the study period, the following were the results: CV published one (1) article addressing African American issues out of 118 articles. This constituted 6.9% of 1715 aggregate articles published during the study period. CES published no articles addressing African American issues out of 133 articles. This constituted 7.8% of 1715 aggregate articles published during the study period. ESGC published two (2) articles addressing African American issues out of 161 articles. This constituted 9.4% of 1715 aggregate articles published during the study period.

JCD published nine (9) articles addressing African American issues out of 514 articles. This constituted 29.9% of 1715 aggregate articles published during the study period. JEC published one (1) article addressing African American issues out of 90 articles. This constituted 5.2% of 1715 aggregate articles published during the study period. JMHC published no article addressing African American issues out of 178 articles. This constituted 10.4% of the total 1715 aggregate articles published during the study period. MEICD published four (4) articles addressing African American issues out of 100 articles. This
constituted 5.8% of 1715 aggregate articles published during the study period.

RCB published no articles addressing African American issues out of 125 articles. This constituted 7.3% of 1715 aggregate articles published during the study period. SC published four (4) articles addressing African American issues out of 209 articles. This constituted 12.2% of the total 1715 aggregate articles published during the study period. JMCD published 26 articles addressing African American issues out of 87 articles. This constituted 5.1% of 1715 aggregate articles published during the study period.

Consequently, of a aggregate of 1715 articles in the 10 study journals, JMCD published the least number of total articles. Overall, it published the greatest number of articles addressing African American issues. Meanwhile, JCD published the greatest number of total articles, and the second highest number of articles addressing African American issues (26 vs. 7). Therefore, the typical article addressing African American issues represented 47 (or 2.7%) of aggregate articles during the study period.

Summary

Overall, the typical article addressing African American issues represented 47 (or 2.7%) of 1715 aggregate articles published during the study period, was research
based, focused neither on males or females and averaged four (4) pages in length.

**Section C: Selected Characteristics of Articles Addressing African American Issues**

Descriptive data for selected articles characteristics included two variables. They were: problem/concept addressed and population addressed. Results are detailed below for each of these variables and 47 selected articles.

**Problem/Concept Addressed**

Research and theoretical articles for the 10 study journals, which addressed African American issues during the study period, were grouped into nine categories according to the type of problem/concept addressed. These categories were: emphasis on pathology, racism, oppression, poverty, unemployment, homelessness, education/miseducation, environment and other/not applicable. Results are detailed below.

As shown in Table 5, of 47 articles addressing African American issues, one (1) CV article addressed the problem/concept of pathology, one (1) education/miseducation, one (1) environment and one (1) "other"/not applicable. Meanwhile, no articles addressed racism, oppression, poverty, unemployment and homelessness.

One (1) ESGC article addressed the problem/concept of education/miseducation and one (1) "other"/not applicable.
<table>
<thead>
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<th>Journal</th>
<th>Emphasis on Pathology</th>
<th>Racism</th>
<th>Oppression</th>
<th>Poverty</th>
<th>Unemployment</th>
<th>Homelessness</th>
<th>Education/Miseducation</th>
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TABLE 5 (Continued)

<table>
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<tr>
<th>Journal</th>
<th>Emphasis on Pathology (#)</th>
<th>Racism (#)</th>
<th>Oppression (#)</th>
<th>Poverty (#)</th>
<th>Unemployment (#)</th>
<th>Homelessness (#)</th>
<th>Education/ Miseducation (#)</th>
<th>Environment (#)</th>
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<tr>
<td>9. School Counselor (SC)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
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<tr>
<td>10. Journal of Multicultural Counseling and Development (JMCD)</td>
<td>13</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>11</td>
<td>11</td>
<td>6</td>
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<td>6</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>19</td>
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</table>

**NOTE:** *Total exceeds 47 since some articles address multiple issues.*
Meanwhile, no articles addressed pathology, racism, oppression, poverty, unemployment, homelessness, and environment. Two (2) JCD articles addressed the problem/concept of pathology, one (1) unemployment, three (3) education/miseducation, two (2) environment and three (3) "other"/not applicable. Meanwhile, no article addressed racism, oppression, poverty and homelessness. One (1) JEC article addressed the problem/concept of unemployment, while no articles addressed pathology, racism, oppression, poverty, homelessness, education/miseducation, environment, or "other"/not applicable. One (1) MEICD article addressed the problem/concept of unemployment, one (1) education/miseducation and two (2) "other"/not applicable. Meanwhile, no articles addressed pathology, racism, oppression, poverty, homelessness and environment.

One (1) SC article addressed the problem/concept of pathology, two (2) education/miseducation and one (1) "other"/not applicable. Meanwhile, no articles addressed racism, oppression, poverty, unemployment, homelessness and environment. Thirteen JMCD articles addressed the problem/concept of pathology, nine (9) racism, six (6) oppression, one (1) poverty, four (4) unemployment, one (1) homelessness, 11 education/miseducation, 11 environment and six (6) "other"/not applicable. Neither problem/concept was addressed by CES, JEC or RCB since these journals published no articles which addressed African American issues.
Consequently, of 47 selected articles addressing African American issues, the problems/concepts totalled 78 since some articles addressed multiple issues. Thus, cumulative totals for problem/concept addressed were: emphasis on pathology 17 (or 36.2%), racism nine (9 or 19.1%), oppression six (6 or 12.8%), poverty one (1 or 2.1%), unemployment seven (7 or 14.9%), homelessness one (1 or 2.1%), education/miseducation 19 (or 40.4%), environment 14 (or 29.8%) and "other"/not applicable 14 (or 29.8%).

Meanwhile, JMCD published articles in each category for type problem/concept. Therefore, the typical article addressing African American issues emphasized pathology.

Population Addressed

Research and theoretical articles for the 10 study journals, which addressed African American issues during the study period, were categorized into five groups. These groups represented the populations addressed by the 47 selected articles for the study journals. The populations were: adult, children, infant, youth/adolescent, and not applicable. Results are detailed below.

As shown in Table 6, of 47 articles addressing African American issues, one (1) CV article addressed the adult population; one (1) in ESGC addressed adults, one (1) children; six (6) in JCD addressed adults, one (1) youth/adolescents, two (2) not applicable; two (2) in MEICD addressed youth/adolescents and four (4) in SC addressed
<table>
<thead>
<tr>
<th>Journal</th>
<th>Adult</th>
<th>Children</th>
<th>Infant</th>
<th>Youth/Adolescent</th>
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<tr>
<td>1. Counseling and Values (CV)</td>
<td>3</td>
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<tr>
<td>2. Counselor Education and Supervision (CES)</td>
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<td>0</td>
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<td>5. Journal of Employment Counseling (JEC)</td>
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<tr>
<td>6. Journal of Mental Health Counseling (JMHC)</td>
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<td>0</td>
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</tr>
<tr>
<td>7. Measurement and Evaluation in Counseling and Development (MEICD)</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<tr>
<td>8. Rehabilitation Counseling Bulletin (RCB)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>9. School Counselor (SC)</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>10. Journal of Multicultural Counseling and Development (JMCD)</td>
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<tr>
<td><strong>Totals</strong></td>
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<td><strong>7</strong></td>
<td><strong>0</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
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</tbody>
</table>
youth/adolescents. Meanwhile 11 in JMCD addressed adults, six (6) children, five (5) youth/adolescents and four (4) were not applicable. CES, JEC or RCB published no articles which addressed African American issues.

Consequently, of 47 selected articles addressing African American issues by population addressed were: adults 20 (or 42.6%), children seven (7 or 14.9%), youth/adolescents 12 (or 24.5%), not applicable six (6 or 12.8%), and none for infants (0 or 0%). Therefore, the typical article addressed the African American adult population.

Summary

Overall, the typical article addressing African American issues referenced adult populations most often. Meanwhile the problem/concept most often addressed was education/miseducation followed by an emphasis on the pathology of African Americans.

Section D: Selected Author Characteristics

Descriptive data for selected characteristics of authors addressing African American issues included two variables. They were: gender and university affiliation. Results are detailed below for each of these variables and 47 selected articles.

Gender

As shown in Table 7, of 47 study authors addressing African American issues during the study period, one (1) CV
<table>
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<th>UNIVERSITY AFFILIATION</th>
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<tr>
<td>1. Counseling and Values (CV)</td>
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</tr>
<tr>
<td>2. Counselor Education and Supervision (CES)</td>
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</tr>
<tr>
<td>3. Elementary School Guidance and Counseling (ESGC)</td>
<td>2</td>
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<tr>
<td>4. Journal of Counseling and Development (JCD)</td>
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<tr>
<td>5. Journal of Employment Counseling (JEC)</td>
<td>0</td>
</tr>
<tr>
<td>6. Journal of Mental Health Counseling (JMHC)</td>
<td>0</td>
</tr>
<tr>
<td>7. Measurement and Evaluation in Counseling and Development (MEICD)</td>
<td>3</td>
</tr>
<tr>
<td>8. Rehabilitation Counseling Bulletin (RCB)</td>
<td>0</td>
</tr>
<tr>
<td>9. School Counselor (SC)</td>
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</tr>
<tr>
<td>GENDER</td>
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</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
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<tr>
<td>Male</td>
<td>Female</td>
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<tr>
<td>(#)</td>
<td>(#)</td>
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<td>13</td>
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</table>

10. *Journal of Multicultural Counseling and Development (JMCD)*

<table>
<thead>
<tr>
<th>Totals</th>
<th>26</th>
<th>21</th>
<th>0</th>
<th>4</th>
<th>43</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(55.3%)</td>
<td>(44.7%)</td>
<td>(0.0%)</td>
<td>(8.5%)</td>
<td>(91.5%)</td>
</tr>
</tbody>
</table>
author (or 100%) was a male and none (or 0%) was a female; two (2) ESGC authors (or 100%) were females and none (or 0%) were males; four (4) JCD authors (or 40%) were males and five (5 or 60%) were females; one (1) JEC author (or 100%) was male and none (or 0%) was female; three (3) MEICD authors (or 90%) were males and one (1 or 10%) were female; three (3) SC authors (or 90%) were males and one (1 or 10%) was female, and 13 JMCD authors (or 50%) were males and 13 (or 50%) were females.

Consequently, of the 47 study authors addressing African American issues, 26 (or 55.3%) were males and 21 (or 44.7%) were females. Therefore, the gender of the typical study author who addressed African American issues was a male.

University Affiliation

As shown in Table 7, of 47 study authors addressing African American issues during the study period, none (or 0%) published in CV were affiliated with UNCFMI, none (or 0%) affiliated with HBCU and one (1 or 100%) with a white/majority university affiliation. None (or 0%) published in ESGC were affiliated with UNCFMI, one (1 or 50%) affiliated with HBCU and one (1 or 50%) with a white/majority university affiliation. One (1 or 10%) of authors publishing in JCD was affiliated with HBCU and eight (8 or 90%) with a white/majority university affiliation. None (or 0%) published in JEC were affiliated with UNCFMI, none (or
0%) affiliated with HBCU and one (1 or 100%) with a white/majority university affiliation.

Additionally, none (or 0%) of the study authors publishing in MEICD were affiliated with UNCFMI, none (or 0%) affiliated with HBCU and four (4 or 100%) with a white/majority university affiliation. None (or 0%) publishing in SC were affiliated with UNCFMI, none (or 0%) affiliated with HBCU and four (or 100%) with a white/majority university affiliation. None (or 0%) publishing in JMCD were affiliated with UNCFMI, two (or 20%) affiliated with HBCU and 24 (or 80%) with a white/majority university affiliation.

Consequently, of the 47 study authors, the total number published articles in study journals were affiliated with UNCFMI was none (or 0.0%), with HBCU four (4 or 8.5%) and with a white/majority 43 (or 91.5%). Therefore, the typical author who published articles in the study journals addressing African American issues during the study period was affiliated with a white/majority university.

Summary

Overall, the typical study author was a male. He was affiliated with a white/majority university.
The primary purpose of this study was to examine the current state of the counseling profession’s ability to provide mental health service delivery to African Americans. In doing so, this study described certain characteristics of mainstream counseling journals, and of the articles published in such journals, and the African American issues they addressed. Additionally, selected characteristics of the authors who are published in these journals were also examined.

The results regarding each of these issues are discussed below and followed by summary/conclusions, need for a Black scholarship perspective, implications, limitations, and directions for future research.

**Study Journal Characteristics**

Selected journals for this study consisted of those whose title contained the word "counseling". Further, they were supported by the leading authority in counseling (i.e., American Counseling Association [ACA], formally the American Association of Counseling and Development [AACD]).

The requirement that these titles contain the word "counseling" was a prerequisite to delineate the focus of journals containing minute issues from those containing comprehensive issues in counseling. The requirement that
these study journals had to be members of ACA was an effort to focus on the sources from which the leading professionals in counseling drew their knowledge. Certain characteristics of these journals were addressed. These were publication policies, focus, university affiliation and total number of published pages during the five year study period.

This study's content analysis confirmed that these study journals met the requirements for rigorousness (i.e., contained policies requiring blind/anonymous review, abstracts, bibliographies/references, and had an editorial board). The extent to which diversity existed for these policies and between journals was not apparent except in membership lists for editorial boards. This is to say that the number of members comprising editorial boards varied between journals. An explanation for such a difference was not apparent. What was apparent is that of for almost all these journals, their policy statements did not address issues of cultural diversity.

Furthermore, one logically wonders what processes and policies covertly parallel those stated, when virtually all of these journals are commercially published. Perhaps universities are not publishers for these mainstream counseling journals due to issues relating to budget allocations. Candidly speaking, it is common knowledge that commercial entities are in business because they successfully market competitive products which are enticing
to their consumers. Because the study journals are marketed by a commercial source located in the southeastern United States in Alexandria, Virginia, it is quite possible this publisher has a hidden agenda.

Such an agenda would likely perpetuate the status quo (i.e., a focus on research, practice and procedures), as well as the views, practices and value system of a southern white/majority. Consequently, the publisher would strive to continue to satisfy the expectations of its constituents. If this logic is true, this would explain in part why scholars from African American institutions (i.e., UNCFMI, HBCU) with a Black perspective, who address Black issues, seldom had their work published in these journals during the study period.

As revealed in this study, research, counseling practice and counseling procedures were determined to be the primary focus of these study journals. All of these have required a greater emphasis on structure, content and analysis of data. Meanwhile, other components (i.e., growth and development, religion, moral values, counseling theory, counseling programs, applications) which are more likely to address elements of social change, cultural diversity and socio-political-economic and environmental factors, were not the typical focus for these journals.

Finally, if ACA is to continue as sole proprietor and publisher of mainstream counseling journals, its policies
and major constituency are not likely to change. Therefore, future trends and practices in counseling will most likely continue describing Black families as dysfunctional and Black personalities as pathological and perpetrators of their own demise.

**Selected Article Characteristics**

Articles that addressed African American issues were compared in selected journals during the study period through content analysis. Article characteristics examined were: type, page length and gender focus.

In this study, it was determined that study articles represented only 47 (or 2.7%) of 1715 aggregate articles published during the study period. Such articles were research based, averaged four pages in length and were not gender specific.

These data are of special interest when one notes that each day the media is replete with news reports which have negatively targeted Blacks in this country as criminals, psychopaths, sociopaths, sex offenders, drug addicts, etc. Statistical reports generated by the U.S. Bureau of the Census\(^1\) have been especially alarming regarding Blacks. For example, (1) the mortality rate for Black male babies is 19.9 and females 16.5 per 1,000 live births; (2) Black males make up 44% of the nation’s annual

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homicides and 46% of the nation’s prison population; (3) the number of Black female headed households has increased 108% since 1970; (4) almost half of the men on death row today are Black; and (5) overall, Black females 16 and older outnumber Black males by more than two million. This implies the Black population is in socioeconomic and psychological peril. Further, they are in need of some counseling techniques that would address their uniqueness as a culturally diverse group.

Because this study’s data reflect a paucity of articles about Blacks for the study period, one must ask if the journal referees chose to ignore all other statistical reports except those in field and have perhaps assumed that one/any approach is universally applicable in counseling interventions with Blacks. Therefore, racial and cultural specific studies would not be encouraged or accepted when they are submitted for possible publication.

As reflected in this study and with the support of such Black scholars as Jackson, Hilliard, Jones, Nobles, Banks, Hale, Sue, etc., it is seen that important issues

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for Blacks in general and Black males and females specifically have not been addressed. Consequently, for the five year study period it was found there has been a failure of mainstream counseling journals to publish research which adequately assessed Blacks as a culturally diverse entity.

Selected Characteristics of Articles Addressing African American Issues

Forty-seven articles which addressed African American issues were examined regarding the terms of population and problem/concept they addressed. Results supported previous research findings. These findings were that articles which address Blacks typically examined educational attainment and pathological behaviors.

Further, these data reflect the views posited by the white male/majority in previous research. These views, racially skewed, have sought to standard and categorize Black behavior according to normative data collected on white samples and by white researchers. Additionally, such views have negated the importance of social policies, practice and structure (i.e., employment opportunities, education, fair housing, etc.) as contributing factors to understanding Black personality.

Consequently, that pathology was identified as a major concept addressed during the study period, is consistent with the Moynihan Report.\(^3\) This report posited notions characterizing Blacks and their families as impeding the progress of the entire race of African Americans.

Hill\(^4\) has suggested that the preoccupation with pathology in most research on Black families has obscured some fruitful avenues of investigation. He further contended that examining the strengths of Black families could contribute as much or more toward understanding and ameliorating social problems as compared to examining their weaknesses.

Results of this study also showed that the population most often addressed were African American adults. Substantive consideration for other populations (i.e., children, infants, adolescents) was not provided within these study articles. Here again, the diversity within the Black population has been ignored as having the effect of complex issues such as poverty, racism and oppression.

Therefore, it is reasonable to conclude that there has not been a broadening of mental health theory and research for persons of African descent in counseling journals. Because of this, typical counseling procedures,

\(^3\)Moynihan, *The Negro Family: The Case for National Action*.

counselor styles and the educative processes for counselors are likely to continue being interpreted comparatively using the white, middle class culture as the norm or standard to the exclusion of a Black perspective.

**Selected Author Characteristics**

Selected characteristics used to describe authors who addressed African American issues were: gender and university affiliation. Of the 47 authors, the majority were male, and 43 were affiliated with a white/majority institution. These data support past trends that the scholarship of males from white/majority institutions has been used to establish mental health models. Additionally, because their scholarship proliferates the literature and consequently is widely read by the professional reading audience.

It is interesting to note that only four authors were affiliated with UNCFMI and HBCU institutions. Such institutions usually employ the largest number of African American scholars, as well as generate culture specific research. Therefore, the paucity of research contributions to mainstream counseling journals from UNCFMI and HBCU scholars, warrants special attention.

This is possibly true since the study journals used in this research had a policy of blind/anonymous review. Consequently, the likelihood of Black authors publishing in mainstream counseling journals is greatly diminished.

At present, authors who are publishing in mainstream journals have an opportunity to impact professional counselors. However, it is not likely that these few articles will cause such counselors to improve mental health service delivery to African American clients. For example, these studies are limited as this study has shown.

For explanation, Ponterotto, Lee, and Casas,⁶ have suggested that theories and research regarding Black behavior tend not to be widely read. This is because such studies are generally not funded and therefore, not published in mainstream journals.

Williams⁷ has given as reason that mainstream research and theory building has not been oriented toward bringing about social change, but toward elevating the professional status of scholars through the generation of research grants. Therefore, according to Jones (1991),


⁷Williams, "The Black Professional: Issues and Tactics for the 70's;"
issues of oppression (i.e., economics, poverty, racism, miseducation, unemployment), usually addressed by scholars from UNCFMI's and HBCU's institutions are disregarded in rigorous mainstream counseling journals.

**Summary/Conclusions**

The typical journal under review in this study was published by ACA, through a commercial source. These journals met the requirements of rigor through their policies of blind/anonymous review, editorial boards, abstracts and bibliographies. Additionally, the policy statements of these journals emphasized research, practice and procedures. Thus, these were the central issues addressed in these journals. Meanwhile, issues of culture, race and ethnic diversity were not addressed in their statements of policy.

Only 47 articles that addressed African American issues were generated during the five year study period. These were research articles which referenced adult populations in situations relating to education/miseducation, and emphasized African American pathology.

Male scholars published the greatest number of articles addressing African American issues during the study period. Because female scholars were in the minority, this may mean that females do not address issues in research studies as often as male scholars. However, almost all of the study authors were affiliated with a white/majority
institution. It is not known what the race of these authors were, but were likely Caucasians. Meanwhile, only four authors were affiliated with HBCU member institutions. These authors were likely African Americans.

In summary, the counseling profession has failed to make necessary adjustments so that its methods are current and beneficial to Black clients. Its major fallacy has been in its exclusion/omission of substantive research in mainstream journals from predominantly Black institutions. Consequently, it appears that a white male/majority continue to dominate the publication arena and mainstream counseling journals with their scholarship.

This scholarship has been reflected in the insufficient number of articles generated about African Americans during the study period. Further, it carries a powerful message to the journal readership of professional counselors.

The message advocates, "business as usual" regarding mental health service delivery to Black clients. That is, articles for the study period share the same counseling perspectives as those asserted by the Moynihan report." In the 1960's these perspectives admonished Blacks as the source of their own ills. Yet, little or no regard was given to the contributions made by socio-political-economic

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and environmental variables. Finally, the Black personality is still being defined by a group other than themselves. This in itself is not healthy for professionals advocating mental health.

**Need for a Black Scholarship Perspective in the Counseling Profession**

Characteristically, the counseling profession falls short in its ability to provide effective mental health services to African Americans. In accordance with the work of Lee, Banks, Ponterotto, Jones, and others and this study's content analysis has shown, major theoretical positions and empirical scholarship on Blacks have been scant.

In addition, perceptions drawn from studies which have addressed African American issues have been dominated by the scholarship of a white/majority/male perspective. This majority has given little regard to issues of cultural diversity, worldview perspectives and the impact of socio-political-economic and environmental factors.

Further, in addressing race related issues, this majority scholarship has mentored mental health models on the basis of research replete with a perspective that Black

behavior is best described as pathological and their families as dysfunctional.

This perspective has led to the creation of faulty counseling models and the delivery of inadequate services to Blacks. To correct this, new research and theories must encompass a Black perspective as a proactive response to this majority scholarship.

**Implications for African American Research and Black Scholars/Black ACA Counselors**

Studies previously conducted on African Americans have basically assumed a negative analyses in describing their personalities as pathological and families as dysfunctional. Further, such studies have been perpetuated by the scholarship of white males and published in mainstream counseling journals. Interestingly enough, these have been the journals upon which professional counselors base their techniques in the treatment of Black clients. Consequently, Black clients have received inadequate mental health services. Therefore, the following recommendations are made for Black scholars conducting research regarding African Americans:

1. to create a Black Counseling Journal;
2. to encourage all UNCFMI’s and HBCU’s to support faculty efforts to publish in mainstream counseling journals and other professional publications;
3. to increase an awareness among Black counseling trainees at UNCFMI’s and HBCU’s to publish studies;
4. to address the paucity of studies addressing Black issues;
5. to become advocates for social change in ACA journals;
6. to become advocates for social change within ACA regarding journal policies regarding the acceptance of race specific manuscripts submitted for possible publication; and
7. as ACA members, advocate/lobby for Black editorial board members who would closely monitor the manuscript screening process.

Limitations of the Study

Most research studies have limitations which should be recognized in order to facilitate future research. Study results strongly suggest there is a need for Black scholars to publish articles which address African American issues in mainstream counseling journals. The limitation inherent in this notion is that the race of the 47 authors identified in this study was not known but it was assumed almost all were white. It was also assumed that the four authors from UNCFMI’s and HBCU’s were Black. Consequently, there are times when an inadequate portrayal is given. Therefore,
caution is advised when making generalizations regarding the race of study authors.

**Directions for Future Research**

Content analysis techniques provided information regarding the publication schedule for each study journal. Of importance was the extent to which each journal published articles regarding African American issues and the institutional affiliation, gender and race of these authors. Consequently, directions for future research should be as follows:

1. a content analysis study should be conducted which addresses the rejection rate of manuscripts for mainstream counseling journals;
2. a content analysis study should be conducted which also examines the submission rate of UNCFMI and HBCU faculty to mainstream counseling journals as compared to the acceptance rate;
3. a study should be conducted which addresses the race of published authors, and
4. a study should be conducted which addresses the composite of ACA editorial boards by race.
APPENDICES
APPENDIX A

LIST OF MAINSTREAM COUNSELING JOURNALS

American Counseling Association (ACA)

ACA is recognized as a professional, scientific and educational organization. Its guidelines for practice and ethical principles govern the counseling profession. ACA published counseling journals are listed below.

1. Counseling and Values
2. Counselor Education and Supervision
3. Elementary School Guidance and Counseling
4. Journal of Counseling and Development
5. Journal of Employment Counseling
6. Journal of Mental Health Counseling
7. Measurement and Evaluation in Counseling and Development
8. Rehabilitation Counseling Bulletin
9. School Counselor
10. Journal of Multicultural Counseling and Development

¹Formerly, the American Association for Counseling and Development (AACD).
APPENDIX B

LIST OF UNITED NEGRO COLLEGE FUND MEMBER INSTITUTIONS (UNCFMIs)

1. Barber-Scotia College
   Concord, North Carolina

2. Benedict College
   Columbia, South Carolina

3. Bennett College
   Greensboro, North Carolina

4. Bethune-Cookman College
   Daytona Beach, Florida

5. Claflin College
   Orangeburg, South Carolina

6. Clark Atlanta University
   Atlanta, Georgia

7. Dillard University
   New Orleans, Louisiana

8. Edward Waters College
   Jacksonville, Florida

9. Fisk University
   Nashville, Tennessee

10. Florida Memorial College
    Miami, Florida

11. Hurston-Tillotson College
    Austin, Texas

12. Interdenominational Theological Center
    Atlanta, Georgia

13. Jarvis Christian College
    Hawkins, Texas

14. Johnson C. Smith University
    Charlotte, North Carolina

15. Knoxville College
    Knoxville, Tennessee
<table>
<thead>
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<th></th>
<th>College Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
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<td>Lane College</td>
<td>Jackson, Tennessee</td>
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<tr>
<td>17</td>
<td>Lemoyne-Owen College</td>
<td>Memphis, Tennessee</td>
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<tr>
<td>18</td>
<td>Livingstone College</td>
<td>Salisbury, North Carolina</td>
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<tr>
<td>19</td>
<td>Miles College</td>
<td>Birmingham, Alabama</td>
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<td>Morris Brown College</td>
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<td>Philander Smith College</td>
<td>Little Rock, Arkansas</td>
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<td>27</td>
<td>Rust College</td>
<td>Holly Springs, Mississippi</td>
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<td>28</td>
<td>Saint Augustine's College</td>
<td>Raleigh, North Carolina</td>
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<td>29</td>
<td>Saint Paul's College</td>
<td>Lawrenceville, Virginia</td>
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<td>30</td>
<td>Shaw University</td>
<td>Raleigh, North Carolina</td>
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<tr>
<td>31</td>
<td>Spelman College</td>
<td>Atlanta, Georgia</td>
</tr>
<tr>
<td>32</td>
<td>Stillman College</td>
<td>Tuscaloosa, Alabama</td>
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</tbody>
</table>
33. Talladega College  
   Talladega, Alabama

34. Texas College  
   Tyler, Texas

35. Tougaloo College  
   Tougaloo, Mississippi

36. Tuskegee University  
   Tuskegee, Alabama

37. Virginia Union University  
   Richmond, Virginia

38. Voorhees College  
   Denmark, South Carolina

39. Wilberforce University  
   Wilberforce, Ohio

40. Wiley College  
   Marshall, Texas

41. Xavier University  
   New Orleans, Louisiana
APPENDIX C

LIST OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs)

1. Alabama A & M University
2. Alabama State University
3. Albany State College
4. Allen University
5. Arkansas Baptist College
6. Atlanta Junior College
7. Atlanta University
8. Barber-Scotia College
9. Benedict College
10. Bennett College
11. Bethune-Cookman College
12. Bishop College
13. Bowie State College
14. Central State University
15. Cheyney State College
16. Chicago State University
17. Claflin College
18. Clark College
19. Clinton Jr. College
20. Coahoma Jr. College
21. College of the Virgin Island
22. Compton College
23. Concordia College
24. Choppin State College
25. Daniel Payne College
26. Delaware State College
27. Detroit Institute of Technology
28. Dillard University
29. District of Columbia Teachers College
30. Edward Waters College
31. Elizabeth City State University
32. Essex County College
33. Fayetteville State University
34. Federal City College
35. Fisk University
36. Florida A & M University
37. Florida Memorial College
38. Fort Valley State College
39. Friendship Jr. College
40. Grambling College
41. Hampton Institute
42. Howard University
43. Huston-Tillotson College
44. Interdenominational Theological
45. Jackson State College
46. Jarvis Christian College
47. Johnson C. Smith University
48. Kennedy-King College
49. Kentucky State University
50. Kittrell College
51. Knoxville College
52. Lane College
53. Langston University
54. LeMoyne-Owen College
55. Lincoln University
56. Lincoln University
57. Livingstone College
58. Lomax-Hannon College
59. Los Angeles S.W. College
60. Malcolm-King: Harlem College Extension
61. Malcolm X College
62. Mary Allen Jr. College
63. Mary Holmes College
64. Medgar Evers Community College
65. Meharry Medical College
66. Miles College
67. Mississippi Industrial College
68. Mississippi Valley State College
69. Mobile State/S.D. Bishop State Jr. College
70. Morehouse College
71. Morgan State College
72. Morris College
73. Morris Brown College
74. Morristown College
76. Norfolk State College
77. North Carolina A & T State University
78. North Carolina Central University
79. Oakwood College
80. Olive-Harvey College
81. Paine College
82. Palmer College
83. Paul Quinn College
84. Philander Smith College
85. Prairie View A & M College
86. Prentiss N & T Institute
87. Rust College
88. Saint Augustine’s College
89. Saint Paul’s College
90. Savannah State College
91. Selma University
92. Shaw College at Detroit
93. Shaw University
94. Shorter College
95. Simmons University
96. South Carolina State College
97. Southern University
98. Southwestern Christian College
<table>
<thead>
<tr>
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<th>Institution</th>
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<tbody>
<tr>
<td>99</td>
<td>Spelman College</td>
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<tr>
<td>100</td>
<td>Stillman College</td>
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<td>101</td>
<td>Theodore A. Lawson State Jr. College</td>
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<tr>
<td>102</td>
<td>Talladega College</td>
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<td>103</td>
<td>Tennessee State University</td>
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<tr>
<td>104</td>
<td>Texas College</td>
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<td>105</td>
<td>Texas Southern University</td>
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<td>106</td>
<td>Tougaloo College</td>
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<tr>
<td>107</td>
<td>Tuskegee Institute</td>
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<tr>
<td>108</td>
<td>University of Arkansas</td>
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<td>109</td>
<td>University of Maryland (Eastern Shore)</td>
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<td>110</td>
<td>Utica Jr. College</td>
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<td>111</td>
<td>Virginia College</td>
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<td>112</td>
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<td>114</td>
<td>Voorhees College</td>
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<td>115</td>
<td>Washington Technical Institute</td>
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<td>116</td>
<td>Wayne County Community College</td>
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<td>Winston-Salem State University</td>
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<td>120</td>
<td>Xavier University</td>
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<td>Section A: Journal Characteristics</td>
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</tr>
<tr>
<td>1. Volume # ____</td>
<td>2. Edition # ____</td>
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<tr>
<td>6. Journal Name ________________________________</td>
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<tr>
<td>7. University Affiliation &amp; Address</td>
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</tr>
<tr>
<td>(1) No university affiliation, has commercial identity</td>
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<tr>
<td>(2) Yes, (specify) ____________________________</td>
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<tr>
<td>8. City, State where published</td>
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<tr>
<td>(city)__________________________</td>
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<tr>
<td>(state)__________________________</td>
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<tr>
<td>9. Major Focus/Purpose of journal as stated ____________________________________________</td>
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<tr>
<td>10. Journal states it has an African American focus</td>
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<tr>
<td>(1) Yes</td>
<td></td>
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<tr>
<td>(2) No</td>
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<td>11. Journal's Publication Schedule</td>
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<tr>
<td>(1) monthly</td>
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<td>(2) quarterly</td>
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<td>(3) annually</td>
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<td>(4) bi-annually</td>
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<td>(5) Other (specify)__________________________</td>
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<td>12. Journal has Editorial Board</td>
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<td>(1) No</td>
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<td>(2) Yes, # members (specify) ______</td>
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<tr>
<td>13. Blind/Anonymous Review Policy</td>
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<tr>
<td>(1) Yes</td>
<td></td>
</tr>
<tr>
<td>(2) No</td>
<td></td>
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</table>
### Section B: Selected Article Characteristics

14. Journal policy requires Articles to contain abstract
   - (1) Yes
   - (2) No

15. Journal policy requires Articles to contain Bibliographies/References.
   - (1) Yes
   - (2) No

16. Author's Affiliation with UNCF or HBCU
   - (1) Yes, (specify)
   - (2) No
   - UNCFMI
   - HBCU

17. Author's Gender
   - (1) Male
   - (2) Female
   - (3) Cannot determine gender

18. Article Type
   - (1) Research
   - (2) Theoretical, African American Focus
   - (3) Other (specify)

19. Research based article, used African American sample.
   - (1) Yes, 100% African American Sample
   - (2) Yes, uses some African Americans in sample
   - (3) No, Not Applicable

20. Length of Article
    (specify # pages)

21. Population Addressed
    - (1) Not Applicable
    - (2) Infant
    - (3) Children
    - (4) Youth/Adolescent
    - (5) Adults
    - (6) Elderly

22. Gender Specific Population
    - (1) Not Applicable
    - (2) Male
    - (3) Female
SECTION B: SELECTED ARTICLE CHARACTERISTICS

23. Type of problem/concept addressed in this article.

___ (1) emphasis on pathology
___ (2) avoidance of critical issues such as:
   ___ (a) racism
   ___ (b) oppression
   ___ (c) poverty
   ___ (d) unemployment
   ___ (e) homelessness
   ___ (f) education/miseducation
   ___ (g) environment
   ___ (h) Other, (specify)__________________________


___ (3) Not applicable

24. Article Synopsis

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(CJDRS) 1992/K. Scruggs

Code ___/___ OF ___


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Hilliard, A., III. "Do We Have the Will to Educate All Children?" *Educational Leadership* 49, no. 1 (1991): 31-36.


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