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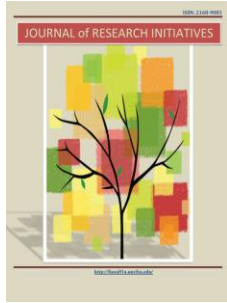
High School Journalism Advisors and African American Students

About the Author(s)

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Keywords

High School, Journalism, Advisor, Diversity, Newsroom, Curriculum, ASNE, JEA, KSPA, Scholastic



HIGH SCHOOL JOURNALISM ADVISORS AND AFRICAN AMERICAN STUDENTS

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Abstract

This study examined whether African American participation in high school journalism is lower than the participation of other students in the State of Kansas. Past research has found that participation in high school newspapers and yearbook staff is often the pathway for students to consider careers in journalism. For the sake of this study, participation was defined as "any school-directed journalistic activity or program where students are allowed to produce content." This study used a questionnaire sent to 100 high school advisers and teachers, experimentally accessible in the state, administered over three years as the survey instrument. The response rate was 71 percent of 100 teachers from 98 high schools.

Kansas has a statewide population of less than 4% African Americans. Therefore, to be as representative as possible, only the top 20 Kansas high schools with at least a 20% African American enrollment were selected to provide data. Contact information was selected from the Kansas Scholastic Press Association (KSPA) and the Journalism Education Association (JEA), and census data were selected from Kansas. The study also examined the value placed on the activity and participation of students in high school publications and clubs had on inclusivity for all students. In addition, advisers were asked when students could enter newsrooms if there were any prerequisites to be on yearbook or newspaper staff and if advisers were actively recruited for these positions. Lastly, the study sought to duplicate a study completed in 1992, which was written to see if there were programs to make high school journalism programs more inclusive by 2000. Does the possible loss of African American high school journalists present a later loss of essential voices in the media and the media messages in the future?

Introduction

Historical Perspective

High school journalism research has been conducted on journalism's relationship to SAT and ACT scores and predictors. Prior research has also examined how high school journalism program participation has been a factor in how students choose journalism as a profession. Just who can realize their career dream is part of the focus for this study. Organizations such as the American Society of Newspaper Editors (ASNE) were at the forefront of diverse newsrooms – both in academia and the workplace. There has been historical and even practical research on the topic.

The primary purpose of this study is to begin eliminating the gap in the literature regarding African American high school journalism students by examining the lack of African American students in the state of Kansas's high school journalism programs. The conceptual

framework guiding this study views this process through the advising and instructional lens of high school professionals while emphasizing the influential role of institutional theory elements. Another primary purpose of the study is to create a dialog and understand the need for minority participation in framing and structuring their media images.

In 1968 President Lyndon Johnson established a committee to examine and analyze these events in reaction to the struggles, strife, and social-racial unrest of the summer of 1967. The country was shocked and nervous about the things happening in the large urban centers of America. The 11-member National Advisory Commission on Civil Disorders (better known as the Kerner Report after its chair, then Illinois Governor Otto Kerner, Jr.) determined America was "moving toward two societies, one black and one white – separate and unequal." As part of its analysis of the causes of the riots, the Kerner Commission looked at the media's role in civic unrest. It concluded the press had failed to report on the underlying problems leading to the riots adequately. The Kerner Commission also criticized the news media for reporting from a White-only perspective and failing to report Blacks' history, culture, and activities in American society (Report of the National Advisory Commission on Civil Disorders, 1968). Noting that fewer than 5% of U.S. journalists were Black and far fewer were in decision-making positions, the Kerner Commission said the journalism profession had been "shockingly backward" in seeking out, hiring, training, and promoting Blacks (Report of the National Advisory Commission on Civil Disorders, 1968, p. 384).

The Kerner Report brought into the American lexicon the idea of the Digital Divide. This digital divide was about the information and news coverage prevalent in America during the 1960s. Many social science researchers have looked at the digital divide as purely a racial/socio-economic issue. Simply stated, those with the economic means to access information and education have the best chances of succeeding in America. Access to media information and constructs, a specific voice in the media, is needed for young African Americans. Media images and portrayals in the media help to shape the thoughts and hopes of generations. One of the best ways to combat historically negative stereotypical imaging is to have African Americans involved in media message development. Kansas does not resemble the cities of Detroit or Oakland in the 1960s. However, the same problems still exist in the lack of education addressing the media effects and images dominating the construct of young African Americans.

A decade after the Kerner Report, the ASNE attempted to improve the diversity of newsrooms. Its Year 2000 goal, established in 1978, of establishing parity between minority representation in newspaper newsrooms and the percentage of the minority in the general population was commendable. However, some administrators at ASNE, as late as 2004, did not think the goal was realistic. It must be noted that ASNE and others used the word "minorities" when it universally meant "Blacks." "Their thinking prompted ASNE to push back from 2000 to 2025 the year it set as a goal for 'newsroom parity' between the percentage of minorities in newsrooms and the percentage of minorities in the communities covered by the newsrooms" (Christian, 2004, p. 16).

"The dominance of newspapers is fading or gone. They are less essential to broader clusters of readers, replaced by the trimmed down, sped up digital news" (Coleman, 2011). This does not mean there is still no need for minority representation in these more fluid newsrooms and editorial decisions. On the contrary, there is more of a need for representative voices in the media. With the decline of newspapers in mind, many African American, Hispanic and Native

American journalists point to how newsrooms are proving to be more difficult for minorities to survive. "They are alarmed about numbers showing minority newsroom employment falling faster -- and that the idea of employing newsrooms that reflect the ethnic and racial diversity has been a principal victim of industry cutbacks" (Fitzgerald, 2009).

How do the goals of diversity in America contained in the Kerner Report and the goals of ASNE become a reality? How can minorities in general, and African Americans specifically, gain the equality of media career opportunities? The hope of many would be to allow African Americans to have this start in high school settings. Like many career interests, clubs and associations in high schools pique students' interests, shaping their future careers. Are there any obstacles to minority students joining these activities? Are there any specific goals or directives to allow for this diversity?

Many would point to the major high school journalism organizations. In Kansas, two of these are the Journalism Education Association (JEA) and the Kansas Scholastic Journalism Association (KSPA). According to the JEA (2019) website, the Journalism Educators of Metropolitan Kansas City (JEMKC), has as part of its "About Us" page, "JEMKC is an organization whose purpose is to provide opportunities for collaboration, enrichment, and development of high school journalism educators" (jemkc.org). Nowhere in this mission statement is there a mandate to strive for inclusivity or diversification in the educators' programs or activities. Looking at JEA's 2019 Spring Semiannual Report (March 2019), while most state reports mention Freedom of the Press in some form, not one of them directly mentions any diversity goals in programming. One state, Alabama, does mention two workshops in their upcoming events (<http://jea.org/wp/blog/2019/03/27/2019-spring-semiannual-report-anaheim-ca/>).

It would be realistic to believe individual high school educators do try to diversify their programs. However, there are no directives or overarching goals stated in the mission statements of their professional organizations. Therefore, this study will focus on African American high school students in Kansas and their school programming and activities opportunities.

In the state of Kansas, this study would like to examine any indicators within Kansas high school programs showing factors precluding the opportunities for potential or hopeful career journalists – and in effect, against the goals of ASNE's hopes a more diversified media.

There is a lack of African American high school students in Kansas enrolling in journalism and mass communications programs in Kansas's colleges and universities. This could be due to the lack of journalism and media courses situated in Kansas' high schools. Is there a lack of equitable journalism courses in predominantly minority high schools than in more affluent majority populated high schools in the state? The lack of students could also be due to a low African American population in the state. The United States Census has reported Black, or African American alone, percent for 2013 through 2017 has remained steady at 6.2% (<https://www.census.gov/quickfacts/fact/table/ks#viewtop>).

Funding for journalism programs throughout the state was in danger of being diminished in 2013. The Kansas State Department of Education voted to end the vocational dollars from the state public schools during the 2012-13 school year. The decision by the state stems from legislators' conclusions determining the career does not meet the new vocational criteria.

Urban and rural schools will predictably suffer from the lack of funds. These schools overwhelmingly have African American students. The journalism courses will disappear - will the voices of African Americans do the same?

A 2011 national study of high school journalism programs conducted by Kent State found "Student media presence remains strong in American public high schools" (Center for Scholastic Journalism, 2011). However, the same study went on to assert, "Poor and minority students more likely to be left out" (Center for Scholastic Journalism, 2011).

Adding to the threat of losing funding for Kansas's high school programs are the myriad demands placed on educators striving to keep journalism as part of the curricula. Kansas's high school journalism advisors and teachers have the challenge of maintaining these courses active and viable. These administrators face demands on their time, personal finances, and the dilemma of joining state, regional, and national professional organizations regarding their ability to keep current with best practices and networking.

Scholastic journalism research

The study of high school journalism reaches back to the beginnings of mass communication research. Grant Hyde wrote about scholastic journalism in the second-ever issue of *The Journalism Bulletin* (later *Journalism Quarterly*) more than 90 years ago, noting "The amazingly rapid growth and spread of the teaching of 'something like journalism' in high schools throughout the country." But despite the deep-rooted history, the body of literature that has developed on high school journalism is relatively thin, especially on the linkage between high school newspapers and race (Callahan, 1996).

High school journalism programs were not in the original thoughts of those championing the importance of journalists to America. Robert E. Lee, the new president of Washington College in Virginia (Later to become Washington & Lee), could be speaking today when his vision of a better country included individuals well versed in understanding the world around them. Believing an intelligent press played an instrumental role in contributing to an informed, responsible citizenry in 1868, he proposed to the college's trustees that they establish 50 scholarships "for young men proposing to make printing and journalism their life work and profession" (Sloan, 1990, p. 3).

Lee's proffered plan of having young men in today's society would include African Americans and other minorities. However, Lee's thoughts on the betterment of American journalism did not include a country educating African Americans. Many scholars have dismissed Washington & Lee's historical placement in the role of journalism. Some saw it as nothing but a way to formalize apprenticeships. The school dropped the program after Lee's death in 1870. The voices of disenfranchised African Americans should share in the shaping and telling of media images and constructs relating to their groups. They should be able to play an instrumental role in the way a hegemonic society portrays them. Incorporation of discrimination into institutional explanations allows discussion of what Blau and Ferber (1992) refer to as "feedback effects." For example, if blacks perceive their return on schooling is lower, their incentive to invest will be adversely affected. But while some feedback mechanisms are apparent, some are much more subtle (Haggerty & Johnson, 1995).

The research literature on the association between high school newspapers and the profession is much richer. The most significant work was done in the late 1950s and early 1960s, when researchers were concerned about the under-enrollment of journalism schools and the

domination of high school newspapers by female students (Callahan, 1998). Social learning theory (Bandura, 1971) asserts that individuals are exposed to a specific behavior, which becomes easier to model. Therefore, students who read the newspaper frequently may be more capable of producing news stories than students who are not exposed to as much news. Furthermore, logic suggests students who had experience in high school journalism may be better prepared for college journalism writing than students with no experience (Bissell & Collins, 2001).

Scholastic journalism student participation

Getting students interested in journalism while still in high school is especially important because most students have made their career decisions by entering college. In addition, researchers have posited African Americans were more likely than any other group to decide early on careers in journalism. For example, an ASNE survey found 39 percent of editors surveyed made their career choice before college (Callahan, 1998).

Early journalistic exposure may be through experiential learning activities such as working on one's school newspaper or school yearbook or taking writing courses. However, exposure to journalism (through choice and opportunity) while in school significantly increases the individual's chances to work as a print journalist. For example, Feldman (1995) and Weigle (1957) asked first-year college students who had been editors of high school publications what the important sources were for their impressions about journalism as a career. In ranking six sources, students said "high school advisor or other teachers" was most important.

Feldman (1995) found that those who decided to enter print journalism during high school were most likely to have taken a journalism course and worked on their school newspaper. Thus, taking a journalism course in high school is a statistically significant factor in entering this profession. There is also a strong correlation between taking a high school journalism course and working on one's school paper, suggesting the two activities often accompany one another and contribute to one's career decision. Based upon this model, it would appear those who engage in journalism-oriented activities while in high school.

With the lack of teachers trained in journalism, the job of a high school journalism teacher often goes to an English teacher or to anyone who is assigned to advise the student newspaper (Hines & Nunamaker, 1985). The reasons journalism teachers have not earned journalism certification vary. In some states, certification in journalism is not necessary to teach journalism. Hence, teachers may not feel compelled to take college coursework for training. In some states, teachers must become recertified periodically, and they can gain recertification through in-service training.

Becoming a member of a national or regional press association for high school journalism programs is not dependent on advisors having journalism backgrounds or degrees.

High school journalism associations

Hines (1980) found that scholastic journalism has been an integral part of the school activities movement and curriculum since the early 1920s. Publications antedate the teaching of journalism in the secondary school. They have spawned a special breed of organizations, which enhance and encourage school journalism – scholastic press associations – at the regional, state, and national levels. In Kansas, high school journalism advisors are primarily members of two or three associations, as seen in Table 1. In Kansas, it is the Kansas Scholastic Press Association (KSPA). According to the association's website, "The Kansas Scholastic Press Association is a

non-profit organization composed of Kansas scholastic journalism students and teachers. The organization is committed to excellence in journalism at all levels and views its focus as one of providing journalism education leadership for Kansas teachers and students" (<http://www.kspaonline.org/about/>). As noted, there is no statement in their mission regarding diversity or minorities. There is no outreach to try to be inclusive. This theme is repeated in the classrooms of Kansas.

The journalism association with the second-largest Kansas high school advisor membership is the Journalism Education Association (JEA). According to its mission, "The Journalism Education Association supports free and responsible scholastic journalism by providing resources and educational opportunities, by promoting professionalism, encouraging and rewarding student excellence and teacher achievement, and by fostering an atmosphere which encompasses diversity yet builds unity" (jea.org/home/about-jea/mission/). Having diversity last also goes to how the organization deems diversity's importance. Additionally, for their core values, the JEA lists – pedagogy, advocacy, innovation, community, and excellence (jea.org). How can this concept be part of your mission if you do not have diversity as a core?

Another influential organization for journalists is the American Society of News Editors (ASNE). ASNE focuses on leadership development and journalism-related issues. Founded in 1922 as a non-profit professional organization, ASNE promotes fair, principled journalism, defends and protests First Amendment rights, and fights for freedom of information and open government. Leadership, innovation, diversity, and inclusion in coverage and the journalism workforce, youth journalism, and sharing of ideas are also key ASNE initiatives (<http://asne.org/content.asp?pl=24&contentid=24>). Unfortunately, ASNE has not always been so accepting of diversity. ASNE members did not make diversity a convention topic until 1955. According to the same ASNE report, during a session titled "How Is the Press Reporting School Desegregation?" the discussion turned to whether coverage of desegregation was serving the needs of blacks as well as whites, and an editor remarked upon the mono-racial status of the ASNE membership. A.M. Piper of the Council Bluffs (Iowa) Nonpareil noted, "I have been a member of the ASNE for about 15 years. I have not seen any Negroes at our conventions. Has there ever been an application from one? Perhaps we might make a beginning right here to solve the problem." In response, ASNE President James S. Pope of the Louisville Courier-Journal asserted the daily publication requirement, not race, was a barrier to the membership for African American editors. "To my knowledge, there has never been an application," he said. "I believe most Negro newspapers are weeklies. There is a daily in Atlanta; I don't know what its circulation is. I'm not sure, but I don't believe there would be more than one Negro editor, or maybe two, in the country who would be eligible" (Mellinger, 2008).

With the number of minorities, particularly African American journalists about the United States population, still lagging the national minority population in 1978, the ASNE adopted a resolution pledging to turn the statistics around. They pledged to employ editors and reporters in numbers reflecting the nation's racial make-up by the year 2000, a goal of 23 percent minority participation (Arnold & Fuller, 1992). In 2001, after not meeting their original goal, ASNE moved the year from 2000 to now, 2025. ASNE's initial survey in 1978 revealed minority journalists comprised 4 percent of the total newsroom workforce (1,700 out of 43,000). The survey is a tool ASNE uses to measure the success of its goal of having the percentage of minorities working in newsrooms nationwide equal to the percentage of minorities in the nation's

population by 2025. Currently, minorities make up 30 percent of the U.S. population. (<http://asne.org/content.asp?pl=121&sl=162&contentid=162>)

As Table 2 shows, 40 years later, ASNE's goal of having newsrooms reflecting the African American population has not happened. ASNE's total breakdown of race and gender from 2000-2018 can be found here - <https://members.newsleaders.org/diversity-survey-percent>. This study focused on African American high school students in Kansas and relied on studies and organizations that used "minority" as their survey factors. Their use of minority evolved from a binary of Black and white to now encompass gender and race.

This study wanted to consider how African American high school students, who are not being guided toward journalism by their guidance counselors or by the journalism advisors, are supposed to enter the field in either college or become excited or even know about careers in media? Institutionally, these students could be seen as being excluded by those looking for minority voices in the media.

Institutional Theory

In the 1980s, organizational researchers across various disciplines began examining the role of culture within organizational life (Morgan, 1986; Schein, 1985; Smirich & Calas, 1982) and then connected it to effectiveness (Tichy, 1983) and central processes (i.e., leadership, governance) of the organization (Schein, 1985). As a result, the culture shifted from being used as a descriptive device to becoming linked with improvement and success (Kezar & Eckel, 2002).

Institutional theory plays an essential role in helping organizations achieve their missions. Individuals are placed into the social structure of an organization and exposed to group norms that aid them in interpreting their everyday activities. These activities regularize their behaviors by building a collective consciousness of the organization and offering a broad repertoire of action strategies Feldman and March (1981). The institutional theory focuses on accounting for the emergence of homogeneity and not variation. It views change as unidirectional and driven by the institutional environment. Institutional isomorphic pressures lead to greater homogeneity, conformity, and convergence (Lewin, Weigelt, & Emery, 2004, p. 146).

According to institutional theory, organizations, particularly those with vague criteria for judging value and quality, must incorporate 'correct' programs and structures of their fields to be perceived as legitimate" (Lowrey, 2005). Professions seek autonomy or the right to control their work (Freidson, 1970). They attempt to utilize the scarce resource of specialized knowledge and skills to create another scarce resource - social and economic rewards to achieve stratified monopolies for their members. This autonomy enables professions to achieve collective social mobility for their members. But the process of achieving social stratification and, therefore, social inequality is effectuated by educational systems controlling and disseminating profession-specific knowledge and, through it, control the diffusion of the specialized expertise needed to socialize purposefully selected members into the profession (Larson 1977, xvii)

Kansas's high school journalism advisors are tasked with teaching future media professionals. Part of this should be preparing them to all work in an inclusive environment. High school journalism and yearbook staff are seen as clubs. These clubs are exclusionary and closed to many minority students. Thus, there becomes a social structure within the journalism program. The argument infers social order is based fundamentally on a shared social reality which, in turn, is a human construction being created in social interaction. It is recognized that

man or woman as a biological organism confronts few limits or constraints in the form of instinctual patterns. Yet, constraints develop in the form of social order. Berger and Luckman (1967) argued this order is a human product or, more precisely, an ongoing human production. Social order comes into being as an individual takes action, interprets it, and shares their interpretations with others.

Kansas African American High School Journalism Students

High school journalism programs have traditionally been considered incubation grounds for the formation of future journalists and for teaching young people about the First Amendment and democracy. However, as Marchi (2011) posits, low-income and minority youth are under-represented in high school journalism programs across the United States, resulting in a relative paucity of research about these students' experiences with and attitudes about journalism. Moreover, youth living in low-income communities often have first-hand experiences with poverty, violence, and injustice, complicating their perceptions of democracy.

Neither the 1967 Kerner Commission Report nor the 1978-present ASNE goal of making American newsrooms reflect African American population representation has worked. There is not a movement or goal of Kansas high schools to increase the participation of African Americans within their journalism programs. This could be because of the lack of African Americans or what several advisors state to search for the best writers. According to the 2013 Census, Black or African American population for 2013 in Kansas was 6.2% (<http://quickfacts.census.gov/qfd/states/20000.html>).

Cranford (1960) found participation in the high school newspaper was the most often cited reason why 66 University of Nebraska students enrolled in journalism. Similarly, Fosdick and Greenberg (1961) found participation in high school publications was the most prevalent single factor cited by University of Wisconsin journalism students for majoring in journalism. More recent research has found the link between high school newspapers and the profession remains strong. In their 2004 and 2006 studies of more than 100,000 high school students, Dautrich and Yalof posit those who had participated in any school media were more likely to be extremely or very interested in following news and current events than non-news media students. Further, they found, student participation in extra-curricular school media activities is also valuable in engendering positive orientations toward free expression rights. This is particularly true of student contributions to the school newspaper.

A Kansas high school journalism advisor at one of the state's high minority enrollment schools stated that students of color tell me their parents have never had a newspaper subscription at home. Their parents never discussed any possible journalism career. The absence of African American faces and activities from the media affects White audiences as well as Black. By failing to portray the African American as a matter of routine and in the context of the total society, the news media have, we believe, contributed to the Black-White schism in this country. The journalistic profession has been shockingly backward in seeking out, hiring, training, and promoting African Americans (Taylor, 1974). According to Noeth (1979), what is known is that decisions at the high school level are crucial because most students have a relatively firm idea of their career preference and program of study before entering college. Although as many as a third may be undecided and college major and career choices are subject to change between the freshman and senior years, these changes tend to be limited to within the same major areas of study, rather than across areas.

McDuff (1992) examined the state of high school minority journalism students and found even though scholastic journalism is thriving in Kansas, the individual students and publication staff earning awards are composed of predominantly non-minority students. One glance at any local, state, or national event is a quick indicator of low minority enrollment in scholastic journalism.

So, is it a matter of opportunity being denied or a lack of African American students in the specific schools? According to the Kansas Department of Education, there are 378 high schools in Kansas, with only 74 having at least 10 African American total students enrolled (KDOE). Table 3 shows the top 20 high schools regarding African American enrollment in Kansas. All of these schools are included in the survey. However, none of the 100 schools with zero African American students were included in the survey.

Research Focus

The demographics in Kansas were important in this study. The teacher-advisor-instructor role and number of African Americans in Kansas's schools are among the forces that influence enrollment in high school journalism programs. This study sought information on three topics. First, the researcher wanted to learn what fluctuation had occurred in enrollment in the programs and the advisor's thoughts on the cause of any changes in enrollment. Secondly, an effort was made to determine the thoughts on the recruitment of African Americans into the programs. Thirdly, according to the advisors, the researcher wanted reasons/explanations for the number of African American students.

Past studies examined and developed profiles of high school journalism as a whole and nationally. Yet, none of them has assessed the needs and challenges Kansas's students, and the role advisors can have in the recruitment and climate in their programs.

Methodology

This study used qualitative research methodology. A grounded theory method was used to develop a framework to analyze Kansas's high school advisors' planning and delivery of journalism instruction. The nature of the research focus called for a methodology able to yield theoretical understandings - i.e., generate theories to explain issues related to online instruction. Grounded theory is a systematic qualitative method that aims at generating "a theory that explains a particular phenomenon" (Gay, Mills, & Afrasian, 2006, p. 402).

In grounded theory, researchers begin the research process by selecting a topic or situation needing to be understood to provide a theory that might help explain the topic or situation (Lincoln & Guber, 1985). Next, the researcher sought to develop a theory to guide academic administrators in planning and delivering online instruction in this study. The "most common strategies used to carry out grounded theory are observation and interviews" (Gay & Airasian, 2003, p. 167).

Glaser and Strauss (1967) found the key to the success of a grounded theory study is to constantly compare and integrate the data collected by using a variety of methods (e.g., interviews, observations, content analyses). This constant comparison is "inductive; that is, the analysis shifts from specific information to broader, more inclusive understandings. Thus, theory evolves during actual research, and it does this through a continuous interplay between analysis and data collection" (Gay & Airasian, 2003, p. 168).

The researcher spoke at the KSPA annual conference at the University of Kansas in November 2013 and with the educators at similar conferences through the year 2018. Paper

surveys were made available to the advisors. Web surveys were sent out to advisors in January. A reminder and second attempt were sent in February. A final email reminder and survey was sent in April. An advance letter was sent to randomly chosen advisors asking for either phone or in-person interviews. Phone calls were made to those who had not responded to the three emails or the letter. As mentioned earlier, schools without any African American enrollment were not used for this survey. All of the schools with over 10% enrollment were included in the pool of schools.

The researcher implemented the survey two-stage; first, journalism educators were asked whether the school currently had journalism activities. A 71 percent response rate on the first section was obtained with multiple follow-up telephone calls and interviews at association meetings. Next, for schools with journalism activities fitting the research objective (n=100), the journalism educator advisor was contacted, and an interview was requested, or a survey was sent to them. The response rate for the advisor section of the questionnaire was 71 percent (n=71). Next, advisors were asked about their journalism activities (online, yearbook, television, newspaper, other); their backgrounds (race, gender, college degrees and majors, journalism field experience, journalism educational experience, years teaching); their experience as an educator (years as an educator, compensation for advising the activity, satisfaction with their advisor's role on a 1-5 Likert scale); and their student-journalists (race and gender, when they can enter the program, prerequisites). All of the 71 advisors were Caucasian.

The questionnaire comprised questions followed by limited choice response options and questions followed by yes/no response options and open-ended questions. Open-ended questions were categorized.

In Kansas, senior high schools are grouped into six classifications by the number of students enrolled (Table 4). An attempt was to ensure an equal number of schools from each classification to provide a more comprehensive and uniform state.

The survey included 42 total exploratory questions which asked the advisors about their education background/certification to teach journalism, the importance of journalism associations, the racial and gender make-up of their students, and any trends they see within their programs and the state.

Findings

The respondents to this study were high school journalism advisors in Kansas. African American population in Kansas is six percent. There are 378 high schools in the state, with over 275 of which have less than 10 African Americans enrolled. The state has six classifications for schools based on student enrollment. Advisors were selected based on their membership in the KSPA and if their schools fit into the enrollment parameters.

Table 5 shows 64 (90%) of the advisors were certified or licensed to teach journalism courses at the high school level. Table 6 shows the number of years the respondents have been in their current positions. Five (7.04%) responded this is their first year, five (7.04%) responded they had less than two years, 15 (21.13%) responded they had 3 to 5 years, and 46 (64.79%) answered they had been in their position for more than five years.

In one of the open-ended questions, the advisors were asked about their journalism background. Thirty-two (45%) responded they had no professional journalism experience. Some of the other responses included – "Full-time photojournalist for newspapers before becoming a full-time photographer. Still freelancing while teaching/advising." One wrote, "Worked six

years at a community newspaper. Started as a reporter/photographer/sports editor and eventually became managing editor." Another response included, "I worked in broadcast news as a news producer for several years before I went back to school to become a history teacher." The responses for no experience were also extensive. One wrote, "Just a course in college and personal writing development with a children Literature course." While another response stated, "When I was first teaching, I was a Dow Jones journalism participant and went to a camp there.

The next part of the survey dealt with student enrollment. Respondents discussed how their program's enrollment had been fluctuating in the last five years. Table 6 shows the answers given by the advisors – 24 (33.80%) stated their enrollment has remained the same, 32 (45.07%) reported their enrollment has decreased, 14 (19.91%) said their enrollment has increased, and 2 (.03%) responded they were not sure because they were too new to their positions.

The next question (Table 7) inquired when students could enter the high school journalism program at the advisors' schools. Forty-one (58.57%) said the 9th grade, 27 (38.57%) stated the 10th grade, 2 (2.86%) responded with the 11th grade. No one said a student could enter the 12th grade. One advisor skipped the question. This answer gets to the heart of the study. The majority of the advisors say a student can enter the program as early as the 9th grade. This gives the advisor at least three years to ensure they recruit African American students to the program. However, several advisors stated, "Very few, but we don't have many in the school," while more than ten advisors wrote, "I do not look at the race of my students; I only see journalists in my class." This is the issue; if these advisors knew students who could be a part of the program, why not seek them out and actively diversify their classes? Five of the advisors stated, "I only look for people who can write." If this is the case, where do they find them? None of the advisors mentioned or commented on "where they look" for any student. Is it in the honor classes? What comes first, excellent writing or preparation for writing?

Most of the previous studies regarding high school journalists examined the relationship between journalism and students' SAT or ACT scores. Palmer et al. (1995) examined journalism as an instructional tool in a Florida public school district, where seventeen teachers were trained in newspaper-in-education methods. Their junior high and senior high school students received newspapers from a local daily three times a week for a total of fifty-five days. They found both middle and senior high students using newspapers improved more on all measures of reading and writing than did students taught with traditional materials. The study asked if the advisors taught any other courses and, if so, which subjects. The open-ended question had 60 (85.71%) respond they do teach other courses. What makes this question important is it shows the various other opportunities to interact with African American students. Many of them teach English, marketing, Spanish, and history. Here are some of their comments – "Business essentials, marketing, accounting I & II, and business communications." "American Lit and marketing." "Head librarian and reading." "American & world history and economics." And "I am a part-time counselor." The many opportunities to recruit African Americans students from throughout the school are there for the advisors.

Conclusion and Future Research

This study relied on surveys and information from ASNE, JEA, KSPA, and other organizations. The terms they use in their work, such as minority, seem to have changed from the binary of Black and white to a more diverse population. It was challenging to find where

these organizations focused on African Americans. Therefore, the study tried to incorporate as much of the information as possible while examining the African American experience.

While most of the focus in both high schools and colleges regarding African Americans deals with increasing enrollment in the STEM fields, what is absent is the paucity of African Americans in journalism. State and federal legislators have made it known how important it is for America to have more engineers and scientists. There is agreement on this point by most academics and society. What many are not considering is the real strength of America. This strength is the diversity of voices in America's democracy. The loss of minority voices makes America less inclusive and allows for the framing of media images of minorities to be controlled by the majority.

Results lend support to institutional theory and the literature on high school journalism which suggests decision makers mimic other professionals and other organizations. The predictive strength of institutional factors when controlling for individual school and district variables suggests that advisors are not simply charting a course based on pre-planned goals and assessments of specific needs and likely inclusion outcomes. Advisors also consider whether a course of action is legitimated by colleagues and by other media organizations. Results suggest researchers of high school journalism should consider including variables that measure institutional isomorphism, particularly when assessing how recruitment of African American students is being carried out.

The researcher analyzed online institutional reports, training materials for journalism faculty and students, and information on individual school system sites. In addition, the researcher interviewed high school journalism education and academic administrators and found that a framework for planning, designing, delivering, and assessing journalism education was followed as best practices by the schools and advisors responding to the survey.

Highly effective institutional structures must be instituted and demanded to respond effectively to the challenges of ensuring diverse, high school journalism workplaces in Kansas. For instance, well-designed cultural-based instructional models and recruitment will help high schools to flourish because they support problem-solving and allow equity-oriented instructional guidance using highly valued and accepted tasks.

According to Blaisdell (2005), not all white teachers mean the same thing when they use the word colorblind, whether to describe themselves or other teachers. There is a general sense that being colorblind means not seeing a person's race. However, most teachers talk about seeing their students' races but still treating each student as they treat any other student. This is to say; they believe they treat white and non-white students equally in the interest of being fair. These notions of fairness and equality pop up in various fashions. For some teachers, being fair means not giving extra attention to any student, whether they are struggling or not. For others, it does mean giving extra attention to any student who may be having difficulty but doing so regardless of the student's race. Still, some teachers do pay extra attention to their non-white students in the belief these students face obstacles their white students do not.

Future research would include advisors not affiliated with KSPA and have interviews and survey answers from students. The inclusion of other minorities would also add to the existing literature and research. A longitudinal 3 to 5-year study would use this study as a baseline and build on its concepts. Based on the results of this study, it is evident Kansas high school journalism advisors do not actively consider recruiting students of color for their units. It is

suggested for KSPA to include a more structured diversity platform, concentrating on African Americans, for its mission and included in the organization's core to be administered and assessed through its interactions with members.

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Table 1
Which professional organizations do you belong?

Professional organization	Responses	Percentage
KP	70	98.59%
JENKS	16	22.53%
JEA	49	69.01%
NSPA	32	45.07%
CSP	8	11.26%
ASPA	1	.01%
No response	1	.01%
N = 71		

Table 2
Comparison of Minorities in U.S. Population to Minorities in U.S. Newsrooms (1999-2018)

YEAR	Percentage of Minorities In the United States	Percentage of Minorities in U.S. Newsroom	Percentage of African Americans in U.S. Newsroom
1999	26.00	10.49	5.36
2000	28.40	11.85	5.31
2001	30.00	11.64	5.23
2002	31.10	12.53	5.29
2003	31.00	12.53	5.33
2004	31.70	12.94	5.42
2005	31.70	13.42	5.51
2006	33.00	13.87	5.51
2007	33.00	13.62	5.27
2008	33.00	13.52	5.30
2009	33.00	13.41	5.17
2010	33.00	13.26	4.88
2011	46.00	12.79	4.68
2012	47.00	12.32	4.65
2013	47.01	12.37	4.71
2014	37.02	13.34	4.78
2015	38.40	12.76	4.78
2016	40.51	17.00	4.74
2017	41.80	16.60	4.63
2018	39.00	22.60	6.45

(Source: U.S. Census Bureau and News-Leader Association/American Society of Newspaper Editors)

Table 3
Top 20 KS HS in African American student population

School name	County name	High-grade	Total Students AVG:	Black	%Black 4.3
F L SCHLAGLE HIGH	WYANDOTTE COUNTY	12	900	646	71.8
WASHINGTON HIGH	WYANDOTTE COUNTY	12	1005	676	67.3
FAIRFAX CAMPUS FAIRFAX LEARNING CENTER	WYANDOTTE COUNTY WYANDOTTE COUNTY	12	148	92	62.2
WYANDOTTE HIGH	WYANDOTTE COUNTY	12	559	335	59.9
SUMNER ACADEMY OF ARTS & SCIENCE	WYANDOTTE COUNTY	12	1201	566	47.1
METRO MIDTOWN ALT HIGH	SEDGWICK COUNTY	12	920	421	45.8
LAWRENCE GARDNER HIGH SCHOOL	SHAWNEE COUNTY	12	127	57	44.9
HIGHLAND PARK HIGH	SHAWNEE COUNTY	12	220	85	38.6
METRO BLVD ALT HIGH	SEDGWICK COUNTY	12	930	351	37.7
JUNCTION CITY SR HIGH	GEARY COUNTY SEDGWICK COUNTY	12	133	47	35.3
SOUTHEAST HIGH	SEDGWICK COUNTY	12	1744	595	34.1
HEIGHTS HIGH	SEDGWICK COUNTY	12	1724	571	33.1
NORTHEAST MAGNET HIGH SCHOOL	SEDGWICK COUNTY	12	1628	525	32.2
WESTSIDE HIGH	PAWNEE COUNTY WYANDOTTE COUNTY	12	595	176	29.6
PIPER HIGH	WYANDOTTE COUNTY	12	92	25	27.2
LEAVENWORTH SR HIGH	LEAVENWORTH COUNTY	12	521	130	25
EAST HIGH	SEDGWICK COUNTY	12	1311	309	23.6
	SEDGWICK COUNTY	12	2239	502	22.4

J C HARMON HIGH PARSONS HEALTH CAREERS ACADEMY	WYANDOTTE COUNTY	12	1174	254	21.6
	LABETTE COUNTY	12	28	6	21.4

Table 4
Kansas School Classifications

Classification	Number	Student Enrollment
6A	32	2301-1387
5A	32	1383-760
4A	64	756-265
3A	64	264-154
2A	64	154-96
1A	97	96-5

<http://www.kshsaa.org/Public/PDF/Classifications14.pdf>

Table 5
Are you certified/licensed to teach journalism in Kansas?

Certified/licensed to teach	Responses	Percentage
Yes	64	90.14%
No	7	9.86%

Table 6
How long have you been in your current advisor position?

Answer Choices	Responses	Percent
First-year	5	7.04%
Less than 2 years	5	7.04%
3 -5 years	15	21.13%
5 or more years	46	64.79%
N = 71		

Table 7
When can students enter your program?

When can students enter	Responses	Percentage
9 th grade	41	58.57%
10 th grade	27	38.57%
11 th grade	2	2.86%
12 th grade	No responses	
Skipped Question	1	.015%
N = 71		