VISIONS-OF-RESEARCH-IN-MUSIC-EDUCATION

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It is with pleasure that we inaugurate the reprint of the entire seven volumes of The Quarterly Journal of Music Teaching and Learning. *The journal began in 1990 as* The Quarterly. *In 1992, with volume 3, the name changed to* The Quarterly Journal of Music Teaching and Learning *and continued until 1997. The journal contained articles on issues that were timely when they appeared and are now important for their historical relevance. For many authors, it was their first major publication.* Visions of Research in Music Education *will publish facsimiles of each issue as it originally appeared. Each article will be a separate pdf file. Jason D. Vodicka has accepted my invitation to serve as guest editor for the reprint project and will compose a new editorial to introduce each volume. Chad Keilman is the production manager. I express deepest thanks to Richard Colwell for granting VRME permission to re-publish* The Quarterly *in online format. He has graciously prepared an introduction to the reprint series.*

The Importance Of African-American Role Models In Music Education

By Linda Miller Walker and Donald L. Hamann

Kent State University

C lassrooms in the United States are filled with culturally, physically, and linguistically diverse children. Many educators (Dusek & Joseph, 1983; Gay, 1974; Good & Brophy, 1984; Walker, 1988) believe that learning environments should accommodate students' interests, learning styles, and the individual rates at which they learn. An equally strong belief is that teachers of the same cultural background as their students are better equipped to accommodate diverse student needs (Farrell, 1990; Flagg & Flagg, 1988; Franklin, 1987). The American Council on Education (ACE) (1988) estimates that by the year 2000, 42 percent of all public school students in the United States will be minority-group members. According to the American Association of Colleges for Teacher Education (AACTE, 1987), African-Americans represent 16.2 percent of the children in public schools, but only 6.9 percent of the teachers; Hispanics represent 9.1 percent of public school students but only 1.9 percent of the teachers. As of 1980, African-American and Hispanic children comprised the majority of elemen-

Linda Miller Walker is Assistant Professor of Music at Kent State University. Her research interests include early childhood music education, recruitment of African-American students to music programs, and general music for elementary students.

Donald L. Hamann is Associate Professor of Music at Kent. His research interests include pre-service teacher education and strings education. His current research project addresses mutual perceptions and expectations of public school and university music educators regarding issues of professional development.

tary and secondary school enrollment in 32 of the 50 largest cities in the country (ACE, 1987). The U.S. Census Bureau reported that the African-American population is expected to grow 23 percent by the year 2000, while the growth among Hispanics is projected at 45.9 percent and the growth among whites at 6.5 percent. Moreover, the Western Interstate Commission for Higher Education (WICHE, 1987) predicts that shortly after the year 2000, minorities will become the majority of total population in Arizona, California, Colorado, New Mexico, and Texas. These data provide an indication that minority teachers may be needed as role models for this proliferating minority school population.

While some researchers have looked at the shortage of African-American teachers in general, other researchers have investigated the effect of student learning environment (Carter, 1982; Ethridge, 1979) and teacher expectations on student achievement (Dusek & Joseph, 1983; Gay, 1974; Good & Brophy, 1984; Mohr, 1980). Authors such as Carter (1982) and Ethridge (1979) have examined the learning environment of African-American students from a historical perspective and found that certain court decisions, such as the landmark 1954 Brown versus Board of Education decision on school desegregation, have had deleterious effects on African-American students' learning environments. These authors found that between 1954 and 1970, 31,584 black teachers lost their jobs in the 17 southern and border states where schools were segregated (Ethridge, 1979),

forcing many black schools to close and placing black children into new and often hostile environments (Carter, 1982).

While it may be understood that student learning environments affect student achievement, it may also be shown that teacher expectations affect student achievement. According to Dusek and Joseph (1983) and Good and Brophy (1984), if teachers believe students to be academically capable and socially desirable, the learning environment becomes challenging, student performance is facilitated, and achievement is praised. Conversely, teachers who believe that students are intellectually limited and socially undesirable tend to expect less, provide less challenging instruction, create fewer opportunities for participation in qualitative interactions, offer less praise for performance, and give more criticism for failure (Gay, 1974). Mohr (1980) found that 72 percent of African-American administrators said white teachers who did not believe in the intellectual capabilities of African-American children did not challenge or expect these students to learn. In the same study, 70 percent of African-American administrators felt that children performed better academically in African-American schools with African-American teachers. It would appear that a relationship exists between what the teacher expects of students and the type of learning environment he or she creates for students.

One proposed method of enhancing African-American student achievement is to increase the numbers of African-American role models (ACE, 1988). However, as discussed previously, the pool of minority teachers is shrinking (ACE, 1988; National Education Association, [NEA], 1987). The pool of black teachers decreased from 8.1 percent in 1971 to 6.9 percent in 1986. During the same time, white teachers in the system increased from 88.3 percent to 89.6 percent, with the remaining minority-group (Asian, Hispanic, Native American, and so on) percentage declining slightly from 3.6 percent of the total teacher population in 1971 to 3.5 percent in 1986. As a result of such findings, the NEA had predicted that fewer minority teachers will be available in schools with increased minority populations. Simply put, there will be a higher percentage of minority students than of minority teachers in future public school classrooms.

Farrell (1990), Franklin (1987), and Waters (1989) have discussed the value of a diverse teacher force. In order to assist in providing for such a teacher force, Flagg and Flagg (1988) suggested that strategies be developed to prepare young people to enter teaching fields before they enter high school. As a result of the American Council on Education (1988) findings that only 1.2 percent of elementary teachers and 3.2 percent of secondary teachers are African-American men, researchers have focused on the need to increase this area of the minority teaching force. Specifically, Walker (1988) and Whitaker (1991) developed models and programs that would increase the number of African-American male teachers.

According to Graham (1987) and the National Center for Education Statistics (NCES) (1989), minority-teacher preparation is inadequate. While there is a perceived lack of black teacher role models, it is also believed that the available pool of black candidates is not always well-prepared. Graham (1987) stated, "It is important for black children to have at least some black teachers to provide valuable role models of successful black people who are contributing members of society. Black teachers are also vital role models for non-black students who need to learn the same lesson: that black adults can be successful and contributing members of soci-

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African-American male students tended to have fewer role models overall, and of those male students who had a role model, the role model tended not to be to a male teacher.

ety" (p. 599). Therefore it is important that African-American teachers are academically successful and prepared so their effectiveness is perceived by all races of students. Graham (1987) stated that when black teachers are weaker than white teachers, they become ineffective as role models for all races and do nothing to dispel stereotypical beliefs, held by some students, that African-American teachers lack adequate preparation to teach them.

John Hope Franklin (1987) stated that when African-American teachers drop out of the once-esteemed teaching profession, African-American students are deprived of caring role models that cannot be replaced. As Farrell (1990) stated, African-American teachers tend to have a better understanding of the difficulties that African-American students face. Waters (1989) explained the need for African-American role models in teaching:

> The experiences and backgrounds that teachers bring to the school affect its cultural climate. All children need to see competent, supportive teachers from a variety of ethnic and racial lines. Absence of black teachers and administrators in schools distorts the social reality of our society and deprives all children, black or non-black, of educational experiences that are increasingly important in our pluralistic society. Children's appreciation for diversity, their experience of cultural differences, and broadened thinking are not possible without the visible models of educators representing all sorts of subcultures (p. 267).

While there appears to be an association between student success and role models, very limited research exists in this area. Do African-American students have teacher role models? If so, are any of the teacher models music teachers? Are the teacher role models of the same race? Are they of the same gender? Is there a difference in the role models of male and female students?

The purpose of this study was to determine whether African-American students in secondary schools identify teachers as their role models. Specifically, the study was designed to determine whether there is any relation between the type of role model selected and the role model's race and/or gender.

Method and Procedure

Subjects for the study were randomly selected from a list of African-American high school students in the states of Ohio, Pennsylvania, Indiana, Kentucky, and Michigan who had indicated an interest in attending college. Three hundred students were sent the "Demographic/Information Sheet" (DIS) and were requested to complete and return the form in the postage-paid envelope provided. Four weeks after the initial mailing, a follow-up letter and additional copy of the DIS were sent to individuals not responding to the first inquiry. One hundred fifteen completed questionnaires (N = 115) were received from the sampling procedures, for a return rate of approximately 38 percent. There were 34 male and 81 female subjects in the sample. There were 25 subjects from the ninth grade, 8 from the tenth grade, 27 from the eleventh, and 55 from the twelfth grade.

Subjects were asked to provide the following information on the DIS:

1. gender;
2. grade in school;
3. whether they thought there were a sufficient number of (a) African-American students and (b) African-American teachers in their schools;
4. whether they had any teacher role model, and if they did, whether the teacher role model was (a) of their race but not of their gender, (b) of their race and of their gender, (c) of their gender but not of their race, (d) not of their gender or of their race; and
5. whether they had a teacher role model in music and if so, to identify the race and gender of the role model.

The Chi-square was used to analyze data from the DIS. The variable teacher role model, which was divided into the categories discussed previously, was compared to the following variables: gender, grade in high school, subjects' response to the question

concerning African-American students and teachers in their schools, and music-teacher role model.

Results

No significant differences between observed and expected frequencies were found among subjects' responses when the variable teacher role model was compared by subjects' (a) grade in school, (b) response to the question about African-American students in their schools, (c) response to the question about African-American teachers in their schools, or (d) music-teacher role model.

Eighty (70 percent) subjects believed there were enough African-American students enrolled in their schools as compared to 29 (25 percent) who did not and 6 (5 percent) indicated that the number of black students was of no concern. Conversely, 70 percent of the subjects indicated there were not enough African-American teachers in their schools, as compared to 24 percent who said there were enough. Again, 5 percent of the subjects were not concerned about the number of black teachers in their schools.

Nine subjects indicated that their role model was a music teacher. Two of these subjects reported that the music teacher was of their own race but different gender, four said the music role model was of their race and gender, while three said the teacher was not of their own race but was of the same gender.

A significant ($p \leq .0155$) difference between observed and expected frequencies was found by subjects' gender and teacher role model; $X^2(4, \underline{N} = 115) = 12.257$.

Table 1. Summary Table of Chi-Square Analysis: Gender by Teacher Role Model

	Male	Female	Row Totals
No Model	16	20	36
Row %	44.4 %	55.6 %	
Column %	47.1 %	24.7 %	
Total %	13.9 %	17.4 %	31.3 %
Race Not Sex	8	10	18
Row %	44.4 %	55.6 %	
Column %	23.5 %	12.3 %	
Total %	7.0 %	8.7 %	15.7 %
Race & Sex	3	25	28
Row %	10.7 %	89.3 %	
Column %	8.8 %	30.9 %	
Total %	2.6 %	21.7 %	24.3 %
Not Race But Sex	3	16	19
Row %	15.8 %	84.2 %	
Column %	8.8 %	19.8 %	
Total %	2.6 %	13.9 %	16.5 %
Not Race or Sex	4	10	14
Row %	28.6 %	71.4 %	
Column %	11.8 %	12.3 %	
Total %	3.5 %	8.7 %	8.7 %
Column Totals	34	81	115
	29.6 %	70.4 %	100.0 %

> If African-American students are to have an equal chance for success in the schools, then they should be provided with equal environments in which to succeed.

As presented in Table 1, 16 male students reported they did not have a teacher role model. Among those males who had teacher role models, 8 reported that the role model was of their race but of a different gender, three indicated that their role model was of a difference race and same gender, and three said their role model was of the same race and gender. Four male subjects reported their teacher role model to be neither of their own race nor gender.

Twenty female subjects reported they did not have a teacher role model. Among those female subjects who had teacher role models, 10 reported that the role model was of their race but of a different gender, 25 said their role model was of the same race and gender, and 16 indicated that their role model was of a different race and same gender. Ten female subjects reported their teacher role model to be neither of their own race nor gender.

Discussion

It was found that only 7.8 percent of the subjects indicated they had a music-teacher role model. This could indicate that students in this sample may not have come in contact with music instructors or that they did not necessarily view them as role models. Only 6 of the students reported that their role model in music was an African-American, and 46 reported that role models outside of music were of the same race.

Over 70 percent of the subjects in this sample believed there were not enough African-American teachers in their schools. These findings tend to support those of ACE (1988) and NEA (1987) concerning the shortage of minority teachers in secondary schools.

From Chi-square analyses it was found that 47.1 percent of the African-American male students did not have a teacher role model. By comparison, only 24.7 percent of the African-American female students indicated they did not have a teacher role model. The difference in the percentage of males indicating no teacher role model compared to the number of females is almost double.

Slightly over half (52.9 percent) of the African-American male students indicated they had a teacher role model. Of this number, 23.5 percent indicated that their role model was of the same race but different gender, 8.8 percent reported role models of the same race and gender, and 8.8 percent had role models of a different race but same gender. Interestingly, 11.8 percent of the male subjects' role models were in a different racial group and female (i.e., different race and gender).

A majority (75.3 percent) of the African-American female students indicated they had a teacher role model. Of this number, 12.3 percent indicated their role model was of the same race and different gender, 30.9 percent reported role models of the same race and gender, and 19.8 percent had role models of a different race but same gender. Similar to the males, female subjects indicated that 12.3 percent of their role models were of a different racial group and male (i.e., different race and gender). When comparing the proportion of African-American teacher role models for male and female students, it was found that over 61 percent of the males and 57 percent of the females reported their role model to be of their own race.

From these data, it would appear that African-American male students have proportionally fewer teacher role models than African-American female students. The percentage of male and female subjects with a teacher role model not of their race or gender tended to be about the same. Role models of male subjects, regardless of race, tended not to be of their same gender. It may be hypothesized from these data that male teacher role models, especially African-American secondary teacher models, are either not available or are not being identified as role models for male African-American students. If this can be assumed, then findings from this study would tend to support the findings of the American Council on Education (1987) report

that there is a shortage of African-American male secondary teachers. While limited in scope, this study shows that approximately 8 percent of the African-American students surveyed indicated that a music teacher served as their role model. It was also found that African-American male students tended to have fewer role models overall, and of those male students who had a role model, the role model tended not to be to a male teacher. Additionally, it was found that while over 70 percent of the African-American students tended to think there are enough students of their race in their schools, less than 25 percent believed there were enough African-American teachers in their schools.

Further role-model research is needed not only in the area of music education but also in the area of teacher education. Findings in this study tend to support findings in other studies. It is recommended that data from a larger sample of African-American students be obtained to determine whether the findings in this study are supported. It would appear that students believe there is a lack of African-American teachers in their schools, especially black male teachers. It would also appear that the same problem exists in the area of music.

According to Good and Brophy (1984), students who do not see and hear their ethnic and cultural group portrayed in positive roles, in roles of leadership, and in roles of educational and intellectual guidance face increased barriers to learning. If African-American students are to have an equal chance for success in the schools, then they should be provided with equal environments in which to succeed. African-American teacher role models are needed to help prepare and provide for such learning environments, whether it be in the math classroom or the music rehearsal room.

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