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Sex and Geographic Representation in Two Music Education History Books

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Abstract

The purpose of this study was to examine sex and geographic representation in two well known books on the history of American music education—*History of Public School Music in the United States* by Edward Bailey Birge (1937/1966) and *A History of American Music Education* by Michael L. Mark and Charles L. Gary (1992). The number of different individuals mentioned, total number of mentions, and number of lines devoted to each individual were categorized by sex and geographical region. Photographic evidence was examined in a like manner. The authors of both books, published 55 years apart, provided statistically significant inequitable representation with regard to sex and region of the country. On the other hand, the two books are remarkably similar with regard to the variables examined. The researcher posits the "top-down" approach to historiography as the main reason for the inequitable representations.

The Study

Music education history books, especially those that consist of surveys of music education history, serve as texts and reference sources in many graduate music education programs throughout the country. Undergraduates, practicing music teachers, professors, organizational leaders, and others also utilize these books. Arguably, music education history books are the most important readily accessible source of historical information for the music education profession. Therefore, these books should represent the history of the profession in the most accurate ways possible.

In their quest for accuracy, most contemporary historians follow the lead of the 19th-century German scholar Leopold von Ranke, whose approach to historical writing has been summarized as "exactly as it happened," or "the past as it actually was" (Powell, 1990, pp. xiv-xv). Unfortunately, describing and interpreting what really happened is easier said than done. Historians cannot and should not report everything that happened. In fact, material selection is probably the most significant problem related to accuracy, a concept called internal criticism in historical research.¹

As do practitioners in other fields of intellectual inquiry, historians tend to follow certain fashions. For example, most historians report on events and people that they and their colleagues deem most important, and most rely primarily upon the written word for source material. These two fashions have led historians to study political and military history to the exclusion of almost all other types of history—kings, queens, and political leaders to the exclusion of common people and professional music education organizations, exemplary music programs, and their leaders to the exclusion of more typical music programs and teachers. Although time-honored, "top-down" historiography

results in unbalanced accounts; the cumulative effects of this approach have resulted in inaccurate, inequitable views of the past.²

The purpose of the present study was to examine the proportionate coverage of men and women (sex)³ and of individuals from six American regions (geographic) in two well known books on the history of music education (Birge, 1937/1966; Mark & Gary, 1992). Preliminary evidence from another study (Humphreys & Schmidt, 1996) suggests that female teachers far outnumbered male teachers in the United States during the early decades of the twentieth century, and that females predominated numerically in the Music Educators National Conference (MENC).⁴ Furthermore, results of this study indicate that certain regions of the country provided disproportionate numbers of MENC members.

In addition to their function as reference works, the two books examined in the present study can be considered curricular material, because both were designed to serve as textbooks for graduate music education classes. According to Koza (1994), research on the frequency and manner of female representation in curricular materials has been conducted for many years. She cites a major review of such research, which includes a summary of research findings on the effects of sex-equitable materials on students. The authors of this review concluded that exposure to such materials improves motivation for learning, "gender-balanced knowledge," sex-role knowledge and imitation of the same, and more "flexible attitudes" (Scott & Schau, 1985). Koza summarizes several representative studies outside of music, and concludes that "most researchers indicated that the textbooks examined were in some respect sex-biased" (p. 151). She also notes that a recent review of literature found less than desirable levels of change in sex-stereotyping in school textbooks (American Association of University Women, 1992).

In her review of studies of past and contemporary music-related sex stereotypes, Koza (1994) discusses researchers' findings of biases in attitudes and practices. These stereotypes include effeminate portrayals of men who participate in music (Koza, 1988; Tick, 1983), the relegation of women to amateur music activities (Eaklor, 1982; Koza, 1988; Tick, 1983), gender associations of various musical instruments (Abeles & Porter, 1978; Delzell & Leppla, 1990; Griswold & Chrobak, 1981; Koza, 1988; Tick, 1983), and sex-based musical roles (i.e., singing for women, composing, instrumental performance, conducting, and scholarly study for men) (Koza, 1988; Riegel, 1970; Tick, 1983). Koza (1994) herself found much smaller percentages of females pictured in three elementary music series published in 1988 than the 50% that she deemed equitable.

Vary little research has been conducted on geographical representation in music education materials. Koza (1994) examined sex equity by geographical region of the pictured individuals. She found more males than females from every continent represented, but almost 61% of the illustrations were "unclear" with regard to geographical region.

The present study was designed to examine only one of four "manifestations" of sex bias, exclusion, or infrequent inclusion, as defined in

Schmitz's (1975) taxonomy.⁵ In addition, the study was designed to examine geographical representation. To analyze the data further, the primary time periods during which individuals worked were tabulated. The number of different individuals mentioned, total number of mentions, and number of lines devoted to each individual were categorized by sex and geographical region. Photographic evidence was examined in a like manner.

Method

The two books examined were *History of Public School Music in the United States* by Edward Bailey Birge (1937/1966) and *A History of American Music Education* by Michael L. Mark and Charles L. Gary (1992). The Birge book was chosen because it was the first comprehensive work on the history of American music education. Its coverage begins with early Colonial America and extends approximately to 1936, although coverage after 1928 is sketchy. The Mark and Gary book (1992) was examined because it is the most recent book on the history of American music education. It begins with three brief chapters on music education in the Middle East and Europe prior to American colonization. Coverage extends to approximately 1991.⁶

Each person mentioned by name was categorized by sex, geographical region, and time period.⁷ Sex was determined from the "given" names or from references to the individuals in the form of pronouns made by the authors themselves. Geographical regions were defined as the six current MENC divisions, plus "foreign."⁸ Although the time period categories stretched from the pre-1600s to the 1900s, only the 1800s and 1900s were included in the time period analyses because of cell size limitations. Numerous other historical documents were consulted for information about individuals whose sex, primary geographical region, or time period could not be determined from the two books.

Frequency of mention was defined as the number of times an individual was mentioned by name (or pronoun) anywhere in the texts of the books. Line counts consisted of the number of lines of text devoted to each individual.⁹ To account for unequal line lengths between the two books, I totaled the alphabetic and numeric characters in the first 10 lines of text from 10 pages selected at random from each book. The mean number of characters per line (Birge, 39.27; Mark & Gary, 53.97) was significantly different between the books ($t = -11.533$, $df = 198$, $p < .0001$). Therefore, each line count integer from the Mark and Gary book was multiplied by a conversion factor to facilitate direct comparisons between books.¹⁰

Finally, pictures in the Birge book were examined. (The Mark and Gary book contains no pictures of individuals.) Each individual pictured, whether in individual or group photographs, was tabulated as one representation.

Results

A total of 361 different music educators were mentioned by Birge and 414 by Mark and Gary, for a total of 775 individuals; however, 156 of these

individuals were mentioned in both books, leaving a total of 619 different individuals mentioned in the two books.

One hundred sixteen women were mentioned by Birge, 32% of his total, and 95 women were mentioned by Mark and Gary, 23% of their total. These differences are statistically significant for each book. However, the differences in percentages of women (and men) mentioned between the two books is not statistically significant (Table 1).

Table 1
Numbers and Percentages of Individual Males and Females Mentioned Within and Between Books ($n = 775$)

Book	Sex		χ^2 ($df = 1$)
	Males	Females	
Birge	245 68%	116 32%	47.54*
Mark & Gary	319 77%	95 23%	121.20*
χ^2 ($df = 1$)	.56	.56	

* $p < .001$. Row and column chi-squares were computed on frequency differences within books and percentage differences between books, respectively.

The total number of mentions by sex in each book favor men even more overwhelmingly. Only 19% and 16% of the total mentions are of women in the Birge and Mark and Gary books, respectively. As with the number of individual males and females mentioned, these differences are statistically significant within each book, but the percentage differences between books are not significant (Table 2).

Table 2
Total Numbers and Percentages of Male and Female Mentions Within and Between Books ($n = 1,856$)

Book	Sex		χ^2 ($df = 1$)
	Males	Females	
Birge	780 81%	179 19%	376.64*
Mark & Gary	750 84%	147 16%	405.36*
χ^2 ($df = 1$)	.06	.06	

* $p < .001$. Row and column chi-squares were computed on frequency differences within books and percentage differences between books, respectively.

Birge mentioned 15 individuals 10 or more times; Mark and Gary mentioned 10 individuals 10 or more times. Lowell Mason and Will Earhart rank first and second, respectively, in each book. Birge himself is the only person on the Mark and Gary "top 10" list who is not on the Birge list, probably

because of Birge's personal modesty. Nine individuals appear on both lists, including the only woman on either list: Frances E. Clark. Altogether, 16 different individuals are mentioned 10 or more times (Table 3).

Table 3
Individuals with Ten or More Mentions in Either Book ($n = 16$)

Individual	Birge		Mark & Gary		
	Mentions	Rank	Mentions	Rank	
Lowell Mason ^a	32	1	Lowell Mason ^a	51	1
Will Earhart ^a	21	2	Will Earhart ^a	19	2
Hollis Dann	20	4	Peter Dykema ^a	18	3
Peter Dykema ^a	20	4	Frances Clark ^a	15	4
Osbourne McConathy ^a	20	4	Thaddeus Giddings ^a	14	5
Philip Hayden ^a	19	6	Edward Birge	13	6.5
Joseph Maddy	17	7.5	Philip Hayden ^a	13	6.5
Luther Mason	17	7.5	Hosea Holt ^a	12	8
Thaddeus Giddings ^a	15	9	Karl Gehrkens ^a	10	9.5
Ralph Baldwin	12	10.5	Osbourne McConathy ^a	10	9.5
Frances Clark ^a	12	10.5	_____	_____	_____
Karl Gehrkens ^a	11	12.5	_____	_____	_____
Hosea Holt ^a	11	12.5	_____	_____	_____
Richard Grant	10	14.5	_____	_____	_____
W. Otto Miesner	10	14.5	_____	_____	_____

^aIndividuals mentioned 10 or more times in both books ($n = 9$).

Birge devoted 60 or more lines to 17 individuals; Mark and Gary devoted 60 or more (converted) lines to 22 individuals. Nine individuals appear on both lists, leaving 30 different individuals with 60 or more lines devoted to them. All 30 of these were men except for Frances E. Clark, to whom Mark and Gary devoted more than 60 lines (Table 4). Only five individuals, all men, received 10 or more mentions and 60 or more lines in both books: Lowell Mason, Will Earhart, Peter Dykema, Philip Hayden, and Hosea Holt.

Table 4
Individuals with 60 or More Lines in Either Book ($n = 30$)

Birge		Mark & Gary	
Individual	Lines Rank	Individual	Lines ^a Rank
Lowell Mason ^b	318 1	Lowell Mason ^b	840 1
Luther Mason ^b	244 2	Peter Dykema ^b	249 2
Philip Hayden ^b	232 3	Hosea Holt ^b	217 3
Peter Dykema ^b	186 4	Philip Hayden ^b	203 4
Joseph Maddy ^b	166 5	William Billings	197 5.5
Will Earhart ^b	132 6	Luther Mason ^b	197 5.5
Benjamin Jepson ^b	130 7	(Rev.) John Turfs	143 7
W. S. B. Mathews	123 8	Joseph Maddy ^b	100 8
Stearie Weaver	109 9	Elam Ives	92 9
Thomas Tapper ^b	101 10	Benjamin Jepson ^b	85 10
C. H. Congdon	92 11	Osbourne McConathy	82 11
Hosea Holt ^b	91 12	Will Earhart ^b	80 13
Henry Perkins	85 13	Karl Gehrkens	80 13
William Tomlins	81 14	Carl Orff	80 13
Charles Miller	76 15	Timothy Mason	76 15
Frederick Ripley	66 16	George Webb	74 16
J. M. Thompson	61 17	Thomas Tapper ^b	71 17
		Frances Clark	69 18
		Emile Jacques-Dalcroze	67 19
		Thaddeus Giddings	63 20
		Edward Birge	60 21.5
		Paul Weaver	60 21.5

^aRounded to the nearest integer.

^bIndividuals with 60 or more lines in both books ($n = 9$).

The mean number of lines devoted to individual males in each book is significantly larger than the mean number of lines devoted to individual females (Table 5) ($SS = 30318.96$, $df = 1$, $F = 16.43$, $p < .0001$). However, there is no significant difference between books or for the interaction between sex and books ($p > .05$).

Table 5
Means and Standard Deviations for Number of Lines by Sex in Each Book

Book	Total		
	Males	Females	
Birge	17,041 (41,140)	2,926 (6,532)	12,505 (34,703)
Mark & Gary	19,003 (56,017)	4,846 (8,490)	15,755 (49,679)
Total	18,151 (50,068)	3,790 (7,520)	14,241 (43,355)

The total number of lines devoted to men is also significantly larger than the total number of lines devoted to women in each book. The percentage of lines devoted to women (and men) is identical in each book (Table 6).

Table 6
Numbers and Percentages of Total Lines by Sex in Each Book ($n = 11,036$)

Book	Total		χ^2 ($df = 1$)
	Males	Females	
Birge	4190 93%	324 7%	3311.02*
Mark & Gary	6062 93%	460 7%	4811.78*
	.00	.00	

* $p < .001$. Row and column chi-squares were computed on frequency differences within books and percentage differences between books, respectively.

Photographs in the Birge book mirror the coverage disparities between sexes found in the written texts. Of the 86 different individuals pictured, 65 were men (76%) and 21 were women (24%), a statistically significant difference ($\chi^2 = 22.52$, $df = 1$, $p < .001$). Ten of the 86 individuals are pictured twice. The total frequency count ($n = 96$) consists of 74 men (77%) and 22 women (23%), a statistically significant difference ($\chi^2 = 28.16$, $df = 1$, $p < .001$).

The geographical area could not be determined conclusively for 10 individuals, leaving 765 individuals in the geographical analyses. More individuals were from the Eastern Division (41%) than from any other division, followed by the North Central Division (24%), Southwest Division (9%), Southern Division (6%), foreign countries (4%), Western Division (3%), and Northwest Division (2%). The differences are statistically significant between regions in each book and for both books combined (Table 7). The correlation of geographical ranks between books is not significant ($r_{ho} = .31$, $n = 7$, $p > .05$) because of Mark and Gary's larger inclusion of foreigners, especially in their first three chapters.

Table 7
Numbers and Percentages of Individuals Mentioned by
Geographical Region in Each Book ($n = 765$)

Region	Total		Birge		Mark & Gary	
	#	Rank	#	Rank	#	Rank
Eastern	312	1	160	1	152	2
	41%		45%		37%	
North Central	261	2	105	2	156	1
	34%		30%		38%	
Southwest	66	3	30	3	36	3
	9%		8%		9%	
Southern	50	4	26	4	24	5
	7%		7%		6%	
Foreign	32	5	7	7	25	4
	4%		2%		6%	
Western	25	6	13	6	12	6
	3%		4%		3%	
Northwest	19	7	14	5	5	7
	2%		4%		1%	
χ^2 (df = 6)	830.14*		406.13*		445.48*	

* $p < .001$. Column chi-squares were computed on percentage differences between regions.

The total number of mentions for the 765 individuals whose geographical areas could be identified is 1,847. Almost 49% and just over 1% of mentions are of individuals from the Eastern and Northwest divisions, respectively. The differences are statistically significant between regions in each book and for both books combined (Table 8). In this case, the correlation of geographical ranks between books is significant ($r_{ho} = .813, n = 7, p < .05$).

There is no significant difference in the mean number of lines per mention between geographical regions despite large disparities in the mean number of lines per individual in different regions, ranging from 20.15 lines in the Eastern Division to 1.84 in the Northwest Division. However, the difference nears significance for both books combined ($SS = 23746.55, df = 6, F = 2.094, p < .0518$). Large cell size differences probably contributed to the finding of nonsignificance. There is no significant interaction between books and geographical regions ($p > .05$). In addition, all five individuals who were mentioned 10 or more times and received 60 or more lines of coverage in both books worked primarily in the Eastern or North Central divisions.

Table 8
Total Numbers and Percentages of Individual Mentions by
Geographical Region and Book ($n = 1,847$)

Region	Total		Birge		Mark & Gary	
	#	Rank	#	Rank	#	Rank
Eastern	899	1	497	1	402	1
	49%		52%		45%	
North Central	642	2	306	2	336	2
	35%		32%		38%	
Southwest	121	3	65	3	56	3
	7%		7%		6%	
Southern	78	4	42	4	36	4
	4%		4%		4%	
Foreign	43	5	9	7	34	5
	2%		1%		4%	
Western	41	6	18	5	23	6
	2%		2%		3%	
Northwest	23	7	16	6	7	7
	1%		2%		1%	
χ^2 (df = 6)	2,872.00*		1,597.88*		1,303.65*	

* $p < .001$. Column chi-squares were computed on percentage differences between regions.

The 86 different individuals who appear in Birge's photographs represent the following geographical regions: Eastern Division ($n = 32, 37\%$), North Central Division ($n = 28, 33\%$), Southwest Division ($n = 9, 10\%$), Southern Division ($n = 8, 9\%$), Northwest Division ($n = 5, 6\%$), Western Division ($n = 4, 5\%$), and foreign ($n = 0, 0\%$). These frequency differences are statistically significant ($\chi^2 = 76.20, df = 6, p < .001$). The total frequencies ($n = 96$) occur in the same geographical order and are also significantly different ($\chi^2 = 96.38, df = 6, p < .001$). The division order represented by Birge's pictures is identical to his division order based on frequency of individuals mentioned (Table 7) and statistically similar to his division order based on total frequency of mentions (Table 8) ($r_{ho} = .938, n = 7, p < .01$).

The frequency counts for each chronological period by book and sex are presented in Table 9. One individual's time period could not be determined, leaving a total of 774 individuals in this analysis.