

***An Examination of the Ideas and Practices Regarding
Multicultural Education of Elementary General Music Teachers
in Champaign County, Illinois*** (Master's Thesis)

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This study was concerned with the ideas and practices of general music teachers regarding multiculturalism in elementary music education, specifically, general music educators in the public schools of Champaign County, Illinois. Data was collected by mailed, open-ended questionnaires completed by the general music teachers from 11 of the existing 37 schools. Responses were analyzed by frequency and according to a theoretical framework of multicultural education rendered by James Banks (1997). Major findings included that teachers were very positive about the concept of multicultural education, but that they failed to recognize multicultural education to its fullest extent conceptually or in or practice. Teachers thought of and practiced multicultural education mainly in terms of content integration and somewhat in terms of reducing prejudices and providing an empowering school and social structure. They neglected the aspect of an equitable pedagogy and failed to realize the importance of reflecting on the knowledge-construction process in music education. This incomplete realization might be due to the practical constraints of teaching, such as administrative concerns, lack of resources, or a school setting that is seemingly culturally homogenous, but it is most probably due to music educators' failure to realize the necessity for understanding musics as cultural phenomena, rather than a universal constant. Overall, findings indicated that teachers lacked the necessary preparation in terms of pre-service

and in-service training and education to approach multicultural education in a comprehensive manner.

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