

Table of Contents

Special Focus: “Hip-Hop, Rap, and Oppositional Culture in Education”

Editor’s Comment.....	199
Frederick D. Harper	

Special Focus Articles

Black Student Achievement and the Oppositional Culture Model.....	201
Ericka J. Fisher	

This study explores the connection between Black student achievement and the oppositional culture model. The author examined the educational experience of both under-achieving and high-achieving high school students of African heritage in one urban high school in Massachusetts. Utilizing data from an exploratory study, the author suggests that Ogbu’s oppositional culture explanation may not be applicable to the experience of certain Black heritage students in the United States.

Fresh Out of School: Rap Music’s Discursive Battle With Education.....	210
Wayne Au	

The “Discourse” [a way of life] of rap music is in the midst of a “battle” with that of education, where rap music resists and critiques education as a dominant and domineering Discourse. In this article, as a means of exploring the contours of this battle, the author analyzes rap music lyrics to flush out hip-hop culture’s perspective on the education of African American youth. The author finds that, from the perspective of rap music, the Discourse of education is largely dysfunctional when it comes to meeting the material, social, and cultural needs of African American youth. The author concludes that there is a need for the implementation of more culturally relevant curricula in schools, and that teaching effectiveness with students would benefit from learning about and understanding hip-hop culture.

Seeing White: Children of Color and the Disney Fairy Tale Princess.....	221
Dorothy L. Hurley	

*This article argues that children’s self-image is affected by the ways in which they see themselves in texts both verbal and visual, and that fairy tales play an important role in shaping self-image and the belief-system of children. The images found in fairy tales, therefore, have particular importance for children of color in relation to the internalization of White privileging. This article presents a comparative analysis of the Disney version of six classic fairy tales spotlighted in **Disney’s Princess: The Essential Guide** against the “classic” source text versions: **Sleeping Beauty, Cinderella, The Little Mermaid, Beauty and the Beast, Snow White, and Aladdin and the Wonderful Lamp** from the perspective of ideological/racial basis in the context of the goals of multicultural education. Findings from this analysis support the need for the development of critical literacy skills in children as well as in their teachers and highlight the importance of exposing children to transcultural literature.*

Peer Relations and School Resistance: Does Oppositional Culture Apply to Race or to Gender?	233
Garvey F. Lundy and Glenn Firebaugh	

Oppositional culture theory argues that members of involuntary minority groups tend to underachieve in high school for fear that they be accused of “acting white.” The underlying assumption, then, is that academic success harms peer relationships for involuntary minorities more than it does for other groups. Prior tests based on survey data fail to support the theory. Using the first follow-up (high school sophomores) of the National Education Longitudinal Study (NELS), we examined race/ethnic and gender differences with respect to the two main components of oppositional culture theory: peer relations and school resistance. Like prior survey analyses, we found no support for the thesis that oppositional culture accounts for race/ethnic differences in school achievement. However, oppositional culture does appear to

play a key role in explaining why male students tend to receive lower grades despite standardized test scores that equal or exceed the scores of female students. Based on a battery of measures in the NELS, we find that anti-studious attitudes and behaviors are more prevalent among males than females, and conclude that future researchers should be more sensitive to this gender aspect of school culture.

General Articles

Reclaiming Segregation-Era, African American Schoolhouses: Building on Symbols of Past Cooperation.....	246
Elgin L. Klugh	

This article explores the significance of segregation-era African American schoolhouses and the efforts of community groups engaged in their preservation. Beyond preservation and the creation of local history museums, groups also desire to use these facilities as spaces to house various community meetings and activities. Using research methodology based on anthropological fieldwork, the author discusses the work of two community groups—Bealsville, Inc., in Bealsville, Florida, and the Iota Upsilon Lambda chapter of Alpha Phi Alpha Fraternity, Inc. in Silver Spring, Maryland—and their independent efforts to preserve, rehabilitate, and reclaim segregation-era schoolhouses.

The Effects of Parental Involvement on the Academic Achievement of African American Youth.....	260
William H. Jeynes	

Using the 1992 National Educational Longitudinal Study (NELS) data set, this study assessed the effects of parental involvement on the academic achievement of African American 12th grade youth, using several models. The results indicate that parental involvement had a positive impact on the educational outcomes of these youth. However, this influence was no longer statistically significant when variables for socioeconomic status (SES) were included in the analysis. All the sets of results were reasonably consistent across the different kinds of academic variables. The analyses also indicated that parents were slightly more likely to be involved in the education of their daughters than they were in the education of their sons. The results of these sets of analyses were discussed.

Educating Democratic Minds in South African Public Schools: African Teachers’ Perceptions of Good Citizenship.....	275
Sonja Schoeman	

The notion that South African public schools have a distinctively civic mission has been recognized in all national education policy documents published since the first democratic election in 1994. The African National Congress (ANC) government immediately began to realize that if the new-found democracy was to survive, education for democratic citizenship had to be taught to every future generation. The purpose of this article is to summarize scholars’ views on the attributes of a good citizen and to report the outcomes of a research project on African teachers’ perceptions on what factors contribute to being a good citizen. Finding out what African teachers think will provide a reasonable starting point for addressing the issue of education for democratic citizenship in South African public schools. The literature review and the individual interviews revealed that a good citizen in a constitutional democracy is someone who possesses, among others, the following characteristics: communitarian characteristics, public characteristics, and knowledge characteristics.

Book/Media Reviews

<i>Culture and Counseling: New Approaches</i> , edited by Frederick D. Harper and John McFadden.....	287
(Arthur H. Horne)	

<i>Black American Students in an Affluent Suburb: A Study of Academic Disengagement</i> by John U. Ogbu.....	288
(John B. Diamond)	

Non-Traditional Entrants to Higher Education: They Talk About People Like Me by
Marion Bowl.....291
(Antoinette M. Rogers)

A Victory of Sorts: Desegregation in a Southern Community, by Winfred E. Pitts.....292
(Adah Ward Randolph)

Cover: Photograph by Frederick D. Harper, School of Education, Howard University.