

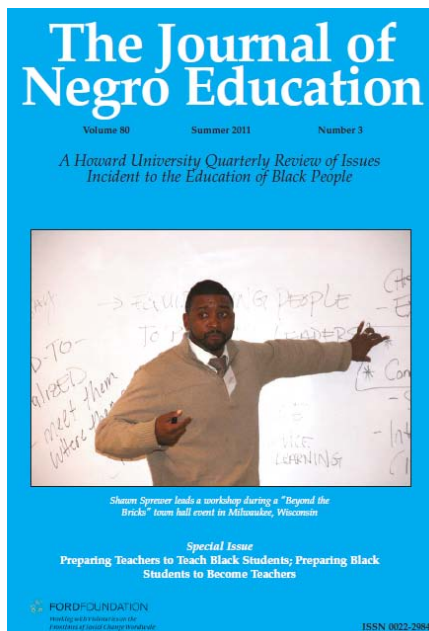
THE JOURNAL OF NEGRO EDUCATION

FOR IMMEDIATE RELEASE
September 15, 2011

Contact: Cynthia Joseph / Kamila Rankin
(202) 806-8120

www.journalnegroed.com

The Journal of Negro Education Publishes Special Issue to Prepare Teachers to Teach Black Students and Prepare Black Students to Become Teachers



WASHINGTON, D.C. – *The Journal of Negro Education* is pleased to announce the release of the Summer 2011 special issue sponsored by the **Ford Foundation**.

Guest editors, **Dr. Yolanda Sealey-Ruiz** of Teachers College, Columbia University and **Dr. Chance W. Lewis** of the University of North Carolina at Charlotte assert, “Over the past five decades . . . there has been a decline in the academic achievement levels of Black students and there has been a disappearance of Black teachers, particularly Black males.” “**Preparing Teachers to Teach Black Students; Preparing Black Students to Become Teachers**” addresses both of these trends.

The issue presents a wealth of information on teacher pedagogy and Black student success by shaping classroom instruction and school culture. **Dr. William F. Tate** of Washington University at St. Louis begins the discussion

in his riveting foreword with, “Who will teach traditionally underserved students?” **Mr. Tim King** of Chicago’s high achieving Urban Prep Academies states, “The key to our success has been an ability to build a community that values college education and believes in the ability of its students to achieve,” in his commentary entitled, “Swords, Shields, and the Fight for Our Children: Lessons from Urban Prep.” *The Journal* also addresses the shortage of Black teachers through the preparation Black students to become future teachers.

Editor-in-chief, **Dr. Ivory A. Toldson**, contends that the issue, “provides commentary on the causes and consequences of having a majority White and female teaching force in diverse school systems, as well as strategies to improve diversity, equity, and inclusion among P-12 teachers and students.” It is our hope that this special issue sparks discussion and action among policymakers, educators, and students alike.

For more than 78 years, The Journal of Negro Education has been the leading purveyor of a wealth of scholarly research concerning Black academia. The quarterly journal is operated under the auspices of Howard University (HU) School of Education (SOE). With world-wide readership and subscribers, JNE has published distinguished scholars that include Horace Mann Bond, Ralph J. Bunche, W.E.B. Du Bois, and Kenneth B. Clark. The current editor-in-chief is Dr. Ivory A. Toldson itoldson@howard.edu.

To order, contact JNE at journalnegroed@gmail.com or order through our website for special issues at www.journalnegroed.org. You may also telephone: (202) 806- 8120 or fax (202) 806-8434.