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Carol Camp Yeakey, *Washington University - St. Louis*; Ronald D. Henderson, *National Education Association*

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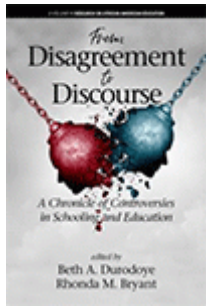
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## From Disagreement to Discourse A Chronicle of Controversies in Schooling and Education

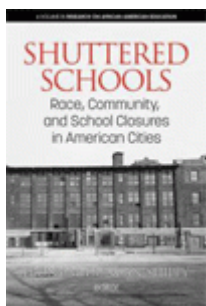
Beth A. Durodoye, Georgia Southern University; Rhonda M. Bryant, University of the Pacific

2019. Paperback 978-1-64113-836-9 \$45.99. Hardcover 978-1-64113-837-6 \$85.99. eBook 978-1-64113-838-3 \$65.

Education has never been non-partisan. Buffeted by economic, political, and social influences, education, educators, and various stakeholders have taken sides to provide institutionalized instruction to child and adult learners. Instruction that is right or wrong, ethical or unethical, just or unjust, can be just that, depending on where one's education and schooling takes place in the world. Education alone can be construed as a first step towards indoctrination into a community and nation's way of life. Despite divergent views, the ultimate goal of serving students has remained paramount. At the same time, the work of educators has placed them at the forefront of numerous debates and controversies that have beset the profession. The process of informing oneself professionally and personally in the midst of such educational deliberations may not be an easy task, but may be a necessary one given the impact of one's decisions and stances on learners.

This book focuses on contemporary and critical topics of debate that educators face in American educational settings. The book's distinctiveness rests on its Socratic approach to the content. Each chapter begins with the examination of an issue of interest and concludes with a series of related questions. Readers are asked to ponder the materials individually and with others to enable all to draw their own conclusions. This book will interest and benefit educational professionals along all points in their professional careers from new professionals and students-in-training to those with extensive experiences across educational disciplines.

**CONTENTS:** Foreword. Preface. Courageous Conversations in the Age of the Trigger Warning, *Mara Lee Grayson and Adam Wolfsdorf*. Dig the Well Before You're Thirsty: Long-Term Strategies to Strategically Cultivate the Teacher Workforce, *Seher Ahmad and Raifu Durodoye Jr.* Beyond the Blame Game: How Faculty Culture in Higher Education Constrains Change, *Eileen Kogl Camfield*. Higher Education Diversity Work: Does It Address Students' Diversity Needs? *Peony Fhagen, Carly Tavares, Josephine Gray, Liza Cooney, Christina Chu, and Ashita Katariya*. Technology-Based Learning: Opportunities and Opposition, *Demetria L. Ennis-Cole, Chukwuka O. Iwundu, Meranda Roy, and La'Quata Sumter*. I Wasn't Trained for That: Educators as Mental Health Responders, *Joshua L. Stanley*. Discipline and Discrepancy in Public Schools, *Eva M. Gibson*. About the Editors. About the Contributors.



## Shuttered Schools Race, Community, and School Closures in American Cities

Ebony M. Duncan-Shippy, Washington University in St. Louis

2019. Paperback 978-1-64113-608-2 \$45.99. Hardcover 978-1-64113-609-9 \$85.99. eBook 978-1-64113-610-5 \$65.

Since the late 1990s, mass school closures have reshaped urban education across the United States. Popular media coverage and research reports link this resurgence of school closures in major cities like Chicago and Philadelphia to charter school expansion, municipal budget deficits, and racial segregation. However, this phenomenon is largely overlooked in contemporary education scholarship. *Shuttered Schools: Race, Community, and School Closures in American Cities* (Information Age Publishing) is an interdisciplinary volume that integrates multiple perspectives to study the complex practice of school closure—an issue that transcends education. Academics, practitioners, activists, and policymakers will recognize the far-reaching implications of these decisions for school communities.

*Shuttered Schools* features rigorous new studies of school closures in cities across the United States. This research contextualizes contemporary school closures and accounts for their disproportionate impact on African American students. With topics ranging from gentrification and redevelopment to student experiences with school loss, research presented in this text incorporates various methods (e.g., case studies, interviews, regression techniques, and textual analysis) to evaluate the intended and unintended consequences of closure for students, families, and communities. This work demonstrates that shifts in the social, economic, and political contexts of education inform closure practice in meaningful ways. The impacts of shuttering schools are neither colorblind nor class-neutral, but indeed interact with social contexts in ways that reify existing social inequalities in education.

**CONTENTS:** The Rise of School Closures in the 21st Century, *Ebony M. Duncan-Shippy*. **SECTION I: PATTERNS AND PROCESSES.** School Closure in Strained Cities: Implications for Racial Equity in U.S. Education, *Ebony M. Duncan-Shippy*. School Closings ... Atlanta Style: The Convergence of Poverty, Segregation, and Achievement, *Tomeka Davis, Deirdre Oakley, and Shanae Stover*. The Costs and Consequences of School Governance Change in Detroit: From Proposal A to the Education Achievement Authority, *Leanne Kang and Kelly E. Slay*. An Open and Shut Case: Gentrification and School Closure Decisions in Washington, DC, *Esa Syeed*. Complicating "Sector" Agnosticism: Relational and Spatial Displacement and Dispossession Through School Closure in Cleveland, *Anne Galletta*. The Implications of Colorblind Decision-Making About the Closure, Renovation or Rebuild of (Almost) Every School in North Little Rock, Arkansas, *Kendra Lowery*. **SECTION II: IMPLICATIONS.** The Effects of Public Elementary Schools Closures on Neighborhood Housing Values in U.S. Metropolitan Areas, 2000-2010, *Noli Brazil*. "A Spoke in a Wheel": School Closures and the Continued Violation of Public Trust, *Sally A. Nuamah*. School Closures and the Political Education of U.S. Teachers, *Lauren Ware Stark and Rhiannon M. Maton*. Closing Costs: Examining the Impact of School Closures on African-American Students' Educational Outcomes, *Richard O. Welsh and Shafiqua Little*. Conclusion: Education Reform in the Racial State: The Costs of School Closures for Marginalized Communities, *Ebony M. Duncan-Shippy*. About the Editor. About the Contributors.



## Using Past as Prologue Contemporary Perspectives on African American Educational History

Dionne Danna, Indiana University; Michelle A. Purdy, Washington University in St. Louis; Christopher M. Span, University of Illinois at Urbana-Champaign

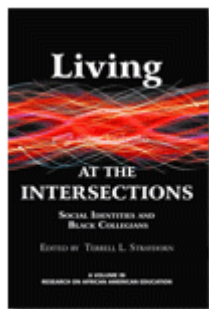
2015. Paperback 978-1-68123-170-9 \$45.99. Hardcover 978-1-68123-171-6 \$85.99. eBook 978-1-68123-172-3 \$65.

In 1978, V. P. Franklin and James D. Anderson co-edited *New Perspectives on Black Educational History*. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers' and educational leaders' role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools.

Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the *Brown* decision. Finally, scholars consider the historian's engagement with recent history, contemporary issues, future directions, methodology, and teaching.

**CONTENTS:** Foreword, *James D. Anderson*. Preface. Acknowledgments. Introduction: Towards a New History of African American Education, *Dionne Danna, Michelle A. Purdy, and Christopher M. Span*. **PART I: EDUCATION IN THE NINETEENTH AND EARLY TWENTIETH CENTURY.** Why the Nineteenth Century Still Matters, *Christopher M. Span*. A Class All Their Own: Economic and Educational Independence of Free People of Color in Antebellum Louisiana, *Alisha D. Johnson*. Forgotten or Simply Ignored: A Historiography of African Americans and Catholic Education, *Katrina M. Sanders*. **PART II: EDUCATION IN THE TWENTIETH CENTURY.** New Perspectives on Progressive Education: HBCU Lab High Schools during Jim Crow, *Sharon G. Pierson*. Graduate Study and Jim Crow: The Circular Migration of Southern Black Educators, 1945-1970, *Donna Jordan-Taylor*. Words of Action: The Speeches of President Alfonso Elder and the North Carolina Student Movement, *Eddie Rice Cole*. "We Declare Independence from the Unjust Laws of Mississippi": The Freedom Schools, Head Start and the Reconstruction of Education during the Civil Rights Movement, *Jon N. Hale*. The Rise and Fall of a Black Private School: Holy Name of Mary and the Golden Age of Black Private Education in Chicago, 1940-1990, *Worth Kamili Hayes*. "Why Are You Going All the Way Up There to That White School?" Oral History, Desegregation, and Chicago Experiences, *Dionne Danna*. **PART III: CONTEMPORARY HISTORY AND FUTURE DIRECTIONS.** Control and Independence: Black Alternatives for Urban Education, *Elizabeth S. Todd-Breland*. African American Education in the Age of Accountability, 1975-2005, *R. Scott Baker*. Reassessing the Achievement Gap: An

Intergenerational Comparison of African American Student Achievement before and after Compensatory Education and the Elementary and Secondary Education Act (ESEA), *Christopher M. Span and Ishwanzya D. Rivers*. Future Directions of Historically Black Colleges and Universities, *Marybeth Gasman and Felecia Commodore*. Connecting the Dots: Reflecting on Pedagogy and African American Educational History, *Michelle A. Purdy*. Epilogue: From Freedom Schools to Freedom Schooling? *V. P. Franklin*. About the Editors. About the Contributors.



## Living at the Intersections Social Identities and Black Collegians

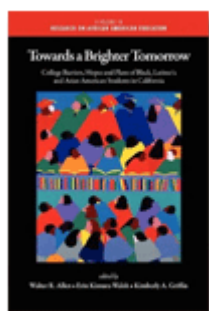
Terrell Strayhorn, Ohio State University

2013. Paperback 9781623961473 \$45.99. Hardcover 9781623961480 \$85.99. eBook 9781623961497 \$65.

*Living at the Intersections: Social Identities and Black Collegians* brings together 21 diverse authors from 14 different institutions, including our nation's most prestigious public and private universities, to advance the use of intersectionality and intersectional approaches in studying Black students in higher education.

Chapters cover a diversity of topics, ranging from spirituality to sexuality and masculinity, from Black students at HBCUs to those in STEM majors, and a host of issues related to race, class, gender, and other identities. Authors draw upon a wealth of data including national surveys, interviews, focus groups, narratives, and even historical research. A smooth blend of anthropology, historiography, psychology, sociology, and intersectional approaches from multiple disciplines, this book breaks new ground on the “who, what, when, where, and how” of intersectionality applied to social problems affecting Black collegians. The authors go beyond merely stating the importance of intersectionality in research, but they also provide countless examples, recommended strategies, and tools for doing so. This book is an important resource for higher education and student affairs professionals, scholars, and graduate students interested in intersectionality and Black collegians.

**CONTENTS:** Introduction, *Terrell L. Strayhorn*. Black Students in Physics: The Intersection of Academic Ability, Race, Gender, and Class, *Sharon Fries-Britt, Jennifer Johnson, and Brian Burt*. Many Into One: Using Intersectional Perspectives to Understand Black First-Generation College Student Identities, *Rachelle Winkle-Wagner and Dorian McCoy*. “All I Got is You”: Exploring the Intersectionality of Low-Income Black Males’ Educational Challenges at HBCUs, *Robert T. Palmer and Jameel Scott*. Black Doctoral Students Intersections: Issues of Race, Class, and Gender, *Tonya N. Saddle, Eugene Kelly, and Terrell L. Strayhorn*. Complicating Belief: Intersectionality and Black College Students’ Spirituality, *Dafina Lazarus Stewart*. Things Hoped For: Using Intersectionality to Understand Black Students’ Aspirations, *Terrell L. Strayhorn*. Black College Women and Intersectionality: Examining and Interweaving Core Concepts and Themes, *Charmaine L. Wijeyesinghe and Susan R. Jones*. (Un)Doing Homogeneity in Qualitative Research: Exploring Manhood Among African American Male Collegians, *T. Elon Dancy II*. Promoting Black Student Success: The Implications of Intersectionality and Multiple Identities on Perceptions of Racial Climate, *Cheryl A. Brown and Uma Jayakumar*. Looking Beyond Labels: Black Honors Students Negotiating the Intersections Between Their Personal and Social Identities, *Kimberly A. Griffin and David Perez II*. Black Undergraduates at Historically Black Colleges and Universities and Multiple Identities, *Marybeth Gasman, Thai-Huy Nguyen, and Sadia Kalam*. When and Where Race and Sexuality Collide With Other Social Locations: Studying the Intersectional Lives of Black Gay Men in College, *Terrell L. Strayhorn and Derrick L. Tillman-Kelly*. Mentoring at the Intersections: A Doctoral Student’s Narrative, *Michael Steven Williams*. Conclusion: Future Directions and Applications of Intersectionality to Higher Education, *Terrell L. Strayhorn*. Appendix: Suggested Readings. About the Authors.



## Towards a Brighter Tomorrow The College Barriers, Hopes and Plans of Black, Latino/a and Asian American Students in California

Walter R. Allen, University of California, Los Angeles; Erin Kimura-Walsh, University of California, Los Angeles; Kimberly A. Griffin, University of California, Los Angeles

2009. Paperback 978-1-60752-142-6 \$45.99. Hardcover 978-1-60752-143-3 \$85.99. eBook 9781607522751 \$65.

The book aims to develop a clearer understanding of the influence of social dynamics on the educational opportunities of

high school students of color in the urban setting of California's Los Angeles area. Specifically, we examine how students' backgrounds, high school experiences and own agency shape their college preparation processes and postsecondary aspirations. While some research has been done on high school students' college-choice process, this book is unique in its broad and comparative approach. It examines the experiences of students across 10 schools, identifying broad themes that are illustrated through specific case studies. This approach allows readers to understand the broader issues that face students from underserved backgrounds as they pursue college, while illuminating how these issues uniquely manifest themselves in individual school contexts.

**CONTENTS:** Foreword, *Beverly Daniel Tatum*. Introduction: Understanding College Access and Opportunity for Black and Latina/o Students in California. The CHOICES Project: Methodology, *Walter R. Allen, Ophella C. Dano, and Eden Brauer*.

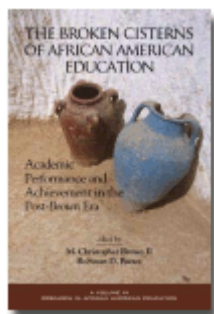
**PART I: SCHOOL RESOURCES.** Working With What You Have: College Preparation at a Low Resourced High School, *Kimberly A. Griffin and Mindelyn Buford*. More than What Money Can Buy: Students' Experiences with Race and Resource Allocation at a Well Resourced High School, *Kimberly A. Griffin and Erin Kimura-Walsh*. Helping Students Help Themselves?: The Paradox of High Expectations and Low Resources at an Urban Magnet High School, *Gloria González*.

**PART II: RACIAL DYNAMICS.** Structuring Opportunity: Tracking Students at a "Single-Track" High School, *Michael Knox*. Systems of Support: Home and School Contexts of Asian and Latina / o High School Students, *Joshua S. Yang*.

"You're the Scholar—Please, Let Me Be One, Too": How Race Shapes Access to Institutional Resources at a Predominantly Black and Latina/o School, *Faustina M. DuCros*.

**PART III: INTERSECTION OF RACE AND CLASS.** Southeast Asian Educational Mobility: Ethnicity, Social Capital, and the Pursuit of Higher Education, *Robert T. Teranishi and Tu-Lien Kim Nguyen*. Bridges or Barriers?: The Influence of Family Background, Finances, Peers, High School and Outreach Programs on Latina/o Students' College Preparatory Process, *Erin Kimura-Walsh*. From Suburban to Urban: The Influence of Busing Policy on the Educational Context and Student Outcomes of a Suburban High School, *Kimberly A. White-Smith*. When Cultures Clash: Transposing a College-Going Culture in an Urban School, *Bryan A. Brown, Cheryl A. Brown, and Uma M. Jayakumar*.

**PART IV: PROMISING PRACTICES.** AVID: Providing a Different Atmosphere to Promote College Access, *Ray Franke, Jaime Rodriguez, Rican Vue, and Maria Woodruff*. Maintaining Culture and Community: The Quest for Academic Success at Superior High School, *Tyrone C. Howard and Raina Dyer-Barr*. Conclusions and Implications. Afterword, *Gary Orfield*.



## The Broken Cisterns of African American Education Academic Performance and Achievement in the Post-Brown Era

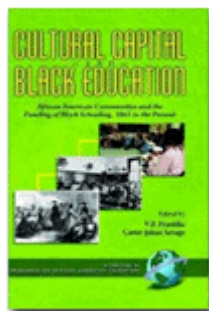
M. Christopher Brown, Kentucky State University; RoSusan D. Bartee, University of Central Florida

2008. Paperback 1-59311-042-1 978-1-59311-042-0 \$45.99. Hardcover 1-59311-043-X 978-1-59311-043-7 \$85.99. eBook 9781607529743 \$65.

The failure of American education to achieve racial diversity has resulted from the inability of educational researchers, policy makers and judicial officials to disentangle the complex definitions that have emerged in a post-segregated society. More specifically, the capricious aim of post-segregated educational settings leads to the confusing and often conflicting interchangeable usage of terms desegregated, integrated and diversity. This ambiguity is further confounded by the imprecise definitions of equity, equality and opportunity. The proposed book will examine the role of language post-Brown v. Board of Education and the effects of that language on educational policy and practice. He also examines how the fundamental implications of language within post-Brown court cases, in pre- through post-secondary education, demonstrate the unspecified outcomes for desegregation and integration while concomitantly demand an educational continuum of equitable distribution. The arguments will further interrogate how education policy and practices implicitly contain a scholarly roadmap to forge equal opportunity and access, fifty years after Brown.

**CONTENTS:** Series Editor's Preface. Rethinking African American Education Post-Brown: An Introduction, *M. Christopher Brown II and RoSusan D. Bartee*. PART I: HISTORIC AND COMMUNITY CONTEXTS OF PERFORMANCE. An Unsteady March Toward Equity: The Social and Political Contexts of African American Educational Attainment, *M. Christopher Brown II and T. Elon Dancy II*. Miseducating for Inequity: Fifty Years After Brown, *Karen Miller Gourd and Jonathan D. Lightfoot*. Educating African American Urban Learners: Brown in Context, *Festus E. Obiakor*. Still Not Equal: Improving Literacy Development for Black Children and Other Children of Color, *Linda R. McIntyre*. Addressing the Shame of Higher Education: Programs That Support College Enrollment and Retention of Black Males, *Pamela Ellis*. PART II: CONTENT CONSIDERATIONS FOR STUDENT ACHIEVEMENT. Race Matters: Devaluation and the Achievement Gap Between African American and White Students, *John W. Long*. Isolating Language Factors Contributing to State-Mandated Reading and Writing Achievement Test Scores of African American Students, *Monica Gordon Pershey*. Impacting Educational Processes through Cultural and Social Capital: Understanding "Teacher" and "Administrator" Leadership Capacities, *RoSusan D. Bartee*. The Achievement Gap: Estimating the Eighth-Grade NAEP Math Scores of Minority Students Based on

the Educational Advantage of White Parents, *Richard R. Verdugo*. Equitable Mathematics Education as a Means to Democratic Participation, *Lecretia A. Buckley*. About the Editors.



## Cultural Capital and Black Education African American Communities and the Funding of Black

V.P. Franklin, Teachers College, Columbia University

2004. Paperback 1-59311-040-5 978-1-59311-040-6 \$45.99. Hardcover 1-59311-041-3 978-1-59311-041-3 \$85.99. eBook 9781607528425 \$65.

A discussion of the contributions made by African Americans to public and private black schools in the USA in the 19th and 20th centuries. It suggests that cultural capital from African American communities may be important for closing the gap in the funding of black schools in the 21st century.

**CONTENTS:** Foreword. Introduction, *V.P. Franklin*. "I Must Learn Now or Not at All": Social and Cultural Capital in the Educational Initiatives of Formerly Enslaved African Americans in Mississippi, 1862-1869, *Christopher M. Span*. Owning, Controlling, and Building Upon Black Cultural Capital: The Albany Enterprise Academy and Black Education in Southeast Ohio, 1863-1886, *Adah Ward Randolph*. Cultural Capital and Black Higher Education: The AME Colleges and Universities as Collective Economic Enterprises, 1865-1910, *V.P. Franklin*. Our School in Our Community: The Collective Economic Struggle for African American Education in Franklin, Tennessee, 1890-1967, *Carter Julian Savage*. Community, Commitment, and African American Education: The Jackson School of Smith County, Texas, 1925-1954, *Peggy B. Gill*. "Sister Laborers": African American Women, Cultural Capital, and Educational Philanthropy, 1865-1970, *Betty Collier-Thomas*. "Maintaining a Home for Girls": The Iowa Federation of Colored Women's Clubs at the University of Iowa, 1919-1950, *Richard M. Breaux*. Paradise Lost?: Teachers' Perspectives on the Use of Cultural Capital in the Segregated Schools of New Orleans, Louisiana, *Monica A. White*. Social Capital, Cultural Capital, and the Challenge of African American Education in the 21st Century, *V.P. Franklin*.



## Surmounting all Odds - Vol. 1&2 Equalizing Education Opportunities in the New Millennium (Vol 1 & 2)

Ronald D. Henderson, National Education Association; Carol Camp Yeakey, Washington University - St. Louis

2003. Paperback 9781623962166 \$79.99. Hardcover 9781623962173 \$159.99. eBook 9781623962180 \$65.

**CONTENTS:** Preface, *Carol Camp Yeakey and Ronald D. Henderson*. Prologue: Seeking Truth in Research and Scholarship, *Mkhululi David Graham DuBois*. Introduction, *Carol Camp Yeakey and Ronald D. Henderson*. PART I: Historical and Contemporary Context. "Knowledge is Light, Knowledge is Power": African American Education in Antebellum America, *Christopher M. Span*. Curriculum, Culture, and Power: Reshaping the Education of African Americans, *William H. Watkins*. The Changing Faces of Education for African Americans after Brown: Equity, Excellence, Choice, Vouchers, and Privatization, *Frank Brown*. Language, Race, and Schooling: A Conceptual and Historical Legacy of Educational Language Policies and Politics Affecting the Ethnolinguistic Minority Child of African Descent, *Rodney K. Hopson*. Family and School Environments Working Together to Impact Academic Achievement in African American Adolescents, *DeMarquis Hayes and Michael Cunningham*. Battling before Birth: Institutionalized Barriers to the Health and Well-Being of African American Children, *Jeanita W. Richardson*. African American Violence Exposure: An Emerging Health Issue, *Alvin L. Killough, Wendy L. Webster, Valerie B. Brown, Eric Houck, Christopher L. Edwards, and Patrick E. Logue*. Dashed Hopes and Withered Dreams: Alternative School for Boys Who "Don't Fit In", *Christopher Dunbar, Jr. and Reitumetse Obakeng Mabokela*. From Classrooms to Cellblocks: African American Juveniles in the Justice System, *Carol Camp Yeakey*. Sports, Opportunities, and the American Dream: Athletic Investment and Mobility Aspirations of Ethnically Diverse High School Students, *Amber Rodriguez and Jomills Henry Braddock II*. "Leaving No Child Behind": Examining Issues of School Reform and Social Justice, *Beverly D. Epps and Harriet R. Morrison*. PART II: Teaching, Learning, and Achievement. Historical and Developmental Perspectives on Black Academic Achievement: Debunking the "Acting White" Myth and Posing New Directions for Research, *Margaret Beale Spencer, William E. Cross, Jr., Vinay Harpalani, and Tyheshia N. Goss*. The Imputation of Black Inferiority: Does It Contribute to the Achievement Gap?, *Barbara A. Sizemore*.

The More Things Change. Trends in Identification with Academics among Minority Students from 1972-1992, *Jason W. Osborne*. One Size Does Not Fit All: An Examination of Issues in Enhancing the Academic Achievement of African American Pre-College Students, *Diane S. Pollard and Olga M. Welch*. Mining the Fields of Teacher Education: Preparing Teachers to Teach African American Children in Urban Schools, *Patricia A. Edwards, Gwendolyn T. McMillon, and Clifford T. Bennett*. Mentoring Adolescents At Risk or At Promise, *Tammie M. Causey and Kassie reeman*. Why Are There So Few African Americans in Gifted Education Programs?, *Frank C. Worrell*. The Disproportionality of African Americans in Special Education: An Enduring Threat to Equality and Opportunity, *Audrey Davis McCray, Gwendolyn Webb-Johnson, and La Vonne I. Neal*. The Dropout Rate among African American Males: A Policy Perspective, *Richard R. Verdugo and Ronald D. Henderson*. School A or School B? The Nexus between Race and School Choice, *RoSusan D. Bartee, M. Christopher Brown II, and William T. Trent*. A New Model for Governance in Big City School Districts, *Richard C. Hunter, Frank Brown, and Susan Donahoo*. PART III: Post-Secondary Schooling and Education. Two Steps Forward, Three Steps Back: Campus Climate, Gender, and African American Representation in Higher Education, *Gniesha Y. Dinwiddie and Walter R. Allen*. Affirmative Action Attitudes of African American Community College Students: The Impact of Educational Aspirations, Self-Interest, and Racial Affect, *Eboni M. Zamani*. Challenging the Academic Divide: An Examination of Persistence Factors among Low-Income Students of Color, *Eugene L. Anderson, Carol Camp Yeakey, Harriet R. Morrison, and Beverly D. Epps*. Misrepresented and Misunderstood: Contemporary Dilemmas Facing HBCUs, *Jeanita W. Richardson*. Navigating the Shape of the River: Helping Black Students Succeed in Colleges and Universities, *Joy L. Gaston*. A Different World: The Social and Educational Objectives of the Historically Black Colleges and Universities Before and After the Brown Decision, *V.P. Franklin*. When and Where We Enter: African American Students' Marginalization in the Context of a Predominantly White Multicultural Education Course, *Heather M. Pleasants*. The Importance of Increasing the Numbers of Individuals of Color to Enhance Cultural Responsiveness in Program Evaluation, *Henry T. Frierson*. Percentage Plans in Admissions: Redefining Access in American Higher Education in Texas, California, and Florida, *Eugene L. Anderson*. A Case for Race Consciousness, *T. Alexander Aleinikoff*.



## Surmounting All Odds - Vol. 1

### Education, Opportunity, and Society in the New Millennium

Carol Camp Yeakey, Washington University - St. Louis; Ronald D. Henderson, National Education Association

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