

The Journal of Negro Education: A Howard University Quarterly Review of Issues Incident to the Education of Black People

Getting sound research evidence regarding the education of people of color into the hands of decision makers and educators is a task often neglected by professional journals. For nearly seventy years, *The Journal of Negro Education* (JNE), a refereed scholarly periodical founded at Howard University in 1932, has played a primary role in this task. It is one of the oldest continuously published periodicals by and about blacks.

In the 1940s and 1950s, the *JNE*, with its even-then longstanding tradition of educational activism and scholarly rigor, provided a natural forum for the publication of articles and research findings supporting critical tenets of the legal arguments used by NAACP attorneys to dismantle de facto segregation, especially in the area of education. The mission of the *JNE* later merged seamlessly with the efforts of those post-*Brown v. Board of Education* decision reformers who propelled African and other Americans of color from the outside and fringes of the U.S. education system to the educational mainstream of the 1960s and 1970s. During the 1980s, generally recognized as an era of educational retrenchment for students of color in the U.S., the *Journal* published the works of notable and emerging educational theorists and researchers who countered the cultural-deficit, opportunity-depriving, and talent-sorting (“tracking and testing”) notions of schooling for low-income children of color, particularly those in urban areas.

The early 1990s saw the *JNE* at the forefront of efforts to unseat these

narrow-minded paradigms and disseminate to policy and decision makers, teacher educators, researchers, and practitioners—more proactive educational models. These models assert the importance of cultural sensitivity, racial and gender equity, culturally distinctive learning styles, and opportunities to learn in promoting school success for all students, regardless of ethnicity and socioeconomic background. Several of them have been incorporated into the frameworks of the broad 21st-century initiatives espoused at the Executive level of government. The innovative Talent Development model of schooling put forth by CRESPAR is becoming an essential component of future educational reforms. The *JNE* plays a significant role in support of CRESPAR and other initiatives in their efforts to get its message of research-based, far-reaching, and authentic reform theories and practices into the minds and hands of those who effect school and societal change.

Over the years, the *Journal* has provided vital information that has influenced public educational and social policy. The *Journal's* tradition of publishing scholarly work from a variety of informed theoretical perspectives provides cutting-edge information on factors influencing achievement and other important outcome variables relevant to CRESPAR's target population—students placed at risk. Additionally, the *JNE* presents the writing of practitioners whose work in real school and classroom settings helps to refine theory on students placed at risk as well as

inform the educational community on the generalizability or limitations of specific techniques and instruments.

Since CRESPAR's inception, articles and book reviews authored by its researchers have appeared in the *JNE*. CRESPAR researchers have also served as peer reviewers for the *Journal* and have served or are serving as members of its Editorial/Advisory Board.

The *JNE* continues to serve as an invaluable chronicle of almost every development in black education of any consequence. Experts and researchers in education, sociology, history, and other fields including such noted authorities as W.E.B. DuBois, Charles S. Johnson, Ralph Bunche, Horace Mann Bond, Benjamin E. Mays, E. Franklin Frazier, Dwight O.W. Holmes, Doxie Wilkerson, Kenneth Clark, Barbara Shade, James Banks, Geneva Gay, James Comer, Edmund Gordon, and others have contributed significant articles to the *Journal's* pages.

The purpose of the journal is threefold: first, to stimulate the collection and facilitate the dissemination of facts about the education of Black people; second, to present discussions involving critical appraisals of the proposals and practices relating to the education of Black people; and third, to stimulate and sponsor investigations of issues incidental to the education of Black people.

Recent issues include articles focusing on Ebonics and other African American language issues related to education, “Assessment in the Context of Culture and

Pedagogy," which was co-guest edited by CRESPIAR PI (and *JNE* editor-in-chief) Sylvia T. Johnson and features an article by herself and other CRESPIAR-Howard University researchers (Sheila Thompson, Michael Wallace, Gerunda Hughes, and Jo-Anne Butty) as well as articles by CRESPIAR researchers Richard Duran and Serge Madhere. Future

issues will focus on the federally-funded TRIO educational opportunity programs and topics related to the academic achievement of African American students in predominantly White educational settings. The latter is co-guest edited by CRESPIAR-Johns Hopkins University researcher Robert Cooper and features articles by other

CRESPIAR researchers.

SUBSCRIPTIONS

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