Special Focus: Double Consciousness, Engagement and Relevance in Education

The Fall 2018 Issue: Double Consciousness, Engagement and Relevance in Education (Editor’s Commentary) .................................................................355
Ivory A. Toldson

Peer Reviewer Recognition for 2018 ..........................................................357

“Open Access” and the Fate of Knowledge from Africa: A Theoretical Discussion .................................................................................................359
Dennis Masaka

Expanding Understandings of Literacy: The Double Consciousness of a Black Middle Class Child in Church and School ..........................................................375
Kamania Wynter-Hoyte and Gloria Swindler Boutte

“We get to learn more about ourselves”: Black Men’s Engagement, Bonding and Self-Authorship on Campus .................................................................391
Jelisa S. Clark and Derrick R. Brooms

Does it Really Matter? Exploring Cultural Relevance within a Majority White Classroom .........................................................................................404
Nickolaus A. Ortiz, Mary M. Capraro, and Robert M. Capraro

Operating Beyond Myths: Designing a Science School for African American Boys in a Myth-filled Teaching World ..........................................................420
Bryan A. Brown, Charmaine Mangram, Kathy Lui Sun, Keith Cross, and Erin Raab

“The Development of Power is the Main Business of the School”: The Agency of Southern Black Teacher Associations from Jim Crow through Desegregation .................................................................444
Jon Hale

Book/Media Reviews
Our School: Searching for Community in the Era of Choice, by Sam Chaltain .................................................................................................460
(Justice Toshiba Walker)

You Can’t Teach Us if You Don’t Know Us and Care about Us: Becoming an Ubuntu, Responsive and Responsible Urban Teacher by Omiunota Nelly Ukpokodu .................................................................................................462
(Gang Zhu)

Schoolhouse Activists: African American Educators and the Long Birmingham Civil Rights Movement by Tondra L. Loder-Jackson .................................................................................................464
(Jennifer C. Farmer)

Cover photograph: Copyright ©2018 by FatCamera; istockphoto.com.