Epilogue
Passing the Torch: The Future of Education in the Black Community is in Our Hands

Yolanda Sealey-Ruiz and Chance W. Lewis, Guest Editors

When the call for abstracts for this historical special issue was disseminated in December 2010, the educational community responded with great excitement. As guest editors of this special issue, it was difficult for us to turn away timely ideas around these two critical issues addressed in this special issue. We received more than 100 abstracts from scholars in the U.S. and Europe. The quality of the ideas represented in the abstracts and the limited number of spaces for publication, made it quite challenging for us to select the final collection of articles presented in this special issue. Your response to the initial call for abstracts shows that we all—regardless of race, gender, and research discipline, must add our voices to these issues if we are to realize the change that is needed for Black students in America's public schools.

We sincerely thank *The Journal of Negro Education* for dedicating a special issue to this compelling topic. For nearly eight decades, *The Journal* has been at the forefront of discussions about Black educational issues. It had informed, critiqued, and helped to (re)imagine educational outcomes for Black students at all levels of education. We are truly humbled to add to the great legacy of JNE.

As the educational community, parents, practitioners, and policymakers read the pages of this special issue, we hope that it helps to inform the reader on the imperative issues surrounding teaching Black students and developing Black teachers, and inspires them to create or (re-imagine) ways they can contribute to improved educational outcomes for all students, particularly Black students. We believe the scholarship presented in these pages represents a diversity of thinking on a crucial topic. Seasoned and newer voices of scholars are brought together as a collective to address this issue. As we pass the torch to the educational community to continue this conversation, we further hope that we never lose our passion to improve the educational conditions of the underserved and the underrepresented in the Black urban community. We must continue to produce the type of research and scholarly products that can aid in addressing policy issues that quietly (and not so quietly) impede the achievement levels of this population. We must remember that children whom we may never meet will count on us for their lives to be made better and the ones, whom we will meet, will hold us to it.