

Afterword

I would first like to acknowledge the contributions by my two colleagues and guest co-editors, Pepi Leistyna and Magaly Lavadenz, and note that without their spirit of commitment and dedication to this important project, this issue of Teacher Education Quarterly would not have come to fruition. I also want to extend my personal gratitude to the authors whose work appears in this editor-invited issue. Each and every author responded to our invitation with open enthusiasm and all willingly accepted the challenge set forth by the editorial team. The contributions to this issue of Teacher Education Quarterly are simply masterful. Thank you.

Finally, I would like to recognize the efforts made by Alan H. Jones, who has been steadfast in his support for this special issue from the beginning. Please join me in honoring Alan, whose brilliant skills and forthright leadership as publisher of Teacher Education Quarterly have made this journal one of the finest publications in the field.

It is my hope that our readers will find themselves intellectually engaged in the articles appearing in this issue, and politically inclined to participate in the democratization of our nation's schools. I encourage readers to share their reactions, analyses, and thoughts by contacting Teacher Education Quarterly at www.teqjournal.org.

—Thomas Nelson
Editor