A review of *Educating African American Males: Context for Considerations, Possibilities for Practices* by M. Christopher Brown II, T. ElonDancy II, and James Earl Davis (Peter Lang, 2013. 155pp., ISBN 978-1-4331-0853-2) by Dannie Moore (moored8@nku.edu), Associate Dean of Students and Director of African American Programs & Services; Northern Kentucky University.

Educating African American Males: Context for Considerations, Possibilities for Practices serves as a fitting follow up to their classic works of M. Christopher Brown II and James Earl Davis *Black Sons to Mothers; Compliments, Critiques, and Challenges for Cultural Workers Education*. However, in this volume the authors examine the lives of African American males and thus note that this topic remains complex and is in need new strategies and theories. As a result, this work focuses is on the role of academic structures in the overall education of African American males, with specific emphasis on the different forms of intervention that have been implemented during the past decade.

The primary theme that the authors examine in this book is the lack of literature that examines how to create an overall system in which African American males will become successful within our nation's various educational structures. The sketchy accounts that do exist rarely discuss, in any great detail, the factors, forces, and programs that are involved in the retention and graduation rates of African American males. While *Educating African American Males: Context for Considerations, Possibilities for Practices* gives an account of educational practices and possibilities that have been proven to be very effective at different colleges and universities, much of this volume merely focuses on African American fraternities that saw the need for the expansion of academic services to create a cadre of African American male college graduate that would fit into specific role within today's society.

After the tone setting "Preface and Acknowledgements" section of the volume, which sets the framework for the reader, the authors divided their book into three parts: Educational Contexts; Educational Practices; and Educational Possibilities. Within the three parts, the book features ten chapters that explore the challenges seen in colleges today from lack of preparation to a hazing culture that has seen many African American males beat each other to death, sometimes literally.

The next section of the book emphases the strategies that are needed to produce successful African American males with the nation's various educational systems. And more specifically, the titles of each chapter concisely reveal their contents, but also read like separate, independent studies.

For example, the first chapter, "Socio-historical Contexts of African American Male Education: An Analysis of Race, Class, and Gender," discusses how history and culture matter in education and there level of importance for the success of African American males. As a result, "true" educators must understand the history of oppression and discrimination to effectively teach all students. Teachers must also understand patterns of exclusion and segregation as perpetuated in administrative polices and work to create an inclusive environment for students.

After highlighting the realization of what teachers must do to create a productive education environment, this challenge is highlighted in chapter six. Specifically, detailed notes from an interview are used to show the deep struggles of many African American males, which includes the following except:

> *Over the last 25 years, the social, educations and economic outcomes for Black males have been more systemically devastating than the outcomes of any other racial or ethnic group, or gender. Black males have consistently low educational attainment levels, are more chronically unemployed and underemployed, are less healthy and have access to fewer health care resources, die much younger, and are many times more likely to be sent to jail for periods significantly longer than males of other racial/ethnic groups.*

The separate chapters that followed a linear pattern to success for African American males work well for this book. Even with this being a book of separate stories there was a clear tie and a shared fraternal experience that helped the book achieve its goals.

In short, I am glad that I reviewed this book without knowledge of M. Christopher Brown II and James Earl Davis' previous works. As a result, I can wholeheartedly say that this volume is a stand-alone book that truly examines the very important topic of how African American males can become success in our nation's various educational structures today. Indeed, the ten chapters of the book do take us chronologically from pre-college for African American males to the highlighting numerous strategies that are needed to ensure schools have the proper tools males of color to succeed. Without question, this volume is a must read for anyone interested in the topics of African American educational history and curriculum development on any level.