

Letter from the Editor

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This second edition of *Advances in Gender and Education* (A.G.E.) includes manuscripts that address single-gender learning arrangements with the goal of broadening the readers' educational horizons regarding single-gender education. The topics in the journal cover a wide range of subject areas including educational theory, educational practice, and interactions between gender and race/ethnicity/SES in the classroom, discussions on sex differences in physiology, psychology, sociology, art and culture, and historical perspectives on gender in education. Our hope is that a better understanding of gender will expand educational and cultural horizons, and break down gender stereotypes.

This year, the journal received over 20 submissions from across the United States and abroad. We anticipate that the third edition of *Advances in Gender and Education* in 2011 will have even more submissions as the journal gains more recognition in the publication arena.

All of the submissions for this journal were extensively reviewed with the support of a scholarly team. Sincere thanks to Amy Giddings, PhD, Drexel University, Philadelphia, PA; Peter J. Ferrara, EdD, MPAT, LLC, Reno, NV; Deneese Jones, PhD, Longwood University, Farmville, VA; Judith S. Kleinfeld, EdD, University of Alaska, Fairbanks, AK; Shelley McClure, BGS, MA, CEC, Vancouver Island University, Nanaimo, BC; Mary F. Spence, MA, Ann Arbor Public Schools, Ann Arbor, MI; Bernadette Stephenson, MS, Calvert County Public Schools, Leonardtown, MD; Jim Studer, EdD, Washoe County School District, Reno, NV; and Deborah Yates, EdD, The College of Idaho, Caldwell, ID.

This edition embraces a diverse set of issues – from the success of an all-girls' public school in Detroit, Michigan to poetic perspectives on gender. It also includes articles on gender research, essays, and a lens to discuss single gender with those in our broader community – parents, administrators, school trustees, and the general public. In the section that focuses on research, Rachel Harjes provides a scholarly perspective on how children, parents, and teachers assessed attitudes about race and gender. An international submission by Sameer Hamden focuses on a critical analysis of English-language textbooks in Jordan. Leonard Sax discusses the issue of hearing, loudness, and gender differences from the multiple perspectives of the listener, the teachers, and the variables that constitute sound and acuity.

You will also find a section in this journal dedicated to essays, best practices, and the newest submission format, poetry. Stephen Dreyfus brings out the conundrum of terms such as “gender” and “sex.” Beverly Hibbler, principal of the Detroit International Academy, a girls' public school, shares her “dream come true” in an interview. I share my own conversations on single-gender with the article, “A Chat with a Passenger about Single Gender Learning,” and what happens when someone asks in the seat next to you, “So what does single-gender education mean?” This issue of the journal also includes two poems. One is by Joseph Cox, Headmaster of the all boys' Haverford School in Pennsylvania. The female voice is captured by Aine McCarthy's poem, “On the Brink of Something Beautiful,” an eleventh grader's dreams as she contemplates taking the next steps into her adulthood.

This is an exciting and informative journal. It is our wish that what you read will inspire you to contribute your thoughts next year.

For more information on submitting a manuscript or serving as a reviewer for *Advances in Gender and Education*, go to www.drmmferrara.com.

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