

From the Editor

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Welcome to the first edition of *Advances in Gender and Education* (A.G.E.), a journal that reviews gender and single-sex learning arrangements with the goal of helping educators broaden educational horizons for girls and boys. The topics in the journal cover a wide range of subjects including educational theory, educational practice, and interactions between gender and race/ethnicity/SES in the classroom. The journal also opens the door for 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 influences and practices in our education initiatives will set the stage for expanding educational and cultural horizons, as well as breaking down gender stereotypes.

This first edition would not have been possible without the continuous support of Dr. Leonard Sax, a visionary leader, who continues to be a tenacious fighter for the cause of single-gender schools. To date, there are 542 public schools in the United States that offer single-sex classrooms. Imagine the growth that will take place between now and the next publication of *A.G.E.*

The submissions for this journal have received extensive reviews through the support of a scholarly team. Special thanks to Emily Grace, MA, University of North Carolina at Wilmington; Peter J. Ferrara, EdD, educational consultant and former school superintendent; Jennifer Madigan, EdD, San Jose State University, CA; Cleborne Maddux, PhD, University of Nevada, Reno; and Jim Studer, EdD, Assistant Principal, Washoe County School District, Reno, NV.

This first edition covers a spectrum of topics – beginning with a retrospective from Dr. Sax tracing how the National Association for Single Sex Public Education was founded – with insights he gained by observing how students learn and thrive in these classrooms. Articles such as the study by Caitlin Kelleher show that girls have a unique preference for computer science and engineering, especially if the learning format is in a graphic design setting. Jennifer Madigan brings an interesting historical perspective on the educational experiences of girls and women in the United States beginning in the colonial settlement days. She shows that classrooms are replete with opportunities for scholarly research. The research section concludes with a description of a research instrument that I have designed and validated with elementary and secondary teachers. This instrument helps provide teachers with an insight into their teaching styles to enable them to match the learning style of students in single and mixed gender classrooms.

Other contributions bring insight into what is happening in schools – starting with the success of Roynell Young with Pro-Vision, a Houston-based organization serving boys from low-income neighborhoods. Annette Duncan and Amy Schmidt share their impressions of single-gender classes in an elementary school in Iowa, while David Chadwell concludes this section by sharing insights on the successes of over 200 schools with single-gender classes in South Carolina.

You can see that the journal is filled with a variety of topics that I hope will foster continued discussion and debate. I know you will enjoy and learn from what you read in this journal. You are invited to contribute your writing to this journal. For publication specifications, go to www.drmmferrara.com. I look forward to hearing from you.

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