

Introduction

Issue 11

The editorial board of the *Journal of Pedagogy, Pluralism and Practice* is pleased to post Issue 11 and to continue with the *Journal's* mission of representing pluralistic approaches to teaching and learning.

In this issue appears the work of both graduate students and seasoned educators and scholars. Atina White's essay exploring biracial students' experience, for example, was written while she was a student at Lesley University. Constance Del Nero, a current Lesley graduate student wrote a series of poems for an arts-based assignment on the history of education—two of which appear here.

Among Lesley faculty, Aziza Bey presents a study she developed as a curriculum resource and in response to girls' self-esteem concerns. By writing about aspects of some matrilineal societies, women as strong culture bearers—and also comparing women in four ancient societies, she offers modern-day students history models of strong women.

The essay “The Journey of Economic Literacy and Self Sufficiency” written by Joanne Kilgour Dowdy and Sunny Marie Birney's (an associate professor at Kent State and a graduate student there, respectively) is not disconnected to the idea of women's strength, and takes it up relative to economics—examining informally-learning entrepreneurship in Black women, from the United States and Caribbean

Lesley Professor Pablo Navarro-Rivera's strong historical essay “The ACLU and Civil Liberties in Puerto Rico” allows us to examine a momentous event in 20th-century Puerto Rico and the University of Puerto Rico (an institute of higher education established by the United States) as both institution and commonwealth engage in initiatives of self-determination.

In Jesús Nieto and Suzanne Valery's essay, several learning communities in California, where they teach, are outlined. And finally, the compelling image “Zapatan,” along with 5 other pieces by visual artist Jean Petion are featured as a way to extend our discussions beyond ideas as expressed through words. Take a look.

—Danielle Georges, Editor