

Journal of Pedagogy, Pluralism, and Practice

Volume 2 | Issue 1

Article 2

Fall 2000

Introduction to Volume II, Issue 1

William T. Stokes

Arlene Dallalfar

Lesley University, adallalf@lesley.edu

Follow this and additional works at: <https://digitalcommons.lesley.edu/jppp>

Recommended Citation

Stokes, William T. and Dallalfar, Arlene (2000) "Introduction to Volume II, Issue 1," *Journal of Pedagogy, Pluralism, and Practice*: Vol. 2 : Iss. 1 , Article 2.

Available at: <https://digitalcommons.lesley.edu/jppp/vol2/iss1/2>

This Article is brought to you for free and open access by DigitalCommons@Lesley. It has been accepted for inclusion in Journal of Pedagogy, Pluralism, and Practice by an authorized editor of DigitalCommons@Lesley. For more information, please contact digitalcommons@lesley.edu.

Introduction to Volume II, Issue 1

Fall 2000/Spring 2001

**William T. Stokes and Arlene Dallalfar,
Co-editors
Lesley University**

On behalf of the Editorial Board, we would like to welcome you to the fifth issue of the Journal of Pedagogy Pluralism and Practice. The Journal was founded in 1996 by a group of faculty who were working as members of the Diversity Initiative at Lesley College, as it was then known. The editors and the editorial board donate their time to this effort out of a commitment to the goals of advancing opportunities to engage with issues of diversity and power relations in all the realms of scholarship and practice of which we are a part. It had been our hope to publish two issues per year, and to perhaps move that toward still more frequent issues. And, that remains our goal. What we have found is that faculty responsibilities often compete with one another, and some tasks are delayed. That has been the case with respect to the present issue. For that we apologize to our readers who may have noticed that a year has passed since our last issue was posted.

That said, we are very pleased to bring forth this issue and to make it available on the World Wide Web for all who may find us. In 1999 and 2000, the journal was visited by readers at a rate of more than 1000 per month. In this cyber-age where "e-learning" and "e-literacy" are widely discussed, this journal can reach students and faculty around the globe at remarkably low cost. It is our hope and intention to continue to bring to readers a variety of essays and other features, including the three poems appearing in this issue, that will engender dialogue, critique, and collaborative praxis in the fields *Education, Special Education, Technology, Human Services, Counseling, Expressive Therapies, Intercultural Relations, Management, the Liberal Arts and the Social and Natural Sciences*.

We are still learning and exploring the possibilities inherent in this new medium. Some have suggested that the growth of the online universe over the past five to ten years will have as great an impact on all of us as the spread of the printing press did in the fifteen and sixteenth centuries. Given the pace of change now, we may achieve historical perspective far sooner than we might imagine. To join that revolution in information sharing and knowledge creation, we at the Journal will be exploring ways to bring to readers what will best serve their scholarship and profession practice. We welcome hearing from you. To contact us, just click on the button below. Thank you .