

FOREWORD

On February 16-17, 1996, the *Duke Journal of Gender Law & Policy* hosted a conference at Duke University entitled *Gender & The Higher Education Classroom: Maximizing the Learning Environment*. This symposium issue of the *Journal* captures and synthesizes discussions generated at the conference. The *Journal* chose to host a conference and publish a symposium issue on the topic of gender and higher education because of the important policy, legal, and social implications resulting from how policymakers, professors, and administrators address this issue. The topic is important not only to students, but also to administrators facing gender issues in undergraduate and graduate program development, and employers hiring from a diverse pool of professionals who earn graduate, post-graduate, and professional degrees. Recent empirical studies in professional schools and high-profile cases litigating the constitutionality of male-only admission policies of state supported undergraduate institutions have generated widespread interest in this topic. This interest coupled with a lack of scholarship in the area demonstrated a need to develop a coherent body of knowledge concerning the role of gender in higher education.

The conference was successful because of the extraordinary effort of the conference coordinator, Loren Montgomery, and the engaging and thought-provoking participation of the conference panelists. Eight of these participants contributed to this volume, and a ninth article was contributed by a law student. Also included in this issue are two reviews of recently published works on the subject of feminist pedagogy. These articles and reviews cover diverse topics, including future prospects for state supported single-sex education, the efficaciousness of the current model of the law profession, suggestions for making cyberspace hospitable for women, and the expansion of curricula to recognize the positions of gender and race occupied by teacher, student, and subject. The *Journal* presents its fourth volume in the hope that this publication will shape the direction of future research as well as spark debates that will generate a more comprehensive understanding of the issues presented herein.

The *Duke Journal of Gender Law & Policy* would like to thank all the participants in *Gender & The Higher Education Classroom: Maximizing the Learning Environment* and all those who generously contributed to making this conference and publication possible.

