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Editor's Comments

Tricia McClam

University of Tennessee, Knoxville, utktrace@gmail.com

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EDITORIAL COMMENTS

This issue considers the school from several different perspectives and locales. The opening essay is by Alicia Cook, Professor Emeritus at Colorado State University. Titled "Global Dimensions in Service Learning: A Collaborative Grant-Writing Project," this essay describes the benefits for students in a senior grant-writing course as they assisted a South African non-profit organization in enhancing their music education program in Soweto. Following this essay is "Students' Pre-Departure Expectations and Post-Sojourn Observations in a Short-Term International Program Abroad on the Culture, Music, and Art of Brazil" by Elisa Macedo Dekaney, Assistant Professor of Music Education at Syracuse University. She describes a short-term international program abroad and its value for students.

The next three articles are also related to the theme of the school. Jeannine Studer, author of "The School Counselor as an Emerging Professional in the Japanese Educational System," discusses the development of this new education professional as a response to a transformed society. Abdullahi Abdinoor, Lecturer at The Ohio State University, uses a descriptive case study methodology to explore how the Somali community has coped with the statelessness and civil war in "Community Assumes the Role of State in Education in Stateless Somalia." The third article by five authors at the University of Florida addresses communication between home and school in a South African village during a study abroad experience. Twelve college students learned about family and school interactions in a culture very different from their own.

The next two articles report on studies in the United States. The first, "Understanding the International Teaching Assistant Training Program: A Case Study at a Northwestern Research University," is by Cai Lun Jia and Amy Aldous Bergerson at the University of Utah. Interviews, observations, and document analysis contribute to an understanding of an international teaching assistant training program. Ping Liu, author of "What Do K-3 Children Know and Want to Know About China? A Comparative Study of Chinese/Asian American Students and Their Peers," reports the results of this study of 261 K-3 children. Differences and similarities between Chinese/Asian American students and non/Chinese Asian American students are identified and discussed.

Concluding this issue are a vignette by Dorinne Dorfman, "You're American? Attempts to Reach Muslim High School Students in Ger-

many” and a book review by Trena Paulus of *Non-Western Perspective on Learning and Knowing*. Finally, Guidelines for Contributors are on page ??? I invite your contributions to this journal and look forward to hearing from you.

Tricia McClam