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### Editorial Comments

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## EDITORIAL COMMENTS

This issue marks the beginning of a new editor for the journal *International Education*. I am excited to begin my tenure in this role, and to continue developing the long-standing strength and quality of this journal, which enjoys a 35-year history of continual support from editors in social foundations at the University of Tennessee. Readers will note changes in the journal with the changing of editors. Our editorial board has been expanded greatly, in an effort to strengthen our review process while at the same time lightening our board's workload. As the editor, I will be reading all submissions to determine if they should go out for review, and if so, recommending two reviewers with expertise in the submissions' area of research. We also hope that by inviting more top scholars in diverse fields of education to the board, we will attract more submissions from these diverse fields of study in education at an international level.

This issue considers important educational research topics in a way that draws our attention to schools' connections to the larger cultural context of diverse societies. The lead-off essay is by Thomas Misco, Assistant Professor of Social Studies Education, at Miami University, Oxford, Ohio. Titled "Exploring Holocaust Education in Romania after Decades of Historical Silence: An Ethnographic Study of Educators, Students, and Community Members," this ethnographic study seeks to understand the current state of Holocaust education in Romanian classrooms and how sociocultural and institutional forces influence its treatment. The essay explores to what extent the Holocaust is taught in Romanian secondary schools, as well as the Holocaust in Romania. What makes this work timely is Romania's recent accession to the European Union, which puts pressure on Romania to break its silence on this issue. Our second essay is also focused on a disturbing research area that addresses violence and war, that of female child soldiers. Carolyn Spellings, from The Center for the Study of Youth and Political Violence at the University of Tennessee, offers a literature review that aims to provide a comprehensive report on girl soldier experiences, a topic of rare investigation, even though girls represent 6 to 50% of child soldiers.

The next three essays shift our focus to higher education with a look at service learning in overseas and Navajo Reservation communities, intercultural global competency opportunities, and college foreign language students' attitudes. These studies are timely as universities are currently seeking to increase their diverse student body populations and to revamp their mission statements

to reflect their support for internationally and interculturally competent students. First, Laura Stachowski, Indiana University, writes about The Cultural Immersion Projects at Indiana University that are offered for teacher education majors, in particular focusing on the outcomes of service learning projects completed by students teachers in overseas communities and on the Navajo Indian Reservation as reported by the student teachers themselves. "Service Learning in Overseas and Navajo Reservation Communities" describes how the students' service learning projects take them outside of the walls of the classrooms and school buildings and into the daily activities and special events of the people in their placement sites.

Second, Jill Jurgens, Old Dominion University, and Carrie Robbins-O'Connell, Quinnipiac University, offer us "A Comparative Study of Intercultural and Global Competency Opportunities on American and Irish University Campuses." Their study compares reports from three participating universities (one in the United States and two in Ireland) of four different variables: student diversity, student participation in study abroad programs, types of study abroad programs, and types of intercultural programs available to students. Third, Pei-Hsuan (Peggy) Hsieh, The University of Texas at San Antonio, asks "Why are College Foreign Language Students' Self-efficacy, Attitude, and Motivation so Different?" She seeks to extend current foreign language understanding by integrating self-efficacy and Gardners' AMTB variables to the understanding of learning motivation and achievement. Her quantitative study includes 249 undergraduate students learning Spanish, German, and French.

Concluding this issue is a book review by Jeffrey Aper, Provost of Blackburn College, of *Toward a Global PhD: Forces and Forms in Doctoral Education Worldwide*. Our guidelines have been rewritten, as can be found on page 103. I invite your contributions to this journal and look forward to hearing from you.

Barbara J. Thayer-Bacon