

EDITORS' COMMENTS

This is a special issue of *International Education*, not in the sense that it is a themed issue but rather because it is marked by transitions that provoke mixed feelings for us as co-editors. We welcome Dip Kapoor to the editorial board of the journal and are certain that his energy and expertise in the fields of comparative, international, and adult education will serve him and the journal very well indeed. Even as we celebrate Dip's transition onto the team, we announce with mixed feelings that Sue Carey, who has served as managing editor of *International Education* for many years, is retiring from the University of Tennessee and from her position with the journal. We are happy for her of course. However, we are also sad to lose her expertise and efficient handling of the publication details of *International Education*. Someone will step in to take on her role but Sue cannot really be replaced. We have a few more words to say about both of these transitions but in the interim, we provide below a summary of the essays in this issue.

The opening essay is by M. Camargo, G. Calvo, M.C. Franco, S. Londoño, and M. Vergara, a team of researchers from Universidad de La Sabana, a private institution in Colombia. Titled "Teacher Training in Colombia: A Need for Continuous Education," their essay addresses issues in teacher education in the Colombian context in two parts. In part one they provide a rich description of recent reforms in general and teacher education reforms in particular in Latin America generally and in Colombia more specifically. This information is quite useful in and of itself and it also provides the context for the second section in which they report on a survey conducted to assess teacher needs and the extent to which faculties of education are meeting those needs. Findings from the survey include teachers' perceptions that university courses were not preparing them adequately for the realities of the classroom, and the researchers' recommendations include proposals for pedagogical research that is more closely oriented to the problems of teaching practice.

The second essay is by Ee Lin Lee and is titled "Linguistic and Cultural Factors in East Asian Students' Oral Participation in U.S. University Classrooms." Lee describes the context of the study as including the explosion in international student presence in U.S. universities (a 16-fold increase from 1954 to 2002) and an apparently perennial problem of low levels of participation of international students from East Asian countries (China, Hong Kong, Japan, Korea, and Taiwan) in verbal communication in the U.S. classroom setting. Lee's essay reports on a survey of East Asian students conducted to test whether linguistic and cultural factors are related to their relatively low levels of oral participation in the university classroom. The study found that English language proficiency, English language speaking anxiety, and fear of negative evaluation were three primary linguistic and cultural factors responsible for the phenomenon.

Next, Thomas Misco and Gregory E. Hanot explore an international dimension of moral education in their study of post-Soviet Kyrgyzstan.

Interviews, observations, and cognitive mapping tools are strategies to determine the perspectives of Kyrgyz educators at a cross-cultural civic education curriculum development project at the University of Iowa.

The final two articles explore ways to internationalize education. Lori A. Schmied and Kathie E. Shiba, both faculty members at Maryville College, discuss a multi-tiered approach that encompasses both curriculum and resources at their college. Anatoli Rapoport's research study examines the perspectives of American and Russian participants following international exchange programs for educators in civics.

International Education's new editorial board member, Dr. Dip Kapoor, is an assistant professor specializing in International Education in the Department of Educational Policy Studies, University of Alberta. Dr. Kapoor holds a BA in History and Political Science from St. Stephen's College, Delhi University, India; a B. Comm. (Hons.); an MBA and a Ph.D. in Education from the University of Alberta, Edmonton, Canada. Previous to his current position, Dr. Kapoor was an assistant professor of international education at McGill University, Montreal, Canada. His teaching includes courses in adult education, participatory action research, movement activism, and popular education in post-colonial states. His research and activism work includes the establishment of an NGDO in Edmonton that collaborates with similar community-based organizations in Eastern India and a long-term participatory action research project involving some 120 village partnerships engaging indigenous and lower caste groups in joint action to address concerns around poverty and marginalization. As a new member of the editorial board, Dip has already become quite engaged in the work of the journal. We are fortunate, for example, to have him as guest editor of a forthcoming special issue of *International Education* on the theme of international perspectives on education and decolonization.

As we said at the beginning of these comments, we are experiencing mixed emotions regarding the departure of our managing editor, Sue Carey, who is retiring in June after 33 years with the College of Education, Health, and Human Sciences at the University of Tennessee. One of her primary responsibilities has been the publication of *International Education*. Sue started working with the journal as a graduate assistant in 1974 when Drs. Charles Peccolo and Siegfried Dietz were the editors. She was named managing editor in 1976. Her vision for the journal has guided its development and growth through seven deans, the merger of two colleges, and a number of editors. We salute Sue for her contributions to the journal's quality and relevance. Many of you may know that Sue herself is a published author; her plans for retirement include more time for her own writing.

We invite your contributions to this journal. Guidelines for submitting articles are on page 108. We look forward to hearing from you.

Handel Kashope Wright & Tricia McClam, Co-Editors