

## Introduction

**FRONTIERS:** *The Interdisciplinary Journal of Study Abroad* continues to seek thought-provoking manuscripts, insightful essays, well-researched papers, and concise book reviews that may provide the profession of study abroad an intellectual charge, document some of the best thinking and innovative programming in the field, create an additional forum for dialogue among colleagues in international education, and ultimately enrich our perspectives and bring greater meaning to our work.

In this issue, *Frontiers* focuses on one of the most compelling themes of interest among international educators: *learning outside the home society and culture*. Through the researched articles, we hope to engage you in further thinking and discussion about the ways we learn in other societies and cultures; the nature of such learning and the features that make it distinctive from learning in one's home culture; the methods, techniques, and best practices of such learning; and the integration of learning abroad into the broader context of the "internationalization" of the home campus.

Brian J. Whalen's lead article in this edition of the journal develops our theme by providing an overview of learning outside the home culture, with particular emphasis on the role that memory plays in this enterprise. Whalen examines the psychological literature and uses case studies to focus on the ways in which students learn about their new society and culture, and about themselves. Hamilton Beck, on the other hand, presents an intriguing study from the life of W. E. B. Du Bois. In examining his *Autobiography* and Du Bois's three-year stay in Berlin from 1892 to 1894 as a graduate student at the Friedrich Wilhelms-Universität zu Berlin, Beck uncovers an excellent example of "learning outside one's home society and culture" through the series of social, political, and ideological encounters Du Bois experiences, reflects on, and then remembers. The article ends with several "lessons" learned from late-nineteenth-century Germany that remained with Du Bois for the rest of his life, as shown in his *Autobiography* and his collection of essays in *The Souls of Black Folk*. A team of field study and study abroad specialists from Earlham College looks at our theme through the use of ethnography and the techniques of field study for students living and working in Mexico, Austria, and Germany. The article demonstrates through the observations of the students how effective the use of field research methods can be in learning about Mexican social relations and cultural traditions by working in a tortilla factory, or about Austrian social habits and traditions by patronizing a night club and its "intimate society."

We are reminded of other methods of strengthening learning outside the home society and culture by the case study of the Canadian students from Ontario who attended a teacher training program at the University of Western Sydney in Australia. Barbara Jo Lantz's review of a recent publication describing the usefulness of an "analytical notebook" in learning outside the home society and culture underscores the importance of journal writing as an integral part of study abroad. While journals have been used before in study abroad learning, Kenneth Wagner and Tony Magistrale's *Writing Across Culture* points the international educator in new directions and contexts in which journal writing enhances learning. Finally, in our *Update* section, Wayne Myles

examines the uses of technology-including the Internet, homepages, and electronic bulletin boards-as ways of advertising to, networking with, and processing study abroad students and their learning on and off our campuses.

Barbara Burn examines the internationalization efforts of our European colleagues through her review of Hans de Wit's edited work *Strategies for Internationalisation of Higher Education*, while Aaro Ollikainen follows up an earlier article by Hans de Wit (*Frontiers*, no. 1), with a detailed look at Finland's efforts at internationalization. Joseph R. Stimpfl's thorough annotated bibliography reminds us that there is a legacy of several decades of critical thinking about study abroad and international education to which we are indebted and on which we can build.

With this issue, the editorial board is pleased to begin publishing two issues annually of *Frontiers*. We are interested in interdisciplinary approaches to study abroad as well as critical essays, book reviews, and annotated bibliographies. In building on the work of previous research, and creating a forum for a debate and discussion, we hope that we may begin to define both theoretically and practically the contours of the frontiers of study abroad.

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