

From the Editors

We are pleased to introduce a new section, *A Visit With . . .*, where we share an interview with a noted contributor to service-learning. People usually become acquainted with noted contributors through professional publications and conferences. We feel, however, that these leaders in our field can offer ideas that do not lend themselves necessarily to an article or book, and these can be the very ideas that encourage and inspire our work. We are honored to present Andy Furco as our first featured contributor. We feel certain you will find this visit with Andy rewarding.

We also appreciate the contributions of our reviewers and authors who have made this volume possible. Two articles were accepted under the leadership of Kathleen Wasserman, the former editor of the journal. Ye He shares her research that focuses upon contributions of service-learning to ESL teacher education. Kathleen Tice and Larry Nelson present findings of a mixed methods study where preservice teachers work with youth attending Title I schools that serve diverse students populations in an urban setting.

In focusing upon work with rural teachers, Faith Beyer-Hansen examines the connections between sense of community and rural teachers including service-learning. Nancy Arrington's research reminds us of an important goal of service-learning in teacher education as she shares a service-learning project that took place when she taught children.

We hope you can read each of the articles. If you have read articles from previous volumes, you will notice another addition to this issue. We have borrowed from print journals as we designed the format for each article in providing a polished look.

Finally, we are proud to announce the members of our editorial board and a place in our journal header to feature them: Andy Furco, Virginia Jagla, Joe Erickson, Jean Strait, Marshall Welch, Alan Tinkler, Barri Tinkler, and Timothy Murphy. We thank each of our editorial board members for lending their support to our efforts to advance scholarship of service-learning in teacher education. We thank Ramona Holmes, Faedra Wills, and Maggie Dwyer for their invaluable technical support and advice.

Co-Editors,
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