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Editors' Comments

Mary K. McCullough
Loyola Marymount University, mary.mccullough@lmu.edu

Martin K. Scanlan
Boston College, martin.scanlan@marquette.edu

Karie Huchting
Loyola Marymount University, karen.huchting@lmu.edu

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Editors' Comments

The Fall 2013 issue of *Catholic Education: A Journal of Inquiry and Practice* represents a number of new beginnings for the journal. On June 1, 2013, the Loyola Marymount University School of Education took over as host of the journal, following a successful five-year run at Boston College's Roche Center for Catholic Education. At LMU, the journal will be housed in the Center for Catholic Education, which brings together a broad range of programs to advance PreK-12 Catholic education through teacher and leadership training, research, and outreach to Catholic schools throughout California.

LMU will continue to publish *Catholic Education* as an online, open-access journal through the Digital Commons platform. The journal's new website, hosted within LMU's Digital Commons repository, features an updated design with a robust search tool and access to all articles from previous issues. In future months, we will roll out several new features for readers and authors, including a social media presence for the journal.

While we are excited to look forward, we also wish to recognize the excellent work and exemplary leadership of the previous editors, Michael James, Joseph O'Keefe, and Lorriane Ozar, and of the managing editor, Michael Bennett. Their efforts to transform the journal into an open-access resource and to advance the quality and reach of the journal are greatly appreciated. We hope to continue the legacy they have built over the past five years with the same levels of service, care, attention to detail, and author support that have come to characterize *Catholic Education*.

This first issue of Volume 17 contains four research articles, a robust focus section, and six book reviews. It begins with an article reviewing early childhood education programs in Catholic schools written by James M. Frabutt and Rachel Waldron. This article provides a seminal overview of the current state of Catholic early childhood education in many key urban centers throughout the United States. Frabutt and Waldron present analysis of interviews with 15 diocesan and archdiocesan administrators about the state of early childhood education within their (arch)dioceses. Their data indicate that although great diversity exists across (arch)dioceses in the forms and functions of early childhood programs, a shared belief endures that faith for-

mation seeded in Catholic early childhood programs is beneficial to children and families. The focus of this article is particularly timely, as early childhood education is increasingly recognized as a necessary step to improving educational equity.

In the second article, Shane D. Lavery and Gregory S. C. Hine present a study on secondary school principals' understandings and beliefs about student leadership. This research, conducted with eight secondary school principals from Catholic secondary schools in Western Australia, indicates that principals view student leadership in a positive light and recognize the importance of their role in fostering student leadership. Furthermore, their findings indicate that servant leadership is the preferred leadership style for student leaders. The article concludes with important recommendations for principals, teachers, and Catholic education authorities for promoting and supporting the development of servant leadership among students.

In the third article, Cyndi Nienhaus discusses her experiences teaching an undergraduate course on Jewish-Christian relations built on the recommendations for interfaith dialogue in *Nostra Aetate* ("In Our Time"), composed during the Second Vatican Council (1965) and embodying the Vatican's approach to communication and engagement with people of other faiths. This article contributes important reflections on teaching in Catholic higher education, including approaches to dealing with difficult subjects in the classroom.

Merylann "Mimi" Schuttloffel reports on contemplative leadership practice, drawing from interviews with Catholic education leaders in Australia, England, and the Netherlands. Contemplative leadership practice emphasizes how a leader's character and life history contributes to her/his ability to make decisions aligned with a school's Catholic identity. Data from this international study confirm the importance of life stories, emphasizing the significance of viewing leadership as a vocation and prioritizing relationships within contemplative leadership. Among the recommendations following from these findings are continued professional development focused on developing character for contemplative practice, as well as spiritual leadership, and ongoing reflection on decision-making and Catholic identity.

Following these four research articles is a Focus Section covering the 2012 Catholic Higher Education Conference (CHEC) held at Marquette University in Milwaukee, Wisconsin. In their introduction to this section, Focus Section editors Jennifer Maney, Martin Scanlan, and Erik Goldschmidt trace the history of the CHEC Conference from its inaugural summit in 2007 to

the penultimate conference in 2012, describing the contributions of the conference to the field of Catholic education throughout the United States.

In the first essay of the Focus Section, Erik Goldschmidt and Mary Walsh survey governance models in use in urban Catholic elementary schools. The authors identify seven major governance models, drawing from interviews with leaders in Catholic education from 12 urban areas across the United States. They then present an eighth: an alternative model for faith-inspired charter schools.

Next, Christian Dallavis and Andrea Cisneros describe the Notre Dame ACE Academies initiative, a unique structure for collaborative governance shared between school leaders and university representatives. Five schools in Arizona and Florida have implemented this model with success.

These two full-length articles are followed by a number of shorter essays, beginning with one by Lorainne Ozar and Patricia Weitzel-O'Neill describing one of the key outcomes of the CHEC Conferences, the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* (NSBECS). The authors discuss the value of the NSBECS as a framework and set of criteria for accountability in governance and leadership, noting the importance of clear direction in these areas for sustaining Catholic schools.

The final pieces in the Focus Section include a collection of essays combined under the title "Supporting Catholic Education through Effective School/University Partnerships." This article includes an essay describing the formation and work of the Greater Milwaukee Catholic Education Consortium (GMCEC), by William Henk and Jennifer Maney. Following this essay is a brief summary of highlights from a panel session featuring a conversation among the presidents of the five GMCEC presidents. Next, Frank Montejano and Kevin Baxter describe a partnership between LMU and the Archdiocese of Los Angeles, highlighting initial outcomes of the collaboration. In a second collection of essays, titled "School Boards and Effective Catholic School Governance," Gregory J. Geruson and Christine L. Healey explicate 10 essential practices for establishing a successful school board. Next, Anthony Sabatino, Dan Ryan, and Regina Haney provide a case study of the development of a community of committee-driven school boards in Sioux City, Iowa. This piece concludes with highlights from a panel on small and rural school governance, reported by David Faber.

In addition to the research articles and Focus Section, this issue contains six book reviews: James T. Carroll reviews the 40th Anniversary Edition of *The Harrisburg 7 and the New Catholic Left* (2012), written by William

O'Rourke and published by University of Notre Dame Press; David S. Caudill reviews *Law's Virtues: Fostering Autonomy and Solidarity in American Society* (2012), written by Cathleen Kaveny and published by Georgetown University Press; Timothy Hanchin reviews *Beyond Obedience and Abandonment: Toward a Theory of Dissent in Catholic Education* (2012), written by Graham P. McDonough and published by McGill-Queen's University Press; Daniel P. Justin reviews John J. Pederit and Melanie M. Morey's (2012) *Teaching the Tradition: Catholic Themes in Academic Disciplines*, published by Oxford University Press; Michael D. Waggoner reviews *The Praeger Handbook of Faith-Based Schools in the United States, K-12* (2012), edited by Thomas C. Hunt and James C. Carper and published by ABC-Clio; and Keith Douglass Warner reviews Annibale Fantoli's (2012) *The Case of Galileo: A Closed Question?* published by University of Notre Dame Press.

We look forward to serving the Catholic education community as the editors of this important journal over the next five years. We invite all of our readers to share feedback and ideas for improving and expanding the journal's impact; we also invite new submissions as well as volunteer peer reviewers. Please contact us at Catholicedjournal@lmu.edu to get involved.

Mary K. McCullough, Karie Huchting, and Martin Scanlan