



Digital Commons@

Loyola Marymount University
LMU Loyola Law School

Journal of Catholic Education

Volume 4 | Issue 3

Article 13

3-1-2001

Editors' Comments

Ronald J. Nuzzi

Thomas C. Hunt

Follow this and additional works at: <https://digitalcommons.lmu.edu/ce>

Recommended Citation

Nuzzi, R. J., & Hunt, T. C. (2001). Editors' Comments. *Journal of Catholic Education*, 4 (3). <http://dx.doi.org/10.15365/joce.0403012013>

This Editors' Commentary is brought to you for free with open access by the School of Education at Digital Commons at Loyola Marymount University and Loyola Law School. It has been accepted for publication in *Journal of Catholic Education* by the journal's editorial board and has been published on the web by an authorized administrator of Digital Commons at Loyola Marymount University and Loyola Law School. For more information about Digital Commons, please contact digitalcommons@lmu.edu. To contact the editorial board of *Journal of Catholic Education*, please email JCE@nd.edu.

EDITORS' COMMENTS

“**T**he present must stand on the shoulders of the past if it wishes to peer into the future.” It is an old maxim, a favorite among historians, and an expression of a deep and abiding truth. The past lives on in the structures, attitudes, and behaviors of the current age. And, as all experienced administrators know, past performance is the best indicator of future achievement.

Catholic Education turns its attention to the wisdom of the past in this issue with a focus section on history. Timothy Walch takes us through the golden age of Catholic parochial education, finding many insights from our recent history to help guide us in this new millennium. From the archives of the National Catholic Educational Association, we reprint an address of John King Mussio, former bishop of Steubenville, Ohio, delivered at the national convention in 1959. It is sobering to read how many of Mussio's concerns are still relevant today.

Two additional essays in the focus section concentrate on the personal contributions of individual leaders. Mario D'Souza examines the work of Jacques Maritain and his influence on Catholic educational philosophy. Cecilia Moore looks at the efforts of two pioneers in social justice work, Victor and Constance Daniel, who practiced emancipatory education as a response to the effects of slavery in the United States.

Other articles in this issue touch a variety of themes that are both timely and helpful. A group of scholars from Missouri present an analysis of school climate at the secondary level, focusing their attention on forming a culture of nonviolence rooted in healthy relationships. In another article, stress in the principalship is examined, with particular emphasis on the causes of stress for Catholic elementary school administrators. Other issues addressed in featured articles include diocesan programs to support social justice education and teacher commitment and longevity.

The Review of Research section surveys an impressive collection of data on homeschooling, a topic of interest to all educators; and the Book Review section offers three reviews of new books in the field.

Ronald J. Nuzzi, Thomas C. Hunt, *Co-Editors*

Copyright of Catholic Education: A Journal of Inquiry & Practice is the property of Catholic Education: A Journal of Inquiry & Practice and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.