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### Editors' Comments

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## EDITORS' COMMENTS

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In its original and deepest meaning, *catholic* is synonymous with *universal*. The catholicity of the Church is manifest in its universality, one of the enduring marks of the Church. Catholic education participates in this universality of the Church through the dedicated efforts of committed Catholic educators who operate Catholic schools, colleges, and universities in dozens of countries the world over.

Our focus section celebrates this catholicity by taking us to other continents and cultures where Catholic education is prospering. The articles, however, are not news-filled reports; they are scholarly enterprises which reveal the seriousness of purpose to be found among Catholic educational leaders. We hear from Paul Hansen in Australia about how recent church documents have neglected emphasizing lay principalship in Catholic schools. Leslie Francis and Harry Gibson assess denominational identity in Scotland. Paul Shore tells us a fascinating story of the history of the Jesuits in northwestern Romania. Leadership succession in Catholic schools comes under scrutiny by Kelvin Canavan, while Barbara Brock and Jennifer Fraser compare school leadership behaviors in Nebraska and New South Wales. Tansy Jessop concludes the focus section with a study of best practices in a Calcutta school. This international focus section is a fine testimony to the catholicity of the church and its educational endeavors.

The issue opens with an essay by Robert Palestini on a timely topic for Catholic education in the U.S.—vouchers—and a proposal for implementing a focused plan.

The editorial staff thanks Sister Mary Peter Traviss, OP, director of the Institute for Catholic Educational Leadership at the University of San Francisco, for her service as book review editor. An international leader in Catholic education and a founding member of this journal, Sr. Mary Peter has helped shape the research agenda for all serious scholars in this field. Sr. Mary Peter has served us well and now passes the torch to Dr. Gerald Cattaro, Director of the Center for Nonpublic Education at Fordham University. Dr. Cattaro begins his work in this issue as book review editor.

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

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