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Editors' Introduction

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EDITORS' INTRODUCTION

Welcome to the spring issue of the *Journal of Catholic Education*. We have been very busy here in the editorial office preparing this super-sized issue of the *Journal*. Containing nearly 400 pages, this issue features 12 main articles, 4 focus section articles, and 4 book reviews.

The issue begins with Anthony and Renee Setari's article investigating minority student enrollment and transition to higher education. Their article, "Trends in Catholic School Minority Enrollment and Higher Education Entrance Over the Recession" picks up on some of the ideas about enrollment and how to best serve students of color that were prominent in our Special Issue on Latinos, Education, and the Church, released in January 2016. The rest of the main articles in this issue can be clustered around three general themes: (a) international perspectives on Catholic education; (b) student experiences and achievement; and (c) charisms in Catholic institutions of higher education.

Within the international cluster, we are excited to share articles about Catholic education in Tanzania, Australia, Canada, and the UK. Martin Connell's article, "The Challenge to Educate: An Account of Inaugurating a Catholic School in Tanzania" draws upon the author's first-hand experience building a school in East Africa. Fr. Connell presents recommendations for building schools in the developing world based on his analysis. Helga Neidhart and Janeen Lamb examine the role of the principal as faith leader in Australian Catholic schools in their article "Australian Catholic Schools Today: School Identity and Leadership Formation." Graham McDonough presents analysis from his interview study with students from a private, Catholic secondary school in Canada in his article "Bearers of Diverse Ecclesiologies: Imagining Catholic School Students as Informing a Broader Articulation of Catholic School Aims." He provides recommendations for Catholic schools to balance a need for a unified Catholic identity with students' beliefs and experiences of spirituality. Finally, in "Measuring the Contribution of Roman Catholic Secondary Schools to Students' Religious, Personal and Social Values," Andrew Village and Leslie Francis examine differences between students in Catholic schools and non-Catholic schools, drawing on a large dataset from England and Wales.

The second group of articles clusters loosely around students' experiences in Catholic schools, including curricular interventions designed to improve

achievement of certain groups of students. It includes two studies focusing on students in urban Catholic schools, “The Relationship of a Systemic Student Support Intervention to Academic Achievement in Urban Catholic Schools,” by Katherine Shields, Mary Walsh, and Terrence Lee-St. John, looks at outcomes of an intervention focused on providing for students’ non-academic needs. The article “Effectiveness of a Parent-Child Home Numeracy Intervention on Urban Catholic First Graders” also looks at outcomes for urban students, this time young students (first graders) participating in an intervention intended to raise mathematics achievement. Examining an issue that extends beyond urban schools, Michael Huggins describes linkages between the concept of stigma and the all too common occurrence of bullying in schools. Lastly, in “Students with Developmental Disabilities in Catholic Schools: Examples in Primary and Secondary Settings,” Megan Burke and Meghan Griffin provide rich descriptions of the experiences of children with developmental disabilities attending Catholic schools and make recommendations for how schools might better serve such students.

The last three articles in the main section of this issue address unique aspects of different charisms present in Catholic institutions of Higher education. In “The Augustinian Values Institute: Preserving a Legacy of Augustinian Education,” Stephen Baker describes one approach to maintaining important values in a Catholic school that is no longer exclusively staffed by members of a religious order. Fernando Estrada examines the idea of the teaching alliance through the lens of Jesuit spirituality in his article, “The Teaching Alliance as a Framework for Advancing a Relationally Oriented and Jesuit Inspired Teaching and Research Agenda.” Also focusing on Jesuit education, Jeffrey LaBelle and Dan Kendall examine characteristics of Jesuit institutions of higher education in their article, “Characteristics of Jesuit Colleges and Universities in the United States: A Reciprocal Interdependence Analysis.” LaBelle and Kendall highlight what they call a “reciprocal interdependence” among seven characteristics of Jesuit education.

Following these 12 main articles is a focus section featuring three articles about Leadership Preparation for Catholic school principals. The focus section was guest edited by Michael Boyle of the Andrew M. Greeley Center for Catholic Education at Loyola University Chicago. Dr. Boyle provides an introduction to the section. His introduction is followed by the article “The Leadership Challenge: Preparing and Developing Catholic School Principals,” which he co-authored with Alicia Haller and Erika Hunt of Illinois

State University. The focus section also includes an article by Anthony Sabatino of Loyola Marymount University, titled "The Virtual Classroom and Catholic School Leadership Preparation: The LMU Certificate in Catholic School Administration (CCSA) Program," which describes LMU's online program for Catholic school leaders. Finally, the focus section includes an article by Sandria D. Morten and GERALYN A. Lawler from Loyola University Chicago, titled "A Standards-based Approach to Catholic Principal Preparation: A Case Study," which examines the process by which Loyola Chicago developed the Catholic School Principal Competencies that guide their courses.

We hope that this super-sized issue will provide ample summer reading for our readers. We wish you all a happy end-of-the-school year and look forward to sharing more great articles in our Fall 2016 issue.