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REVIEW OF RESEARCH

INTER-FAITH SCHOLARSHIP ABOUT RELIGIOUSLY AFFILIATED SCHOOLS, COLLEGES, AND UNIVERSITIES

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*We not only need to understand one another,
 we need one another to understand ourselves.*

These words, spoken by Jewish scholar Jean Halperin and quoted by Diana Eck (1993, p. 189), convey the importance of three recent efforts to enhance interfaith scholarship about religiously affiliated schools, colleges, and universities: *Private Schools: Partners in American Education*; *Ethos and Education*; and *Educating for Religious Particularism and Pluralism*.

PRIVATE SCHOOLS: PARTNERS IN AMERICAN EDUCATION

In this and subsequent issues of *Catholic Education*, readers will learn about a conference that took place at the University of Dayton from November 5 through November 7, 1997. *Private Schools: Partners in American Education* had as its goal the building of a vision for research on private education in the United States. Participants came from a wide variety of settings: non-sectarian independent schools, home schooling organizations, and religiously affiliated educational efforts. Among the religious groups represented were: Episcopalians, Evangelical Protestants, Jews, Lutherans, Roman Catholics, Seventh Day Adventists, and Southern Baptists. In the United States today, religiously affiliated schools constitute 63% of all private schools and serve 76% of all students in private schools. It is hoped that the interfaith dimension of the Dayton conference will stimulate new collaborative scholarly endeavors.

ETHOS AND EDUCATION

The Education and Ethos Network was established at the University of Durham in England in July 1996 following an international symposium on church school studies. The Education and Ethos Network links scholars and practitioners concerned with religiously affiliated schools, colleges, and universities worldwide. The Network offers the following services to its members: priority booking and discounted fees for the biennial international symposium, two mailings a year providing up-to-date information on relevant issues and publications, a membership directory, and a free subscription to the journal *Ethos and Education: Studies in Religiously Affiliated Schools, Colleges, and Universities*.

Ethos and Education is a fully refereed journal intended to advance studies in religiously affiliated schools, colleges, and universities. The journal welcomes articles which discuss basic principles or empirical investigations of major importance, especially recent national and international developments. The journal is co-edited by an Anglican and a Roman Catholic. On the editorial board are Catholics, Moslems, Jews, and representatives of a wide variety of Protestant denominations. They are from Australia, Canada, Germany, Ireland, the Netherlands, the United Kingdom, and the USA. The editors encourage the submission of manuscripts representing a range of religious points of view and embracing a number of academic disciplines including theoretical perspectives grounded in theology and educational philosophy; empirical perspectives grounded in sociology, psychology, and anthropology; and perspectives grounded in curriculum studies, school management, and legal and historical issues. The journal welcomes original contributions in line with the above aims, articles in the range of 3,000 to 5,000 words, and short research reports not exceeding 2,000 words. For further information contact Rev. Professor Leslie J. Francis, Centre for Theology and Education, Trinity College, Carmarther, SA31 3EP Wales, UK, or myself.

EDUCATING FOR RELIGIOUS PARTICULARISM AND PLURALISM

Educating for Religious Particularism and Pluralism is a new initiative sponsored by the Lilly Endowment's Valparaiso Project on the Education and Formation of People in Faith. The co-directors of the project, Sr. Mary Boys of Union Theological Seminary in New York and Dr. Sara S. Lee of Hebrew Union College in Los Angeles, explain their goal:

[to] explore the question of how religious education in Catholic and Jewish communities fosters both commitment to one's tradition and the capacity to engage with other traditions. As the title of our project conveys, we believe

that education for a healthy particularism must be complemented by preparation for engagement in a religiously pluralistic society.

Four times in the next two years, the Lilly Foundation will bring together Jewish and Catholic scholars to explore these issues. Along with Dr. Lee, the Jewish participants are Aryeh Davidson of Jewish Theological Seminary in New York, Deborah Kerdeman of the University of Washington, Rabbi Daniel Lehmann of the New Jewish High School in Boston, Cindy Reich of Talmud Torah of St. Paul, Livia Slemanowitz Strauss of Central Synagogue in New York, and Jonathan Woocher of the Jewish Education Service of North America. Sr. Boys is joined by six Catholics: Julie Collins of Georgetown Preparatory School, Philip Cunningham of Notre Dame College in New Hampshire, Sr. Catherine Dooley of Catholic University, Fayette Veverka of Villanova, Sr. Addie Walker of Assumption Seminary in San Antonio, and myself. Of particular interest to Catholic educators is the recent growth in Jewish schools in the United States. Forty have opened in the past six years and many others are on the way (Applebaum, 1997, p. 24). Catholics and Jews have much to learn from each other. As one of the people who will develop a research agenda on this topic, I welcome input from readers of this journal.

A CALL FOR INFORMATION AND RECOMMENDATIONS

If the Review of Research section is to serve the purpose for which it was created—to be a central source of information about the current status and future prospects of scholarship relating to Catholic schools, information is needed from a wide variety of sources. To that end, I urge readers to send me any information related to interesting new research initiatives that would be of interest to Catholic educators. I am especially interested in promoting the interfaith endeavors described above and other such efforts with which you might be familiar. Scholars and practitioners from religiously affiliated schools in the United States and throughout the world have much to offer one another. As Jean Halperin reminds us, "...we need one another to understand ourselves."

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