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### Editors' Comments

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## EDITORS' COMMENTS

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We are excited to announce the first online, open access issue of the journal. This new format, which will continue to provide quality, peer-reviewed national and international research and scholarship on Catholic education, allows for greater dissemination and availability to practitioners, university faculty, and our international audiences. Readers can search and download every article from all 14 volumes of the journal for free by visiting our updated website. This September issue of the journal marks the first online edition and one of the final issues available in print. With this transition, we introduce a new look for the journal and will move to a production schedule of just two volumes per year starting with Volume 15 in September 2011. The governing board hopes that these changes will not only enhance the journal's accessibility, but also its viability as a resource for Catholic educators and educational researchers. We thank all our readers for their support and hope that the new format of the journal brings exciting new material (including multimedia applications), greater availability, and new scholarship to advance the field of Catholic educational research.

This issue of the journal presents a focus on educational leadership among not only principals, but pastors, parents, and those in higher education who are called to support Catholic elementary and secondary education. Marian Hobbie, John J. Convey, & Merylann J. Schuttloffel present research on the relationship between Catholic school identity and organizational leadership and how this relationship predicts school vitality. Their results provide clear implications for the role of leadership and Catholic identity in sustaining Catholic schools. Pastors are often the spiritual and administrative leaders of Catholic schools, thus, understanding their perspective on the role of parents in Catholic schools could lead to greater collaboration among school faculty, pastors, and the parish in cultivating vibrant Catholic communities to sustain and support these schools. James M. Frabutt and his colleagues examine pastors' views of parents and their role in Catholic schools, providing useful insight and recommendations. Noah Borrero describes a successful partnership between an alliance of nine Catholic schools and a local university in creating professional development opportunities for teachers to network within and across schools. Catholic schools are called to serve the human good and marginalized, including students who are bilingual. Martin Scanlan and Gareth Zehrbach make the case that Catholic schools underserve Latino English language learners and that the two-way immersion model offers an approach to

bilingual service delivery that is philosophically and functionally well suited for Catholic schools.

The focus section highlights details of the recent Catholic Higher Education Collaborative Conference (CHEC) held at Loyola University Chicago in October 2009 on Catholic educational leadership. This is the second of six conferences to be held at Catholic colleges and universities on how Catholic institutions of higher education can support pre-K-12 Catholic schools. Michael J. Boyle presents a synopsis of the conference and Merylan J. Schuttloffel provides a commentary on the outcomes of the meeting. Interviews with three panelists who participated in the conference provide an in-depth understanding of how elementary, secondary, and system administrators view the crisis of educational leadership (Lorraine Ozar).

Finally, Chris DellaPorta reviews *Schools Within Schools: Possibilities and Pitfalls of High School Reform*, a look into the reform movement to create smaller public schools similar to the Catholic school model. Patricia Sevilla reviews a book on how reflection and accepting God can help individuals find rewarding career paths. In Carl Loesch's review of *The Spiritual Apprenticeship of a Curious Catholic*, readers gain an understanding of Jerry Hurtubise's spiritual apprenticeship as he used every contact and interaction with individuals he encountered in his life to glean life lessons and spiritual meaning.

Michael James, Joseph M. O'Keefe, S.J., Lorraine Ozar, *Co-editors*