

technology. As administrators, they need to grasp and live principles of effective leadership. In the past, Catholic universities have been outstanding in providing this education and in many cases providing opportunities to build community among their students. However, the difficulty arises in sustaining that knowledge and experience in day-to-day activities of running a school and in dealing with the rapid rate of change facing schools. Given this rate of change and the proliferation of new technologies, we can never be content with the status quo.

Along with the need to be current in educational matters, we are faced with an equally important challenge to be up-to-date with religious and moral teaching. The Catholic "literacy" of our teachers and administrators is crucial. How well can they explain the Church's teachings on religious and moral dimensions of such questions as cloning, genetic engineering, and a host of other scientific advances, some of which we may have difficulty imagining? We must ensure that our students are able to assess the implications of their choices and those of the society in which they live.

This becomes more complicated when viewed from the vantage point of where and how our teachers are trained. A large percentage of our teachers are graduates of the state university system, and have had little or no opportunity for adult theological reflection. We address this by requiring a certification process that supplements their faith development and formation. Since this must be done at the local level, it is imperative that we have administrators who live the Gospel and who know how to help others grow in their own faith.

Finally, we need to think about the challenge of collaboration. The self-sufficient school or school system is no longer feasible in an increasingly complex world. We must work together with agencies and institutions such as Catholic health care and other social agencies ministering to the family. These agencies and services can help children and families with problems that inhibit their learning. Establishing family centers and sharing available resources will be a major function of future educational leaders.

LEADERSHIP PREPARATION IS ONGOING

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Six major issues face my principals and staff. First is the diversity of language and culture in our schools. We are teaching in a more global environment. Second, students come to us with a variety of learning styles and ability levels, and programs are needed to meet them. Third, finances are a continual problem. How do we raise salaries and benefits, for example, and

keep tuition within a reasonable range? Fourth, development efforts demand a significant amount of a principal's time and energy. Fifth, how does the principal maintain and foster the Catholic identity of staff, especially lay faculty? Finally, planning and development require broad support, collaboration, and a sense of ownership. In fact, only a third of our schools have an advisory board to help with strategic planning and finances.

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