

EDITORS' COMMENTS

This issue highlights a primary need for Catholic schools today, teacher preparation. The current need has come about as a result of the departure of vowed religious, steeped in the traditions of their order, from the schools, a reality that has continued unabated since the late 1960s. It has been accentuated by the relative abandonment by Catholic colleges and universities of preparing teachers for the religious mission of Catholic schools and their embrace of the secular model, influenced by program accreditation that requires those programs to meet the canons of the state.

The first article of the Focus Section deals with a study of the preparedness of teachers from alternative teacher education programs and asks the question: Can an alternative teacher education program based in service to Catholic education prepare teachers to be effective in both parochial and secular settings? It is followed by three responses from the field, penned by leaders among Catholic education practitioners. The final article of the triumvirate hails from Canada. It reports on the effectiveness of teacher induction programs in Catholic schools and points to the need for the development and implementation of a systematic process of induction that consciously meets the needs in the religious dimension for beginning teachers.

The Review of Research is closely related to the thrust of the Focus Section. It treats the need for programs of spiritual formation of those who staff Catholic schools, calling for teacher formation in spiritual growth and in knowledge of the Catholic faith and daily living of the Gospel.

Two articles address the issue of cultural capital. The first looks to children's cultural capital and suggests that parents' attitudes toward schooling should be included in future studies of educational stratification and that more research is needed in the examination of public-Catholic school differences in cultural resources. The second essay addresses the matter of religious participation as cultural capital development, with Chicago's Jewish schools as the locus of study.

Finally, there are five book reviews. Two of these focus on the teacher, two more on classroom practices, and one on a handbook of research on Catholic higher education.

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