

EDITORS' COMMENTS

Within the next several months, the United States of America will engage in the process of electing a new president in the tradition and practice of a democracy to ensure the peaceful transfer of executive power. With much less fanfare, but with significant deliberation and planning, the journal has also made a transfer of responsibilities. With the approval of the journal's Governing Board, the editorial offices and daily management responsibilities have relocated from the University of Notre Dame to Boston College. When the journal was founded, the editorial offices were first established at the University of Dayton, one of the journal's four founding institutions. Under the editorial leadership of Rev. Ronald Nuzzi and Dr. Thomas Hunt and the organizational talents of the Managing Editor, Julie Wernick Dallavis, the University of Notre Dame became the second editorial home of the journal. Over the years, the growth and quality of the journal have been due to the outstanding commitment and service of the past editors and campus staff, the continued engagement of the members of the Governing Board who represent the institutions that support the operation of the journal, the subscribers and readers, and the many scholars, educational leaders, and practitioners who have contributed to the content of each issue. The journal retrospective published in the June 2008 issue provides us with an overview of the intellectual journey and conversations that have been woven together over the last ten years. This overview offers some insight about how to move forward—strengthening the journal's commitment to encouraging and soliciting outstanding scholarship from practitioners and researchers as well as looking for new ways to engage professionals working in Catholic schools, colleges, and universities. On behalf of the current co-editors and Managing Editor, Aubrey Scheopner, it is our privilege to ensure over the next five years the journal's continued intellectual vitality in service to the Catholic educational community. In coordination with the Governing Board, we will enthusiastically examine strategies (in print and electronic format) for expanded dissemination of scholarship to stimulate discussion, exploring important issues that challenge the field by drawing upon the philosophical and theological traditions of Catholic education.

The theme for this issue is teaching social justice and operating our elementary, secondary, and higher education Catholic schools informed by the principles of Catholic Social Thought. Bergman's piece, which outlines moral education drawing on the work of Alasdair MacIntyre, provides an overview and philosophical grounding for the articles that appear in this issue of the journal. Bergman offers an educational philosophy to guide instructors

in teaching for social justice and challenges Catholic educational institutions to think about how students are prepared to be contributing members of society. Scanlan's article considers the historic mission professed by Catholic schools to be in service to those in need. The author explores the contemporary tensions that emerge in the context of admissions policies and practices. The focus section outlines a number of promising social justice initiatives at Catholic colleges and universities. These initiatives include outreach to underserved urban youth preparing for high school graduation and college (Eifler, Kerssen-Griep, and Thacker) and community partnerships and education for youth and adults (Miller). An examination of service through research in a Native American reservation describes an innovative research methodology of service ethnography (Roberts). These articles draw upon important elements of service learning, social justice, and Catholic Social Thought as the motivation behind these outreach efforts in ensuring that Catholic institutions of higher education are meeting the call to form students who are prepared to serve others for the common good. Each of these initiatives is characterized by collaboration and reciprocal care that results in the mutual sharing of benefits. Each article offers lessons to be learned and important, practical advice for implementing similar programs in other educational settings.

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