

## EDITORS' COMMENTS

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Catholic education as it exists today is a richly diverse ministry of the Church. In a culture often at odds with the religious and moral foundations of Catholic education, Catholic schools strive to maintain a deep and abiding spiritual purpose while simultaneously placing academic excellence at the service of the Gospel.

Catholic schools have many needs and face numerous challenges. We explore in this issue a variety of those needs with an eclectic sampling of scholarly articles across diverse disciplines.

Diane McDermott and colleagues at the University of Kansas have devised an instrument to measure hope in students. As hope has been shown to be a valuable asset for children, measuring hopefulness provides some clues as to the success of various schools. Catholic school students scored high on hope measures.

John Coons and Patrick Brennan present a timely article on school choice, articulating what they call a Catholic position on the question. Several scholars from Ohio discuss the merits of a support group for junior faculty on the tenure track. A qualitative study on leadership searches for commonalities in the leadership style of 12 contemporary leaders.

In the classroom arena, one author examines teachers' perceptions of power in schools and several researchers from Harvard University offer a comparative study of Catholic and public school students in relation to mathematics. And the closing article explores the similarities between the cultures of the Walt Disney Company and Jesuit higher education. In all, a diversity of explorations worthy of the name catholic.

The Review of Research discusses some pressing issues concerning teacher formation, training, and retention.

The issue closes with reviews of Gary Wills' *Papal Sin: Structures of Deceit* and Terry M. Moe's *Schools, Vouchers, and the American Public*.

Ronald J. Nuzzi, Thomas C. Hunt, *Co-Editors*

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